INTERIM REPORT
June 30th 2009 - September 30th 2009

PHASE II and III
Pakistani Educational Leadership Institute

Submitted by:

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1. Acknowledgement

ITA is indebted to multiple institutional partners and professionals across Pakistan who continue to contribute to the success of the in-service professional development program initiated at the Plymouth State University (PSU) in 2003-2004. To date, six successful batches have benefited and added to the pool of ‘teachers without frontiers’ in Pakistan and in helping us meet program milestones.

Special gratitude is extended to the heads of: Agha Khan University- Institute of Education (AKU-IED), The Citizens Foundation (TCF), Department of Education Balochistan, University of Education, Lahore, Directorate of Staff Development (DSD), Ministry of Education Training Wing, National Institute of Science and Technical Education (NISTE), Federal College of Education (FCE), Department of Education NWFP, Directorate of Education FATA, Department of Education, Punjab and Department of Education AJK.

ITA also acknowledges continued support and confidence of Ms. Sarah Jane Steen President, Plymouth Statue University (PSU), the meticulous facilitation and dynamic leadership provided by Ms. Blake Allen, Director, Pakistani Educational Leadership Institute,

The meticulous guidance and valued support from: Mr. Adam Meier, at the State Department Bureau of Education & Cultural Affairs (ECA), USA; the US Embassy Pakistan, Ms. Constance Jones, Cultural Attaché the visa facilitation teams in Islamabad and US Embassy Lahore, is especially acknowledged.

ITA’s Plymouth State University Coordination Team
Pakistan
Program Overview

This report covers Period II of the 2009-2010 award of Pakistan Education Leadership Institute (PELI) at the Plymouth State University (PSU) entitled “Active and Responsible Citizenship through Education in Stewardship of the Environment & in Cultural Heritage Preservation”. The period covers several important milestones:

- PELI Four Weeks Summer Institute
- Feedback sessions upon return the 2009 PELI cohort and
- Finalization of the Master Action Plans (MAPs) with a draft Agreement for disbursement of funds to the PELI 2009 Alumni.

Twenty participants were successful in obtaining visas to attend the Summer Institute at PSU. They represented Sindh, Punjab, Balochistan, North West Frontier Province (NWFP), Federally Administered Tribal Areas (FATA), Azad Jammu & Kashmir (AJK) and Islamabad Capital Territory (ICT). They were provided pre-departure orientation in Islamabad on July 3, 2009. The orientation was chaired by ITA’s counterpart institutions, the Ministry of Education, The Academy of Educational Planning and Management (AEPAM) and the US Embassy Islamabad.

The PSU offered a four week intensive summer institute in July 2009 for 20 dynamic secondary level teachers and trainers from Pakistan, with demonstrated leadership abilities in their work in schools and professional development institutions. The participants represented both public and private sectors. The Summer Institute culminated in Master Action Plans to be implemented in their respective institutions and sites of practice independently or jointly.

Upon return of PSU 2009 alumni, feedback sessions were held successfully to review their master action plans (MAPs) and guidelines given to finalize the MAPs along with budgets. The alumni signed an MoU for the implementation of their MAPS.

Plymouth State University (PSU) is a national, regional, and state accredited institution, and is well-recognized in New Hampshire USA for its teacher education programs. Each summer, PSU enrolls graduate students from the American International Schools and the Department of Defense Schools, including Europe, Asia, Australia, and Saudi Arabia.

Plymouth State University in New Hampshire, USA, in partnership with Idara-e-Taleem-o-Aagahi, has been implementing the Summer Institute funded through a grant by the United States Department of State, Bureau of Educational and Cultural Affairs (ECA). The grant has been continuously offered since fiscal year 2003-2004, to design, implement and monitor a citizen’s exchange project targeting secondary teachers/educators from Pakistan. The 2009 Institute’s main focus was on: Active and Responsible Citizenship, stewardship of the environment and cultural heritage preservation, three very pertinent areas for educators in a highly volatile global scenario, to be embedded in daily classroom encounters of our communities of practice.
3. Project Background

Since 2003 PSU and ITA have been involved in a collaborative program of work funded by the U.S. Department of State, Bureau of ECA to promote quality education in Pakistan, particularly at the secondary level. This has been implemented through professional development summer institutes in the US for the Pakistani educators which have promoted goodwill and understanding between the people of United States and Pakistan.

ITA has been selected as a service provider to: i) design the framework and criteria for participants’ selection in collaboration with the government, ii) obtain nominations, iii) facilitate selection and finalization, iv) obtain No Objection Certificates (NOCs) for all public sector teachers/trainers, v) facilitate the visa process, prepare all nominees for visa interviews, vi) pre-departure orientation, and vii) follow up the alumni upon their return.

ITA has also facilitated in research tracking and will be active in monitoring of the master action plans of the latest cohort of alumni in 2009-2010. It is currently tracking the implementation of the MAPS of the 2008-2009 alumni cohort. Most of the 2008-2009 alumni have sent in their reports on the implementation of the MAPS and ITA is in the process of analyzing these.

The above-mentioned MAPS are a new phase in the PSU-ITA collaboration. This is the follow on phase with hands on implementation of skills learnt at the Summer Institute 2008 in important areas of: responsible active citizenship; heritage and cultural preservation incorporating information technologies in learning and dissemination.

This is in accordance with the work program for FY 2007-2008 to 2009-2010 jointly developed by PSU & ITA.

Project Methodology:
A Memorandum of Understanding (MOU) between PSU and ITA provides the framework and outlines the basis for an ongoing program of work and services to be performed, between the two partners for the duration of the grant.

The formal MOU was signed in December 2008 by Baela Raza Jamil, Chairperson, ITA, Beena Raza, Education Coordinator PELI-ITA, Ms. Blake Allen, Program Director at PSU & Mr. Stephen J. Taksar, (Vice President for Finance and Administration)

The main project goals of the Institute are:

The project goals:
- Transform institutional and individual understanding of environmental stewardship and cultural heritage preservation.
- Foster dialogue amongst diverse cultures found within both Pakistan and the United States related to environmental stewardship and cultural heritage preservation.
• Share expertise amongst all the program participants, including Pakistani educational practitioners, Idara-e-Taleem-o-Aagahi staff, Plymouth State University faculty, New England educators, and community leaders from collaborating institutions, agencies and NGO’s in Pakistan and the United States.
• Develop capacity for change at the community level in environmental stewardship and cultural heritage preservation through active and responsible citizenship.

Specifically, the program focuses on assisting educators in implementing culturally appropriate, best pedagogical practices, with schools as live delivery sites.

The 2009-2010 Award & Its Key Components:
• A four week Institute in July 2009 hosted by Plymouth State University for Pakistani educational leaders.
• A one week Academy that took place during the Institute to foster cultural exchange between Pakistani and New England educators.
• Development of Master Action Plans by Institute and Academy participants to foster change in participants’ home communities in the areas of environmental and cultural heritage preservation.
• Awarding of small project grants to support implementation of Action Plans to institute educational change in Pakistan.
• Integration of technology as a tool for fostering exchange during and following the Institute.
• Follow-up site visits to support, assess and evaluate ongoing implementation efforts by program participants in Pakistan.
• Summative and formative evaluation of all program components throughout the life cycle of the grant.

Phase I covered two reporting periods: i) December 2008 to March 2009 and ii) April – June 2009. This phase was duly completed and reported as per the MOU.

This is the Second Interim Report covering the period June –September 2009.
4. The Interim Report April – June 2009

As per its mandate, ITA has already submitted a thorough interim report from April to June 2009. This report detailed ITA’s activities during the pre-departure phase. The activities included:

- Finalization of participants,
- Coordination Visa processes with US embassy and PSU
- Publication of ITA’s Newsletter for Information Dissemination Purposes
- NOCs obtained from the govt.
- Preparation of Pre-departure orientation Kits
- Pre-departure orientation
- Travel arrangements;

The submission of the report was a trigger for ITA to request release of funds from PSU as per the schedule in the MoU to support continued work as per agreed key program activities. The requested money was duly released.
5: Phase II: PELI Four Weeks Summer Institute  
(Period July 2009)

The Plymouth State University Summer Institute ensured incorporation of both educational and cultural activities.

Educational:

The curriculum strands included:

- Education in environmental stewardship and cultural heritage preservation that incorporated an integrative, interdisciplinary approach that focuses on using communities as classrooms without walls.
- Intensive overview of science education from policy to pedagogy incorporating both academic and field work
- Conflict Resolution modules explored through interactive workshops
- Educational Leadership and Planning modules.
- Literacy for effective delivery of teacher training in the English language.
- Cross-curriculum writing and reflection modules that focused on community identity.
- Technology as an essential component of the Institute curriculum to foster communication during follow-on activities in Pakistan.
- Extensive field work during the Institute that demonstrated the integration of readily available community resources – in both Pakistan and the United States
- Certification in Education in Environmental Stewardship, Cultural Heritage Preservation, and Active and Responsible Citizenship.

Cultural:

The cultural activities included:

- Local community invitations, festivities and celebrations.
- Arts in Education Institute at Plymouth State University.
- Plymouth Writing Project at Plymouth State University.
- Visits to schools both in New Hampshire and in Boston.
- Two day trip to Boston, Massachusetts, one of the cultural and historical capitals of the United States.
- Three day trip to Washington, D.C., the capital of the United States of America.
- Induction into the Plymouth State University Alumni Association, with access to its resources.

PELI 2009 culminated in the following Master Action Plans (MAPS) to be implemented in their designated schools/institutions. Participants were able to develop Master Action Plans with PSU staff at various levels and they are supposed to implement their MAPs within a given time frame.

Following are the Master Action Plans:
<table>
<thead>
<tr>
<th>S#</th>
<th>Name</th>
<th>Institution</th>
<th>Title: Environment</th>
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<tbody>
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<td></td>
<td></td>
<td></td>
<td><strong>FATA/FANA/NWFP</strong></td>
</tr>
<tr>
<td>1</td>
<td>Aalia Rashid</td>
<td>Department of Education FATA/ NWFP</td>
<td>Need to protect environment</td>
</tr>
<tr>
<td>2</td>
<td>Fazilat Saeed</td>
<td>Department of Education, NWFP</td>
<td>To improve Basic Science Education at Secondary School level through Teachers Resource Center</td>
</tr>
<tr>
<td>3</td>
<td>Khalid Khan</td>
<td>Department of Education, NWFP</td>
<td>Clean Environment</td>
</tr>
<tr>
<td>4</td>
<td>Naseem Afridi</td>
<td>Department of Education, F.R Kohat</td>
<td>Water Purification</td>
</tr>
<tr>
<td>5</td>
<td>Sima Shuja</td>
<td>Department of Education, NW Agency, FATA</td>
<td>Teacher Training on Assessment</td>
</tr>
<tr>
<td>6</td>
<td>Syed Hussain</td>
<td>Department of Education FATA, Peshawar</td>
<td>Training of teachers in biology</td>
</tr>
<tr>
<td>7</td>
<td>Zaki Ullah</td>
<td>Department of Education NWFP</td>
<td>The Impact of Science on Environment</td>
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<td></td>
<td></td>
<td></td>
<td><strong>Azad Jammu Kashmir</strong></td>
</tr>
<tr>
<td>8</td>
<td>M. Younus Khan</td>
<td>Department of Education, AJK</td>
<td>The Promotion of Environmental Awareness in AJ&amp;K Schools</td>
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<tr>
<td></td>
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<td><strong>Islamabad</strong></td>
</tr>
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<td>9</td>
<td>Talat Khurshid</td>
<td>Federal College of Education</td>
<td>Teachers Orientation program according to new curriculum</td>
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<tr>
<td>10</td>
<td>M. Abbas Bhatti</td>
<td>National Institute of Science and Technical Education (NISTE), Islamabad</td>
<td>Promotion of Environment Literacy Through NISTE Master Teachers Training Programmes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Punjab</strong></td>
</tr>
<tr>
<td>11</td>
<td>Amjad Ali</td>
<td>University of Education, Lahore</td>
<td>Teaching Science for Pre-service Teachers</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td><strong>Directorate of Staff Development</strong></td>
</tr>
<tr>
<td>12</td>
<td>Anila Aziz</td>
<td>GCET - D.G Khan</td>
<td>A study to see impact /effectiveness of teachers training programmes at elementary level.</td>
</tr>
<tr>
<td>13</td>
<td>Muhammad Zafar Iqbal Tahir</td>
<td>G.C.E.T, Jhang</td>
<td>Protect Mother Nature</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td><strong>Sindh</strong></td>
</tr>
<tr>
<td>14</td>
<td>Kausar Waqar</td>
<td>Aga Khan University-Institute of Educational Development</td>
<td>To Equip Teachers in the Area of “Arts in Education”</td>
</tr>
<tr>
<td>15</td>
<td>Nahid Parween Anwar</td>
<td>Aga Khan University-Institute of Educational Development</td>
<td>Develop Scientific Literacy among Secondary Science Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Citizens Foundation</strong></td>
</tr>
<tr>
<td>16</td>
<td>Amra Younus</td>
<td>The Citizen Foundation, Karachi</td>
<td>Awareness Program (with reference to teachers training) for Waste Reduction and Water Conservation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Balochistan</strong></td>
</tr>
<tr>
<td>17</td>
<td>Munir Ahmed</td>
<td>Department of Education, Gwadar, Balochistan</td>
<td>Teachers Training in Environmental Literacy, Global Warming, Water Shed and Pollution</td>
</tr>
<tr>
<td>18</td>
<td>Rukhsana Nazeer</td>
<td>Department of Education, Lasbela, Balochistan</td>
<td>Basic Science Terminology for Secondary and Primary Teachers</td>
</tr>
<tr>
<td>19</td>
<td>Shahida Ali</td>
<td>Department of Education, Hub, Balochistan</td>
<td>Teacher Resource Center</td>
</tr>
</tbody>
</table>
5.2: Activities done by ITA - PSU teams in July 2009

The following activities took place while the participants were attending PELI 2009 in USA:

- Profiles of PSU alumni 2004 to 2009 were updated
- Website was continuously updated with latest links and news
- Coordination with participants and PSU staff
- Coordination with travel agent for return travel arrangements and smooth facilitation of all participants

6.1: Grid for Post Peli 2009 Activities and Timelines

<table>
<thead>
<tr>
<th>S#</th>
<th>Date &amp; Month</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>2nd October 2009</td>
<td>Letter for further support to institutional partners coordination</td>
</tr>
<tr>
<td>2</td>
<td>17th Sept 2009</td>
<td>Post training session at Islamabad with AJK, Peshawar and Islamabad’s participants</td>
</tr>
<tr>
<td>3</td>
<td>06th October 2009</td>
<td>Post training session at Karachi</td>
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<tr>
<td>4</td>
<td>15th October 2009</td>
<td>Letter for further support to institutional partners coordination</td>
</tr>
<tr>
<td>5</td>
<td>29th October 2009</td>
<td>Post Training Session at Lahore</td>
</tr>
<tr>
<td>6</td>
<td>29th October 2009</td>
<td>Analysis of the institute and post training activities</td>
</tr>
<tr>
<td>7</td>
<td>November to December 2009</td>
<td>Planning and preparation for the PELI Capstone Conference in Delhi, March 2010</td>
</tr>
<tr>
<td>8</td>
<td>August to October 2009</td>
<td>Revision of action plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Activities</td>
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<td></td>
<td>2. Methodology</td>
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<tr>
<td></td>
<td></td>
<td>3. Estimated budget</td>
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<td></td>
<td></td>
<td>4. Monitoring plan</td>
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<tr>
<td>9</td>
<td>September to October 2009</td>
<td>Finalization of implementation strategy of MAPs and submission to ITA</td>
</tr>
<tr>
<td>10</td>
<td>September to December 2009</td>
<td>On going activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Follow up of MAPs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Preparation for the Capstone Conference</td>
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<tr>
<td></td>
<td></td>
<td>3. Review on the four week PELI 2009 Summer Institute by Program Coordinator, Beena Raza. Report to be submitted in November 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Alumni Connectivity and Networking</td>
</tr>
</tbody>
</table>

6.2: Letters to institutional partners for further support

Letters were sent to the institutional partners to seek further coordination with the Master Action Plans of their respective PSU alumni 2009. (Attached Annex 1)
6.3: Post PELI training sessions

The purpose of the session was to share the feedback & reflections of the participants of the 2009 Institute.

PSU post training sessions were held in the following places:

- Post Training session was held at Islamabad with AJK, NWFP/FATA/FANA participants on 17th September 2009.
- A Post Training session was held at Karachi on 06th October, 2009 with the participants from Karachi

The following were the discussion points:

1: Presentation on participants’ experiences during the program at PSU
2: Discussion/views of the participants
3: Filling of the feedback forms
4: Reviewing master action plans
   - Activities
   - Methodology
   - Estimated budget
   - Monitoring plan
5: To develop a strategy for strengthening alumni networking
6: Developing an implementation strategy for the MAPs
   - Timeframe
   - Budget
   - Institutional support
   - Monitoring plan
   - ITA’s follow up
7: The alumni signed contracts on the implementation of their MAPS
8: Participants’ presentations redelivered for guests from the US Embassy, viz. Julia Fendrick, Assistant Cultural Affairs Attaché and Shahid Waseem, Director American Information Resource Center.

(Agenda of program, letter and report of the meeting are attached with Annex 2)

6.4: Feedback / recommendations

Two feedback sessions were held. The first one in USA titled as ‘exit interviews’, a structured rating scale to specific questions and a qualitative open ended response which was filled by 11 alumni at PSU.

The second feedback session was held in Pakistan through, a) face to face sessions and b) a formal feedback form.

The second feedback form was developed by ITA and all PSU alumni 2009 were requested to fill in this form and submit to ITA (annex 2). The purpose of feedback tool was to seek inputs of participants, to assess the level of success and to know the main strengths and weaknesses of the training programme.
The feedback forms showed that all the respondents highly appreciated the teachers and the teaching environment at PSU. They praised the teachers’ skill, training and friendliness and were very appreciative of the activity-based, facilitative and friendly learning environment.

Most participants listed the Cultural Night and the informal interactions with their hosts in the form of tea parties or home visits as the most interesting part of the exchange visit. Many other activities were also listed and appreciated.

There was an overwhelmingly positive response towards the impact of the program on the participants’ own personal and professional skills. The majority of participants agreed that they had improved considerably on the eight skills listed.

The response to questions directly evaluating the program was also positive. The only aspect to receive a uniformly dissatisfied answer was the duration of the program. Most participants agreed this should have been longer.

Recommendations for improving the program included increasing the duration of the program, increasing the number of participants, including an English Language Course and providing a diploma certificate at the end of the course.

**Request for Release of Next Disbursement to ITA as per Agreement with PSU:**

*As per the contract signed between ITA and PSU specified in MoU, PSU will transfer the agreed amount to ITA after the submission of this report.*

*Through the submission of this report ITA hereby fulfils the compliance requirements for the release of the funds and also earlier request to reimburse over spent amounts on account of visa problems of final and alternate candidates.*

*ITA remains dedicated to carry out the key tasks and activities as specified in the agreement.*
ANNEXES
Subject: Stakeholders’ Review & Reflection Meeting Pakistani Educators Leadership Institutes (PELI) 2004 to 2009

Dear PELI 09 Participants and Stakeholders,

It is ITA’s pleasure to inform our institutional partners that we have completed six years of collaboration with the Plymouth State University (PSU) USA for in-service training of secondary teachers, head teachers and trainers. For the past two years the creation of Master Action Plans (MAPS) has been an integral part of the US based training period.

To ensure and enhance the continuing relevance and quality of the in-service training, ITA is organizing a focused group discussion on these MAPS. This discussion will review the implementation of the MAPS, identifying best practices, challenges faced and future possibilities. Methods to disseminate lessons learnt and create new/utilize existing professional support mechanisms will also be considered.

As a valuable participant and stakeholder you are invited to participate in the planned Stakeholders' Review & Reflection meeting. Your presence will be important for us to share ideas and views about effectively implementing lessons learnt from the PSU trainings. The meeting will be held on 6th October, 2009 at AKU-IED in Karachi.

The agenda of the meeting along with details of the venue is attached here with for your ready reference.

With best regards,

Beena Raza
Program Coordinator, PELI-ITA
ITA
Agenda

Stakeholders’ Review & Reflection Meeting
Pakistan Educators Leadership Institutes (PELI) 2004 to 2009 at the
Aga Khan University – Institute for Educational Development
Facilitated by Idara-e-Taleem-o_Aagahi (ITA)

Venue: AKU-IED
IED-PDC, 1-5/B-VII
F.B. Area, Karimabad, P.O Box 13688
Karachi-75950, Pakistan.
Ph 92-21-6827069
Date: 06th Oct 2009

11:00-11:15 Registration
11:15-11:30 Introductions and Objectives of the Meeting
11:30-01:00 Presentations and discussions on Master Action Plans (MAP)
01:00-01:30 Finalization of Master Action Plan
01:30-02:00 Lunch Break
02:00-04:30 Presentations/Discussions on the following:
  - Best practices and experiences from PELI Institute
  - Professional challenges and possibilities
  - Inform stakeholders/Institutional Heads/reps about future possible directions for Pakistani Institutes
  - Possible dissemination and professional support mechanisms
04:30 Tea
### Registration Sheet

**Stakeholders’ Review & Reflection Meeting**  
Pakistani Educators Leadership Institutes (PELI) 2004 to 2009 at the  
Aga Khan University – Institute for Educational Development  
Facilitated by Idara-e-Taleem-o_Aagahi (ITA)  
Venue: AKU-IED  
Date: 06\textsuperscript{th} Oct 2009

<table>
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<tr>
<th>S#</th>
<th>Name</th>
<th>Designation/ Org</th>
<th>Address</th>
<th>Contact Number</th>
<th>Signature</th>
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<tbody>
<tr>
<td>1</td>
<td>Munir Ahmed</td>
<td>Dy District Officer Education, Gwadar</td>
<td>Education Office, Gwadar, Balochistan, Pakistan</td>
<td>0321-2256304; 0333-2032024; 086-4211354;</td>
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<tr>
<td>2</td>
<td>Farhat Bahar</td>
<td>District Officer Education, Lasbella</td>
<td>Education Office (Female) Lasbella at Ultial, Balochistan, Pakistan</td>
<td>0853-610200; 0853-610462; 0333-2899592;</td>
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<tr>
<td>Name</td>
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<td>Organization</td>
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<tr>
<td>Naheed Parween Anwar</td>
<td>Instructor</td>
<td>AKU-IED</td>
<td>0300-2795069; 634711-4 Ext 4242</td>
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<tr>
<td>Kausar Waqar</td>
<td>Senior Instructor AKU-IED</td>
<td>AKU-IED</td>
<td>021-6347611-3710; 0333-2113711;</td>
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<td>Rakshanda Qais</td>
<td>Executive Director FEN</td>
<td>Fatimiyah Education Network</td>
<td>021-36350611; 0334-3400540; 021-32256361;</td>
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<tr>
<td>Amra Younus</td>
<td>Assistant Manager Training</td>
<td>The Citizens’ Foundation</td>
<td>111-823-823; 0334-3285531;</td>
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<tr>
<td>Dr. Mohammad Memon</td>
<td>Director AKU-IED</td>
<td>AKU-IED</td>
<td>6347611</td>
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<tr>
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<td>Dr. Dilshad Ashraf</td>
<td>Head Research and Policy Studies</td>
<td>AKU-IED</td>
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<tr>
<td>Beena Raza</td>
<td>Project Co-ordinator, PSU ITA</td>
<td>ITA</td>
<td>(+92) (42) 6689831-2</td>
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<tr>
<td>Cassandara Fernandes</td>
<td>P.D Teacher</td>
<td>IED-PDC, 1-5/B-VII. F.B. Area, Karimabad P.O.Box 13688, Karachi</td>
<td>021-2224805</td>
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<tr>
<td>Umm-e-Laila Amin</td>
<td>P.D Teacher</td>
<td>The Aga Khan University-Institute of Education Development IED-PDC, 1-5/B-VII. F.B.</td>
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<td>Area, Karimabad P.O.Box 13688, Karchi</td>
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Agenda

Stakeholders’ Review & Reflection Meeting
Pakistani Educators Leadership Institutes (PELI) 2004 to 2009 at the
Plymouth State University – USA
Facilitated by Idara-e-Taleem-o_Aagahi (ITA)
Venue: ITA, Islamabad)
Date: 17th Sept.2009…11.30 –Iftar .

11:30-12:00 Registration

12:00-12:30 Welcome & Objectives of the Meeting
12:30—2:p.m Review of Evaluations and Feedback on PELI – common trends -
questionnaire
Review, discussion & recommendations on:
  • Selection spread and process -
  • Pre- Departure Orientation- content and area of focus
  • Orientation at PSU – on reaching USA

MAPs review and follow up strategy – Looking at timelines / methodology /budget etc .

  Discussion & recommendations on:
  • Training contents /methodologies at PSU
  • Logistics
  • Thematic focus areas 2009 -2010

4:00- 6;00 Closing Session – Discussion /presentations /meetings with US
embassy reps

.6.30-7.15 Discussion on Maps and signing of the contracts .

IFTAR .
## Registration Sheet

**Stakeholders’ Review & Reflection Meeting**

**Pakistani Educators Leadership Institutes (PELI) 2004 to 2009 at the**

**Idara-e-Taleem-o-Aghahi (ITA), Islamabad**

*Venue: ITA-Islamabad*  
*Date: 17\(^{th}\) Sept 2009*

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<tr>
<th>S#</th>
<th>Name</th>
<th>Designation</th>
<th>Phone Number</th>
<th>Signature</th>
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<tbody>
<tr>
<td>1</td>
<td>Ms. Fazeelat Saeed</td>
<td>Senior Subject Specialist, G.C.E.T, D.G Khan</td>
<td>0345-5407753</td>
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<td>2</td>
<td>Mr Zaki Ullah</td>
<td>S.S.T, Department of Education NWFP</td>
<td>0333-9326798</td>
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<td>3</td>
<td>Mr Khalid Khan</td>
<td>Dpty. District Officer, Department of Education, NWFP</td>
<td>0301-8900969</td>
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<td>4</td>
<td>Ms. Aalia Rashid</td>
<td>S.S.T, Department of Education FATA/ NWFP</td>
<td>0345-9132031</td>
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<td>5</td>
<td>Syed Hussain</td>
<td>Assitt. Director, Department of Education FATA, Peshawar</td>
<td>0300--9009067</td>
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<td>Name</td>
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<td>6</td>
<td>Ms Sima Shuja</td>
<td>Head Teacher, Department of Education, NW Agency, FATA, 0333-9122830</td>
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<td>7</td>
<td>Ms Naseem Afridi</td>
<td>Head Teacher, Department of Education, F.R Kohat, 091-5860893</td>
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<td>8</td>
<td>Muhammad Younus Khan</td>
<td>Senior Science Teacher, Department of Education, Bagh, AJK, 0346-5933027</td>
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<td>9</td>
<td>Syed Talat Khursheed</td>
<td>Director, Federal College of Education, Islamabad, 0333-5145579</td>
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<td>10</td>
<td><strong>Ms. Beena Raza</strong></td>
<td>Programme Manager ITA, Idara-e-Taleem-o-Agha, 03009434108</td>
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<td>11</td>
<td>Ms. Julia Fendrick</td>
<td>Assistant Cultural Affairs Officer, US Embassy, 0092-51-2082784</td>
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<tr>
<td>12</td>
<td>Mr. Shahid Waseem</td>
<td>Director, American Information Resource Center, US Embassy, 0092-51-2082784</td>
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<tr>
<td>13</td>
<td>Muhammad Bhatti</td>
<td>Senior Training Officer, NISTE, Islamabad, 092-300-8352537</td>
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<td>14</td>
<td>Ayesha Fazal</td>
<td>Co-ordinator Training and Documentation (ITA)</td>
<td>03345109397</td>
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<tr>
<td>15</td>
<td>Waqas Bajwa</td>
<td>Media Linkage Officer (ITA)</td>
<td>03335137994</td>
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</table>
Pictures of the Stakeholder Review and Reflection Meeting in Karachi:
Pictures of the Stakeholder Review and Reflection Meeting in Islamabad:

Ms. Beena Raza, Coordinator PSU Program of ITA sitting with Ms. Julia Fendrick (Assistant Cultural Affairs Officer) and Mr. Shahid Waseem (Director, American Information Resource Center) from the US Embassy

Ms. Julia Fendrick (Assistant Cultural Affairs Officer) of the US Embassy standing with the PELI Alumni 2009
2009 PELI Alumni feedback form

SECTION I

1- *Name: __________________________________________________________

2- Name and address of your institution.
   Name: __________________________________________________________
   Institution/Organization: _________________________________________
   Address 1: _____________________________________________________
               _______________________________________________________
               _______________________________________________________
   Email Address: ________________________________________________
   Contact No.: _________________________________________________
### SECTION II

**PSU Training**

3- **Questionnaire for the alumni**

*Keywords: 1 = No, 2 = To Some Extent, 3 = Yes*

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
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<tbody>
<tr>
<td>Did PSU provide the complete agenda of the training upon arrival?</td>
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<td>Was the agenda of the training goal-oriented?</td>
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<td>Did the training achieve its stated objectives?</td>
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<td>Did you find the provided material/s user-friendly?</td>
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<td>Were the contents of training need-based?</td>
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<td>Was the methodology of training interactive?</td>
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<td>Were the field visits effective / useful?</td>
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<td>Was the duration of training satisfactory?</td>
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<td>Did the training promote collaborative/interactive learning?</td>
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<td>Did the training improve your technology (ICT) skills?</td>
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<td>Did the training provide opportunities for creativity and innovation?</td>
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<td>Did the title-based activities enhance your professional skill?</td>
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<td>Did the activities match the content?</td>
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<td>Do you think that the training will be applicable in Pakistan?</td>
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<td>Did the resource persons encourage group work/collaborative learning?</td>
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<td>Did the training provide you opportunity for feedback?</td>
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<td>Was your feedback given due consideration during training?</td>
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4- **Did the training improve the following skills:**

*Keywords: 1 = No, 2 = To Some Extent, 3 = Yes*

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Communication skills</td>
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<td>Time management skills</td>
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<td>Presentation skills</td>
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<td>Planning and Management skills</td>
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<td>Evaluation/assessment skills</td>
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<td>Mentoring skills</td>
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<td>Leadership skills</td>
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<td>Implementation skills</td>
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SECTION III

5- * What was the methodology/strategy of developing master action plans?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

7: *Strengths of the overall Summer Institute
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

8: *Problematic areas of the Summer Institute
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
09: *Please list relevant cultural exchange activities, which you participated in during the training which particularly impressed you personally and professionally

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

10: Please write your recommendations or suggestions to improve the PSU training program if any.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Report of PSU post training session

Report

Stakeholders’ Review and Reflection Meeting

2009

Background:

ITA has completed 6 years of collaboration with the Plymouth State University (PSU) USA for in-service training of secondary teachers, head teachers and trainers. The purpose of organizing this meeting was to reflect, review and identify new needs and directions for future Summer Institutes at PSU as well as to provide valuable inputs to the PSU planners.

Participants:

Two separate meeting were held for the convenience of the stakeholders. One was held at the ITA Office, Islamabad on the 17th of September, 2009. The other was held at AKU-IED on 6th October 2009.
Fifteen participants attended the meeting in Islamabad. Ms. Julia Fendrick (Assistant Cultural Affairs Officer) and Mr. Shahid Waseem (Director, American Information Resource Center) attended from the US Embassy. ITA staff included Ms. Ayesha Fazal, (Co-ordinator Training and Documentation) and Mr. Waqas Bajwa (Media Linkage Office) The meeting was chaired by Ms. Beena Raza, (PSU Program Co-ordinator). There remaining ten participants were PSU alumni.

Thirteen participants attended the meeting held in Karachi. These included Ms.Farhat Bahar (District Officer Education, Lasbella), Dr. Mohammad Memon (Director AKU-IED), Dr. Dilshad Ashraf (Head Research and Policy Studies, AKU-IED) and Ms. Beena Raza (ITA Representative). There were three PELI 2008 Alumni and seven PELI 2009 Alumni. The latter seven include Ms. Beena Raza (ITA Representative).

The registration sheets and meeting agendas have been attached as annex 1 and annex 2 respectively.

**Feedback and Recommendations:**

The alumni were provided a feedback form to gather their impressions of the PSU program.

The feedback forms showed that all the respondents highly appreciated the teachers and the teaching environment at PSU. They praised the teachers’ skill, training and friendliness and were very appreciative of the activity-based, facilitative and friendly learning environment.
Most participants listed the Cultural Night and the informal interactions with their hosts in the form of tea parties or home visits as the most interesting part of the exchange visit. Many other activities were also listed and appreciated.

There was an overwhelmingly positive response towards the impact of the program on the participants’ own personal and professional skills. The majority of participants agreed that they had improved considerably on the eight skills listed.

The response to questions directly evaluating the program was also positive. The only aspect to receive a uniformly dissatisfied answer was the duration of the program. Most participants agreed this should have been longer.

Recommendations for improving the program included increasing the duration of the program, increasing the number of participants, including an English Language Course and providing a diploma certificate at the end of the course.