



Continuous Professional Development (CPD) Model 2022

Developed By:



Sindh Teacher Education Development Authority (STEDA)

Reviewed and amended in collaboration with UNICEF

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Acknowledgement

The CPD model was developed through the invaluable participation of several Sindh government entities, including the Sindh Teacher Education Development Authority (STEDA), Provincial Institute of Teacher Education (PITE), Directorate of Curriculum, Assessment and Research (DCAR) and Teachers Training Institutions . In addition, the USAID Pakistan Reading Project provided the technical support.

Certain individuals substantially contributed to the development of the first version of this document CPD Model-2017, including Mr. Abdul Majeed Bhurt, Executive Director STEDA; Mr. Haroon Leghari, Director STEDA; Mr. Qamar Shahid Siddiqui, DG PITE Sindh; Mr. Mushtaque Ahmed Shahani, Director BoC, and Mr. Ghulam Asghar Memon, Additional Director (TTIs) BoC.

Pivotal role was also played by Mr. Anjum Parvez, Head of Office Sindh USAID Pakistan Reading Project, Mr. Aamir Latif Siddiqui, Policy and System Coordinator Sindh USAID Pakistan Reading Project, Ms. Maria Soomro, Policy and System Officer USAID Pakistan Reading Project. Lastly, contribution of Dr. Khalid Mehmood, Consultant for the USAID Pakistan Reading Project was highly valuable.

The revised version of CPD Model 2022 was developed with the support of UNICEF as the part of a series of consultative meetings and planning workshops during 2021 & 2022 in Karachi & Hyderabad respectively. During the interactions, the content was revised and the model was agreed. STEDA acknowledges the contribution to the CPD Model 2022.

School Education & Literacy
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Karachi

1. Introduction to the CPD Model 2022

The CPD model was developed to complement the School Clustering Policy 2021 to improve students' learning outcomes in Sindh through the systematic improvement of teacher pedagogical practices and subject matter knowledge.

The goals of the CPD model are to improve students' learning outcomes. This involves a focus on teacher professional development improving the school learning culture and environment.

The CPD Model 2022 is based on a cluster-cum-school approach. The professional development activities under the framework will be managed through a central elementary/ high school referred to as School Clustering policy 2021. The method of forming clusters and selecting Cluster Hub Schools has been adopted from the School Clustering Policy 2021 and School Consolidation Policy 2012. CPD will be facilitated using a blended mode:

- **Face-to-face** interaction among trainers: TTIs faculty, Guide Teachers & Subject Coordinators, and teachers in a workshop setting:
 - (a) For all teachers within the school at the cell and feeder school level for need base time allotment for six CPD cycles per year
 - (b) The teachers who need additional support to implement the pedagogical practices / subject matter within Taluka / Town / District (for one week to four weeks during vacations)
- **On the job** support through coaching visits to schools by Guide Teachers and Subject Coordinators
- **Online** support for teachers and Guide Teachers / Subject Coordinators through a dynamic web portal administered by a dedicated team of professionals based at PITE.

Key characteristics: The CPD Model 2022 represents a structure and approach to the professional development of teachers that is different from that of other forms of professional development. It ensures peer coaching of teachers. The Subject Coordinators will be the peer coaches. They will be the teachers from the same school or nearby school of the same cluster who will support their peers through mentoring, facilitating training, leading reflective sessions, and one-on-one coaching. Once a month, Guide Teachers and Subject Coordinators will attend training by PITE Resource Persons, TTIs Master Trainers and Guide Teachers at the Cluster Hub School on pedagogical practices and skills, needed to be a guide teacher or subject coordinator.

Subject Coordinators will share the new pedagogical knowledge and skills through the professional development activities at the cell or feeder school

level. The Model combines the benefits of face-to-face meetings in the local setting and self and peer study in-between meetings where teachers apply what they learn and reflect on the results. Each Subject Coordinator will visit cluster cell schools assigned to her / him to share new and updated pedagogical practices and support with enhancing teachers' subject knowledge. In addition, the Subject Coordinators will lead reflective sessions with teachers on improved classroom practices once a month. Guide Teachers will also visit schools to mentor Subject Coordinators and monitor the progress of the CPD model within the cluster. Guide Teachers and Subject Coordinators will attend quarterly meetings at TTIs to discuss the successes / strengths, weaknesses, opportunities / progress made and challenges of implementing the CPD model in the cluster.

Contrasted with "training" characterized by an expert trainer who delivers content, the Model functions democratically, with participants working collaboratively, sharing the expertise, reflecting on practices, and respecting each other's knowledge, experience, and practices. Therefore, the CPD Model 2022 ensures that the development process is collaborative. Teachers of similar skill and confidence support, observe, and coach each other.

Focus: All school teachers will attend the professional development activities every year, organized as learning cycles (*see fig 1*). Along with refreshing and improving pedagogical practices, Subject Coordinators and Guide Teachers, together with teachers, will jointly assess the needs of teachers and continue planning to build their capacity. Teachers will also get the chance to improve their professional competence in languages: English, Sindhi, Urdu and other subjects, including Science and Mathematics.

Management: At the provincial level, PITE will take the lead in managing the learning cycles in the field as per the Sindh School Education Standards and Curriculum ACT-2014. At the cluster level, these activities will be managed by the Cluster Hub School / Campus School in coordination with Cell Hub Schools and Feeder Schools within a cluster (as per the School Clustering Policy 2021), and with the support of TTIs, DEOs and TEOs at the district level. Primarily PITE, with the support of the Directorate of Curriculum, Assessment and Research (DCAR) and private organizations (to be identified by the School Education & Literacy Department in consultation with STEDA and RSU) will be responsible for developing all types of training materials. The content for the professional development activities will be derived from the Training Needs Analysis (TNA). In the future, training materials may be developed for Guide Teachers and Subject Coordinators depending on the needs of the teachers. PITE will oversee the development of training materials, and STEDA will ensure all the materials quality.

The CPD model will be reviewed and updated as needed after Phase-1 implementation.

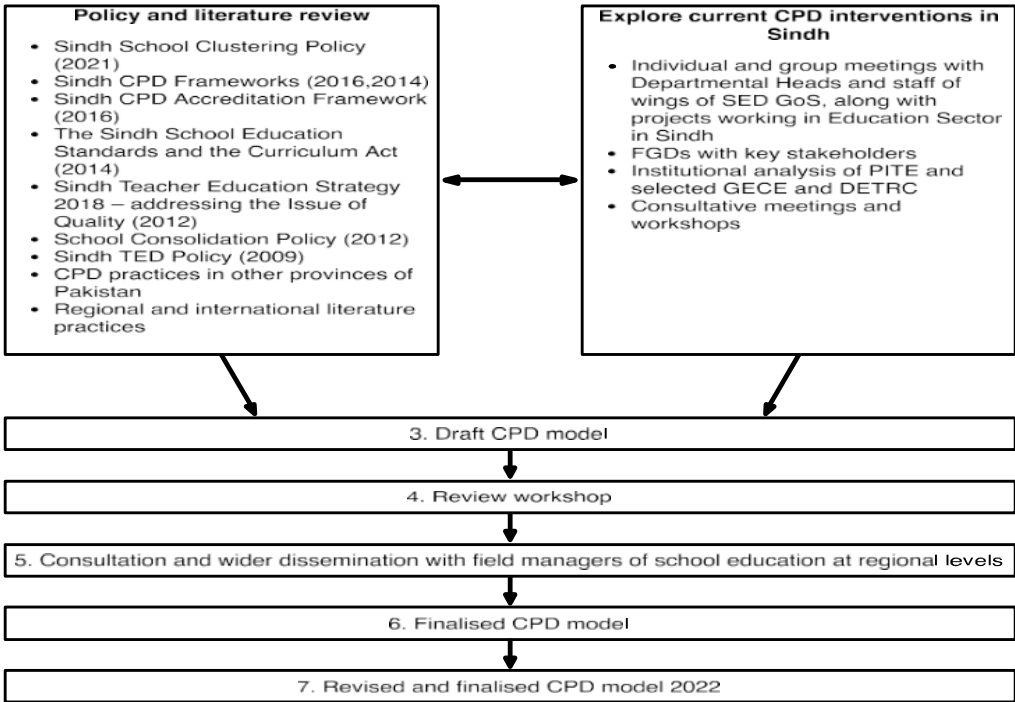
The following sections contain a brief introduction to the development process of the CPD model 2022 and an overview of the objectives and the stakeholders involved. This is followed by a detailed description of the processes and activities within the framework of the CPD model and the roles and responsibilities of the stakeholders.

2. CPD Model 2022 Development Process

The processes and efforts for developing the CPD Model 2022 were guided by a comprehensive and rigorously constructed conceptual framework developed on the basis of:

- a) The National Professional Standards for Teachers in Pakistan 2009
- b) The Sindh School Education Standards and Curriculum ACT-2014
- c) Sindh Education Sector Plan and Roadmap (SESP & R) 2019-2024; and
- d) The School Clustering Policy 2016 / School Clustering Policy (Revised) 2021.

Development of the CPD Model 2022 process started by developing a consensus within the School Education & Literacy Department regarding how the strategic planning process would be carried out and its scope, timelines, key deliverables, and guiding principles. This Model was updated during 2022 in line with the updated school clustering policy 2021 and knowledge on how teachers learn.



(Fig. 1: Updated process model)

3. The CPD Model 2022 for School Teachers in Sindh

School Education & Literacy Department (SE&LD), Government of Sindh is providing School teachers trainings broadly in three categories of professional development envisaged:

A. Compulsory education and training

- **Professional development** to meet National Professional Standards for Teachers in Pakistan (NPSTP), the Sindh School Education Standards and Curriculum ACT-2014
- **Recurring issues** in education like multi-grade teaching in schools with single, two or even three teachers
- **Emerging issues** in education / community to prepare staff for addressing these issues through various means, including students counselling and parental education

B. Mandatory training

- **Induction training** to familiarize with School Education & Literacy Department, understand roles and responsibilities, and get ready to perform these roles as quickly as possible
- **Promotion linked trainings** to ensure that the staff has sufficient understanding of the new role and able to perform it efficiently

C. Academic / Professional progression

- Career progression linked professional, like formal degree / certificate programmes, to encourage existing staff for enhancing their qualification

The proposed CPD model:

- identifies teacher needs to address the school curriculum objectives and support the School Education & Literacy Department in achieving its vision and mission
- provides access to all teachers for professional development at the school level
- is delivered through participatory approaches
- is an ongoing process and requires an inbuilt mechanism to ensure support of teachers in the classroom
- is cost-effective, as it reduces the travelling of the teachers for their professional development
- is sustainable, as it becomes part of administrative and staff's appraisal system
- is, ultimately, to improve students' achievement

3.1 Goal & Target Audience

The CPD model 2022 provides in-service professional development for all school teachers to meet NPSTP, the Sindh School Education Standards, and Curriculum ACT-2014. The CPD Model encompasses provisions made in various policy guidelines on CPD issued by the School Education & Literacy Department. The Model uses the terminology of these guidelines.

The CPD Model has evolved for the professional learning of all teachers. Professional learning for teachers aims to improve the quality of education in the province as per the vision of the School Education Department, the Government of Sindh and to meet the National Professional Standards for Teachers.

3.2 Measuring Impact

The Model envisions the professional development of teachers as a regular feature of the School Education and Literacy Department. It is mandatory for every teacher, including Sindh Education Foundation (SEF) and Literacy & Non-Formal Education (L&NFE) teachers to take part in it where it is possible. The long-term impact of the CPD model will be reflected in the improvement of students' achievement. However, there are multiple influencing factors in students' assessment scores. The impact of professional teacher learning cannot be reliably measured by using student assessment scores in the short and medium-term.

The impact of the CPD Model 2022 will be measured by monitoring the improvements in teachers' pedagogical practice and subject knowledge and monitoring improvements in the school learning culture and learning environment. These factors will be monitored and measured using a school progress rubric.

School Progress Rubric

The school progress rubric will be used as a measuring tool to assess the progress and impact of the CPD model. The rubric will measure five key areas in the school. For the complete rubric, including indicators, please see the section 6.3 of this document.

(Table 1: School Progress Rubrics)

1. Students	2. Teachers	3. Head teachers	4. Child friendly environment	5. Guide Teachers Subject Coordinators
1.1 Students are active learners.	2.1 Teachers know their subject and teach it so that students understand it.	3.1 Head teachers lead school improvement.	4.1 There is a school environment that motivates students to learn	5.1 Guide Teachers and Subject Coordinators lead and facilitate professional learning for teachers.
1.2 Students are problem-solvers and critical thinkers.	2.2 Teachers know and use best pedagogical practices.	3.2 Head teachers monitor the academic progress of teachers.	4.2 There is a teachers' room and place for teachers to work.	5.2 Guide Teachers and Subject Coordinators to organize and monitor the learning cycles.
1.3 Students are confident and creative learners.	2.3 Teachers develop ICT skills to support technology-based teaching and learning.	3.3 Head teachers plan, monitor and report on school progress.	4.3 There is a safe learning environment.	5.3 Guide Teachers and Subject Coordinators organize and monitor learning cycles
1.4 Students are collaborative learners.	2.4 Teachers take part in continuous professional learning.		4.4 There are sanitary facilities and drinking water.	5.4 Guide Teachers and Subject Coordinators coach teachers who need additional support.
	2.5 Teachers work collaboratively to develop teaching practice.			
	2.6 Teachers communicate with parents and the community.			

Note: These are initial rubrics that will be updated according to needs. For detailed rubrics. See annex 6.3

Data collection Sources

The following evidence will be used to assess the progress:

- Teachers' self-reflection reports
- Classroom observation of teachers by Guide Teachers' and Subject Coordinators'
- Regular monitoring of the learning environment by headteachers, TEOs and DEOs
- Perceptions surveys of staff on the improvement in school culture
- Analysis of random sampling of lesson plans

The data will be analysed and used in the following ways:

- Schools will analyse the data and use it for self-improvement.
- The school cluster committee and the district cluster committee will review the data and make recommendations to SE&LD for updates to the CPD model/school clustering policy and/or resources required to implement these policies.

3.3 Training for Induction, Promotion, and Career Progress

For Induction Training

For newly recruited teachers, induction training will be organized immediately after appointing the teachers. The training will include a face-to-face component for at least two weeks followed by coaching support in the school for one month through the proposed Model. In the end, the trainee will come back to the institution from where s/he has attended the two weeks of training in the beginning for sharing her/his experiences and her/his performance evaluation. All the trainees will be evaluated before their regular appointment in the system.

For Promotion Linked Training

The teachers whose promotion is due in the near future will undergo a promotion linked training. Generally, the trainings will be organized in summer vacations. The duration and other training requirements will be determined by the School Education & Literacy Department, keeping in view the nature of the position for which the trainees will be aspired. The process could be adopted for the time scale progression.

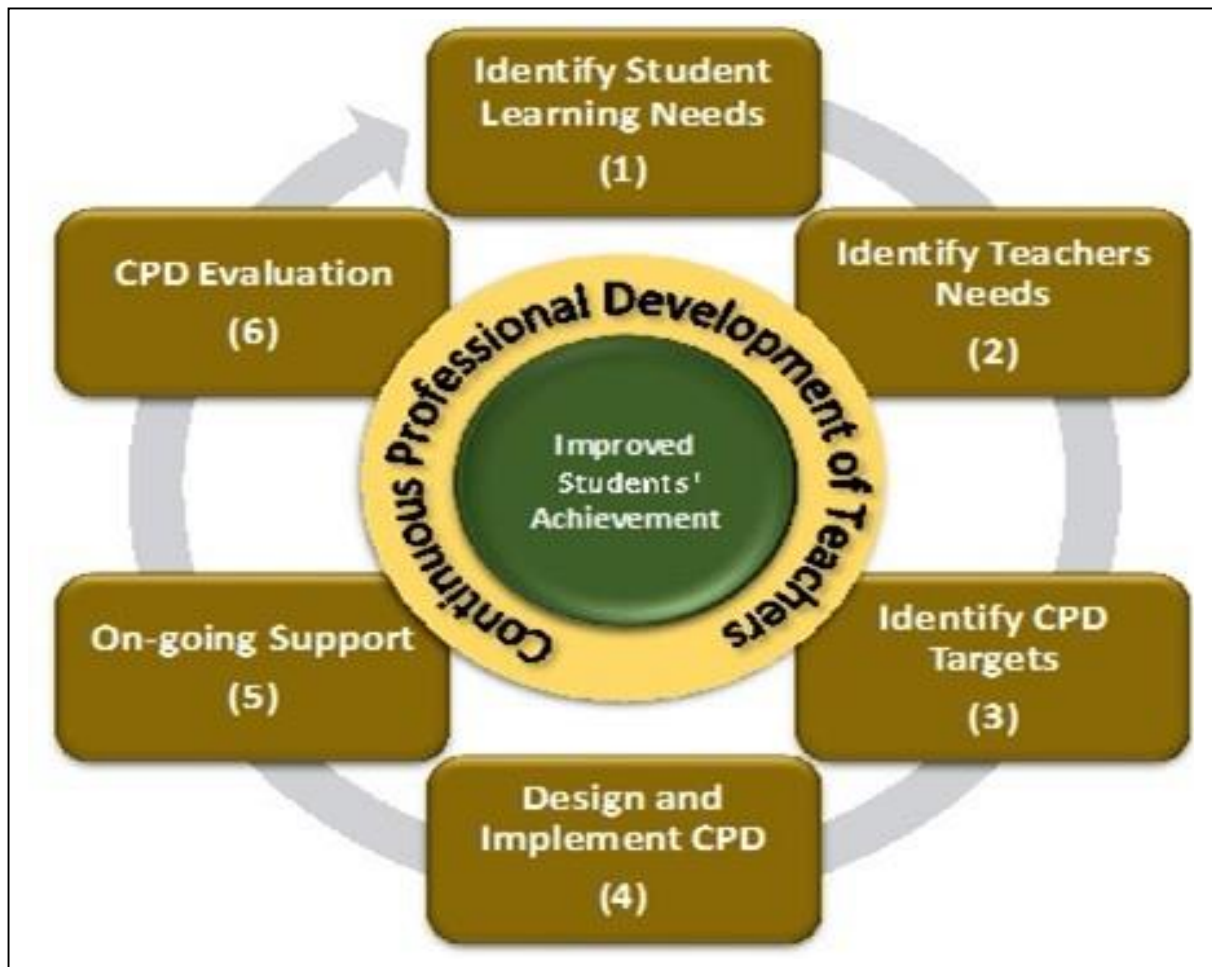
For Career Progress

Teachers' will be encouraged to improve their qualifications,

a) to meet the minimum requirements of the system, and

b) to get higher positions in the system. For this, the teacher will have to undergo accredited programmes offered through a modular approach by the School Education & Literacy Department in collaboration with degree-awarding institutions (accredited by STEDA) and/or attending the programme at degree-awarding institutions.

4. Processes & Activities



Explanatory Notes:

Step 1.

To begin with, students' learning needs, which will be identified using reports of large-scale assessment (e.g., NAT by NEAS, PAT by PEACe, SAT by IBA Sukkur and other reports) based on provincial / national curriculum standards for all classes. Once the CPD Model 2022 is implemented, data will be gathered from CPD programmatic activities (e.g., annually student assessment, students work samples, and Subject Coordinator observations).

Step 2.

Teacher professional development needs (to address student learning needs) will be identified using the National Professional Standards for Teachers in Pakistan (NPSTP), studies conducted with particular reference to elementary school teachers' performance in Sindh, and classroom assessment and CPD programmatic activities.

Step 3.

CPD interventions will be identified to align with targeted areas that emerged from data gathered under steps 1 and 2.

Step 4.

After the development of CPD activities / materials, it will be accredited by STEDA before their implementation.

Step 5.

DETRCs, REECs, TRCs, In-service TTIs (and where necessary GCEs and GECEs also), DEOs will be engaged for training, mentoring, coaching, and monitoring at Taluka / Town, Cluster, and school levels respectively.

Step 6.

The implementing institutions / agencies / authorities (public & private) will carry out evaluation of the CPD programmes.

4.1 Flow of Activities under the Model

- i. Guide Teachers and Subject Coordinators will be selected in selection workshops.
- ii. Guide Teachers will be provided initial training by PITE / TTIs for the purpose, prior to her / his selection, covering teacher professional development enabling them to coordinate and mentor teachers at cluster schools effectively. During her / his posting as Guide Teacher will undergo ongoing professional development at cluster level as per standards set by STEDA.
- iii. Following the two-week-long Guide Teacher training, the Learning Cycles will start, and Subject Coordinators will receive orientation during the first Learning Cycle training session. They will develop their skills as Subject Coordinators throughout the year.
- iv. During a month, Guide Teachers will visit at least 2-3 schools within her / his cluster to observe the teaching and learning activities in the schools. The travelling and other expenses incurred by Guide Teachers for CPD activities will be facilitated through regular budgetary provision to be available for the CHS/CS.
- v. Subject Coordinators will document training, reflection, mentoring and coaching sessions, including success, progresses, and challenges.
- vi. Guide Teachers will hold at least one meeting with the Subject Coordinators to share successes, progress, and challenges in a month.

- vii. Every month, Guide Teachers of the same Taluka / Town / District will meet to a Master Trainer/ designated TTIs faculty of the district (in case there is no TTIs within the district, they meet to designated TTIs faculty of the neighbouring district).
- The faculty will share at least one recent development in pedagogical best practices or the teaching of subjects.
 - The faculty will discuss successes, issues, challenges, and their possible solutions.
 - The faculty will post the above summaries on the Sindh Elementary Education Network SEEN (a proposed web portal for CPD) for wider dissemination and benefit and seek an alternative solution(s) to issues and challenges.
- viii. Guide Teachers from one district will have a quarterly conference (day-long) conference at GECEs to discuss successes, progress, and challenges during the quarter. In this meeting, sample work of students may be shared as well.
- ix. All these activities will jointly be supervised and monitored by the DEO (Primary / Elementary / Secondary / Higher Secondary), keeping in view administrative control of CHS/CS and the head of TTI in the district, and approved by the concerned Director School Education.

4.2 Focus and Frequency of Face-to-Face Training

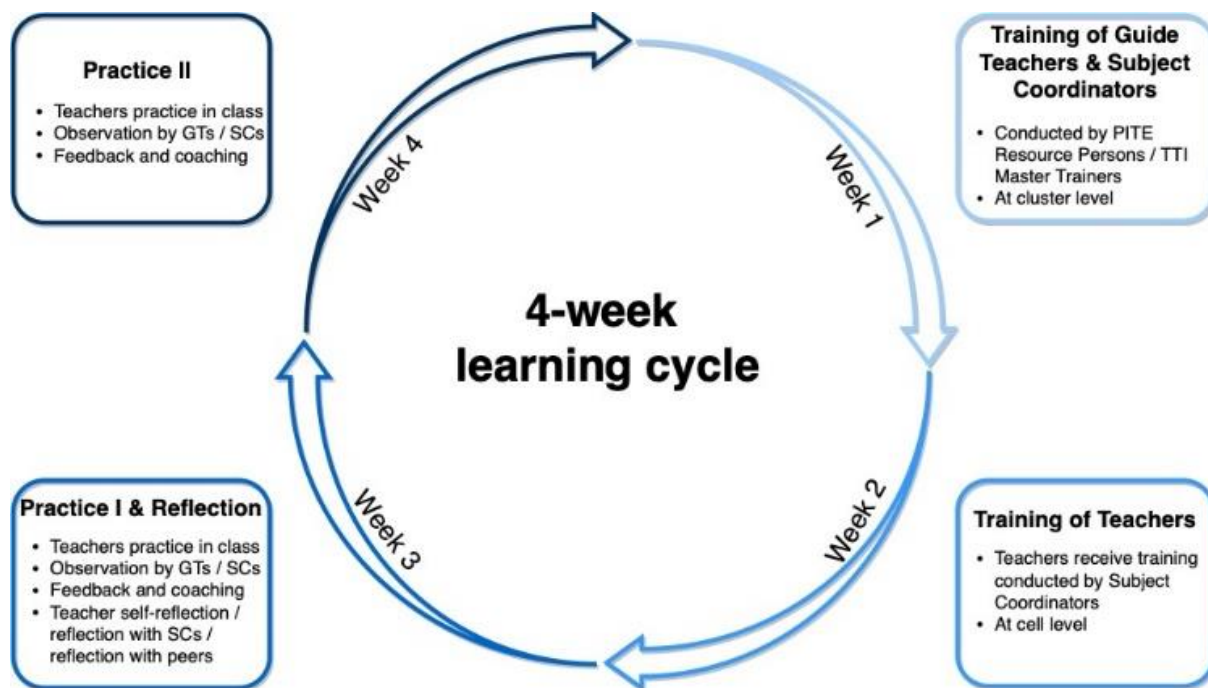
(Table 2: Focus and frequency of face-to-face training)

Frequency	Who should attend	Duration	Venue	Focus of Training
Once a year	All teachers including the Subject Co-ordinators	Two weeks	CHS/CS	Training Need Assessment (TNA) based
Six times per year		According to need for all subjects	CHS/CS	Emerging problem(s) relating to the content area and/or pedagogy of the subject
Once a month	All teachers	Two hours after the closure of the school	Own or nearby school	Problem(s) relating to the implementation of the learnt skills
Yearly	Selected teachers who need additional support in implementing CPD content.	2 to 4 weeks (depending on need). These trainings will be organized during vacations	District / Taluka / Town	Topics in which they need additional support.

4.3 Learning Cycle

The Learning Cycle is at the centre of the CPD Model 2022. It provides teachers structured input and reflection activities. Teachers will engage in a 4-week learning cycle. There will be six annual Learning Cycles.

Outline of the cycle



(Fig. 3: 4-week Learning Cycle)

There will be a four-week learning cycle.

First week: Subject Coordinators will travel to the cluster hub school for training with Guide Teachers. The proposed training includes pedagogy refreshers and Guide Teacher / Subject Coordinator training. Guide Teachers will conduct the training.

Second week: The subject coordinator will conduct pedagogical training with teachers from feeder and cell schools.

Third & Fourth weeks: teachers will practice pedagogical skills. At the end of the third week, teachers will reflect on their practice and actions. This could be self-reflection, peer-reflection or reflection led by the Subject Coordinators. Subject Coordinators will visit teachers to observe their teaching practices, give feedback and coaching tips (mentoring). Guide teachers will visit one or two schools in the cell to observe teachers. There will be guidelines for observations.

The learning cycle then repeats, and Subject Coordinators attend training at Cluster Hub Schools for the next topic.

Training Modules

There will be two parts to the training for the Guide Teachers and Subject Coordinators.

Part one: Pedagogy Modules.

All Guide Teachers and Subject Coordinators will participate in pedagogy refresher modules facilitated by Master Trainers at the Cluster Hub School (atleast 2 hours per month). They will facilitate this training to teachers in their clusters the following week.

Part two: Skills for Guide Teachers and Subject Coordinators modules.

All Guide Teachers and Subject Coordinators will take part in skills training on how to be a Guide Teacher and Subject Coordinator. Master Trainers will facilitate this training at the Cluster Hub School (atleast 2 hours per month).

Year One- Pedagogical Content modules will be developed initially

Year Two- Based on the needs of Guide Teachers, Subject Coordinators, teachers and students, modules will be further reviewed according to the findings (e.g. reflections, feedback, and challenges).

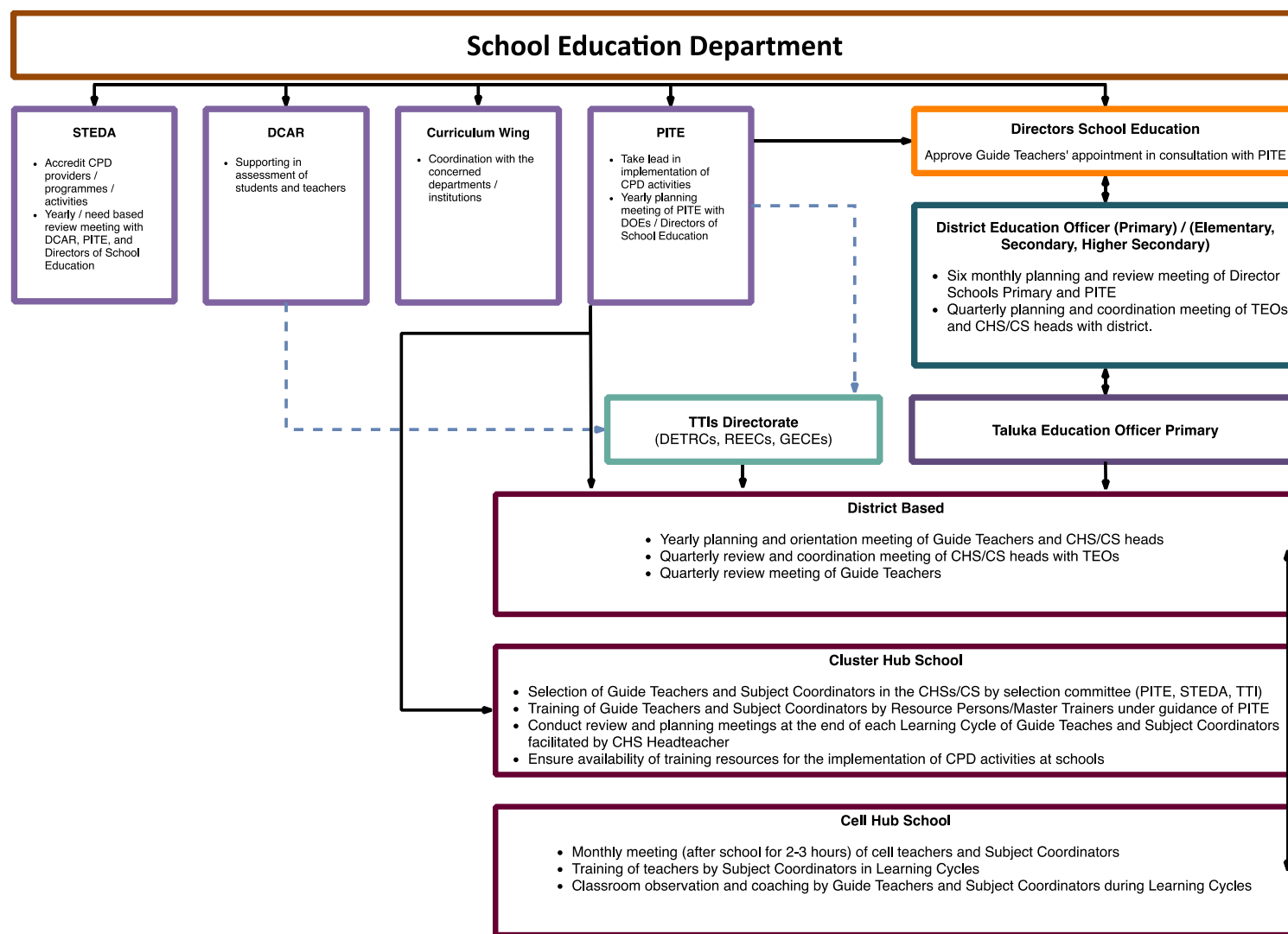
Year Three- Guide Teachers and Subject Coordinators will receive training on how to develop training modules, manuals, and training plans for teachers to develop modules and beyond based on teachers' and students' needs. STEDA will give training manual development guidelines for all the modules, P I T E will develop the material and STEDA will ensure their quality.

There will also be subject content training modules developed based on the needs of the teachers. Teachers will attend these courses during the vacations.

After a two weeks training once a year, there will be six learning cycles (pedagogical modules) for teachers and six skills training sessions for Guide Teachers and Subject Coordinators every year. There will be a criteria of pedagogical modules for year two onwards, which Guide Teachers and Subject Coordinators will select and facilitate based on the needs of teachers and students.

Note: Changing teaching habits takes substantial time and practice. A positive learning environment for teachers needs to be established where teachers are comfortable with making mistakes and gaining confidence in new pedagogical practices. Therefore, teaching practices will not change instantly, and topics in the learning cycles may need to be revisited in subsequent years.

4.4 Implementation Process of the CPD Model



(Fig. 4: Implementation Process Model)

5. Roles & Responsibilities of Institutions and Individuals

The following section outlines the roles and responsibilities of the institutions and individuals to be engaged in the implementation of CPD.

(Table 3: Roles of institutions and individuals)

Institution / Individual	Responsibilities
Curriculum Wing	1. Coordinate with the concerned stakeholders.
Provincial Institute of Teacher Education (PITE)	<ol style="list-style-type: none"> 1. Identify training needs of teachers with the help of DCAR (PEACe), data available from PAT, NAT SAT, regular student assessment ASER under CPD and / or Departmental / school assessments, and Guide Teachers' & Subject Coordinators' observations. 2. Invite yearly planning meetings with the various stakeholders including Directors of School Education and DEO (Primary) / (Elementary, Secondary and Higher Secondary) at PITE. 3. Develop annual training calendar with the directives of SE&LD. 4. Develop training and learning materials in collaboration with DCAR, TTIs and other stakeholders. 5. Coordinate with DCAR for the student assessment, support curriculum and with STBB for textbooks development. 6. Coordinate with STEDA for accreditation programmes and for training material development 7. Train TTIs faculty to support and monitor the CPD activities. 8. Coordinate quarterly planning and coordination meetings with the DEO (Primary) / (Elementary, Secondary and Higher Secondary) and other stakeholders. at the District level. 9. Develop and maintain Sindh Elementary Education Network (SEEN) Portal to host online programmes and support and link it ILMI messaging service.

Sindh Teacher Education and Development Authority (STEDA)	<ol style="list-style-type: none"> 1. Assure the quality of pre-service and in-service programmes 2. Devising criteria and guidelines for training manuals for all teacher education trainings programmes 3. Ensure quality by accrediting and approving CPD programmes developed by PITE and by other agency / institutions (public or private). 4. Contribute to identifying teachers' professional needs 5. Develop and get it approved of selection criteria for selecting Guide Teachers and Subject Coordinator 6. Evolve and implement a mechanism to ensure the quality of CPD programme implementation 7. Conduct research on teacher professional development 8. Develop and maintain Teacher Education Management Information System (TEMIS) 9. Coordinate and engage faculty of education of universities to conduct studies on CPD programmes, including evaluation of CPD programmes. 10. Organize annual conference of CPD. 11. Organize national conference after every two years on CPD in collaboration with STEDA. 12. Organize national / international conferences after every five years on CPD
Directorate of Curriculum, Assessment and Research (DCAR) / Provincial Education Assessment Centre (PEACe)	<ol style="list-style-type: none"> 1. Develop and review curriculums. 2. Review textbooks. 3. Assess students' achievements and conduct diagnostic assessments of teachers in Pedagogical Content Knowledge (PCK) 4. Conduct Provincial Assessment Test 'PAT' and disseminate the reports 5. Conduct research on teacher professional development 6. Develop assessment tools and strategies for formative assessment.

Reform Support Unit (RSU) of School Education & Literacy Department (SE&LD)	<ol style="list-style-type: none"> 1. Arrange resources to strengthen SE&LD and allied institutions for adopting and implementing the CPD model. 2. Collaborate with STEDA and communicate with other stakeholders to support projects in field. 3. Design, develop and disseminate school clustering policy 2021.
Teachers Training Institutions TTIs	<ol style="list-style-type: none"> 1. Offer pre-service teacher education programmes 2. Collaborate with PITE in GTs & SCs training 3. Follow the CPD model guidelines 4. Post the problem and its solution (if s/he had) on the discussion board of the SEEN 5. Share of subject wise findings for the developments in the PCK 6. Analyse sample answer sheets of the students' quarterly assessment exam to monitor the student progress and to identify misconception(s), and develop reports if any (4 times in a year)
Directorate of Primary and Directorate of Elementary, Secondary and Higher Secondary Schools	<ol style="list-style-type: none"> 1. Liaison with PITE in developing a plan for CDP activities and support in the implementation of the developed activities 2. Nominate GTs and SCs. 3. Monitor and supervise CPD activities in their respective divisions.
District Education Officer (DEO) Primary/ Elementary, Secondary and Higher Secondary	<ol style="list-style-type: none"> 1. Verification of Cell Hub School after identification through GIS/SEMIS. 2. In consultation with PITE/TTIs, plan and coordinate CPD activities in the district. 3. Provide support for CPD activities at Taluka / Town/Cluster level. 4. Monitor and review performance of clusters. 5. Issue Notification of Cluster Hub Schools.
Taluka / Town Education Officer (TEO)	<ol style="list-style-type: none"> 1. Under the guidance of PITE, respective TTI and DEO (Primary) / (Elementary, Secondary and Higher Secondary), and in close consultation with CHS/CS heads, ensure implementation of CPD activities of the clusters in her/his Taluka / Town. 2. Nominate Guide Teachers for CHS/CS 3. Provide support for cluster-level CPD activities.

	<p>4. Monitor and review performance of clusters in delivering CPD programme.</p>
<p>Cluster Hub School / Cluster School Headteacher</p>	<ol style="list-style-type: none"> 1. Lead teachers for cluster-based teacher professional development in coordination with Guide Teachers. 2. Ensure the availability of the National Curriculum with the cluster schools. 3. Implement the academic policies of the government. 4. Supervise the cluster with the help of Guide Teachers and Subject Coordinators to prepare and execute academic plans of the cluster and report to high ups. 5. Assist the scrutiny committee notified by the government to select Guide Teachers and Subject Coordinators for the school clusters and cells. 6. Develop cluster level activities annual plans, including forecasting of budget required to implement cluster activities, i.e., schools' improvement and expansion, capacity building training for cluster staff, financial and administrative cluster school management and CPD implementation. 7. Estimate budget to support Guide Teachers' training/mobility and other CPD activities expenses. <ul style="list-style-type: none"> • Arrange training resources for schools falling within the cluster. 8. Coordinate with Taluka / Town / District Education Officer and other education offices, i.e., DEO SEMIS and DEO (Literacy), on the various initiatives and programs, i.e., of school up-gradation, mainstreaming of NFE learners, etc. and provision of required resources. 9. Oversee the planned activities progress, as assigned within the declared cluster. Undertake monitoring visits of schools within the cluster and share monitoring reports to TEO/DEO in addition to the regular monitoring mechanism.
<p>Cell Hub Headteacher</p>	<ol style="list-style-type: none"> 1. Coordinate with cluster hub headteacher, Guide Teachers and Subject Coordinators on learning cycles and assessments for both teachers and students. 2. Assist in identifying Subject Coordinators and resources available at Cell Hub Schools and Feeder Schools.

	<ol style="list-style-type: none"> 3. Coordinate with CHS Headteacher, Guide Teachers and Subject Coordinators on the CPD training.
Feeder School Headteacher	<ol style="list-style-type: none"> 1. Managing academic and other activities of his/her school as per School Clustering Policy 2021 and CPD model notified by the government of Sindh. 2. Guide other teachers of the feeder school to perform their duties efficiently. 3. Coordinate with Guide Teachers and Subject Coordinators to pay visits to feeder school to observe classes and meet teachers for peer learning.
Guide Teacher	<p>In addition to her/his regular role and responsibilities, s/he will perform the following:</p> <ol style="list-style-type: none"> 1. Complete a certified training to be determined by PITE in consultation with STEDA, facilitated by PITE Resource Persons and/or TTI Master Trainers at cluster level 2. Conduct training of Subject Coordinators at cluster level 3. Support Subject Coordinators 4. Visit one or two schools in the cell during training cycles for supervision and facilitation. 5. Observe the classroom practice of some teachers in the cells and give feedback to the teachers. 6. Coach Subject Coordinators in their role and some teachers where needed. 7. Conduct a meeting of Subject Coordinators of the same cluster once a month. 8. Post summaries of faculty meetings on successes, progress, and challenges and how these were overcome on the discussion board of the SEEN 9. Visit at least 2-3 schools in her/his cluster to have direct observation of the teaching-learning activities 10. Attend the quarterly conference (day-long) at a TTI to discuss significant problems and issues that occurred, and their solutions proposed during the quarter (total three conferences in a year)
Subject Coordinator	<p>In addition to her/his regular role and responsibilities, s/he will perform the following:</p> <ol style="list-style-type: none"> 1. Receive training by Guide Teachers at the cluster level.

	<ol style="list-style-type: none"> 2. Facilitate teacher-training sessions at cell or feeder schools. 3. Observe classroom practices and give feedback to teachers. 4. Receive training from Guide Teachers. 5. Provide coaching support to teachers at the nearby 2-3 Schools. 6. Attend monthly meetings with Guide Teachers. 7. Facilitate reflection sessions with teachers at nearby 2-3 school
Teacher	<ol style="list-style-type: none"> 1. Attend a week-long training during vacations 2. Attend a monthly half-day workshop at cluster level 3. Attend fortnightly meetings with Subject Coordinator in her/his school for 2-3 hours

6. Staff Selection Process and Jurisdiction

6.1 Selection Process and Jurisdiction

(Table 4: Selection method and jurisdiction)

Position	Selection Method	Area of jurisdiction	No. of persons required for the area
Master Trainers (TTI Faculty)	A faculty member of a TTI within the district and/or from a neighbouring district will be selected by PITE. The person should have expertise in pedagogical best practices and study one subject up to graduation level.	District	5 (one for each of the subjects (if possible): English, Mathematics, Science, Sindhi, Urdu).
Guide Teacher	A teacher with higher qualification in teaching and a subject specialisation (selection criteria below) within cluster level is based in CHS/CS. Guide Teachers will be identified based on an assessment during a selection workshop.	Cluster	1 Guide Teacher per 20 teachers in the cluster but at least 5 Guide Teachers per cluster.
Subject Coordinator	A teacher with advanced qualifications in teaching and a subject specialism from the 2-3 nearby schools grouped for CPD activities (selection criteria below). Subject Coordinators will be identified based on an assessment during a selection workshop.	2-3 school groups gather for CPD activities	1 Subject Coordinator per 5 teachers in the cell.

6.2 Qualifications and Experience

The following tables contain the selection criteria for Guide Teachers and Subject Coordinators. The selection method is also stated below.

Guide Teacher Selection Criteria

Required

- Minimum Bachelor's degree including B.Ed. degree
- Minimum of 05* years (JEST/HST) of teaching experience/10* years (PST)
- Proven content knowledge and pedagogical skills
- Motivation, willingness, and ability to perform required duties
- Excellent interpersonal and communication skills
- Proficiency in Urdu / Sindhi (orally and written)
- Maximum 50 years of age
- Posted within the cluster
- Proven digital literacy skills
- Proficiency in English (for report writing)

Preferred

- Masters in relevant subject or education
- Teaching experience in primary/elementary schools
- Experience in leading CPD activities, including classroom observation and coaching

Subject Coordinator Selection Criteria

Required

- Minimum Bachelor's degree
- Minimum of 05* years (JEST/HST) of teaching experience/10* years (PST)
- Proven content knowledge, didactics, and pedagogical skills
- Motivation, willingness, and ability to perform required duties
- Excellent interpersonal and communication skills
- Proficiency in Urdu / Sindhi (orally and written)
- Maximum 50 years of age
- Posted within the cluster

Preferred

- Professional degree in education including B. Ed. degree
- Teaching experience in primary/elementary schools
- Digital literacy skills

-
- Knowledge and understanding of English
 - Experience in leading CPD activities, including classroom observation and coaching

Notes on selection for guide teachers and subject coordinators:

1. If there is no eligible candidate with a Bachelor's degree or B.Ed., primary teachers with intermediate qualification may be accepted (primary cluster only).
2. Teaching experience from the private school sector may be accepted.
3. Female candidates are encouraged to apply. At least TWO female candidates should be selected per cluster (one PST female with minimum ten years' experience and other JEST or HST with minimum five years' experience).
4. Guide Teachers will be selected according to the required and preferred selection criteria for Guide Teachers. Those teachers who meet all the criteria will be selected as Guide Teachers. Those teachers who partially meet the criteria will then be selected.
5. Subject Coordinators will be selected according to the required and preferred selection criteria. Those teachers who meet all the criteria will be selected as Subject Coordinators. Those teachers who partially meet the criteria will then be selected.
6. There may be some Guide Teacher applicants who do not meet the criteria. They may be considered for Subject Coordinator roles.
7. All guide teachers and subject coordinators will be appointed through a competitive process

6.3 Selection Committee for Guide Teachers

Selection of Guide Teachers will be made through the recommendations of the Selection Committee as per the CPD model/School Clustering policy 2021 Committee comprising of experts from Sindh Teacher Education Development Authority (STEDA), Provincial Institute of Teacher Education (PITE) & Teacher Training Institutes (TTIs) and two co-opted members from DSE and NGO/CSO working in the education sector.

For the selection of Guide Teachers

- PITE is Chair and Secretary
- STEDA is member
- TTIs is the member from the same or nearby districts
- One co-opted member from DSE
- One co-opted member from NGO/CSO working in the education sector from the same or nearby districts

6.4 Selection Committee for Subject Coordinators

Selection of Subject Coordinators will be made through the recommendations of the Selection Committee as per the CPD model/School Clustering policy 2021 Committee comprising of experts from provincial Institute of Teacher Education (PITE) & Teacher Training Institutes (TTIs) and one co-opted member from DSE and NGO/CSO working in the education sector from same or nearby districts.

For the selection of subject coordinators

- PITE is Chair and Secretary
- TTIs is member
- One co-opted member from DSE
- One co-opted member from NGO/CSO working in the education sector from the same or nearby districts

6.5 Process for Selection of Guide Teachers and Subject Coordinators

There will be a separate process for the selection of Guide Teachers and Subject Coordinators.

Guide Teachers will be called and selected on day one of the processes. Subject Coordinators will be called and selected on day two of the process.

Suggested process:

1. PITE writes two letters (one for the selection of Guide Teachers and one for selecting Subject Coordinators) and includes the criteria and consent forms to the DSE for selecting Guide Teachers and Subject Coordinators from the cluster.
2. DSE forwards the letter to the DEO/Cluster Hub Schools
3. Teachers are informed of the competitive selection process from the Cluster Hub headteacher.
4. Teachers who would like to be considered submit CV and application form based on the guidelines and return it to the headteacher.
5. Cluster Hub Headteachers return all CVs and consent forms to the concerned officers.
6. All CVs are scrutinized by the Selection Committee as per the CPD model and provide a shortlist of candidates through PITE to DSE
7. PITE calls shortlisted candidates through DSE to the Cluster Hub School for a one-day interview, test, and presentation for the final selection of guide teachers/subject coordinators.

8. The Selection Committee prepares a merit list of finalized guide teachers /coordinators.
9. STEDA notifies the merit list.

7 Annex

7.1 List of Abbreviations and Acronyms

ADE	Associate Degree in Education
ASER	Annual Status of Education Report
B.Ed.	Bachelor of Education
CHS	Cluster Hub School
CPD	Continuous Professional Development
CSO	Civil Society Organization
DCAR	Directorate of Curriculum, Assessment and Research
DEO	District Education Officer
DETRC	Divisional Education Technology Resource Centre
DETRC	District Educational Technology Resource Centre
DSE	Directorate of School Education
ECCE	Early Childhood Care and Education
FGD	Focus Group Discussion
GCE	Government College of Education
GECE	Government Elementary College of Education
HR	Human Resource
HST	High School Teacher
ITE	Initial Teacher Education
JEST	Junior Elementary School Teacher
L&NFE	Literacy & Non-Formal Education
M&E	Monitoring and evaluation
M.A.	Master of Arts
MGT	Multi-Grade Teaching
M.Ed.	Master of Education
MoE	Ministry of Education
M.Sc.	Master of Science
NAT	National Assessment Test
NEAS	National Education Assessment System
NGO	Non-Governmental Organization
NPSTP	National Professional Standards for Teachers in Pakistan
PAT	Provincial Assessment Test
PCK	Pedagogical Content Knowledge
PD	Professional Development
PEACe	Provincial Education Assessment Centre
PITE	Provincial Institute of Teacher Education
PRP	Pakistan Reading Project
PST	Primary School Teacher
QA	Quality Assurance
REEC	Regional Education Extension Centre
RSU	Reform Support Unit

SAT	Standardized Achievement Test
SEEN	Sindh Elementary Education Network
SE&LD	School Education & Literacy Department
SEMIS	Sindh Education Management Information System
SESP&R	Sindh Education Sector Plan & Roadmap
SEF	Sindh Education Foundation
SIP	School Improvement Plan
SOP	Standard Operating Procedure
STBB	Sindh Text Book Board
STEDA	Sindh Teacher Education Development Authority
STEP	Strengthening Teacher Education Project
SWOC	Strengths, Weaknesses, Opportunities, and Challenges
TNA	Training Need Assessment
TTIs	Teacher Education Institutions
TEO	Tehsil Education Officer
TEMIS	Teacher Education Management Information System
UNICEF	United Nations Children's Fund
WB	World Bank

7.2 Functional Definition of Technical Terms

Accreditation	Accreditation is the external recognition of your abiding by a set of standards to perform an activity or hold a certain status. Typically, education institutions (Public & Private) accreditation is held.
Alternative Assessment	A method of evaluation that measures a student's level of proficiency in a subject as opposed to the student's level of knowledge. The overall goal of alternative assessment is to allow students to demonstrate their knowledge and execute tasks.
Cell Hub School	The school that offers, ordinarily, the post-primary education to students at feeder schools within a school cell; it will serve for the transition of students passing grade V from primary feeder schools. It may also include a Cluster Hub School. The Cluster Hub School will also serve as Cell Hub School for the transition of students.
Cluster Hub School	According to School Clustering Policy 2021, the school is ideally a centre of the UC / town and accessible to its feeder schools. It is well equipped with resources. It provides the support: academic, administrative, financial leadership and leads the CPD.
Continuous Professional Development (CPD)	A programme that provides opportunities for all teachers and other individuals (GTs, SCs) of School Education and Literacy Department to increase their PCK and skills through participating in various professional development activities from time to time to achieve students' learning outcomes (SLOs). CPD programme is designed to meet the NPSTP
Data-based decision making	Organizing, analysing, and interpreting existing sources of information and other data before / during or after the CPD programme implementation, making decisions for increasing the effectiveness of the CPD programmatic activities and improving the efficiency of its administrative activities in Sindh.

Dispositions	The values, commitments, and professional ethics influence behaviours toward students, teachers, colleagues, and communities and affect student learning, motivation, and development as well as the educators' professional growth and developing teaching attitude.
Feeder School	A school within a cluster or cell is not declared a Cluster Hub or Cell Hub School. A school from where students' progress to a higher-level school, preferably in the same cell or the cluster, to continue their education.
Guide Teacher	A Guide Teacher will build the capacity of Subject Coordinators subject wise at cluster hub school and follow the learning cycle of the CPD model accordingly.
Initial Teacher Education (ITE)	To prepare prospective teachers through pre-service education programmes. The programmes include Associate Degree in education ADE, 1.5 Years B.Ed. 2.5 Years B.Ed. 4-year B.Ed. Honours programme.
Levels of schooling	Keeping in grade levels in Sindh province, government schools have been classified as follows Primary grades 1 to 5 Middle grades 6 to 8 Secondary grades 9 to 10 Higher Secondary grades 11 to 12
Licensure	It provides the professional and public assurance that educators have met state teaching standards and have demonstrated their readiness to teach and improve student learning.
National Assessment Test (NAT)	A test across the country is taken by NEAS in Language (Sindhi/Urdu/English), Math, Science and other subjects at the elementary level.
Provincial Assessment Test (PAT)	A test across the province is taken by PEACe in Language (Sindhi/Urdu/English), Math and Science at the elementary level.

**Pedagogical
Content
Knowledge**

Pedagogical content knowledge is a type of knowledge that is unique to teachers, and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge, (what they know about what they teach). Imparting of content through effective teaching strategies to help students learn it and achieve students' learning outcomes.

School Cluster

A school cluster is a group of schools that are geographically close and accessible to each other, within the geographical coverage of Union Council/ Town Committee / Municipal Committee (it would vary depending on each case and as further elaborated in the School Clustering Policy (Revised) 2021.

**Sindh Elementary
Education Net-
work**

A portal to be developed to strengthen CPD activities for teachers in Sindh by providing online resources and discussion forums. It will help in offering high quality, often free, online professional development delivered by world-leading experts. Furthermore, problems and resources linked to the primary and elementary school curriculum, with support for teachers will be placed on it. The portal also will provide information about special CPD sessions offered by the School Education & Literacy Department, Government of Sindh.

**Standardized
Achievement Test
(SAT)**

The Government of Sindh commissioned a large-scale study to assess the achievement of students completing their Grade V and VIII in all government schools of the Sindh province. For this purpose, a test is entitled as SAT (Standardized Achievement Test) to assess students' achievement in Language (Sindhi/Urdu/English), Math, Science and other subjects.

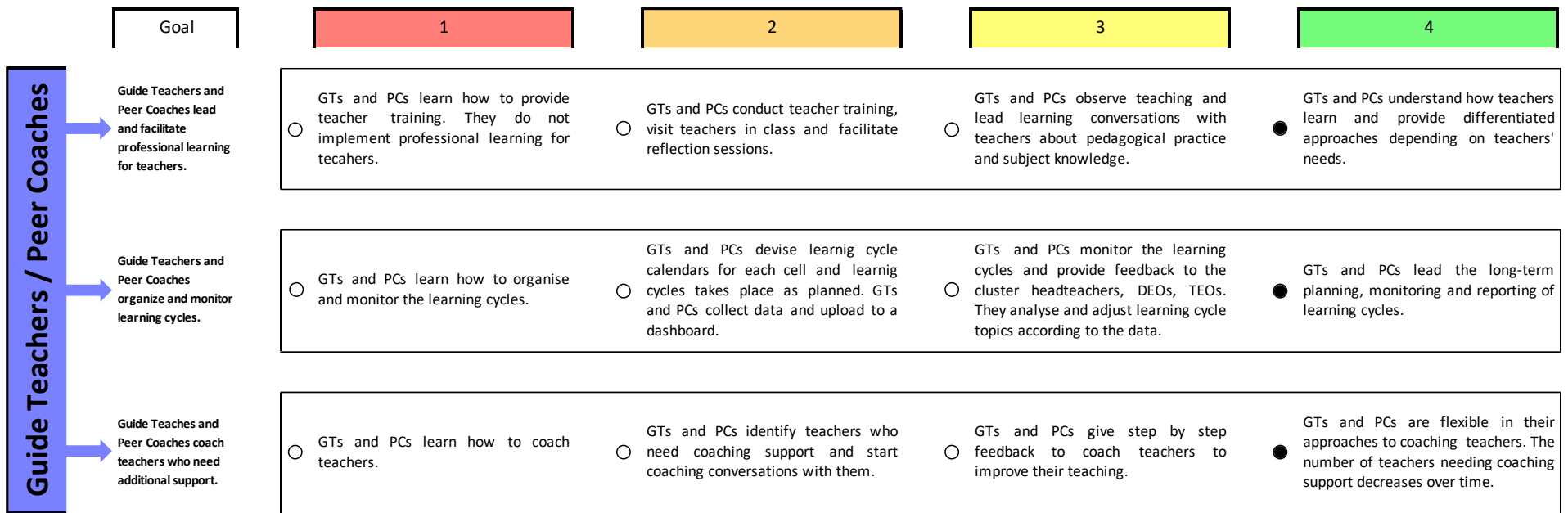
**Subject Coordina-
tor**

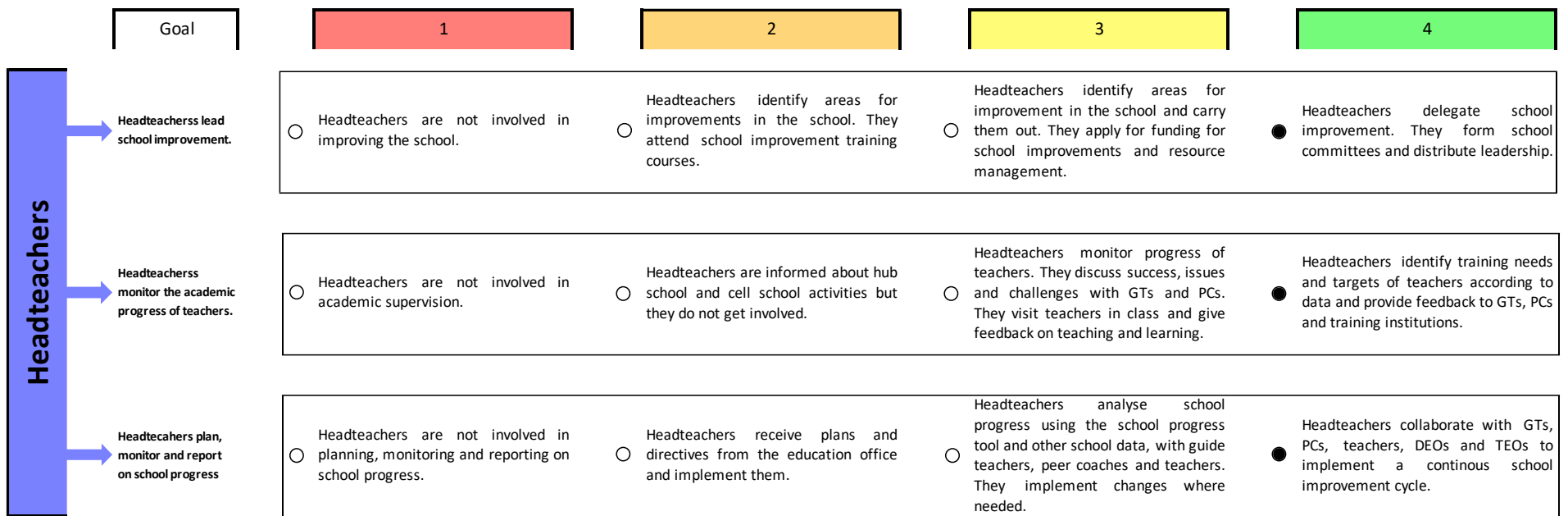
Subject Coordinator will build the capacity of subject-wise school teachers by following the learning cycle of the CPD model accordingly.

7.3 Progress Rubrics

Goal	1	2	3	4
Students → Students are active learners.	<input type="radio"/> Students listen to content and speak when prompted. Students copy from the board.	<input type="radio"/> Students do written work from the textbook during the lesson.	<input type="radio"/> Students participate in activities. Students interact with the teacher and other students.	<input checked="" type="radio"/> Students make choices about how they learn and take responsibility for their learning.
→ Students are problem-solvers and critical thinkers.	<input type="radio"/> Students memorize content without demonstrating understanding.	<input type="radio"/> Students use subject knowledge to answer questions and do exercises from the textbook.	<input type="radio"/> Students apply knowledge to solve problems.	<input checked="" type="radio"/> Students identify problems, analyse, evaluate and find solutions.
→ Students are confident and creative learners.	<input type="radio"/> Students sit silently and only speak when prompted, giving short answers.	<input type="radio"/> Students ask questions to the teacher to help them understand the content of the lesson.	<input type="radio"/> Students discuss topics, share ideas and opinions with the teacher and other students.	<input checked="" type="radio"/> Students create, share and present their ideas and opinions.
→ Students are collaborative learners.	<input type="radio"/> Students learn individually. They don't know how to learn collaboratively.	<input type="radio"/> Students work in pairs or groups to complete exercises from the textbook.	<input type="radio"/> Students work in pairs and groups to do activities set by the teacher.	<input checked="" type="radio"/> Students are confident working in pairs or groups to achieve learning goals. They know and follow guidelines for pair and group work.

Goal	1	2	3	4
Teachers know their subject and teach it so that students understand it.	<input type="radio"/> Teachers find it difficult to explain concepts, can't answer questions or make mistakes when explaining content.	<input type="radio"/> Teachers rely on the textbook for their subject knowledge.	<input type="radio"/> Teachers adapt content from the textbook to make it meaningful.	<input checked="" type="radio"/> Teachers explain concepts in different ways, decide how much content to teach and the sequence in which to teach it.
Teachers know and use best pedagogical practice.	<input type="radio"/> Teachers don't attend class.	<input type="radio"/> Teacher methodology is teacher-centered. There is little or no interaction with students.	<input type="radio"/> Teachers interact with students and provide student-centered activities.	<input checked="" type="radio"/> Teachers are innovative, engage students in learning and provide stimulating learning environments.
Teachers develop ICT skills to support technology based teaching and learning.	<input type="radio"/> Teachers have no or little knowledge of how to use ICT.	<input type="radio"/> Teachers have knowledge and understanding of IT equipment and software applications.	<input type="radio"/> Teachers use hardware and software applications for teaching and learning (e.g., making power point presentations, worksheets, web-based applications).	<input checked="" type="radio"/> Teachers set up digital environments for blended learning.
Teachers take part in continuous professional learning.	<input type="radio"/> There is poor attendance of teachers at mandatory training.	<input type="radio"/> Teachers attend and participate in mandatory training.	<input type="radio"/> Teachers contribute to discussions and activities including reflection activities, and discussing lesson observations.	<input checked="" type="radio"/> Teachers reflect on how to improve teaching and take responsibility for their own learning.
Teachers work collaboratively to develop teaching practice.	<input type="radio"/> Teachers work individually.	<input type="radio"/> Teachers collaborate during guided activities at mandatory training or reflective activities.	<input type="radio"/> Teachers exchange ideas for teaching, talk about student progress and classroom management issues.	<input checked="" type="radio"/> Teachers coordinate lesson and syllabus planning and engage in peer coaching.
Teachers communicate with parents and community.	<input type="radio"/> Teachers work in isolation without contacting parents and the community.	<input type="radio"/> Teachers inform parents about student attendance and follow up on children who have dropped out of school.	<input type="radio"/> Teachers communicate with parents about students' achievements and progress in learning.	<input checked="" type="radio"/> Teachers engage parents and community in activities in the classroom and the school.





Goal	1	2	3	4
<p>There is a school environment which motivates students to learn.</p>	<p><input type="radio"/> The school and classrooms are untidy and not clean, peeling paint, broken furniture, no desks.</p>	<p><input type="radio"/> The school and classrooms are tidy and clean. The walls are painted. All students have a desk.</p>	<p><input type="radio"/> There are teacher displays and students' work in the classrooms and around the school. Furniture is moved around into different seating arrangements.</p>	<p><input checked="" type="radio"/> Displays are refreshed. There are places for students to learn (e.g., library, benches outside, learning stations, book corners) .</p>
<p>There is a teachers' room and place for for teachers to work.</p>	<p><input type="radio"/> There is no teachers' room or the teachers' room is disorganized and untidy. There is not enough working space or resources for teachers to prepare lessons.</p>	<p><input type="radio"/> The teachers' room is tidy and organized. There is a table for teachers to prepare lessons and teaching materials.</p>	<p><input type="radio"/> The teachers' room has equipment and resources to prepare lessons and teaching materials. There is a place for teachers to work together.</p>	<p><input checked="" type="radio"/> The equipment is maintained and resources are available. Teachers use it to plan lessons, create materials and work together.</p>
<p>There is a safe learning environment.</p>	<p><input type="radio"/> Teachers do not respect students. Teachers shout at students. There is physical punishment.</p>	<p><input type="radio"/> Teachers respect students' right to dignity and physical integrity.</p>	<p><input type="radio"/> Teachers and students treat each other with friendliness and mutual respect. There are rules on classroom behaviour. There are guidelines to address bullying.</p>	<p><input checked="" type="radio"/> Teachers care about the physical and psychological well-being of students. They provide opportunities for student well-being activities during class.</p>
<p>There are sanitary facilities and drinking water.</p>	<p><input type="radio"/> There are no sanitary facilities or they are in poor condition / non-functional. Drinking water is not available.</p>	<p><input type="radio"/> Sanitary facilities are available and functional.</p>	<p><input type="radio"/> Sanitary facilities are clean and in good condition.</p>	<p><input checked="" type="radio"/> Drinking water is available. Hygiene standards against infections are observed.</p>

7.4 List of Contributors

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