

PROFESSIONAL DEVELOPMENT FRAMEWORK

Federal Directorate of Education
Ministry of Federal Education and Professional Training

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Definition of Key Terms/Acronyms

Term/Acronym	Full Form	Contextual Definition within the Framework
CPD	Continuous Professional Development	The mandatory, sustained professional training track for FDE staff (teachers and leadership), requiring **96 hours / 6 Credit Hours** for promotion eligibility.
MIP	Mandatory Induction Program	A compulsory 48-hour / 3 Credit Hour training program required for all newly inducted staff to establish foundational competencies.
CH	Credit Hour	A standardized unit for measuring professional development attendance and learning. The Framework sets the conversion rate at **16 Contact Hours (CHRs) = 1 Academic Credit Hour**.
CHRs	Contact Hours	The actual physical hours spent in training sessions; 16 CHRs equate to 1 CH.
IRB	Internal Review Board	The administrative body who has authority to appoint Deputy Director Training, Assistant Directors in Training Wing and to review quarterly and annual reports of the Training Wing.
CERC	Credit Equivalence Review Committee	This governance body, drawing membership from the FDE and external academic partners NIETE, mirrors the function of equivalency committees found in higher education governance structures. The CERC provides the institutional ratification necessary for ensuring that certificates issued by the FDE internal trainings, and based on external training, possess recognized academic merit, allowing educators to use these records for career advancement documentation.
DPB	Departmental Promotion Board	The administrative body whose compliance is mandatory, as failure to complete the required CPD credit hours results in the **refusal of promotion consideration** by the DPB.
T-LMS	Training-Learning Management System	The required centralized data architecture and digital platform for the Training Wing, used to track all training history, cumulative credit hours, and statutory compliance.
NPST	National Professional Standards for Teachers	The national competency framework (e.g., 2009/2024) to which the FDE's training curriculum must be explicitly mapped to ensure quality and relevance.

FLN	Foundational Literacy and Numeracy	A core curriculum focus area in the MIP, emphasizing reading, writing, and basic math skills for primary school teachers.
PBL	Project-Based Learning	A modern pedagogical method of instruction that Master Trainers are required to have mastery in, and which is included in the CPD curriculum.
Guskey's Five Levels of Evaluation	A rigorous model for Quality Assurance (QA). The Framework mandates its use to shift monitoring focus from simple attendance (Level 1) to **impact on practice and student outcomes (Levels 4 and 5)**.	
PBB	Performance-Based Budgeting	A principle of financial operation that the Training Wing is directed to institutionalize, linking budget allocation to rigorous outcome analysis and demonstrated results.
ILP	Individual Learning Plan	A structured plan mandated to follow the MIP, guiding a new teacher's professional growth during their first year of service.
FDE	Federal Directorate of Education	The entity whose Training Wing authored and implements this Professional Development Framework.
PLCs	Professional Learning Communities	Professional Learning Communities (PLCs) in education are collaborative groups of educators who meet regularly to share expertise, analyze student data, and work together to improve teaching practices and student learning outcomes, moving from isolated teaching to a collective responsibility for *all* students' success through continuous, job-embedded professional development.
MoFE&PT	Ministry of Federal Education and Professional Training	The governing ministry under which the FDE operates.
M&E	Monitoring and Evaluation	The mechanism for tracking the process and outcomes of the training programs, shifting focus to impact analysis using the Guskey model.
SDP	School Development Plan	A key deliverable that school leaders (VPs/Principals) must be trained on as part of the Strategic Leadership CPD track.
AD-DM	Assistant Director - Data Management	The specific role within the Training Wing responsible for the systematic collection, assessment, and interpretation of M&E data, particularly Guskey Levels 4 and 5, and teachers credit hour banking data.

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Executive Summary – FDE Professional Development Framework

Professional Development (PD) is fundamentally an educational and moral Endeavor, aimed not only at enhancing teachers' pedagogical competence but at nurturing reflective practitioners committed to learner wellbeing and the broader societal mission of education. Effective PD strengthens teachers' professional growth by deepening subject knowledge, ethical judgment, and inclusive practices, while fostering learning environments that support students' academic, social, and emotional development. In doing so, PD reinforces the role of education as a public good—shaping responsible citizens, promoting equity and social cohesion, and contributing to the moral and intellectual advancement of society.

The Federal Directorate of Education (FDE) has introduced a unified, mandatory Professional Development Framework to structure and strengthen capacity-building initiatives and link career progression with demonstrated professional competencies. At the core of this framework is a credit-based system that requires all newly inducted and existing teachers to complete structured professional learning for both service confirmation and promotion.

- The Mandatory Induction Program comprises 48 hours (equivalent to 3 credit hours) and equips newly inducted staff with foundational pedagogy, modern classroom practice, assessment literacy, child rights, digital skills, and, for elementary teachers, competencies in Foundational Literacy and Numeracy; newly appointed Vice Principals also receive introductory training in instructional leadership.
- For career progression, all teachers must complete 96 hours (6 credit hours) of Continuous Professional Development in each promotion cycle. This includes two specialized pathways: a Teacher Track focused on action research, advanced data use, project-based learning design, digital competency, and AI integration; and a Leadership Track that develops instructional leadership, school development planning, financial management, public sector procurement, and digital governance skills.

To implement the system, a dedicated Training Wing under the Director Academics and Quality Assurance will be established to manage training operations, standardize credits, ensure quality assurance, and oversee data systems. A specialized Master Trainer cadre comprising at least 25 academically qualified trainers with Master's or PhD degrees in Education and subject specialization will be introduced for designing and delivering high-impact training. The framework also mandates the use of a Training Learning Management System (T-LMS) to track personnel profiles, credit accumulation, training history, Master Trainer performance, and compliance requirements, including service bonds for international training. To ensure accountability and measure impact, the Training Wing will apply Guskey's five-level evaluation model, assessing not only participation and learning but also changes in classroom practice and improvements in student outcomes.

Institutional governance is strengthened through the introduction of the Internal Review Board (IRB) for merit-based leadership appointments and the Credit Equivalence Review Committee

(CERC) to standardize and validate all credit-bearing training programs. Strategic partnerships with FCE, NIETE, and local universities will further support curriculum design, joint training, and sustained academic collaboration.

The annual operational requirement for implementing this framework is approximately PKR 47.6 million, covering expert honoraria, training logistics, content development, digital infrastructure, external training opportunities, and contingency funding, all aligned with a performance-based budgeting approach.

Chapter 1.

Mandatory Teacher Professional Development

1. Executive Policy Summary and Rationale

The development of a systematic and mandatory framework for professional development (PD) is paramount to enhancing the instructional capacity and leadership pipeline within the Federal Directorate of Education (FDE), Islamabad. This policy document outlines a rigorous, four-stage approach to teacher training, directly linking career advancement: specifically, promotion through the Departmental Promotion Board (DPB) to the acquisition of requisite professional competencies and credit hours. This structure shifts PD from an optional activity to a crucial component of service delivery quality, aligning the FDE with international best practices that prioritize sustained, quality professional learning and measurable teacher effectiveness.

2 Goals and Scope of the Framework

The framework establishes two tiers of mandatory training to govern all career movements from entry to senior leadership:

1. **Induction Training:** A mandatory 48-hour (3 Credit Hour) program for all newly inducted staff, spanning Elementary School Teachers (ESTs) to Assistant/Associate Professors, and newly inducted Vice Principals and Principals.
2. **Continuous Professional Development (CPD):** A mandatory 96-hour (6 Credit Hours) program required at each stage of the job cycle for eligibility for promotion to the next Basic Pay Scale (BPS) level.

This structure is necessary to ensure that FDE educators continually meet the evolving demands of the education sector, particularly concerning digital literacy, data-driven pedagogy, and ethical practice.

The primary goal of Professional Development is to strengthen teacher learning outcomes, including deepened subject knowledge, pedagogical skill, and the capacity for sound professional judgment in diverse classroom contexts. Through sustained and reflective PD, teachers improve instructional practices, learner engagement, assessment quality, and inclusive classroom environments. Recognition and promotion are positioned as consequential outcomes of demonstrated professional growth and improved classroom practice, rather than as the primary purpose of PD, ensuring that career progression is grounded in authentic teaching excellence and educational impact.

Regulatory frameworks for Professional Development are intended to enable quality, coherence, and equity—not to police teachers or constrain professional agency. Such regulation establishes shared standards, safeguards learning quality, and ensures access to meaningful growth opportunities, while recognizing teachers as trusted professionals capable of exercising informed

judgment. Grounded in professional responsibility and ethical practice, this approach affirms trust in teachers' expertise, encourages reflective improvement, and fosters a culture of accountability that is developmental rather than disciplinary.

3. Foundational Principles: Policy and Statutory Framework

For this framework to be effective, its requirements must be legally binding and administratively enforceable. The FDE must issue a specific Statutory Regulatory Order or Service Rule Amendment to codify these training requirements as mandatory prerequisites for service confirmation and promotion.

3.1. Mandatory Provision and Credit System: The Regulatory Basis

The policy instrument must define strict adherence criteria to prevent the professional development requirement from being treated as discretionary.

Mandate for Induction: Induction Training (48 hours/3 CH) is mandated for all newly inducted staff (EST, SET, SST, Lecturers, Assistant Professor, Associate Professor). Completion must occur within a stipulated period (e.g., six months) and is a precondition for confirmation of service or Termination of Probation

Mandate for Promotion: Continuous Professional Development (CPD) totaling 96 hours (equivalent to 6 CH) is established as a mandatory prerequisite for eligibility to appear before the Departmental Promotion Board (DPB). The policy must explicitly state that failure to complete these required 6 credit hours of stage-specific training will result in the mandatory refusal of promotion consideration by the DPB.

Credit Hour Standardization: The framework formalizes the conversion rate to ensure uniformity across FDE-certified training providers: 16 Hours of training (In person or Online) are equivalent to 1 Academic Credit Hour (CH). This ratio draws upon comparative international education systems where, for instance, a college semester is typically correlated to 15 clock hours or Professional Development Points (PDPs). All training completion certificates must adhere to this official conversion rate. If there is any policy by HEC/NACTE

3.2. Promotion Linkage Mechanism (DPB Compliance)

The policy must streamline the administrative process for linking training completion to the promotion decision.

Documentation Requirement: Every teacher must maintain a verifiable Professional Development Portfolio (PDP) certified by a designated FDE authority (e.g., the FDE Training Wing). This portfolio must contain the certificates of completion for the requisite 6 credit hours, which must detail the specific competency areas covered to demonstrate stage relevance.

DPB Checklist Integration: The promotion documentation reviewed by the DPB must incorporate a non-negotiable administrative checkpoint. The specific policy language should instruct the DPB to verify "Completion of 6 Credit Hours (96 Clock Hours of training) of

Mandatory, Stage-Specific CPD." If verification is not achieved, the candidate is administratively ineligible for consideration, thereby establishing the training as an organizational gatekeeper for career advancement.

Credit Validity and Banking: To ensure that the training remains current and relevant to the teacher's immediate professional stage, the policy must stipulate a validity period for the CPD credits (e.g., credits must have been earned within the promotion cycle, not exceeding five years prior to the DPB date). A provision can allow for the "banking" of minor excess hours (up to 16 hours/1 CH) for the subsequent year's general CPD requirement, but these cannot count toward the next promotion threshold.

3.3 Quality Assurance and Policy Alignment:

Making PD mandatory carries the inherent risk that teachers may prioritize compliance over genuine professional growth, potentially leading to minimal improvement in actual classroom practices. To counteract this, the FDE policy must embed rigorous monitoring and evaluation (M&E) mechanisms. These mechanisms should not focus solely on attendance but on assessing the fidelity of implementation in the classroom, supported by evidence from supervisors and principals.

Furthermore, as the FDE operates under the larger Ministry of Federal Education and Professional Training (MoFEPT) , the CPD curriculum must ensure explicit mapping of its 48-hour Induction and 96-hour CPD competencies to the current National Professional Standards for Teachers (NPST 2009/2024). This alignment guarantees that FDE teachers are trained according to nationally agreed standardized frameworks, fostering coherence and national quality benchmarks.

Table 1: Credit Hour Conversion and Promotion Linkage Policy

Parameter	Standard/Metric	Policy Provision	Compliance Check (DPB)
Contact Hours (CHRs) per Credit Hour (CH)	16 CHRs = 1 CH	Mandated conversion rate for all FDE and accredited partner programs, ensuring uniformity.	Certification of CHRs achieved, verified by accredited institution stamp.
Induction Training Requirement	48 Contact Hours 3 CH	Mandatory for all new staff (EST to Associate Professor). Must be completed within 6 months of joining service.	Mandatory certificate for confirmation of service and release of final probation letter.
CPD Requirement per Promotion Stage	96 Hours / 6 CH	Mandatory prerequisite for eligibility to appear before the Departmental Promotion Board (DPB)	DPB checklist confirmation of valid, stage-specific 6 CH certificate (dated within the promotion cycle).
Credit Validity and Banking	Credits valid for 5 years. Maximum 16	Required to prevent "stale" training from	Administrative audit prior to DPB submission.

	CHRs (1 CH) may be banked for subsequent non-promotion CPD requirements.	counting towards current competencies.	

4. Stage 1: The Mandatory Induction Program (MIP) – 48 Hours/3 Credit Hours

The Mandatory Induction Program (MIP) is a critical, rigorous two-week program designed to equip all new FDE educators with the necessary foundational skills and an understanding of the FDE context immediately upon joining service.

4.1. Core Curriculum: Foundational Pedagogical Excellence (40 Hours)

This core content is compulsory for all staff, from Elementary School Teachers (ESTs) to Lecturers and newly inducted Vice Principals and Principals, ensuring a shared understanding of modern teaching principles.

4.1.1. Professional Learning and Teaching as a Profession (8 Hours):

This module covers the FDE Code of Conduct, professional ethics, and an introduction to the concept of Professional Learning Communities (PLCs). PLCs are fundamental structures that promote collective responsibility, shared purpose, and continuous improvement through collaborative inquiry into best practices. Understanding the institutional structure and the roles within the FDE is also mandatory.

4.1.2. Modern Teaching Techniques and Inquiry (16 Hours):

This section focuses on moving instruction beyond traditional lecture methods. It includes training in designing and facilitating **Inquiry-Based Learning (IBL)** cycles and a rigorous introduction to **Project-Based Learning (PBL)**. PBL training must cover the basic structure of connecting real-world problems to curriculum standards, providing students with authentic problem-solving opportunities. Effective classroom management techniques for maintaining a positive and productive learning environment are also covered.

4.1.3. Assessment, Data, and Curriculum Understanding (8 Hours):

Educators must demonstrate familiarity with national and FDE curriculum frameworks. Training must cover both Formative and Summative Assessment and Evaluation methods. Crucially, this module introduces **Student Data Collection and Data-Based Decision Making** at a basic level, focusing on using preliminary data to identify immediate student needs.

4.1.4. Ethics, Child Rights, and Technology Integration (8 Hours):

Ethics in Professional Development is integral to teacher identity and professional purpose, not merely a matter of compliance with rules or procedures. It reflects a teacher's responsibility to exercise sound professional judgment, to act in the best interests of learners, and to uphold the trust placed in the profession by society. Ethical professional growth involves reflective practice,

integrity in the use of knowledge and credentials, and a sustained commitment to equity, inclusion, and learner wellbeing. In this sense, ethics positions teachers as civic actors whose daily classroom decisions contribute to social cohesion, democratic values, and the moral fabric of the education system.

This integrated module addresses critical policy areas. It includes a comprehensive review of Child (Students) Rights and the Prohibition of Corporal Punishments, ensuring educators understand their statutory and ethical duties regarding student welfare. It also provides foundational skills in Learning Educational Technologies (EdTech) and introduces the Use of AI in the Teaching-Learning Process. Training should cover practical applications, such as leveraging AI tools to generate Project-Based Learning plans. The instruction on AI must be framed within the context of child protection, covering crucial concerns like data privacy, surveillance risks, and the need for "AI minimization" to limit the use of AI to tasks that are truly necessary, thereby protecting children from algorithmic bias and over-reliance on technology.

4.2. Specialized Elementary Focus (Integrated into 40 Hours)

For ESTs and SETs, 8 hours of core training must be specifically dedicated to acquiring specialized skills for primary education.

Foundational Literacy and Numeracy (FLN): This intensive component focuses on building essential reading, writing, and arithmetic skills, which are critical for early learners' success. The training concentrates on effective methodologies for phonics, comprehension, expressive writing, developing number sense, basic operations, and mathematical problem-solving in young children. The emphasis on FLN aligns with global and national initiatives aimed at strengthening early grade learning outcomes, such as India's NIPUN Bharat Mission.

4.3. Specialized Induction for Newly Inducted Vice Principals

Vice Principals (VPs) must complete the 40-hour pedagogical core alongside teachers but require additional specialization in transition leadership.

Instructional Leadership (IL) Fundamentals: This module provides VPs with basic concepts of IL, including defining high achievement, learning how to conduct preliminary classroom walkthroughs, and leading initial Professional Learning Communities.

Financial Management and School Development Areas (Introductory): VPs receive an overview of school budgeting, essential resource allocation strategies, and an introduction to the purpose and structure of School Development Plans (SDPs).

4.4. From Training to Job-Embedded Implementation

The accumulation of PD credits alone does not constitute meaningful professional growth. Such credits must be complemented by demonstrable learning, critical reflection, and clear evidence of classroom application, illustrating how newly acquired knowledge and skills have informed professional judgment and enhanced teaching practice. This approach ensures that PD functions

as a process of authentic learning and educational impact, rather than a procedural or compliance-driven requirement.

The 48-hour MIP must be recognized as Phase 1 of induction. To ensure knowledge retention and implementation, the policy should mandate that the training be followed by a formal mentorship program during the new teacher's first year of service. This job-embedded support model, consistent with international standards, requires new teachers to practice and refine their skills (PBL, IBL, FLN) under a structured **Individual Learning Plan (ILP)** overseen by a mentor.

Table 2: Mandatory Induction Program (MIP) Curriculum Outline (48 Hours / 3 Credit Hours)

Module Area	Content Components	Contact Hours	Focus Competency
I. Professional Foundation & Ethics	FDE Policy, Code of Conduct, Institutional Structure, Professional Learning Communities (PLCs).	8	Professional Identity
II. Core Pedagogy & Classroom Practice	Teaching Techniques, Inquiry-Based Learning, Project-Based Learning (PBL) Introduction , Classroom Management.	16	Instructional Delivery
III. Assessment, Data, and Curriculum	Curriculum Understanding, Assessment & Evaluation (F/S), Student Data Collection, Basic Data-Based Decision Making.	8	Decision Making & Planning
IV. Technology & Rights (Integrated)	Educational Technologies, Use of AI in T/L, Child Rights, Prohibition of Corporal Punishment.	8	Ethical & Digital Practice
V. Elementary Specialization (FLN)	Foundational Literacy and Numeracy (Phonics, Number Sense), Early Grade Assessment. Assessment Tools (Standardized)	8	Remedial Expertise
TOTAL		48 Hours / 3 Credit Hours	

5. Continuous Professional Development (CPD) Track: Instructional Excellence (96 Hours/6 CH)

This specialized track targets classroom teachers (ESTs, SETs, SSTs, Lecturers) seeking promotion to the next BPS level. The 96 hours are structured to transition the teacher from competent practitioner to reflective professional researcher, utilizing data and advanced digital tools.

5.1. Philosophy: Job-Embedded Learning and Competency Progression

The CPD framework requires teachers to move beyond passive learning, emphasizing approaches like collaborative learning, reflective practice, and action research. This ensures that professional growth is sustained and results in evidence-based instructional improvement.

5.2. Mandatory CPD Curriculum for Teacher Promotion (96 Hours / 6 Credit Hours)

The curriculum is divided into three blocks of 32 contact hours, ensuring structured progression in complexity.

5.2.1. Action Research and Reflective Practice (32 Hours):

This module provides detailed training on implementing **Action Research Cycles**, enabling teachers to systematically investigate and improve their teaching practices. The training covers formulating research questions, ethical data collection (including teacher impact data), implementing classroom interventions, and evaluating outcomes. This capability is vital because promotion systems require candidates to document a sustained and consistently demonstrated record of excellence in teaching. Action research provides empirical evidence necessary to substantiate claims of instructional improvement. Completion and peer review of an Action Research paper documenting this improvement should be mandated as the capstone project for the initial promotion stage, serving as the primary tangible output verifying the 96 hours of effort. Furthermore, this module covers **Teaching Theories and Student Psychology** to enhance the application of differentiated and needs-based instructional design.

5.2.2. Advanced Data Analysis and PBL Mastery (32 Hours):

This block focuses on high-level application of data and pedagogy. Teachers receive training in **Student Data Analysis and Informed Decision Making**, moving beyond basic data collection to the advanced interpretation of school, system, and national achievement data to inform strategic curriculum and planning decisions. It also includes mastery of **Project-Based Learning (PBL) Design**, focusing on developing complex, extended projects that are explicitly driven by **Subject Learning Outcomes (SLOs)**. Instructors guide teachers to design for authenticity and agency, coaching students through inquiry, critical thinking, and collaboration.

5.2.3. Digital Competencies and AI Application (32 Hours):

This module ensures educators are prepared for the demands of the 21st-century classroom. The training should be structured around a recognized **Digital Competencies Framework**, moving teachers from using technology as a basic tool to utilizing it for advanced professional development, innovation, and collaboration. The training must culminate in **Advanced AI Integration**, covering leveraging AI for generating personalized learning pathways, automating assessment feedback, complex resource creation, and managing teacher workflow efficiency. To ensure the acquisition of these skills is measurable, the CPD must incorporate an assessment tool to categorize teacher digital proficiency. Promotion eligibility should require achieving a minimum proficiency level (e.g., B grade on National scale) to ensure that digital competencies are not just trained but demonstrably mastered and implemented in practice.

Table 3: Mandatory CPD Curriculum for Teacher Promotion (96 Hours / 6 Credit Hours)

Competency Block	Content Focus	Contact Hours	Promotion Stage Focus	Assessment/Deliverable for DPB
I. Research & Theory	Action Research methodology; Teaching theories; Student psychology; Differentiated instruction.	32		Submission of a completed Action Research Project addressing a specific classroom challenge.

II. Data & Application	Student Data Analysis, Informed Decision Making; Developing projects based on Subject Learning Outcomes (SLOs); Diagnostic & Remedial Planning.	32		Data Portfolio demonstrating modification of practice based on analyzed student outcomes.
III. Digital & Innovation	Advanced Teaching Technologies; Digital Competencies Framework alignment ; Deep integration of AI in instruction/resource creation.	32		Digital Portfolio demonstrating mastery (e.g., "Silver" level) in digital competency domains.
TOTAL		**96 Hours / 6 Credit Hours**	Required for one stage promotion (e.g. BPS 16 to BPS 17)	

6. Continuous Professional Development (CPD) Track: Strategic Leadership (96 Hours/6 CH)

This highly specialized track is mandatory for educators seeking promotion to administrative and strategic posts, including Vice Principal and Principal. The focus must transition from classroom instruction to whole-school system management, fiscal oversight, and strategic development.

6.1. The Transition to System-Level Leadership

The training must equip leaders with the capability to drive system-level improvement, emphasizing instructional monitoring, team capacity building, and fiscal accountability.

6.2. Leadership CPD Curriculum (96 Hours / 6 Credit Hours)

6.2.1. Instructional Leadership and Academic Monitoring (32 Hours):

This module centers on developing the leader as the chief instructional resource. Training emphasizes Instructional Leadership skills, including the ability to conduct calibrated classroom walkthroughs and provide specific, actionable feedback to teachers. It includes techniques for leading Professional Learning Communities (PLCs), ensuring curricular coordination, and academic supervision. The goal of this training is to standardize the definition of high-quality instruction across the school, making the Vice Principal an "Instructional Calibrator" who ensures consistent implementation of FDE standards.

6.2.2. Strategic Planning and Project Management (32 Hours):

Leaders must be strategic thinkers. This section provides comprehensive training in developing, implementing, and evaluating multi-year School Development Plans (SDPs) aligned with FDE

policy and institutional goals. It requires hands-on training in Project Development and Management, where participants lead a school improvement project designed to build team capacity, overcome resistance, and achieve specific, measurable goals regarding student learning outcomes. The module also covers best practices for developing Community Engagement Plans to involve parents and stakeholders in school governance and support.

6.2.3. Financial Management, Procurement, and Digital Governance (32 Hours):

This mandatory component addresses the critical administrative duties of school leaders.

- **Financial Management:** Fundamentals of budgeting, financial planning, resource allocation, analyzing financial statements, and funding advocacy tailored for educational institutions.
- **Public Sector Procurement:** This is treated as a distinct, specialized module, separate from general financial management, focusing on compliance with FDE and government rules. It includes contract management, supply chain ethics, and ensuring accountability in resource acquisition. This specialization is necessary because complex government tendering and ethical obligations require dedicated training.
- **Digital Governance Proficiency:** Training includes advanced basic computer competencies, mastering MS Office (Word for official documentation, Excel for budget/data analysis, PowerPoint for professional presentations), and achieving proficiency in the use of AI in official documentation for tasks such as drafting summary reports, data synthesis, and compliance audits.

Table 4: Mandatory CPD Curriculum for Leadership (VP/Principal) (96 Hours / 6 Credit Hours)

Competency Block	Content Focus	Contact Hours	Focus Competency	Assessment/Deliverable for DPB
I. Instructional Leadership	Instructional Leadership techniques, Classroom Walkthroughs, Providing Actionable Feedback, Academic Monitoring, Leading PLCs.	32	Academic Quality Management	Project: Lead and document a school-wide instructional improvement project (e.g., implementing a new feedback cycle).
II.Strategic Planning	Developing School Development Plans (SDPs); Project Development & Management; Community Engagement; Remedial Plan development.	32	Strategic Vision & Execution	Submission and presentation of a comprehensive 3-year SDP, including budget alignment.
III. Fiscal & Digital Governance	Financial Management (Budgeting, Resource Allocation) ; Public Sector Procurement and Ethics ; MS Office proficiency, AI in official documentation.	32	Fiscal Responsibility & Compliance	Capstone Assessment: Financial case study simulation and procurement compliance audit report.
TOTAL		96 Hours / 6 Credit Hours		

CHAPTER 2.
MASTER TRAINERS

1. **Rationale for a Dedicated Master Trainer Cadre:**

1. **Professionalization of Teacher Training:**
   A dedicated Master Trainer cadre ensures that teacher training is conducted by highly qualified and specialized professionals with deep expertise in pedagogy, curriculum, and assessment. This strengthens the overall quality and consistency of training programs.
2. **Continuity and Institutional Memory:**
   Master Trainers serve as a stable resource within FDE, retaining institutional knowledge, best practices, and training methodologies. This continuity is essential for long-term capacity building and sustaining reforms in teaching and learning.
3. **Enhanced Capacity Building:**
   A specialized cadre allows focused development of trainers through continuous professional development, mentorship, and exposure to modern teaching practices, which in turn improves teacher performance across schools.
4. **Standardization and Quality Assurance:**
   Having a dedicated cadre ensures standardized delivery of training content, adherence to quality benchmarks, and systematic monitoring and evaluation of training programs.
5. **Strategic Support for Educational Reforms:**
   Master Trainers act as catalysts for implementing curricular reforms, pedagogical innovations, and quality improvement initiatives, bridging the gap between policy directives and classroom-level practice.

2. Building the Expert Cadre: Master Trainers and Facilitators

2.1 Defining the FDE Master Trainer Profile

The Master Trainer is the central architect of the Training Wing-FDE, functioning as a scholarly practitioner responsible for designing, delivering, and researching effective pedagogical interventions. This requires stringent academic qualifications complemented by specialized professional competencies. A minimum of 25 full time Master Trainers required to be engaged to conduct necessary training programs for teachers at different levels.

The **mandatory academic qualifications** must include a Master's or PhD degree in Education, Instructional Leadership, Curriculum & Instruction, Educational Leadership or a related educational studies field. Crucially, the Master Trainer must also possess expertise in another major field of study (e.g., Mathematics, Science, Languages) to ensure robust pedagogical content knowledge, enabling them to lead subject-specific professional development. These scholarly credentials establish a culture of rigor necessary to move professional development beyond basic compliance toward intellectual and practical leadership.

2.2 Core Competencies for FDE Master Trainers

The selection and continuous evaluation process for Master Trainers must screen for expertise that extends well beyond standard classroom teaching, focusing primarily on competencies in adult learning and systemic leadership.

Key professional competencies include:

- **Adult Learning Theory:** A deep, applied understanding of how adults learn is essential to ensure that PD is not only relevant and engaging but also directly translatable into practice, thereby enhancing its overall impact.
- **Training Delivery and Methodologies:** Trainers must be proficient in innovative delivery techniques, including blended learning, technology integration, and the use of structured session plans that foreground real-world application and analytical thinking.
- **Training Content Development:** Expertise is required in designing evidence-based, high-impact training content and ensuring its alignment with both National Teacher Standards and recognized Professional Learning Standards (such as the Learning Forward standards used in international CPD frameworks).
- **Facilitation and Leadership:** Master Trainers must possess the skills necessary to serve as instructional leaders, providing reflective and expert feedback, promoting collaborative teaching practices, and fostering continuous improvement among colleagues.

2.3 Policy for Mandatory Trainer CPD (The 6 Credit Hour Requirement)

The Training Wing shall model the culture of learning it seeks to cultivate across the education system. This requires positioning the Wing not merely as a delivery or regulatory unit, but as a learning organization committed to continuous inquiry, reflection, and improvement. Staff are expected to engage in ongoing professional learning, collaborative review of practice, and evidence-informed decision-making, drawing on feedback from teachers, schools, and stakeholders. A strong internal learning culture fosters openness to innovation, ethical use of data, shared responsibility for quality, and adaptive leadership—ensuring that CPD policies, programs, and standards remain responsive, credible, and grounded in classroom realities.

The requirement for Master Trainers to complete a minimum of 6 credit hours after every 3 year of their own training in contemporary teaching, teacher leadership, and research methodologies is a foundational policy designed to ensure their continuous professional renewal and scholarly rigor.

3. Equivalence and Accumulation

These 6 credit hours must be recognized as college credits or approved Continuing Professional Education courses. By standard definition, this equates to 96 clock hours of professional learning over a designated period (3 Years), based on the established conversion where 1 semester hour of college credit is equivalent to 16 Professional Development hours (or 16 clock hours). This

mandate formalizes the concept that trainers must be active, continuous learners operating at the highest professional benchmark, countering the documented ineffectiveness associated with compulsory but low-impact PD offerings.

4. Curriculum Focus

This mandatory CPD must be strategically focused on three high-leverage domains to directly support the FDE's mandate for research-driven policy and data-informed practice:

1. **Contemporary Teaching Skills (2 Credits):** Focused on new pedagogical models, specifically competency-based education , and the integration of technology to facilitate authentic, learner-driven activities.
2. **Teacher Leadership and Educational Change (2 Credits):** Focused on advanced skills in instructional leadership, organizational decision-making, and implementing school improvement models that promote effective, collaborative teaching practices.
3. **Research Methodologies and Data Analytics (2 Credits):** Focused on developing the ability to use and understand research to improve instructional practice, make principled judgments, and inform organizational decisions.

Requiring trainers to be both academic leaders (Masters/PhD) and undergo formal professional renewal establishes a necessary culture of scholarly rigor within the Training Wing. This mechanism guarantees that the content they produce and deliver is evidence-based, high-impact, and directly supports the FDE's goal of initiating research-driven policy and implementing systematic Training Needs Assessments.

Table 5: Qualifications and Mandatory Training for FDE Master Trainers

Criterion	Requirement	Justification and Source
Academic Degree	Master's or PhD (M.Ed. or PhD or equivalent) in Education/Instructional Leadership, plus expertise in a secondary subject major.	Ensures deep pedagogical knowledge and scholarly credibility for content design.
Core Competency Focus	Adult Learning Theory, Content Development, Reflective Practice, Instructional Leadership.	Aligns FDE practice with national and international facilitator core competencies.
Mandatory Self-CPD	Minimum 6 Recognized College Credit Hours (equivalent to 96 clock hours over a 3 years period).	Ensures continuous capacity building in high-impact areas critical for training design.

CPD Subject Area	Contemporary Teaching Skills, Teacher Leadership, and Research Methodologies, Educational Technologies.	Focuses on developing scholarly practitioners capable of driving evidence-based educational reform.

5. Service Rules for Master Trainers

1. Designation and Cadre Structure

Table 6: Master Trainers Service Structure

S. No.	Designation	BPS	Mode of Induction / Promotion	No. of Seats
1	Master Trainer	BPS-17	Initial Appointment	18
2	Senior Master Trainer	BPS-18	Promotion from Master Trainer	5
3	Principal Trainer	BPS-19	Promotion from Senior Master Trainer	2

5.1 Eligibility and Promotion Criteria

A. Master Trainer (BPS-17)

1. **Qualifications:**

   Master's degree in education in Curriculum & Instruction, Educational Leadership, Educational Policy, or an equivalent educational field recognized by HEC.

2. **Experience:** As notified in recruitment guidelines.
3. **Role:** Facilitation and delivery of CPD programs, classroom observations and classroom-based training, and foundational teacher support.

B. Senior Master Trainer (BPS-18)

1. **Eligibility:**

Category	Minimum Experience as Master Trainer	Remarks
Non-PhD	5 years	Promotion on seniority-cum-fitness basis
PhD	3 years	Accelerated promotion

Ph.D. Qualification:

Must be in Teacher Education, Curriculum & Instruction, Educational Leadership, Educational Policy, or equivalent in any educational field.

2. **Role:**

   Mentoring Master Trainers, designing and conducting CPD programs, overseeing curriculum implementation, ensuring quality of training delivery.

3. **Performance Benchmarks & Portfolio Requirements:**

   - Demonstrated improvement in teacher learning outcomes (via reports/feedback)
   - Portfolio including sample lesson plans, CPD session reports, reflection logs
   - Evidence of mentoring/coaching junior trainers
   - Contribution to curriculum or instructional resources

C. Principal Trainer (BPS-19)

1. **Eligibility:**

Category	Experience in BPS-18	Total Relevant Experience	Remarks
Non-PhD	7 years	Minimum 12 years total	Promotion based on performance evaluation and availability
PhD	5 years	Minimum 8 years total	Accelerated promotion; PhD must meet criteria above

2. **Role:**

   Strategic leadership of the Training Wing, policy alignment, research-led innovation, development of CPD initiatives, and oversight of quality assurance.

3. **Performance Benchmarks & Portfolio Requirements:**

   - Evidence of leadership in CPD program design and execution
   - Strategic reports on teacher development, training impact, and system-level outcomes
   - Contributions to policy formulation or research publications in education
   - Mentoring Senior Master Trainers and ensuring capacity building across the Training Wing

3. General Provisions

1. Promotion is contingent upon demonstrated professional competence, performance benchmarks, and ethical conduct.
2. Accumulation of service duration or PD credits alone does not constitute eligibility; evidence of applied learning, reflective practice, and contribution to teacher development is required.
3. PhD-based accelerated promotion is allowed only if the degree aligns with specified fields and meets HEC recognition criteria.
4. Professional portfolios must be maintained and periodically reviewed during performance appraisal cycles.

CHAPTER 3
THE UNIFIED CREDIT-HOUR EQUIVALENCE SYSTEM AND ACCREDITATION

1 Rationale and Requirements for Standardization

A unified credit system is indispensable for the success of the Training Wing-FDE. It ensures that all Continuous Professional Development efforts are standardized, mutually transferable, and formally recognized for critical career progression markers, including promotions, appointments as Principals, Vice Principals etc. The accumulation of credits must be seamless, allowing teachers to combine training hours acquired from FDE, FCE, NIETE, and partner universities without bureaucratic obstacles.

2 Establishing the Credit Conversion Standard

The system must satisfy national accreditation standards, such as those set by NACTE (National Council for Teacher Education) or the Higher Education Commission (HEC), while adopting proven best international practices for clock-hour equivalence.

The **Standard Conversion Ratio** shall be:

- **1 CPD Credit Hour (CPD CH)** is equivalent to **16 clock hours** of sustained, high-quality, approved professional learning activity.
- This ratio adheres to international CPD standards where credit is defined based on a ratio of 16 hours to one credit, aligning with the definition of the Carnegie Unit.
- Non-degree professional learning experiences must have a minimum recognition request of **0.5 CPD CH** (demonstrating 8 clock hours) and a maximum of **5 CPD CH** (demonstrating 80 clock hours).

2.1 Protocols for Program Submission and Accreditation

A centralized approval mechanism, governed by the FDE Training Wing's QA Division in collaboration with NACTE/HEC, must vet and register all credit-bearing courses.

- **Mandate for Providers:** All participating institutions—including FCE, NIETE, and Islamabad Universities—must utilize a single, common CPD application, detailing precise learning outcomes, explicit content alignment (to national curriculum and teacher standards), course duration in clock hours, and robust assessment methods.
- **Quality Review Process:** Content must align with national curriculum standards and be guided by recognized international Professional Learning Standards. Submissions must be electronic to ensure efficiency and must be approved before the commencement of the

course. Regular course offerings can receive approval for a period of up to five years, subject to renewal.

Beyond national recognition, the system must pursue international accreditation. Seeking approval from internationally recognized bodies, such as the CPD Standards Office or specialized international education certifying organizations, provides external validation of the quality and compliance of FDE/collaborative programs. This external assurance ensures that the content meets global benchmarks, which is instrumental in attracting high-caliber talent and guaranteeing the rigor and transferability of the CPD efforts for teachers seeking professional growth opportunities internationally. Until no such calibration is attained, FDE training wing will conduct trainings or design training programs by calibrating the Credit hour equivalence and learning standards by national teacher training institutes.

Table 7: Credit Hour Equivalence and Recognition Standards

Unit of Measure	**Equivalence**	**Scope and Application**
Clock Hour (CH)	60 minutes of instruction/activity.	Basis for all calculation; minimum 8 CH required for credit recognition.
CPD Credit Hour (CPD CH)	16 Clock Hours (CH).	Standardized unit for FDE/FCE/NIETE/University approved CPD courses.
University Semester Credit (SC)		Used for formal degree pathways and for the mandatory 6-credit Master Trainer renewal requirement.
Accreditation Authority	NACTE (National) and International Certifying Body (e.g., CPD Standards Office).	Required for institutional validation, quality assurance, and global recognition.

CHAPTER 4
FEDERAL DIRECTORATE OF EDUCATION, TRAINING WING

1. The Rationale for Establishing the Training Wing

The establishment of the Federal Directorate of Education (FDE) Training Wing represents a necessary strategic shift towards institutionalizing continuous professional development (CPD) as a foundational element of quality education delivery. This proactive measure aligns FDE policy with the global understanding that excellence in teaching and leadership is a career-long process requiring continuous learning and growth.

The Training Wing's primary mandate is to serve as the central mechanism for the lifelong professional learning of all FDE staff, encompassing ESTs, SETs, SSTs, lecturers, professors, principals, and supporting staff. This centralized approach is essential not only for improving the quality of the FDE workforce but also for proactively compensating for potential shortcomings identified during initial teacher preparation. Furthermore, the contemporary education landscape demands that educators remain current with evolving challenges, such as managing the increasing diversity of learners, effectively integrating information and communication technology (ICT), and aligning vocational training with the changing requirements of the modern workplace.

1.2 Global Benchmarking: Defining Effective PD

To ensure institutional resources are utilized wisely, the Training Wing must adhere to established global standards for professional development quality. Effective PD is defined not merely by the number of courses offered but by its measurable impact on practice and student results. High-quality professional development must be sustained, coherent, relevant, and intrinsically connected to instructional effectiveness.

1.3 Organizational Structure and Governance of the Training Wing

1.3.1 The Training Wing Organogram and Reporting Lines

The Training Wing is structured to provide specialized functional accountability, ensuring clear segregation between data management/analysis and operational execution/logistics. The strategic placement of the Wing under the Director Academics and Quality Assurance ensures that professional development efforts are constantly scrutinized against and aligned with core academic objectives and quality standards.

The hierarchy flows directly from the Director Academics and Quality Assurance to the Deputy Director Training (DDT), who holds ultimate operational authority for all training activities. Below the DDT, the structure divides into two distinct, specialized sections, each managed by an Assistant Director (AD) responsible for reporting and execution within their domain. This clear functional specialization is designed to minimize overlap and maximize efficiency.

Table 8: FDE Training Wing Organogram and Accountability Matrix

Post Title	**Minimum BPS/Appointment Criteria**	**Reporting To**	**Primary Strategic Accountability**
Director Academics & Quality Assurance	BPS 19/20	DDG (Policy), FDE	Strategic Oversight; Alignment with National Education Policy and HEC/FDE Quality Standards.
Deputy Director Training (DDT)	BPS 18/19 (Promotion of AD, FPSE, or Selection from Teaching Cadre)	Director Academics & QA	Overall planning, budget control, external university liaison, Quality Assurance.
Assistant Director Data Management (AD-DM)	BPS 17	Deputy Director Training (DDT)	Data Architecture, T-LMS administration, Compliance Register, Statutory Reporting (Quarterly/Annual).
Assistant Director Operations (AD-Ops)	BPS 17	Deputy Director Training (DDT)	Calendar Development, Logistics, Venue Management, Master Trainer Management, Credit Hour Equivalence Certification.
Assistant (2 Posts)	BPS 14/16	AD-DM/AD-Ops	Support for data entry, certificate processing, administrative tasks.
Attendant (2 Posts)	BPS 1-5	AD-DM/AD-Ops	Office support, distribution, basic logistics assistance.

1.3.2 Policy on Leadership Selection (DDT and ADs)

The quality and competence of the DDT and the two ADs are paramount to the Wing's success. To uphold the core value of a merit-based employment model, the FDE must establish an Internal Review Board (IRB), Director General (DG), DDG and Director-level officers, to oversee the selection process.

Merit Principle Application: Appointments for the DDT (BPS 18/19) and the Assistant Directors (minimum BPS 17) must be determined solely on the basis of relative ability, knowledge, and skills, following a fair and open competition. This strict adherence to merit competition, regardless of whether the candidate is selected via promotion, direct hire through the FPSE, or nomination from the internal teaching staff, is necessary to prevent unauthorized preference or the appearance of personal or political favoritism.

KSA Mandate for Training Leadership: The functional requirements for the DDT position necessitate specific, high-level Knowledge, Skills, and Abilities (KSA). The minimum professional standard requires a Master's degree in education, coupled with a minimum of seven years of progressive administrative experience specifically in professional development planning, delivery, follow-up, and evaluation. Crucially, the successful candidate must possess strong analytical, organizational, and management skills, including the ability to analyze data for evidence-based decision-making, and deep knowledge of current research-based PD best practices.

If a candidate is nominated from the existing teaching cadre, the IRB must ensure that their pedagogical expertise is supplemented and validated against the required administrative KSA, including project management, budgeting, and supervision techniques. Without this rigorous, competency-based selection process focused on proven administrative capacity in PD, the Training Wing risks administrative stagnation and systemic failure, undermining the strategic investment in continuous development.

1.4: The Data Management Architecture and T-LMS (AD Data Management)

1.4.1 Comprehensive Data Mandate and System Requirements

The Assistant Director Data Management (AD-DM) serves as the primary custodian and analyst of the FDE's human capital development records. The magnitude and sensitivity of this data mandate necessitates the immediate implementation of a dedicated Training Learning Management System (T-LMS) rather than relying on manual or fragmented tracking methods.

Data Sets to be Managed by the T-LMS:

1. **Personnel Profiles and Credentials:** Detailed records of all FDE staff categories (teachers, lecturers, professors, principals, supporting staff). This system must be integrated with the FDE HR database to maintain up-to-date credential records, BPS status, and individual professional growth goals.
2. **Training History and Credit Tracking:** Comprehensive records must be maintained covering the dates, duration (contact hours), outcomes, certificates issued, and the cumulative "stake of credit hours" completed by every individual during previous years. This calculation is foundational for linking PD to career development incentives.

3. **Master Trainer Registry:** A dedicated module is required to track Master Trainers (MTs), documenting the specific trainings they have received, their established areas of expertise, and critically, their ongoing performance evaluations derived from trainee feedback.
4. **Compliance Register:** The system must track mandatory compliance training (e.g., safety, data privacy) required by law or FDE policy. The T-LMS must feature real-time monitoring tools to highlight overdue or incomplete training assignments by team or risk level, generating automated escalation alerts to the AD Operations and relevant school leadership to enforce adherence.

1.4.2 Design Requirements for the Training-Learning Management System (T-LMS)

The T-LMS must function as an integrated software solution capable of delivering online training, managing administrative processes, and tracking evaluations and professional development activities in a single central location.

The system's design must prioritize efficiency and accuracy in two key areas:

- **Credit Hour Calculation:** The automated tracking of cumulative credit hours is essential for justifying career progression and meeting continuous education requirements.
- **Nomination Management:** The T-LMS must streamline the process of finding and submitting nominations for upcoming training opportunities offered by FDE, FCE, NIETE, local universities, and international partners. The system should allow the AD-DM to instantly confirm a nominee's eligibility based on their training history, compliance status, and accumulated credits.

The role of the AD-DM is not simply clerical data entry but sophisticated data synthesis and analysis. The inherent complexity of tracking diverse credentials, correlating cumulative credit hours, and processing various levels of training impact demands that the selected AD-DM possess specialized analytical skills and the ability to leverage the T-LMS data for evidence-based policy formulation and program improvement.

1.4.3 Key Performance Indicators (KPIs) and Data-Driven Decision Making

The AD-DM is responsible for utilizing the T-LMS to track Key Performance Indicators (KPIs) that extend beyond simple activity metrics. These measurable milestones must reflect the Wing's strategic goals of improving instructional effectiveness and increasing student results.

Table 9: KPIs for the Training Wing

KPI Category	Example Metrics	Impact Focus
Operational Efficiency	Training attendance rates; Certificate issuance turnaround time; T-LMS utilization rates.	Resource management and administrative speed.

Participant Learning	Pre- vs. Post-assessment score gains; Completion rate of new skill demonstrations; Portfolio quality assessment.	Knowledge and skill acquisition.
Impact Analysis (Guskey Levels 4 & 5)	Percentage of teachers applying new strategies in classroom observations; Student growth metrics; Student attendance/behavior improvements.	Direct link between PD investment and educational outcomes.

The consistent tracking and reporting of these metrics are crucial. Moving the evaluation from "happiness quotients" to rigorous outcome analysis is the only method to ensure financial and human resources are utilized effectively, demonstrating the value of the Wing to stakeholders.

2: Training Operations and Standardization (AD Operations)

2.1 Annual Training Planning and Logistics

The Assistant Director Operations (AD-Ops) is the logistical and execution arm of the Training Wing. This role requires meticulous planning, starting with the proactive creation of a comprehensive yearly training calendar. This calendar must coordinate FDE's internal demands with the externally scheduled offerings from FCE, NIETE, and local universities in Islamabad. This planning process demands continuous liaison with the AD-DM, ensuring that training opportunities are precisely matched to institutional and individual skill gaps identified through Training Needs Assessment (TNA) data.

The AD-Ops mandate encompasses end-to-end management of training delivery, including arranging all logistical elements (venues, equipment, materials), developing structured training plans for each cohort, and assigning vetted, qualified Master Trainers to specific groups of trainees.

2.2 Protocol for Credit Hour Equivalence and Certification Issuance

A significant responsibility of the AD-Ops is establishing and enforcing standardized methodology for assessing and issuing credit hour equivalence for professional training, especially for courses conducted by diverse external institutions (FCE, NIETE, other universities). This standardization is necessary because the Continuing Education Unit (CEU) is explicitly designed as a uniform unit of measurement for non-credit continuing education, providing individuals with official recognition of their efforts to update occupational competence.

Standard Conversion Rate: Based on international practice for converting non-degree coursework to academic relevance, the FDE must adopt the standard conversion rate: **One (1) FDE Credit Unit will be granted for each ten (16) contact/clock hours** of instruction. This conversion is contingent upon the training content being judged relevant to the educator’s professional practice and equivalent to a post-graduate level where appropriate, requiring objective proof of attendance and a passing grade or acceptable assessment.

To maintain institutional rigor and integrity when validating external coursework, **Credit Equivalence Review Committee (CERC)** will be established.

The Certification Equivalence and Ratification Committee (CERC) shall be constituted as a five-member statutory body, housed at the National Institute of Excellence in Teacher Education (NIETE), and shall perform functions analogous to equivalency committees operating within recognized higher education governance structures. The Committee shall provide institutional ratification to ensure that certificates issued by the Federal Directorate of Education (FDE) through domestic trainings, and on the basis of externally delivered or collaboratively implemented teacher training and professional development programs, possess recognized academic and professional validity for purposes of career progression, promotion, and official service record documentation.

The Committee shall composed of 5 members (4 Members from NIETE and 1 Member from FDE) and shall be chaired by a professor/academician from NIETE not below BPS-20 or equivalent, possessing a minimum qualification of a Master's degree in Education or a closely related field, preferably a PhD, and shall be actively engaged in teacher education or training programs. The remaining three members from NIETE shall be drawn from teacher training or teacher education departments, actively conducting pre-service or in-service training programs as faculty members, each not below BPS-19 and holding at least a Master's degree, preferably a PhD, in Education. Chairman and members from NIETE will be nominated by Board of Governors (BoG) NIETE.

The Federal Directorate of Education shall be represented by one member, nominated by the Director General, FDE, who shall be a member of the teaching faculty or a Principal Master Trainer, not below BPS-19, and holding a minimum qualification of a Master's degree, preferably a PhD, in Education.

The composition of the Committee is intended to ensure academic credibility, professional rigor, and institutional coherence, while strengthening alignment between FDE and NIETE in matters relating to certification equivalence, validation, and recognition.

2.3 Master Trainer Selection, Development, and Evaluation

The AD Operations is responsible for the selection of Master Trainers (MTs) in coordination with higher authorities. This selection process must be robust, based not just on teaching experience but on demonstrated pedagogical content expertise and potential for professional leadership.

The AD-Ops must manage ongoing professional development programs for MTs. International models demonstrate that providing a designated 'Teaching Track' allows expert teachers to remain within the classroom, mentor colleagues, and continually refine their expertise in pedagogy. The FDE's MT program should function similarly, offering sustained, specialized training for this cohort.

Furthermore, the AD-Ops acts as the primary liaison, responsible for establishing formal Memoranda of Understanding (MoUs) and collaborative agreements with FCE, NIETE, universities, and other government departments. These liaisons are critical for securing specialized expertise, pooling training resources, and facilitating joint training delivery.

3: Strategic Partnerships and International Liaisons (DDT and AD-DM)

3.1 Establishing Formal Partnerships (FCE, NIETE, Universities)

The Deputy Director Training (DDT), supported by the AD-Ops, must formalize strategic institutional collaborations. These agreements should follow the structure of "Eligible Partnerships," which internationally mandate sustained and intensive collaboration between local educational agencies (FDE schools) and partner institutions (FCE, NIETE, local universities).

These partnerships must extend beyond simple course delivery to include collaborative curriculum development, joint training initiatives, and resource sharing. For maximum impact, the collaborations should involve multiple university departments—such as the School of Education, Arts and Sciences, and departments specializing in psychology or human development—to ensure that teacher preparation and development efforts are holistic and address the evolving needs of high-need districts.

3.2 Framework for National and International Training Nomination Protocols

The process for nominating staff for advanced national and international training opportunities requires rigorous, data-driven protocols to ensure fairness and compliance with legal obligations.

The **AD Data Management** initiates the process by identifying appropriate training opportunities and using the T-LMS to generate a list of eligible candidates based on accumulated credit hours, performance evaluations, identified skill gaps, and professional history. The proposed nominations are then forwarded to the DDT for review.

The DDT is responsible for reviewing the full profile and strategic fit of the proposed nominees before submitting final recommendations to the Director General.

International Protocol and Compliance: For all training opportunities abroad, the FDE must adhere to statutory requirements concerning obligatory service. The AD-DM must rigorously track and ensure that every nominee furnishes a **service bond** before proceeding on training abroad. The required minimum service period is three years for training lasting less than one year, and five years for training exceeding one year, in the same or a similar field in which the training was received.

To manage this significant financial and administrative liability, the AD-DM is mandated to maintain a dedicated **Compliance Register of Obligatory Service (CROS)**. This register tracks the exact start and end dates of the mandatory service period for every international nominee. The continuous maintenance of the CROS is a mission-critical function to safeguard the FDE’s investment in staff development and ensure accountability post-training.

4: Quality Assurance and Reporting Framework

4.1 Implementation of Guskey's Five Levels of Evaluation

To transition the Training Wing's evaluation processes from simple description (e.g., counting participants) to rigorous impact assessment, the FDE must formally adopt Thomas Guskey's five-level framework for professional development evaluation. This tiered structure ensures accountability across all aspects of the PD ecosystem.

The responsibility for collecting and analyzing data is distributed across the Training Wing management structure:

Table 10: FDE Training Impact Evaluation Framework (Guskey's Model)

Level of Evaluation	Focus of Measurement	Key Metrics/Data Source	Responsible Officer
Level 1: Participants' Reactions	Assessment of satisfaction, relevance, and organization.	Post-session questionnaires, feedback reports on Master Trainer effectiveness.	AD Data Management
Level 2: Participants' Learning	Measurement of knowledge and skill gains acquired.	Pre- and post-assessments (pencil-and-paper or simulation), examination of learning portfolios.	AD Data Management (Supported by MTs)
Level 3: Organizational Support & Change	Documentation of institutional changes and support provided.	Analysis of school records, minutes from follow-up meetings, structured interviews with school leaders.	DD Training & Team of Master Trainers
Level 4: Participant Use of New Knowledge & Skills	Measurement of the fidelity and quality of implementation in practice.	Direct classroom observations, analysis of case studies, measures taken after sufficient time for adaptation.	DD Training & Team of Master Trainers
Level 5: Student Learning Outcomes	Impact on student performance and behavior.	Student growth metrics (assessment results, grades), attendance, self-concepts, classroom behaviors.	DD Training (Reporting to Director AQA)

Levels 1 and 2 focus on immediate outcomes and are managed by the AD-DM utilizing the T-LMS data. The Deputy Director Training must drive the evaluation of Levels 3, 4, and 5. This focus on Levels 4 and 5 is critical, as it documents the actual application of training on the job and the subsequent positive effects on students, demonstrating the overall impact of the professional development investment.

4.2 Protocol for Quarterly Performance Reporting

The preparation of comprehensive quarterly reports by the AD Data Management is essential for monitoring progress, maintaining visibility for stakeholders, identifying areas for adjustment, and

planning future activities. These reports keep the Director Academics and Quality Assurance and the Director General informed regarding the performance of the Wing.

Quarterly Report Structure Mandate:

1. **Executive Summary and Actionables:** A concise overview of performance against key targets, outlining immediate recommendations for leadership.
2. **Activity and Efficiency Review (AD-Ops Domain):** Quantitative report on training events completed, logistical efficiency metrics, and volume of credit hour certifications issued.
3. **Compliance and Data Audit (AD-DM Domain):** Status of the T-LMS data integrity, completion rates for mandatory compliance training, and a summary update on the CROS (Compliance Register of Obligatory Service), noting any breaches or upcoming bond expirations.
4. **Training Impact Analysis (DD Domain):** Detailed assessment and interpretation of data collected under Guskey Levels 1, 2, and initial findings from Level 3 (Organizational Support). The report must explicitly link performance against strategic KPIs (as defined in Section 3.3) to justify programmatic design changes or resource reallocations.

5: Implementation Phases

The establishment of the Training Wing requires a structured, three-phase approach to ensure robust governance and technological infrastructure are in place before large-scale operations begin.

5.1 Phase 1: Governance and Infrastructure Establishment

The immediate priority is formalizing governance and securing key resources.

- **Establishment of Governance Bodies:** Immediately mandate the formation and operationalization of the Executive Resources Review Board (IRB) for leadership appointments and the Credit Equivalence Review Committee (CERC) for standardization of training credits.
- **Leadership Appointment:** Finalize the appointment of the Deputy Director Training (DDT) and the two Assistant Directors (AD-DM and AD-Ops) through the IRB, utilizing the prescribed merit-based, KSA-focused selection process.
- **Training-LMS Development/Procurement:** Define the specific functional requirements for the Training-LMS, prioritizing modules for comprehensive data migration of all personnel records, robust credit hour tracking, and the Compliance Register architecture.

5.2 Phase 2: Standardization and Program Design

This phase focuses on defining quality and process efficiency.

- **Credit Standardization:** AD Operations must formally ratify and implement the FDE standard for Credit Unit conversion (16 Contact Hours = 1 Credit Unit) across all internal and external training programs.
- **Master Trainer (MT) System:** Implement the MT competency framework and select the first cohort. AD-Ops must launch specialized professional development programs for these MTs, emphasizing job-embedded coaching and mentorship skills.
- **Curriculum Review:** All planned training curriculum must be reviewed by the AD Operations, in consultation with the DDT and experts, to ensure adherence to high-impact, sustained, job-embedded learning principles, effectively filtering out low-impact, content-only workshops.

5.3 Phase 3: Quality Assurance and Strategic Scaling

This phase centers on measuring strategic impact and external growth.

- **Quality Assurance Implementation:** Fully implement the Guskey evaluation model, with the AD-DM focusing on the systematic collection of Level 4 and 5 data (impact on practice and student outcomes) across FDE schools.
- **Partnership Formalization:** Formal, outcome-based Memoranda of Understanding (MoUs) must be signed with FCE, NIETE, and at least two local high rank universities with education institutes or Departments, establishing the functional model of the 'eligible partnership' for continuous, sustained collaboration.
- **International Protocol Activation:** The international nomination process and CROS must be fully active, ensuring that all subsequent foreign training nominations are processed with complete documentation of the obligatory service bond.

5.4 Recommendations

The creation of the FDE Training Wing is a critical step in professionalizing the directorate's approach to human capital development. However, the operational success of the Wing is contingent upon three non-negotiable structural commitments:

1. **Mandate Merit-Based Leadership:** The appointment of the DDT and ADs must be strictly governed by an Internal Review Board (IRB), prioritizing specialized administrative and analytical KSA over tenure, ensuring leaders possess the capacity to manage complex data systems and rigorous quality assurance processes.
2. **Invest in Analytical Infrastructure:** The Training Wing must immediately acquire and implement a robust T-LMS to serve as the centralized data architecture. This T-LMS is essential not merely for record-keeping but for enabling the AD-DM to conduct advanced analysis, track cumulative credit hours for career progression, and enforce compliance via the CROS for international training commitments.

3. **Enforce an Impact-Driven QA Framework:** The Wing must commit to using Guskey's Five Levels of Evaluation. This requires shifting resources and focus away from easily measured Level 1 activity metrics towards sustained data collection at Levels 4 and 5, proving the efficacy of professional development through demonstrable improvements in teaching practice and resulting student outcomes.

By adhering to this organizational blueprint, the FDE Training Wing will establish itself as a specialized, high-capacity institution capable of delivering effective, sustained, and measurable continuous professional development across the entire directorate.

Table 11: Phased Implementation Plan

Phase	Key Activities (Strategic Mandate)
Phase 1	**Establish Governance:** Formally mandate and operationalize the **Internal Review Board (IRB)** and the **Credit Equivalence Review Committee (CERC).** **Leadership Appointment:** Finalize the merit-based appointment of the DDT, AD-DM, and AD-Ops. **T-LMS Procurement:** Define functional requirements and either procure the **Training-LMS** or If MoFE&PT owned a suitable version of LMS, utilize that one. **Credit Standardization:** AD Operations must formally ratify and implement the FDE standard conversion rate **(16 Contact Hours = 1 Credit Unit).** **Master Trainer (MT) System:** Implement the MT competency framework and select the first cohort. **Curriculum Review:** Review all training curriculum to ensure adherence to high-impact, job-embedded learning principles. **International Trainings Protocol:** Fully activate the international nomination process and rules and regulations to nominate the Master Trainers for International Trainings.

Phase 2	**Quality Assurance Planning:** Initiate systematic planning for the collection of data and observations. **Partnership Formalization:** Formalize **outcome-based MoUs** with FCE, NIETE, and at least two local high-need universities. **Initial Impact Analysis:** Conduct the first detailed assessment and interpretation of data collected under **Guskey Levels 1, 2, and initial Level 3** for Quarterly Performance Reporting. **Full T-LMS Deployment:** Ensure the T-LMS is fully active for tracking cumulative credit hours for career progression, statutory reporting, and compliance. Proposal to Redesignate the ... the Master Trainer.
Phase 3	**Impact-Driven QA:** Fully implement the Guskey evaluation model, with the AD-DM focusing on the systematic collection of **Level 4 and 5 data** (impact on practice and student outcomes). **Strategic Scaling:** Establish the Wing as a specialized, high-capacity institution capable of delivering effective, sustained, and measurable **continuous professional development (CPD).** **Institutionalization of PBB:** Ensure the Wing operates continuously based on **Performance-Based Budgeting (PBB)** principles and rigorous outcome analysis.