

The USAID
Pre-Service
Teacher Education
Program and Teacher
Professionalization
in Pakistan

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By

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ABSTRACT

In Pakistan, issues of quality and its assurance in teacher education were identified and recognized by national and international agencies in the era of 2000. Moreover, the previous program was phased out and a new teacher policy framework was designed. Two major steps have been proposed and initiated, specifically in teacher education since 2009 and especially within the last five years, with vast funding of USAID. One of them is “Strengthening Teacher Education in Pakistan” (STEP) and the other is “Pre-Service Teacher Education in Pakistan” (Pre-Step), which was renamed USAID Teacher Education Project (USAID-TEP). USAID not only provides financial support to these two programs but has also brought major changes in teacher education policies and practices. Together with teacher education, academic institutions are developing a curriculum for newly launched two-year and four-five year teacher education programs with the funding of USAID and support of institutions of teacher education in the USA. Besides this, “National Professional Standards for Teachers in Pakistan” and the Accreditation Council for Teacher Education have already been developed (USAID, 2009).

With this in mind, there is a dire need to highlight the strengths and weaknesses of a new TE program, as compared to previous ones, especially with reference to the current obstacles and issues in the context of quality and implementation faced by TEI, with a focus upon the ways to solve those issues. This study was undertaken to critically examine the context, structure and challenges of teacher education in Pakistan. To examine the context, this study reviewed past attempts in education policies to investigate the previous status and assess government efforts and reforms in teacher education. Besides this, a review of current policies and practices was undertaken to determine how and why the new TE program came into being. Secondly, it aimed to highlight the silent features of the new program structure, to understand the strengths and values, as compared to the previous one. Furthermore, it was set up to investigate the issues and challenges faced by the head of institutions and also identify external and internal factors and forces which affect the TE of Pakistan. The research objectives endeavored to answer the research question in order to solve the present research problem. Data which was

relevant to the teacher education program in Pakistan has been used. Specifically, ministry documents, such as Government Educational Policies, New Pre-Service teacher education program reports, UNESCO and USAID country reports and research studies were taken into consideration.

This study is systematic and provides a descriptive review. For this study, the data was analyzed using a document analysis method based on a thematic qualitative approach. A semi-structured interview was found necessary in order to identify the challenges and problems of heads of teacher education institutions (the teacher education department of universities) in Islamabad with reference to the implications of new pre-service teacher education. The analysis of previous policy documents shows that in Pakistan after independence, several education commitments were made in order to bring about qualitative and quantitative improvements in the education sector. These commitments were presented in terms of a various number of education policies, along with five-year plans, ten-year perspective plans and Education Sector Reforms (ESRs) but, unluckily, all these efforts and commitments were haphazard and awkward due to troubled political conditions in the country. Every time they failed, due to the rise and fall of different governments, political upheaval and major impractical changes recommended by the government committees in the education system.

The results of the interviews were analyzed in a systematic manner. The interview respondents' views revealed that teacher education programs were facing many challenges. Due to these challenges, the quality of TE was suffering and pre-service new teacher education programs were losing their worth. For instance, there were no criteria (admission standards) and the scheme of the studies and the content of teacher education had no connection with the context of the classroom, the school environment and the students' needs. There was a lack of planning and supervision for teaching practice. There was no serious attitude among school heads towards the practicum of STs, infrastructure, ICT setup and research and innovations in the area of teacher education. Afterwards, there was political interference and social problems. The study concludes that there is a dire need for commitment and implementation of policy for quality education and training for teachers in Pakistan. It is high time the government and institutions think seriously about policy and vision for the future of education and address the root problems for the sake of quality teachers and quality education which will help herald a bright future for

Pakistan. Finally, based on findings and conclusions, the recommendations with value-added model for further improvement and further study have also been put forward.

Keywords: Pre-service Teacher Education, context, structure, issues factors, challenges

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ACRONYMS

ACR	Annual Confidential Report
ADB	Annual Development Plan
AED	Academy for Educational Development
AEPAM	Academy of Education Planning and Management
AJK	Azad Jammu and Kashmir
B.Ed	Bachelor of Education
B.Ed (Hons)	Bachelor of Education Honors
BCEW	Bureau of Curriculum and Extension Wing
BISE	Board of Intermediate and Secondary Education
BoC	Bureau of Curriculum
CT	Certificate of Teaching
DCTE	Directorate of Curriculum and Teacher Education
DOE	Department of Education
DPI	Director Public Instruction
DSD	Directorate of Staff Development
DTC	Drawing Teachers Certificate
EDO	Executive District Officer
ESR	Education Sector Reform
ESRA	Education Sector Reform Assistance
FOE	Faculty of Education
GCE	Government Colleges of Education
GCET	Government College of Elementary Teachers
GECE	Government Elementary College of Education
HEC	Higher Education Commission
ICT	Information Communication Technology
IED	Institute for Educational Development
IER	Institute of Education and Research
IT	Information Technology
M.Ed	Masters of Education
MoE	Ministry of Education
NACTE	National Accreditation Council for Teacher Education
NCHD	National Commission for Human Development
NEC	National Education Census
NTF	National Task Force
NPA	National Plan of Action
OT	Oriental Teacher

PITE	Provincial Institute of Teacher Education
PTC	Primary Teacher Certificate
PTEPDP	Pakistan Teacher Education & Professional Development Program
SAP	Social Action Program
SSC	Secondary School Certificate
STs	Student Teachers
TEI	Teacher Education Institutions
TOs	Teaching Outposts
ToT	Trainer of Trainees
TRC	Teachers Resource Centre
TTI	Teacher Training Institution
TTP	Teacher Training Project
TTRC	Tehsil Teacher Resource Centers
UGC	University Grants Commission
UOE	University of Education
USAID	United States Agency for International Development

CHAPTER I

BACKGROUND OF RESEARCH, DEFINITION OF PROBLEM AND METHODOLOGY

1.1 Background Introduction to the Study

Pre-service Teacher Education and Training proposes a complete program with related activities that helps develop teachers who in the future want to join this profession. These training and education programs are essentially concerned with imparting specialist subject-based teacher training (Irving, 1999). In addition to learning the terminology, pre-service training is a process through which students and teachers (STs) develop and nourish proficiently, through participation in practical teaching preparation with knowledge acquisition, specially construction and modification of behavior with the optimum blend of theory and practice for the attainment of teacher competency and efficiency (Mule, 2006; Brian, 2007; Ahmad, 2012). Teacher education is the basis and backbone of any education system (Goldhaber and Anthony, 2004). Thus, the effectiveness of teacher education guarantees the quality of education because the teacher is one of the basic and essential elements in the whole process of education (Frome, Lasater and Cooney, 2005). In Pakistan, over the years, different policies, reforms and programs were developed to impart training to teachers at various levels. Unfortunately, despite these efforts, the quality of teaching and learning has been doubted and questioned by the general public and even parents (Ahmad, 2012).

In Pakistan, the present situation regarding teacher education is in a great depression that holds back the effectiveness of the whole education system. Dilshad (2010) stated that teacher training in Pakistan is in the less scale and low quality. In National Education Policy (1998-2010), it was stated clearly that “even though we are doing well in the crowd and large numbers of teachers, but we are far from quality in education” (Government of Pakistan, 1998). The government accepted this problem with their previous public policy. Another significant problem which is

usually a troublesome element in education in Pakistan is the caliber of learning and also the competency level of both learners and instructors. In fact, increases in access and also enrollment are usually indefensible without improvements in the quality of teaching and also learning at classroom level (Anjum, 2012). The USAID indicates that in public schools, for every 100 students enrolled in grade 1 only 8 pupils go on to complete secondary school in Pakistan. The reason behind this is the lack of quality and competent teachers. These teachers can be developed by TEI with quality Teacher Educational Programs (<http://pdf.usaid.gov/pdf/docs/PNADI415.pdf>).

In the global scheme of things, the most recent “Education for all Global Monitoring Report, 2014”, which screens the progress of the “Education for all (EFA) Objectives”, paints a bleak picture in the run up to 2015. The report rightly argues two main points. Firstly, governments across the globe are failing to meet their funding commitments to education, and where they do make investments, they benefit the privileged at the expense of the most marginalized, effectively widening inequalities. Moreover, many countries have failed to adequately invest in teacher training, recruiting unqualified teachers on temporary contracts to meet the demands of an expanding education system. Secondly, governments have not adequately developed and implemented (read: funded) comprehensive teacher policies. Worldwide, teachers are working on unstable contracts, even earning a minimum salary, and lack the basic qualifications, skills, adequate support and learning materials to teach. That means teaching and learning mostly takes place in unsafe and unhealthy environments, which in many contexts means overcrowded classrooms and poor sanitary facilities (Mireille de Koning and Antonia Wulff, 2014).

As mentioned above, the crisis in Pakistan is no different. TE in Pakistan has been conservative and deprived due to a large multiplicity of factors. Unluckily, the influence and effect of teacher training, both through pre-service and in-service programs, are not observable and apparent on students’ learning success outcomes. There are different categories and factors which might be held responsible for the poor quality of education, particularly in public-sector institutions. The poor quality of education is illustrated by manifold factors such as the quality of teacher-training programs. Most of these programs are out of context as they lack harmony with the school system and need to improve according to the needs of the changing culture and demands of the modern world (Ahmed,

2009). In the TEI of Pakistan, most primary teachers have been passed out with inadequate efficiency over the school content and methodologies. Furthermore, the quality of teacher-training programs has a lack of harmony with the school system. There is a need to improve by renovating the whole program according to the desires of varying cultures and the demands of the contemporary world (Ahmed, 2009). Furthermore, Anjum (2012) quoted the world bank report that states in Pakistan, quality of education afforded through the public sector continues to be underprivileged, as a result of low-level teacher skills, lack of classroom participation, poor administration and management, low-quality books and academic resources, along with content shortage relating to learning material, the pathetic assessment process for student learning, corrupted along with irregular supervision, insufficient funds, and leisurely leadership, governance and administration (World Bank, "Third Punjab Education", 2006).

Teacher education in Pakistan, just like elsewhere in the advanced countries, has witnessed a rapid change over the last 5 to 6 years. This is due to increasing needs, global views and criticism, as explained by a current report prepared by UNESCO in relation to teacher training in Pakistan, which points out that "absence of quality must be tackled urgently in a context where teacher-learner connections are mediated by the supportive management, as nicely as through an empowering policy environment" (UNESCO, 2008). Consequently, the quality connecting teacher education with the context involving teacher professionalization is starting to become the main theme within Pakistan. In the same way, quality education for all has emerged as one of the most appealing goals all over the world. One out of six goals outlined through the "World Education Forum: the Dakar Framework for Action" (2000) is associated with the progress of "all tasks of quality education" in order to achieve the acknowledged learning outcomes (UNESCO, 2000). Therefore, in education institutions, quality teaching has become a common phenomenon and becomes a central objective of government policies and the important teacher professionalization mechanism for the teacher education system.

Teacher professionalization has been generating growing concern for the quality of teacher education process and output, both in developed and underdeveloped countries. The competency level of teacher diploma programs, which suffer a deficiency of adequate resources, little emphasis on the experience of teaching exercise and a non-existent support/

monitoring program and system for educators (Levine, 2006). The worth of teacher-training programs has an inequity as the lack of harmonic integration with the school system needs to be improved by revising the curriculum according to the needs of varying cultures and the demands of the 21st century (Ahmed, 2009). This is the reason for the new program, namely USAID, which launched the Teacher Education Project. It is sustaining the Higher Education Commission and the Government of Pakistan to improve teacher preparation and development, in order to improve primary and secondary school level teaching and learning practices over the longer term. Specifically, the project supports the Government of Pakistan through the Provincial Department of Education. The Higher Education Commission (HEC) is a host institution which implements a four-year professional degree program for teachers – the B.Ed. (Honors). Elementary work has already begun to phase out 9 and 18-month pre-service preparation programs across all provinces (USAID 2006). It's a good achievement for Pakistan now the country has been established and is developing a new teacher education system. This is an excellent step towards a new future for teacher education in Pakistan in today's competitive, global world.

However, this change is somewhat cosmetic in nature. Current teacher education in Pakistan has undergone several structural changes in its policy, its implementation and related issues faced by TEI. In reality, policy setup and quality education are surely undergoing important changes that hinder the performance and effectiveness of teacher education. The current state of teacher education is at the early stages of establishment. Therefore, many factors have also triggered the effectiveness of teacher education programs in Pakistan. Although in Pakistan there is a new face of education, there is still a big question about quality such as *“Are certified teachers (Pre-Service Education holders) really qualified and will they prove to be quality teachers in Pakistan?”*

Research studies have recognized the importance of effective professional training and its importance for students' learning (Guskey & Spark, 1996; Joyce & Showers; Shah, 2000; Halai et al., 2004). Teachers with sound professional preparation contribute to quality in teaching and learning. The increasing demand for quality in teaching has modified teacher education tremendously over the last 15 to 20 years. As explained by Furlong (2008), this trend has changed the context of teacher education over more than two decades.

In fact, the new trends in teacher education and learning were activated in the late 1960s by the insight associated with the innate shortcomings of the conventional style of teacher education regarding effectiveness in addition to efficiency. This idea has become a new trend in professional teacher education. This puts pressure on government and teacher education institutions, largely affecting the teacher education program and quality. Concurrently, in developed countries, the major aims of teacher preparation and training programs are to develop professional skills and enhance pedagogical knowledge in the context of transformation and rebuilding of teachers' perspectives through creating a collaborative and effective teaching and learning environment (Ballou & Podgursky, 2000).

Hence, there is considerable evidence that compared to international standards Pakistan is far behind. A slow policy execution process, inconsistent appraisals of plans, shortages associated with financial service and resources, inadequately set-up training establishments, less duration of training, unjustified increased exposure of quantitative growth, short-range of training, outdated programs, disharmony, a mingling of general and professional courses, over-emphasis on theory as opposed to practice, lack of association and coordination with education divisions and training institutions, poor quality of training, inadequate in-service training of teacher educators, disappointment in employing useful reforms, not yet determined objectives, not setting realistic targets, poor quality of textbooks, a substandard monitoring system and not enough supervision, along with accountability for analysis and evaluation of teacher-training programs are common challenges faced by teacher education institutions (Aly, 2006; Baig, 1996; Chaudhry, 1990; Farooq, 1990; Hoodbhoy, 1998; Iqbal, 2000). This above-cited research shows that teacher education as well as teachers themselves certainly are a crucial part of educational change and development. Various factors are essential, including scheme of studies, delivery of content, natural school environment, constant supervision, and effective administration and academic facilities, which must all give ascendance to quality education. The main fact is that the teacher would not be denied his due importance. All the inner and outer factors affecting institutions in the implementation of the new pre-service teacher education program pose serious challenges. Although the teacher education program is not new for Pakistan, recently (Pre-STEP) teacher education in Pakistan has been re-established in modern ways. It is still in its infancy and is being tackled to face many challenges, ensuring that quality teacher education in Pakistan becomes a reality. Therefore, much remains to be done to fully understand and overcome the root causes.

Hence, issues of quality and their related assurances were identified and recognized by national and international agencies in teacher education in the year 2000. Subsequently, there have been two major steps that were proposed and initiated, specifically in teacher education in 2009. Within the last five years, along with vast funding of USAID, there has been a new program created called “Strengthening Teacher Education in Pakistan” (STEP) and another, the “Pre-Service Teacher Education in Pakistan” (Pre-Step), is now called USAID Teacher Education Project (USAID-TEP). This step of USAID not only provides financial support to these two programs but has also brought major changes in teacher education policies and practices. Together with teacher education, institutions are developing curricula for newly launched two-year and four-five year teacher education programs with the funding of USAID and the support of institutions of teacher education in the USA. Besides this, the ‘National Professional Standards for Teachers in Pakistan’ and the ‘Accreditation Council for Teacher Education’ have already been developed (USAID, 2009). Now, the focus is on developing mechanisms to ensure consistent quality assurance of newly introduced programs. However, before going any further, there is a need to clear the vision and set realistic targets, to monitor the recent changes which pose a challenge with respect to issues of policy. The type of dilemmas TEI faces in the practical implementation of the new TE program is a major area in which Pakistan should adapt the authentic model for quality teacher education in Pakistan.

This is the empirical background that the researcher selected for the study. It was found to be of most relevance to conduct a study entitled ‘New Pre-Service Teacher Education Program for Teacher Professionalization in Pakistan: Context, Structure and Challenges’. The current study is conducted to examine the previous educational policies, to see the difference of context and structure of the new TE program, how and why the new TE program originated and to establish with certainty that it is different from the previous one. The intention is to see how its function is linked to government policies and structure, in addition to highlighting key evolving problems which may have a grand impact and influence on the development and implementation of pre-service teacher education and its elements in the initial stage of change, from a conventional to a more up-to-date system of education. The study focuses on an examination of the education policies and reforms, reports of international donors working in Pakistan, reviews of strategic documents and interviews with heads of teacher educational institutions, to assess the prevailing situation and to

provide ways for improvement and better implication of the new teacher education program for quality TE in Pakistan.

1.2 Definition and Statement of Research Problem

Education is considered a hallmark of the progress of any country. Therefore, it is considered an essential element for the life and prosperity of a nation. Those countries which undertake an effective needs analysis usually come up with an impressive and effective system of education. They become the *crème de la crème* of the world in academic education and achieve social and economic resilience. This can only be possible if countries have the optimum teachers. Only then can they become a productive human resource. More than 64 years have passed and 13 policies and various action plans have been introduced, yet the educational sector in Pakistan has a weak edifice. At present, UNESCO is monitoring the quality of education in Pakistan, as with other countries across the world. The greater challenge in education is the government TE policy regarding qualitative teacher education and its real implications in the future for productive outcomes.

Throughout the entire world, all countries and their respective governments have begun to regulate their academic programs for a qualitative improvement in a successful productive outcome in teacher education. Teacher education programs are gradually becoming more focused on high standards or productive outcomes, including more practical and theoretical curriculum models (although the shift towards this emerging trend is slow and randomly spread). Since the creation of Pakistan up to the present era, teacher education has been given the cold shoulder at an administrative level. With every policy, the government decided to raise the qualification level with the intention of further upgrading the continuous professional development. However, an unclear vision has hampered this productive framework.

As a matter of fact, the main reason for the failure of any program is that too little attention has been paid to the question of “What is the vision, what is actually needed and how to achieve the targets and outcomes?” Therefore, in the Pakistani scenario, an organized drive for teacher professionalization requires internal quality in the context of program structure and challenges faced by institutions. Government policies and programs in teacher education are still not shaped, nor framed. So, there is a need to review educational policies, monitor government efforts and

discover the rationale as to why and how the new teacher education program came into being and investigate visions and perceptions of heads and coordinators of teacher education institutions regarding quality assurance and other teacher education related issues in Pakistan.

Therefore, it is necessary to determine the root cause and create potential quality systems and design mechanisms to address upcoming concerns and problems by putting together a high-quality teacher program, thereby providing a valid reason to gain worldwide recognition of quality in Pakistani teacher education institutions and their own graduates. In practice, Pakistan has adopted global trends for quality TE. These include, in recent years, the development of the National Standards for Accreditation of Teacher Education (NACTE), which has been identified as a vital strategy for standards-based teacher education. In turn, NACTE has developed credible National Standards for Accreditation of Teacher Education Programs. Thus, the external quality of the program is better than before; however, many other opposing forces and factors are still present. Furthermore, the internal quality of the teacher education institutions regarding awareness of program mission, understanding of quality, admission criteria, ICT infrastructure, guidance and counseling services, political and social aspects, society and school needs and requirements are serious problems. These challenges affect the new pre-teacher education program in Pakistan from the early stages of development. Hence, they also serve to undermine the professionalism of teachers in teacher education institutions.

The new Teacher Education Program in Pakistan works in each province and location across the country, such as Punjab, Sindh, Baluchistan, and Azad Jammu and Kashmir. In Sindh alone, the program has trained nearly 1,200 participants and hired over 200 staff for educational colleges. In Baluchistan, the program has developed educational improvement plans for 8 colleges, and has trained about 1,000 people. However, in the program input, process and output context for the enhancement of quality are being neglected to some extent. The success of any program is actually based on some important features and external factors, such as ensuring that all programs and structures are linked. A professional development system also includes more or less formally articulated structures, mechanisms and policies (Megahed and Ginsburg, 2008). These describe the regulations, standards, assessment procedures and resources for the provision of pre-service induction and in-service programs and for the recruitment, retention, evaluation and promotion of

educators (Wilson, 2008). In the context of change, Pakistan has generated pre-service teacher education reforms, programs, a system of implementation and organizational design, as well as creating a responsive, countrywide education policy in 2009. A reform in teacher education is a vital element for achieving a better understanding of student outcomes in basic education. Although great progress has been made in Pakistan, still are there many challenges that need to be dealt with for the quality of a new teacher education program which can meet the successful implementation and outcomes.

The above-mentioned points show that teacher education in Pakistan is still in its infant stage as compared to an international level. Teacher education in Pakistan is going through a transitional period. On the one hand, teacher education institutions are launched for four-five year teacher education programs with the funding of USAID and support of teacher education institutions from the USA. On the other hand, countrywide professional standards for teachers in Pakistan have also been recently developed by the associated bodies of the Federal Ministry of Education by means of USAID-funded projects. Despite the development of new teacher education programs, there are some other significant factors missing from the system, especially in the internal quality of the institution. They are clarity of vision, entry criteria of STs, quality and system-related factors, which were not considered before the development and implementation of a program. Another important area which needs to be considered foremost is challenges and emerging issues being faced by teacher education institutions with relevance to research, program evaluation and outcomes. In regards to this, a recent establishment of teacher education in Pakistan has many loopholes and challenges. According to Fullan (1999), not all change is an improvement but all improvement leads to change.

According to Tsui and Cheng (2000), it is acknowledged that the new century is going to be an era of globalization, high technology and transformation, associated with almost every aspect of each community and the whole world at large. In the 21st century, learning institutions and teachers will have to face frequent new changes, dilemmas and challenges arising from their internal (along with external) environments, plus a range of other factors. They are supposed to perform a variety of functions with new capabilities and innovation to support the rapid development of individuals, in the local and international context (Cheng, 1996a; Tsui & Cheng, 2000). The study cited above showed that new change is a big

challenge, not just for government policies but for the institutional environment as well. Moreover, these challenges further influence the effectiveness of a new teacher education program in Pakistan.

Keeping in view the bigger picture, this study reviews policies and explores the context of a newly structured teacher education program for teacher professionalism: context, structure to understand the need and demand for the new teacher education system, as well as the factors that directly affect the program. The challenges faced by institutions in the program, alongside the different ways to overcome them, have been explored. A critical survey has been carried out focusing on the features of the program, keeping in mind the factors which might inhibit the development of teacher education in Pakistan, highlighting potential future strengths that might lead to better attainment.

The purpose of this study was to review past attempts in education policies with reference to teacher education. It has taken into consideration possible transformation, reviewing current policies and practices of how and why the new program came into being in the first place. It has examined the new program structure to understand the key strengths and values as compared to the previous program. And it has investigated the issues and challenges faced by various institutions. Hence, this study was undertaken to critically examine the context, structure and challenges of teacher education in Pakistan.

1.3 Purpose of the Study

The study aims to examine the new teacher education program: its context, structure and challenges in the teacher education system of Pakistan, the factors that affect the teacher education system of Pakistan together with an investigation of the issues and problems faced by heads of the institutions of teacher education, regarding the implementation of the new TE program. Specifically, the study focuses on the review and analysis of past attempts in educational policies, as teacher education undergoes reform. It takes into account an assessment of current policies and practices for how and why the new program came into being and examines the new program structure to understand the strengths as compared to the previous one. Furthermore, it investigates the core issues and challenges faced by heads of institutions. The focus of the study is to address the root problems in terms of upgrading the pre-service teacher education program for ‘Teacher Professionalism’ in Pakistan.

The present study has significance in terms of providing practical suggestions for policy improvements and possesses real implications for maximum outcome in the teacher education program of Pakistan; it may prove to be very dynamic in the future, which is yet to come. This documentary analysis and discussion will help to provide an insight to policymakers and heads of institutions by accurately shining the spotlight on the root causes of the challenges, so as to improve the system in its real and proper form. It is widely recognized that competent and committed teachers are one of the most powerful knowledge-imparting agents and a practical mechanism to help bring about revolutionary changes in society and, in particular, for the bright shining future of the nation. In the modern era, teachers are supposed to play the role of proactive agents who can revolutionize lifestyles. Hence, in developed countries, a good teacher preparatory program has been developed to produce teachers who have sound values, comprehensive knowledge, polished skills and a sense of professional commitment. This emerging trend is a movement to upgrade the status, training, and working conditions of teachers, ultimately reaching the pinnacle of so-called “teacher professionalization” (Shulman, 2000).

1.4 Research Questions

This research study tries to provide an answer to these questions based on policy documents and pre-service teacher education programs, different international and national documents and the prevailing situation. On the basis of the above-presented background, the following questions have been identified. Hence, this study is led by the following questions:

1. How and why did the New Pre-Service Teacher Education Program come into being?
 - a. *What is the background context of teacher education in Pakistan?*
 - b. *What are the previous government policies in the context of teacher education in Pakistan?*
 - c. *What is the origin of the new teacher education program?*
2. What is the new structure of a New Pre-Service Teacher Education program?
 - a. *What features of the program would strengthen and upgrade teacher professional education and what factors might inhibit the development of teacher education?*

- b. What are the major external factors and forces affecting the structure of the program?*
3. What are the major internal problems and challenges faced by the heads of teacher education institutions, showing obstacles in program implication and achievement of its new goals?
 4. How well does the new Pre-Service Teacher Education Program work? Do institutions really want to improve teacher education? If yes, what are the areas and ways in which this can be done?

1.5 Objectives of the Study

The specific objectives of this study are as follows:

- To present a teacher education program, review and analyze the previous and current educational policies, and critically examine the context of new pre-service teacher education programs.
- To present the structure of the new TE program and its needs, identify strengths, factors and issues in the current scenario of the new Pre-Service Teacher Education Program.
- To highlight major external factors and challenges that may affect the TE program in Pakistan.
- To investigate the internal challenges and hurdles being experienced by heads of institutions in the implication of the new Pre-Service Teacher Education Program of Pakistan.
- To make policy reform suggestions to policymakers, program developers and institutional heads which may help and facilitate by addressing the many challenges, with the intention of improving the external quality of programs and internal quality of pre-service teacher education in Pakistan.

1.6 Significance of the Study

It is expected that this study will significantly contribute to the Pre-Service Teacher Education Program of Pakistan. The results achieved based on this study will enable heads and teachers to become more aware of the flaws and strengths of institutions with special reference to the new teacher education program of Pakistan. The findings of the study will be helpful for the planners of policies in Pakistan for an effective implementation of pre-service teacher preparation programs in terms of quality teacher education.