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# USAID TEACHER EDUCATION PROJECT

Quarterly Report: April 1<sup>st</sup> - June 30<sup>th</sup>, 2012

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

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



## USAID Teacher Education Project

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### **DISCLAIMER**

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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
BZU	Bahauddin Zakariya University
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
DQA	Data Quality Assurance
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
FE	Formative Evaluation
FATA	Federally Administered Tribal Areas
FJWU	Fatima Jinnah Women University
FM	Foundation Module
GB	Gilgit-Baltistan
GCET	Government College for Elementary Teachers
GECE	Government Elementary College for Education
GU	Gomal University
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
MSI	Management Systems International
NACTE	National Accreditation Council for Teacher Education

NAHE	National Academy for Higher Education
NCRC	National Curriculum Review Committee
NDIE	Notre Dame Institute of Education
NTS	National Testing Service
PDI	Professional Development Institute
PIRS	Performance Indicator Reference Sheet
PITE	Provincial Institute of Teacher Education
PKR	Pakistani Rupee
PMP	Performance Monitoring Plan
PPR	Performance Plan Report
PSC	Provincial Steering Committee
PTC	Primary Teaching Certificate
PU	University of the Punjab
REAC	Research Evaluation and Advisory Committee
RFP	Request for Proposal
SALU	Shah Abdul Latif University
SBKWU	Sardar Bahadur Khan Women University
SP	Strategic Planning
SST	Secondary School Teacher
STTP	Short-Term Training Program
SU	University of Sindh
TES 2018	Teacher Education Strategy 2018
UAJK	University of Azad Jammu and Kashmir
UE	University of Education, Lahore
UoK	University of Karachi
UoP	University of Peshawar
TC-CU	Teachers College – Columbia University

## **Executive Summary**

During this quarter, the USAID Teacher Education Project undertook several important initiatives. Following an approval from USAID on the project re-programming, the project increased its emphasis on capacity development and training of faculty and staff in the teacher education institutions. Working closely with the Higher Education Commission (HEC), provincial and regional education departments, and partner colleges and universities, the project effectively implemented activities related to the expansion and delivery of the two-year associate degree in education (ADE) and four-year bachelor of education honours [B.Ed. (Hons.)] programs. In accordance with the re-programming, the USAID Teacher Education Project is in the process of hiring 45 additional staff to assist with the expedited implementation of project activities. The following section briefly summarizes key project activities and achievements during the reporting period.

### **National Steering Committee**

In order to renew the National Steering Committee for enhanced coordination between the project and the provinces, staff from USAID and the USAID Teacher Education Project held a meeting with the Secretary for Inter-Provincial Coordination in Islamabad on May 4, 2012. As a result of this meeting, the Secretary for Inter-Provincial Coordination issued a notification to the Chief Secretaries of all provinces, AJK and Gilgit-Baltistan, to nominate officers to represent their governments on the National Steering Committee. All but two provinces/areas have nominated their representatives and the remaining nominations will be completed shortly. It is anticipated that the first National Steering Committee meeting will be held early next quarter.

### **Provincial Strategic Planning and Steering Committee Meetings**

The provincial education departments of Khyber Pakhtunkhwa, Balochistan and Gilgit-Baltistan held their Provincial Steering Committee meetings during this quarter. The provincial education departments of Balochistan and Gilgit-Baltistan approved their Teacher Education Strategies (TES) 2018 during these meetings. The project continued to provide support to the provincial teacher education task forces to assist them with further development of their strategic plans on teacher education. The project organized four consultative workshops on TES 2018 during this quarter to assist with the finalization of the strategic plans.

### **University Strategic Planning**

The USAID Teacher Education Project organized eight strategic planning workshops this quarter, which were attended by 106 task force members from 9 universities. The strategic plans of six universities out of seven are currently being copyedited for publication and dissemination with stakeholders.

### **Strategic Planning and Teacher Policy study tour to the United States**

The USAID Teacher Education Project in collaboration with Teachers College – Columbia University (TC-CU) organized its first Strategic Planning and Teacher Policy study tour to the United States during this quarter. Twenty-two participants, which included 11 male and 11 female participants, participated in the study tour. The purpose of the study tour was to allow faculty members from partner universities and senior officials from the provincial education departments the opportunity to observe and discuss experiences and techniques currently in use in the U.S. in the

management of pre-service teacher education, with particular focus on strategic planning.

### **Technical Assistance for Infrastructure Projects**

To effectively implement the recently introduced ADE and B.Ed. (Hons.) degree programs in selected universities, USAID, in partnership with CDM Smith and the USAID Teacher Education Project is constructing Faculty of Education buildings at six partner universities and renovating one existing partner university building. During the current quarter, the USAID Teacher Education Project continued to liaise with USAID and CDM Smith in regards to the infrastructure projects (six new construction projects and one renovation) with partner universities. The design concepts were presented to five universities, while the remaining two university concepts have been presented to USAID for input.

### **College Improvement Planning (CIP)**

During this quarter, the USAID Teacher Education Project facilitated the process of CIP development at 47 colleges in the provinces and areas. The colleges' needs were assessed through a series of consultative processes involving college faculty, administrators and other stakeholders and the CIPs were drafted accordingly.

### **Revision of Recruitment Rules for Elementary Teachers**

This quarter, through efforts of the USAID Teacher Education Project, the Chief Minister of Balochistan approved the summary for the amendment of service rules and directed the Department of Education to issue the approval notification in this regard. Similarly, the Chief Minister of Khyber Pakhtunkhwa made a positive policy announcement regarding revision of service rules, upgrading the existing pay grade scales for teachers.

### **Course Development**

During this quarter, work continued on the revision of ADE course materials (syllabi and course guides) for 22 courses. Five courses were completed for copyediting, formatting and the layout. It is anticipated that the revisions of the remaining courses will be completed by end August 2012. With technical assistance from the project, teams of faculty members continued to develop curriculum for six courses for years 3 and 4 of the B.Ed. (Hons.) program. Curriculum specialists provided a total of 74 days on-site support to individual writers and teams.

### **Professional Development Activities**

The professional development teams of the USAID Teacher Education Project continued to provide professional development courses to college faculty members to help them offer the ADE and B.Ed. (Hons) programs. Towards the end of the reporting period, all faculty members from Cohort I and II colleges (except in Punjab) had completed all of the Foundation Modules.

### **Research**

During this quarter, research proposals from three new research teams from Gomal University, Allama Iqbal Open University and Bahauddin Zakariya University were approved by REAC. The total number of grant agreements approved is currently 9.

During this quarter, the project organized two Research Grant Award Ceremonies to present the grant awards to the research teams.

### **USAID Merit And Needs-Based Scholarships**

In order to attract strong teacher candidates into the recently introduced B.Ed. (Hons.) and ADE programs, the USAID Teacher Education Project is providing merit-based scholarships. This quarter, a total of 388 scholarship grants to students from five universities and 21 colleges in Azad Jammu and Kashmir, Khyber Pakhtunkhwa and Gilgit-Baltistan were awarded. Students from Cohort II universities and colleges were provided 348 scholarships and 40 scholarships were provided to the continuing students of Gilgit-Baltistan.

### **Monitoring and Evaluation**

During this reporting period, the project PMP was revised and synchronized with the USAID mission PMP and the recently approved project reprogramming. The revised PMP with necessary amendments was submitted to USAID for review and its final approval is expected early in the fourth quarter. During the quarter, 71 trainings were reported with total 1,379 participants with gender distribution of the participants as 705 (51%) female and 674 (49%) male. The Formative Evaluation (FE) Round-1 data collection was successfully completed. The data collected was analyzed and preliminary findings were shared with the course developers, technical teams and senior management. During this quarter, the FE Round-2 was also rolled out, which aims to formatively evaluate the curriculum design of four additional courses, including Child Development, Methods of Teaching, Teaching Literacy and Classroom Management. During this quarter, geographic codes of 72 partner institutes were plotted (longitude and latitude) to populate data on Pak-Info GIS.

### **Communications**

During this quarter, three media firms were selected to work on the upcoming outreach and admissions campaign for the ADE and B.Ed. (Hons). Based on the outreach and admission campaign timeline, work on the admissions campaign for all provinces/areas began with an emphasis on the KPK, which has a start date of early August. The print media campaign was designed and is in the process of being finalized. Work on the national level electronic media campaign is in progress and will be completed and launched in the next quarter.



## USAID Teacher Education Project At A Glance

The USAID Teacher Education Project is a 30-month initiative funded by the Government of the United States of America through the United States Agency for International Development (USAID). Administered by Education Development Center (EDC) in partnership with Teachers College, Columbia University, the project assists the Government of Pakistan in strengthening the basic education sector by institutionalising reforms that improve the quality of pre-service teacher education.

The project helps both new and practising teachers upgrade their qualifications by pursuing the newly introduced two-year Associate Degree in Education (ADE) and four-year Bachelor of Education [B.Ed. (Hons.)]. The strategy entails working closely with the Higher Education Commission (HEC), provincial and regional departments of education, and teacher training institutes across the country.

The project builds upon existing institutional structures and directly supports 22 Pakistani universities and 75 government colleges for elementary teachers (GCETs) in order to raise the academic standards in teacher education programs. Each province and region determines its own plans and priorities in the area of pre-service teacher education, and the project provides 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 three primary objectives of the project are as follows:

### Project Objective 1:

Improved systems and policies that support teachers, teacher educators, and educational managers

The USAID Teacher Education Project 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 partner universities and government colleges for teacher training

### Project Objective 2:

Support HEC and Ministry of Education (MoE) teacher institutes to develop/revise, evaluate and finalize standards, curricula and modules for pre-service teacher education degrees

The USAID Teacher Education Project will support the pre-service teacher education programs of the Higher Education Commission (HEC) and Ministry of Education (MOE) by:

- i. Providing material support to faculties of education at selected partner universities, colleges, and provincial apex bodies for teacher education
- ii. Continuing to provide Ph.D. training for the eight faculty of the selected partner universities completing their doctoral programs in the US through the life of the

<p>project</p> <ul style="list-style-type: none"> <li>iii. Developing the capacity of teaching faculty to create 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. (Hons.) Programs</li> <li>iv. Offering and evaluating the new B.Ed. (Hons.) curriculum and providing technical assistance that will enable colleges and universities to improve delivery of their programs</li> <li>v. Assisting in the establishment of knowledge and skills standards for new teachers</li> </ul>
<p><b>Project Objective 3:</b>  <b>Develop a plan for implementing the new curricula for both new and existing teachers</b></p>
<p>The USAID Teacher Education Project will prepare a plan to implement the new curriculum that includes:</p> <ul style="list-style-type: none"> <li>i. Providing scholarships for new teachers</li> <li>ii. Providing scholarships that will enable in-service teachers to upgrade their qualifications</li> <li>iii. Building the capacity of government colleges to deliver the new programs</li> <li>iv. Initiating dialogue with provincial governments and partner institutions on possible options for upgrading existing teacher qualifications</li> <li>v. Working with at least one university in each province and AJK on bridging programs</li> </ul>

The three objectives listed above directly relate to the USAID Strategic Objective 3 Results Framework, which is as follows:

<p><b>USAID Strategic Objective 3</b></p> <p><b>Increased knowledge, training, and infrastructure to improve the quality of education for females and males throughout Pakistan</b></p>
<p><i>IR 3.1: Strengthened education sector policy-making and planning</i></p> <p><u>Indicator</u></p> <ul style="list-style-type: none"> <li>• Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services</li> </ul>
<p><i>IR 3.2: Improved capacity of teachers and education administrators</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Number of teachers/educators trained with US government (USG) support</li> <li>• Number of administrators and officials trained</li> <li>• Number of textbooks and other teaching and learning materials provided with USG assistance</li> </ul>
<p><i>IR 3.3: Operational plan</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Number of adult learners enrolled in USG-supported schools or equivalent non-school based settings</li> <li>• Number of classrooms repaired with USG assistance</li> <li>• Number of classrooms constructed with USG assistance</li> <li>• Number of PTA or similar school governance structures supported</li> </ul>
<p><i>*IR 3.4: Improved access to and delivery of education services</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>• Number of learners enrolled in USG-supported pre-primary schools or equivalent</li> <li>• Number of learners enrolled in USG-supported primary schools</li> </ul>

- Number of learners enrolled in USG-supported secondary schools
- Net enrolment rate of primary and secondary students and gross enrolment rate for tertiary students

\*Although the results framework of the USAID Teacher Education Project may not relate directly to IR 3.4, the success of the project will eventually affect IR 3.4 indicators as more qualified teachers graduate from GCETs and universities and are better able to attract and retain students in schools, reduce attrition rates and improve measurable learning outcomes of primary and middle-level students.

## Activities and Achievements

This section of the quarterly progress report presents the key achievements and activities of the USAID Teacher Education Project in accordance with the FY 2011–2012 work plan. These activities and achievements 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 (MoE) Teacher Institutes to develop/revise, evaluate and finalize standards, curricula, and modules for pre-service education degrees
3. Develop a plan for implementing the new curricula for both new and existing teachers

### Objective 1: Improve systems and policies that support teachers, teacher educators and educational managers

During this quarter, the USAID Teacher Education Project worked closely with provincial governments including that of Azad Jammu and Kashmir (AJK) and universities on further refining and developing their strategic plans on teacher education. Staff from Teachers College-Columbia University (TC-CU) and the USAID Teacher Education Project worked closely to assist partner entities in this endeavour. Building upon these efforts, the project in collaboration with TC-CU also successfully organized its first Strategic Planning and Teacher Policy Study Tour to the United States during this quarter.

In order to renew the National Steering Committee for enhanced coordination between the project and the provinces, staff from USAID and the USAID Teacher Education Project held a meeting with the Secretary for Inter-Provincial Coordination in Islamabad on May 4, 2012. As a result of this meeting, the Secretary for Inter-Provincial Coordination issued a notification to the Chief Secretaries of all provinces, AJK and Gilgit-Baltistan, to nominate officers to represent their governments on the National Steering Committee. Till the submission of this report, all provinces/areas except for Punjab and Sindh had nominated their officers. It is anticipated that Sindh will be nominating an officer early next quarter, following which, the first National Steering Committee meeting will be organized.

The project's strategic planning team facilitated the process of College Improvement Plan (CIP) development with 47 colleges across Pakistan. The colleges' needs were assessed through a series of consultative processes involving stakeholders and based on the outcome of the consultative processes the CIP's were drafted accordingly.

In collaboration with CDM Smith, the USAID Teacher Education Project continued to provide technical assistance for infrastructure projects at seven universities. The following section of the report provides a detailed explanation of activities carried out during the reporting period that relate to Objective 1.

### **Result 1.1: Provincial Institutional Frameworks for Teacher Development Completed**

#### *Activity 1.1.1: Guide Provincial Strategic Planning*

The USAID Teacher Education Project continued to provide technical support to the provincial and regional departments of education for developing their respective Teacher Education Strategies (TES) 2018. During this quarter, the draft TES 2018 of Balochistan, Khyber Pakhtunkhwa and Gilgit-Baltistan were reviewed and shared with provincial stakeholders during four consultative workshops. Table 1 provides a summary of these workshops. The purpose of these workshops was to review the draft TES 2018 and seek feedback and suggestions from key stakeholders including teachers, teacher educators, education managers, university faculty members and teacher unions.

**Table 1: Summary of provincial consultative workshops on draft TES 2012**

Province	Event	Date	Number of Participants		
			Male	Female	Total
<b>Khyber Pakhtunkhwa</b>	Consultative Workshop on Draft TES 2018	Apr 5-6,2012	28	11	39
<b>Balochistan</b>	Consultative Workshop on Draft TES 2018	Apr 23, 2012	17	13	30
<b>Sindh</b>	Expert Group Meeting on Draft TES 2018	Apr 26, 2012	14	12	26
<b>Gilgit-Baltistan</b>	Consultative Workshop on Draft TES 2018	May 7, 2012	34	13	47

The provincial education departments of Balochistan and Gilgit-Baltistan approved their TES 2018 during their Provincial Steering Committee (PSC) meetings held during the quarter (minutes of meeting attached as annex 1 and 2). Officials from USAID were also invited to participate in these meetings. Table 2 provides a summary of the Provincial Steering Committee meetings held during the quarter. The TES 2018 of Khyber Pakhtunkhwa still requires further work and the USAID Teacher Education Project continues to provide additional technical assistance as the project moves into the next quarter.

The education department of Sindh developed its draft TES 2018 during this quarter after a series of consultative meetings and focused group discussions with provincial stakeholders. The strategy is in the final stages of development based on feedback provided by an international consultant from TC-CU. It is anticipated that the final draft of the strategy will be completed and submitted to the competent authorities for approval in July 2012.

An international consultant from TC-CU conducted a process evaluation of provincial strategic planning in late June. Once the report is finalized, a way forward for the implementation of strategic plans with the provinces will be developed.

**Table 2: Summary of Provincial Steering Committee (PSC) meetings held during the reporting period**

Province	Event	Date	Decision(s)
<b>Balochistan</b>	Provincial Steering Committee (PSC) Meeting	April 24, 2012	Draft TES 2018 approved by PSC
<b>Gilgit-Baltistan</b>	Provincial Steering Committee (PSC) Meeting	May 9, 2012	Draft TES 2018 approved by PSC
<b>Khyber Pakhtunkhwa</b>	Provincial Steering Committee (PSC) Meeting	May 11, 2012	Review of draft TES 2018 and revision of service rules

## Interventions in FATA

Staff from the USAID Teacher Education Project held a series of meetings during the reporting period with the Director of Education for Federally Administered Tribal Areas (FATA). As a result of these meetings, the Director of Education FATA issued notifications for the appointment of a focal person to work with the USAID Teacher Education Project. Similarly, another notification was also issued by the Director of Education for the nomination of a consultant to work on the FATA Teacher Education Strategy. The project also organized an orientation meeting for launching of ADE programs in Government Colleges for Elementary Teachers (GCETs) in FATA. The meeting was attended by principals of GCETs along with two faculty members from each college.

## U.S. Study Tour

The USAID Teacher Education Project in collaboration with TC-CU organized its first Strategic Planning and Teacher Policy study tour to the United States (U.S.) from June 2-16, 2012. Towards the beginning of the reporting period, 41 government nominees from all universities and provincial and regional education departments (except Punjab Education



**Picture 1: Participants of the Strategic Planning and Teacher Policy Study Tour with the Deputy Directory of USAID at the send-off reception in Islamabad**

Department) appeared for visa interviews at the U.S. Embassy for the study tour. Twenty-two participants, which included 11 male and 11 female participants, were granted J-1 visas by the U.S. Embassy and all 22 proceeded to the U.S. to successfully complete the study tour. Three staff members from the USAID Teacher Education Project including the Chief of Party were also part of the study tour. The list of participants is attached as annex 3.

A two-day pre-departure orientation for the participants was conducted from May 31 to June 1, 2012 in Islamabad to orient participants about the program, logistic arrangements and cultural issues. A send-off reception dinner for participants of study tour was hosted on May 31, 2012 where senior officials from USAID and Government of Pakistan met with participants. The agenda of pre-departure orientation and send-off reception is attached as annex 4.

The purpose of the study tour was to allow faculty members from partner universities and senior officials from the provincial education departments the opportunity to observe and discuss experiences and techniques currently in use in the U.S. in the management of pre-service teacher education, with particular focus on strategic planning and how to translate that planning into action. The study tour took place at a time when the provincial governments were nearing the completion of their strategic plans on teacher education. By meeting with officials of state departments of

education and local school boards in the U.S., the provincial-level participants were able to view a decentralized education management system and meet with peer professionals who gave their perspectives on this approach. This was especially helpful given their new roles of provincial policy planners following passage of Pakistan's 18<sup>th</sup> amendment and the resulting devolution of responsibilities to the provinces. The participants of the study tour also had an opportunity to share their own strategic plans with U.S. peers and experts and discussed ways to succeed in implementation of these. A detailed report on the study tour is currently being developed by TC-CU. A detailed program and agenda of the study tour is attached as annex 5.

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

The USAID Teacher Education Project continued to provide technical assistance for university strategic planning during this quarter. Since additional universities have been added to existing pool on institutions for strategic planning, the project conducted interviews to hire additional staff to support these activities.

Following table provides a summary of strategic planning workshops conducted by the project during the reporting period:

**Table 3: Summary of strategic planning workshops conducted**

Event	Location	Date	No of participants		
			Male	Female	Total
2 <sup>nd</sup> Strategic Planning Workshop for BZU	Multan	April 26-28, 2012	4	7	11
1 <sup>st</sup> Strategic Planning Workshop for University of Sindh	Lahore	May 3-5, 2012	11	1	12
1 <sup>st</sup> Strategic Planning Workshop for University of Karachi	Lahore	May 7-9, 2012	12	2	14
1 <sup>st</sup> Strategic Planning Workshop for AIOU	Islamabad	May 10-12, 2012	9	8	17
3 <sup>rd</sup> Strategic Planning Workshop for BZU	Multan	June 8-10, 2012	2	8	10
1 <sup>st</sup> Strategic Planning Workshop for Gomal University	Nathia Gali	June 12-14, 2012	8	2	10
Capacity building workshop on M&E for first cohort universities (SBKWU, HU, UAJK, FJWU, PU, UE)	Lahore	June 20-21, 2012	10	8	18
Capacity building workshop on M&E for second cohort universities (SBKWU, HZ, UAJK, FJWU, PU, UE)	Islamabad	June 25-26, 2012	12	2	14

Table 4 summarizes the status of strategic planning document preparation for Cohort 1 partner universities:

**Table 4: Overall status of strategic planning documents at Cohort 1 partner universities**

Sections of SP Document	SBKWU	UE	PU	FJWU	HU	UAJK	AIOU
Background	✓	✓	✓	✓	✓	✓	✓
Institutional Analysis	✓	✓	✓	✓	✓	✓	✓
Vision and Goals	✓	✓	✓	✓	✓	✓	✓
Strategies, Targets, Benchmarks	✓	✓	✓	✓	✓	✓	
Action Plan	✓	✓	✓	✓	✓	✓	
Budget	✓			✓	✓		
Progress Indicators and Monitoring Plan	✓	✓	✓	✓		✓	

With the exception of AIOU, the strategic plans of all of the above universities are being copyedited for publication and wider sharing with stakeholders.

Table 5 provides a summary of the status of strategic planning document preparation for Cohort II partner universities.

**Table 5: Overall status of strategic planning documents at Cohort II partner universities**

Sections of SP Document	BZU	SALU*	UoK	SU	UoP	GU
Background	✓	✓	✓	✓		✓
Institutional Analysis	✓	✓	✓	✓		✓
Vision, mission, and values statement	✓	✓	✓	✓		✓
Goals and Strategies	✓					
Strategies, Targets, Benchmarks	✓					
Action Plan	✓					
Budget						
Progress Indicators and Monitoring Plan	✓					

\* SALU was originally scheduled as a cohort III university but was moved into cohort II since they are getting a new Faculty of Education building from USAID.

The USAID Teacher Education Project continued providing technical assistance to AIOU on a proposal, which they had submitted to the project requesting additional support. Once finalized, the proposal will be evaluated against the sub-award included in the project's modification and reprogramming and will then be submitted to USAID for further consideration. In light of the on-going challenges faced with AIOU, the USAID Teacher Education will also evaluate early next quarter the best path forward in working with the university effectively. The project began the strategic planning process with the university during the reporting period. A three-day workshop was organized for AIOU in May 2012, which included taskforce members and other stakeholders, including students. The two major challenges the project is facing regarding working with AIOU on strategic planning are the frequent changes in the office of the Dean of the Faculty of Education and lack of consensus among the



AIOU team. During the last two and a half months, there have been three different deans at AIOU.

#### Technical assistance for infrastructure projects

During the current quarter, the USAID Teacher Education Project continued to liaise with USAID and CDM Smith in regards to the infrastructure projects (six new construction projects and one renovation) with partner universities. The design concepts were presented to five universities, while the remaining two university concepts have been presented to USAID for input. Once the concepts have been reviewed by USAID, they will be developed and presented to the universities. CDM Smith will notify USAID through their COR the recommended dates for those presentations.

The groundbreaking ceremonies for the construction of buildings will be held at each construction site after approval of the 611(e) for each project from USAID in Washington D.C. During this quarter, at a meeting between USAID, CDM Smith and the USAID Teacher Education Project, it was decided by USAID that CDM Smith would take the lead role on these groundbreaking ceremonies, while the USAID Teacher Education Project will provide a support role. USAID further requested that these buildings should have as many environmentally friendly features as possible to make them more energy efficient, while all building designs be wired and prepared for the installation of solar panels in the future. The following section provides detailed updates on the status of infrastructure projects at each institution:

##### *Hazara University (HU)*

At the request of USAID, Hazara University (HU) selected July 5, 2012 out of three date options for the groundbreaking ceremony for the construction of a new education block on their main campus. This ceremony will only be arranged once the 611(e) approval is received from USAID Washington D.C. The approval had not been received till the submission of this report.

##### *Sardar Bahadur Khan Women's University (SBKWU)*

The concept design for SBKWU was presented to USAID for feedback during this quarter. After USAID recommended adjustments were incorporated and a concept design was selected, a presentation on the concept design was made to the university. USAID also agreed to proceed with the construction of the Faculty of Education building on Compound 2, which was the site originally proposed by the university. SBKWU has received approval from its syndicate for the construction of an Education Complex at the same location. USAID also agreed to the university's request to convert one seminar room into a room to house Quality Assurance, Research and a computer lab, while another seminar room will be equipped with a video conferencing facility. The university also requested a heating system for the new building. USAID agreed to this request only if SBKWU could provide evidence for the 611(e) that they would be able to maintain the heating system if it were to be installed place.

##### *Shah Abdul Latif University (SALU)*

CDM Smith shared the initial concept designs of the new Faculty of Education building for SALU with USAID and the USAID Teacher Education Project at a meeting on June 15, 2012. It was decided during the meeting that once CDM Smith makes recommended changes, the concept designs will be sent to USAID for approval, following which they will be shared with the university.

### *University of Education (UoE)*

CDM Smith also shared the initial concept designs for the UoE Faculty of Education building with USAID and the USAID Teacher Education Project at a meeting on June 15, 2012. The university staff will provide a list of design changes to CDM Smith for sharing with the architect to make recommended changes. Once approval from USAID is given, the final design concept will be shared with the university.

### *University of Punjab (IER)*

During this quarter, at the request of IER, CDM Smith put forth a formal approval request to USAID for including a generator, transformer, air conditioners in classrooms and an elevator in the Scope of Work for the renovation of teacher education facility.

### *University of Karachi (UoK)*

The concept design for the new Faculty of Education facility was presented to university faculty members, administrators and planning sections on April 16, 2012. The meeting was attended by representatives from USAID, CDM Smith and the USAID Teacher Education Project.

### *University of Sindh (UoS)*

After review of the initial design concepts for the new UoS Faculty of Education building by USAID and the USAID Teacher Education Project, the concept was presented to the university to solicit their input for the finalization of the detailed concept design. The meeting was attended by the Vice Chancellor, faculty members and technical staff from UoS as well as representatives from the USAID Teacher Education Project and CDM Smith. It was decided that since the faculty members had access to a multipurpose room in an adjacent building, there would not be a multipurpose room in their new facility. Having saved space due to this decision, their library will be larger and will include space for video conferencing. In order to connect the two buildings together, the architect will create an attractive green space, where students would be able to walk between the two buildings. The architect will also do some work to the façade of the adjacent building to make it look similar to the façade of the building being constructed. Table 6 summarizes the progress made during the reporting period:

**Table 6: Summary of progress on infrastructure projects**

<b>University</b>	<b>Concept designs presented to USAID &amp; EDC</b>	<b>Concept design presented to the University</b>	<b>Groundbreaking Ceremony</b>
Hazara University	March 1, 2012	March 5, 2012	Scheduled for July 5, 2012 pending approval of 611(e)
Sardar Bahadur Khan Women's University	May 23, 2012	June 14, 2012	TBD
Shah Abdul Latif University	June 15, 2012	TBD	TBD
University of Education	June 15, 2012	TBD	TBD
Institute of Education & Research (IER), University of the Punjab	January 24, 2012	March 30, 2012	TBD

(renovation only)			
University of Karachi	March 12, 2012	April 12, 2012	TBD
University of Sindh	May 30, 2012	June 21, 2012	TBD

Support to the Higher Education Commission (HEC) with the training of National Accreditation Council for Teacher Education (NACTE) evaluators/master trainers

During this quarter, the USAID Teacher Education Project in close collaboration with NACTE planned the training of external evaluators. An international consultant, a former Vice President of the U.S. National Council for Accreditation of Teacher Education (NCATE), U.S., was identified and hired to come to Pakistan to conduct the training. The workshop will be held from July 10-12, 2012 for a group of 35 NACTE external evaluators. The purpose of the workshop will be to prepare a select group of external evaluators who will assist NACTE as lead trainers for the training of new external evaluators, conduct accreditation visits and provide guidance for accreditation preparation to interested institutions. To take advantage of the consultant's expertise while in Pakistan, additional meetings are planned to discuss quality assurance indicators with the HEC Quality Assurance Cell, NACTE and universities offering teacher education in distance learning mode.

College Improvement Plan (CIP)

During this quarter, the USAID Teacher Education Project facilitated the process of CIP development at 47 colleges in the provinces and areas. The colleges' needs were assessed through a series of consultative processes involving



**Picture 2: College faculty members developing a College Improvement Plan (CIP) at a workshop in Abbottabad**

college faculty, administrators and other stakeholders and CIPs were drafted accordingly. After assessing the colleges, the areas for improvement were identified and discussed among all the stakeholders. Each college was given an opportunity to identify and share what their college needed the most to improve the quality of education. The areas for improvement are categorized under following four headings:

1. Leadership and management
2. Teaching and learning
3. Teaching and learning resources
4. College environment and culture

The work on College Improvement Plan (CIP) is based on a standard format which includes: introduction and background of the college, rationale for CIP, analysis of assessment tools, areas for improvement, recommendations, one year action plan aligned with a resource grant to be awarded by USAID Teacher Education Project

and overall five-year work plan to target long term activities through PC-1 development and submission to government agencies.

The CIPs developed by colleges were subsequently reviewed by the principals, faculty members and apex institutions with support from the USAID Teacher Education Project Strategic Planning (SP) team. Overall, all the stakeholders appreciated the participatory approach of the CIP development process. The CIPs are now in the process of approval by the heads of Apex Institutions and Education Secretariat of the provinces and areas. This will help to institutionalize the process of teacher education reform and qualitative improvement and make it part of their regular planning system, thus ensuring sustainability of such initiatives. The province-wise CIP progress updates are as follows:

**Sindh:** During this quarter, five CIPs were developed in Sindh. These plans were developed in close collaboration with the principals and faculty members of eleven Government Elementary Colleges of Education (GECs), representatives of Bureau of Curriculum (BoC), Provincial Institute of Teacher Education (PITE) and Sindh Teacher Education and Development Authority (STEDA). College-level consultative workshops were held in each college during the CIP development process. A two-day final review workshop was held from June 8-9, 2012 in Karachi, which was attended by 44 participants, including seven females. Eleven CIPs (six developed during the previous quarter and five during this quarter) were reviewed and finalized during the workshop. All the CIPs are in process of administrative approval from the relevant higher education officials.

**Balochistan:** Through technical assistance from the USAID Teacher Education Project, eight colleges developed their CIPs in Balochistan in close collaboration with the Bureau of Curriculum and Extension Centre (BoC & EC). Despite the alarming security situation in the province, the technical staff from project and BoC & EC continued working on the CIPs. As a result, all eight colleges' CIPs were reviewed and approved by the Directorate of BoC & EC and Education Secretariat of Balochistan. Three review workshops were held (in April and May) in Quetta to finalize the CIPs. A total of 38 participants, which included eight females, attended the workshops. The colleges are now in the process of implementing their plans. To support this effort, a CIP workshop has been scheduled by the USAID Teacher Education Project for July 2012. At the request of the Provincial Education Department of Balochistan, the USAID Teacher Education Project is in the process of hiring a consultant to assist the Provincial Department of Education in developing GCEEs and apex institutions administration's capacity on developing PC-1s. The consultant will also facilitate the process of submission of the PC-1's to the Government of Balochistan for funding long-term activities of CIPs.

**Punjab:** Six colleges from Punjab developed, reviewed and finalized their CIPs with support from Directorate of Staff Development (DSD) and the USAID Teacher Education Project. It is encouraging to report that the entire process of CIP development was supported by the Directorate of Staff Development (DSD) from the very beginning. Six members from each college (GCET Bahawalpur and GCET DG Khan) attended the review workshops held in the month of April and feedback was incorporated accordingly. The remaining four colleges' draft CIPs were reviewed with the colleges separately and then shared with the DSD for further comments and suggestions. The feedback was later incorporated. The milestones with a timeline were finalized and the final version of the CIPs were prepared, which were accordingly signed and approved by GCET principals. The documents are now with the DSD for the final approval.

**Khyber Pakhtunkhwa:** Three CIP review workshops were held during this quarter in Khyber Pakhtunkhwa, which were attended by 34 participants, including 19 females from 13 colleges. Feedback and suggestions were incorporated and the final copies of the plans were submitted to the Directorate of Curriculum and Teacher Education (DCTE) for approval. DCTE will seek support from the Secretary and Minister of Education for future funding. This will ensure sustainability and ownership CIPs.

**Azad Jammu Kashmir (AJK):** The CIP review workshops were held at the college level and staff from the Directorate of Curriculum and Research Development (DCRD) of AJK education department visited each college to review and finalize the plans. The workshops were attended by 93 participants, which included 42 female participants. The Director DCRD and Additional Secretary Education have approved the CIPs. The colleges have begun to implement the CIPs and are documenting the progress made against each objective of the action plan to the DCRD.

**Gilgit- Baltistan:** the second rounds of CIP orientation workshops were held in Gilgit and Skardu in May 2012. Principals, faculty members and officials from the department of education participated in these workshops. The draft CIPs have been shared with senior officials of the department of education for their review and approval.

*Activity 1.1.4: Complete plans for meeting demand for teachers in each province*

Plans for teacher mapping will be completed in FY 2013. However, activities leading to plan development have not yet started since provincial strategic plans are not complete. The USAID Teacher Education Project has begun searching for a suitable international and National consultant(s) to provide the required technical assistance.

**Result 1.2: New National Teacher HR Policy Designed**

*Activity 1.2.1: Revise recruitment rules and pay and grade scales for elementary teachers*

The USAID Teacher Education Project has hired consultants to help expedite changes to the service and recruitment rules in the provinces and AJK. Table 7 provides the current status on these rules for each region.

**Table 7: Status of service rules**

Province/Area	Status of Service Rules
<b>Balochistan</b>	There was a major breakthrough in the amendment of service rules for ADE and B.Ed. (Hons.) graduates during this quarter. The Chief Minister of Balochistan approved the summary for the amendment of service rules and directed the Department of Education to issue the approval notification in this regard. Furthermore, 200 new positions for ADE graduates were also approved from the Finance Department of the Government of Balochistan.
<b>Sindh</b>	Draft service rules to provide job opportunities for ADE and B.Ed. (Hons.) graduates have been prepared. The rules have been referred to the Finance Department to solicit their approval. At the same time, the government has approved 810 new posts in each district for ADE and B.Ed. (Hons.) graduates as junior elementary school teachers (JEST). These positions will be available from June 2012 onwards after the budget is approved. The new nomenclature will make it easier for

	authorities to amend service and recruitment rules.
<b>KPK</b>	The Department of Education for KPK has recognized ADE as a qualification for the recruitment of elementary school teachers. A Provincial Steering and Advisory Committee meeting was held during this quarter to review and discuss recruitment rules for ADE and B.Ed. (Hons.) graduates (minutes of meeting attached as annex 2). Further to this meeting, the Chief Minister of KPK made a positive policy announcement regarding revision of service rules. According to the announcement, under the new policy, primary school teachers will be promoted from the existing pay grade scale of BPS-12 to BPS-15, while subject specialists will be allocated pay grade scale of BPS-17. In the policy, there is also a provision for these subject specialists to be promoted up to pay grade scale of BPS-20. This new policy has been approved by the finance department of KPK and a notification for its implementation has been issued. Please refer to annex 6.
<b>AJK</b>	During the reporting period, the Prime Minister of AJK gave an approval for initiating the process for amending the service rules (notification attached as annex 7). As a result, the proposal developed for the revision of these service rules was submitted to the Finance Department of AJK, which was approved. The proposal has now been submitted to the Services Department of AJK for final approval and notification.
<b>GB</b>	The service rules have been finalized and approved for the elementary school teachers, and ADE graduates have been allocated pay grade scale 14.
<b>Punjab</b>	The service rules are receiving a final vetting from the Law Division in the province.
<b>FATA</b>	The Directorate of Education FATA will follow the KPK service and recruitment rules since the region does not have its own service rules for elementary teachers.

Objective 2: Support the 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*

During the reporting period, the National Curriculum Review Committee (NCRC) held their third meeting to complete the review of the ADE course materials developed with support from USAID teacher Education Project. Twenty-one members of the committee attended the meeting, which was held at the Higher Education Commission office in Lahore. Several NCRC members proposed that the new scheme of studies for Curriculum Education 2010 be further revised for the first two years and be replaced by the syllabi developed by the college and university faculty with support from the USAID Teacher Education Project. The detailed meeting minutes are attached as annex 8.

Following the NCRC meeting, the feedback received from the members along with meeting minutes from the three meetings were shared with the NCRC convener. After reviewing the data, the convener signed off on the review process and course materials. The documentation is attached as annex 9. Following the endorsement from the NCRC, a meeting was scheduled for early next quarter between the Director General Academics of HEC, Convener of NCRC and the USAID Teacher Education Project. The purpose of this meeting is to discuss the revision of the scheme of studies, uploading the syllabi and course guides to the HEC website, HEC's approval for materials and a schedule for production and dissemination of course materials.

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

ADE course materials

During this quarter, work continued on the revision of ADE course materials (syllabi and course guides) for 22 courses. Five courses were completed for copyediting, formatting and the layout. It is anticipated that the revisions of the remaining courses will be completed by end August 2012.

In addition to the NCRC feedback that has been incorporated into the course materials, substantial additional feedback was also received from formative evaluations. Some common recommendations in the feedback that have been shared with all course developers are as follows:

- Reduce the content of the course – it is difficult to fit it all in one semester
- Provide instructional and reference resources – books and other reference materials, ICT resources where needed to institutions offering the degree programs
- Many faculty and students find it difficult to teach and learn in English. The recommendation was to provide English language support.
- Add more Pakistani examples to course materials and contextualize the content covered.

### B.Ed. (Hons.) Year 3 and Year 4 course materials

During this quarter, teams of faculty members continued to develop curriculum for six courses for years 3 and 4 of the B.Ed. (Hons.) program. The quarter began with the second seminar for course writers in Lahore. Dr. Tom Popkewitz, Professor and former Chair of the Department of Curriculum and Instruction at the University of Wisconsin-Madison led the seminar. He spoke on each day of the conference on a topic related to pedagogical reforms and teacher education and was available to work with participants on their course designs throughout the conference. Thirty-six course writers from universities participated in the Lahore conference.

The three-day seminar was coupled with sessions for course development, which was also supported by a senior curriculum specialist from TC-CU. Following the seminar, course design teams continued working on their courses at their universities with support from curriculum specialists providing guidance, connecting teams to resources and helping them resolve problems.

During the reporting period, curriculum specialists provided a total of 74 days on-site support to individual writers and teams. Travel was restricted at times to SBKWU, Balochistan University, Gomal University and KIU due to security restrictions and travel constraints. As a result more virtual support was provided to teams and individuals at these universities. Overall 10 curriculum specialists (including several from NDIE) worked with the USAID Teacher Education Project to provide on-site support.

During the quarter, 77 faculty members began the course development process and 64 members (83 %) were still involved towards the end of the reporting period. This is a high number given the normal practice reported by some faculty of preparing something with only 24 hours notice. Table 8 provides a summary of courses being developed by each university.

**Table 8: Summary of courses being developed by each university**

<b>University</b>	<b>Number of faculty members</b>	<b>Number of courses</b>	<b>Courses being developed</b>
<b>AIOU</b>	8	5	Comparative Education, Foundations of Education, Education Psychology, School Management and Contemporary Issues
<b>UAJK</b>	2	2	Foundations of Education, Contemporary Issues
<b>Balochistan</b>	1	1	Contemporary Issues
<b>FJWU</b>	6	6	Comparative Education, Foundations of Education, Education Psychology, School Management, Contemporary Issues, Curriculum Development
<b>GU</b>	5	5	Foundations of Education, Education Psychology, School Management, Contemporary Issues and Curriculum Development
<b>HU</b>	4	3	Comparative Education, Education Psychology, Contemporary Issues and Trends in education
<b>IER, Peshawar</b>	3	3	Comparative Education, Foundations of Education, Education Psychology
<b>IER Punjab</b>	5	5	Comparative Education, Foundations of Education, Education Psychology, School



			Management, Curriculum Development
<b>KIU</b>	2	2	Foundation of Education, Education Psychology
<b>KU</b>	4	4	Foundations of Education, Education Psychology, Contemporary Issues, Curriculum Development
<b>SALU</b>	7	4	Education Psychology, Contemporary Issues, Curriculum Development. Foundations of Education
<b>SBKW</b>	4	4	Comparative Education, Education Psychology, School Management, Curriculum Development
<b>SU</b>	4	4	Comparative Education, Foundations of Education, Education Psychology and School Management.
<b>UoE Lahore</b>	9	5	Comparative Education, Foundations of Education, Education Psychology, School Management and Curriculum Development
Total number of participants: 64			

Table 9 provides a summary of the number of course guides that will to be developed by the course writers.

**Table 9: Summary of number of courses that will be developed by course writers**

<b>Course</b>	<b>Number of course guides</b>
Comparative Education	5
Foundations of Education	6
Curriculum Development	4
Educational Psychology	6
School Management	3
Contemporary Issues in Education	3
<b>Total Expected Courses</b>	<b>27</b>

The Senior Curriculum Specialist from TC-CU made a second visit during this quarter to provide additional support to course development teams, to work with curriculum specialists and to do additional work on the ADE materials with national consultants.

During this visit, the specialist piloted the use of reading circles with faculty developing courses. Faculty members tailored these applications to Pakistani and the local context. A discussion on how to set up and lead reading circles on a regular basis was also discussed during the visit.

In order to support course development, faculty members were invited to a two-day critical thinking/critical pedagogy and peer review workshop. Table 10 provides a summary of these workshops. These workshops were led by the Principal of St. Joseph's College for Women, Karachi and provided faculty members protected time and sustained discussions with the curriculum specialists of longer durations.

**Table 10: Summary of critical thinking/critical pedagogy and peer review workshops**

<b>Date</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Venue</b>
May 9-10, 2012	9	5	15	Karachi University
May 18-19, 2012	13	6	19	IER, Punjab
May 25-26, 2012	6	9	15	FJWU, Rawalpindi

**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 master trainers from HEC and provisional apex institutions to prepare university and college faculty for the new degree programs*

No activity to report for this quarter.

*Activity 2.2.2: In each province, 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*

The USAID Teacher Education Project offers a program of professional development to college faculty members to help them offer the ADE and B.Ed. (Hons) programs. Included in this program are three Foundation Modules, which focus on how people learn instructional design and assessment. All



**Picture 3: Participants during a Foundation Module training workshop in Lahore**

Foundation Module workshops are conducted at colleges except in

Balochistan. This is primarily due to security issues in the province.

At the beginning of this quarter, 317 faculty members from 29 of the 48 colleges offering the ADE program had completed all the Foundation Modules. During the reporting period, 142 faculty members from 15 colleges (67 females) in KP, GB and AJK took part in seven FM3 workshops. By the end of the workshops, participants were able to differentiate between learner and teacher centered assessment, develop assessment portfolios and prepare simple assessment rubrics. Government identified master trainers from KP co-facilitated eight workshops. Four master trainers from AJK co-facilitated three workshops.

Towards the end of the reporting period, all faculty members from Cohort I and II colleges (except in Punjab) completed all of the Foundation Modules. It is anticipated that by the end of July 2012, four Cohort II colleges in Punjab will have completed FM 3, which will mean that all Cohort I and II colleges will have completed all three modules. Table 11 provides a summary of Foundation Module workshops held during the quarter.

**Table 11: Summary of Foundation Module workshops held for Cohort I & II colleges and universities**

	KPK			GB			AJK		
Number of colleges	12			1			6		
Number of universities	2			0			1		
Number of participants from colleges	M	F	T	M	F	T	M	F	T
	32	27	59	10	10	20	28	27	55
Number of participants from universities	4	0	4	0	0	0	1	3	4

Number of co-facilitators from apex institutions	0	2	2	0	0	0	4	0	4
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The Directorate of Staff Development (DSD) Punjab has issued a notification for 14 elementary colleges to start the ADE in October 2012. The USAID Teacher Education Project has begun the professional development activities with faculty members from these colleges. During the reporting period, 217 faculty members, who included 67 females, completed the Foundation Module 1.

During this quarter, the USAID Teacher Education Project offered the second semester orientation at 12 colleges and two universities in Khyber Pakhtunkhwa. These sessions were attended by 92 participants from colleges and universities. A Senior Research & Development Associate with EDC's Learning and Teaching Division returned to Pakistan this quarter to conduct two, three-day Math Professional Development Institutes (PDIs). Prior to these workshops, the senior associate was able to visit faculty members at Hazara University and Kasur Elementary College to learn more about how the math courses are being implemented.

The first PDI focused on the content of the second semester of the General Mathematics course and was held in. The second PDI held in Lahore focused on content of the fourth semester Teaching Mathematics course.

In both PDIs, participants were engaged in activities for the course materials so that they could experience the approaches used and deepen their understanding of the content being taught. They engaged in mathematical discourse and problem solving in their table groups, presented their individual and small group ideas to the whole group, and challenged each other in order to justify them. Table 12 provides a summary of participation in these PDIs.

**Table 12: Summary of participation in two Math Professional Development Institutes during the reporting period**

PDI Math																		
	Sindh			Balochistan			KPK			Punjab			GB			AJK		
Number of colleges	4			3			5			5			1			6		
Number of universities	2			1			1			3			0			1		
Number of participants from colleges	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	2	2	4	4	2	6	6	4	10	5	3	8	1	0	1	3	3	6
Number of participants from universities	5	0	5	0	1	1	4	1	5	2	3	5	0	0	0	1	0	1
Number of participants from apex institutions	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	Balochistan (1&2)			KPK (1)			Gilgit-Baltistan (1)		
Number of Colleges	5			3			1		
Number of participants from colleges	M	F	T	M	F	T	M	F	T
	42	39	81	16	7	23	9	6	15
Number of participants from practicum schools	16	36	52	31	22	53	12	8	20

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

During the reporting period, Practicum Module 1 and 2 workshops were offered in colleges and interested universities with assistance from government Master Trainers from provincial teacher education apex institutions. The USAID Teacher Education Project is offering both the modules at colleges and universities to faculty members and a selection of teachers from the college or university's practicum schools. Module



**Picture 4: Participants during a Practicum Module workshop**

1 deals with raising awareness about the role of the practicum and the practicum in the ADE program. Faculty members practice developing lesson plans, assignments and assessment activities linked to course work for student teachers to complete and implement on school visits. Faculty members and teachers develop an action plan for these visits, which is supported by Professional Development Specialists during onsite visits. Practicum Module 2 introduces faculty members and teachers to the ADE course guides for the practicum. They select their model for the practicum in semesters 3 and 4, and they learn about mentoring and evaluating student teachers during the practicum and providing formal feedback to them.

During this quarter, 73 faculty members from six colleges in Balochistan and Khyber Pakhtunkhwa, and 80 schoolteachers and head teachers from practicum schools completed Practicum Module 1 in six workshops.

Three Practicum Module 2 workshops were conducted with the colleges offering the third semester practice teaching assignment. They were attended by 46 faculty members from three colleges in Balochistan and Gilgit-Baltistan and 125 practicum school teachers and head teachers from practicum schools. Table 13 provides a summary of Practicum Module 2 workshops held during the quarter.

**Table 13: Summary of Practicum Module 2 workshops held during the quarter**

	Balochistan			KPK			Gilgit-Baltistan		
Number of Colleges	3			3			1		
Number of participants from colleges	M	F	T	M	F	T	M	F	T
	24	26	50	17	6	23	9	6	15
Number of participants from practicum schools	10	17	27	16	37	53	12	8	20

## Blended Learning

The USAID Teacher Education Project's Blended Learning Program is aimed towards increasing access to quality learning materials for prospective teachers and providing opportunities for continued self-study to teacher-educators. The program will be presented in ten professional development modules on DVDs with accompanying print materials. Ten blended learning modules (BLMs) will be developed over the life of the project,



**Picture 5: Recording of the Blended Learning Module 1 at the Regional Institute of Teacher Education (RITE) in Abbottabad**

and each one will be designed around the core themes of either (a) content, including teaching, or (b) pedagogy. It is anticipated that four BLMs will be designed, produced, formatively evaluated, and finalized in FY 2012.

The following table provides progress made towards the development of BLMs during this quarter:

**Table 14: Progress update on the development of Blended Learning Modules for the reporting period**

BLM	Description	Update	Future activities
<b>BLM 1: Collaborative Learning</b>	BLM 1 is primarily a pedagogical module that will illustrate and discuss collaborative learning strategies in a variety of subjects	<ul style="list-style-type: none"> <li>80% of the video footage has been gathered. It includes 10 video-case studies, trainee and school children's reflection on the learning experience and facilitator interviews. Video editing is at different stages for these case studies. This module will present at least 100 minutes of edited video from classroom examples.</li> <li>The animation and module interface development is underway.</li> <li>These sessions are targeted to provide around 10 hours of quality instruction for both content</li> </ul>	Pilot testing for BLM 1 is planned for August-September 2012 at select college sites.

		and pedagogy. During the development of these video lessons the participants reflected on the process (active learning) and also on their comprehension of the content.	
<b>BLM2: Science 'Properties of Matter'</b>	<p>BLM2 (Science) targets conceptual understanding of fundamental Science concepts as opposed to just an accumulation of factual knowledge at both teacher-education and elementary school levels. After attending the BLM Science, learners will be able to make strong connections with teaching science at the elementary level. BLM 2 (Science) focuses on teaching subject matter and basic teaching skills for Science</p> <p>To extend the partner network for filming of video case studies, four more 'intent-to-support' agreements were signed during this quarter. The key institutional partnerships achieved this quarter are with:</p> <ul style="list-style-type: none"> <li>• Fatima Jinnah Women University</li> <li>• Directorate of Curriculum and Teacher Education Abbottabad</li> <li>• Hazara University</li> <li>• READ Foundation</li> <li>• Kashmir Education Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• The contract for producing the BLM 2 was awarded during this quarter. Financial and technical proposals were received from the two pre-qualified vendors in April. Selection of vendor (3iLogic) was done through a competitive process based on the pre-qualification of firms done earlier this year.</li> <li>• Content development for the module is nearing completion. All 10 video scripts and other enrichment activities have been drafted.</li> <li>• Video production for this module is underway. Three video-sessions were filmed in elementary colleges and school classrooms during this quarter. Editing is at different stages. Up to 10 video case studies are planned for this module.</li> <li>• During this quarter, a production specialist from the Smithsonian Astrophysical Observatory travelled to Pakistan to provide specialized technical assistance Pakistani film crews in techniques for documenting authentic classroom practice.</li> </ul>	<p>Animation and module interface development is planned for July through mid-September 2012. Formative evaluation and pilot testing for this module is scheduled for August-September 2012.</p>
<b>BLM 3: Teaching Literacy</b>	This module targets understanding of the theory and practice of teaching early reading	Content development for BLM: 3 (Teaching Reading) was initiated this quarter and Strand-1 'Reading Aloud' was	Development and production of up to three

	and writing amongst prospective teachers. Video case studies and examples of instructional models designed for the module will have a strong connection between theory and practice.	completed.	more strands for this module will continue during the next quarter.
<b>BLM 4: Assessment</b>	This module presents questioning as bedrock for different types of educational assessment in a simplified way. The module includes instructional videos, enrichment activities and learning materials related to the topic.	Content development for BLM: 4 (Assessment) were initiated this quarter. Readings, activities and other learning materials for three of five sections of the module were drafted.	Development and production of the module will continue during the next quarter.

**RESULT 2.3: UNIVERSITIES AND COLLEGES INCORPORATING USE OF STANDARDS WITHIN THEIR IMPLEMENTATION OF THE NEW DEGREE PROGRAM**

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

No activities to report this quarter

*Activity 2.3.2: Assist provincial institutions, universities and colleges to apply the standards toolkit to the new degree programs*

To develop the standards toolkits, an international consultant worked with the USAID Teacher Education Project during the quarter to design a first draft of the toolkits. The consultant and the technical staff from the project conducted a series of consultations of the draft toolkit with faculty members and students from the following colleges and universities:

1. Regional Institute for Teacher Education (RITE) Abbottabad
2. Government College for Elementary Education (GCET) Hussainabad
3. Karachi University
4. University of the Punjab
5. Government College for Elementary Teachers (GCET) Faisalabad
6. Fatima Jinnah Women University

At each institution, they met with the principal, faculty members and staff in charge of the practicum semester and this was followed up by a larger group meeting. Their goal was to gather information about current practices regarding the third and fourth semester practicum courses, specific challenges and needs for the practicum semesters and to share ideas and ask for feedback on the proposed toolkit. Based on these meetings and internal discussions with the project curriculum team, a second draft of the toolkits was prepared. Following the completion of the draft, the toolkits were piloted at the following institutions:

1. Hazara University and RITE Female Abbotabad - (Fourth semester)
2. Balochistan University and GECE Female Pishin - (Third semester)

### 3. University of Sindh, GCET Female Hyderabad and GCET Female Hussainabad

Faculty members at each institution and cooperating schoolteachers took part in a two-day workshop to discuss and learn to use the toolkits. All colleges and universities agreed to use the following aspects of the toolkits: the triad model, three-way meetings, the development of a portfolio and the grading using the rubric for the National Professional Standards for Teachers in Pakistan.

Individual institutions also agreed to take on various tools provided within the resource file and in some cases were prepared to include tools from the third semester.

The USAID Teacher Education Project held three Focus Group Discussions (FGDs) during the reporting period at the two campuses of Hazara University and at the RITE Abbotabad. FGDs and interviews will continue until August and then the information will be collated and reviewed to help finalize the toolkit.

#### **Result 2.4: Research programs conducted**

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

During this quarter, research proposals from three new research teams from Gomal University, Allama Iqbal Open University and Bahauddin Zakariya University were approved by REAC during this quarter. The total number of grant agreements signed now stands at 11.

Two Research Grant Award Ceremonies were organized during this quarter to present the award checks to the research teams. The first ceremony was held at the University of Sindh where the Vice Chancellor of the university was presented the first installment of grant award of Rs. 315,905. The second ceremony was organized at Fatima Jinnah Women University in Rawalpindi where the Vice Chancellor was presented the first installment of the research grant award of Rs.160, 095.



**Picture 6: The Vice Chancellor of Fatima Jinnah Women University being presented with a research grant award during a ceremony**

The following table provides a summary of research proposals from partner universities and apex bodies.



**Table 15: Summary of research proposals being developed by partner universities and apex bodies**

	<b>University/ Research Team</b>	<b>Title of the research proposal</b>	<b>Method</b>	<b>Number of team members</b>
1.	University of Education, Lahore	Pedagogical Practices of Teacher Educators in B. Ed (Hons) and ADE Programs in Punjab	Mixed	5
2.	University of the Punjab, Lahore (First team)	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	Mixed	5
3.	Fatima Jinnah Women University, Rawalpindi	Assessment Practices in the B.Ed. (Hons.) and ADE Programs in Punjab	Qualitative	6
4.	University of the Punjab (Second team)	Development of Reflective Practitioners: A Case of New B. Ed. (Hons.) Classroom	Qualitative	3
5.	University of Gujrat	Provision of authentic experiences for prospective teachers during practicum	Mixed	5
6.	Bahauddin Zakaria University	Prospective teachers' use of libraries in the new ADE and B. Ed. (Hons.) programs in Punjab	Quantitative	5
7.	University of Sindh	The teaching practices of Teacher Educators in ADE/B.Ed. (Hons.) Elementary program in Sindh	Mixed	8
8.	Provincial Institute of Teacher Education, Sindh	A study to explore demographic, intrinsic & extrinsic motivational factors of prospective teachers on enrolment in the first semester of the ADE program in Sindh	Mixed	5
9.	University of Karachi	Motivation of new entrants for joining ADE/ B. Ed. (Hons.) Programs in Sindh	Quantitative	5
10.	Sardar Bahadur Khan Womens University	A descriptive study on relationship of background variables and types of motivation of prospective teachers in ADE/B.Ed. (Hons.) in Balochistan	Quantitative	3
11.	Sardar Bahadur Khan Women's University	A study of the implementation of suggested pedagogical practices in B.Ed. (Hons.) and ADE program in universities and affiliated colleges in Balochistan	Mixed	3
12.	Balochistan University	A case study of assessment techniques in Child Development, General Mathematics, and Classroom Management courses in ADE/B.Ed. (Hons.) Program in Balochistan	Multiple case study	4
13.	University of Peshawar	A Case Study of Assessment Techniques used in ADE/ B.Ed. (Hons.) Programs in KPK	Multiple case study	4
14.	Gomal University	Profiling prospective teachers in ADE and B. Ed. (Hons.) programs in KPK	Quantitative	4
15.	Hazara University	The integration of ICTs in Teacher education programs of KPK and Punjab	Multiple case study	5
16.	Azad Jammu and	The role of collaborating teachers	Multi Case	5

	Kashmir University	(CTs) in facilitating prospective teachers (PTs) for their first teaching experiences: A multi-case study of teaching practicum	Study	
17.	Karakoram International University	The Characteristics of Prospective Teachers in Associate Degree in Education AED and B.Ed. (Hons.) Elementary programs in Gilgit-Baltistan	Quantitative	5
18.	Allama Iqbal Open University	Preparedness of teacher educators to use ICTs in teaching of ADE/B.Ed. (Hons.) courses	Quantitative	5

Table 16 summarizes the progress made by each team during the reporting period.

**Table 16: Summary of progress made by research teams**

	Proposal Development	Instrument Development	Piloting	Data Collection	Data Entry	Data Analysis	Writing
DSD Punjab							
KU							
IER, Peshawar							
BZU							
Gujrat							
AJK							
Gomal							
AIOU							
SBKW							
UoB							
SBKW							
UoS							
FJWU							
PITE, Sindh							
UoE							
KIU							
IER, Punjab							
IER, Punjab							
Hazara							

At the beginning of the reporting period, the USAID Teacher Education Project invited proposals to research teacher education in Pakistan through advertisements in Urdu and English newspapers. The advertisements contained a link to the project website and the Call for Proposals (CFP) that was revised by expanding the research themes and broadening the eligibility criteria for applicants.

The project received approximately 100 proposals, following which, a committee comprising technical and procurement staff at the USAID Teacher Education Project reviewed them. Short-listed proposals were submitted to REAC for their review, assessment and recommendation to fund. As a result, three proposals are now being considered for funding – one from IER University of the Punjab, the second from the Society for the Advancement of Education (SAHE), and the third from the Institute of Development and Economic Alternatives (IDEAS). Once the proposals and their budgets have been updated and pre-award assessments have been made, the USAID Teacher Education Project anticipates making the first disbursements to these research teams early in the next quarter.

*Activity 2.4.2: Reconstitute the Research Evaluation and Advisory Council (REAC) and revise its mandate*

The REAC met once during this quarter to review 30 short listed proposals that were received by the project. Seven REAC members participated in the review of these proposals. In order to explore ways in which the Higher Education Commission and the USAID Teacher Education Project can collaborate more closely, staff from the project held a meeting with the Member Planning and Operations from HEC. The group was interested to learn about the work of the USAID Teacher Education Project in researching teacher education and informed the project staff that the HEC Social Sciences Committee had modified the procedures used by the National Research Program for Universities (NRPU) to review research proposals. Instead of sending proposals to focal person for review, all the reviewers were being asked to review them in an extended special meeting called for this purpose.

This is similar to the strategy followed by REAC and was a result of the modification, which was proposed by the Chairperson of REAC, based on his experience reviewing proposals submitted to the USAID Teacher Education Project

*Activity 2.4.3: Develop capacity for conducting educational research*

The USAID Teacher Education project research team has been regularly following-up, mentoring and facilitating 18 research teams through different stages of their research studies, which include proposal writing, tool development and data collection. On-site visits have focused on helping teams with data collection and tool development (there were no proposal writing workshops this quarter).

During this quarter, two Pakistani institutions have been identified through a procurement process to offer short courses to research team members on topics specific to their research studies in Content Analysis, SPSS, Designing and Conducting Interviews for Research, and on understanding statistics and effective use of statistical analysis. These courses will be offered during the next quarter.

Also during this quarter, the research team of the USAID Teacher Education Project worked with the two international research consultants and facilitators from LUMS to prepare for the research seminar scheduled for July 2012.

Objective 3: Develop a plan for implementing the new curricula for new and existing teachers

**Result 3.1: Scholarships provided to new teachers to enroll in the new ADE and B.Ed. (Hons.) elementary programs**

*Activity 3.1.1: Provide scholarships to student teachers enrolled in B.Ed. (Hons.) and ADE programs*

In order to attract strong teacher candidates into the recently introduced B.Ed. (Hons.) and ADE programs, the USAID Teacher Education Project is providing merit and needs based scholarships. This quarter, the project provided a total of 388 scholarship grants to students from five universities and 21 colleges in Azad Jammu & Kashmir,



**Picture 7: U.S. Ambassador, Mr. Cameron Munter, presenting a scholarship award to a student at the University of Azad Jammu and Kashmir**

Khyber Pakhtunkhwa and Gilgit-Baltistan. Students from Cohort II universities and colleges were provided

348 scholarships and 40 scholarships were provided to the continuing students of Gilgit-Baltistan.

Prior to awarding scholarship grants to these students, the supporting documentation is collected from each student as well as the respective university and college. The documentation collected consists of consolidated merit lists, proof of registration and the official university/college fee schedule. A breakdown of the scholarships awarded is provided in table 17.

During the next quarter, it is anticipated that an estimated 900 enrolled students of ADE and B.Ed. (Hons.) programs from Punjab, Sindh, Baluchistan, AJK and Khyber Pakhtunkhwa will receive scholarship grants.

**Table 17: Summary of scholarships awarded during the reporting period**

	Region/University/Colleges	Semester/Installment	Scholarships Awarded for Semester 1 (Cohort 2 Students)	Total Amount Disbursed PKR
<b>Khyber Pakhtunkhwa</b>				
1	13 RITEs of Khyber Pakhtunkhwa	1	108	2,160,000
2	University of Peshawar	1	15	300,000
3	Gomal University	1	9	180,000

4	Hazara University	1	15	300,000
	Azad Jammu & Kashmir			
5	AJK University	1	15	300,000
6	6 GCETs of AJK	1	100	2,000,000
	Gilgit-Baltistan			
7	Karakoram International University	1	15	300,000
8	3 GCETs of Gilgit-Baltistan	1	71	1,420,000
	Gilgit-Baltistan			
9	Karakoram International University	3	8	160,000
10	GCET Male Gilgit	3	8	160,000
11	GCET Female Gilgit	3	24	480,000
	Total		388	7,760,000

During this quarter, staff from the USAID Teacher Education Project held discussions with USAID concerning the ability of students enrolled in the programs to complete their degrees even after the project completes its tenure in 2013. USAID indicated that it was in the process of identifying a participant support project that could possibly provide the continued support to the enrolled students and allow them to complete their degrees.

### **Result 3.2: Provincial plans prepared to upgrade practicing teacher qualification**

#### *Activity 3.2.1: Develop Strand 1 Bridging Programs for six universities/colleges to offer an ADE Bridging Program*

Following the approval by USAID of the Bridging Programs activity, the USAID Teacher Education Project began work on developing a scope of work and search for the Technical Director position. It is anticipated that the position will be filled early next quarter. The project also organized its partners meeting in Islamabad from June 28-29, 2012, which was attended by officials from USAID and TC-CU. During the meeting, the Bridging Programs was discussed at great length and the possibility of housing the new unit at the HEC office was also explored.



**Picture 8: Group photograph of scholarship recipients from colleges in Khyber Pakhtunkhwa**

## Sustainability and Ownership of Project Initiatives

This quarter the stakeholders at the provincial and institutional levels of USAID's Teacher Education Project have taken several steps that demonstrate their commitment to sustain and expand on initiatives beyond the life of the project.

Provincial education departments shown keen interest in developing PC-1's for key reform priorities. Some even requested the USAID Teacher Education Project to provide technical assistance in this regard. The project had already planned to provide this support and a consultant has been selected for this task during this quarter.

During the process evaluation of the strategic planning at universities, a complete sense of ownership was observed, not only among the members of the University Strategic Planning Taskforces, but also other faculty and staff consulted during the process.

While there is considerable enthusiasm in the provinces for the implementation of the CIPs, the USAID Teacher Education Project needs to develop a plan for the sustainability of CIPs by apex institutions and how to keep this momentum going.

## Monitoring and Evaluation

The project monitoring and evaluation (M&E) system of the USAID Teacher Education Project provides timely and high-quality data and analysis on the project's progress towards achieving results. The system is designed to supply a continuous and well-organized flow of data on specific indicators related to implementation, provide up-to-date information about activities, and document any changes in the project design. This section provides highlights of activities undertaken during the quarter to expand and refine the M&E system and its use to gather quality data in formative evaluation of 42 programmatic activities. Table 18 provides an overview of the performance based on the Performance Monitoring Plan (PMP).

During this reporting period, the project PMP was revised and synchronized with the USAID mission PMP and the recently approved project reprogramming. The revised PMP with necessary amendments was submitted to USAID for review and its final approval is expected early in the fourth quarter.

The project performance was assessed against the Performance Monitoring Plan (PMP) indicators and the targets for FY-12 were shared at different project monitoring & coordination forums. The cumulative performance during the last three quarters of FY-12 indicates project achievements and areas requiring further efforts. Table 18 provides a summary of these achievements.

The TraiNet data collection toolkit was further refined by incorporating necessary changes as suggested by the project finance and technical teams. These amendments included updates to attendance sheet, post-workshop evaluation forms and financial information forms. During a senior management team meeting, it was agreed that financial data submitted on the 'Event Management Form (EMR)' will be used as the source for 'budgeted amount' for TraiNet data entry.

During the quarter, 71 trainings were reported with total 1,379 participants with gender distribution of the participants as 705 (51%) female and 674 (49%) male.

The M&E team also focused its efforts on the establishment of a database that will further streamline, standardize and consolidate data collected and ensure reporting in a segregated manner to meet the project requirements against PMP indicators. Nearly 2,000 participant's workshop evaluations forms were fed into the system for analysis. The geo- codes of 72 partner institutes were plotted (longitude and latitudes) to populate data on USAID's Pak-Info GIS.

Formative Evaluation (FE) Round-1 data collection was successfully completed. The data collected was analyzed and preliminary findings were shared with the course developers, technical teams and senior management. During this quarter, the FE Round-2 was also rolled out, which aims to formatively evaluate the curriculum design of four additional courses, including Child Development, Methods of Teaching, Teaching Literacy and Classroom Management.

Student's enrollment in ADE & B.Ed. (Hons.) programs was updated and we are pleased to report that the female enrollment went up to 67% out of the total 2,637 students enrolled in these programs.

During this reporting period, the Process Evaluation of over 80 professional development workshops conducted by USAID Teacher Education Project in the period between January and June 2012 was analyzed. Additionally, process

evaluation data was also gathered and analyzed for a total of 17 Strategic Planning workshops. The initial findings of the process evaluation were shared with the project team.

The M&E team continued its efforts to support other project teams. These initiatives included: capacity building on M&E to Strategic Planning process for 12 Universities, technical support to Strategic Planning study tour and capacity building of project staff in provincial and Islamabad offices on TraiNet tools and data requirements.



Table 18: Performance Monitoring Plan (PMP) indicator performance table

PMP Ref. #	PMP Indicators*	Target for FY 2012 (1 <sup>st</sup> Oct. 2011 – 30 Sept. 2012)	Achievement Quarter 1&2 (1 <sup>st</sup> Oct. 2011 – 31 <sup>st</sup> Mar 2012)	Achievement 3 <sup>rd</sup> Quarter (1 <sup>st</sup> Apr – 30 <sup>th</sup> Jun 2012)	Achievement FY12	Remarks
1.2.1	Number of university strategic plans developed to support the implementation of ADE/B.Ed. (Hons.)	12	6	0	6	Strategic planning is underway with 6 Cohort II Universities. Some of the workshops had to be rescheduled due to security issues and due to conflicts with examinations schedules.
1.2.2	Number of college improvement plans (CIP) for providing teacher education developed by teacher training institutions	35	6	38	44	The CIP Plans have been developed and in process of approval from the Education Department
1.2.3	Number of college-university affiliation plans developed	35	29	6	35	Affiliation notifications by Universities
1.3.1	Number of small grants distributed to provincial apex institutions	7	0	0	0	Draft of grants manual submitted to USAID
1.3.2	Number of small grants distributed to universities	15	0	0	0	Draft of grants manual submitted to USAID
1.3.3	A number of small grants distributed to colleges	50	0	0	0	Draft of grants manual submitted to USAID
2.1	Number of provinces/areas with plans to meet teacher demands/needs based on evidence from teacher mapping	3	0	0	0	

<b>3.1</b>	Percent of professional development activities delivered by host country trainers trained	50% of 130	91%	100%	93.1%	Total 102 sessions have been facilitated in three quarters
<b>3.3</b>	Number of host country officials and faculty members with increased capacity as a result of participation in a study tour through Pre-STEP	29	0	22	22	22 participants out of 35 nominees recd. US visas
<b>4.1.1</b>	Number of colleges offering ADE	51	48	48	48	Includes 48 colleges from the previous quarter
<b>4.1.2</b>	Number of universities offering B.Ed. (Hons.) teaching degree	11	12	12	12	This includes 12 universities from the previous quarter
<b>5.6</b>	Number of research projects implemented with support from Project	15	12	3	15	All 15 approved from REAC. Funding for some in the pipeline
<b>6.1.1</b>	Individuals receiving scholarships through USG funded partnerships, scholarship or exchange program to attend higher education institutions (US, Host country, third country).	1,490	. 278	388	666 217 M, 449 W (67%)	Additional scholarships distribution planned in Punjab & Sindh during July
<b>5.1, 5.4, 5.5</b>	Number of teachers, administrators & school officials, teaching assistants, tertiary faculty and students, whose skills are strengthened through USG supported programs	3,744	3,084	1,379	4,463	Source: Various forms of trainings by Project reported to TraiNet desk/M&E

## Result 4.1: Monitoring systems designed, approved and established

### Activity 4.1.1: Design, create and establish monitoring systems

The monitoring and reporting of training activities for the USAID Teacher Education Project is carried out through a standard TraiNet data collection toolkit developed based on ADS 252 & 253. The monthly progress is reviewed using TraiNet consolidated sheets received from each provincial M&E team.

During this quarter, the training tools were further refined by incorporating necessary changes as recommended by finance and technical teams of the project. These changes included amendments in attendance sheet, post-workshop evaluation forms and finance forms. The objective of these revisions was to minimize the lead-time and expedite the retrieval of actual cost of trainings. Furthermore, a mechanism to generate a financial information form with pre-printed training information and estimated cost was also introduced, which has facilitated the finance section in providing financial cost and ensure timely reporting by M&E team of trainings in to TraiNet.

To fulfill the requirements of data quality assurance (DQA), all training data was consolidated and organized, both in soft and hard copies. All refined records were imported in the latest developed training directory (custom database software) and corresponding hardcopies were shelved & catalogued in a more organized manner.

During FY12, a total of 198 trainings were reported (please refer to table 19) which fall under the areas of curriculum development, professional development, strategic planning and research. A total of 4,463 participants have attended these trainings with almost 46% being females. During the reporting period, 71 trainings were reported with total 1,379 participants and gender distribution of participants as 705 (51%) female and 674 (49%) male. Twenty-four trainings have already been reported in to the TraiNet VCS database (for details please refer to Annex 10). Data for the remaining trainings will be reported soon after consolidating financial & program reports, which are awaited and being gathered. The following table provides a summary of trainings held during the first three quarters of FY 2012.

**Table 19: Summary of trainings held during FY 2012**

Type	Quarter	Q1	Q2	Q3	Total
Curriculum Development	Trainings	2	5	4	11
	Male	24	54	49	127
	Female	6	33	35	74
	Total	30	87	84	201
Professional Development	Trainings	46	61	51	158
	Male	590	858	533	1,981
	Female	474	731	598	1,803
	Total	1,064	1,589	1,131	3,784
Strategic Planning	Trainings	3	6	16	25
	Male	46	98	92	236
	Female	27	61	72	160
	Total	73	159	164	396
Research	Trainings	2	2	-	4

	Male	8	45	-	53
	Female	10	19	-	29
	Total	18	64	-	82
Total	Trainings	53	74	71	198
	Male	668	1,055	674	2,397
	Female	517	844	705	2,066
	Total	1,185	1,899	1,379	4,463

### M&E Database

During this quarter, the M&E team focused its efforts on the establishment of a database, which will help standardize, collect and store data to meet the reporting requirements against PMP indicators. Based on the needs assessed from various project stakeholders, the required analysis and logical development of three new database applications, i.e. training database, monitoring database and stakeholders database was completed. The progress on each of these modules is as follows:

#### *Progress on training database*

A custom training database along with reporting module was developed, tested and implemented. This database was used to streamline and manage training data, including custom report generation. All training data collected on prescribed training tools i.e. trainings information, participant' data and attendance sheets are entered in to this database after a comprehensive review.

#### *Progress on stakeholders database*

To collect stakeholder' information, three new data collection tools were developed to capture detailed information of students, teachers and partner institutions. The draft versions of these tools were initially shared with the provincial M&E officers & technical teams for their review and feedback. They were then finalized after incorporating their comprehensive feedback.

These tools have been piloted in four colleges<sup>1</sup> and data collected for faculty, partner institution and students of 4<sup>th</sup> Quarter, who are the first ADE batch to graduate during the current fiscal year.

#### *Progress on monitoring database*

A Monitoring database to collect and measure progress against each PMP indicator was also developed this quarter. Further development of this database is underway in light of the Performance Indicator Reference Sheets (PIRS) to capture indicator-wise progress along with supporting document and other means of verification.

### Pak-Info Portal

A regular activity of the M&E department is to update project partner information in USAID's Pak-Info management database. During this quarter, geographic codes of 72 partner institutes have been plotted (longitude and latitude) to populate data on Pak-Info GIS. Details are attached as Annex 11.

<sup>1</sup> These colleges include GCET (F) DG Khan, GCET (F) Faisalabad, RITE (F) Abbottabad and RITE (M) Peshawar

## Result 4.2: Evaluation activities designed and conducted

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

#### *Formative Evaluation Round 1*

The first round of Formative Evaluation survey was completed during this quarter. Three courses of Child Development, Methods of Teaching and Teaching Literacy were formatively evaluated. The purpose of this exercise was to gather feedback from students and the faculty on the newly designed curriculum for further improvements. The survey covered all 32 institutions, which have offered these courses in Khyber Pakhtunkhwa, Balochistan, Punjab, and Azad Jammu and Kashmir and Gilgit-Baltistan. However, due to security situation the faculty in Gilgit-Baltistan was only telephonically interviewed.

During this round, both quantitative (faculty and student surveys) and qualitative methods (student FGDs & faculty interviews) were used to gather information, which included 1,216 survey forms, which were filled by faculty members and students. Sixty faculty member interviews and 51 Student Focus Group Discussions were conducted.

The data collected has been analyzed and preliminary findings suggest that both faculty members and students found these courses informative and well



**Picture 9: Students during a survey at Sardar Bahadur Khan Women's University**

written. The content was considered by both groups to be very important for the prospective teachers. The students and faculty reflected positively on the use of collaborative and interactive teaching and learning strategies as increasing the effectiveness of teaching and learning. However, the majority of the respondents said they would welcome more examples, especially contextually familiar to Pakistani educators and students. Both faculty and students had difficulty with the language of the course materials. Please refer to Annex III for details. Challenges for faculty and students include English language, access to and use of Internet facilities, and reference books and materials.

#### *Formative Evaluation (FE) Round 2*

The FE round 2 was initiated during this quarter after a rigorous exercise involving survey tools development, piloting, planning, coordination with partner institutions and M&E Officer's orientation and training. During round-2, the courses, which will be formatively evaluated, include: ICT in Education, Teaching of Urdu, Teaching Literacy and Classroom Management.

A total of 31 partner institutions were identified who have offered or are offering these stated courses and data collection was initiated during this quarter. So far, a total of 23 institutions have participated in the survey. After data consolidation and analysis, findings will be shared with the course developers and project management for further refinements and improvements in the courses being developed.

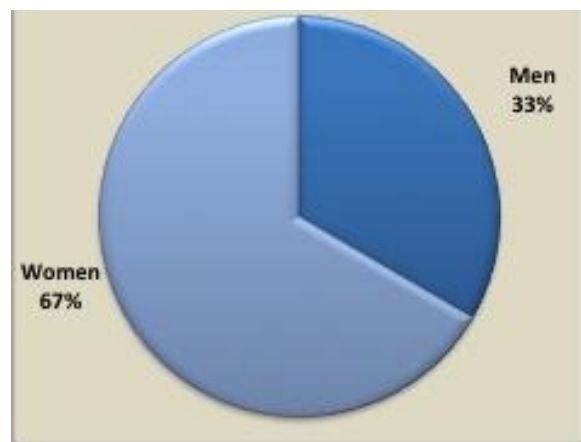
*Updated student enrollment for ADE/B.Ed. (Hons.)*

The M&E team updated the student enrollments in ADE & B.Ed. (Hons.) degree programs. The purpose is to maintain current and reliable student enrollment data for tracking project progress in terms of attracting more students to the new degree programs introduced by USAID Teacher Education Project and award of scholarships and other purposes.

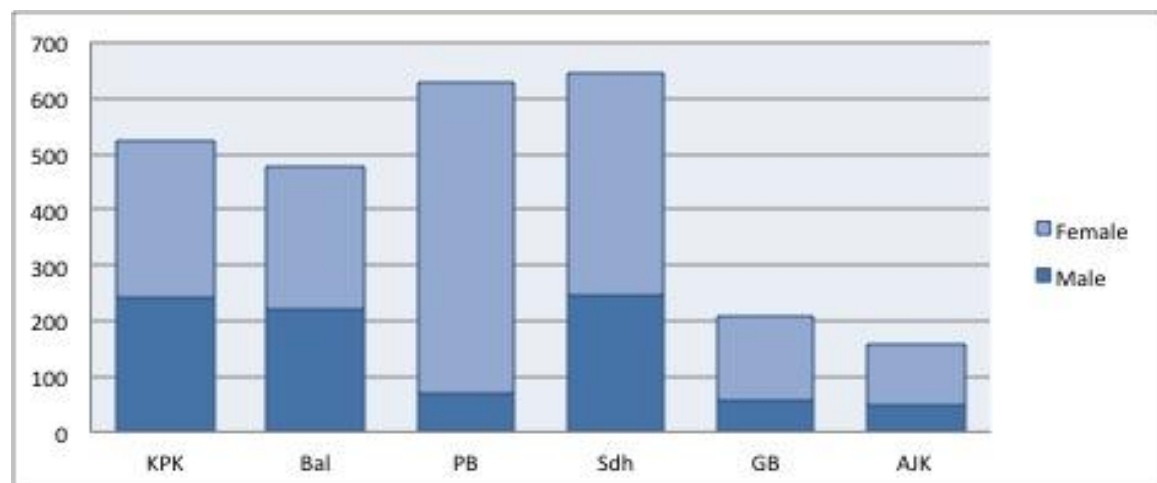
It is a positive sign that female participation has increased to 67% of the total 2,637 students enrolled in ADE & B.Ed. (Hons.) programs.

Table 20 and 21 provide a province and gender distribution of student enrollment.

**Table 20: Gender distribution of enrolled students**



**Table 20: Number of students enrolled in ADE/B.Ed. (Hons.) programs by region/province**



<b>Male</b>	240	221	69	244	55	50	<b>879</b>
<b>Female</b>	284	254	559	402	152	107	<b>1,758</b>
<b>Total</b>	524	475	628	646	207	157	<b>2,637</b>

*Activity 4.2.2: Conduct process evaluation of professional development (PD) activities*

The M&E team carried out a Process Evaluation of the various Professional Development (PD) activities. The purpose of this process evaluation was to assess the quality and usefulness of the implementation of these training activities, document the feedback from participants and adjust professional development activities, as needed.

During the reporting period, the process evaluation of over 80 professional development workshops were conducted by the USAID Teacher Education Project, covering the period between January to June 2012 and the data was analyzed. These professional development activities can be segregated in the following areas:

- a) Foundation Modules (1, 2 and 3) workshops
- b) Training of Trainers workshops (including Foundations, assessment and practicum workshops)
- c) Practicum Modules
- d) Semester Orientation

The workshop participants expressed their appreciation for the training opportunities provided by the USAID Teacher Education Project and many said they required additional support. A high level of attendance and active participation in workshop activities also signifies the relevance of workshop contents for the attendees. Please refer to Annex 12 for details.

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

In the previous quarter, the foundation was laid for assessing the strategic planning process at the provincial level and at the universities. During the current quarter, the process evaluation data was gathered, consolidated and analyzed for a total of 17 strategic planning workshops held. These strategic planning workshops were delivered to the following three different categories of stakeholders:

- a) Provincial governments
- b) Universities
- c) Colleges

The workshop participants commented on the various benefits of the workshops for them, including the usefulness of the information, the collaborative format of discussions, and the ample opportunities for practical discussions. The most frequently mentioned shortcoming of the workshops by the participants: was the duration of these workshops, some participants expressed an opinion that these workshops should be longer; as conducted, they provide too much information in too short a time for some participants. Many participants expressed the need for more support with strategic planning in future implementation (please refer to Annex 13 for details).

*M&E support to the strategic planning process*

The M&E team conducted two separate training workshops in Lahore (with six universities which have prepared their strategic plans) and in Islamabad (with additional six universities which are in the initial phase of developing their strategic plans and have yet to develop their complete strategic plans) in order to provide

technical assistance to these partner institutions for developing monitoring and evaluation frameworks as integral part of their respective University Strategic plans. The objective of these workshops was to familiarize and help partner institutions better understand the role of monitoring and evaluation in strategic planning, why it is important and how they can develop their own monitoring and evaluation indicators, systems, processes, mechanisms for better monitoring implementation of their strategic plans. These training workshops were appreciated by the partners. A similar exercise is being planned for the provincial education department partners.

#### *M&E support to the strategic planning study tour*

During this quarter, the first U.S. Study Tour on ‘Strategic Planning and Teacher Policy’ was undertaken from June 2 – June 18, 2012. The M&E team provided technical backstopping to the strategic planning unit in the field office and at the home office for the execution of Strategic Planning Study Tour in accordance with short term training requirements. The main activities included: providing technical facilitation in preparing visa documents, management of participant data in TraiNet, and assistance in pre-departure orientation sessions, etc.

#### *Capacity building on TraiNet tools and data requirements*

In order to orient project staff on the requirements of the TraiNet toolkit and the requirements of trainings tools, the M&E team conducted five orientation sessions, one at each provincial/area office, in which 43 (11 female) staff members participated. The objective of the workshops was to share the new TraiNet Toolkit and workshop evaluation forms with participants, agree on reporting timelines and assess data needs for the database, under development. These workshops helped in enhancing knowledge about the need and importance of data quality for TraiNet. These were well received by the participants who shared their insights into further improving the protocols, forms, data requirements and tools.

#### *Support to MSI/MEC*

Starting in May 2012, the Management Systems International (MSI) team undertook monitoring visits to nearly 40 different USAID Teacher Education Project training activities and events. The M&E team facilitated these visits by sharing details of these trainings, keeping MSI teams posted on any changes in dates/venue, coordinating their plans with security & Project teams, seeking feedback from MSI and clarifying queries. The MSI team has appreciated Project efforts and rated it as: “Near to perfect” (Director Monitoring MSI, Islamabad). Based on verbal feedback, their findings are:

- Participants are engaged/involved/enjoying!
- There is a good gender balance
- Daily reflection sessions by the Trainer/s are a good practice
- Interviews/feedback from participants is positive

Some suggestions for improvements may include:

- Early notices be sent out to participants of workshops
- Provisions of sound system and soft boards for events undertaken at partner institutions
- Work with Partners to nominate relevant persons/not a mixed bag
- Frequency of trainings are hampering other activities of participants
- Ensure proper “Marking & Branding”: Agenda, handouts/curriculum guides, reports



Detailed written report submitted by MSI/IMEC team to USAID is awaited. It is expected in July 2012

## Communications

During this quarter the communications section continued to provide support and produced extensive communication material and products for all USAID Teacher Education Project events. An extensive effort was undertaken to identify new advertising firms to carry out the outreach and admissions campaign to support the ADE and B.Ed. (Hons) degree programs. The outreach and admissions campaign timeline was finalized in coordination with each of the provincial/area teams and will be followed subsequently by other regions based upon their admission deadlines.

The communications officer for Balochistan was hired and the recruitment process for AJK is currently being completed.

Communications organized a photography capacity building training for all communication staff (head office and provincial staff). One professional development specialist from each region also participated in the training. Based upon the feedback of the participants the training clarified their perceptions about photography techniques and provided them with additional knowledge and skills. The practical session was highly appreciated.

### **Result 5.1: Products for stakeholder communications created**

#### *Activity 5.1.1: Print materials prepared*

Print materials including the project newsletter, provincial updates, project/objective one-pagers and folders were finalized during this quarter and will be presented to USAID for approval early in the next quarter.

#### *Activity 5.1.3: General material prepared*

During the reporting period extensive media coverage (print and electronic media) was arranged and provided at most USAID Teacher Education Project events. Press briefs were prepared for various programmatic activities of the project, which included scholarship award ceremonies in regions and grants distribution ceremonies held across the country along with a study tour send off reception. More than 30 press clippings appeared in national and regional newspapers this quarter. Electronic media coverage was also provided for scholarship award ceremonies along with the study tour send off reception. Electronic media coverage was also provided by major national and regional television channels at the abovementioned events.

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

The current project website is being updated regularly. The news and events section are updated monthly along with project photos and content, which is also revised monthly. Request for proposals for the strategic planning study tour and Call for Proposals for the research component were also announced through the project website during this quarter.

The project's communication team completed the short listing and final selection of the website development firms to develop a new project website which will include the admissions portal. A comprehensive needs assessment was conducted, consisting of requirements gathering with key stakeholders of the project. A series of internal consultations were held at the provincial and head-office level by the communications team along with the website development firm to determine specific

communication requirements of each of the website components. In addition to these internal consultations, external consultations were also held with a number of government stakeholders and target audience in the form of focus group discussions. The sample included 10 colleges of education, six partner universities, and six provincial/area education departments and teacher education apex bodies. The final report is being prepared and will be shared with USAID in the next quarter. New designs for the upcoming website were also developed and refined. These will be shared with USAID for approval in the next quarter. Following the change in name of the project, a new website domain name and email address will be acquired in the following quarter and submitted to USAID for approval.

### **Result 5.3: Project photo library created and maintained**

The project photo library was consistently updated during the reporting period. Hi-resolution photographs of media events were shared regularly with USAID. A CD containing 20 new event and thematic photographs is attached with this report for record.

### **Result 5.4: Annual outreach campaign conducted**

#### *Activity 5.4.1: Create thematic print advertisements*

Media firms were selected this quarter. Work on the admissions campaign started with KPK taking the lead in terms of admission announcements. Presently the print media KPK specific campaign has been designed and is being finalized and work on the national level electronic media campaign is in progress. The print media campaign includes the following: admissions advertisements, thematic advertisements, a supplement, brochures, billboards, posters, bumper stickers and badges. While the electronic media campaign includes television commercials, radio programs, radio spots and radio jingles. Work has also commenced on producing a Project documentary, which is in the initial phases of concept design.

The campaign is following a two-pronged strategy, which is aimed at admissions along with general awareness raising and creating a feel good factor about teaching as a profession. It will cater to the admission deadlines and will be paralleled by the thematic campaign to highlight personal success stories. Both the print and electronic campaigns will complement each other in order to create a recall value along with increasing enrolment in the ADE and B.Ed. (Hons.) Programs.

## Annexures

1. Minutes of Provincial Steering Committee meeting for Balochistan
2. Minutes of Provincial Steering Committee meeting for Khyber Pakhtunkhwa
3. List of participants for U.S. Study Tour
4. Agenda for pre-departure orientation and send-off reception
5. Detailed study tour agenda/program
6. Media announcement by the Chief Minister of KPK for the revision of service rules
7. Approval notification of Prime Minister of AJK for initiating the process for amending the service rules
8. NCRC Minutes of Meeting
9. Approval from NCRC
10. TraiNet data for 24 trainings
11. Pak-Info GIS
12. Summary of the Formative Evaluation findings from Spring 2012
13. Summary of Process Evaluation from Professional Development Workshops
14. Process Evaluation findings from 17 strategic planning workshops
15. National Steering Committee notification

Annexure 1: Minutes of Provincial Steering Committee (PSC) meeting for Balochistan

**MINUTES OF THE PROVINCIAL STEERING COMMITTEE MEETING(PSC)**  
**USAID'S TEACHER EDUCATION PROJECT, PAKISTAN (PRE STEP)**  
**HELD UNDER THE CHAIRMANSHIP OF ADDITIONAL SECRETARY**  
**SECONDARY EDUCATION ON 24<sup>TH</sup> APRIL, 2012 AT 10.30 A.M.**

A meeting of the Provincial Steering Committee for USAID's Teacher Education Project (Pre STEP) was held under the Chairmanship of Additional Secretary Secondary Education on April 24, 2012. The following participated in the meeting:

1. Mr. Rashid Razzaque, Additional Secretary (Dev), Secondary Education Department. In chair.
2. Mr. Stephen Benjiman, Additional Secretary (Services), S&GA Department.
3. Mr. Mohammad Asif Khan, Chief of Section (Education), P&D Department.
4. Mr. Niaz Ahmed, Deputy Secretary, Finance Department.
5. Mr. Ehsan Ahmed, Director, BoC & EC, Balochistan, Quetta.
6. Mr. Pir Mohammad Sayyal, Director, PITE, Balochistan, Quetta.
7. Mr. Mohammad Anwar, Consultant Service Rules Pre STEP, Balochistan, Quetta.
8. Mr. Mohammad Babur, Consultant Strategic Planning for Teacher Education Pre STEP, Balochistan, Quetta.
9. Ms. Asima Idrees, Head of Education Department, SBK WU, Quetta.

*Co. Secy*  
*27/4/12*

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10. Ms. Shereen Taj,  
Head of Education Department,  
University of Balochistan.
11. Ms. Bushra Batool,  
Coordinator Semester System,  
University of Balochistan.
12. Mrs. Amina Tahir,  
Principal GCET (F) Quetta
13. Mr. Attique ur- Rehman,  
SPM Pre STEP Quetta.
14. Ms. Saira Lahri,  
M&E Officer Pre STEP,  
Quetta.
15. Mr. M. Farooq Akbar,  
Provincial Director Pre STEP,  
Balochistan, Quetta.

Provincial Director Pre STEP briefed the participants regarding the progress of different project activities. After brief discussion on every agenda item, the following decisions were taken:

**ITEM 1. Progress of Associate Degree in Education (ADE) / B.Ed. (Hons.) In Balochistan,**

- a. In year 2011, Pre STEP supported the faculty of two colleges to start ADE in March 2011. i.e.
  - GCET (F) Pishin
  - GCET (M-F) Panjgur
- b. At the recommendation of PSC/ Department of Education, ADE program has been started in 6 new GCET's from March 2012.
  - GCET (F) Loralai
  - GCET (F) Quetta
  - GCET (F) Sibi
  - GCET (M) Uthal
  - GCET (M) Quetta
  - GCE (M-F) Quetta
  - Two previous Colleges continued the Second Batch.
- c. Remaining GCET's (who has not yet started ADE)
  - GCET Umar Abad
  - GCET Khuzdar
  - GCET Mastung

*GCET  
21/11/12*

- GCET Kalat

d. University of Balochistan has started B.Ed. (Hons) from 2011 and now continued the program with Second Batch.

e. SBK women's University has started B.Ed. (Hons) from Sep. 2011.

Pre Service Teacher Education Project provided full support in:

- Capacity Development of all faculty members of all these colleges to start the ADE/B.Ed. (Hons) through a series of workshops, seminars and follow-ups.
- Developing the admission policy,
- Developing the prospectus of ADE
- Orientation workshop to start ADE in the colleges.
- Launching a media campaign for the advertisement of admission in ADE, B.Ed. (Hons.)

**Proposal.**

Remaining four GCET's do not have sufficient staff to run ADE program. PSC is requested to take decision for these colleges.

- ADE should be started in all four colleges / some of them, from Next year. If yes then;
  - o Department of Education / Director Bureau of Curriculum shall depute sufficient staff in these colleges in one month so that Professional Development process for Faculty of these colleges would be started otherwise they will be dropped from ADE Program.
  - o Teams of Apex institutes (BoC & PITE) will be involved for the professional Development process of these colleges.

**Decision.**

***After detailed discussion committee decided, that for assuring the quality and level of ADE program, it will not be started in remaining 4 Colleges unless strengthening them with sufficient senior and qualified faculty.***

***However Director BoC will conduct Teacher mapping for selecting appropriate teachers to appoint in proposed GCEEs to start ADE program in next academic year i.e. March 2014. Director BoC will develop a proposal in consultation with Director Schools and colleges to transfer competent teachers to these GCEEs.***

***PSC asked the Provincial Director to provide support for English Language Competency Enhancement program for Faculties of GCEE's. DoE will submit a proposal for the program at GCEE's.***

*6.2.11  
27/4/12*

**ITEM 2. Insuring the Merit based Scholarships for Students of ADE and B. Ed. (Hons) In Balochistan.**

Pre STEP has provided 100 need cum merit based scholarships per year for the candidates of ADE in year 2011 (for two years) and same number of scholarships will be provided in year 2012-13 (for Two years).

- Director CIDA, was agreed, in PAC meeting, to convert the scholarships of Diploma in Education (abundant course) to ADE as other provinces have already done.
- For long term sustainability and continuation of this program, Government of Balochistan Finance Department may be approached for award of scholarship for ADE students on regular basis.

**Proposal.**

PSC is requested to get some documentation of these scholarships from CIDA and Finance Department Government of Balochistan.

**Decision.**

- *Project Director CIDA will provide the details of agreed 150 CIDA Scholar ships for students of ADE to Additional Secretary (Dev) within one week.*
- *Director Bureau of curriculum has already initiated a budget request of Rs. 8.0 Million for the conversion of previous PTC and Diploma in Education scholarships to ADE Scholarship. Department of education will pursue the case with finance Department.*

**ITEM 3. Progress of affiliation of GCETs for ADE with University.**

Two colleges of first cohort (Pishin and Panjgur) were affiliated with University of Balochistan. They charged Rs. 75000/= affiliation fee from each College but surprisingly they have increased the affiliation fee to Rs. 190,000/= this year. In the last PSC meeting it was decided to affiliate Female Colleges with SBK Women's University. Hence case of affiliation of two female colleges is in process with SBK WU and four male colleges are in process with affiliation with University of Balochistan.

Additional Secretary has sent a case to Finance Department for sanctioning the amount for affiliation fee for above mentioned colleges.

**Proposal.**

PSC is requested to give approval to expedite the case with finance Department. Delay in the process could suffer the semester of students.

*Handwritten signature and date: 7/7/12*



**Decision.**

*PSC member from Finance Department shared that they have received the request of release of funds for affiliation fee from Education department; the required amount will be released in couple of days.*

*Committee members appreciated the Finance department's cooperation for timely releasing the funds for new degree programs and hope that this support will be continued in future.*

**ITEM 4. Development of Provincial strategic Plan (PSP) for Teacher Education in Balochistan 2018**

The Provincial Strategic Plan (PSP) for Teacher Education will document and guide future role of the provincial Department of Education (DoE), Apex Body for teacher education and teacher training colleges in improving the quality of pre-service teacher education and, in particular, introducing and scaling up the 2-year ADE Program as well as strengthening the collaboration of Apex Body and Colleges with concerned Universities. In other words, the PSP for Teacher Education will reflect ongoing teacher education policy as mandated by the National Education Policy (NEP) 2009

The PSP is based on a thorough data-driven situation analysis of the current pre-service teacher education programs, the DoE's long-term goals and objectives in line with the national and provincial policies of teacher education; and strategies or means that the DoE intends to use to achieve these general goals and objectives. The PSP also identify external factors that are likely to affect the achievement of long-term goals and set out strategies to appropriately deal with these factors. The purpose of the plan is to provide direction to the officials of DoE responsible for the pre-service teacher education programs. It will enable them to align the programs, infrastructure, processes, organizational structure and budgets with the identified priorities, goals and objectives. The PSP should set out a vision for the year 2018 (benchmark established by NEP 2009) as well as mid-term targets set by provincial government.

The process to develop the PSP was designed to provide opportunities for input, for dialogue, for consensus building and debate. There are dual outcomes of the proposed process: the medium (the process) and the substance (Plan). The process is steered by the Task Force, and the plan is based on a precise baseline data analysis, statistical information and situation analysis.

Consultant PSP worked closely with provincial Task force for Strategic planning to develop the document under the supervision of Additional Secretary/ chairman task force. It is pleasure to share that the draft of PSP is ready and Mr. Babur Consultant to Pre STEP for strategic plan of Teacher Education in Balochistan will share the highlights of plan with you for your feedback and approval.

*Handwritten signature and date: 27/11/12*

**Proposal.**

PSC is requested to approve the strategic plan for teacher Education 2018.

**Decision.**

*Additional Secretary Education chair of the PSC paid thanks to Task Force working group in general and Mr. Muhammad Babur consultant specifically for successful completion of Balochistan Teacher Education Strategy – 2018. Additional Secretary Education appreciated Mr. Babur and Task Force working group for deep involvements and commitment to develop such comprehensive and professional document.*

*PSC members instructed task force committee to go through the TES – 2018 document page by page and eliminate all sort of mistakes and inappropriate statements as were pointed out in Karachi workshop before the printing of final draft.*

*Additional secretary/the chairperson and members of the PSC fully endorsed the TES-2018 strategic plan document. Additional secretary said that hereinafter Balochistan Teacher Education Strategy – 2018, Strategic Plan is intellectual property of the Department of Education, Government of Balochistan. He also showed the determination for implementation.*

**ITEM 5. Amendment in Service Rules and Creation of posts for ADE/B.Ed. (Hons.) Degree Holders**

- a. In year 2011, Government of Balochistan developed the draft of new service rules to induct new Degree holders of ADE and B.Ed. in Education teaching stream. A very comprehensive document was developed with the consultation of a related stake holder, Director Schools, Director of BoC and teacher representatives.
- b. PSC and PAC has already given the approval of new service rules and given recommendation to education Department to move a summary to competent authority for proper notification of revised rules.
- c. Chief Minister has already approved the summary of new service rules. Based on this approval Department of Education moved a case to Finance Department for allocation of 200 posts per year for the graduates of ADE. Notification of these posts has been issued by finance department.
- d. Pre STEP provided a technical support for drafting the revised rules and to accelerate the process of notification of revised service rules. Mr.

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*Muhammad Babur  
27/11/12*

Mohammad Anwar Technical Consultant to Pre STEP for service rule revision with the support of Department of Education has worked hard and will be sharing some positive/exciting results.

**Proposal.**

PSC requested to appreciate the hard work of all team and consultant and approach to S&GAD for approval of revised service rules.

**Decision.**

*Provincial Steering Committee members and Chairman appreciated the hard work of team and consultant for formulation of revised service rule for ADE and B.Ed. (Hons) degree holder's i.e. Junior elementary School Teachers (JEST) and Senior Elementary School Teachers (SEST)*

*Additional Secretary S&GAD told the forum that the task of consultant for service rule amendment supported by Pre STEP is very valuable and of technical nature. He advised Department of Education once they have started this task, there is a need to complete alignment of Junior Elementary school Teacher B-15 and Senior Elementary School Teacher in B-17 with other existing cadres horizontally and vertically, pre STEP may be requested to enhance the consultancy services for 10 more days. He also pointed out few anomalies to be rectified along with these service rules.*

*Chair of PSC / Additional Secretary asked Provincial Director USAID's Teacher Education Project to request their Islamabad office for extension of 10 more days consultancy to stream line all the missing service rules.*

*Mr. Muhammad Anwar Consultant will submit revised service rules along with other missing links to S&GAD within two weeks and S&GAD will review it for further process/notification.*

*Additional Secretary S&GAD assured the PSC that as soon as he received the draft, he will called the meeting of service rule committee within one week and will issue the mints however actual notification will take due time for signature from Chief Secretary.*

*PSC also pointed out to elimination of one year B.Ed. Degree course because after ADE and B.Ed. (Hons) it should be stopped. Members of PSC instructed to take up this issue, with Universities representatives, in first Collaborative Group meeting.*

*Additional Secretary Education informed the participants that there will be no more recruitment of teachers on the Basis of B.Ed. 1 Year and*

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*Amir  
27/10/12*

*PTC. It will also discourage the private institutions who are conducting these programs very poorly.*

**ITEM 6. Formation of College Improvement Plans for GCETs and provision support grant for implementation of CIP.**

Pre STEP is encouraging the GCETs to develop their five years Improvement Plans. In this regards Principals and faculty were training through workshops and seminars for development their CIP's. 8 colleges have developed their initial draft CIP. Now Pre STEP team is working with these colleges' faculties and Principals to improve the quality of plans and making the estimated budgets/PC1

**Proposal.**

PSC is requested to give approval of CIP process and DoE / BoC should encourage the GCEEs for development of PC1 for their requirements to run ADE program.

**Decision.**

*PSC appreciated the initiative of Pre STEP in:*

- *Providing the support for developing College Improvement Plans (CIP's) of GCEE's.*
- *For provision of technical services / consultancy for developing the capacity of GCEE's administration in developing PC-1.*

*Department of Education will recommend the names of suitable consultant to Pre STEP for hiring the services. Education department will encourage the GCEE's to develop and submit their PC-1's in the light of their CIPs.*

*PSC advised Director BoC and GCEEs to share the CIPs with education department for approval.*

**ITEM 7. Approval Development of College University Collaborative Groups for smooth interaction between GCETs and Universities for Conduction ADE course.**

Last year it was felt that there was minimum/No coordination between University and Affiliated Colleges in ongoing process of assessment and evaluation ADE. It is recommended to constitute the University College Collaborative group for ongoing monitoring the process and quality assurance.

Proposed members of Group

1. Director Bureau of Curriculum

*Handwritten signature and date: 27/09/12*

2. University two members (one from Education Faculty and one from Examination Branch of university)
3. Two Principals (one from Male and one from Female) GCET.
4. Facilitation from Pre STEP.

**ToR.**

- To discuss and resolve the emerging issues
- Sharing all available resources
- To minimise examination related issues.
- Quality assurance

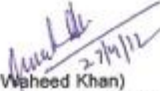
**Proposal.**

PSC is requested to approve the collaborative Group and ToRs.

**Decision.**

***PSC valued College University Collaboration Groups and it was decided that Education department will issue notification for College University Collaboration Groups with TOR's as proposed.***

Meeting ended with the vote of thanks to and from the Chair.

  
 (Abdul Waheed Khan)  
 Deputy Secretary (Development)  
 Secondary Education Department.

No. D.S.-DV; Edm: No 7278-91

Copy to:

1. The Additional Secretary (Dev.) Education GOB, Quetta.
2. Additional Secretary Service rules S&GAD
3. Chief of Section P&D
4. Deputy Secretary Finance Department GoB, Quetta.
5. Director Bureau of Curriculum and Extension Balochistan, Quetta
6. Director Provincial Institute for Teacher Education (PITE) Balochistan, Quetta.
7. Consultant Service Rules Pre STEP (Mr. Mohammad Anwar)
8. Consultant Strategic Planning Pre STEP (Mohammad Babur)
9. Chairperson Education Deptt; SBK WU Quetta.
10. Chairperson Education Department University of Balochistan, Quetta.
11. Principal GCET (F) Quetta
12. Provincial Director Pre STEP Balochistan, Quetta.

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Annexure 2: Minutes of Provincial Steering Committee (PSC) meeting for Khyber Pakhtunkhwa



GOVT. OF KHYBER PAKHTUNKHWA  
ELEMENTARY & SECONDARY EDUCATION  
DEPARTMENT

No.CPO/PO-III/E&SE/Pre-Step/2012/Vol-II

Dated Peshawar the; 16.05.2012

To

List of Participants.

Subject: **Minutes of Meeting of Provincial Steering Committee for Pre-Step Khyber Pakhtunkhwa**

I am directed to refer to subject noted above and to enclose herewith approved minutes of the meeting held on 11.04.2012 under the chairmanship of Secretary, E&SE Department in the committee room of Elementary and Secondary Education Department for information and necessary action at your end please.

**Encl:A.A**

( Hashmat Ali )  
Senior Planning Officer

**Copy forwarded for information to the:**

PS to Secretary to Government of Khyber Pakhtunkhwa, E&SE Department.

Senior Planning Officer

**Minutes of Meeting**  
**Provincial Steering Committee for Pre-STEP KPK**  
**April 11, 2012**

---

<b>Meeting Venue:</b>	E&SE Committee Room, Peshawar Secretariat
<b>Date:</b>	April 11, 2012
<b>Agenda of the meeting:</b>	<ul style="list-style-type: none"><li>• Review and approval of Khyber Pakhtunkhwa Teacher Education Strategy 2018.</li><li>• Update on teacher recruitment rules for ADE and B.Ed(Hons)</li><li>• Any other business (AOB) with permission of chair</li></ul>
<b>Chaired by:</b>	Mr. Mushtaq Jadoon – Secretary Elementary and Secondary Education E&SE Khyber Pakhtunkhwa

Meeting started with the recitation of Holy Quran. After that Additional Secretary Mr. Sharafat Rabbani welcomed the participants. He briefly explained the background of the ADE and B.Ed. (Hons.) programs and highlighted the importance of developing service and recruitment rules for both degree programs. He explained that the launching of new degree programs and developing service rules are with reference to the commitments made by the E&SE department in conjunction with education policy 2009.

1. Secretary Elementary and Secondary Education Mr. Mushtaq Jadoon appreciated the efforts of the members of the committee for taking keen interest in upgrading the quality of teacher education in the province. He reviewed the contents of both degree programs so that evaluate the quality of the programs.
2. Mr. Rafiq Khattak Director Schools shared his concern that there is enough time for framing service rules of B.Ed. Hons. as graduates will come in the market in 2014.
3. Responding to this Ms. Sarwat Jahan Director PITE shared that the service rules for Diploma in Education was not prepared which lead to a serious problem in the province that more than 7000 diploma qualified students could not get job. She emphasized that if we are seriously interested in improving the quality of teacher education in the province and follow the same level with other provinces in the country then we should develop it now. She also shared that all the provinces have already started on this since 2010 and we were the first who proposed higher BPS.
4. On a question of process of developing the courses of ADE and B.Ed. (Hon.) program, Chief of Party USAID Teacher Education Project (Pre-STEP) Dr. Mehmood Ul Hassan Butt mentioned that scheme of studies of ADE and B.Ed. (Hons.) programs has been approved by Higher Education

Commission (HEC) which are followed by all the Universities all over Pakistan. The same scheme of study is applied in affiliated teacher education colleges (RITEs in Khyber Pakhtunkhwa).

5. Provincial Director USAID Teacher Education Project (Pre-STEP) Mr. Kamran Iftikhar Lone shared that the courses of ADE and B.Ed. (Hons.) Elementary are developed through involving the relevant faculty of DCTE/ RITEs/ and PITE, and three universities of Khyber Pakhtunkhwa (University of Peshawar, Hazara University, Gomal University). These faculties provided extensive input through consultative process for developing course content, teacher and students guide. After that critical review of designed curriculum is done by National Curriculum Review Committee (NCRC) of HEC for implementation in the institutions.
6. Dr. Nouman Director IER shared that this is first time University of Peshawar has started semester system in IER and also giving autonomy to RITEs to start semester system. He shared that students are taking interest in the 4 year degree program which is an improved qualification. He stressed that developing service rules for this is a mild stone in changing whole teacher education focus in the province.
7. Mr. Mushtaq Jadoon shared that E&SE department has already notified the ADE in the service rules and clubbed with CT and PTC posts. He agreed that ADE has improved the quality of students who will be teaching at both primary and middle level (class 1 to 8).
8. Dr. Butt shared that Punjab government has already stopped hiring of CT and PTC qualified teachers. He shared that other provinces are also following the commitments of NEP 2009 and upgraded the qualification of teachers for elementary and secondary level. He also appreciated the efforts of Khyber Pakhtunkhwa for upgrading qualification to BA/BSC from FA/FSC in the service rules for the post of CT. He suggested that basic Pay Scale for such teachers should also be upgraded from BPS 09 to BPS 14 as other provinces have done. He suggested that Khyber Pakhtunkhwa province should also enhance the salary structure of teachers as committed in NEP 2009.
9. Mr. Kamran Iftikhar Lone added that Gilgit-Baltistan, AJK, Balochistan, and Sindh has notified BPS 14 for ADE graduates and framing service structure for B.ED Hons. where BPS 16 and 17 will be allocated for them.
10. All the participants suggested that just like Punjab, Khyber Pakhtunkhwa may also issue a notification to stop hiring lower qualification of CT and PTC after 2014. It was suggested that by 2014 the RITEs would be producing enough teachers through ADE which can satisfy the need of recruitment.
11. Mr. Riaz Bahar put a question about the up-gradation of qualification of around 72,000 existing teachers to bring them equal to ADE and B.Ed.



12. Mr. Kamran Iftikhar Lone and Mr. Gulam Mustafa shared that bridging courses will be developed by the DCET/ and Universities to facilitate existing teachers up-gradation of qualification. Ghulam Mustafa shared that this has been proposed in Strategic Planning of Teacher Education KP 2018.
13. It was proposed by the members that these courses should be started in RITES, PITE and public universities. The bridging course is not mandatory however is a teacher would like to improve their qualification and scale they will be facilitated by the department. Further to this following suggestions were made:
1. The course can be offered by RITES and universities in evening shifts;
  2. The course can be offered in summer and winter vacations; and
  3. Two or three teachers can be released from each school for study leave on regular bases as turn to participate the course.
14. Mr. Sherafat Rabbani presented Service Rules of B.Ed (Hons) proposed by provincial Steering Committee of Service Rules and explained the possible changes.
- 15.
16. Mr. Mushtaq Jadoon advised the Steering Committee to further study the matter and develop a document that could show a holistic picture of the implication and projection of the B.Ed proposed Service Rules. He identified that the document should analyzing the matter from 1) legal 2) Financial and 3) Administrative prospective. He mentioned that this will help us to take more informed decision. He added that he would be available for the next meeting of Steering Committee to discuss the matter in detail. Additionally he also raised following concerns to frame service rules for B.Ed. Hons. Elementary and Secondary.
- I. If the basic qualification for B.Ed. (Hons.) Elementary is FA/FSC then how the graduates will be able to teach subjects at Secondary level
  - II. If the basic qualification of B.Ed. Hons. Secondary is FA/FSC then how the graduates will be able to teach science subjects at Secondary level.
  - III. If a student having BA/BSC or MA/MSC and would like to join teaching profession what options would be available for them
  - IV. How the Subject Specialist will be inducted
  - V. How to upgrade the existing teaching workforce (PTC/CT qualification)
17. It was agreed by Kamran Iftikhar Lone that detail scheme of studies and curriculum will be shared with Secretary Education and Director School for their review and support in answering the questions mentioned in point # 15 above.
18. Members suggested calling meeting of SSRC for the approval of service rules for B.Ed Hons. Elementary and Secondary.
19. The formulation of Teacher Education Strategy is the responsibility of E&SE Department, however, PITE and DCTE may jointly prepare and submit a draft strategy before the steering committee within 2 weeks' time.
- The meeting concluded with vote of thanks by the Chairperson of the committee.



#### List of Participants:

1. Mr. Mushtaq Jadoon – Secretary Elementary and Secondary Education E&SE Khyber Pakhtunkhwa
2. Mr. Sharafat Rabbani - Additional Secretary- E&SE Khyber Pakhtunkhwa and Chairperson of the Provincial Steering Committee for Pre-STEP KPK (Chairman PSC)
3. Mrs. Sarwat Jahan –Directress PITE
4. Mr. Riaz Bahar –Director ESRU Department
5. Mr. Muhammad Qasim – E&SE Department
- ✓6. Mr. Muhammad Rafiq khattak – Director E&SE Peshawar
- ✓7. Prof. Dr. Muhammad Nauman – Director IER, University of Peshawar
- ✓8. Mr. Amjad Reba – IER Department, University of Peshawar
- 9. Mr. Basher Hussain Shah – Chief Planning officer education department/Director DCTE
- ✓10. Mr. Zulfiqar Ali Shah – Debt Swap Secretariat Economic Affairs Division, Islamabad.
- ✓11. Mr. Ijaz Khan – Project director (CBETTI) CIDA Peshawar
- ✓12. Mr. Gul Shad – DCTE
- ✓13. Mr. Arif Ali Khan – Deputy Director PITE Peshawar
14. Mr. Mahmood UL Hassan Butt - COP – USAID Teacher Education Project Pre-STEP Islamabad
- ✓15. Mr. Fazal Rabbi, Project Management Specialist- Education USAID Peshawar
16. Mr. Kamran Iftikhar Lone – Provincial Director USAID Teacher Education Project Pre-STEP
- ✓17. Mr. Ghulam Mustafa Ex- Director E&SE and Consultant for service rules
18. Mr. Amir Wali Khan –Officer Communication Pre-STEP

### Annexure 3: List of participants for U.S. Study Tour

S.No	Title	Last Name	First and Middle Name	Gender	Province/Region	Position	Institution/University
1	Prof. Dr.	Akhtar	Raja Nasim	Male	Azad Jammu & Kashmir	Dean, Faculty of Arts	University of Azad Jammu & Kashmir
2	Ms	Raja	Asima Idrees	Female	Balochistan	Lecturer, Education Department	Sardar Bahadur Khan Women's University
3	Dr.	Rab	Maryam	Female	Punjab	Course Leader/Acting Registrar	Fatima Jinnah Women University
4	Prof. Dr.	Tariq	Riaz Ul Haq	Male	Punjab	Professor, Department of Education	Bahauddin Zakariya University
5	Prof. Dr.	Saleem	Farhat	Female	Punjab	Principal, College of Education	University of Education
6	Prof. Dr.	Akhter	Mumtaz	Female	Punjab	Director, Institute of Education & Research	University of Punjab
7	Prof. Dr.	Sajjad	Shahida	Female	Sindh	Professor, Dept of Education	University of Karachi
8	Prof. Dr.	Munshi	Parveen	Female	Sindh	Dean, Faculty of Education	University of Sindh
9	Prof. Dr.	Shaikh	Nilofer	Female	Sindh	Vice Chancellor	Shah Abdul Latif University
10	Ms	Naz	Samina	Female	Balochistan	Training Specialist	Provincial Institute for Teacher Education
11	Mr.	Abideen	Muhammad	Male	Gilgit-Baltistan	Director Education (Planning)	Department of Education
12	Mr.	Khan	Sharafat	Male	Khyber Pakhtunkhwa	Additional Secretary E&SE	Department of Education

13	Mr.	Ahmed	Parvez	Male	Sindh	Chief Program Manager	Reform Support Unit, Education & Literacy Department
14	Ms	Zia	Neelam	Female	Federally Administered Tribal Area -FATA	Instructor GCET (F)	Department of Education
15	Ms	Mubasher	Nighat	Female	Azad Jammu & Kashmir	Director General (DCRD)	Department of Education
16	Ms	Jawad	Alia	Female	Punjab	Lecturer	Fatima Jinnah Women University
17	Mr.	Bhurt	Abdul Majeed	Male	Sindh	Director Bureau of Curriculum & Extension Wing	Department of Education
18	Mr.	Khan	Iftikhar Hussain	Male	Azad Jammu & Kashmir	Subject Specialist	Directorate of Curriculum Research and Development
19	Mr.	Bahar	Riaz Ahmad	Male	Khyber Pakhtunkhwa	Director, Education Sector Reforms Unit	Department of Education
20	Mr.	Memon	Muhammad Siddique	Male	Sindh	Secretary Education & Literacy Department	Reform Support Unit, Education & Literacy Department
21	Mr.	Ali	Arif	Male	Khyber Pakhtunkhwa	Deputy Director (Administration)	Provincial Institute for Teacher Education
22	Mr.	Khan	Raja Akhlaq Hussain	Male	Azad Jammu & Kashmir	Additional Secretary Education Schools	Department of Education

#### Annexure 4: Agenda for pre-departure orientation and send-off reception

Time	Activity	Resource Person
<b>0900 - 0930</b>	Registration of participants	Rohina Nazli, Zakir Abbas USAID Teacher Education Project
<b>0930 - 0935</b>	Recitation	
<b>0935 - 0945</b>	Welcome and Introductions	Dr. Mary Bane Lackie, Senior Technical Director, USAID Teacher Education Project
<b>0945 - 1000</b>	Opening Remarks	Jo Lesser-Oltheten, Director of USAID Office of Education
<b>1000 - 1015</b>	Overview of Study Tour	Dr. Mahmood UI Hasan Butt, Chief of Party, USAID Teacher Education Project
<b>1015 – 1045</b>	Tea Break	
<b>1045 - 1120</b>	1. Program Overview 2. Training Agreement Review	Nooruddin Shah, Education Policy Specialist, USAID Teacher Education Project
<b>1120 - 1130</b>	Learning through Study Tour on Strategic Planning: University Perspective	Maryam Rab, Registrar, Fatima Jinnah Women’s University
<b>1130 - 1140</b>	Learning through Study Tour on Strategic Planning: Provincial Perspective	Parvez Ahmed Sehar, Education Department, Sindh
<b>1140 - 1300</b>	Cultural Issues and Social Interactions	Dr. Mary Bane Lackie  Nasreen Gul, Senior Program Specialist, USAID Teacher Education Project
<b>1300 – 1400</b>	Lunch Break	
<b>1400 – 1430</b>	Food: A Social Experience (Cuisines, Social activity, Halal)	Dr. Mahmood UI Hasan Butt
<b>1430 - 1500</b>	Health and Safety – General Tips	Dr. Mary Bane Lackie
<b>1500 - 1620</b>	1. Immigration Documents and Forms 2. Travel Information	Nooruddin Shah

<b>1620 -1630</b>	Wrap up	Dr. Mary Bane Lackie
<b>1630</b>	Tea	
<b>1900 - 2100</b>	Evening Reception and Dinner at Shamadan Hall, Serena Islamabad	

<b>Time</b>	<b>Activity</b>	<b>Resource Person</b>
<b>09:00 – 09:30</b>	Review of Day 1: Expecting the Unexpected (Role play/Activity and Discussion)	
<b>09:30 - 1030</b>	Travel Information (Cont.)	Nooruddin Shah
<b>10:30 – 11:00</b>	Tea Break	
<b>11:00 – 13:00</b>	Logistics and Travel Implementation Plan Review (U.S.)	Dr. Mary Bane Lackie
<b>1300 – 1400</b>	Lunch Break	
<b>1400 - 1430</b>	Finances and Budgeting	Dr. Mary Bane Lackie
<b>1430 - 1530</b>	<ol style="list-style-type: none"> <li>1. Disbursement of cash advance (AMA) and receipt confirmation</li> <li>2. Final forms signed/collected/copied</li> </ol>	
<b>1530</b>	Tea and End of Orientation – Final packing	
<b>7:30 onwards</b>	Send-off reception	

Annexure 5: Detailed study tour agenda/program,



**USAID TEACHER EDUCATION PROJECT**

# Strategic Planning and Teacher Policy **STUDY TOUR**

**JUNE 2-16, 2012**

The USAID Teacher Education Project has been made possible by the generous support of the American people through the United States Agency for International Development (USAID)



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## AGENDA

### MONDAY, June 4, 2012

- 9:00-10:00 am **Orientation (Zankel 304)**  
*Review of Study Tour Schedule, Action Plan & Program Objectives*
- 10:00-10:30 am **Official Welcome and Opening Remarks (Zankel 304)**  
*152 Horace Mann*  
**Dr. John Allagante**  
Deputy Provost, Teachers College, Columbia University  
**Office of International Affairs**
- 10:30 am **Tea Break (Horace Mann 150) Calendar**
- 11:00-12:00 pm **Guided Tour: Teachers College (TC) Campus and IDs**
- 12:30-1:30 pm **TC Lunch (Zankel 304)**
- 2:00-5:30 pm **PART 1: "Strategic Planning Workshop" (Horace Mann 152)**  
**Dr. Hilary Landorf**  
Program Director, Global Learning Initiatives at Florida International University
- 6:00 pm **Reception: Columbia University Faculty Club, Columbia University Campus**

### TUESDAY June 5, 2012

- 9:00-10:30 am **PART 2: "Strategic Planning Workshop" (Horace Mann 152)**  
**Dr. Hilary Landorf**  
Program Director, Global Learning Initiatives at Florida International University
- 10:30 am **Tea Break (Horace Mann 150)**
- 11:00-12:00 pm **PART 2: "Strategic Planning Workshop" continued... (Horace Mann 152)**  
**Dr. Hilary Landorf**  
Program Director, Global Learning Initiatives at Florida International University
- 12:00-1:00 pm **TC Lunch and Conversation (Horace Mann 138)**  
**Dr. Felicia Mensah**  
Associate Professor of Science Education and Program Coordinator, Science Education at Teachers College, Columbia University  
**Part 1: "Science pre-service education at Teachers College and in the US, teacher education research, school university partnerships and projects"**  
**Part 2: Attend class with Dr. Mensah: "Science in Childhood Education"**
- 1:00 pm **Dr. Mensah will facilitate conversation with her pre-service students**



2:00-5:00 pm **Presentation and Conversation (Horace Mann 152)**  
*"Pre-Service Teacher Education at TC and Innovative Policies and Practices in Pre-Service Teacher Education in the US, including Teacher Residency Programs"*

**Dr. A. Lin Goodwin**  
 Professor of Education and Vice Dean at Teachers College, Columbia University

*"What Does It Really Take To Improve Schools: Building Organizational and System Capacity in International Perspective"*

**Dr. Thomas Hatch**  
 Associate Professor at Teachers College, Columbia University and Co-director of the National Center for Restructuring, Schools, and Teaching (NCREST)

**WEDNESDAY  
 June 6, 2012**

9:00-10:30 am **PART 3: "Strategic Planning Workshop" (Thompson 229)**  
**Dr. Hillary Landorf**  
 Program Director, Global Learning Initiatives at Florida International University

10:30 am **Tea Break (Thompson 229)**

11:00-12:00 pm **PART 3: "Strategic Planning Workshop" continued...(Thompson 229)**  
**Dr. Hillary Landorf**  
 Program Director, Global Learning Initiatives at Florida International University

12:30-1:30 pm **Lunch Independently**

2:00-4:00 pm **Presentation and Conversation (Thompson 229)**  
*"Teacher Education Program Assessment and Accreditation Methods, Models and Policies", "Teacher Assessment Methods" and "The Changing Role of Pre-service Teacher Education programs"*  
**Dr. Alexandra (Sasha) Gribovskaya**  
 Director of the Office of Accreditation and Assessment at Teachers College, Columbia University

4:00-5:00 pm **Reflection, Writing and Debriefing (Thompson 229)**

5:00 pm **Cultural Events**  
 Depart from Thompson 229, Small Optional Group Outings

**THURSDAY  
 June 7, 2012**

9:00-10:30 am **PART 4: "Strategic Planning Workshop" (Thompson 229)**



- Dr. Hilary Landorf**  
Program Director, Global Learning Initiatives at Florida International University
- 10:30 am **Tea Break (Thompson 229)**
- 11:00-12:00 pm **PART 4: "Strategic Planning Workshop" continued...(Thompson 229)**  
**Dr. Hilary Landorf**  
Program Director, Global Learning Initiatives at Florida International University
- 12:00-1:00 pm **TC Lunch and Conversation (Thompson 229)**  
*"Pre-service English Education at Teachers College and in the US" and "Teacher Education Policy and Research"*  
**Dr. Ruth Vinz**  
Enid & Lester Morse Chair in Teacher Education, Chairperson for the Dept. of Arts and Humanities, Former Interim Dean and Program Coordinator, English Education/The Teaching of English at Teachers College, Columbia University
- 1:30 pm **Travel to Brooklyn College, City University of New York (CUNY), Brooklyn, NY**
- 3:00-5:00 pm **Presentation and Conversation**  
*"Strategic Planning and Undergraduate Pre-service Teacher Education at Brooklyn College and in New York State"*  
**Dr. Deborah Shanley**  
Professor and Dean of The School of Education at Brooklyn College
- 6:00 pm Reflecting, Writing & Debriefing

**FRIDAY**  
**June 8, 2012**

- 9:00-12:00 pm **Visiting New York City Public Schools**  
*"Discussion on School Curricula, Teaching Methods, Student and Teacher Assessments and Educational Quality"*
- P.S. 87 William T. Sherman School**  
**Dr. Robyn Ulzheimer**  
Public School Elementary Teacher for over 20 years  
**Dr. Nancy Sall and Dr. Cathy Rikhye**  
Lecturers, Dept. of Curriculum & Teaching, Teachers College, Columbia University
- Landmark High School**  
**Dr. Samuel Shreyar**  
Lecturer, Dept. of Curriculum and Teaching, Teachers College, Columbia University
- 12:00-2:30 pm **Lunch (Outside) and Conversation**  
**Dr. Nancy Sall and Dr. Cathy Rikhye**  
Lecturers, Dept. of Curriculum and Teaching, Teachers College, Columbia University
- 3:00-5:00 pm **Presentation and Conversation at Bank Street Graduate School of Education**



*"Pre-service Teacher Education Policies and Practices, Teacher Assessment, Pre-service Teacher Education at Bank Street"*

**Dr. Jon Snyder**  
First Dean of Bank Street College

7:00 pm **Trip to Curry Hill Restaurants**

**SATURDAY  
June 9, 2012**

9:00 am onwards **Group Cultural Outings**  
Morning Guided City Tour and Afternoon Harbor Tour

**SUNDAY  
June 10, 2012**

**Day of Resting and Writing**

**MONDAY  
June 11, 2012**

9:00-10:30 pm **Presentation and Conversation (Horace Mann 152)**  
*"Administrative Policies, Structures, and Practices in the New York City Dept. of Education"*  
**Yuet Chu**  
Network Leader, Children First Network 103, NYC Empowerment Schools and Administrator, New York City Dept. of Education (NYDOE)

10:30 am **Tea Break (Horace Mann 150)**

11:00-12:00 pm **Presentation (Horace Mann 152)**  
*"Strategic & Action Plan Updates"*  
**Dr. Samuel Shreyar**  
Lecturer, Dept. of Curriculum and Teaching, Teachers College, Columbia University

12:30-1:30 pm **Lunch and Conversation with Teachers College Students (Zankel 304)**  
Discussion with students about their experiences in the Elementary and Early Childhood pre-service teacher programs

2:00 pm **Reflection Writing and Debriefing (Horace Mann 152)**

4:00 pm **Panel Presentation to the TC Community (Horace Mann 152)**

**TUESDAY  
June 12, 2012**

9:00-10:30 am **Guided Tour: "The Rita Gold Early Childhood Center" at Teachers College**  
**Dr. Susan Recchia**



Faculty Director, The Rita Gold Early Childhood Center, Associate Professor of Education, Dept. of Curriculum and Teaching, Program Coordinator, Early Childhood Special Education at Teachers College, Columbia University

- 10:30 am **Tea Break (Horace Mann 150)**
- 11:00-12:00 pm **Presentation (Horace Mann 152)**  
*"Technology integration in Pre-Service Teacher Education"*  
**Sheena S. Mozaffar**  
 M.A. Early Childhood and Special Education, 2012
- 12:30-2:00 pm **Lunch Independently**
- 2:00-3:00 pm **Conversation (Zankel 304)**  
*"Teacher Education Policy and Practices"*  
**Dr. Karen Zumwalt**  
 Edward Evenden Professor of Education in the Dept. of Curriculum and Teaching, Teachers College, Columbia University
- 4:00 pm **Attend TC classes**
- 6:00 pm **Reflection, Writing and Debriefing (Horace Mann 152)**
- 7:00 pm **Small Group Cultural Outings**

**WEDNESDAY  
June 13, 2012**

- 8:00 am **Depart for Washington DC**
- 2:30 pm **Orientation for DC Visit at Education Development Center (EDC)**
- 4:00 pm **Meeting with National Council for Accreditation of Teacher Education at NCATE**  
*"Accreditation of College based Teacher Education Programs in the US"*  
**Jim Cibulka**, President, NCATE  
**Deb Eldridge**, Senior Vice President, NCATE

**THURSDAY  
June 14, 2012**

- 9:00-11:30 am **Meeting with United States Agency for International Development at USAID**
- 12:00 pm **Lunch Independently**
- 1:00-3:00 pm **Breakout Sessions**  
 Small Group/Individual Action Planning, Education Development Center



4:00 pm Visit to Embassy of Pakistan  
6:00 pm Cultural Event

**FRIDAY  
June 15, 2012**

9:00-11:30 am **Action Planning Presentations at Education Development Center**  
**Dr. Samuel Shreyar**  
Lecturer, Dept. of Curriculum and Teaching, Teachers College, Columbia University

10:00 am **Tea Break**

11:30-12:00 pm **Action Planning Presentations continued...**  
**Dr. Samuel Shreyar**  
Lecturer, Dept. of Curriculum and Teaching, Teachers College, Columbia University

12:00-1:30 pm **Lunch, Presentation and Discussion**  
"Education Policy Reforms in Pakistan", a public event co-hosted by EDC and the Society for International Development – Washington Education in Development Work Group

2:00-3:30 pm **Action Planning Presentations at Education Development Center**  
**Dr. Samuel Shreyar**  
Lecturer, Dept. of Curriculum and Teaching, Teachers College, Columbia University

3:30 pm **Final Debriefing and Exit Interview**

7:00-10:00 pm **Award Ceremony and Farewell Reception**

**SATURDAY  
June 16, 2012**

9:30 am **Hotel check out**  
10:00-4:30pm **Guided Tour: Washington DC**  
4:30 pm **Depart for Dulles Airport**  
10:40 pm **Depart for Pakistan**



## BIOGRAPHIES

**Alexandra (Sasha) Gribovskaya, Ed.D.** is the Director of the Office of Accreditation and Assessment at Teachers College, Columbia University, since 2005. She oversees two college-wide accreditations—by the National Council for Accreditation of Teacher Education (NCATE) and by the Middle States Commission on Higher Education (MSCHE). She also assists TC academic programs in their professional accreditations. Prior to coming to the United States from Russia, Dr. Gribovskaya worked as a teacher of English in middle and high schools, and as an instructor at the Kaluga Pedagogical University. Dr. Gribovskaya enrolled at Teachers College in 1994 as an FSA/Muskie Fellow, sponsored by the USAID, and received an Ed.D. in educational leadership in 1999.

**Anne Lin Goodwin, Ed.D.** is Professor of Education and Vice Dean at Teachers College, Columbia University, New York. Her research and writing focus on the connections between teachers' identities and their development; between multicultural understandings and curriculum enactments; and on the particular issues facing Asian and Asian American teachers and students in U.S. schools.

Her publications have appeared in key education journals such as the *Journal of Teacher Education*, *Review of Research in Education*, *Urban Education*, *Teaching Education*, and *Education and Urban Society*, and she has also edited several books. Recent publications include: *Curriculum as colonizer: (Asian) American education in the current U.S. context*, *Teachers College Record*, "Globalization and the preparation of quality teachers: Rethinking knowledge domains for teaching," in *Teaching Education*, and "Quality teachers, Singapore style" in *Teacher education around the world* edited by Linda Darling-Hammond and Ann Lieberman. Her latest book (co-edited with Beatrice Fennimore) is *Promoting Social Justice for Young Children*.

Dr. Goodwin has served as a consultant to a wide variety of organizations including school districts, philanthropic foundations, higher education institutions, and professional educational organizations around issues of diversity, educational equity, assessment, and teacher education. Her work in teacher education and curriculum development has taken her to the Middle East, Europe and Asia where she has collaborated with educators to bring about school, teaching and curriculum reform.

**Cathy Rikhye, Ed.D.** is a lecturer in the Dept. of Curriculum and Teaching at Teachers College, Columbia University and was Director of the Office of Inclusive Education at the New York City Dept. of Education. She has served as an Associate Professor at Dominican College, Associate Professor at Hunter College of the City of New York, Project Co-Director of The Jewish Guild for the Blind and a teacher of students with multiple disabilities. Dr. Rikhye acquired a B.A. from Barnard College (1966), an M.A. in Special Education/Learning Disabilities (1973), a M.Ed. in International Educational Development (1975) and an Ed.D. in International Educational Development with a Specialization in Special Education (1980) from Teachers College, Columbia University.

**Deborah Shanley, Ph.D.** is a professor and the Dean of the School of Education at Brooklyn College. She has enjoyed a rich career serving a wide variety of stakeholders in public education for 35 years. She earned a doctorate in 1982 in Curriculum and Instruction from Teachers College, Columbia University and pursued research in the field of behavioral analysis. Prior to joining Brooklyn College, she served as Dean of The School of Liberal Arts and Education at CUNY/Medgar Evers College. Her work with multiple college and community constituencies earned her a Humanitarian Award from the CUNY Consortium for



the Study of Disabilities and the Medgar Evers College Worker Education Program. Her current work focuses on creating collaborations and partnerships with New York City schools and cultural institutions as vehicles for extending teacher preparation beyond the walls of academia. Known for her activist perspective on teacher education—and passion for improving teaching and learning in the public schools,

Dr. Shanley's philosophy has been realized through her leadership in a wide network of national collaborative partnerships, including the National Network for Education Renewal (NNER), Council for Great City Schools (CGCS), Teachers for a New Era (TNE) and the National Commission on Teaching and America's Future (NCTAF). On the local level, Dr. Shanley has established relationships with professional development schools, such as the Brooklyn College Academy and the Performing Arts and Technology High School in East New York, as well as numerous community organizations, including the Lincoln Center Institute Teacher Education Collaborative, the National Park Service of New York Harbor, City University of New York Partnership, the American Museum of Natural History, and the East New York School and Community Partnership. She serves as board chair for Achievement First, a network of charter schools. In 2008-2009, she served on the National Parks Second Century Commission which developed a plan for the future of the country's National Park System.

**Felicia M. Mensah, Ph.D.** is an Associate Professor of Science Education and Program Coordinator, Science Education at Teachers College, Columbia University. She obtained a B.S. in Biology from the University of North Carolina at Chapel Hill (1988) and an M.S. in Biology & Secondary Education from North Carolina Agricultural & Technical State University (1992). She has worked collaboratively and independently in developing as a scholar in the areas of teacher education, teacher professional development, and science education research. Mensah received her doctorate in Science Education at Florida State University (May 2003). Using a feminist poststructuralist analysis of power, language, difference, and knowledge construction, her dissertation focused on three African American secondary school teachers' experiences in professional development, teaching, and learning science.

As a postdoctoral fellow in the Center for Curriculum Materials in Science at Michigan State University (June 2003-July 2005), Mensah focused on developing science curriculum materials that addressed issues of diversity in planning, assessing, and teaching science for understanding. She was awarded the 2005 Dean's Summer Grant for Research (Teachers College) and was one of five awardees of the Equity and Ethics Scholarship from the National Association for Research in Science Teaching (NARST) in 2005, and the Race, Culture and Diversity Research Grant (Teachers College) in 2006.

**Hilary Landorf, Ph.D.** is an Associate Professor and Program Director Global Learning Initiatives at Florida International University. She is also the Assistant Director of the Global Awareness Program. Dr. Landorf holds a B.A. in English from Stanford University, an M.A. in English Literature from the University of Virginia and a Ph.D. in International Education from New York University. Prior to coming to Florida International University, Dr. Landorf was a visiting Assistant Professor in the Dept. of the Humanities and the Social Sciences at New York University.

Dr. Landorf has extensive experience teaching History, ESL, and English, on all levels of schooling, in a variety of settings. She has taught elementary school Language Arts at an American International School in Nouakchott, Mauritania, middle school ESL at a public school in Yonkers, New York, International Baccalaureate level World History at the Lycée Français in San Francisco, California, and English Literature at Westchester Community College in White Plains, New York. Her current research interests include integrative global learning in higher education and the connection between global learning and





human capability development. She has published widely in national and international journals, and is regularly consulted for her expertise in globalizing K-20 curricula across the curriculum. Her recent publications include "Toward a philosophy of global education" in *Visions in Global Education*, and "Education for sustainable human development" in *Theory and Research in Education*.

**James G. Cibulka, Ph.D.** is the President of the National Council for Accreditation of Teacher Education (NCATE) and former dean of the College of Education at the University of Kentucky. Dr. Cibulka has a long and distinguished record in higher education. Prior to his service in Kentucky, he was associate dean and professor in the University of Maryland's College of Education and served as chair of the Dept. of Educational Policy, Planning, and Administration. From 1972 through 1995, Dr. Cibulka was a professor at the University of Wisconsin-Milwaukee, where he established the Dept. of Community Education. From 1988 to 1995, he directed the Ph.D. program in urban education at Wisconsin. From 1992 to 1995, he also served as editor of the *Educational Administration Quarterly*. Dr. Cibulka started his career as an administrator for the Chicago Board of Education and as a teacher and administrator in the Model City Community Schools Program in Duluth, MN. He has authored or coauthored numerous books and scores of articles on education policy, administration, and community development.

**Jon Snyder, Ed.D.** was appointed in 2010 to be Bank Street's first Dean of the College. Dean Snyder received a B.Ed. in Elementary Education and an M.A. in Composition from Washington State University, along with his Administrative Credential work. He received his Ed.D. in Curriculum and Instruction (emphasis on Educational Leadership) from Teachers College, Columbia University.

Prior to his appointment at Bank Street, Dean Snyder began his career as a primary grades schoolteacher in Vancouver, Washington. He has also worked in curriculum development and as a staff developer. Following receipt of his Doctorate, Dean Snyder worked as a researcher and a teacher educator at Teachers College; the National Center for the Restructuring of Education, Schools, and Teaching; the National Commission on Teaching and America's Future; and the University of California, Santa Barbara. Dean Snyder served for five years as a commissioner on the California Teacher Credentialing Commission—California's professional standards board—and as a consultant to several states (WA, AR, ME, NV, ID, CA) and national organizations (NASBE) on their teaching policy agendas.

Dean Snyder has written extensively on issues related to teacher preparation practice and policy. Much of his work has been focused on teacher development (from preparation and induction through retirement), the relationships between teacher learning and student outcomes, and progressive pedagogy. He has participated in numerous studies of learner- and learning-centered schools including several located in New York City. Dean Snyder has also worked with the Commission for Teaching and America's Future in identifying exemplary teacher programs, Bank Street included, and on the University of California, Berkeley's case study *Knowing Children, Understanding Teachers*. Most recently he was lead author on an extensive review of the research in the developmental sciences entitled, *Principles and Exemplars for Integrating Developmental Sciences Knowledge into Educator Preparation*.

**Karen Zumwalt, Ph.D.** is the Edward Evenden Professor of Education in the Dept. of Curriculum and Teaching, Teachers College, Columbia University where she works with doctoral students and in-service master's students. From 1995-2000, she served as Dean of the College and Vice President for Academic Affairs. Prior to that, she served as Division Director, Dept. Chair and Program Director.



Her writings and research have focused on curriculum, teacher education and alternate routes to teaching. Her chapter on the policy implications of research on teaching for teacher education won the American Educational Research Association's first Interpretive Scholarship Award in 1983. As a member of the AERA Panel on Teacher Education, she and Elizabeth Craig wrote two chapters describing research on the demographic and quality profile of teachers in AERA's 2005 volume, *Studying Teacher Education*. She has also written invited chapters for: the American Association of Colleges of Teacher Education's Knowledge Base for Beginning Teachers; AERA's Handbook on Curriculum Research and Public Monograph on National Curriculum; the Association of Teacher Educators' Handbook of Research on Teacher Education; several National Society for the Study of Education yearbooks; and she has also edited an ASCD yearbook, *Improving Teaching*. She has published in *Education and Urban Society*, *Educational Researcher*, *Elementary School Journal*, *Journal of Teacher Education*, *Teacher Education and Practice*, and *The Teachers College Record*.

A graduate of Mount Holyoke College majoring in political science, Dr. Zumwalt received her master's and initial teacher preparation in social studies education at the Harvard Graduate School of Education, where she student taught in the Boston Public Schools. After teaching 11-14 year olds in the Cleveland, Ohio and Glencoe, Illinois public schools, she received her PhD in curriculum and philosophy from The University of Chicago. Before coming to Teachers College in 1976 as the Director of the pre-service program in childhood education, she was a teacher educator in the preschool/elementary program at Smith College, Northampton, Massachusetts.

**Kuan-Hui Leu, M.A.** is a head teacher at the Rita Gold Early Childhood Center at Teachers College. He has taught preschool children (ages 3-5 years old) for five years now and is concurrently a doctoral student studying Early Childhood Education. Prior to his time at Teachers College, Kuan studied Human Development at Cornell University. Kuan was born in Taiwan but grew up in New York City and has lived there for most of his life. He enjoys sports, singing, playing guitar, watching movies, snowboarding, and being involved with his church.

**Nancy Sall, Ed.D.** is currently a lecturer in the Integrated Early Childhood program within the Dept. of Curriculum and Teaching at Teachers College, Columbia University. This position involves a full-time teaching load, supervision of student teachers, and advisement of students in the Master's Degree program. Dr. Sall has a B.S. in Elementary and Special Education from Boston University, an M.S. in Special Education from Syracuse University and an Ed.D. in Curriculum & Teaching from Teachers College. She has previously worked on federally-funded research and demonstration projects in the field of special education and has been involved in the development of alternate assessment instruments for students with significant disabilities. She has also served as an educational consultant in school districts and for numerous projects within the field of significant disabilities, and more recently has acted as a parent advocate. Dr. Sall has given frequent lectures and conducted workshops on various areas of educational concern, including assessment and communicative development. She has written several publications in professional journals on these and related topics. Outside of her work in the field of education, Dr. Sall has collaborated with a home-mentoring program for parents of at-risk preschoolers and is currently the co-president of a community-run arts program in the public schools.

**Robyn Ulzheimer, Ed.D.** has been a public school elementary teacher for over 20 years. She has taught a range of grades and is currently teaching kindergarten. Dr. Ulzheimer has served as a cooperating teacher with schools of education including Teachers College, Columbia University, Bank



Street College of Education and New York University. Dr. Ulzeimer has also been an adjunct faculty member at Teachers College, Bank Street College and Montclair State University. She has been the

recipient of several educator awards and grants and presented at local, national and international conferences. Dr. Ulzeimer holds certification in early childhood education, elementary education, supervision and administration. She has a Masters of Science in Education from Bank Street College of Education along with a Masters of Education and a Doctor of Education from Teachers College, Columbia University.

**Ruth Vinz, Ph.D.** is an Enid & Lester Morse Chair in Teacher Education, Chairperson for the Dept. of Arts and Humanities, and Program Coordinator, English Education/The Teaching of English at Teachers College, Columbia University. She obtained a B.S. in Secondary Education: Majors in English and Social Sciences from Montana State University, an M.A. in Secondary Education: History Emphasis from Boise State University and a Ph.D. in Teaching and Learning: English Education from New York University. In response to a \$10.8 Million Gift to The National Academy of Excellent Teaching at TC, Dr. Vinz, as Director of the Center for the Professional Education of Teachers (CPET), collaboratively designed and developed curriculum to address teacher knowledge base in content and how they teach to underserved high school students, focusing always on quality teaching as the key to increasing student achievement. In 2003, Vinz was a member of the TC Afghan Project Team created in collaboration with UNICEF and The Afghan Ministry of Education to establish a National Academy of Education in Kabul for the promotion of educational excellence in Afghanistan. She has also served as Interim Dean at TC, Professor of English Education, Chair of Arts and Humanities, Program Coordinator and Chair of the Untenured Faculty Committee, and member of the Faculty Executive Committee for six years.

Dr. Vinz came to Teachers College in 1992. Before that, she had a long and distinguished career as a teacher of English and Humanities for 23 years. During that time, Vinz chaired an English Dept. for 17 years, served as the district coordinator for writing programs, and directed several projects involving whole school and district-wide strategic planning and curricular reform efforts. She is the author of numerous books on teaching and learning in English classrooms and the processes and production of literacies and representation. In 1997, Vinz was honored with the Richard A. Meade Award for Research in English Education for her book *Composing a Teaching Life*. The award, sponsored by the Conference on English Education, "recognizes selected published research that investigates teachers' development in the English/language arts of any educational level, of any scope, of any setting."

**Thomas Hatch, Ed.D.** is an Associate Professor at Teachers College, Columbia University and Co-Director of the National Center for Restructuring Education, Schools, and Teaching (NCREST). He previously served as a Senior Scholar at the Carnegie Foundation for the Advancement of Teaching where he Co-Directed the K-12 Program of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) and established the Carnegie Knowledge Media Laboratory. His research includes studies of a variety of school reform efforts at the school, district, and national levels, and his current work includes a comparative study of accountability and school improvement policies in higher performing countries (Singapore, Finland, and the Netherlands) and lower-performing countries (the United States and Norway). He is also involved in a variety of efforts to develop new ways to use multimedia and the internet to document teaching and share teachers' expertise in teacher education and professional development. His latest book is *Managing to Change: How Schools can Survive (and Sometimes Thrive) in Turbulent Times* (Teachers College Press, 2009).



**Samuel Shreyar, Ed.D.** is a lecturer in the Early Childhood Education program at Teachers College, Columbia University. He obtained a B.A. from the State University of New York, an M.S. in Early Childhood Special Education and an Ed.D. in Curriculum and Teaching from Teachers College. While he was pursuing his doctorate, he taught curriculum design and "Evolution of Early Childhood Teaching Strategies in a Social Context". Currently he teaches a year-long course on Integrated Curriculum in Early Childhood along with supervising pre-service student teachers. Dr. Shreyar worked as a special education teacher and an Assistant Professor of early childhood education at City College and Lehman College before coming to TC. While at Lehman College Dr. Shreyar was Program Head for the Elementary and Early Childhood Pre-service undergraduate education program. He has a passion for working with children to give them new ways to think and inquire about the world around them. As children make their inquiries in the classroom and begin to have conversations with their teachers, Dr. Shreyar focuses on listening to the conversation, observing teacher response and sharing success stories with others. His current research interests are centered on teaching students to inquire on a social plane of learning, and on the role that classroom conversations play in teaching students to think reflectively.

**Sheena S. Mozaffar, M.A.** is a recent graduate of the Pre-service Early Childhood and Special Education Masters Program at Teachers College, Columbia University. Ms. Mozaffar is originally from Karachi, Pakistan where she pursued her undergraduate studies and received a B.Sc. (Hons) in Computer Science from Staffordshire University, UK in partnership with Asia Pacific Institute for Information Technology (APIIT), Pakistan. She went on to Singapore to pursue a Diploma in the Montessori Method of Education which inspired her interest in teaching. Ms. Mozaffar taught for three years in Pre-school and Kindergarten settings in Pakistan before moving to the US to pursue her graduate studies. Her student teaching placements include the Infant Room at The Rita Gold Early Childhood Center, Kindergarten class at The School at Columbia University, a 1st grade class at P.S. 267 East Side Elementary School and a 1st grade self-contained class at The Cooke Center Lower School. Her student teaching experiences in private and public school settings enabled her to incorporate the use of technology such as the iPad, SMART Board and Smart Technology Software to support learning, engagement, social interaction and assessment of students with and without disabilities. Ms. Mozaffar has also worked as a Graduate Administrative Assistant with Academic Computing Services to introduce faculty to open-source community-based tools for learning within TC Apps such as Moodle, Mahara and Adobe Connect.

**Susan Recchia, Ph.D.** is an Associate Professor of Education for Dept. of Curriculum and Teaching, Program Coordinator for Early Childhood Special Education Dept. and Faculty Director for The Rita Gold Early Childhood Center at Teachers College, Columbia University. She holds a B.A. from University of California, Santa Cruz (Psychology), an M.A. from California State University, Northridge (Educational Psychology, Early Childhood Education) and a Ph.D. from University of California, Los Angeles (Educational Psychology, Developmental Studies).

In 2000, Dr. Recchia coordinated the Developmental Visit Training and Dissemination Project for the assessment, planning and training process bringing the parent, the infant and two of their providers together to learn from and about each other. In 2005 she was awarded the Spencer Foundation Research Grant for the project "Supporting Social Experiences in Early Childhood Classrooms: Case



Studies of Young Children with Special Needs and their Teachers. In 2008, she received the National Association for Early Childhood Teacher Educators (NAECTE) Foundation Award for Research on Early Childhood Teacher Education. Proposal Title: *From Early Childhood Teacher Preparation to Practice: How Program Goals and Experiences Inform New Teachers' Work in Classrooms*. Dr. Recchia has also served as Project Coordinator for UCLA Family Development Project, Research Assistant at UCLA Dept. of Pediatrics, Infant Specialist at Blind Children's Center and Program Director at Parent's Infant Care Services. She has co-authored the book "Self-Evaluation in Young Children" and has published widely in key education journals along the lines of her research interests which lie in the role of social and emotional experiences in early learning; adult-child interaction and communication; issues in inclusive early care and education; and early childhood teacher development.

**Yuet Chu, M.S.** is a Network Leader, Children First Network 103, NYC Empowerment Schools and Administrator at the New York City Dept. of Education (NYDOE). Ms. Chu received a B.A. in Economics and Political Science from Yale University (1987) and an M.S. in Special Education from Hunter College (1997). She has served as director and teacher at School of the Future which is known for a dedicated staff and rigorous academics, where independent thinking is nurtured within the curriculum. She remains very involved in the lives of the individual students as well as being a first-rate administrator in the school. Besides the day-to-day business of running the school, she participated in "advisory," which involves meeting twice a week with the same group of students to discuss academic and sometimes social issues. She has also worked as a Financial Advisor Associate at Sanford Bernstein.



**USAID Teacher Education Project – U.S. Tour on Strategic Planning and Teacher Policy June 2, 2012 to June 16, 2012**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	31	1	2	3
					Arrival	AM: 8:00 Depart for Orientation 8:30 -12:00 Orientation, Rest & Exploration
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4	5	6	7	8	9	10
Location: NYC  AM: 9:00 Orientation, Review Study Tour schedule, Action Plan and program objectives ZB 304  10:00 Official Welcome- Office of International Affairs - John Allagante Deputy Provost TC, CU ZB 304  10:30 Tea Break HM 150  TC Campus Tour & get IDs  PM: 12:30 TC Lunch ZB 304  2:00 Strategic Planning Workshop begins (Dr. Hilary Landorf, Program Director, Global Initiatives at FIU) HM 152  6:00 Reception: Columbia University Faculty Club with Presenters	Location: NYC  AM: 9:00 Strategic Planning Workshop (Hilary Landorf) HM 152  10:30 Tea Break HM 150  11:00 Strategic Planning Workshop (Hilary Landorf) cont. HM 152  PM: 12:00 TC Lunch & Conversation with Dr. Felicia Mensah (Pre-Service Science Education, Teacher Education Research, School Reform) HM 138  1:00 Attend Dr. Mensah's class 2:00 – 5:00 Presentation: Lin Goodwin (Pre-Service Education at TC, Innovations in Teacher Education in the US) Presentation: Tom Hatch (Building Organizational & System Capacity, International Perspective) HM 152	Location: NYC  AM: 9:00 Strategic Planning Workshop (Hilary Landorf) TH 229  10:30 Tea Break HM 142  11:00 Strategic Planning Workshop (Hilary Landorf) cont. TH 229  PM: 12:30 Lunch Independently  2:00 – 4:00 Presentation: Alexandra Gribovskaya, Director of QAA (Accreditation and Certification) TH 229  4:00 Reflecting, Writing & Debriefing TH 229  5:00 Cultural Event – Small group outing	Location: NYC  AM: 9:00 Strategic Planning Workshop (Hilary Landorf) TH 229  10:30 Tea Break TH 229  11:00 Strategic Planning Workshop cont. TH 229  <u>Deliverable One</u> Updated and further develop strategic/action plan  PM: 12:00 TC Lunch & Conversation Dr. Ruth Vinc, Eric & Lester Morse Chair, Former Dean, (Pre-service English Ed & Teacher Ed Research) TH 229  1:00 Travel to Brooklyn College 3:00-5:00 Presentation: Dr. Deborah Shanely, Dean CUNY (Strategic Planning: Undergraduate Pre-service Education) 6:00 Reflecting, Writing & Debriefing: GD 179	Location: NYC  AM: 9:00 Visit of teaching practicum in schools and/or meetings with administrators, teachers, or students. Lead by Dr. Nancy Sall & Dr. Cathy Rikhye  PM: 12:00 Lunch and Conversation with Dr. Sall and Dr. Rikhye  3:00 Presentation: Jen Snyder, Dean of the College and Chief of Academic Affairs at Bank Street Graduate School of Education  7:00 Trip to Curry Hill Restaurant	Location: NYC  AM: 9:00 Guided Group Cultural Activities	Location: NYC  Day of Rest and Writing

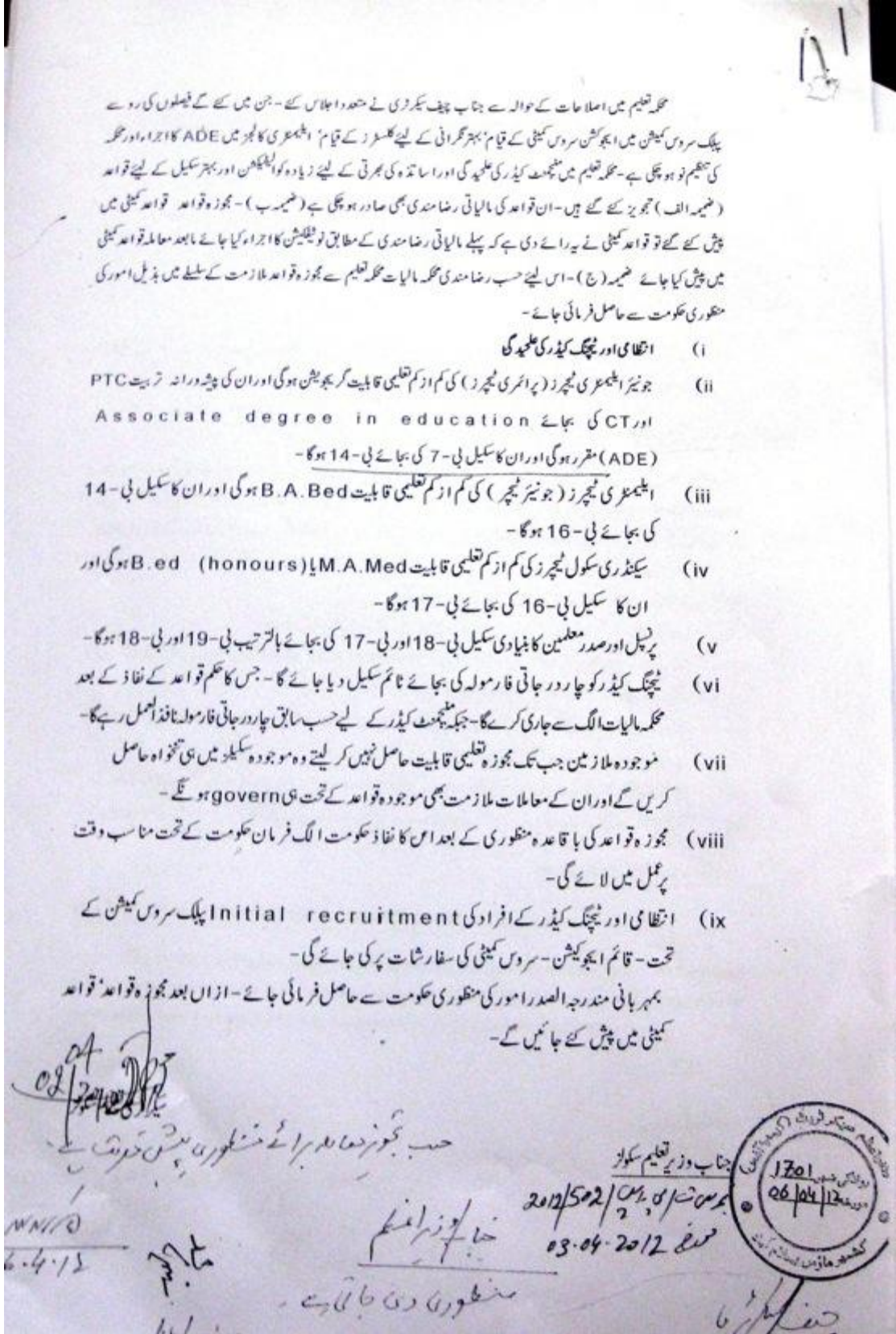


Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<p>11 Location: NYC</p> <p><b>AM:</b> 9:00 – 10:30 Dr. Yuet Chu, DSSI Network Leader (NYC Dept. of Education official) &amp; Monica Berry, Principal at PS 87 HM 152</p> <p>10:30 Tea Break HM 150</p> <p>11:00 Presentation: Dr. Sam Shreyar (Strategic and Action Plan Update) HM 152</p> <p><u>Deliverable Two</u> Draft of reflective paper</p> <p><b>PM:</b> 12:30 TC Lunch &amp; conversation with TC students ZB 304</p> <p>2:00 Reflecting, Writing &amp; Debriefing HM 152</p> <p>4:00 Panel Presentation to TC community by selected participants (TBC) HM 152</p>	<p>12 Location: NYC</p> <p><b>AM:</b> 9:00 Guided tour of Rita Gold Early Childhood Center and Conversation with Dr. Susan Recchia, Faculty Director (University based lab school/practice and teacher education research)</p> <p>10:30 Tea Break HM 150</p> <p>11:00 Presentation: Sheena S. Mozafer (Technology Integration in Pre-Service Teacher Education) HM 152</p> <p><b>PM:</b> 12:30 Lunch Independently</p> <p>2:00 Conversation: Karen Zumwalt, Edward Evenden Professor of Education (Teacher Education Policy &amp; Practices) ZB 304</p> <p>4:00 Attend class at TC HM 152</p> <p>5:30 Reflecting, Writing &amp; Debriefing HM 152</p> <p>7:00 Cultural Event</p>	<p>13 Location: NYC/DC</p> <p><b>AM:</b> 8:00 <u>Depart To:</u> <u>Washington, DC</u></p> <p><b>PM:</b> 2:30 Orientation for DC</p> <p>4:00 Meeting with NCATE – Jim Cibulka, President and Deb Eldridge, Senior Vice President (Role in Teacher Education Reform)</p>	<p>14 Location: Washington DC</p> <p><b>AM:</b> 9:00 – 11:30 Meeting with USAID</p> <p><b>PM:</b> 12:00 Lunch (out)</p> <p>1:00 Breakout Sessions</p> <p>4:00 Embassy of Pakistan</p> <p>6:00 Cultural Activities (optional)</p>	<p>15 Location: Washington DC</p> <p><u>Deliverable Three</u> Action Planning Presentations</p> <p><b>A.M.</b> 9:00 Action Planning Presentations: Dr. Shreyar (Criteria will be based on participants' work)</p> <p>10:30 Tea Break</p> <p>11:00 Action Planning Presentations – cont.</p> <p><b>PM:</b> 12:00 Lunch TC – Panel on Education Policy Reforms EDC &amp; SID Washington Ed workgroup</p> <p>2:00 Action Planning presentations: Dr. Shreyar</p> <p>3:30 Final Debriefing/Exit Interview</p> <p>7:00 -10:00 Award Ceremony &amp; Dinner Farewell Reception</p>	<p>16 Location: Washington DC</p> <p>9:00 AM Check Out of Hotel</p> <p>10:00 – 4:30 Guided Group Tour of DC sights</p> <p>4:30 Depart for Airport</p> <p>10:40 Depart for Pakistan from Dulles International Airport (IAD)</p>	





Annexure 7: Approval notification of Prime Minister of AJK for initiating the process for amending the service rules



## Annexure 8: NCRC Minutes of Meeting

### NCRC Meeting Minutes

**Date:** May 22 – 2012

**Location:** Regional Office Higher Education Commission (HEC) Lahore

#### **Introduction:**

This is the third meeting of NCRC to review course materials (syllabi and course guides) developed for the Associate Degree in Education/B.Ed (Hons) Elementary. Prior to the meeting nine ADE/B.Ed. courses were shared with NCRC members to review using a revised template (attached). They were requested to bring to the meeting their written reports for deliberations. The review template was shared with all members electronically, Course materials were provided in hard copy. The meeting was chaired by the Adviser Academic, Higher Education Commission Professor Talat Khurshid and supported by Deputy Director Curriculum, Muhammad Arif. (HEC)

#### **Day Proceedings:**

Participants were briefed about the day objectives and were introduced to the new Adviser academic (HEC) Professor Talat Khurshid and Deputy Director Curriculum, Muhammad Arif. The NCRC members were welcomed by Muhammad Arif followed by Director Curriculum, USAID Teacher Education Project, Rana Hussain. She shared the objectives of the meeting. Professor Talat Khurshid shared with NCRC the four-stage process of curriculum revision described in a document prepared by HEC. He advised that in addition to reviewing the courses we should spend time in planning next steps. In all, eight courses were reviewed by 21 NCRC Members (seven women and 14 men). NCRC members read the courses in groups and shared their individual comments and prepared a final review report.

Later each course group presented from the written report key points on the strength and the areas needing attention. All review reports were collected for further actions. Approximately three NCRC members reviewed each course except for Teaching English where only one member was available to work on the review.

The next agenda item was lead by Dr. Frances Schoonmaker. She shared next steps with the members and led a discussion. The following suggestions were made:

- USAID Teacher Education Project to pass on suggestions to course designers to incorporate into the course materials (syllabi and course guides)
- NCRC convener to sign off the review process and confirm the minutes of the three review meetings listing the names of all reviewers.
- Revise/update the ADE/B.Ed. (Hons) Elementary Scheme of Studies and send it to NCRC Convener the review process (see attached).
- HEC to post the revised scheme of studies on their website with names of reviewers and minutes of the three review meetings.
- Print course materials and disseminate them to partner teacher education institutions

NCRC members noted that the usual challenges of disseminating curriculum do not apply given that institutions are already involved in the design, implementation and review process. The usual process of developing a curriculum and then disseminating it doesn't apply.

However, Professor Khurshid was concerned as to how the programs will be made accessible to the teacher education institutions that are not partners with the USAID Teacher Education Project. He suggested that HEC prepare an action plan to support faculty in these institutions to offer the ADE/B.Ed. (Hons) programs.

### **Post review meeting plans**

The review reports were collected in hard copy and as was the case for previous review reports, the data will be typed and shared with the course writers for necessary actions at their end.

The NCRC was apprised of the design of the years three and four courses in the B.Ed. Hons with a request to HEC to seek new nominations for the review these courses . HEC has already a process of seeking nominations as indicated in their documents. The USAID Teacher Education Project will provide the courses titles so that relevant reviewers are invited from the field.

USAID Teacher Education Project will ensure that the feedback provided by reviewers are incorporated and final versions be shared with NCRC convener so that the updated syllabi and courses are submitted to HEC with endorsement from NCRC convener with names of all reviewers and minutes of the review process.

The meeting was adjourned with a vote of thanks to the Chair.

## Annexure 9: Approval from NCRC

### Curriculum Review Process

The ADE/B.Ed. Elementary (Honors) course/s, for Years One and Two have been reviewed by members of the Higher Education Commission's National Revision Committee of Curriculum (NCRC) and approved as courses in the ADE/B.Ed. Elementary (Honors) program.

The following procedures were followed:

- 1) Development of a Scheme of Study by NCRC( Revised version 2010)
- 2) Development of a syllabus and a course guide by a design team comprised of college/university faculty working with national and international curriculum specialists, drawing on the Scheme of Study.
- 3) Review of the Syllabus and course guide by at least 2 members of NCRC following criteria established by NCRC in its meeting 30 January 2012 at University of Karachi.
- 4) Revision of Syllabus and Course Guide by a sub-committee of the curriculum design team.
- 5) Submission of final documents to HEC.

Name and Designation

Prof. Dr. Rehana Masruq

Signature:

Rehana Masruq

Chair, NCRC

Date

26/6/2012

## Annexure 10: TraiNet data for 24 trainings

### Programs Grouped by Activity with Funding

Report Parameters:

End Date Before: 04/30/2012

End Date After: 04/01/2012

Program Status: Completed

Training Program	Location	Start Date	End Date	Males	Females	Total Trainees	Budgeted Amount	Actual Amount	Difference
<b>Activity: Pre-Service Teacher Education in Pakistan (Pre-STEP)</b>									
Semester -2 Orientation	IC	04/09/2012	04/10/2012	0	8	8	\$ 262	\$ 184	\$ 77
Consultative Workshop On Teacher	IC	04/05/2012	04/06/2012	26	11	37	\$ 6,225	\$ 4,371	\$ 1,854
National Curriculum Conference	IC	04/02/2012	04/04/2012	21	15	36	\$ 37,319	\$ 26,429	\$ 10,889
FM-1 Training with Faculty from 3rd	IC	04/11/2012	04/14/2012	11	1	12	\$ 4,320	\$ 1,388	\$ 2,932
FM-1 Training with Faculty from 3rd	IC	04/11/2012	04/14/2012	13	2	15	\$ 2,050	\$ 1,355	\$ 694
FM-1 Training with Faculty from 3rd	IC	04/17/2012	04/20/2012	5	7	12	\$ 5,209	\$ 92	\$ 5,117
FM-1 Training with Faculty from 3rd	IC	04/11/2012	04/14/2012	9	6	15	\$ 4,386	\$ 1,726	\$ 2,660
Foundation Module III, "Assessment"	IC	04/17/2012	04/20/2012	8	10	18	\$ 2,435	\$ 845	\$ 1,590
Foundation Module III, "Assessment"	IC	04/10/2012	04/13/2012	13	11	24	\$ 2,758	\$ 2,274	\$ 484
Foundation Module -1	IC	04/17/2012	04/20/2012	14	2	16	\$ 5,351	\$ 298	\$ 5,053
Orientation Meeting with Principal & DSD	IC	04/09/2012	04/09/2012	17	4	21	\$ 2,838	\$ 2,426	\$ 411
FM-III	IC	04/02/2012	04/05/2012	8	9	17	\$ 2,397	\$ 956	\$ 1,441
Practicum 1	IC	03/30/2012	04/02/2012	19	16	35	\$ 5,042	\$ 4,148	\$ 894
Semester -2 Orientation Workshop	IC	04/11/2012	04/12/2012	12	7	19	\$ 995	\$ 694	\$ 301
Semester -2 Orientation	IC	04/11/2012	04/12/2012	2	7	9	\$ 663	\$ 117	\$ 547
Semester -2 Orientation	IC	04/13/2012	04/14/2012	9	1	10	\$ 663	\$ 250	\$ 413
Preparing of Apex Institutions to Work	IC	04/10/2012	04/10/2012	6	5	11	\$ 860	\$ 1,207	-\$ 348
Semester -2 Orientation	IC	04/18/2012	04/17/2012	8	6	14	\$ 484	\$ 238	\$ 246
Preparing of Apex Institutions to Work	IC	04/09/2012	04/09/2012	6	3	9	\$ 569	\$ 280	\$ 290
TOT of Practicum -1	IC	04/17/2012	04/18/2012	6	2	8	\$ 907	\$ 784	\$ 122
Practicum II	IC	04/11/2012	04/13/2012	5	29	34	\$ 9,827	\$ 6,402	\$ 3,426

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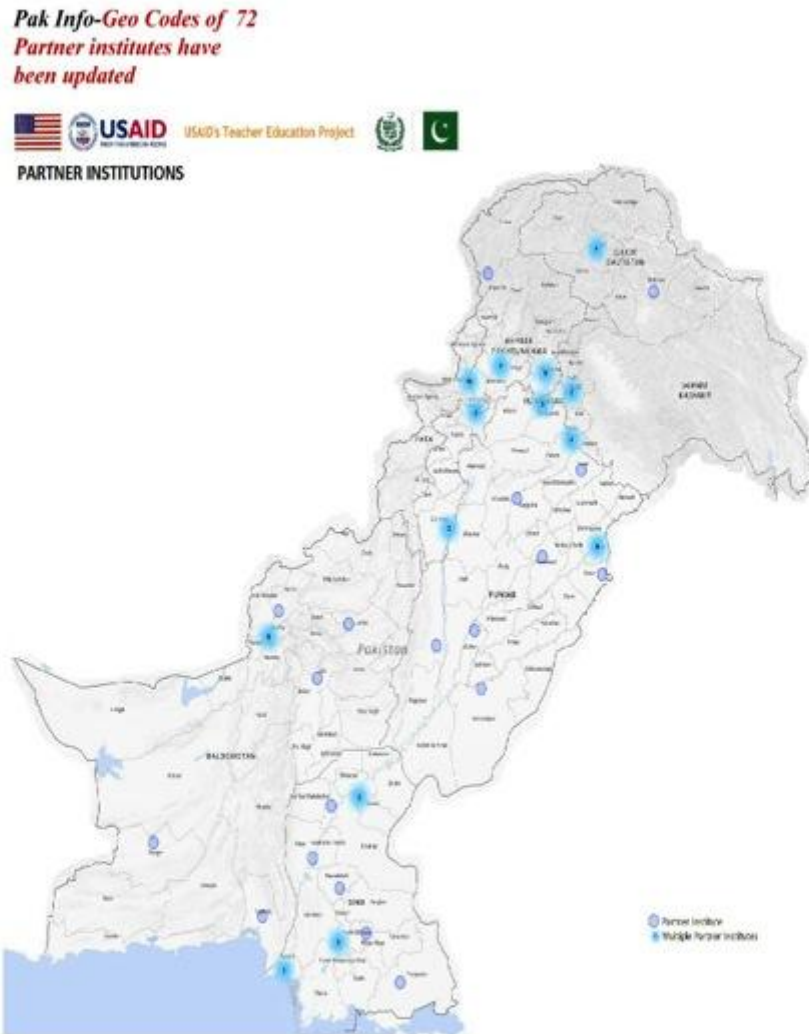
TraiNet Web Reports

Page 1 of 2

Programs Grouped by Activity with Funding

Training Program	Location	Start Date	End Date	Males	Females	Total Trainees	PKXPRS		Difference
							Budgeted Amount	Actual Amount	
Activity: Pre-Service Teacher Education in Pakistan (Pre-STEP) (Cont'd)									
Practicum 1	IC	04/24/2012	04/26/2012	0	27	27	\$ 2,113	\$ 563	\$ 1,550
Consultative Workshop On Teacher	IC	04/23/2012	04/23/2012	17	13	30	\$ 1,048	\$ 246	\$ 801
Semester -2 Orientation	IC	04/09/2012	04/09/2012	7	4	11	\$ 2,197	\$ 154	\$ 2,042
Totals for Activity:				242	206	448	\$ 100,918	\$ 57,418	\$ 43,496
Totals for Report:				242	206	448	\$ 100,918	\$ 57,418	\$ 43,496

Annexure 11: Pak-Info GIS



## Annexure 12: Summary of the Formative Evaluation findings from Spring 2012

### Summary of the Formative Evaluation Findings from Spring 2012: Child Development, Methods of Teaching and Teaching Literacy Courses

**Formative Evaluation Questions.** The formative evaluation of Child Development course sought to answer the following questions:

1. What are faculty members' and students' perceptions with the course content and structure?
2. What strategies do faculty members utilize in teaching this course?
3. Did the students learn key course concepts?
4. How can the course be improved?
5. What can stakeholders (colleges, universities, provincial governments, and TEP project) do to support the implementation of the course by faculty members?

**Data collection methods.** The following data collection methods were used for this formative evaluation:

1. *Faculty survey and interviews:* A faculty survey aims to assess faculty familiarity and attitude toward the new curriculum, as well as collect data on faculty's understanding of key concepts of the course. The survey is supplemented with qualitative interviews with faculty to better understand the survey findings.
2. *Student survey and focus groups:* A student survey aims to gauge students' perceptions of how well new instructional practices are working for them, and how they are changing their learning experience. The survey is supplemented with a series of targeted focus groups with students.

**Sampling.** The timing of the data collection was determined by the schedule of the curriculum rollout and the schedule of curriculum revisions. All institutions that offered this course during the spring of the 2012 were included in the data collection.

**Data collection protocols.** The formative evaluation used four data collection protocols: faculty survey protocol, student survey protocol, faculty qualitative interview protocol, and student focus group protocol. All data collection protocols were developed in close collaboration with the course writers. They were pilot tested by trained M&E staff in February of 2012.

**Data analysis.** Quantitative analysis of survey data and qualitative analysis of student focus groups and faculty interviews.



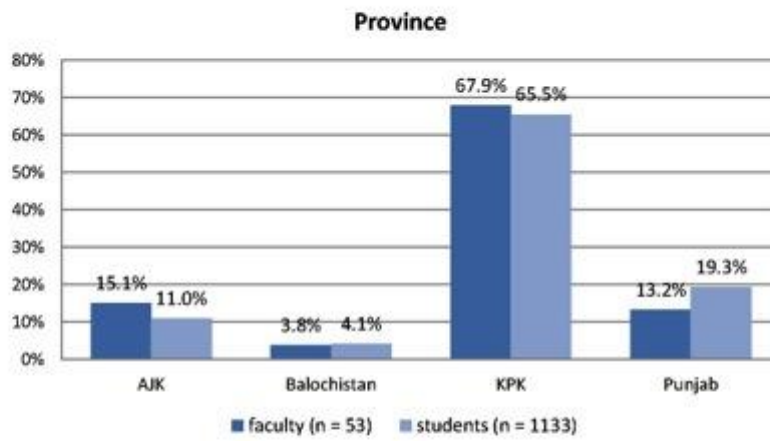
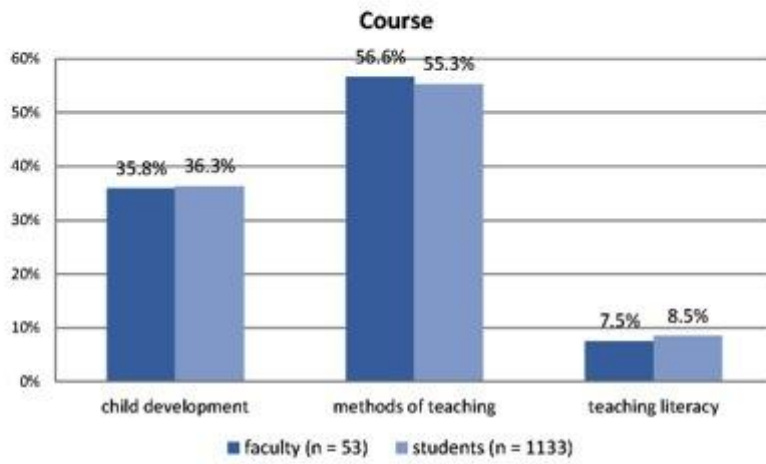
### Key Findings:

- Both faculty and students found the three courses informative and well-written. The content is considered by both groups very important for the prospective teachers.
- While overall course materials received "high marks" from the faculty and students, the majority of respondents said they would welcome more examples, especially contextually familiar to Pakistani educators and students.
- Students reported a high level of utilization of collaborative learning strategies (such as group discussion, pair share, brainstorming) as well as school-based assignments. Both students and faculty reflected positively on the use of these strategies as increasing the effectiveness of teaching and learning.
- The majority of the faculty found the content of the three courses very relevant for Pakistan context. Some faculty expressed an opinion that better cultural adaption would be desirable.
- Both faculty and students had difficulty with the language of the course materials.

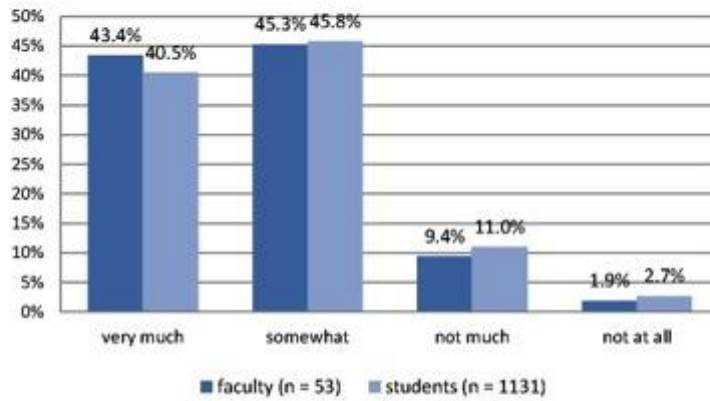
### Preliminary Recommendations for Support in Implementation

1. Faculty could benefit from more extensive preparation for teaching the course in terms of conceptual understanding, practical utilization of the proposed activities, and the level of English. Refresher sessions would be helpful between semesters.
2. Students could also benefit from a pre-requisite English language course.
3. Some faculty members emphasized the need for IT related training to support frequent use of internet and other IT tools in teaching new courses.
4. The availability and accessibility of course materials have been highlighted as one of the key challenges in the course implementation. Enabling a better access to course materials would improve student outcomes.

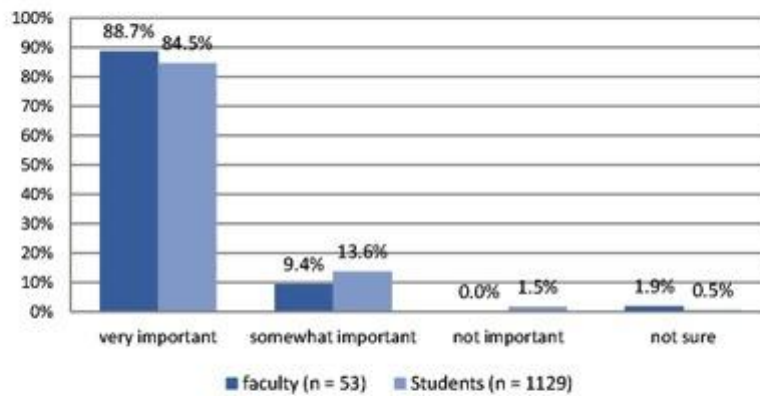
Below are summary distributions from student and faculty formative evaluation surveys for all three courses.



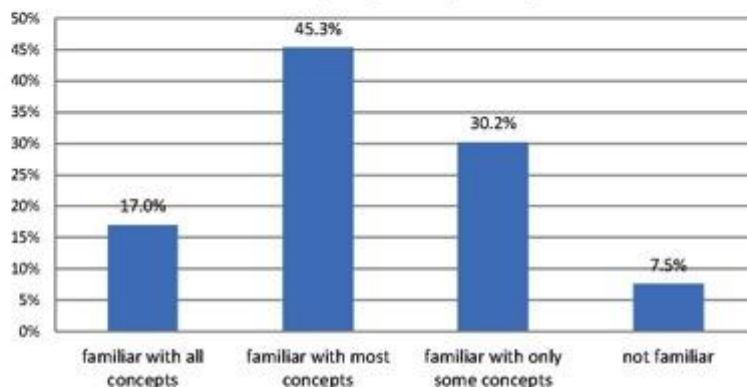
**Overall, did you enjoy this course?**



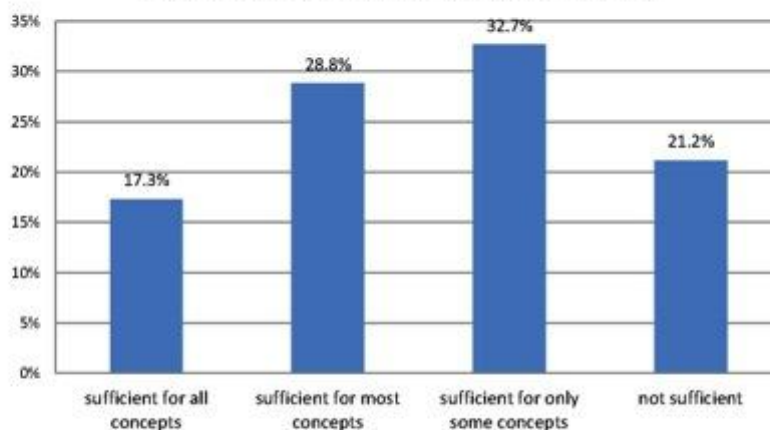
**How important is the course topic for students in learning how to become a teacher?**



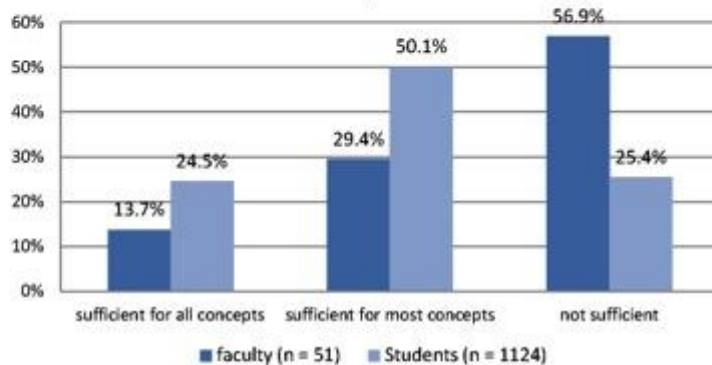
**Were you familiar with the key course concepts prior to teaching it? (faculty n = 53)**



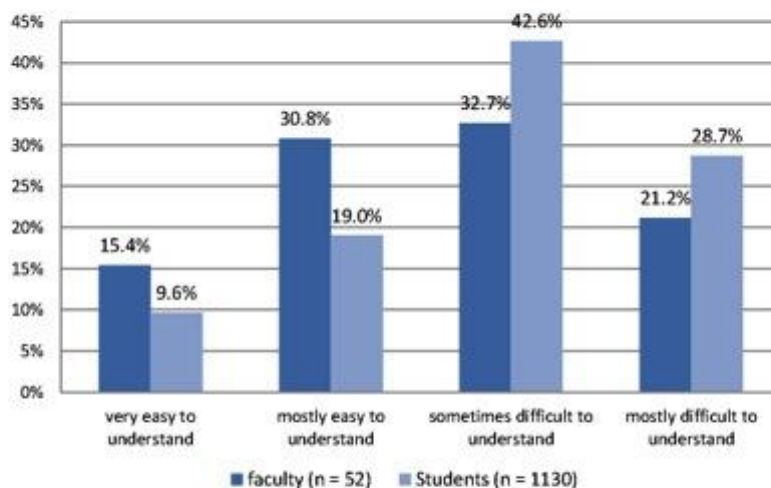
**Does the course guide provide sufficient information on how to teach the key concepts? (faculty n = 52)**

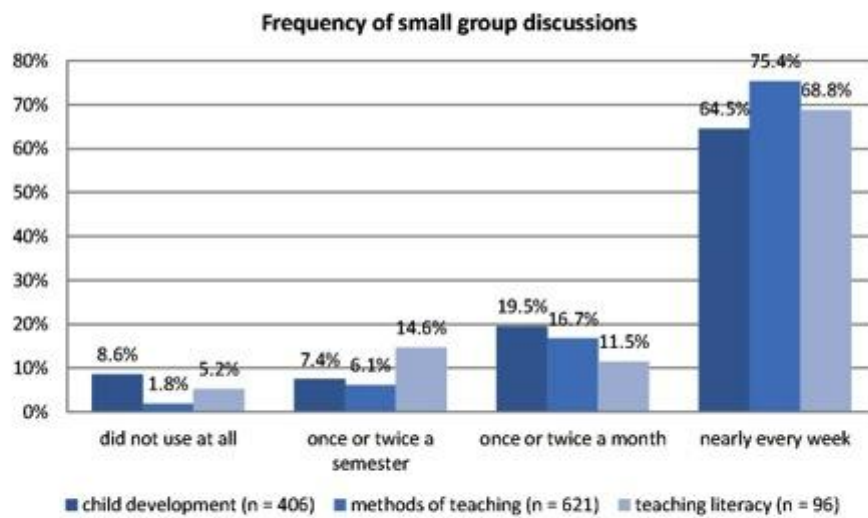
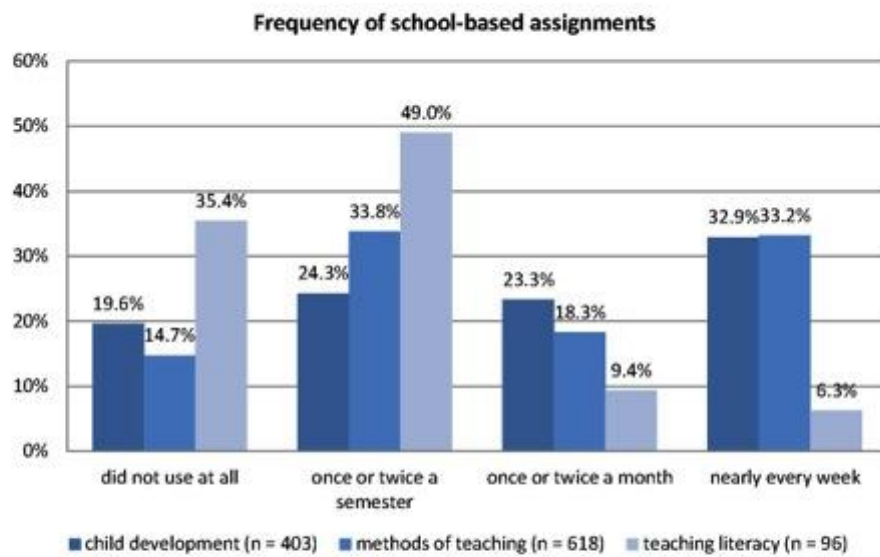


**Do course materials provide sufficient number of examples?**

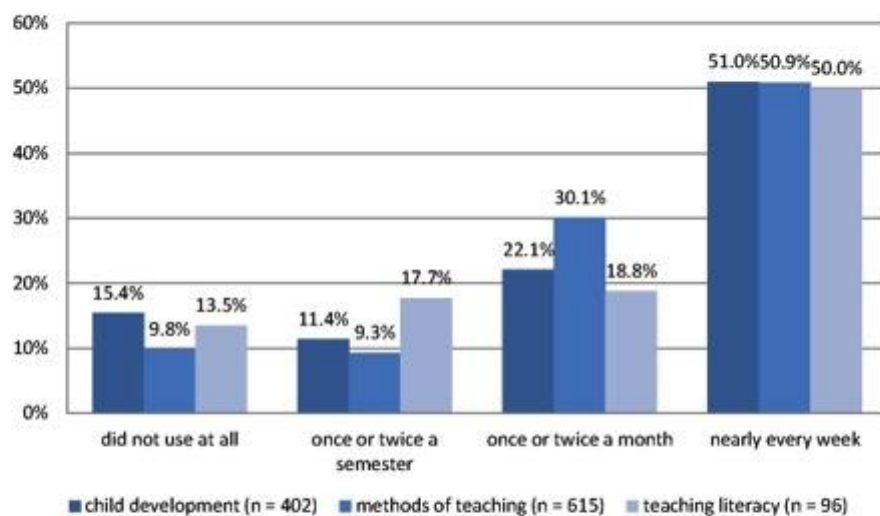


**Please rate the level of English in the course materials**





Frequency of using "pair-share" strategy



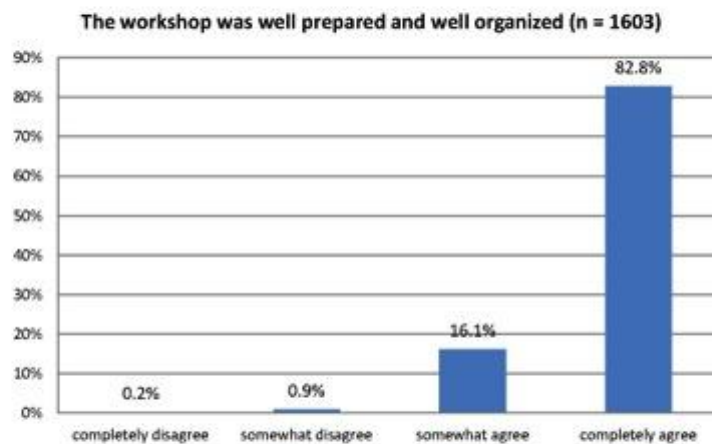
## Annexure 13: Summary of the Process Evaluations from Professional Development workshops

### Summary of the Process Evaluation Findings from Professional Development Workshops

These summary findings are from over 80 professional development workshops conducted by USAID Teacher Education Project in the period between January and June 2012, including the following:

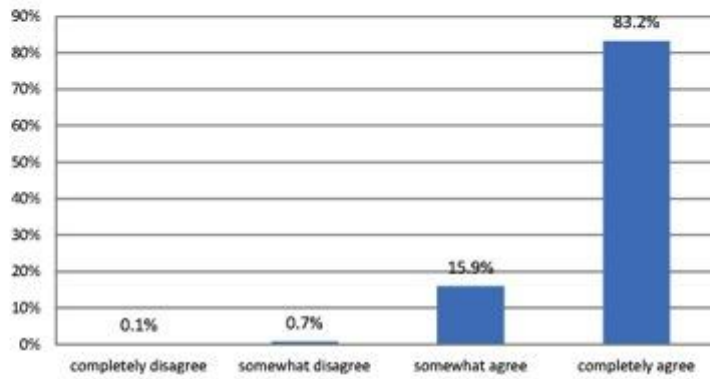
- Foundation Modules (1, 2 and 3)
- Training of Trainers workshops (including Foundations, assessment and practicum workshops)
- Practicum Modules
- Semester Orientations

Of 1,607 participants who completed the post-workshop feedback form, over 600 left comments. The vast majority of these comments express their appreciation of the training opportunities provided by the USAID Teacher Education Project, and many said they need more support. For example, a participant of a Practicum I workshop said: *"This kind of workshop should continue forever, to improve quality of education and to adapt new methods, so that new generation can benefit and the education system may be improved."* High level of attendance and ready participation in workshop activities also signifies the importance of the covered topics are for the attendees.

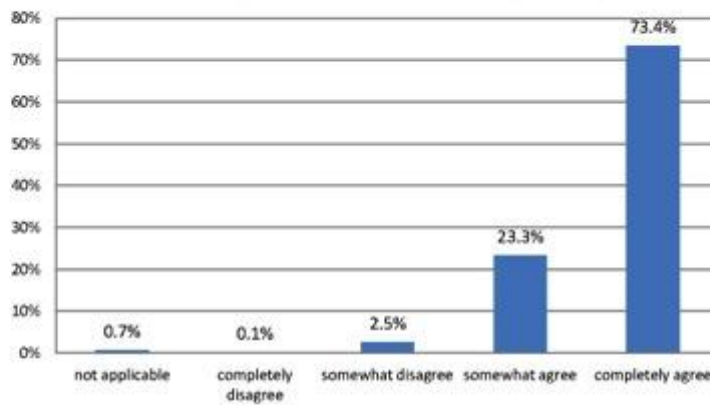


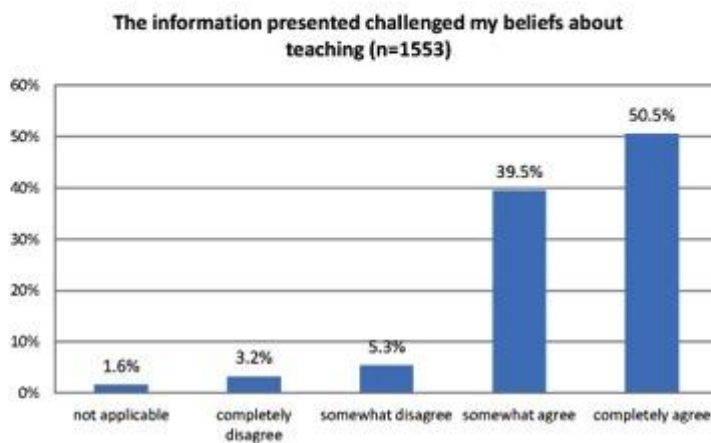
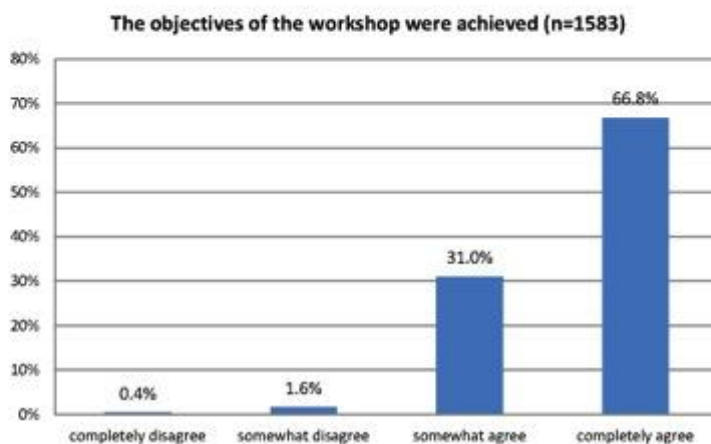


**The workshop was relevant and will help me professionally**  
(n = 1601)

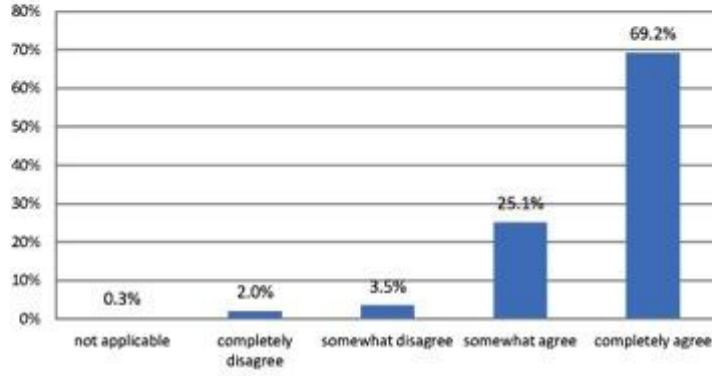


**Materials provided will be useful to me** (n=1573)

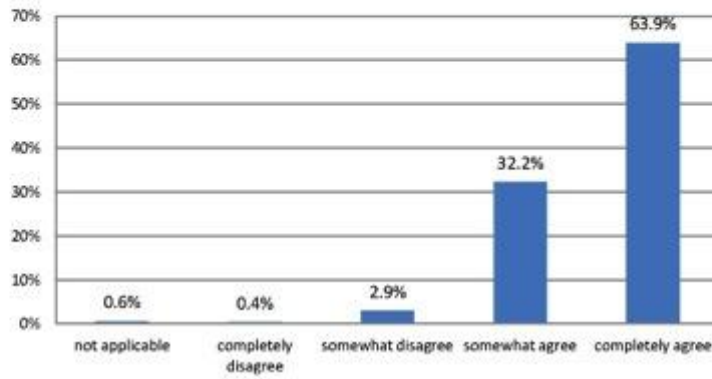


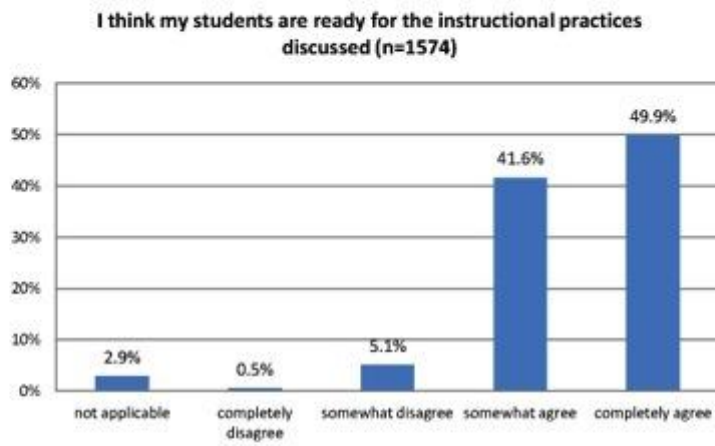
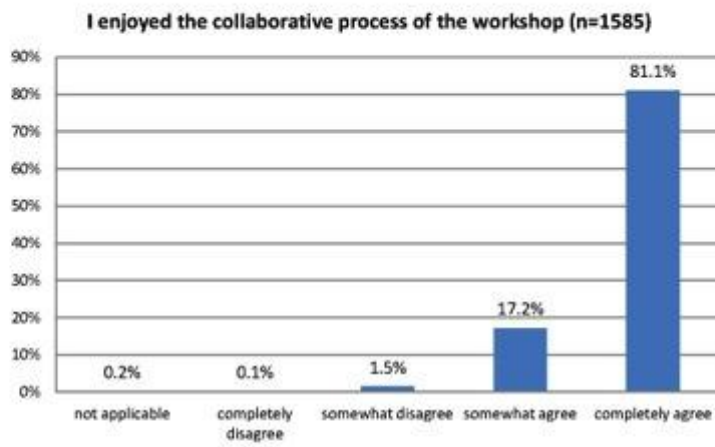


**The workshop gave too much information in too short a time (n=1580)**

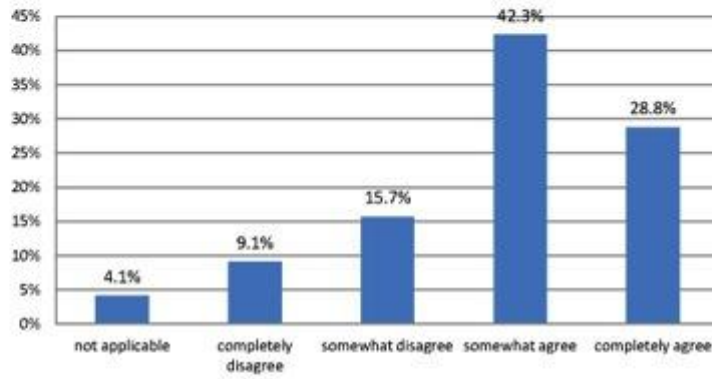


**The workshop provided me with adequate practice opportunities (n=1564)**

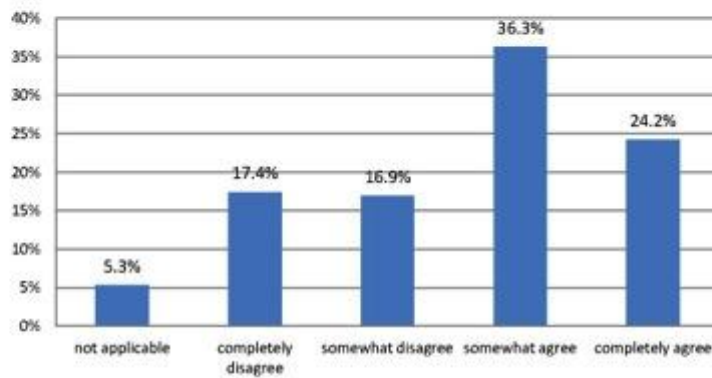


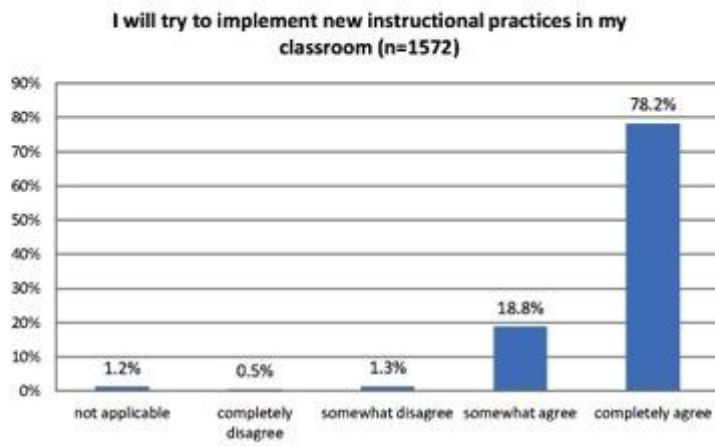
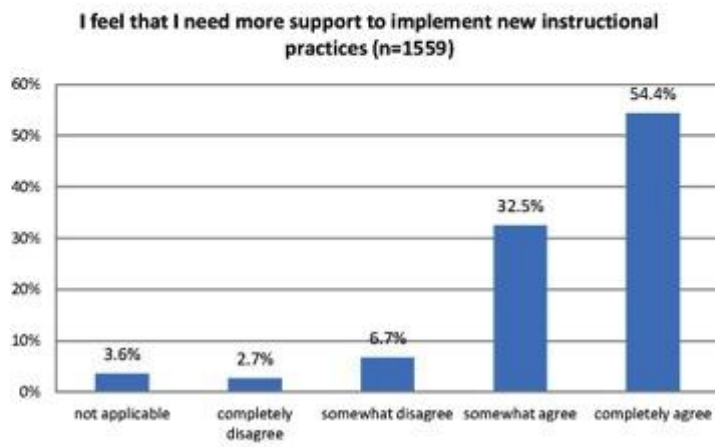


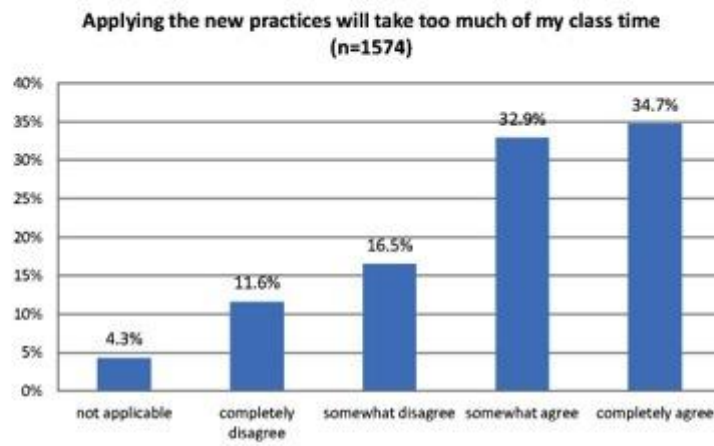
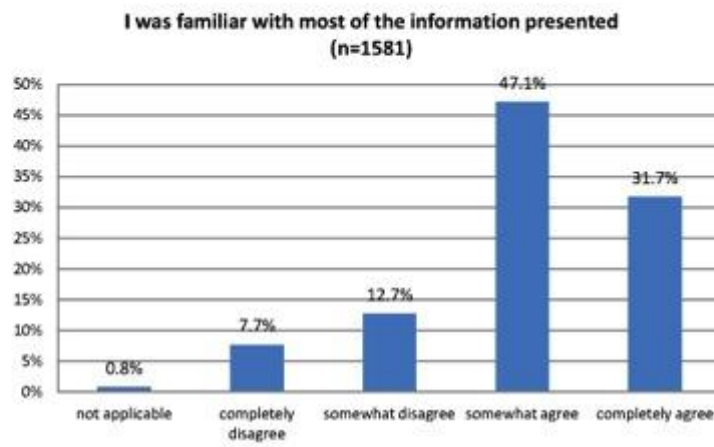
**The pedagogical practices discussed were mostly unfamiliar to me (n=1564)**



**I feel that new instructional practices will be hard to implement in my classroom (n=1564)**







## Annexure 14: Process Evaluation findings from 17 strategic planning workshops

### Process Evaluation Findings from 17 Strategic Planning Workshops

The summary findings are from strategic planning workshops for three different kinds of stakeholders:

- Provincial governments
- Universities
- Colleges

In addition to quantitative data presented below, the participant feedback forms gathered qualitative data on the participants' perceptions of the workshops. Participants commented on the various benefits of the workshops for them, including the usefulness of information, the collaborative format of discussions, and the ample opportunities for practical discussions. For instance, one of the participants of a university said:

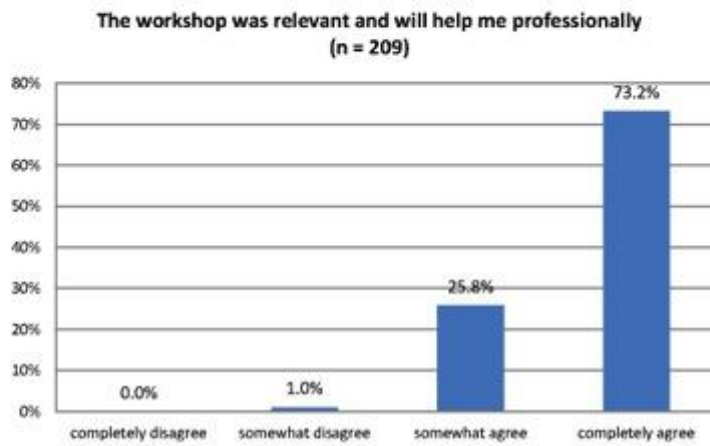
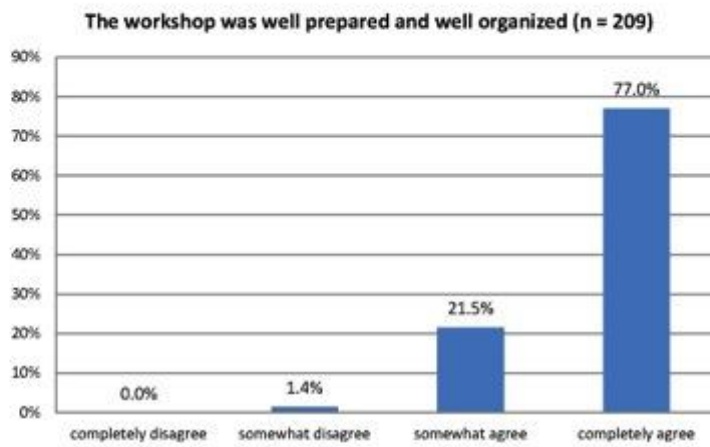
*"Workshop was really excellent and informative. The step taken for the participation of the students was really appreciative. It provided strong guideline for the future teachers. Workshop indicate so many neglected areas and give very constructive suggestions"*

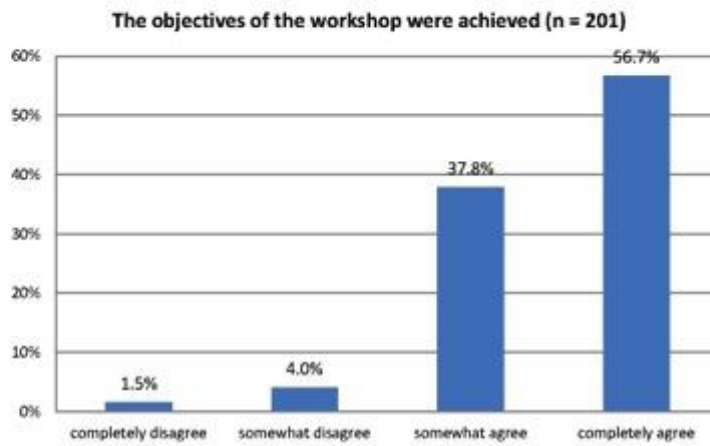
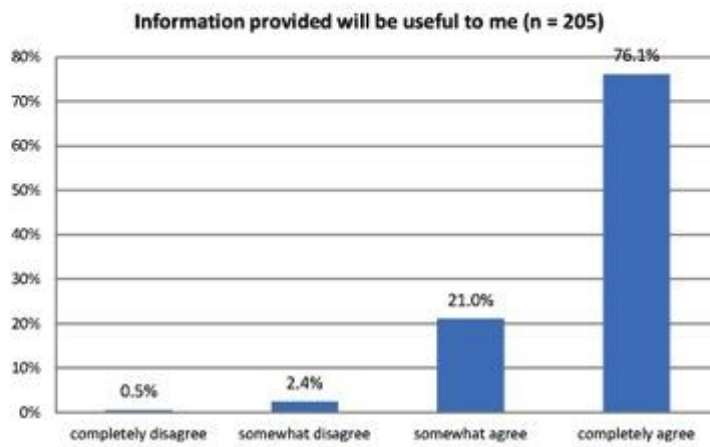
A participant of a college improvement plan workshop found the participatory format of the workshop particularly useful:

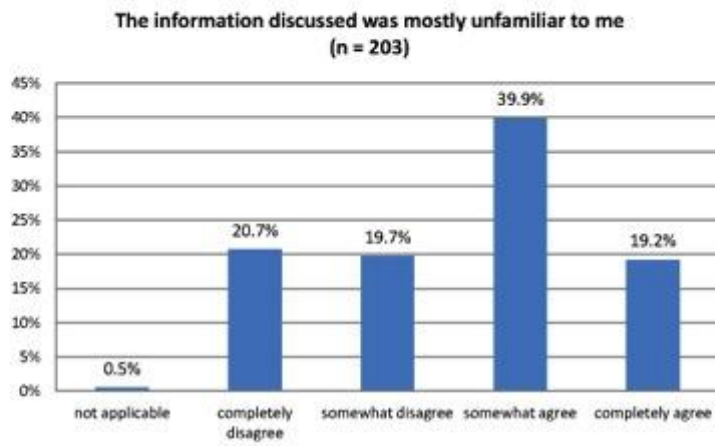
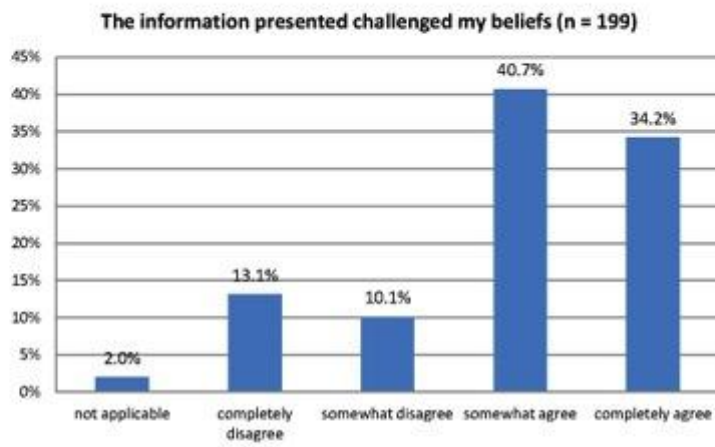
*"The workshop was done in conducive environment. The facilitators were very cooperative and we have learnt more in short time. Almost my all misconceptions about CIP were cleared after attending the workshop."*

The most frequently mentioned shortcoming of the workshops was the duration: some participants expressed an opinion that these workshops should be longer; as conducted, they may pack too much information in too short a time for some participants. Many participants expressed the need for more support with strategic planning in future.

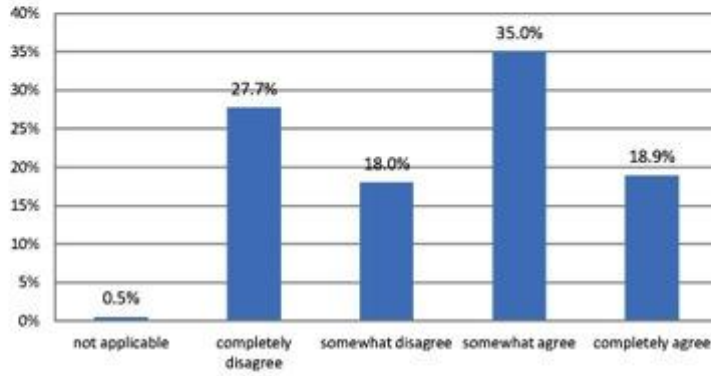




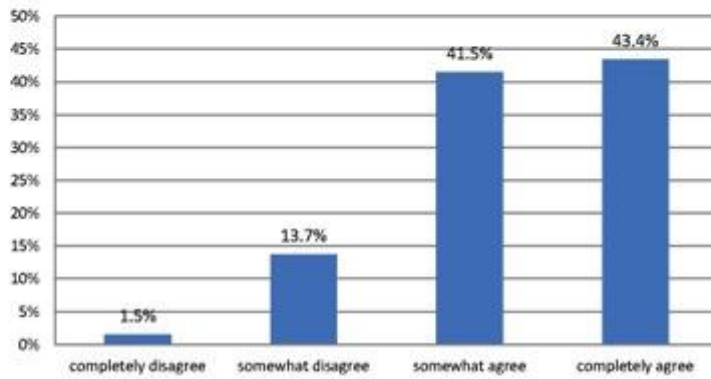


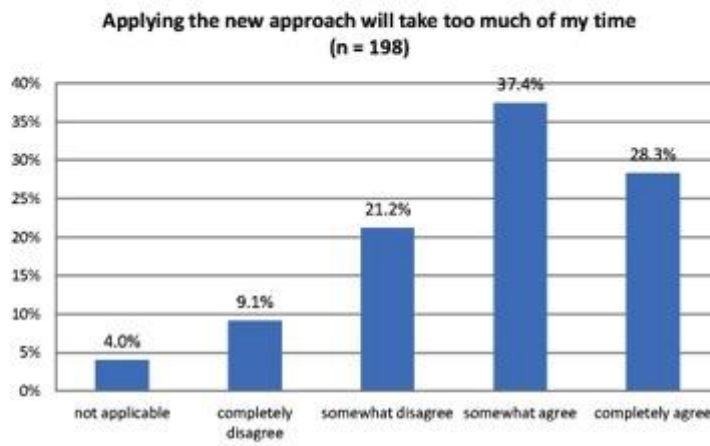
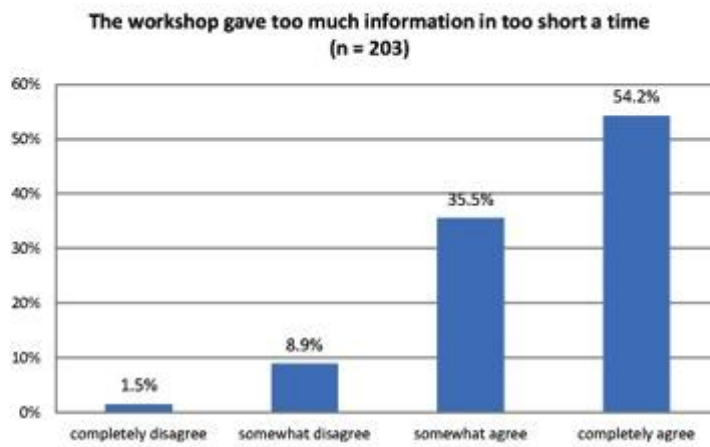


**I feel that the discussed approach will be hard to implement in my institution (n = 206)**

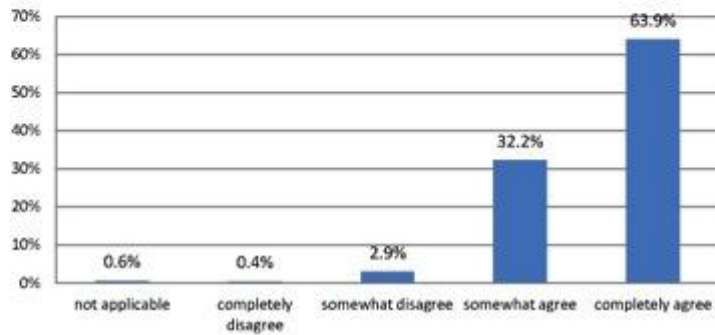


**I feel that I need more support to implement the suggested approach to strategic planning (n = 205)**

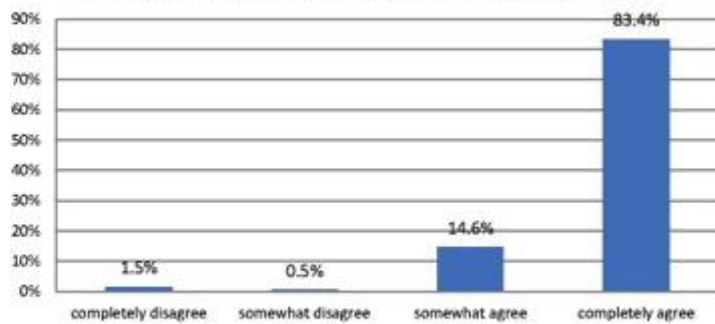




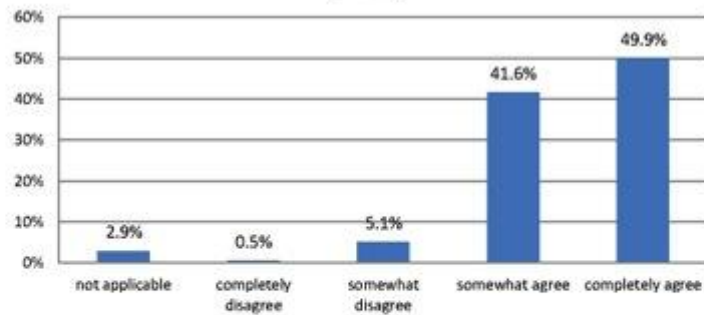
**The workshop provided me with adequate opportunities to discuss strategic planning with my colleagues (n = 203)**



**I enjoyed the collaborative process of the workshop (n = 205)**



**Participating in the workshop was a good use of my time (n = 205)**



Annexure 14: Process Evaluation findings from 17 strategic planning workshops



D.O. No.Dy.61/2012-Edu-CCI  
GOVERNMENT OF PAKISTAN  
MINISTRY OF INTER PROVINCIAL COORDINATION  
(IPC DIVISION)  
\*\*\*

Sr. Joint Secretary  
PH:9103518

Islamabad, the 11<sup>th</sup> May, 2012.

Subject:- Inter Provincial Steering Committee for USAID's Teacher Education Project (Pre-STEP) in Pakistan.

My dear

The Teacher Education Project (Nation-wide) funded by USAID is being implemented in all the four Provinces, AJK, FATA & Gilgit - Baltistan. The project is being implemented under a Cooperation Agreement with Education Development Centre (EDC) and its partner, Teacher College, Columbia University. This project will continue until 2013.

2. Before devolution of erstwhile Ministry of Education, the National Steering Committee (NSC) of the project was headed by the former Secretary Education and represented by Provincial / Areas Secretaries of Education Department.

3. After the devolution of erstwhile Ministry of Education, the subject "International Assistance in the Field of Education" has been assigned to the Ministry of Inter Provincial Coordination. The Chief of Party, Pre-STEP has requested the Secretary, Ministry of Inter Provincial Coordination to chair the Steering Committee for inter provincial coordination of the Project.

4. You are, therefore, requested to nominate an officer with consent to represent your Government on the National Steering Committee of the Project. A copy of the Chief of Party's letter is also enclosed for ready reference.

With regards.

Yours sincerely,

( Shahzad Iqbal )

1. The Chief Secretary,  
Government of the Punjab,  
Lahore.
2. The Chief Secretary,  
Government of Sindh,  
Karachi.
3. The Chief Secretary,  
Government of Balochistan,  
Quetta.
4. The Chief Secretary,  
Government of Khyber Pakhtunkhwa,  
Peshawar.
5. The Chief Secretary,  
Government of Azad, Jammu & Kashmir,  
Muzaffarabad.
6. The Chief Secretary,  
Gilgit - Baltistan, Gilgit.

✓ Copy to Chief of Party, Pre-STEP, Islamabad.