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USAID Teacher Education Project

Annual Report: October 1, 2011 - September 30, 2012



Cooperative Agreement: AID-391-A-11-0001
Submitted to: U.S. Agency for International Development (USAID)/Pakistan

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Acronyms

ADE	Associate Degree in Education
AJK	Azad Jammu and Kashmir
AKU-IED	Aga Khan University – Institute for Educational Development
B.Ed.	Bachelor's degree in education
BLM	Blended Learning Module
BZU	Bahauddin Zakariya University
CDM	Camp Dresser and McKee Inc.
CIP	College Improvement Plan
CT	Certificate of Teaching
DCRD	Directorate of Curriculum and Research Development
DQA	Data Quality Assurance
DSD	Directorate of Staff Development
EDC	Education Development Center, Inc.
FE	Formative Evaluation
FATA	Federally Administered Tribal Areas
FJWU	Fatima Jinnah Women's 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
HU	Hazara University
IDEAS	Institute of Development and Economic Alternatives
IER	Institute of Education and Research
KP	Khyber Pakhtunkhwa
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
MSI	Management Systems International
NACTE	National Accreditation Council for Teacher Education
NCRC	National Curriculum Review Committee
PDI	Professional Development Institute
PIRS	Performance Indicator Reference Sheet
PITE	Provincial Institute of Teacher Education
PKR	Pakistani Rupee
PMP	Performance Monitoring Plan
PTC	Primary Teaching Certificate
PU	University of the Punjab
REAC	Research Evaluation and Advisory Committee
SAHE	Society for the Advancement of Education
SALU	Shah Abdul Latif University
SBKWU	Sardar Bahadur Khan Women University
SDPI	Sustainable Development Policy Institute
SP	Strategic Planning

TC-CU	Teachers College – Columbia University
TES 2018	Teacher Education Strategy 2018
UoAJK	University of Azad Jammu and Kashmir
UE	University of Education, Lahore
UoK	University of Karachi
UoP	University of Peshawar
UoS	University of Sindh
USG	United States Government

Executive summary

During FY 2012, the USAID Teacher Education Project continued its efforts to effectively implement activities related to the expansion and delivery of the two-year Associate Degree in Education (ADE) and four-year Bachelor's Degree in Education (B.Ed. [Hons.]) programs. The rollout of the new teacher education programs expanded faster than anticipated, and the level of ownership in programs and reforms in pre-service teacher education was strong. During the year, 48 colleges and 12 universities from across Pakistan began to offer the ADE and B.Ed. (Hons.) programs. In accordance with the approved reprogramming from USAID, the project continued to hire additional staff to assist with the accelerated implementation of project activities.

To effectively develop and augment the strategic planning process for teacher education during the year, a greater and continued emphasis was placed on networking and peer learning among project partners. With technical assistance from the project, provincial strategic planning task forces from Azad Jammu and Kashmir (AJK), Balochistan, Khyber Pakhtunkhwa (KP), and Gilgit-Baltistan (GB) completed strategic plans. The strategic plan for Sindh was drafted and is currently awaiting approval from its education department.

Similarly, eight universities completed their strategic plans to support implementation of the ADE and B.Ed. (Hons.) programs in their institutions. Through a very interactive and collaborative process, including active involvement by the principals, faculty members, and students, the project assisted 47 colleges in completing the development of their College Improvement Plans (CIPs).

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 this year. Twenty-two participants (11 male and 11 female) from partner universities and provincial apex bodies participated in the study tour.

Through several course design workshops, 22 syllabi, and course guides for Years 1 and 2 of the ADE/B.Ed. (Hons.) programs were developed and distributed. Formative Evaluation (FE) Rounds 1 and 2 for six newly developed courses was successfully completed.

Forty-eight colleges were linked with 397 practicum schools, from which 823 teachers were trained on the practicum. Over the course of the year, approximately 1,354 university and college faculty members were trained by the project on enhancing their knowledge and skills for offering the new degree programs.

To address the rapid expansion of the new degree programs and the limited number of trained faculty members available, the project trained 58 provincial government Master Trainers. These Master Trainers are ready to offer professional development and support to other college faculty members who are introducing the ADE program in FY 2013 and beyond.

In order to attract strong teacher candidates to the ADE/B.Ed. (Hons.) programs, the USAID Teacher Education Project awarded merit-based scholarships to 577 teacher trainees from across Pakistan.

To promote research in teacher education, 18 research grants were provided to partner institutions to build their research capacities.

Activities and achievements

This section of the annual report presents the key activities and achievements of the USAID Teacher Education Project during FY 2011–2012, which fall under three core objectives of the project:

1. Improve the systems and policies that support teachers, teacher educators, and educational managers
2. Support the Higher Education Commission (HEC) and Ministry of Education Teacher Institutes in developing or revising, evaluating, and finalizing standards, curricula, and modules for pre-service education degrees
3. Plan for implementing the new curricula for both new and existing teachers

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

During FY 2012, the USAID Teacher Education Project worked closely with universities and the provincial governments, including AJK's, on developing their strategic plans on teacher education. Staff from TC-CU and Education Development Center, Inc. (EDC), worked together to assist partner entities in this endeavor. Building on these efforts, the project collaborated with TC-CU to successfully organize its first Strategic Planning and Teacher Policy Study Tour to the United States in June 2012.

The project's Strategic Planning Team facilitated the process of CIP development with colleges from across Pakistan. The colleges' needs were assessed through a series of collaborative processes involving stakeholders, and the CIPs were drafted accordingly.

Several successful workshops on university and college collaboration and affiliations were organized this year. Not only did the workshops bring together these key groups, most of them for the first time, but they also helped identify areas where the relationship between the institutions could be strengthened.

In collaboration with CDM (Camp Dresser and McKee Inc.) Smith, the USAID Teacher Education Project continued to provide technical assistance for infrastructure projects at seven universities. A detailed explanation of activities carried out during the reporting period follows.

Strategic planning

To effectively develop and augment the strategic planning process during the year, a continued emphasis was placed on networking and peer learning among project partners. The constant positive feedback received during the reporting period from our partners confirms that providing participants with an opportunity to meet with their colleagues from other institutions or provinces was a sound approach to strategic planning. Such interactions give participants an opportunity to share challenges and successes with one another and to learn from those who are further ahead in the process.

The provincial teacher education strategies are unique in the sense that they are being prepared by the practitioners, rather than by planners or bureaucrats who are

generally far removed from the issues and problems. The capacity of these education leaders was built so that they could independently carry out planning activities in the future.

The strategic plans were also linked to implementation. By supporting these partners in implementing some of their priorities in the plans and by building their capacity to seek resources within their own systems, they could see that implementation was possible, and they learned how to make it happen. The process of developing these teacher education strategies was highly collaborative, involving a large number of stakeholders, including teachers, students, teacher educators, and education managers. This allowed each task force to get input from the grassroots level—those who are responsible for teacher education and those who are affected by it.



Photograph 1: Faculty members from Bahauddin Zakariya University at a strategic planning workshop in Multan

All the reform priorities in the teacher education strategies were aligned with the National Education Policy of Pakistan. As part of their capacity building, partners had had the opportunity to benefit from the involvement of international experts in planning and development.

During the reporting period, provincial strategic planning task forces for AJK, Balochistan, KP, and GB completed strategic plans, which were then approved by their respective provincial or area governments. Sindh has drafted its plan and is currently awaiting approval from the provincial authorities. Punjab completed its strategic plan through the assistance of the German Society for International Cooperation.

Due to the efforts of the USAID Teacher Education Project, the government of GB issued an official notification during this year for the establishment of an apex institution for teacher education for the province. This was the first step taken by the province for implementing a key reform priority area for teacher education as identified in its strategy. The project also worked closely with the Directorate of Education for Federally Administered Tribal Areas to assist them with the development of their teacher education strategy, which is anticipated to begin early next year.

Similarly, the project organized several strategic planning workshops for task force members from partner universities across Pakistan. Through technical assistance from the project, eight universities completed their strategic plans to support the implementation of the ADE and B.Ed. (Hons.) programs in their institutions. The university strategic planning process was equally collaborative. Higher-level administrators from universities who participated in these workshops were impressed with the practical tools used to develop the strategic plans, and they expressed their desire to repeat the process with other departments on their campuses. University Vice Chancellors provided feedback that this was the first time where they felt like

they had concrete tools and a set process that they could actually duplicate on their own campuses.

College Improvement Plans

During the reporting period, through technical assistance from the USAID Teacher Education Project, 47 colleges completed development of their CIPs. These plans are designed to enhance the quality of teacher education offered at the college by addressing the most urgent needs and immediate priorities, in accordance with the reform priorities indicated in the Teacher Education Strategy 2018. While each CIP varies in some respects from province to province, a common emphasis is placed on the following:

- Improving the college by strengthening libraries, science labs, teaching and learning resources, and learning environment
- Enhancing the capacity of the apex bodies for better supervision, monitoring, and execution of the semester system



Photograph 2: A principal from a partner college in GB sharing recommendations during a national workshop on teacher education strategy

The process for developing these plans proved to be extremely effective for a number of reasons:

- It was a participatory and collaborative process, including active involvement by the principals, faculty members, and students from each college. Through this method the individuals took greater ownership, as they were actively involved in the planning and decision-making process (e.g., development of admission policies).
- Since the provincial education departments were part of the process, they took a lead role in monitoring the implementation of the CIP.
- The development process was aligned to fit into the systems already in place so that our partner colleges could repeat the process on their own in the future.
- Most importantly, through this process the status quo was broken—the stakeholders realized that there were some initiatives they could take themselves to strengthen and improve their teacher education institutions.

University-college affiliations

During the reporting period, a total of 40 university-college affiliations were developed (see Annex 1 for details). The project organized successful workshops on university and college collaboration and affiliations during the year. Not only did these workshops bring together these key groups, most of them for the very first time, but they also helped to identify issues the groups needed to address in order to have a productive relationship. These workshops were a catalyst to improving communication between all of the entities and to starting the process of problem solving. In most provinces, committees were formalized so that collaboration could continue to improve.

Revision of service and recruitment rules for teachers

Advocating for changes in the service rules to include the ADE and B.Ed. (Hons.) graduates was challenging for the USAID Teacher Education Project. The revision of service rules is a complex process, which involves three or four departments within a province. It is difficult for the education departments to convince other departments (e.g., finance) that changes need to be made. However, in spite of the challenges, all of the provinces made significant progress in this area. The amendments in the recruitment rules were approved by education departments (except in Sindh) and are currently being processed for final approval. Sindh has drafted the amended service rules, which will be presented to its education department early next year. The project hired consultants to help expedite the process in GB, AJK, KP, and Balochistan.

Study tour

The USAID Teacher Education Project in collaboration with TC-CU organized a two-week Strategic Planning and Teacher Policy study tour to the United States on June 2–16, 2012. There were 22 participants (11 male and 11 female) from partner universities and provincial apex bodies. The purpose of the study tour was to allow faculty members from partner universities and senior officials from the provincial education departments the



Photograph 3: Study tour participants in the United States

opportunity to observe and discuss experiences and techniques currently in use in the United States in the management of pre-service teacher education, with a 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 United States, the provincial-level participants were able to view a decentralized education management system and to meet with peer professionals who offered their perspectives on this approach. This was especially helpful given their new roles of provincial policy planners following the passage of Pakistan's 18th amendment and the resulting decentralization of responsibilities to the provinces. The participants did an excellent job of representing Pakistan through interviews with Voice of America and meetings with U.S. Department of Education officials and USAID in Washington, D.C.

We have picked up so many good ideas, had a chance to meet with other professionals doing similar work, and we've been able to sit together and do the full spectrum of planning we need to do—from staffing to infrastructure to budgets. It has been incredibly worthwhile.

—Maryam Rab, a study tour participant from Fatima Jinnah Women's University in Punjab

Educational Leadership for Institutional Management

The USAID Teacher Education Project in partnership with the Aga Khan University – Institute for Educational Development (AKU-IED) launched a summer institute on education leadership and management for college principals in Karachi. Twenty-seven college principals and faculty members from all over Pakistan participated in the program to improve their management skills and to help them implement CIPs in their institutions. The institute featured a three-week face-to-face course in July, field work to be accomplished between July and December, a meeting in October to present progress on attendees' action research, and a final face-to-face meeting scheduled for December 2012. Upon successful completion of the course assessment, participants qualify for AKU-IED's Certificate in Education: Educational Leadership and Management.

One unique feature of the program is teaching the participants to conduct action-oriented research on topics they selected that would support effective implementation of the ADE program in their colleges. This is the first time the participants have carried out this type of research. It was observed that there was enhanced motivation among the participants to take part in this work to improve their institutions.

Training of National Accreditation Council for Teacher Education (NACTE) evaluators/Master Trainers

In collaboration with HEC and NACTE, the USAID Teacher Education Project organized a three-day training workshop for the national-level external evaluators of NACTE in Islamabad in July 2012. The workshop was attended by 40 external evaluators from across the country, who will now assist NACTE as lead trainers for the training of new external evaluators, conducting accreditation visits and providing guidance for accreditation preparation to interested institutions. A former Senior Vice President of the U.S. National Council for Accreditation of Teacher Education provided expertise and served as the key resource person for the workshop.

Distance teacher education

In collaboration with NACTE and HEC, the USAID Teacher Education Project organized a consultative meeting in Lahore for partner universities offering distance teacher education programs. The purpose of the meeting was to review the programs and to discuss quality assurance indicators. Officials from Virtual University, Allama Iqbal Open University, University of Sindh, University of Peshawar, and Gomal University attended.

The key discussions during the meeting focused on technology, assessment, practicum, standards, curriculum, and equivalency of degrees. Participants agreed that there is not a significant amount of work being carried out for the quality assurance of current distance education programs being offered by Pakistani universities. Therefore, it was decided that the NACTE standards will be revisited and that aspects of distance teacher education will be added. A larger group of stakeholders will be consulted, and private universities offering distance education will also be included in future consultative meetings. Participants also concluded that a policy framework is required from HEC for distance education programs, which should include pertinent issues of quality assurance; this would provide clear guidelines to any universities offering or planning to offer distance education programs at the national level.

It was highlighted that distance education in Pakistan is an area where not much research has been carried out; therefore, baseline research needs to be designed

and implemented. Similarly, the capacity of managers and teacher educators needs to be enhanced to deliver successful distance education programs.

In a follow-up meeting with HEC and NACTE, HEC encouraged NACTE to request further support from the USAID Teacher Education Project for revisiting its accreditation standards to include distance education. However, HEC will not seek assistance from the project for developing a framework for distance education.

Technical assistance for infrastructure projects

To effectively implement the recently introduced two-year ADE and four-year B.Ed. (Hons.) degree programs in selected universities, USAID, through CDM Smith and the USAID Teacher Education Project, is constructing Faculty of Education buildings at the following seven partner universities

1. Sardar Bahadur Khan Women University – Balochistan
2. Hazara University – KP
3. University of Education, Lahore – Punjab
4. University of Karachi – Sindh
5. Shah Abdul Latif University Khairpur – Sindh
6. University of Sindh Hyderabad – Sindh
7. Institute of Education and Research (IER), University of the Punjab – Punjab

In February 2012, a ceremony was held to mark the signing of the project's memorandum of understanding (MoU) at HEC. The Vice Chancellors and Deans of the respective universities and representatives of EDC and CDM Smith signed the MoUs. The Executive Director of HEC signed as a witness.

During the year, the USAID Teacher Education Project continued to liaise with USAID and CDM Smith to finalize the design concepts of the new buildings. It is anticipated that the groundbreaking ceremonies for the building construction will be held at each construction site early next year, after approval from USAID.



Photograph 4: Officials participating in the MoU signing ceremony at the HEC

Objective 2: Support the Higher Education Commission and Ministry of Education Teacher Institutes in developing or revising, evaluating, and finalizing standards, curricula, and modules for pre-service education degrees

Syllabi and course materials for the ADE and B.Ed. (Hons.) programs

During the reporting period, the USAID Teacher Education Project facilitated the development and finalization of syllabi and course guides of 22 courses for the ADE program. (See Annex 2 for an overview of the process of developing these materials.) The materials were also approved by the National Curriculum Review Committee (NCRC) and HEC. Toward the end of FY 2012, 48 colleges and 12 universities had received and were using the ADE and B.Ed. (Hons.) course materials. All other partner colleges and universities offering the ADE and B.Ed. (Hons.) will use the same materials, which will be posted on the project and HEC websites and printed and distributed to teacher education institutions.

More than 388 teacher educators from colleges, universities, and apex institutions were involved in the development of these materials. The participants learned about the process and challenges of curriculum development and were engaged in discussing important questions about what to include in the curriculum. See Table 1 for a summary of materials developed for each course.

Table 1: Summary of course materials developed

Course	Materials Developed
English 1	Syllabus, detailed course guide, and resources for two units
Child Development	Syllabus, detailed course guide, and resources for all units
Methods of Teaching	Syllabus and detailed course guide for one unit
Urdu	Syllabus and detailed course guide for one unit
Science 1	Syllabus, detailed course guide, and resources for all units
English 2	Syllabus, detailed course guide, and resources for two units
Computer Literacy	Syllabus and detailed course guide for one unit
Classroom Management	Syllabus and detailed course guide for one unit
General Mathematics	Syllabus, detailed course guide, and resources for all units
Pakistan Studies	Syllabus and detailed course guide for one unit
Teaching Literacy Skills	Syllabus, detailed course guide, and resources for all units
Art, Crafts, and Calligraphy	Syllabus and detailed course guide for one unit
Teaching of Urdu	Syllabus and detailed course guide for one unit
Science 2	Syllabus, detailed course guide, and resources for all units
ICT in Education	Syllabus and detailed course guide for one unit
Teaching Practice	Syllabus and course guide
Classroom Assessment	Syllabus and detailed course guide for one unit
Teaching of Social Studies	Syllabus and detailed course guide for one unit
School Teacher and Community	Syllabus and detailed course guide for one unit
Teaching of English	Syllabus and detailed course guide for two units
Teaching of Mathematics	Syllabus, detailed course guide, and resources for all units
Teaching Practice	Syllabus and course guide

Toward the end of FY 2012, university faculty with assistance from the USAID Teacher Education Project turned their attention to curriculum development and course materials for courses in Years 3 and 4 of the B.Ed. (Hons.) program. The

course design and development process for Years 3 and 4 is designed to provide each faculty member who participates with professional development in both content and curriculum development. As a result of the proposed cycle of activities that will occur during the academic year prior to the course being offered, each faculty member will have a completed syllabus; a personalized teaching guide that includes notes, essential knowledge, and teaching ideas; and a set of reading and support materials for use in teaching the course.

Faculty members will be invited to submit syllabi, teaching guides, and reading materials they develop for inclusion in a manual titled *Windows on Practice*. The manual will then be reviewed by NCRC and submitted to HEC for final approval. The USAID Teacher Education Project will distribute the manual to institutions so that faculty who are assigned to teach the course in the future will have a rich resource to use in preparing their own courses.



Photograph 5: Dr. Thomas Popkewitz interacting with teacher educators during the project's National Curriculum Conference

The key difference in the way that courses are being designed for Years 3 and 4 (as compared with the ADE courses) is that there is no single, centrally designed course. Instead, faculty members are working to complete their own courses—usually working in small groups with guidance from a curriculum specialist.

During the reporting period, 76 faculty members from 14 universities were engaged in developing six courses: Comparative Education, Foundations of Education, Curriculum Development, Educational Psychology, School Management, and Contemporary Issues in Education. Working in small groups, the faculty members developed between three to six versions of each course. The course materials were reviewed by NCRC and have been finalized. It is anticipated that the selection of excerpts, resources, and materials for inclusion in the *Windows on Practice* manuals will be completed early next quarter.

Master Trainers

During the reporting period, the USAID Teacher Education Project helped train 58 provincial government Master Trainers (including 16 females) who were nominated (notified) by the teacher education apex institutions in each province. These Master Trainers are now ready to offer professional development and support to college faculty members interested in introducing the ADE program in FY 2013 and beyond.

The project provincial professional development teams work closely with Master Trainers to develop their knowledge and skills in helping faculty introduce the ADE via Foundation Modules (FMs) and semester orientation workshops. As a result of these efforts, more than 85 percent of the professional development sessions in FY 2012 were co-facilitated by Master Trainers; as of September 2012, almost half the Master Trainers began working independently with college faculty (although they will continue to prepare joint plans for professional development with the project).

Professional development

The National Professional Standards for Teachers in Pakistan (NPSTP) and the syllabi and teacher guides developed for courses in the ADE and B.Ed. (Hons.) program degrees encourage a shift toward learning-centered collaborative approaches. To help faculty develop knowledge and skills for teaching these programs, the USAID Teacher Education Project provided a range of professional development opportunities during the reporting period.

To date, a total of 1,273 faculty members (including 545 females) from colleges and universities have taken part in Professional Development Institutes (PDIs) to enhance their knowledge and skills for offering the new programs. Table 2 summarizes the professional development opportunities offered by the project.

Table 2: Summary of professional development activities

Type of PD	Content focus
FM 1	How people learn, and cooperative learning in particular
FM 2	Instructional design
FM 3	Assessment
Practicum Module 1	An introduction to the practicum (teaching practice) in the ADE/B.Ed. (Hons.) program, with a focus on building linkages with schools
Practicum Module 2	An introduction to assessing and evaluating student teacher performance during the practicum, using the NPSTP
PDIs	Designed for teachers of math, science, and literacy
Semester orientations	An introduction to the course materials, offered the first time an institution offers a semester in the ADE/B.Ed. (Hons.) program
On-site follow up and support	Provided by professional development specialists and Master Trainers for both individuals and small groups of faculty

A total of 709 teacher educators from colleges, universities, and provincial teacher education apex bodies completed FMs during the reporting period. Six PDIs were offered (two in science, one on assessment, one on teaching literacy, and two in mathematics) to 130 faculty members. These three- to four-day PDIs were facilitated by experts from EDC's Learning and Teaching Division.

To better acquaint themselves for teaching courses in the new semesters, 741 faculty members from colleges and universities took part in the semester orientation workshops offered by the project. These workshops have been completed for the first cohort of 22 colleges and universities. It is anticipated that the remaining workshops for the second cohort colleges will be completed in FY 2013. Technical staff from the project provided 349 days of on-site support to small groups of faculty members during the reporting period.

Practicum

Professional development and on-site support, and the inclusion of two teaching practices in the ADE program, have contributed to stronger linkages between colleges/universities and practicum schools. This in turn has led to a greater recognition of the importance of the practicum.

During the reporting period, 48 colleges and 12 universities increased the number of notified practicum schools in the pool of colleges and universities to 390. The third cohort colleges and universities are in the process of selecting and notifying practicum schools.

This process, supported by professional development teams in each province, begins with colleges and universities reviewing their current partnership with schools to determine if they have sufficient number of the right type of schools for the ADE/B.Ed. (Hons.) program. Based on this review, they seek new partnerships accordingly. The schools they select are notified by the Executive District Officer in each district. Once schools have been selected, the USAID Teacher Education Project offers professional development opportunities to faculty members and teachers from practicum schools.



Photograph 6: Faculty members during a practicum module workshop in Quetta

During FY 2012, the project developed and introduced Practicum Manuals to guide the assessment and evaluation of the practicum against the NPSTP. These Practicum Manuals provide guidance for teacher educators, practicum school teachers, and student teachers for observing and collecting information in a consistent manner on a variety of aspects of teaching as described in the NPSTP. These manuals also help in evaluating student teacher performance during the practicum against the NPSTP. Six institutions completed an initial pilot of the Semester 3 Practicum Manual. A total of 78 faculty members learned how to use the manual in September 2012. It is anticipated that practicum partners working with practicum schools will offer the same training to cooperating teachers between December 2012 and May 2013.

Blended Learning Modules

The Blended Learning Modules (BLMs) being developed by the USAID Teacher Education

Project will increase access to quality learning materials for prospective teachers and provide opportunities for continued professional development to teacher educators. It was anticipated that four BLMs would be designed, produced, formatively evaluated, and finalized in FY 2012. However, we did not quite hit this target. The progress on this effort is outlined in Table 3.



Photograph 7: School children during a BLM video shoot

Table 3: BLM progress

Blended Learning Module	Progress
BLM 1: Collaborative Learning	<ul style="list-style-type: none"> • A first draft, including the facilitator's guide, was produced for implementation. Revisions to some materials are expected, based on the feedback from the first round of rollout. • Videos were pilot-tested with select university and college faculty in AJK; 28 faculty members from six colleges and one university participated in the pilot testing. Representatives from the apex institution (Directorate of Curriculum and Research Development) also participated and provided feedback on the multimedia materials, which include product interface, animations, and videos. The pilot-testing session informed the BLM team about the technological requirements and constraints in the field for BLM implementation and scale-up.
BLM 2: Science (Properties of Matter)	<ul style="list-style-type: none"> • Content development is in progress. All video scripts and respective enrichment activities have been drafted. • Video production and editing is underway. Five video sessions were filmed in elementary teacher education colleges and school classrooms during this year.
BLM 3: Teaching Literacy	<ul style="list-style-type: none"> • Content development is underway, and the first two strands in the module—"Reading Aloud" and "Phonological Awareness"—have been drafted.
BLM4 : Assessment	<ul style="list-style-type: none"> • Readings, video and animation scripts, activities, and other learning materials for all five sections of the module are drafted. Content development is complete.
BLM 5: Mathematics (Geometric Theorems)	<ul style="list-style-type: none"> • Content map and sub-topics were drafted for the Math-1.

Research

During the reporting period, five meetings of the Research Evaluation and Assessment Committee (REAC) were held to review research proposals for funding. As of the end of FY 2012, 19 research proposals from partner universities and apex institutions and 3 research proposals from the Society for the Advancement of Education (SAHE), Sustainable Development Policy Institute (SDPI), and Institute of Development and Economic Alternatives (IDEAS) had been approved for funding by REAC. As of the end of FY 2012, 6 of the 18 grant agreements were with the universities, awaiting signatures; the agreements with the Directorate of Staff Development (DSD) in Punjab, IER University of the Punjab, SAHE, SDPI, and IDEAS were still being negotiated. These research proposals are linked to one of four

themes: Teacher Preparation and Pedagogical Approaches, Teacher Education Curriculum Development and Implementation, Teacher Recruitment and Retention, and Teacher Education Finance and Policy.

As of September 2012, the research teams are making steady progress, and two teams are in the report-writing phase. It is anticipated that all the planned research will be completed by June 2013. The total amount of research funding allocated as of the end of September 2012 was approximately \$235,000, out of which \$38,000 had been disbursed.

The USAID Teacher Education Project research team provided support to all 19 teams (approximately 104 individuals) for proposal development and/or implementation in 2012. Support was provided through a mix of small workshops and on-site mentoring visits. Research teams at several universities benefited from research mentors who provide support while the teams design and carry out their research. During the reporting period, three mentors were identified and assigned to work with research teams; more are planned to join the project in FY 2013.



Photograph 8: Participants during a research seminar in Lahore

Objective 3: Plan for implementing the new curricula for both new and existing teachers

Scholarships for new teachers to enroll in the ADE and B.Ed. (Hons.) programs

To attract students to the newly created education degree programs and to help needy students enroll in the recently introduced teacher education programs, the USAID Teacher Education Project awards merit and need-based scholarships to students.

The Scholarship Grant Program was established by the project in close collaboration with the provincial and regional departments of education, universities, and elementary teacher education colleges. A



Photograph 9: U.S. Ambassador Cameron Munter and President of AJK, Sardar Muhammad Yaqub, presenting a scholarship award to a student in Muzaffarabad

total of 1,900 students will be awarded scholarships through this program to enroll in partner colleges and universities offering the HEC-approved ADE and B.Ed. (Hons.) programs across Pakistan.

During the reporting period, 577 teacher trainers received scholarships to complete the teaching degree programs, 70 percent of whom are female. A significant milestone was scheduled to take place this year in that the first ADE graduates, 49 students from Cohort 1, funded under the USAID Teacher Education Project, were expected to graduate in KP. However, this ceremony has been postponed until November 2012 due to security issues.

Table 4: Summary of scholarships awarded during the reporting period

Province	Scholarships provided from October 2011 to September 2012		Male	Female	Total number of scholarships
	ADE	B.Ed. (Hons.)			
Punjab	102	45	18	129	147
KP	108	39	49	98	147
Balochistan	72	10	42	40	82
GB	71	15	28	58	86
AJK	100	15	35	80	115
Total	453	124	172	405	577

Bridging programs of in-service teachers

In July 2012, an NCRC subcommittee was established with approval from HEC to prepare a scheme of studies for the ADE in-service teacher education program. The

subcommittee, which consisted of nine members of NCRC and HEC, met three times during the year. In addition, a small working group consisting of three subcommittee members was formed to conduct an analysis of previous teacher education programs (e.g., Certificate of Teaching [CT]) to determine gaps in academic and professional skills that needed to be filled by the in-service ADE teacher education program. This group also identified equivalency criteria and determined which courses could be waived for CT in-service teachers. As a result of this work, the small group developed a draft scheme of studies that was approved by NCRC and HEC.

The NCRC subcommittee also developed eligibility criteria for in-service teachers to enter the ADE in-service program:

- 12 years of schooling (2nd division or equivalent)
- 1 year of professional training (minimum)
- 3 years of teaching experience (minimum)

Although HEC approved the scheme of studies, it did request that two additional items be addressed before granting notification: (1) the rationale for course and credit selection, and (2) a transcript template. The small working group is preparing these documents and anticipates completion by early next quarter.

During the upcoming year, the NCRC subcommittee's focus will turn to implementation of the ADE in-service program. Key actions will include notification from HEC; a collaborative agreement between universities and the USAID Teacher Education Program; program approval by universities; finalization and approval of provincial terms and conditions for in-service teachers by provincial education departments; procedures for admission; and recruitment and admission of in-service teachers.

Sustainability and ownership of project initiatives

During the reporting period, stakeholders of the USAID Teacher Education Project at the provincial and institutional levels undertook several steps that demonstrate their commitment to sustain and expand on initiatives beyond the life of the project. These efforts are described below.

Strategic planning

A key component of the project's approach to strategic planning is building the capacity of partners so that they can independently carry out further strategic planning once the project completes its tenure. Whenever possible, relationships and procedures have been institutionalized so that they will be sustainable. Through participatory and collaborative training and planning, partners are empowered to see that change is possible and that they can make a difference in their own institutions. For example, the University of AJK is planning to develop an overall strategic plan for the university-based skills acquired through the project's strategic planning workshops.

College Improvement Plans (CIPs)

Since the provincial apex institutions have been closely involved in the CIP development process during the year, it is anticipated that apex institutions will now closely monitor and support the CIPs and that the respective apex bodies will endorse these plans. Once the project completes its tenure, these monitoring and support functions will continue.

New Faculty of Education buildings

The MoUs that have been signed with universities for the construction and rehabilitation of Faculty of Education buildings stipulate that these tasks will be linked to the universities' intentions to offer and effectively implement the new ADE and B.Ed. (Hons.) degree programs. The universities have also agreed (a) to allocate sufficient funds and manpower for the operation and maintenance of the buildings upon possession, and (b) to appoint a sufficient number of faculty members and support staff to ensure successful implementation of the programs.

Curriculum and courses

The ADE curriculum is reviewed and approved by NCRC, ensuring that it will sustain in partner institutions beyond the life of the USAID Teacher Education Project. HEC has approved the course materials and an updated Scheme of Studies. Syllabi will be uploaded to HEC's website with links to course guides, thereby demonstrating HEC's endorsement of the curriculum development process. Faculty were engaged in developing curriculum and writing course materials, which, in addition to building their sense of ownership, provides them with the knowledge and skills to do this independently in the future.

Master Trainers

The project will continue to support Master Trainers during the life of the project so that they can play a vital role in the expansion of the degree programs.

Blended Learning Modules (BLMs)

Faculty and trainees have been requesting additional resources and support for successful implementation of the curriculum. BLMs that are being developed are designed for flexible use, including as a self-paced learning resource that can be

used by individuals or groups of student teachers or teacher educators. Their use doesn't rely on "trainers" to be present, so they can be used to sustain professional development after the project ends.

Practicum

Practicum manuals have been developed and are well-received by colleges and universities. The next step is to have them recognized in the assessment policy at each university so that there are no barriers to their widespread use. This will be a focus between November 2012 and May 2013.

Research

The HEC Social Sciences Committee has modified the procedures used by the National Research Program for Universities to review research proposals. Instead of sending proposals to a focal person for review, all the reviewers are being asked to do the review in a special meeting called for the purpose. This is similar to the strategy followed by REAC.

REAC will hold a two-day meeting during the next quarter to discuss lessons learned from the REAC experience, how to sustain good practice in the review of proposals, the role and institutionalization of REAC after the project ends, and its relationship with the HEC education sub-committee.

Monitoring and evaluation

The USAID Teacher Education Project Monitoring and Evaluation (M&E) system was set up to provide timely monitoring of data to donors, project stakeholders, and technical teams. The formative and performance evaluation studies were conducted throughout the year to collect feedback from direct project beneficiaries in order to improve project activities and results. During this reporting period, the project's Performance Monitoring Plan (PMP) was revised and synchronized with the USAID mission's PMP. The revised PMP with all necessary amendments was submitted to USAID, and the final endorsement was received in July 2012. Details of this process appear below.

Performance Monitoring Plan approved

The provisionally approved PMP and Performance Indicator Reference Sheet (PIRS) were revised and approved by USAID in July 2012. The previous version of the PMP was updated in light of the new USAID mission PMP results framework and the revisions made to the USAID standard indicators. The new PMP has been shared with all project team members, and data collection and databases have been re-aligned to meet its requirements as needed. Please refer to Table 5 for the cumulative performance of FY 2012.

TraiNet Visa Compliance System (VCS) updated

The TraiNet data collection toolkit was further refined by incorporating all necessary changes required by the finance and technical teams, which included amendments in the attendance sheet, post-workshop evaluation and stakeholder satisfaction forms, and the financial information form. A total of 251 trainings were held during FY 2012 with 6,008 attendees¹ (2,598 of them, or 43%, are female), representing both government partners and universities and colleges offering ADE and B.Ed. (Hons.) programs. All trainings have been reported in the TraiNet VCS database. Workshop evaluation forms for each event have been uploaded into the M&E database and analyzed, and feedback was shared with the technical teams and during the progress review meetings.

Geographic codes and partner details updated

Information for all existing 89 government partners, apex bodies, universities, and colleges has been updated on PakInfo (USAID's reporting portal). Geocodes for new partner institutions who are being notified and approved will be updated on PakInfo subsequently.

Stakeholder database and collection mechanism developed

During FY 2012, the M&E team focused on establishing a database to help standardize, collect, and store different types of data to meet donor requirements and to help in reporting against various PMP (F-list) indicators, project custom indicators, and other project components. The requirement analysis and logical development of three new database applications (i.e., a Training database, Monitoring database, and Stakeholders database) was completed. Three new tools² for stakeholder data collection were designed, pilot-tested, and finalized after a comprehensive round of feedback from all provincial project teams and the home office and in accordance

¹ The actual number of unique individuals is 2,611, as many individuals attended multiple workshops.

² The tools are a Faculty Information Form, Student Information Form, and Institution Information Form, in accordance with the requirements of the approved PMP.

with PMP requirements. One-day training sessions on the recording and management of stakeholder data were conducted in AJK, Balochistan, GB, Punjab, and Sindh with the nominees of partner institutions and apex bodies, including clerks and administrative staff, principals of partner colleges, and department heads of partner universities. These sessions were designed to build capacity for data collection, consolidation, and analysis by partner institution staff.

Third-party monitoring and data quality assurance (DQA) supported

USAID has contracted Management Systems International (MSI) as a third party monitor and evaluator of all its projects in Pakistan. Close to 50 percent of the events planned by the project during the period May–September 2012 were monitored by MSI, which provided monthly reports of its findings to USAID. The M&E team provided all facilitation and support to the MSI monitoring teams for smooth conduct of their mission. Generally, the MSI monitoring teams were highly satisfied with the quality and content of the events, based on their assessments during these events and feedback provided by the project stakeholders. Minor suggestions related to venues, security concerns, and trainees' selection or nomination by the partner institutions were shared and then communicated by the M&E team to concerned technical sections and provinces and also shared during the progress review meetings with the donor and senior management. Additionally, a joint team of MSI and USAID undertook an extensive DQA exercise with the project M&E team on May 23, 2012; the team was highly impressed and satisfied with the internal M&E systems, compliance with DQA requirements, and checks put in place by the project.

Formative Evaluation of curricular materials conducted

FE Rounds 1 and 2 for six newly developed courses was successfully completed. In FE Round 1, the courses that were formatively evaluated included Child Development and Methods of Teaching, while Round 2 focused on ICT in Education, Teaching of Urdu, Teaching Literacy, and Classroom Management. The data collected were analyzed, and findings were shared with the course developers, with the technical teams for course improvements, and with the donor and senior management. FE of Science 1, Math 1, Science 2, Math 2, Teaching English, and Assessment courses is planned for fall 2012, and evaluation tools are being developed.

Participant feedback analyzed and reported

Satisfaction surveys for the strategic planning, professional development, and research workshops were conducted. Feedback forms from more than 150 workshops were analyzed; the results were shared with technical teams and were reported throughout FY 2012. The feedback will be used to improve the content and quality of these capacity-building sessions.

Outcome evaluation of strategic planning activities started

As part of the outcome evaluation of strategic planning activities, the M&E team undertook a baseline assessment of each province's strategic planning process. An endline assessment is planned for the spring of 2013. The results of the endline assessment will be triangulated with the strategic plans being developed with the project's support.

M&E support provided to provinces and universities

The M&E team continued its support of strategic planning activities by providing technical assistance to the partner institutions on developing an M&E framework as part of their strategic plan, and to the apex institutions on developing their provincial Teacher Education Strategy. M&E trainings were arranged for staff from 12 partner

universities. An M&E consultant has been engaged to provide support to the provincial education departments in developing and further improving their M&E plans as an integral part of their Teacher Education Strategy.

Outcome evaluation of professional development activities started

As part of the outcome evaluation of professional development activities undertaken by the project, the M&E team undertook a baseline assessment of instructional practices used by faculty members in the partner universities and colleges. An endline assessment will be conducted in the spring of 2013. The findings from this assessment will be triangulated with the findings from the FE to assess the changes in instructional practices in colleges and universities as a result of project activities.

ADE/B.Ed. student enrollments

The student enrollment numbers in the ADE/B.Ed. program were updated. It is very encouraging to note that the percentage of female participation and enrollment has gone up, now comprising 67 percent of the total 2,637 students enrolled.³

Progress in regard to PMP indicators

The overall progress of the project in terms of the PMP indicators (those with FY 2012 targets) is provided in the table below.

³ These enrollment figures were updated in June 2012 and may no longer be accurate, due to enrollments and dropouts since that date. The figures will be further updated in fall 2012.

Table 5: Project progress against PMP indicators

PMP Ref. #	PMP Indicators*	Target for FY 2012	Achievement FY 2012	% Deviation from Target	Deviation Explanation +/- 10% or more
1.1	Number of provincial institution frameworks for teacher education developed and implemented with support from the USAID Teacher Education Project	7	7	Target met	Plans were developed. Implementation will continue until 2018 and beyond.
1.2.1	Number of university strategic plans developed to support the implementation of ADE/B.Ed. (Hons.)	12	8	Under-performed by 33%	Security issues delayed project activities. In addition, faculty and administrators postponed workshops due to multiple activities of the project and/or their own workload pressures (academic and administrative). The following universities included in the FY 2012 plan were not able to complete their strategic plans: Allama Iqbal Open University, University of Sindh, University of Peshawar, and University of Karachi.
1.2.2	Number of CIPs for providing teacher education developed by teacher training institutions	35	47	Over-performed by 34%	The number of partner institutions notified by the government for the ADE program increased. Therefore, more colleges were ready to move forward with planning than were originally planned for.
1.2.3	Number of college-university affiliations developed	35	40	Over-performed by 12.5%	
1.3.1	Number of small grants distributed to provincial apex institutions	7	0	Under-performed by 100%	EDC originally anticipated that cash grants could be provided to the colleges, but after

1.3.2	Number of small grants distributed to universities	21	0	Under-performed by 100%	careful review it was determined that the colleges would not be able to meet the requirements for managing cash grants. Hence, another collaborative process was used to ascertain the in-kind grants needed by the colleges, which delayed submission of the grants.
1.3.3	Number of small grants distributed to colleges	51	0	Under-performed by 100%	
1.4.1	Number of strategic plans prepared by provincial strategic planning task forces	7	4 (AJK, Balochistan, GB, and KP)	Under-performed by 43%	For Sindh, the plan is drafted but awaits approval. Punjab completed a strategic plan by the German Society for International Cooperation under another project. A sector review is currently underway.
1.4.3	Number of revised recruitment rules that allow for hiring of ADE/B.Ed. (Hons.) holders (sub-indicator for O1 IR2)	7	1 (KP)	Under-performed by 86%	AJK, GB, and KP have passed inclusion of the ADE in their rules. In Punjab, Sindh, and Balochistan, draft rules have been developed and are in the process of being approved. It is anticipated that these rules will be amended and approved between March and June 2013.
1.4.4	Number of revised recruitment rules to phase out recruitment of teachers with only a Primary Teaching Certificate/CT/diploma or one-year B.Ed. certification	7	0	Under-performed by 100%	An amendment in the rules involves a minimum of three major departments of the province (i.e., education, finance, and S&GA—and in some cases even law). In every province except Sindh, the rules have been cleared by the provincial education and finance departments and are now with S&GA. Project provincial offices are following it aggressively. The amendment will take two to three years for approval, longer than anticipated. AJK, GB, and KP have passed inclusion of the ADE in their rules.

1.4.6	Number of PC-1s developed to support the establishment of the new teacher certification and licensing units (sub-indicator for O3 IR7)	2	0	Under-performed by 100%	There was some difficulty in finding the appropriate consultant who could assist with this initiative, and then EDC experienced significant delays in getting the consultant's visa. Based on previous experience, EDC allowed for a "normal" amount of time to obtain a visa. However, the process took much longer than experienced in the past, and EDC has since modified the amount of time allocated to obtaining visas.
2.1	Number of colleges offering the ADE/B.Ed. (Hons.) teaching degree	51	48	Under-performed by 5.8%	
2.2	Number of universities offering the ADE/B.Ed. (Hons) teaching degree	11	12	Over-performed by 9%	The number of partner universities has increased to 14 for Cohorts 1, 2, and 3; however, for FY 2012, 12 partner universities were counted: Punjab (3), KP (3), Sindh (2), GB (1), AJK (1), and Balochistan (2).
3.1	Number of host country officials and faculty members participating in a study tour to increase their capacity	29 (14 female)	22 (11 female)	Under-performed by 24%	Some nominated officials were not issued U.S. visas in time to join the study tour, due to insufficient time provided for visa processing.
4.1.1	Number of new teaching degree (ADE and B.Ed.) syllabi developed for Years 1–4	22	22	Target met	Twenty-two syllabi for courses in Years 1 and 2 of the B.Ed./ADE program were developed.

4.1.2	Number of copies printed and distributed	1,980	1,198	Under-performed by 39%	For courses in Years 1 and 2 of the B.Ed./ADE program, 1,198 copies were printed and distributed. Distribution was based on rollout of the courses being offered in the academic calendar. The materials will be available online on the project and HEC websites in early FY 2013.
4.1.3	New teaching degree (ADE and B.Ed.) course guides for Years 1 and 2 developed	22	22	Target met	Twenty-two course guides in Years 1 and 2 of the B.Ed./ADE program were developed.
4.1.4	Number of copies printed and distributed	1,980	1,198	Under-performed by 39%	Distribution was based on rollout of the courses being offered in the academic calendar.
4.1.5.	New professional development materials (BLMs) created to support new teacher degree (sub-indicator for O1 IR2)	4	0 (1 first draft produced)	Under-performed by 100%	One draft is being pilot-tested. Multimedia modules have taken longer to produce than anticipated, for a variety of reasons: <ul style="list-style-type: none"> ▪ Lack of availability of local content developers and production companies for multimedia instruction ▪ The process for identification and selection of vendors has been slow ▪ Development of videos is linked to school's willingness and availability, which hasn't worked out as planned ▪ Preparation of all materials in Urdu has further slowed down development
4.1.6	Number of copies printed and distributed	100	0	Under-performed by 100%	(See above.) Twenty-five copies of the first draft of one module have been distributed.
4.1.9	New professional development materials—Standards Toolkit and national subject-specific standards for teachers—developed	1 first draft	Final draft for Semester 3 and Semester 4 toolkits	Target met	
4.1.11	Number of books purchased and distributed to partner colleges	4,485	133	Under-performed by 97%	The target number of books was ordered, but procurement has been slow and

					distribution is delayed. Distribution is planned for November 2012. The books will be distributed with the approved marking and branding in FY 2013.
5.1	Number of colleges supporting an improved practicum in schools	40	48	Over-performed by 20%	There was an increase in the number of colleges notified by the government: Punjab (6), Sindh (12), GB (3), AJK (6), KP (13), and Balochistan (8).
5.2	Number of schools engaged in improved practicum activities	390	397	Over-performed by 1.8%	The most recent numbers: Punjab: 56, Sindh: 96, GB: 30, AJK: 58, KP: 120, and Balochistan: 37.
5.3	Number of teachers and educators trained with USG support (improved practicum/school teachers and headmasters)	900 (450 female)	823 (513 [62%] female)	Under-performed by 8.5%	Nonetheless, the gender target has been over-achieved.
5.4.1	Number of faculty trained to support the rollout of the ADE/B.Ed. (e.g., FMs, orientation workshops, curriculum development workshops, PDIs, research workshops)	800	Approximately 1,354 (572 [42%] female)	Over-performed by 69%	Figures reported are for individuals and include faculty only from colleges and universities. The “over-performance” is due to the fact that we started training the faculty from third cohort colleges (e.g., 14 colleges in Punjab) in FY 2012.
5.4.3	Number of faculty members provided with research grant technical assistance	45	104 (40 [38%] female)	Over-performed by 131%	There were a greater number of faculty from partner institutions nominated and trained than anticipated.
5.5	Number of research grants awarded	15	18	Over-performed by 20%	The number of requests and awards from partner institutions exceeded the target.
5.7	Number of Master Trainers trained with support	35 (17 female)	54 (16 [30%] female)	Over-performed by 54%	The provincial government/DSD in Punjab made a greater number of nominations than anticipated.
5.8	Percent of professional development	50% of 130	85%	Over-performed by	More Master Trainers than anticipated were

	activities delivered by trained host country trainers			35%	able to work alongside project staff or independently to conduct trainings.
6.1.1	Number of individuals receiving scholarships through USG-funded partnerships, scholarships, or exchange program to attend institutions of higher education in the United States, a host country, or a third country	1,500 (50% female)	577 (70% female)	Under-performed by 61%	For many reasons, including the varying academic calendars of partner institutions, delays in announcing student results by the university partners, and security concerns due to the nature of these high-profile events, these activities were rescheduled.
6.1.2	Enrolled students less 6.1.1	1,170	1,811 (67% female)	Over-performed by 55%	Enrollment figures are updated through June 2012.

Monitoring systems designed, approved, and established

Training data collection tools

The M&E team has improved its training tools by incorporating all necessary changes as required by the finance and technical teams. This includes amendments in the training information form, attendance sheet, participant registration form, post-workshop evaluation form, and financial information form.

To minimize the lead time and expedite the retrieval of the actual cost of trainings, M&E has introduced a mechanism to generate a Financial Information Form with pre-printed training information and estimated costs. This system-generated form has helped both the project finance team and the M&E team report trainings to TrainNet in a timely manner.

Stakeholder data collection tools

After collecting comprehensive feedback from provincial teams on improving stakeholder data collection, a toolkit comprising three new tools—a Faculty Information Form, Student Information Form, and Institution Information Form—was designed to collect and document stakeholder data from primary sources. After successfully piloting these tools in four institutions of KP and Punjab, the toolkit is being used to collect comprehensive data about partner institutions of the USAID Teacher Education Project, and students and teachers of AD/B.Ed. programs.

PIRS and monitoring forms

Monitoring forms for each indicator were developed for reporting project performance and to comply with DQA requirements. To fulfill requirements of DQA and ADP standards, we revised the TrainNet Protocol document, and we prepared standard operating procedures for the recording and management of stakeholder data. To expedite the process of recouping our training expenses, we have started to record and log EMRs for all trainings, which also helps us prepare pre-printed Financial Information Forms for each training. We have established a mechanism for storing all hard data in locked closets while keeping catalogues for easy search and access.

Staff capacity building on data collection and data management

To orient staff in project offices on the requirements of TrainNet and the modalities of trainings tools, we conducted five orientation sessions during FY 2012 in each provincial or regional office. Forty-three staff members (11 female) participated in these sessions.

Table 6: Summary of workshop participants by province

Province	Female	Male	Total
KP	2	9	11
Balochistan	2	4	6
AJK and GB	0	6	6
Sindh	5	4	9
Punjab	2	9	11
Total	11	32	43

For staff in partner Institutions, training sessions on the recording and management of stakeholder data are planned for the clerks and administrative staff, principals of partner colleges, and department heads of partner universities.

Table 7: Summary of participants from data collection workshops

Province/Regions	Number of Partner Institutions	Number of Staff (participants)			Status
		Male	Female	Total	
AJK	9	15	4	19	Completed
Quetta	10	25	5	30	Completed
Sindh	19	50	10	60	Completed
Punjab	25	38	9	47	Completed
GB	5	6	5	11	Completed
KP					Planned

Database applications

During this reporting period, the project completed the required analysis and logical development of three new database applications: the Training database, Monitoring database, and Stakeholder database.

- **Progress on the Training database:** A custom Training database and an accompanying reporting module has been developed, tested, and implemented. This has helped us to streamline and manage training data, including custom report generation. All training data collected on prescribed training tools (e.g., training information, participant data, attendance sheets) are entered into this database after a comprehensive review. The Training database also helps the project manage the log of all data.
- **Progress on the Stakeholder database:** We are developing integrated database applications to help us record, store, and process these data, which are being collected from all partner institutions. In addition to setting up a national-level database, we plan to deploy stakeholders' database applications in provincial offices.
- **Progress on the Monitoring database:** The development of this database, which will collect and measure progress against each indicator, is underway. We have also developed PIRS/Monitoring Forms to capture indicator-related progress data along with supporting documents and other means of verification.

Progress on training data

In FY 2012, a total of 251 trainings were reported (see Table 8, below) on the topics of curriculum development, professional development, strategic planning, and research. A total of 6,008⁴ people participated, 2,598 (43%) female and 3,410 (57%) male. All trainings have been reported to the TrainNet VCS database.

⁴ The actual number of unique individuals is 2,611. Many individuals attended multiple workshops.

Table 8: Summary of trainings held during FY 2012

Quarter	Month and Year	Number of Trainings	Number of Participants		
			Male	Female	Total
Quarter 1	October 2011	19	295	200	495
	November 2011	14	143	95	238
	December 2011	20	230	222	452
	Total	53	668	517	1,185
Quarter 2	January 2012	24	346	312	658
	February 2012	20	291	187	478
	March 2012	28	393	330	723
	Total	72	1,030	829	1,859
Quarter 3	April 2012	39	384	363	747
	May 2012	24	213	224	437
	June 2012	14	192	157	349
	Total	77	789	744	1,533
Quarter 4	July 2012	10	163	105	268
	August 2012	18	321	146	467
	September 2012	21	439	257	696
	Total	49	923	508	1,431
Grand Total		251	3,410	2,598	6,008⁵
		%	57%	43%	

Evaluation activities designed and conducted

Formative evaluation

FE of six courses was conducted, which included surveys of faculty members and students, interviews with faculty, and focus groups with students. A total of 2,304 survey forms were processed and analyzed during Rounds 1 and 2. All data were processed using tablets and survey software, and analyzed using statistical software. Details of the data collected are summarized in Table 9.

Table 9: Summary of FE Round 1 data entry

S. No.	Region	Institutions	Data Collected (Number of forms)				Total	%
			CD	MT	TL	PD		
1	KP	17	353	356	47	35	791	100
2	PB	3	86	87	53	10	236	100
3	Balochistan	1	24	24	n/a	1	49	100
4	AJK	7	0	132	N/a	8	140	100

⁵ This reflects the total number of attendees; many individuals attended multiple workshops. The number of unique individuals was 2,611.

	Total	28	463	599	100	54	1,216	100
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Table 10: Summary of FE Round 2 data entry

S. No.	Region	Data Collected (Number of forms)					Total	%
		TU	TL	ICT	CM	PD		
1	KP	105	52	105	337	26	625	57
2	PB	25	25	25	0	3	78	7
3	Balochistan	41	41	41	20	10	153	14
4	Sindh	67	77	76	0	10	230	21
5	GB	0	1	0	0	1	2	0.18
	Total	238	196	247	357	50	1,088	100

Formative Evaluation Round 1

The first round of the FE survey was carried out between February and May 2012. Three courses—Child Development, Methods of Teaching, and Teaching Literacy—were formatively evaluated. The objective of the survey was to gather feedback from students and faculty on the newly designed curriculum; this feedback was then shared with the course writers, who modified the course accordingly.

The tools were developed, translated, and pre-tested before the actual data collection. The survey teams were trained on the survey tools, and the data collection scheduled was prepared. Overall, 32 institutions were covered from the regions of KP, Balochistan, Punjab, AJK, and GB. Due to security issues, faculty members in GB were interviewed by telephone.

Through an extensive exercise, both quantitative and qualitative data were collected, including 1,216 surveys completed by faculty and students, interviews with 111 faculty members, and 51 focus group discussions with students. The data collected have been analyzed, and final reports will be shared with USAID.

Formative Evaluation Round 2

The second round of FE started in June 2012, and data collection concluded in September 2012. In Round 2, three courses were formatively evaluated: ICT in Education, Classroom Management, and Teaching of Urdu. In the second round, a total of 29 partner institutions were covered, from the provinces of Punjab, Sindh, KP, Balochistan, and GB.

The survey teams collected both quantitative and qualitative data, including 1,088 survey forms completed by faculty members and students, interviews with 58 faculty members, and 49 focus group discussions with students.

Figure 1: Enrollment gender distribution

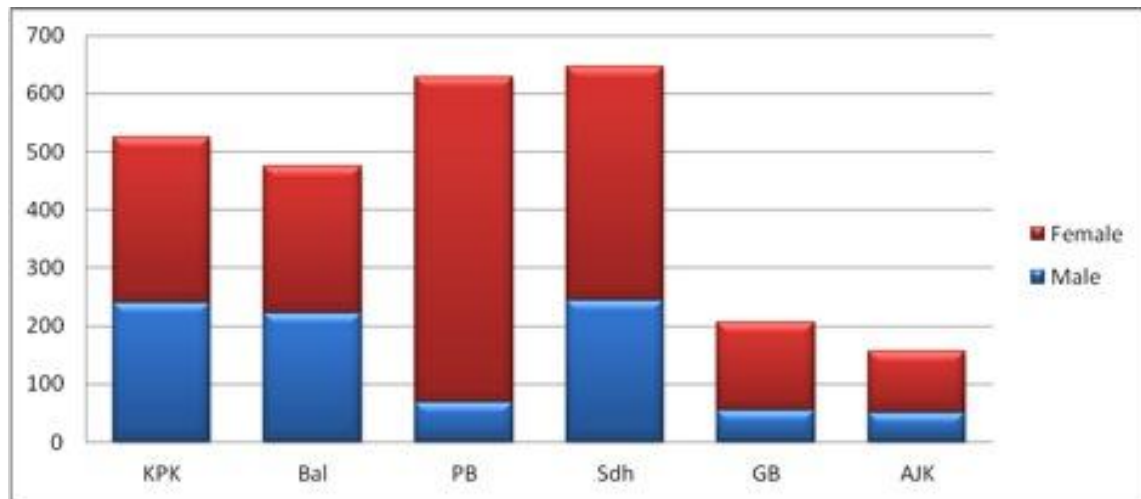
Updated Student Enrollment in ADE/B.Ed. (Hons.)

A regular feature of M&E activities is to update the student enrollment in the new ADE/B.Ed. (Hons.) degree programs in order to provide the most current and reliable student enrollment data and to track progress in attracting more students to the program. It is very pleasing to see that female participation has gone up to 67% of the total 2,637 students enrolled in the program.

The province and gender distribution of students enrolled is presented in Figure 2. These figures will be updated during fall 2012.



Figure 2: Province-wise enrollment gender distribution



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

Process evaluation of professional development activities

During this reporting period, the M&E team carried out a process evaluation of professional development activities in order to assess their implementation, to document feedback and lessons learned from partner institutes, and to review any modifications to project activities, as needed.

Evaluation data from more than 100 professional development workshops conducted by the USAID Teacher Education Project between January and August 2012 were analyzed. The training workshops held during the period October–December 2011 could not be analyzed, as the project’s PMP was undergoing approval by USAID during that period. The workshop evaluation forms were streamlined in January 2012, and for data analysis it was essential to have consistency in the evaluation tools. However, the workshop evaluation forms for the trainings held during October–December 2011 are available as hard copies.

The project offers a number of professional development training workshops for the faculty of partner institutions, held at various stages of implementing new ADE/B.Ed. degree programs. Training is provided in the following categories:

- FMs 1, 2, and 3
- Training-of-trainers workshops (including FMs, assessment, and practicum workshops)
- Practicum modules
- Semester orientations
- Professional development forums (including subject support forums and item development workshops)
- PDIs

Of the 2,297 participants who completed the post-workshop feedback form, more than 1,000 provided comments. The majority of the participants' comments reflected their appreciation of the training opportunities provided by the USAID Teacher Education Project.

Strategic planning process evaluation

The USAID Teacher Education Project provides strategic planning support via a series of training workshops to provincial governments, selected faculties of education of partner universities, and government colleges for teacher training. These workshops assist partner institutions in developing their respective strategic plans.

The Process Evaluation report prepared by M&E analyzes participant feedback forms from a total of 32 strategic planning training workshops attended by 357 participants. These stakeholders fall into three categories:

- Provincial governments
- Universities
- Colleges

Participants commented on the various benefits of the workshops, including the usefulness of the information, the collaborative format of the discussions, and the ample opportunities for practical discussion.

The most frequently mentioned shortcoming was the duration: Some participants expressed an opinion that the workshops should be longer. As planned and conducted, the workshops sometimes pack too much information into too short a time for some participants. Many participants expressed the need for more support with strategic planning in future. The participants also suggested that the agenda and material should be shared before the workshop, which would enable them to participate more actively. These recommendations were conveyed to the technical team.

Process evaluation of curriculum development and semester orientation workshops

The process evaluation report analyzes data from 17 curriculum development and semester orientation workshops conducted by the USAID Teacher Education Project between January and August 2012. The training workshops held during the period October–December 2011 could not be analyzed, as the project's PMP was undergoing approval by USAID during this period. The workshop evaluation forms

were streamlined in January 2012, and for data analysis it was essential to have consistency in the evaluation tools. However, all the workshop evaluation forms for the trainings held during October–December 2011 are available as hard copies.

Overall, the participants found the curriculum development and semester orientation workshops useful and informative and asked for more support in the future. Most participants thought that the duration of the workshops was not sufficient for understanding the content, and they require more support. For a few questions, fewer than half the total respondents gave their views. The workshop participants need to be further encouraged to provide feedback.

Process evaluation of research workshops

The USAID Teacher Education Project is providing research grants to universities to conduct research in teacher education. To date, 20 research teams from different institutions and organizations have begun research studies. The project also focuses on enhancing the research capacity of the partner institutions by organizing research seminars and workshops to equip the faculty with new research techniques and methods required to carry out good-quality research in their respective institutions. Process evaluation of these seminars and workshops is an integral feature of the project's M&E activities, in order to ensure timely feedback from the participants to the technical teams so that they may further refine and improve the quality of future workshops. During the reporting period, these seminars and workshops were attended by a total of 51 participants.

The majority of the seminar participants appreciated the opportunity to interact with research experts and found the seminars to be useful and beneficial for their future research endeavors. Most of the participants said that they need more workshops related to data analysis using SPSS and to qualitative data analysis and techniques.

M&E support of the strategic planning process

The M&E team continued to support the Strategic Planning Team by providing technical assistance to the partner institutions for developing M&E frameworks of their respective university strategic plans. Two separate M&E training workshops were conducted for 12 staff from partner universities involved in the strategic planning exercise. The objective of these workshops was to familiarize and help partner institutes better understand the role of M&E as an integral part of strategic planning, why it's important, and how they could develop their own M&E indicators for implementing their strategic plans.

Further, an M&E consultant has been engaged to provide support to the provincial education departments, select task force members, and apex bodies in developing better M&E plans for their respective Teacher Education Strategies and in undertaking necessary capacity building. M&E trainings of project staff involved in strategic planning are part of this initiative.

Progress on PakInfo

We have updated the partner information in the USAID PakInfo portal, and plotted geocodes (longitudes and latitudes) for each partner site to populate data on the PakInfo GIS. The PakInfo portal has been upgraded by USAID to capture performance reports against each indicator and tehsil/district-level expenditures. Geocodes for all 89 Cohort 1 and 2 partner institutions and apex bodies have been

updated. Details for Cohort 3 partners and new partner institutions will be updated during fall 2012.

M&E support to other units

The M&E team continued its efforts to support project teams. These initiatives included providing project monitoring information to senior management and provincial directors during meetings and to visitors from the home office, and to engage in regular interaction with technical teams. Further, on-the-job M&E capacity building of existing and new project staff and partner institutions is a regular feature of the project's M&E activities.

Issues, challenges, and plans for FY13

The M&E team continues its efforts to ensure the smooth implementation of project M&E activities and to achieve the desired results. However, due to security issues, FE Round 2 involved continual rescheduling with partner Institutions, and some of the faculty interviews had to be conducted by phone. Further, varying academic calendars of partner institutions required more effort in coordination. Due to parallel activities, involving a Formative Evaluation Survey and preparation for the next round, report-writing roles and responsibilities are distributed between the EDC home office and local M&E team. Both teams worked together to ensure quality outputs according to the project schedule.

One of the biggest challenges has been to enter the backlog of training data into the TraiNet VCS database. The M&E team is working toward consolidating project activity data with support from provincial offices and the operations and finance teams to fulfill donor and stakeholder requirements. Data quality assurance systems have been put in place.

The M&E work plan for FY 2013 is being formulated. Its main activities are as follows:

- Strengthening the project monitoring system, which includes completing the Training and Stakeholder databases
- Extending the databases to provinces and partners, along with the required capacity building
- Conducting the FE of the next six ADE/B.Ed. (Hons.) courses
- Undertaking an evaluation of practicum activities

The M&E team will continue to support the strategic planning team as well as other project teams in order to ensure regular feedback on M&E findings to the senior management and technical teams.

Success stories



SUCCESS STORY

A Fisherman's Catch of a Lifetime



Shahin Sheikh

"I grew up in poverty due to which I know the pain and suffering that comes along with it."

—Imran

A world away from education, Imran worked diligently seven days a week, hauling up nets and harvesting fish from the Indus River in Jamshoro. He toiled in blistering heat during the day and often spent sleepless nights on his boat to ensure he caught enough fish to make ends meet. Despite this demanding work, his daily catches were meager—harvesting 4–5 kgs of fish on a good day and going home empty-handed on bad days. And the fish he was able to catch and sell earned him less than \$0.25 per kg.

Weary of the unpredictability of the fishing trade, Imran made a decision that changed his life. Inspired by an advertisement for the USAID-supported Associate's Degree in Education (ADE) program, Imran enrolled in the Provincial Institute of Teacher Education in Nawabshah to pursue his ambition of becoming a teacher.

With single-mindedness, Imran committed himself to his vision of a better future, traveling four hours each day from Jamshoro to Nawabshah to attend classes. His dedication manifested itself in the form of consistently good grades, which motivated the college faculty and principal to provide him with accommodations in the dormitory.

For students such as Imran, the ADE program is opening doors of opportunity and hope. For Pakistan, the program is bringing reform to its teacher education system through the introduction of modern teaching methods, which are enhancing the competency of students. "The ADE program has been a source of inspiration," says Imran. "It enabled me to switch my profession from fishing to teaching. With its advanced teaching methods, it has brought classrooms to life, which has made us open to change."

To his relief, Imran now sees a future that looks secure. Instead of toiling each day on his boat, he is able to comfortably cover his expenses by teaching children two hours a day. His desire now is that they should have the opportunity of a better future. "Changing the mindset of the youth toward learning and success is very important for the citizens of our country," he says. "It enables personal growth. I hope to pass on this beacon of knowledge."

U.S. Agency for International Development
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SUCCESS STORY

Village girl acquires quality education

USAID Teacher Education Project helps to improve the quality of teaching in Pakistan



Photo: Misal Javed

"I consider myself very fortunate to avail this opportunity as my other sisters are still sitting home"
- Hakeema Gul, third semester student of GECE Hyderabad (W).

USAID Teacher Education Project introduced Associate Degree in Education in twelve government elementary colleges and three universities of the province of Sindh, with the help of the government. Hakeema is one of 624 ADE students from Sindh benefiting from this program.

Hakeema Gul was born and raised in the village of Tando Bahawal, in a semi arid region of the province of Sindh. The fourth of 11 children, she believed she was destined to work in the fields like other village girls. "Reaching college was beyond my imagination," she says, a smile illuminating her face.

She dreamed of a different future. "Ever since I was a child, I would idealize the primary school teachers who had taught me," she recalls. "I wished to become like them one day."

One day, her brother came across an advertisement in the newspaper for USAID's Associate's Degree in Education (ADE) program. Hakeema applied for and was admitted into the Government Elementary College of Education in Hyderabad and also received a scholarship to cover her travel expenses. She is working hard at school and hopes to qualify for a merit scholarship soon. "I travel four hours each day in the scorching heat from my remote village to the city to attend college," she says.

One of the biggest obstacles Hakeema faced at first was not having a command of the English language, as her previous education had primarily been in the local language of Sindhi. ADE teachers helped her by translating materials from English to Sindhi. Now in her third semester, Hakeema can read and write English unassisted.

Hakeema hopes her hard work will pay off. "I know the job prospects will improve for me after getting the ADE degree," she says. "I will be able to support my father and send my other sisters to school."

And she hopes to use what she has learned to pave the way to a brighter future for others in her village. "I would love to teach at my village," she says, "so that I can share the benefits of what I have learned."

Annexes

1. Summary of university-college affiliations
2. The process of developing syllabi and course guides

Annex 1: Summary of university-college affiliations

S. No.	University Name	Affiliated Colleges	Date	Type	Province
1	Hazara University Mansehra	RITE(F) Mansehra	1-20-12	Complete	KP
2	Gomal University	RITE(M) DI Khan	1-25-11	Provisional	KP
3	KUST	RITE(M) Kohat	10-19-11	Provisional	KP
4	KUST	RITE(F) Kohat	10-19-11	Provisional	KP
5	Gomal University	GEC Girls DI Khan	8-25-11	Provisional	KP
6	UoP ⁶	RITE(M) Drosh, Chitral	2-13-12	Provisional	KP
7	UoP	RITE(M) Peshawar	4-9-11	Provisional	KP
8	UoP	RITE(M) Mardan	2-10-12	Provisional	KP
9	UoP	RITE(F) Mardan	2-13-12	Provisional	KP
10	UoP	RITE(F) Charsadda	2-13-12	Provisional	KP
11	UoP	RITE(F) Dargai	2-13-12	Provisional	KP
12	Hazara University Mansehra	RITE Haripur	1-20-12	Complete	KP
13	Hazara University Mansehra	RITE(F) Abbottabad	10-27-10	Complete	KP
1	BZU ⁷	GEC (F) DG Khan			Punjab
2	University of Punjab	GCET ⁸ Faisalabad	9-18-10	NIL	Punjab
3	University of Education	GCET(F) Bahawalpur	8-17-11	NIL	Punjab
4	University of Education	GCET Shahpur Sargodha	8-17-11	NIL	Punjab
5	University of Education	GCET Kasur	8-17-11	NIL	Punjab
6	University of Education	GCET Lalamusa	8-18-11	NIL	Punjab
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1	UOB	GCEE Panjgoor	12-31-10	Provisional	Balochistan
2	UOB	GCEE Pishin	12-31-10	Provisional	Balochistan
3	UOB	GCEE Loralai	8-8-12	Provisional	Balochistan
4	SBKWU ⁹	GCEE (F) Sibbi	8-16-12	Provisional	Balochistan
5	SBKWU	GCEE (F) Jinnah Town Quetta	4-16-12	Provisional	Balochistan
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1	UoAJK ¹⁰	GCET(F) Mirpur	2-15-12	Provisional	AJK
2	UoAJK	GCET(M) Mirpur	1-26-12	Provisional	AJK
3	UoAJK	GCET(M) Muzaffarabad	2-15-12	Provisional	AJK
4	UoAJK	GCET(F) Muzaffarabad	2-15-12	Provisional	AJK
5	UoAJK	GCET(F) Rawalakot	2-15-12	Provisional	AJK
6	UoAJK	GCET(M) Rawalakot	2-15-12	Provisional	AJK

⁶ University of Peshawar

⁷ Bahauddin Zakariya University

⁸ Government College for Elementary Teachers

⁹ Sardar Bahadur Khan Women University

¹⁰ University of Azad Jammu and Kashmir

1	UoS ¹¹	GECE ¹² (M) Dadu	4-12-12	Provisional	Sindh
2	UoS	GECE(M) Hyderabad	4-12-12	Provisional	Sindh
3	SALU ¹³	GECE(M) Khairpur	6-19-12	Provisional	Sindh
4	UoS	GECE(M) Mirpurkhas	4-12-12	Provisional	Sindh
5	UoK ¹⁴	GECE Qasimabad	5-14-12	Complete	Sindh
6	SALU	GCEC(M) Sukkur	6-15-12	Provisional	Sindh
7	UoK	GECE Lyari	6-1-12	Complete	Sindh
8	UoS	GECE(M) Mithi	4-12-12	Provisional	Sindh
9	UoS	GECE(W) Hyderabad	17-Aug-10	Provisional	Sindh
10	UoS	PITE ¹⁵ Sindh	14-May-12	Provisional	Sindh
Total university-college affiliations: 40					

¹¹ University of Sindh

¹² Government Elementary College for Education

¹³ Shah Abdul Latif University

¹⁴ University of Karachi

¹⁵ Provincial Institute of Teacher Education

Annex 2: The process of developing syllabi and course guides

The general process is: (1) A group of faculty members (approximately two) meet in a three-day workshop, led by a national or international subject expert, to develop the syllabus—the overview of the course. The primary audience for this document is the student. (2) This same group then begins work on the course guide. (3) The subject expert collects the drafts from the group and further develops and refines the course guide. When planning the curriculum development process, we had to balance the need for guidance with the problem of over-prescribing instruction and disempowering teacher educators. To overcome this challenge, the following approach was determined. For 6 of the 22 courses (2 math courses, 2 science courses, the literacy course, and the child development course), the course guide is developed in full. For the remaining courses, at least one unit is fully developed, and sufficient detail is provided each week (or each session) for teacher educators to further develop instruction. The annual work plan described the status as of September 2012. An updated list of courses with the number of units developed appears below.

Semester 1		Semester 2		Semester 3		Semester 4	
<i>Course name</i>	<i>Number of units developed</i>	<i>Course name</i>	<i>Number of units developed</i>	<i>Course name</i>	<i>Number of units developed</i>	<i>Course name</i>	<i>Number of units developed</i>
English 1	2 units	English 2	2 units	Teaching Literacy	Whole course is developed	Classroom Assessment	1 unit (additional units soon to be completed)
				Arts, Crafts, & Calligraphy	1 unit	Teaching English	2 units
Child Development	Whole course is developed	Computer Literacy	1 unit	Teaching Urdu	1 unit	Math 2	Whole course is developed
Urdu	1 unit	Classroom Management	1 unit	Science 2	Whole course is developed	School Teacher	1 unit
Science 1	Whole course is developed	Math 1	Whole course is developed	ICT in Education	1 unit	Teaching Social Studies	1 unit
General Methods of Teaching	1 unit	Pakistan Studies	2 units	Teaching Practice	Course guide is fully developed, but the teaching practice is not broken into units	Teaching Practice	Course guide is fully developed but the teaching practice is not broken into units