



Annual Progress Report of TPD Activities (FY 2020-21)



**Directorate of Professional Development (DPD)
Khyber Pakhtunkhwa, Peshawar**

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Annual Progress Report

Teachers' Professional Development

FY-2020-21

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1 List of Abbreviations

ADEOs	Assistant District Education Officers
ADEOs	Assistant District Education Officers
ALP	Alternate Learning Pathways
ASDEOs	Assistant Sub-Divisional Education Officers
ASDEOs	Assistant Sub-Divisional Education Officers
ASI	Adam Smith International
AY	Academic Year
CPD	Continuing Professional Development
DCTE	Directorate of Curriculum & Teacher Education
DE&SE	Directorate of Elementary & Secondary Education
DEOs	District Education Officers
DIC	District Induction Committee
DPD	Directorate of Professional Development
E&SED	Elementary and Secondary Education Department
ETEA	Educational Testing and Evaluation Agency
F2F	Face to Face
FGD	Focused Group Discussion
FY	Financial Year
IP	Induction Program
KESP	Khyber Pakhtunkhwa Education Sector Program
LMS	Learning Management System
LMTs	Lead Master Trainers
PDD	Professional Development Day
PITE	Provincial Institute of Teacher Education
PSHTs	Primary School Head Teachers
QMM	Quarterly Monitoring Meeting
RPDC	Regional Professional Development Center
SEs	Subject Experts
SIF	School Improvement Framework
SLOs	Student Learning Outcomes
SoS	Scheme of studies
SP	Session Plan
SQMI	School Quality Management Initiative
SR	Self-Reflection
ToTs	Training of Trainers
TPD	Teacher Professional Development

1 A Message from Secretary E&SED

Education broadens one's thoughts and plays a pivotal role in shaping a successful life. It gives one the opportunity to overcome challenges and become a productive member of a civilized society. Education also helps an individual to become an integrated personality by learning basic norms, rules, regulations and values of a society. Moreover, high quality education not only enables one to lead a successful life but also enhances one's intelligence, skills, knowledge, and brings positive changes in his/her life generally and regarding the human behavior specifically.



The role of educational institutions and teachers cannot be overlooked for the provision of quality and purposeful education. Good teachers yield good citizens. An effective teacher requires frequent professional development and enhanced teaching skills to ensure holistic development of learners.

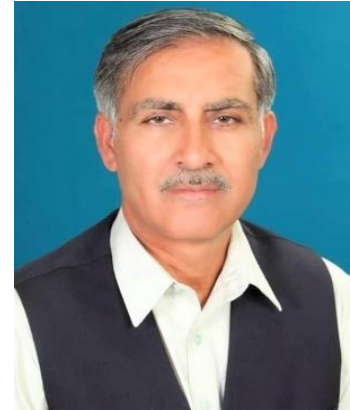
Directorate of professional development (DPD) Khyber Pakhtunkhwa has been mandated with the responsibility of in-service training of teachers and educational managers in the province of Khyber Pakhtunkhwa. In March 2021, Provincial Institute of Teacher Education (ex-PITE) was elevated to Directorate of Professional Development (DPD) thus making it the attached directorate of Elementary & Secondary Education Department Khyber Pakhtunkhwa. The previously called Regional Institute of Teacher Education (RITEs), now renamed as Regional Professional Development Centers (RPDCs) Khyber Pakhtunkhwa, became the daughter institutions of DPD, falling under its administrative control. The restructuring process of DPD along with its subsidiaries (RPDCs) is under way and is expected to be completed in the near future.

With the accomplishment of restructuring process, DPD will be responsible for the training of Educational Managers, Principals/School Heads and in-service training of the teachers, recruited under the umbrella of E&SED KP, transforming it into a Center of Excellence in the field of Teachers Education.

Mr. Muhammad Yahya Akhunzada,
SECRETARY
E&SE Department
Govt of Khyber Pakhtunkhwa

2 Message from Director Professional Development

I feel privileged to enlighten all stakeholders that the management of Directorate of Professional Development (DPD), Khyber Pakhtunkhwa Peshawar intends to enter into an era of ICT based knowledge management and record keeping of all professional development initiatives of teachers and education managers, initiated by Directorate of Professional Development (DPD). The teachers are being trained both in content and pedagogical skills through different programs like continuing Professional Development (CPD) and Induction Program (IP). Both the programs are being implemented successfully, across the province



since 2018. A contextualized need-based capacity development program of school and district managers is underway. I am confident that on completion of these training programs, the school and district managers will be able to perform more efficiently which will result in better service delivery. DPD is also developing linkages with integrated EMIS database for real-time capacity development data. This will help in divulging training to the targeted teachers and managers on one side and monitoring overlapping of efforts on other side. I hope this initiative will help in achieving our mission through quality interventions for continuing professional development of teachers and managers. Comments and suggestions for improvement will be highly appreciated.

Dr. Tariq Mehmood
Director
Directorate of Professional Development
Khyber Pakhtunkhwa Peshawar

3 Executive Summary

Teachers have always been considered as fulcrum of education system. The more professionally developed teacher, the better shall be the education system consequently producing physically, mentally, ethically, emotionally and socially developed citizens. This very trait highlights the importance of professionally developed school teachers. A good teacher designs and creates activities to ensure linguistic ability, expanded knowledge, self-confidence and motivation of students.

Directorate of Professional Development (DPD), Khyber Pakhtunkhwa has been assigned with the responsibility of In-Service professional development of teachers and education managers. To achieve the intended goals the Directorate of Professional Development Khyber Pakhtunkhwa implemented two key initiatives for teachers' professional development during the FY, 2020-21, across the province.

3.1 Continuing Professional Development (CPD)

In order to make primary education a true reflection of pre-established STANDARDS, the Government of Khyber Pakhtunkhwa Elementary and Secondary Education Department (E&SED KP) has taken multi-dimensional initiatives. Continuing Professional Development (CPD) for primary school teachers is one of the initiatives to improve quality of teaching and, thereby students' academic achievements. The Continuing Professional Development (CPD) program has been up-scaled to all districts of Khyber Pakhtunkhwa in the AY 2020-21. In spite of Covid-19 challenges, this directorate was able to implement the program across the province, following the SOPs in letter and spirit. The following achievements were made, during the reporting period.

- A pool of 13 Lead Master Trainers from DPD and schools was developed.
- 6500 copies of session plans (1-7), printed and distributed amongst the facilitators of all 28 districts.
- 3250 copies of resource materials, each of (Mathematics / Science) and (English / Urdu), printed and distributed amongst the facilitators of all 28 districts.
- A pool of 244 selected Master Trainers from all 28-districts was trained.
- 5696 (2042 female) facilitators were trained on CRRP and on session plans (1-7).
- On average 96% (95.5% female) teachers attended the training regularly.
- On average 3% teachers remained absent in PD Days.
- The culture of authorized leave is higher in female teachers (1.8%) as compared to that of male teachers (0.4%).
- Highest number of participants was 77456 (28251 female) in PDD-5, conducted on November 1, 2020.
- Overall, seven Professional Development Days (PDDs) were conducted in 28 districts.

3.2 Induction Program

Induction training program (IP) is a specialized and mandatory course for all newly recruited teachers (PSTs, CTs, SSTs, TTs, ATs, Qaris, DMs and PETs). It is a well-structured program focused on Content Knowledge and Pedagogical Skills of Teachers on one side and with Inclusive Education and Multi-grade Teaching Techniques on the other. The program is being offered in Blended Learning Mode i.e., self-learning through videos and articles using LMS and Face-to-Face Sessions followed by monthly online assessment, assignments and final examination. Under IP, the following achievements were made, during the reporting period.

- Overall number of teachers being trained in IP phase-II is: 17315
- Primary School Teachers (Male/Female) trained: 9,697
- CT Teachers trained: 2456 (1056-female)
- Subject Experts trained for primary level: 1173 (383 female)
- Subject Experts trained for Elementary level: 363 (156-female)
- IT Lead Master Trainers trained both for Primary & Elementary level: 45 (4 female)
- Camp Centers established for primary level: 377 (128 female)
- Camp Centers established for CT: 121 (52-female)
- Modules developed for all cadre teachers: 40
- Learning material curated for LMS, self-learning
- Videos curated for LMS, self-learning: 2106
- District Induction Committees formed and orientated in target districts
- Average attendance of primary school teachers in F2F sessions: 96%
- Average attendance of CT teachers in F2F sessions: 72%
- Average primary school teachers scored in Monthly Online Assessment: 79%
- Average attendance of CT teachers in F2F sessions: 72%
- Average primary school teachers scored in Monthly Assignments: 84%
- Average CT teachers scored in Monthly Assignments: 86%

3.3 Alternate Learning Pathways (ALP)

The constitution of Pakistan categorically declares that access to free and compulsory education is the right of every citizen of Pakistan. The recently inducted article in the constitution of Pakistan i.e. Article 25-A, reinforces the importance of education and describes that the state obligates to provide free and compulsory education to children of the age group 5 to 16 years.

Despite consistent efforts on the part of state the Pakistan literacy rate is about 61% (Khyber Pakhtunkhwa is 54%), which denotes disappointing position in the world in term of literacy.

(<http://abidmajeed.com/2018/10/06/free-and-compulsory-education-khyber-pakhtunkhwa-progress-and-requirements/>)

Currently, Pakistan has the world's second-highest number of out-of-school children (OOSC) with an estimated 22.8 million children aged 5-16 not attending school, representing 44 per cent of the total population in this age group. In the 5-9 age group, 5 million children are not enrolled in schools and after primary-school age, the number of OOSC doubles,

According to out of school children survey (OOSC) 2017-18 around 2.1 million children between the ages of 5 and 16 are out-of-schools in Khyber Pakhtunkhwa. According to data of Household Survey 2017. Out of which 65% are girls. It is equally important to note that around 45% OOSC belong to age cohort 5-9 years, while remaining 10-16 years constitute 55%, which suggests that greater case load is between 10-16 years. This age cohort of OOSC are either dropped out or have never been to schools, and cannot be accommodated in Formal schools, therefore, they need accelerated and alternative education system under Alternate Learning Pathways (ALP)/Non-Formal Education (NFE) domain. It serves to fulfill a learning need of a specific group of out of school children especially those who missed their early school years before completing primary and elementary education cycle.

The Elementary & Secondary Education Department initiated ALP in 2019-20, through a Project Implementation Unit (PIU). The ALP has been introduced in 10 districts of Khyber Pakhtunkhwa i.e.

1. Peshawar
2. Kohat
3. Hangu
4. Kurram
5. Orakzai
6. Khyber
7. North Waziristan
8. South Waziristan
9. Torghar
10. Dir Upper

Being mandated with the teachers' professional development, the DPD developed training manuals on ALP Primary and ALP Elementary and trained teachers/facilitators as per the given detail.

S#	Level	No of teachers/facilitators trained
1	ALP Primary	240
2	ALP Elementary	140

4 Background and Activities of CPD Program

The CPD program is one of the reforms initiatives and targets of Joint Review Framework (JRF) of the Government of Khyber Pakhtunkhwa Elementary & Secondary Education Department. Its progress is regularly discussed in the stock take meetings at departmental level. It has also been given weightage in District Performance Scorecard (DPS).

The *Continuing Professional Development* (CPD) is an umbrella term which comprises a wide range of activities. The term CPD should not be confined to solely a set of four activities. The main idea behind this program is to improve, refresh and upgrade professionalism of in-service primary school teachers (PSTs). It refers to the process of tracing and authenticating the teaching skills, subject knowledge and experiences that pedagogues gain both formally and informally. CPD helps teachers sustain and improves the knowledge and skills need to deliver professional services.

The CPD program is focused on professional development of primary school teachers both in the content as well pedagogical skills in the core subjects (Mathematics, General Science, English and Urdu). There are four key elements of the program, which are:

- i. **Self-Reflection**
- ii. **Classroom Observation**
- iii. **Professional Development Day (PD Day)**
- iv. **Quarterly Monitoring Meeting (QMM)**

The elements are complementary in nature to create a professional culture within the school. The first two elements are purely school based and focused on self- assessment and learning. The third element i.e., PD Day is an external targeted support to teachers, while QMM is a forum where overall performance of teaching & learning is discussed at circle level.

3.1. Revision and Alignment of Session Plans

All the training materials were developed and then realigned with COVID Recovery and Response Plan and Revised Academic Calendar by the CPD team and other faculty members of DPD with technical assistance of KESP-TA. These training manuals include

- i. Head Teachers' Training Manual and Handouts
- ii. Facilitators' Training Manual and Handouts,
- iii. Instructional Guide,
- iv. Session Plans (SPs) (G. Science, Mathematics,



English

The Session Plans are developed in the light of assessment results (Compendium), Academic Calendar and Textbooks of all 04 subjects. A brief of consulted documents is given as under:

4.1.1 Compendium of Assessment:

The Assessment & Evaluation wing of the Directorate of Curriculum & Teacher Education (DCTE), Abbottabad conducts assessment of Grade-2 & 5 students and Teachers' Competency Survey & Teachers' Content Knowledge test, on annual basis. The results of this survey / assessment are then compiled and published as Compendium of assessment.

Before developing the session plans, the Compendium is carefully studied to identify hard areas where students have performed poorly. Accordingly, structured session plans are developed to improve teaching and learning for the selected SLOs.

4.1.2 Academic Calendar

The annual academic calendar, developed by the Directorate of Curriculum & Teacher Education (DCTE), Abbottabad is basically the distribution of work (month wise & week wise), used by the teachers to follow monthly targets and to complete course of work during the academic year. The SLOs of selected hard area are then aligned with academic calendar to design activities for a specific PD Day. For AY 2020-21, a revised academic calendar was disseminated by the DCTE-Abbottabad to cater the situation of Covid-19 pandemic.

4.1.3 Textbooks of Primary Grades 1-5 (Science, Mathematics, English & Urdu)

After alignment of identified SLOs with Academic Calendar, the textbooks of target subjects and grades are referred for making the activities contextual and meaningful both for teacher and taught. In PD Day sessions, teachers are encouraged to bring their own set of books for reference and study.

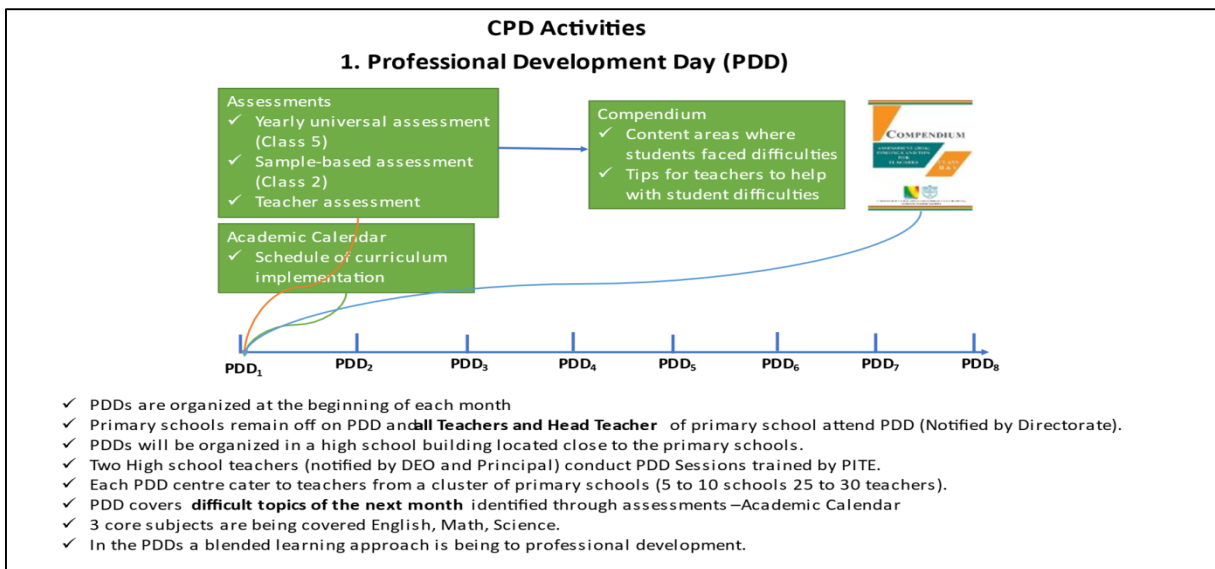
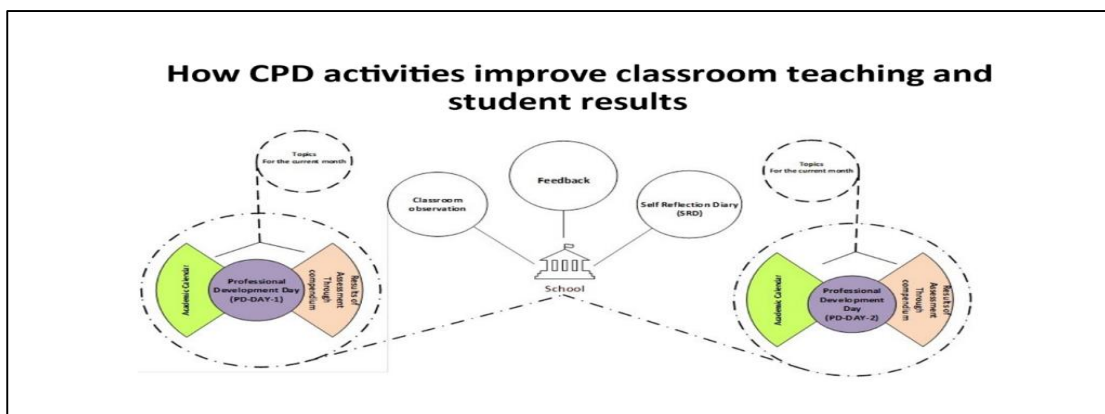


Figure 1: Graphic view of the process of SPs development.

4.1.4 How skills of teachers developed through CPD?



4.1.5 Session Plans & Resource Materials

Following are the Session Plans and Resource Materials developed for AY 2020-21




Figure 3: Session Plan 1-7, Resource Material Maths/Science and English/Urdu

4.1.6 Approval of Session Plans and Resource Materials

All the training materials, developed for AY 2020-21 were reviewed and approved by the Directorate of Curriculum & Teacher Education-Abbottabad vide Notification **No. 3805-07/F.1/Vol-1/SS-MD/CPD-NOC/2019- Dated 3/9/2020.**

4.1.7 Notification of PD Day Calendar



Directorate of Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar

Notification:

The Secretary Elementary and Secondary Education Department Govt; of Khyber Pakhtunkhwa has approved up-scaling of Continuing Professional Development Programme (CPD) for primary school teacher to all districts of the province from Academic Year 2020-21, vide Meeting Minutes Endst No. F.N.3-9 DCTE Dated 15.7.2019. The competent authority in Directorate of E&SE Khyber Pakhtunkhwa has been pleased to notify implementation of CPD program for primary school teachers in all settled districts of the province from Financial Year 2020-21. All the primary schools will remain closed on PD Days and teachers have to attend the PD Day at the centre notified by District Education Officer concerned. The schedule of Professional Development Days (PDDs) conducted every month will be as under:

Schedule of Professional Development Days for Academic Year 2020-21

Zone	PD Days in Academic Year 2020-21						
	Oct. 2020		Nov. 2020	Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021
Summer	PD Day 1	PD Day 2	PD Day 3	PD Day 4	PD Day 5	PD Day 6	PD Day 7
	Oct 3 (Sat)	Oct 4 (Sun)	Nov 1 (Sun)	Nov 29 (Sun)	Dec 27 (Sun)	Jan 31 (Sun)	Feb 28 (Sun)
Winter	PD Day 1	PD Day 2	PD Day 3	PD Day 4	PD Day 5	PD Day 6	PD Day 7
	Oct 3 (Sat)	Oct 4 (Sun)	Nov 1 (Sun)	Nov 29 (Sun)	Dec 27 (Sun)	Jan 31 (Sun)	Feb 28 (Sun)

All the District Education Officers (M & F) are directed to provide regular support for smooth implementation of CPD program, at all levels.

DIRECTOR
Elementary & Secondary Education
Khyber Pakhtunkhwa- Peshawar

No. 2230-2350 Dated: 03/09/2020

Copy for information to the:

1. Director DCTE- Abbottabad.
2. Director PITE, Peshawar
3. P.S to Secretary E&SE Department, Govt: of Khyber Pakhtunkhwa, Peshawar.
4. P.S to Special Secretary E&SE Department, Govt: of Khyber Pakhtunkhwa, Peshawar.
5. Additional Director (P&D) local office.
6. Deputy Director Training local office.
7. All the District Education Officers (M&F) in Khyber Pakhtunkhwa.
8. Team Leader ASI KESP at PC Hotel, Peshawar
9. PA to Director E&SE Department, Govt: of Khyber Pakhtunkhwa, Peshawar

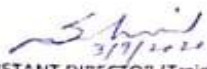

 ASSISTANT DIRECTOR (Training)
 Elementary & Secondary Education
 Khyber Pakhtunkhwa- Peshawar

Figure -4: PDD Schedule Notified by Director Elementary & Secondary education KP

5 Training Through Casecade Approach

The main objective of the CPD program is to capacitate primary school teachers in both content and pedagogical skills, to improve learning outcomes of the students. Keeping in view scale and spread of teachers in the province, a cascade approach was adopted for the training. Details and data of master trainers, facilitators and teachers, trained is appended as under:

5.1 The Lead Master Trainers

Tabel-1: Bio-Data of Lead Master Trainers (AY, 2020-21)

S.No	Name	Designation	Institution
1.	Abdul Munsif	Senior Instructor	DPD-Peshawar
2.	Dr. Nazish Farid	Senior Instructor	DPD-Peshawar
3.	Mr. Munir Ali Shah	Senior Instructor	DPD-Peshawar
4.	Dr. Jehangir Adil	Senior Instructor	DPD-Peshawar
5.	Dr. Eid Akbar	Subject Specialist	DPD-Peshawar
6.	Mr. Kamran Akbar	Subject Specialist	DPD-Peshawar
7.	Mr. Muhammad Sohail	Instructor	DPD-Peshawar
8.	Ms. Aneesa Bibi	Instructor	DPD-Peshawar
9.	Mr. Alamgir Khan	Principal	GHSS-Hathian, Mardan
10.	Mr. Asaf Khan	Head Master	GHS-3, Haripur
11.	Mr. Ghufanullah	SST	GHSS Sherpao, Charsadda
12.	Mr. Riazur Rehman	SST	GHS Zara Miana, Nowshera
13.	Mr. Shezad Anjum	SS-English	GHSS-3 City, Peshawar
14.	Ms. Hadia Rehman	SST-English	GGHSS-Garhi Sherdil, Peshawar
15.	Ms. Rabia Naheed	SS- Mathematics	GGHSS-Larama, Peshawar

5.2 The Master Trainers (ToT)

The table below shows gender wise and total number of master trainers trained for each of the districts.



Table-2: District and gender wise Number of Master Trainers (trained)

S.No	District	Number of Master Trainers Trained		
		Male	Female	Total
1.	Battagram	04	02	6
2.	Mansehra	10	06	16
3.	Chitral Upper	02	02	4
4.	Chitral Lower	02	02	4
5.	Dir Upper	08	02	10
6.	Dir Lower	08	04	12
7.	Lakki Marwat	04	02	6
8.	Torghar	02	02	4
9.	Abbottabad	06	04	10
10.	Shangla	08	02	10
11.	Kohistan U	02	00	2
12.	Kohistan L	02	00	2
13.	Kohistan KP	02	00	2
14.	DI Khan	06	04	10
15.	Tank	02	02	4
16.	Mardan	10	06	16
17.	Charsadda	06	04	10
18.	Peshawar	10	08	18
19.	BUNER	04	02	06
20.	SWAT	08	06	14
21.	MALAKAND	04	04	08
22.	KOHAT	06	04	10
23.	SWABI	08	04	12
24.	KARAK	04	02	06
25.	HARIPUR	06	04	10
26.	FR PESHAWAR	02	02	04
27.	FR KOHAT	02	02	04
28.	BANNU	06	04	10
29.	HANGU	02	02	04
30.	NOWSHERA	06	04	10
Grand Total		152	92	244

5.3 The Facilitators

Facilitators are key players in Continuing Professional Development (CPD) Program. They are mostly high school teachers but, in some cases, primary school teachers have also been nominated as facilitators, by the district management concerned. There are two facilitators for each PD Day center, one for Science and Mathematics and the other for English and Urdu. As per CPD online portal, there are 2937 (1064 female) PDD centers in all 28 districts. The table below shows gender and district wise number of facilitators trained in September-October, 2020.



Table-3: District wise and Gender wise number of facilitators, trained

S#	District	Number of Facilitators Trained		
		Male	Female	Total
1	Battagram	100	36	136
2	Mansehra	194	88	282
3	Chitral Upper	42	6	48
4	Chitral Lower	38	24	62
5	Dir Upper	196	60	256
6	Dir Lower	216	124	340
7	Lakki Marwat	130	54	184
8	Torghar	34	10	44
9	Abbottabad	150	110	260
10	Shangla	122	34	154
11	Kohistan U	42	6	48
12	Kohistan L	34	8	42
13	Kohistan KP	24	6	30
14	DI Khan	176	100	276
15	Tank	38	22	60
16	Mardan	248	174	422
17	Charsadda	158	102	260
18	Peshawar	250	190	440
19	BUNER	132	56	188
20	SWAT	278	160	438
21	MALAKAND	96	70	166
22	KOHAT	126	70	196
23	SWABI	164	114	278
24	KARAK	126	58	184
25	HARIPUR	130	82	212
26	FR PESHAWAR	20	16	36
27	FR KOHAT	22	20	42
28	BANNU	136	106	242
29	HANGU	58	24	82
30	NOWSHERA	154	112	266
Grand Total		3634	2042	5676

6 The CPD Portal and Attendance Reports

6.1 CPD Online Portal for Attendance

The CPD portal facilitates clustering of primary schools around a high / higher secondary or even primary / middle school. Due to its direct linkages with EMA data-base, it automatically provides lists of all the cluster teachers. It helps in marking online attendance of teachers and facilitators which provides real time data of participation and absenteeism to all the stakeholders (DPD, DESE, DEOs and ESED). The same data is used for inter and intra district performance score cards (DPS). The CPD program is now a permanent part of DPS which helps in ensuring maximum participation of teachers on PD Days. There are three main users of the CPD portal;

- i. Administrator Directorate of Professional Development (DPD), to manage and monitor
- ii. DEOs concerned to monitor and ensure attendance and participation of teachers and facilitators
- iii. Facilitators, to mark online attendance of the primary school teachers of their assigned center.

It is also used for the quality improvement, as all the monitors / observers upload their monitoring reports. The facilitators are encouraged to use / study the observation reports for improving their delivery.

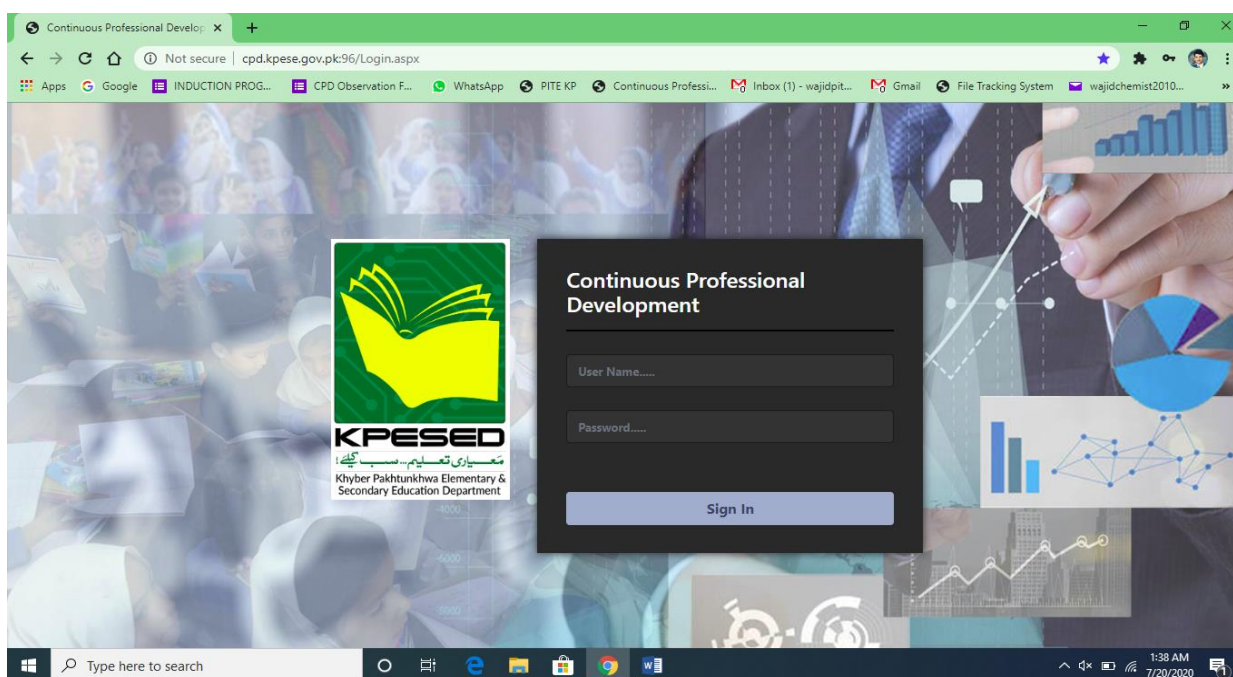


Figure-5: Home page of CPD Online Portal for the attendance of participants on PD

6.2 Analysis of PD Days' Attendance on PD Day 1-7

The tables below show PDD wise attendance of primary school teachers, in all 28 districts.

6.2.1 District & gender wise attendance of trainee teachers (Male & Female) on PDD-1

Gender District	Female				Male				Total G. Total
	Absent	Leave	Present	Total	Absent	Leave	Present	Total	
Abbottabad	12	3	1389	1404	105	9	1905	2019	3423
Bannu	94	13	1160	1267	178	9	1874	2061	3328
Battagram	18	5	426	449	17	3	1030	1050	1499
Bunner	8	14	659	681	19	1	2199	2219	2900
Charsadda	21	39	1554	1614	36	13	2194	2243	3857
D.I.khan	5	14	1344	1363	11	5	2148	2164	3527
Dir bala	14	4	855	873	99	6	2410	2515	3388
Dir Payan	47	7	1558	1612	34	13	3062	3109	4721
F.R.Kohat	1	2	67	70	15		102	117	187
F.R.Peshawar	13	1	26	40	21	3	87	111	151
Hangu	5	1	312	318	13	4	892	909	1227
Haripur	2	7	1080	1089	10	2	1426	1438	2527
Karak	42	5	686	733	46	2	1360	1408	2141
Kohat	13	8	1001	1022	37	1	1403	1441	2463
Kolai Pallas	29	Nil	67	96	10	Nil	241	251	347
Lakki	12	3	736	751	41	4	1820	1865	2616
Lower Chitral	4	3	256	263	11	2	538	551	814
Lower Kohistan	23		56	79	6	3	381	390	469
Malakand	2	3	874	879	10	7	1421	1438	2317
Mansehra	Nil	10	1451	1461	11	5	3171	3187	4648
Mardan	173	27	2381	2581	53	13	3493	3559	6140
Nowshera	27	45	1683	1755	62	1	1696	1759	3514
Peshawar	67	53	2585	2705	52	14	3297	3363	6068
Shangla	7		393	400	11	5	1620	1636	2036
Swabi	6	5	1491	1502	121	5	2403	2529	4031
Swat	25	26	2093	2144	76	11	3575	3662	5806
Tank	6	2	371	379	12	4	468	484	863
Torghar	1	Nil	85	86	2	Nil	389	391	477
Upper Chitral	7	7	171	185	3	Nil	387	390	575
Upper Kohistan	14	Nil	88	102	16	7	353	376	478
Grand Total	698	307	26898	27903	1138	152	47345	48635	76538

The above table shows participation of male & female primary school teachers in PDD-1. It was conducted on October 03, 2020 in all 28 districts and 02 Sub-Divisions i.e. Hassan Khel and FR Kohat/Darra Adam Khel of merged areas. The expected number of participants was 76538(27903 female) wherein 74243 (26898-female) teachers actually attended the training.

While, 1836 (698 female) teachers were found absent, 459 (307 female) teachers were on leave. Overall, 97% teachers attended the training, across the province.

6.2.2 District & gender wise attendance of trainee teachers (Male & Female) on PDD-2

Gender District	Female				Male				Total
	Absent	Leave	Present	Total	Absent	Leave	Present	Total	G. Total
Abbottabad	13	3	1381	1397	110	11	1898	2019	3416
Bannu	97	20	1183	1300	184	7	1863	2054	3354
Battagram	18	10	421	449	16	5	1031	1052	1501
Bunner	13	17	638	668	24	1	2194	2219	2887
Charsadda	44	50	1518	1612	56	12	2175	2243	3855
D.I.khan	8	17	1338	1363	12	5	2148	2165	3528
Dir bala	20	5	848	873	105	12	2411	2528	3401
Dir Payan	47	9	1497	1553	34	14	3065	3113	4666
F.R.Kohat	1	2	67	70	15		102	117	187
F.R.Peshawar	18	3	29	50	22		89	111	161
Hangu	6	2	310	318	13	3	893	909	1227
Haripur	2	7	1081	1090	13	1	1424	1438	2528
Karak	43	4	686	733	39	3	1366	1408	2141
Kohat	14	13	991	1018	37	5	1404	1446	2464
Kolai Pallas	33	Nil	63	96	6		244	250	346
Lakki	10		741	751	55	4	1806	1865	2616
Lower Chitral	5	3	255	263	26	3	522	551	814
Lower Kohistan	22	Nil	57	79	4	2	384	390	469
Malakand	2	4	870	876	9	8	1421	1438	2314
Mansehra	Nil	15	1446	1461	13	5	3172	3190	4651
Mardan	182	53	2350	2585	62	10	3486	3558	6143
Nowshera	33	55	1667	1755	73	4	1685	1762	3517
Peshawar	77	67	2561	2705	70	14	3281	3365	6070
Shangla	7		396	403	13	3	1620	1636	2039
Swabi	17	6	1479	1502	128	8	2394	2530	4032
Swat	32	38	2074	2144	59	11	3579	3649	5793
Tank	7	4	368	379	13	4	565	582	961
Torghar	1		85	86	1		390	391	477
Upper Chitral	7	8	170	185	5	2	383	390	575
Upper Kohistan	13		89	102	20	8	347	375	477
Grand Total	792	415	26659	27866	1237	165	47342	48744	76610

The table above shows participation of male & female primary school teachers in PDD-2. It was conducted on October 4, 2020 in all 28 districts and 02 Sub-Divisions (Hassan Khel and FR Kohat/Darra Adam Khel of merged areas). The expected number of participants was 76610 (27866 female). Wherein 74001 (26659-female) teachers actually attended the training. While 2029 (792-female) teachers were found absent, 580 (165-female) teachers were on leave. Overall, 97% teachers attended the training, across the province.

6.2.3 District & gender wise attendance of trainee teachers (Male & Female) on PDD-3

Gender	Female				Male				Total
	Absent	Leave	Present	Total	Absent	Leave	Present	Total	G. Total
Abbottabad	6	12	1444	1462	136	6	1892	2034	3496
Bannu	74	22	1213	1309	194	19	1933	2146	3455
Battagram	6	9	434	449	25	7	1039	1071	1520
Bunner	34	21	764	819	36	3	2182	2221	3040
Charsadda	45	65	1504	1614	84	19	2163	2266	3880
D.I.khan	31	36	1301	1368	14	8	2171	2193	3561
Dir bala	38	8	836	882	191	11	2323	2525	3407
Dir Payan	45	11	1534	1590	88	5	3018	3111	4701
F.R.Kohat	10	3	63	76	32		115	147	223
F.R.Peshawar	22	3	49	74	41	11	108	160	234
Hangu	8	5	307	320	55	13	842	910	1230
Haripur	3	17	1075	1095	22	3	1484	1509	2604
Karak	20	7	706	733	83	12	1314	1409	2142
Kohat	14	24	991	1029	64	5	1400	1469	2498
Kolai Pallas	35		61	96	23	1	235	259	355
Lakki	2	5	744	751	53	2	1813	1868	2619
Lower Chitral	2	9	252	263	19	1	531	551	814
Lower Kohistan	18	Nil	61	79	8	Nil	383	391	470
Malakand	Nil	3	893	896	4	3	1433	1440	2336
Mansehra	5	11	1442	1458	42	5	3161	3208	4666
Mardan	253	95	2243	2591	49	15	3484	3548	6139
Nowshera	51	60	1648	1759	152	4	1599	1755	3514
Peshawar	62	103	2547	2712	59	19	3297	3375	6087
Shangla	4	1	392	397	23	6	1609	1638	2035
Swabi	10	15	1505	1530	159	10	2381	2550	4080
Swat	15	42	2090	2147	77	8	3617	3702	5849
Tank	11	3	365	379	16	3	563	582	961
Torghar	1		85	86	6		385	391	477
Upper Chitral	3	9	173	185	2	3	385	390	575
Upper Kohistan	Nil	Nil	102	102	41	15	330	386	488
Grand Total	828	599	26824	28251	1798	217	47190	49205	77456

The above table shows participation of male & female primary school teachers (PSTs) on PDD-3. It was conducted on November 01, 2020 in all 28 districts and 02 Sub-Divisions (Hassan Khel and FR Kohat/Darra Adam Khel of merged areas). The expected number of participants was 77456 (28251 female) wherein 74014 (26824-female) teachers actually attended the training. While 2626 (828-female) teachers were found absent, 816(599-female) teachers were on leave. Overall, 96% teachers attended the training, across the province.

6.2.4 District & gender wise attendance of trainee teachers (Male & Female) on PDD-4

Gender	Female				Male				Total
	Absent	Leave	Present	Total	Absent	Leave	Present	Total	G. Total
Abbottabad	19	12	1437	1468	154	21	1862	2037	3505
Bannu	100	34	1168	1302	320	11	1749	2080	3382
Battagram	3	9	440	452	9	11	1054	1074	1526
Buner	37	9	726	772	24	7	2199	2230	3002
Charsadda	55	67	1497	1619	66	15	2190	2271	3890
D.I.khan	18	13	1368	1399	25	7	2180	2212	3611
Dir bala	7		876	883	165	6	2439	2610	3493
Dir Payan	9	16	1718	1743	21	5	3169	3195	4938
F.R.Kohat	8	6	48	62	9	1	87	97	159
F.R.Peshawar	22		30	52	59	14	86	159	211
Hangu	7	3	318	328	25	15	870	910	1238
Haripur	2	17	1079	1098	16	6	1498	1520	2618
Karak	24	4	705	733	52	7	1360	1419	2152
Kohat	27	30	984	1041	58	9	1457	1524	2565
Kolai Pallas	32	Nil	64	96	17	3	199	219	315
Lakki	5	4	743	752	38	15	1821	1874	2626
Lower Chitral	Nil	3	260	263	11	Nil	542	553	816
Lower Kohistan	15	1	63	79	3	2	332	337	416
Malakand	Nil	2	900	902	3	1	1454	1458	2360
Mansehra	2	21	1434	1457	42	5	3165	3212	4669
Mardan	206	68	2153	2427	59	9	3481	3549	5976
Nowshera	9	21	1734	1764	84	7	1691	1782	3546
Peshawar	82	86	2544	2712	68	25	3110	3203	5915
Shangla	13	1	351	365	24	1	1613	1638	2003
Swabi	2	21	1498	1521	173	4	2381	2558	4079
Swat	13	74	2060	2147	47	9	3669	3725	5872
Tank	10	3	366	379	23	5	554	582	961
Torghar	1		85	86	2		389	391	477
Upper Chitral	5	5	175	185	7	Nil	388	395	580
Upper Kohistan	Nil	Nil	85	85	39	3	354	396	481
Grand Total	733	530	26909	28172	1643	224	47343	49210	77382

The above table shows participation of male & female primary school teachers in PDD-4. It was conducted on December 27, 2020 in all 28 districts and 02 FR Peshawar /Sub-Divisions Hassan Khel and FR Kohat/Darra Adam Khel of merged areas. The expected number of participants was 77382 (28172 female) where 74252 (26909-female) teachers actually attended the training. While, 2376 (733-female) teachers were found absent, 754(530-female) teachers were on leave. Overall, 96% teachers attended the training, across the province.

6.2.5 District & gender wise attendance of trainee teachers (Male & Female) on PDD-5

Gender	Female				Male				Total
	District	Present	Absent	Leave	Total	Present	Absent	Leave	
Abbottabad	602	8	8	618	1283	89	18	1390	2008
Bannu	640	100	21	761	1446	156	14	1616	2377
Battagram	333	6	9	348	982	55	22	1059	1407
Bunner	620	26	11	657	2014	42	3	2059	2716
Charsadda	1302	93	72	1467	2186	74	15	2275	3742
D.I.khan	1369	20	18	1407	1852	15	7	1874	3281
Dir bala	880	1	2	883	2151	160	12	2323	3206
Dir Payan	1058	22	14	1094	2939	34	11	2984	4078
F.R.Kohat	16	Nil	Nil	16	60	11	2	73	89
F.R. Peshawar	54	20		74	27	27		54	128
Hangu	313	11	5	329	771	57	20	848	1177
Haripur	1075	4	22	1101	1459	15	8	1482	2583
Karak	476	12	1	489	1073	66	7	1146	1635
Kohat	791	21	21	833	1308	67	11	1386	2219
Kolai Pallas	59	35	2	96	200	5	Nil	205	301
Lakki	522	26	5	553	1632	43	14	1689	2242
Lower Chitral	254	5	4	263	445	8	2	455	718
Lower Kohistan	73	22	2	97	389	4	2	395	492
Malakand	900	3		903	1419	10	3	1432	2335
Mansehra	1245	3	23	1271	2651	20	3	2674	3945
Mardan	1481	145	86	1712	3422	62	18	3502	5214
Nowshera	1253	21	43	1317	1442	106	15	1563	2880
Peshawar	1931	255	140	2326	2907	181	47	3135	5461
Shangla	340	9	2	351	1262	28	4	1294	1645
Swabi	797	9	22	828	1976	124	11	2111	2939
Swat	1827	22	40	1889	3570	69	17	3656	5545
Tank	304	1	2	307	443	14	4	461	768
Torghar	85	1	Nil	86	369	3	Nil	372	458
Upper Chitral	179	1	5	185	299	7	1	307	492
Upper Kohistan	Nil	Nil	Nil	Nil	333	3	1	337	337
Grand Total	20779	902	580	22261	42310	1555	292	44157	66418

The above table shows participation of primary school teachers (male & female) in PDD-5. It was conducted on December 27, 2020 in all 28 districts and 02 Sub-Divisions Hassan Khel and FR Kohat/Darra Adam Khel of merged areas. The expected number of participants was 66418 (22261 female) wherein 63089 (20779-female) teachers actually attended the training. While 2457 (902-female) teachers were found absent, 872(580-female) teachers were on leave. Overall, 95% teachers (male & female) attended the training, across the province.

6.2.6 District & gender wise attendance of trainee teachers (Male & Female) on PDD-6

PDD-6 Data									
Gender	Female				Male				Total
District	Present	Absent	Leave	Total	Present	Absent	Leave	Total	G. Total
Abbottabad	1410	23	6	1439	1967	72	15	2027	3466
Bannu	1211	117	44	1372	2207	151	15	2373	3745
Battagram	431	8	13	452	1095	11	12	1118	1570
Bunner	804	22	16	842	2146	32	9	2187	3029
Charsadda	1565	42	42	1649	2145	94	12	2251	3900
D.I.khan	1383	7	11	1401	2265	19	14	2298	3699
Dir Bala	869	6	3	878	2611	135	25	2771	3649
Dir Payan	1741	12	Nil	1752	3200	37	4	3241	4993
F.R.Kohat	157	1	3	161	138	17	3	158	319
F.R.Peshawar	94	9	Nil	103	141	30	7	178	281
Hangu	325	8	7	340	847	40	14	902	1242
Haripur	1075	2	15	1092	1475	20	4	1499	2591
Karak	693	37	6	736	1347	63	8	1418	2154
Kohat	981	16	25	1022	1447	40	5	1492	2514
Kolai Pallas	63	32	2	97	245	13	1	259	356
Lakki	696	21	3	720	1818	50	7	1875	2595
Lower Chitral	240	1	4	245	513	10	2	525	770
Lower Kohistan	71	19	Nil	90	379	8	Nil	387	477
Malakand	893	1	4	898	1431	11	6	1448	2346
Mansehra	1416	5	17	1438	3140	47	11	3198	4636
Mardan	2399	177	94	2670	3593	59	11	3663	6333
Nowshera	1682	20	60	1762	1735	79	3	1815	3577
Peshawar	2591	111	119	2821	2895	84	25	3004	5825
Shangla	412	3	1	416	1653	16	1	1670	2086
Swabi	1545	3	16	1564	2441	92	17	2550	4114
Swat	2067	16	51	2134	3682	81	16	3779	5913
Tank	350	1	2	353	568	8	5	581	934
Torghar	88	1	Nil	89	363	4	1	368	457
Upper Chitral	176	Nil	2	178	385	2	Nil	387	565
Upper Kohistan	96	6	Nil	102	366	15	2	383	485
Grand Total	27524	727	566	28816	48238	1340	255	49805	78621

The above shows participation of primary school teachers (male & female) in PDD-6. It was conducted on March 6, 2021 in all 28 districts and 02 Sub-Divisions Hassan Khel and FR Kohat/Darra Adam Khel of merged areas. The expected number of participants was 78621 (28816 female) wherein 75762(27524 Female) teachers actually attended the training. While

2067 (727-female) teachers were found absent, 821(566-female) teachers were on leave. Overall, 96% teachers (male & female) attended the training, across the province.

6.2.7 District & gender wise attendance of trainee teachers (Male & Female) on PDD-7

Gender	Female				Male				Total
District	Present	Absent	Leave	Total	Present	Absent	Leave	Total	G. Total
Abbottabad	1408	24	7	1439	1921	84	22	2027	3466
Bannu	1174	138	60	1372	2174	174	25	2373	3745
Battagram	427	8	11	452	1091	13	14	1118	1570
Buner	789	32	21	842	2141	45	4	2187	3029
Charsadda	1543	44	63	1650	2153	85	13	2251	3901
D.I.khan	1382	6	13	1401	2238	32	28	2298	3699
Dir Bala	866	6	6	878	2632	133	6	2271	3149
Dir Payan	1749	2	1	1752	3206	29	6	3241	4993
F.R.Kohat	149	4	8	161	135	13	10	158	319
F.R.Peshawar	70	22	1	103	135	33	10	178	281
Hangu	332	7	1	340	849	29	24	902	1242
Haripur	1065	5	22	1092	1479	24	6	1499	2591
Karak	697	35	4	736	1357	49	12	1418	2154
Kohat	985	16	21	1022	1469	21	4	1492	2514
Kolai Pallas	59	36	2	97	214	5	Nil	259	356
Lakki	699	18	3	720	1812	52	11	1875	2595
Lower Chitral	239	3	3	245	523	1	1	525	770
Lower Kohistan	79	11	Nil	90	366	20	Nil	387	477
Malakand	888	Nil	10	898	1433	10	5	1448	2346
Mansehra	1425	Nil	19	1438	3141	50	7	3198	4636
Mardan	2417	150	103	2670	3497	62	2	3663	6333
Nowshera	1685	31	46	1762	1719	90	6	1815	3577
Peshawar	2589	107	125	2821	2865	111	28	3004	5825
Shangla	414	2	Nil	416	1644	26	Nil	1670	2086
Swabi	1510	26	28	1564	2425	110	15	2550	4114
Swat	2097	9	28	2134	3720	55	4	3779	5913
Tank	349	2	2	353	549	14	18	581	934
Torghar	88	1	Nil	89	351	15	2	368	457
Upper Chitral	175	1	3	178	380	5	3	387	565
Upper Kohistan	98	4	Nil	102	376	6	1	383	485
Grand Total	27447	750	611	28817	47995	1396	287	49305	78122

The above shows participation of primary school teachers (male & female) in PDD-7. It was conducted on April 3, 2021 in all 28 districts and 02 Sub-Divisions Hassan Khel and FR Kohat/Darra Adam Khel of merged areas. The expected number of participants was 78122 (28817 female) wherein 75442(27447 Female) teachers actually attended the training. While

2146 (750-female) teachers were found absent, 897(611-female) teachers were on leave. Overall, 97% teachers (male & female) attended the training, across the province.

6.3 Summary of Attendance

The data shown in the tables above for professional development days (1-7) depicts that on average 96.2% teachers attended the training (PDDs) regularly which is a high rate of participation in any training. On average 3% teachers, male and female, remained absent in PD Days. The culture of authorized leave is higher in female teachers (1.8%) as compared to male teachers (0.4%).

7 Analysis of Monitoring Reports

The training of facilitators was randomly monitored in different districts by management and faculty members of DPD. Main focus of the monitoring was to check the Quality aspect of the training as well as logistics, to provide on-spot support where needed. DPD has developed a well-structured monitoring tool, which is used during visits to gather quantitate and qualitative data of PDD centers for remedial and improvement purposes.

7.1 Monitoring Profarma

Professional Development Day Observation Form

(<http://cpd.kpese.gov.pk:96>)

A. Centre Information					
PDD Date		District		Centre Gender	<input type="checkbox"/> Male
PDD No.				Gender	<input type="checkbox"/> Female
Centre Name				Centre EMIS Code	
Attendance of Participants	Expected (As per clustering)			PD Day Starting Time	___ : ___ (hh/mm)
	Present (as per attendance sheet)			PD Day Ending Time	___ : ___ (hh/mm)
	Present (Headcount by Observer)				
	No. of Absent teachers		Proposed action against absent teachers (for ASDEDS only)		
Facilitator(s) details	Name	CNIC	Attendance	Subject(s)	Taught by facilitator ^{*1}
	1.		<input type="checkbox"/> Present <input type="checkbox"/> Absent		<input type="checkbox"/>
	2.		<input type="checkbox"/> Present <input type="checkbox"/> Absent		<input type="checkbox"/>

B. General Observations		Option	Remarks
1.	Room size was adequate	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2.	The seating arrangement was appropriate	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3.	The room was airy and well lit	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4.	Textbooks, Notebooks brought by participants	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5.	The school management was cooperative and supportive	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6.	Facilitators have PDD session plans and materials	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7.	COVID-19 SOPs were followed	<input type="checkbox"/> Yes <input type="checkbox"/> No	

C. Additional Comments/ suggestion <i>(fill this section at the end)</i>
1.
2.
3.

Observer's Name	Designation	Date and signature	Signature of any Facilitator

*1 Inquire, if subject is not taught by the concerned facilitator.

A summary of key findings is given as under:

Professional Development Day Session Observation (Facilitators)										
S.No.	Questions	Session: Science Topic:		Session: English Topic:		Session: Mathematics Topic:		Session: Urdu Topic:		
	Session time	Start time: __ : __ (hh/mm)	End time: __ : __ (hh/mm)	Start time: __ : __ (hh/mm)	End time: __ : __ (hh/mm)	Start time: __ : __ (hh/mm)	End time: __ : __ (hh/mm)	Start time: __ : __ (hh/mm)	End time: __ : __ (hh/mm)	
1.	The facilitator shared the learning outcomes of the topic(s).	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
2.	The facilitator covered all activities given in the session.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
3.	The facilitator helped teachers relate the topics being discussed in the PDD with relevant contents of the textbooks.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
4.	The facilitator effectively made use of the textbook-based activities during session.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
5.	The facilitator implemented all the activities as described in the session plan.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
6.	The facilitator completed the session within the allocated time.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
7.	The facilitator used various types of questions (including open & close ended) during the session.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
8.	The facilitator encouraged the participants to ask questions.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
9.	The facilitator responded to questions raised (if any) by the participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
10.	The facilitator engaged all participants (from first to last row).	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
11.	The facilitator used a broad range of teaching-aids (charts etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
12.	The facilitator was audible to all participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
13.	The facilitator used energizers during the session to keep the participants attentive.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No

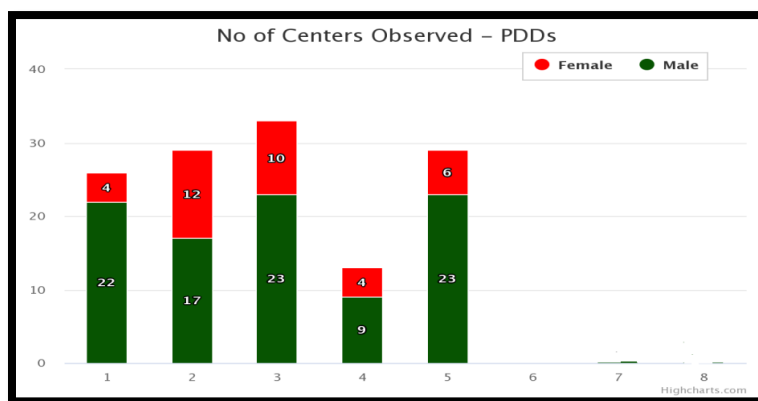
7.2 Quantitative Analysis of observed PDD centers:

7.2.1 Summary of observed PDD centers:

Gender	Female	Male	Total
No of PDD Centers Observed	36	94	130

The table & Chart portray that the observer team has observed PDDs. A total number of 130 PDD centers (36 Female) have been observed in different districts.

- i. On first PDD, 26 centers (4-female) have been observed.
- ii. On Second PDD, 29 centers (12-female) have been observed.
- iii. During PDD-3 observation, the observers observed 33 PDD centers (10 female)
- iv. On fourth PDD 13 PDD centers (4 female) have been observed
- v. While on fifth PDD the observers visited 29, PDD centers (6 female).

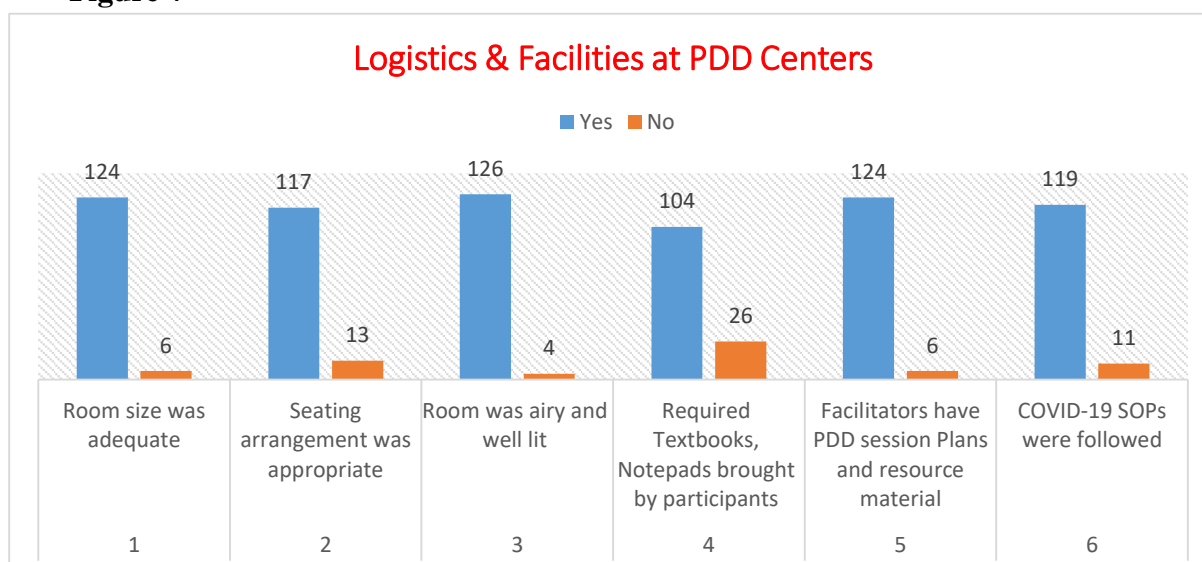


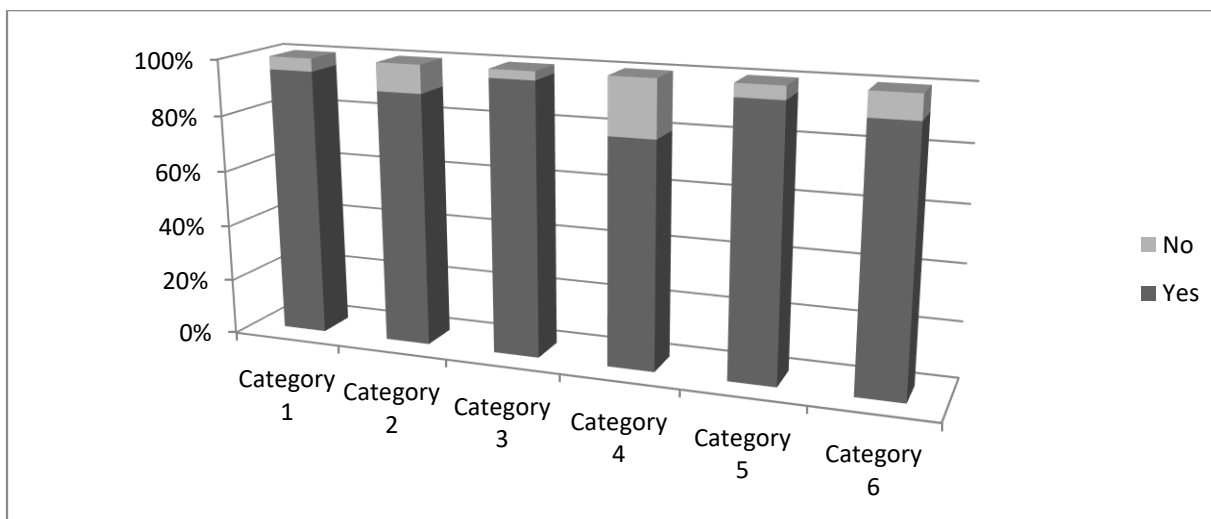
7.2.2 Logistics and Facilities at PDD Centers:

Table-11

S. No	Category	Yes	No
1	Room size was adequate	124.00	6.00
2	Seating arrangement was appropriate	117.00	13.00
3	Room was airy and well lit	126.00	4.00
4	Required Textbooks, Notepads brought by participants	104.00	26.00
5	Facilitators have PDD session Plans and resource material	124.00	6.00
6	COVID-19 SOPs were followed	119.00	11.00

Figure-7





Figurative representation of sub scales of general observation under CPD program

Table-11 and Figure-7 show that in most of the PDD centers space of the training room was enough for training and that most of the training rooms were well lit and airy. In 117/130 PDD centers (training rooms) seating arrangement was in the line with the nature of training. In 124 PDD centers, facilitators had PDD session plans and resource material (composed of trainees' handouts and worksheets). Trainers and trainee teachers in 119/130 PDD centers had followed COVID-19 SOPs. A little bit concern exists about participants' notepads and textbooks. These are considered pre requisite for trainee teachers but still in 26 out of 130 PDD centers participants had not brought their notepads.

7.3 Qualitative Analysis in terms of quantity

A. FACILITIES AND MATERIALS					
S. No	Aspects	Very Good	Good	Satisfactor y	Poor
1	Physical condition of the Training Room	13	21	8	Nil
2	Space of training room sufficient for participants	10	25	7	Nil
3	Furniture (chairs/table etc.) (please mention)	Chairs Tables=26 Centers, Only Chairs= 07 Centers			
4	Classroom Management (seating arrangement for group work)	3	17	13	2
5	Laptop / Multimedia /Tablets if required by the program is available	In three Centers			
B. DELIVERY AND PARTICIPATION					
THE TRAINERS:					
6	Were well prepared to start the session on time.	10	22	6	2
7	Demonstrate understanding of content and pedagogy.	1	29	8	Nil
8	Follow agenda and timeline of the program.	4	12	17	Nil
9	Respond to participant's questions positively & confidently.	2	26	8	Nil

10	Encourage cooperation and collaboration among participants.	3	28	7	Nil
11	Conclude sessions with a summary of learning.	2	24	14	Nil
THE PARTICIPANTS:					
12	Are kept on task.	3	29	4	Nil
13	Understanding & learning is ensured through assessment questions.	1	21	12	1
14	Are encouraged for discussion and questions.	1	26	7	Nil
15	Are found attentive and were showing interest in the activities.	5	18	11	Nil

C. OVERALL COMMENTS/REMARKS OF THE MONITORING OFFICERS.

1	MTs were dedicated and hard worker. (15 centers)
2	Discussions were conducted effectively. (03 centers)
3	SOPs for COVID-19 were followed. (02 centers)
4	Student's Chairs were used for teachers/participants. (01 center)
5	School Head provided possible support and facility. (03 centers)
6	Trainees learned a lot of contents. (03 centers)
7	Stationary was sufficient for MTs and Facilitators. (27 Centers)
8	District Management paid visits to training centers. (06 Centers)
9	District Focal Persons were contacted for resolving the existent issues. (04 Centers)
10	Trainers need to improve themselves. (02 centers) and to be replaced (04 Centers)
11	Room size was very small. (01 center)
12	Session was conducted at satisfactory level. (01 Centers)
13	Demonstration, presented by trainers was not well and less active. (02 centers)
14	Trainers were not properly prepared and didn't manage the activities properly. (02 centers)
15	Training center was shifted from one School to other. (05 Centers)
16	Trainers/facilitators were not informed in time. (02 centers)

7.3.1 The Trainers:

Master Trainers in 80 % Training centers were found able to:

- i. Start the session on time
- ii. Demonstrate understanding of content and pedagogy
- iii. Follow agenda and timeline of the program
- iv. Respond to participant's questions positively & confidently
- v. Encourage cooperation and collaboration among participants
- vi. Conclude sessions with a summary of learning

7.3.2 The Participants:

Participants in 75% training centers were kept on task. Their learning and understanding were ensured through assessment questions. They were not only encouraged for discussion and questioning but also found active and showing interest in the training activities.

7.3.3 Subject wise observation

Table-12: Subject wise observation data (English, Mathematics and Science)

S.No	Subjects Aspect	English			Math			Science		
		Yes	Some What	No	Yes	Some What	No	Yes	Some What	No
1	Facilitator elicited topics of next month in light of academic calendar	103	121	10	72	143	19	94	124	16
2	Facilitator shared the learning outcomes of the session	101	110	23	76	138	20	94	121	19
3	Facilitator explained keywords given in the session plan	78	105	51	61	126	47	72	114	48
4	Facilitator covered all activities given in the session plan	50	184	00	39	194	01	68	157	09
5	Facilitator followed the instructions given for all activities in the session	96	95	43	81	119	34	75	132	27
6	Facilitator completed session plan according to allocated time	98	104	32	82	125	27	90	111	33
7	Facilitator used questioning technique while conducting session	80	128	26	80	128	26	100	120	14
8	Facilitator responded to questions raised (if any) by the participants	110	96	38	82	119	33	86	112	36
9	Facilitator actively engaged participants in the activities, using communication / facilitation skills, during the session	100	96	38	88	122	24	94	111	29
10	Facilitator was able to deliver contents	99	99	36	80	121	33	85	108	41
11	All the required materials were made available by the facilitators	110	96	28	91	118	25	105	110	19
12	Facilitator used different energizers during the session to keep the participants attentive	108	124	02	109	121	04	110	122	02

7.3.4 Description of Subject wise analysis

7.3.4.1 English:

During the English Session, in 96 % PDD centers, facilitators elicited topics of next month in light of academic calendar from trainee teachers and followed the instructions given for all activities in the session as well. Learning outcomes of the session were shared by 90% facilitators. Above 98 % facilitators covered all activities given in the session plan, completed session plan according to allocated time and used different energizers during the session to keep the participants attentive. In 88% PDD centers, facilitators had used questioning technique while conducting session, responded to questions (raised by participants) and made available all the required materials (used in different activities). Eighty-five per cent (85%) facilitators were able to deliver contents and engaged the participants actively in the activities, using communication / facilitation skills. There are some key words relevant to the topics and sub topics, given in the session plan but only 78 % facilitators explained those key words.

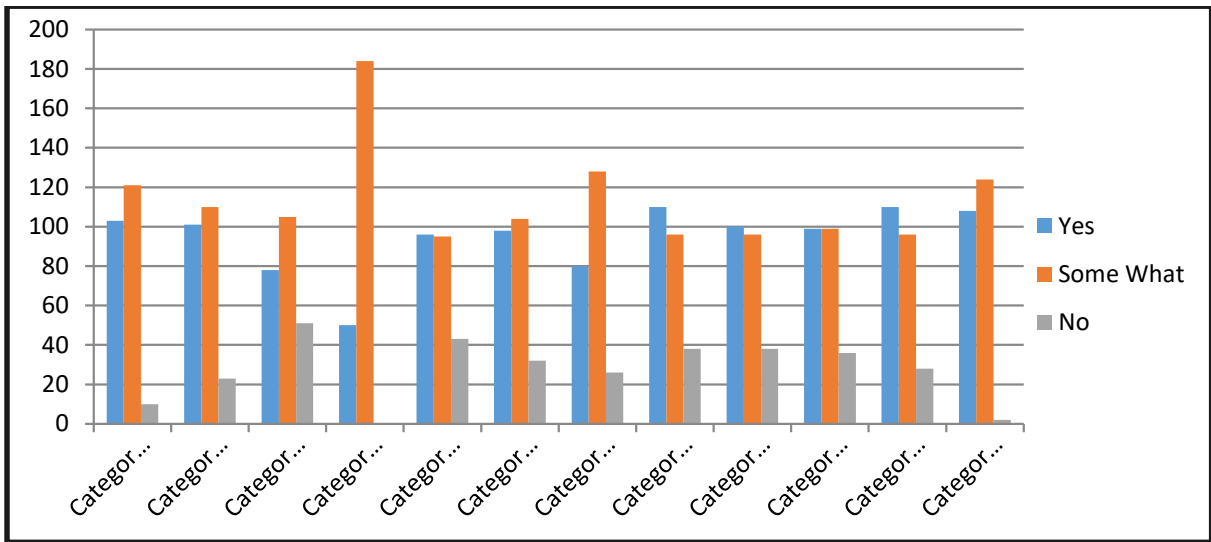


Figure-8: Figurative representation of sub scales of effective training of English Facilitators

7.3.4.2 Mathematics:

During Mathematics session, in more than 98 % PDD centers, facilitators used different energizers during the session to keep the participants attentive and covered all activities given in the session plan. Ninety-two (92%) per cent facilitators shared the learning outcomes of the session, elicited topics of next month in light of academic calendar and engaged participants in the activities, using communication / facilitation skills. More than 85 % facilitators explained keywords, followed the instructions given for all activities in the session, used questioning technique while conducting session, completed session plan according to allocated time and responded to the questions raised by trainee teachers. Eighty-six per cent (86%) facilitators were able to deliver contents. Eighty-nine per cent (89%) facilitators made available all the required material (for training).

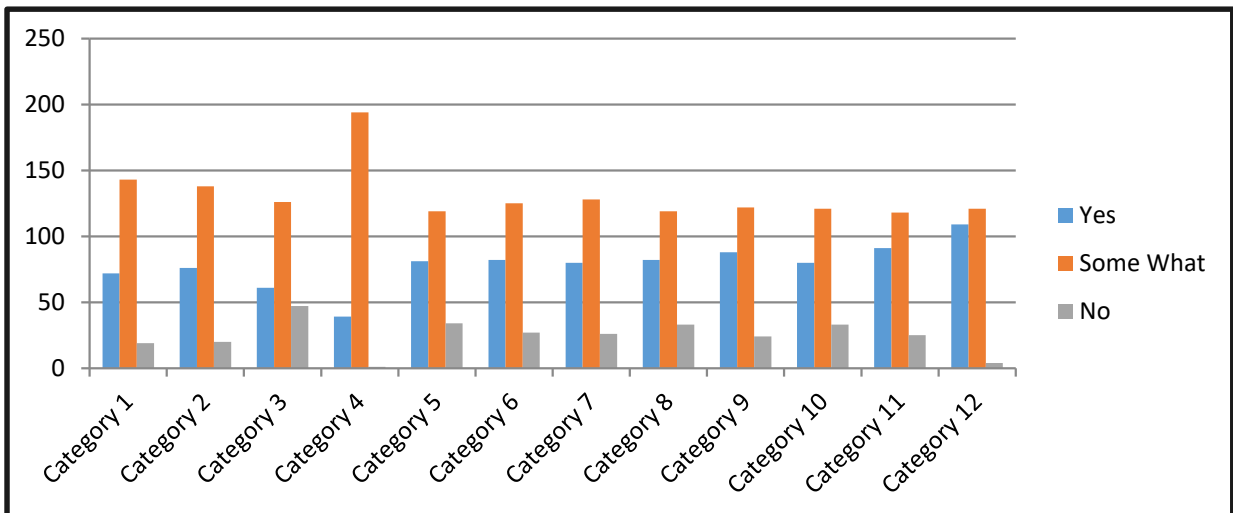


Figure-9: Figurative representation of sub scales of effective training of facilitator in Maths

7.3.4.3 Science:

Science facilitators who shared the learning outcomes of the session, elicited topics of next month in light of academic calendar, used questioning technique while conducting the science session and made available all the required training material were 92 %. Above 95 % facilitators covered all activities given in the session and used different energizers to keep the participants

attentive. Eighty-eight per cent facilitators followed the instructions given in the session and engaged participants in the activities through communication/facilitation skills. In 85 % PDD centers, facilitators responded to questions, raised by the participants and completed session plan according to allocated time. Eighty-two per cent facilitators were able to deliver mathematics contents. Only 79 % facilitators explained key words of mathematics session.

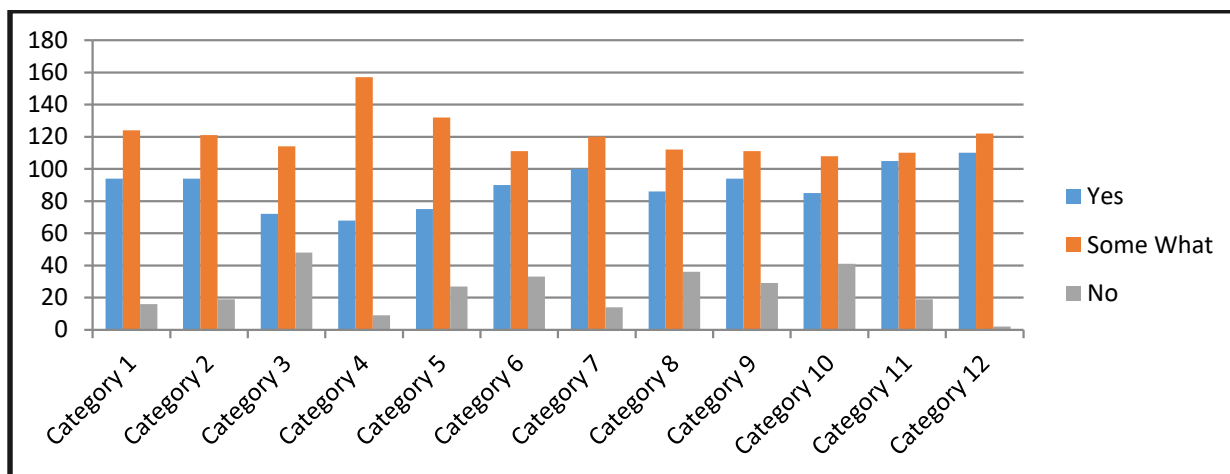


Figure 10: Figurative representation of sub scales of effective training of science facilitators

7.3.5 Overall Comments/Remarks of Monitoring Officers:

In most of the training centers, Master Trainers/Facilitators were found active, dedicated and well prepared for training sessions. Discussion sessions were conducted effectively. SOPs regarding COVID-19 were followed. Trainee Teachers/Facilitators learned a lot of new things. District management paid visits. Stationary was sufficient for MTs and Facilitators. District Focal Persons were contacted for resolving the existent issues. Monitoring officers with the help of Focal Persons resolved many issues on the spot. School head provided possible support and facilities.

In a few centers, Facilitators were found passive and they could not manage training activities in a proper way. They need to be replaced by active and efficient trainers in future. Some trainers were found at satisfactory level and they need to improve themselves. Room size of only one training center was found insufficient for participants. Many training sessions were conducted in training centers other than those, proposed and finalized by district management and DPD. Some Trainees and trainers were of the view that they were not timely informed for the training by the concerned.

8 Issues, Challenges and pictorial view of activities

The Continuing Professional Development (CPD) is the largest program for capacity building of primary school teachers. It's a systematic program, responsive to the assessment results of students as well as of teachers. It covers almost all the primary school teachers through its key element, the PD Day. Currently, 80,000(+) teachers are being benefited from this intervention. Keeping in view its spread and expansion across the province, some issues are associated with it in terms of logistics and quality as well.

8.1 Key Issues and Challenges:

- Coordination and correspondence with district management.
- Timely release of budget
- Financial claims of Facilitators and Master Trainers
- Refreshment in PD Day sessions
- Delivery of stationery to training centers
- Printing of training materials, at large scale.
- Quality master trainers, especially backward districts

8.2 Training Activities, Visual View



Training of facilitators at GHS No. 4 Abbottabad

9 Induction Program:

9.1 Background

The teachers' recruitment and promotion policy has been revised in 2018, wherein pre-service training is no more required for induction of teachers of various cadres. Accordingly, to ensure quality of teaching and learning, thereby, the Government of Khyber Pakhtunkhwa Elementary and Secondary Education Department (E&SED) initiated Induction Program (IP). It's mandatory for all newly recruited teachers in public sector schools across the province.

The Induction Program has been envisaged as a mean of effectively addressing short comings of content and pedagogical skills. DPD being mandated with teacher professional development as separate Directorate has been assigned the responsibility to train all the newly recruited teachers, appointed. In 2018-19 the basic condition of having professional qualification was waived off and all those potential candidates having the requisite academic qualification were given chance to appear through Testing Agencies for the respective positions. It was further decided that DPD will train all the newly recruited teachers both in pedagogy and the core subjects.

Scheme of study (SoS) for Induction program was developed on the basis of students' assessment results, Teachers' Competency Survey & Teachers' Content Knowledge test results and Focused Group Discussions (FGDs) by the Directorate of Curriculum and Teacher Education (DCTE). To implement the program in a blended learning mode, android based application Learning Management System (LMS) was developed, with technical assistance of KESP-TA. Keeping in view the requirements of SoS, a number of Training Modules were developed for different target groups. After development all the materials were reviewed and approved through the competent authority, the DCTE-Abbottabad.

The Regional Professional Development Centers (RPDCs), being the subsidiaries of DPD after its elevation as attached department, have been assigned the responsibility of delivering in-service training. The IP training is being delivered at almost all the 25 RPDCs, across the province (except erstwhile FATA).

Directorate of Professional Development (DPD) engaged all the instructors of 25 RPDCs and selected Subject Experts (1173 for primary and 363 for CT level) from schools to deliver this training to train 9,697 primary teachers and 2456 CTs, who were accommodated in 498 centers. Before assigning the task of delivery, the Subject Experts from RPDCs and schools were thoroughly trained on their role and responsibilities. Their skills as master trainer were developed to conduct Face to Face (f2f) sessions in a professional manner. Keeping in view the blended learning mode of IP, 486 IT experts for each center were also taken on board and orientated to provide regular support to subject experts and to resolve IT related issues. Beside it, to ensure effective communication and to facilitate the trainee teachers in administrative areas at their district level, District Induction Committees (DICs), have been established. The DIC comprises three members (Deputy District Education Officer, Assistant Programmer and Principal/Focal Person of RPDC). The committees have to strengthen coordination between DPD and trainees

and resolve issues (if any) in implementing the Induction Program. Overall duration of IP training is 09 months and a specific course for each cadre teachers.

9.2 Objectives

1. To enhance content knowledge and pedagogical skills of newly inducted teachers in their subjects.
2. To make teachers aware of teacher's professional standards.
3. To sensitize teachers about the issues related to equity and diversity
4. To bring improvement in teaching learning process.

10 Structure Of Induction Program

10.1 Course Duration

The course duration of Induction Program (phase-II) is of nine months. All newly recruited school cadre teachers have to attend the mandatory 09 months IP training.

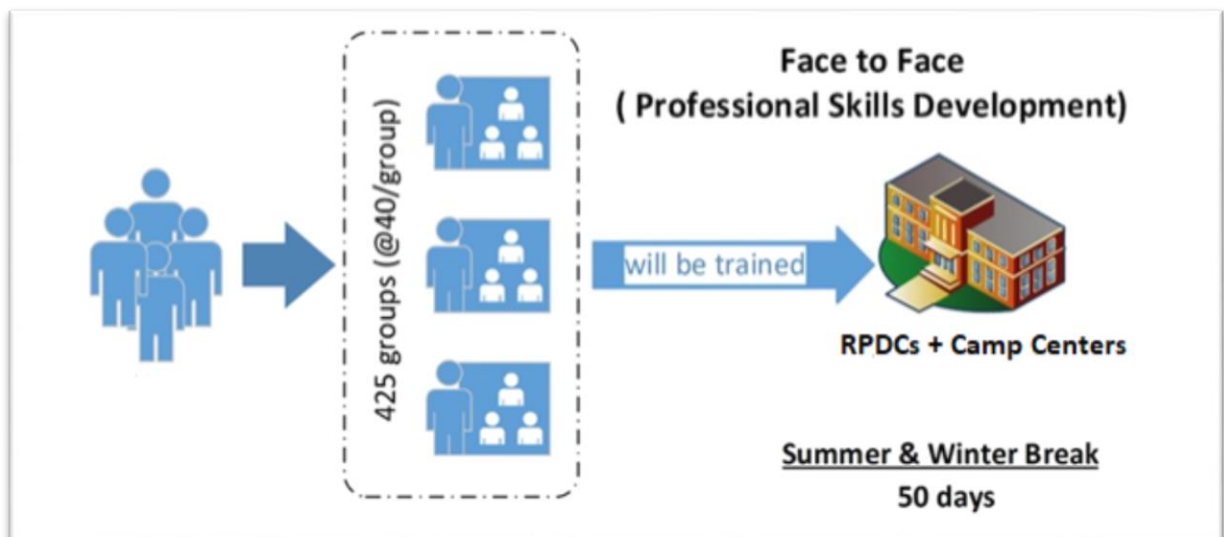
10.2 Course Break Up

Subjects	Mode	Venue/Location	Duration / frequency
Professional	Face to Face (professional skills development)	RPDCs + High Schools (Camp Centres, need based)	50 Days (Summer & Winter vacations)
Content Un-supervised	Independent (learning Videos & articles)	Home-based	7 months (1 -2 hours daily)
Content Supervised	Face to Face	RPDCs + High Schools (Camp Centres, need based)	2 Days in a month (8:00 -2:00 PM)
Assignments (Lesson Plans)	Face to Face + Independent	Schools + Centers + RPDCs	6 months (2 assignments per month)
Practicum	Face to Face	RPDCs + High Schools (Camp Centres, need based)	1 full f2f session – (2 days Micro teaching)
Assessment	Face to Face (Online)	RPDCs + High Schools (Camp Centres, need based)	Once in a month (overall-6)

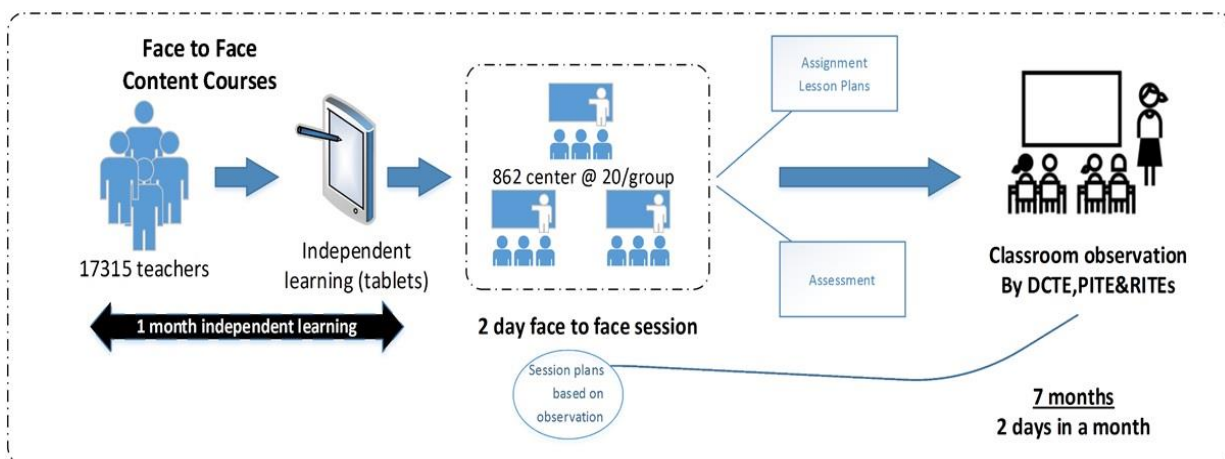
10.3 Cadre Wise Subjects

Teaching Cadre	Core Subjects (Focused on content knowledge)	Foundation Subjects (Focused on pedagogy)
SST General	English, G.Science, G.Maths	<ol style="list-style-type: none"> 1. Educational Psychology 2. Curriculum & Instruction 3. Classroom Assessment 4. School Organization 5. Use of ICT in education 6. Classroom Management & Assessment for PST
SST (Phy/Maths)	Maths, Physics	
SST (Bio/Chem)	Biology, Chemistry	
CT	G. Science, English, Maths	
PST	G. Science, English, Maths, Islamiat, Nazra Quran	
TT	Islamiat, Teaching of Holy Quran, Urdu	
DM	Art & drawing, mathematic (Grades VI-VIII), English (Grades VI-VIII)	
AT	Teaching of the Holy Quran (Grades VI-X) Arabic (Grades VI-X) Urdu	
Qari / Qaria	Teaching of the Holy Quran (Grades VI-X) Arabic (Grades VI-X), Qirrat (Grades-VI-X)	
PET	Health & Physical education (VI-X), English (VI-VIII), G. Science (VI-VIII)	

10.4 Face to Face – Professional Skills Development



10.5 Face to Face – Content Skills



10.6 Delivery Method

Induction Program is delivered through blended learning model. Each and every trainee teacher is given a tablet containing content-based videos and related articles with inbuilt assessment exercises and assignments which are watched/read by the trainee at home (self-learning). In addition, different high/higher secondary schools having IT labs are used as training centers where 2-day face to face session conducted on monthly basis. The sessions are conducted by already trained subject experts, at their assigned center.

10.7 Modules Developed for IP Phase-II

10.8 Overview

The structure of IP phase-II follows a number of training modules. Overall, three type of modules / materials developed / curated.

1. Session plans (core subjects- content skills)
2. Session plans (foundation subjects- pedagogic skills)
3. Learning Management System (LMS) courses for self-study and assessment

10.9 Modules Developed

S. NO	COURSE TITLE	COURSE DESCRIPTION	STATUS
1	Elementary G Science Session Plan	Elementary	Printed
2	Elementary English Session Plan	Elementary	Printed
3	Elementary Math Session Plan	Elementary	Printed
4	Classroom Assessment	Pedagogy	Printed
5	Classroom Management	Pedagogy	Printed
6	Curriculum & Instruction	Pedagogy	Printed
7	Educational Psychology	Pedagogy	Printed
8	ICT in Education	Pedagogy	Printed
9	School Organization	Pedagogy	Printed
10	Teaching of Science Primary	Primary	Printed
11	Teaching of G Science Elementary	Elementary	Printed
12	Teaching of Math Primary	Primary	Printed
13	Teaching of Math Elementary	Elementary	Printed
14	Teaching of English Elementary	Elementary	Printed
15	Drawing Session Plan	Elementary	Printed
16	Teaching of Drawing	Elementary	Printed
17	Islamiat Session Plan Elementary	Elementary	Printed
18	Teaching of Islamiat Elementary	Elementary	Printed
19	HPE Session Plan	Elementary	Printed
20	Teaching of HPE	Elementary	Printed
21	Urdu Session Plan	Elementary	Printed
22	Teaching of Urdu	Elementary	Printed
23	Arabic Session Plan	Elementary	Printed
24	Teaching of Arabic	Elementary	Printed
25	Holy Quran Session Plan	Elementary	Printed
26	Teaching of H Quran	Elementary	Printed
27	Math Secondary	Secondary	Printed
28	Physics Secondary	Secondary	Printed
29	Biology Secondary	Secondary	Printed
30	Chemistry Secondary	Secondary	Printed
31	Teaching Physics Secondary	Secondary	Printed
32	Teaching Biology Secondary	Secondary	Printed
33	Teaching Chemistry Secondary	Secondary	Printed
34	G Sci Secondary	Secondary	Printed
35	G Math secondary	Secondary	Printed
36	Eng Secondary	Secondary	Printed
37	Primary English SP	Primary	Printed
38	Primary Math SP	Primary	Printed
39	Primary Science SP	Primary	Printed
40	Primary Islamiat SP	Primary	Printed

11 Implementation of Induction Program

Following the Cascade approach, besides RPDCs, the DEOs were requested to identify high / higher secondary schools as camp centers for Induction Program, where there was large number of participants and difficult for concerned RPDCs to accommodate them all. For such camp centers, the required Subject Experts and master trainers were selected against set criteria from the target districts (where there were camp centers).

11.1 Selection of LMTs/SEs and IT Experts

The master trainers and subject experts were selected through district education management, against the following criteria.

1. Master degree in these subjects: (English, Mathematics, physics, Biology, Chemistry)
2. Basic IT Skills
3. At least 05 years teaching experience
4. Should not be from office or district managers.

For each primary, elementary and secondary camp center, three subject experts and one IT teacher was selected, as per the following break up.

1. Master in English (01)
2. Master in Math/Physics (for Math Physics group) (01)
3. Master in Bio/Chemistry (for Bio/Chemistry group) (01)
4. IT Teacher (01), preferably from camp center school.

11.2 Orientation of District Induction Committees (DICS) & IT Experts

After getting them notified from the DEOs concerned, all the members of DICs were properly orientated on their role and responsibilities, including selection of master trainers / subject experts. Likewise, all the selected IT teachers (experts) were orientated on their important role and responsibilities, such as **installation of LMS for trainee teachers, record keeping of camp center (including attendance), facilitating in online assessment and assigning fortnightly assignments**. The orientation of IT experts was made possible through Cascade model.

11.3 Detail of Cadre Wise Trainee Teachers (Phase-II Target)

District	Primary Teachers		Elementary Teachers				Secondary Teachers		Total
	Male	Female	CT, DM, PET Male	CT, DM, PET Female	AT, TT, Qari, Male	AT, TT, Qari, Female	Male	Female	
Charsadda	319	180	89	29	21	12	63	29	742
Nowshehra	146	265	106	112	68	47	43	21	808
Mardan	739	261	187	162	63	60	103	160	1735
Peshawar	296	325	45	90	39	39	32	104	970
Swabi	126	78	59	80	70	58	46	37	554
Malakand	261	65	122	93	21	21	65	50	698
Bunner	558	137	182	126	57	27	73	44	1204
Swat	365	183	93	163	62	29	142	83	1120
Shangla	105	67	35	13	28	16	41	15	320
Dir Lower	441	251	156	142	66	61	52	226	1395
Dir Upper	603	238	107	82	37	28	76	38	1209
Chitral	62	52	51	52	22	19	44	18	320
Abbott Abad	0	161	54	58	25	28	46	36	408
Mansehra	184	36	63	102	30	52	77	41	585
Haripur	439	77	37	78	51	37	77	22	818
Batta Gram	32	23	25	12	20	6	27	7	152
Kohistan	70	0	16	14	1	3	8	2	114
Torghar	29	53	26	6	8	2	12	2	138
Kohat	331	140	97	73	28	34	93	51	847
Karak	300	57	129	42	38	25	47	7	645
Lakki Marwat	185	163	61	57	35	20	33	10	564
Hangu	47	40	25	45	18	7	24	19	225
Bannu	560	179	146	78	38	17	35	37	1090
D I Khan	145	209	22	17	40	3	19	15	470
Tank	87	27	29	16	6	9	4	6	184
Total	6430	3267	1962	1742	892	660	1282	1080	17315

11.4 Current Status of the Program (Phase-II)

- The face to face (F2F) sessions for PST and CT cadres have been completed. Following the SoS practicum (director lesson) was taken at the end of programs i.e. both face to face sessions in core subjects and foundation subjects.

- In the practicum each trainee teacher was asked to prepare a lesson on the given topic (s). The trainees presented the lesson which was marked by the subject experts concerned using the weightage of 20 marks-(05 marks for lesson planning (lesson plan and AV Aids etc.) and 15 marks for presentation).
- The final examination for both the cadres (PST and CT) has been conducted by the DCTE, the result is awaited.
- As a part of Induction Program, Training of Trainers (ToTs) for the subject experts (selected from schools as well as RPDCs) core subjects and foundation courses have already completed.
- Face to Face sessions of foundation subjects (pedagogy) for SSTs, DMs, PETs, ATs, TTs and Qaris/Qarias have been completed through RPDCs.
- Face to face sessions based on core subjects to be launched in August 2021.
- All the DEOs (Male & Female) orientated on structure and implementation plan of Induction Program.
- Principals of RPDCs orientated on their revised roles and responsibilities, structure of Induction and CPD program. They were also informed regarding execution of IP and CPD and their role as regional head of professional development.
- Data of newly recruited teachers collected from districts for IP phase-III.
- District Induction Committees got refreshed, where needed, to sensitize them for their role and responsibilities, accordingly.

11.5 Cadre Wise Detail of Trained Teachers, MTs and SEs (Phase-II)

11.5.1 Primary:

- Teachers trained: 9,697 (6430 male & 3267 female)
- Subject Experts trained: 1173 (790 male & 383 female)
- IT Lead Master Trainers trained: 45 (41 male & 4 female)
- Camp Centers: 377 (128 females: 249 male)

11.5.2 CT:

- Teachers (male / female) trained: 2456 (female 1056)
- Subject Experts (male / female) trained: 363 (Female 156)
- Camp Centers: 121 (Female 52)

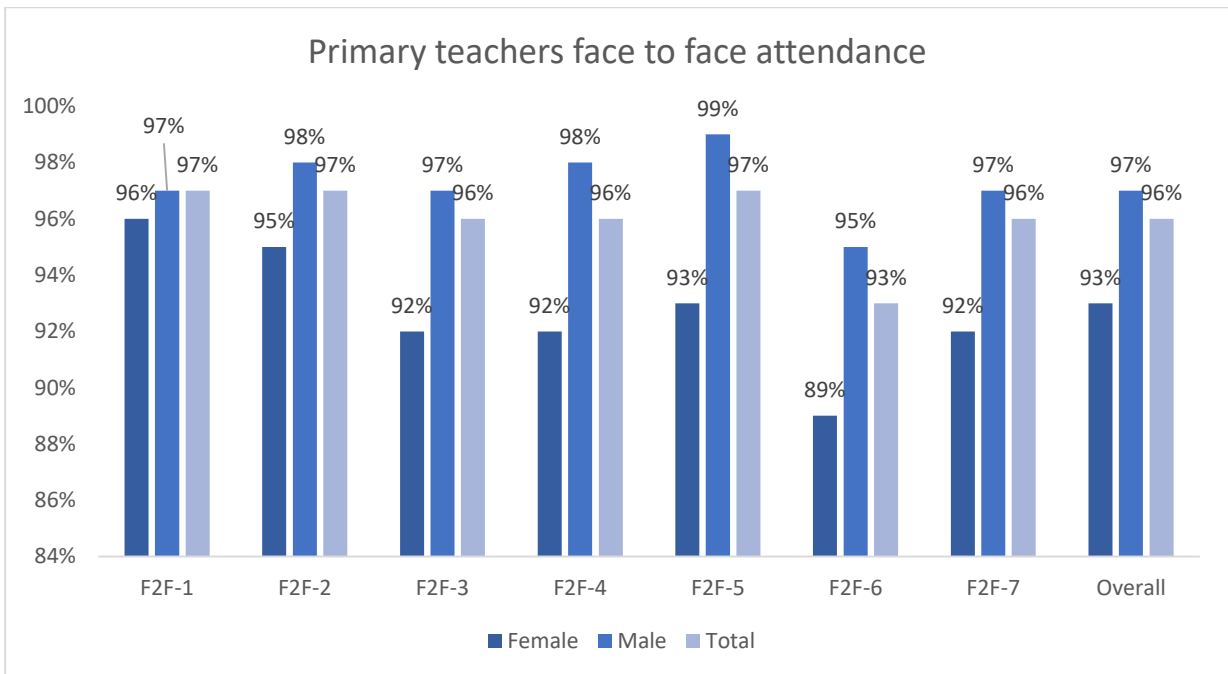
12 The Learning Management System (LMS)

Data is continuously recorded on the LMS against various components of the TIP. This includes teacher attendance, monthly assessment, and assignment data for the reporting period. These are detailed below.

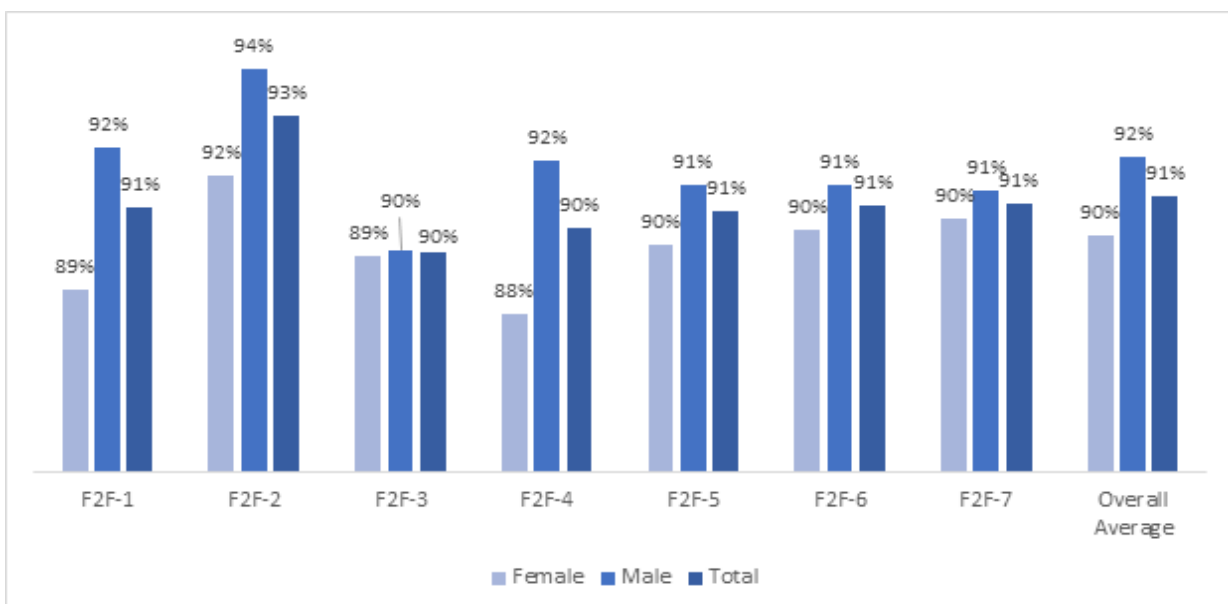
Teacher Attendance in the face-to-face sessions for Primary and Middle teachers

Primary teacher attendance at seven monthly f2f sessions averaged at 96%, while that of elementary teachers averaged at 91% (see figures below for a breakdown by gender).

12.1 Primary Teachers' Attendance



12.2 Middle Teachers' Attendance



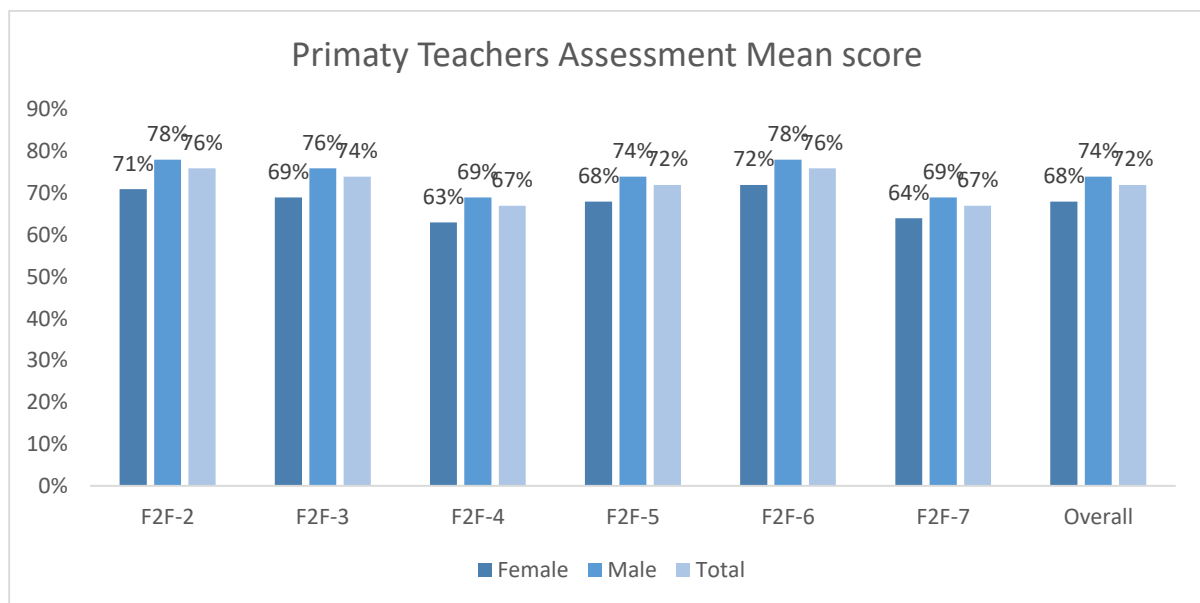
12.3 Monthly Assessment

Teachers' performance on Monthly Assessments

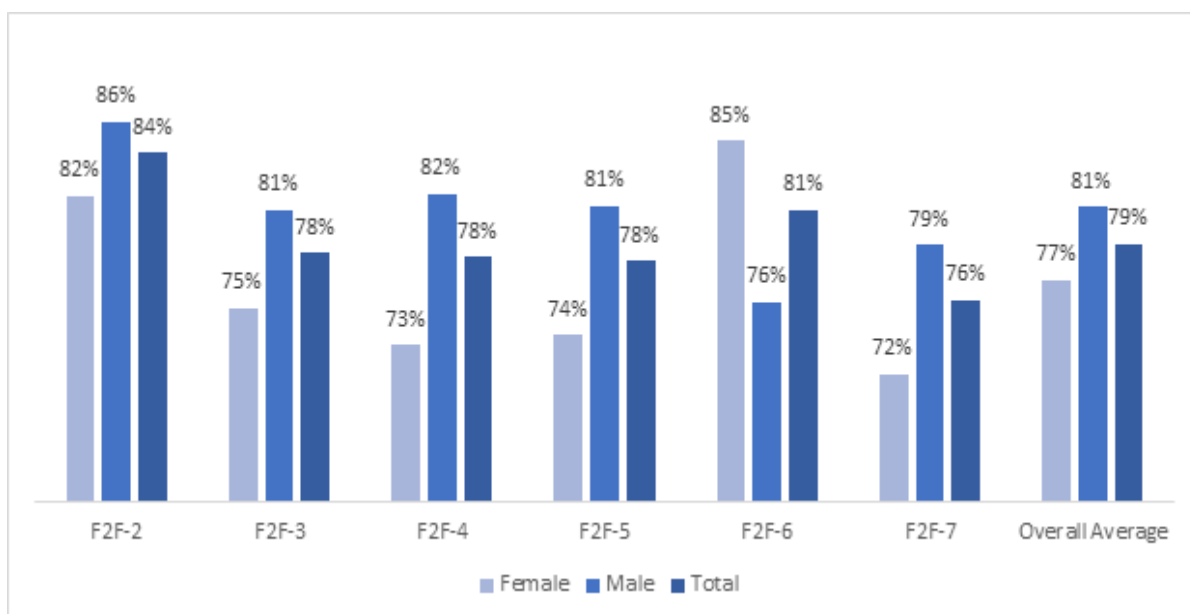
All six-monthly assessments have been conducted for primary teachers, where each assessment for primary teachers consists of 28 marks and middle-level teacher's assessment consists of 15 marks.

Primary teachers had an average score of 72% (68% for females and 74% for males) over the six-monthly assessments. Middle teachers had an average score of 79% (77% for females and 81% for males) across the six-monthly assessments. Female teachers' scores lagged as compared to their male counterparts for both cohorts.

12.4 Primary Teachers' Mean Scores Monthly Assessments



12.5 Elementary Teachers' Mean Scores on Monthly Assessments

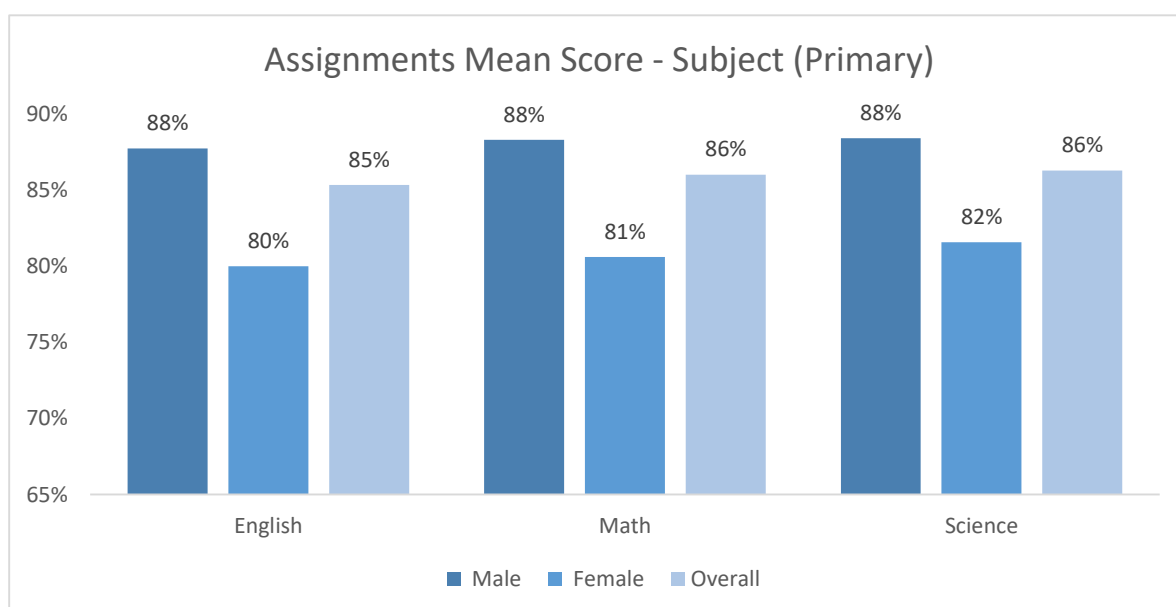


12.6 Monthly Assignment:

Teachers' performance on Assignments

All teachers have to complete 6 assignments in subjects of English, Maths, and Science during the face-to-face sessions. These assignments are marked by subject experts and the marks are entered by IT experts into the induction portal. Primary teachers had an average score of 84% (80% for females and 88% for males) over the six assignments. Middle teachers had an average score of 86% (83% for females and 88% for males) across the six assignments. (see figures below for a breakdown by subject and gender).

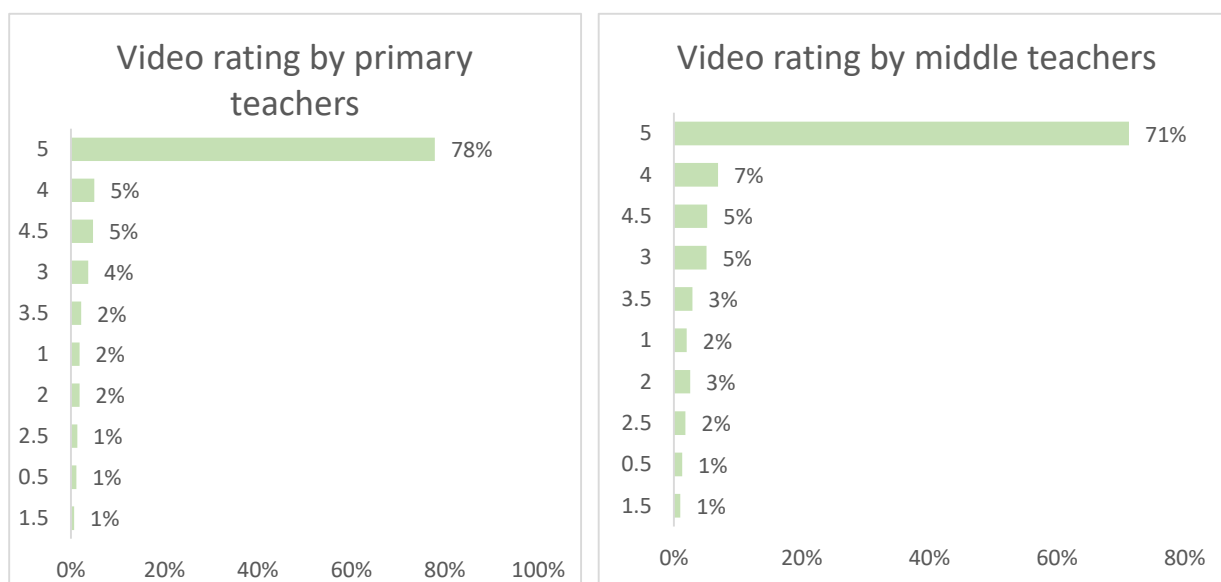
Figure 1: Primary teachers' assignment score



12.7 Video Rating

Once teachers view videos uploaded on the LMS they are required to rate the video on a scale of 1 to 5 ('unsatisfactory' to 'very good'). Ratings will inform a review of video course content for subsequent rounds of the TIP. Data on video ratings by primary and middle teachers collected till the fifth and third f2f sessions respectively show that 88% of primary teachers and 83% of middle teachers rated videos between '4' and '5'. The detailed analysis of the submission is shown in figures below.

12.7.1 Figurative View



12.7.2 Tabular View

The table provides the number of videos rated by each cohort across the three subjects.

	English	Math	Science	Total
Primary	99	102	181	382
Middle	209	162	173	544

13 Challenges of Induction Program

1. Development of quality Modules in short time
2. Lack of Material Development Experts
3. Management of Tablet PCs at district level.
4. Tablet related issues faced by trainees (LMS, SD Card etc.)
5. Induction Program App and its proper use
6. Load management on server during online monthly Assessment
7. Availability of required Master Trainers / Subject Experts
8. Suitability of camp centers for Face-to-Face sessions
9. Disturbance of schedules due to Covid-19
10. Required and trained faculty at RRPDCs

14 Snaps from Induction Program



Orientation of IT Exports



Snaps of ToT Subject Exports DPD KP Peshawar



Snaps of DIC meeting



Snap of Face-to-Face Session at GGHS Saidu Swat



Snaps of Monthly Online Assessments

15 Alternate Learning Pathways

15.1 Rationale of ALP

Knowledge is power and it enlightens one future and enables one to seize prosperous life. Education lays the foundation stone for our future. Education expands our vision and creates awareness. It helps us develop a disciplined life and provides us better earning opportunities. It enables us to know the world beyond our own surroundings. Keeping in view its supreme importance, seeking knowledge is an obligation upon every Muslim. Efficacious societies provide the best yet equal opportunities of education to its citizens. The constitution of Pakistan categorically declares that access to free and compulsory education is the right of every citizen of Pakistan. The recently inducted article in the constitution of Pakistan i.e. Article 25-A, reinforces the importance of education and describes that the state obligates to provide free and compulsory education to children for the age group of 05 to 16 years.

Despite consistent efforts on the part of state the Pakistan literacy rate is about 61% which denotes disappointing position in the world in terms of literacy. Amongst SAARC countries, Pakistan enjoys high literacy rate than Bhutan and Afghanistan only. As far as the province of Khyber Pakhtunkhwa is concerned, it is about 54% only. Despite low literacy, transition rate from primary to middle, middle to high and from high to higher secondary has also been very low in Khyber Pakhtunkhwa.

Category of School	Enrollment (in Millions)	Percentage
Primary	3.116	71%
Middle	0.813	19 %
High	0.372	8%
Higher Secondary	0.078	2%
Total	4.38	100%

(<http://abidmajeed.com/2018/10/06/free-and-compulsory-education-khyber-pakhtunkhwa-progress-and-requirements/>)

Currently, Pakistan has the world's second-highest number of out-of-school children (OOSC) with an estimated 22.8 million children aged 5-16 not attending school, representing 44 per cent of the total population in this age group. In the 5-9 age group, 5 million children are not enrolled in schools and after primary-school age, the number of OOSC doubles, with 11.4 million adolescents between the ages of 10-14 not receiving formal education. Disparities based on gender, socio-economic status, and geography are significant; in Sindh, 52 percent of the poorest children (58 percent girls) are out of school, and in Baluchistan, 78 percent of girls are out of school.

Nearly 10.7 million boys and 8.6 million girls are enrolled at the primary level and this drops to 3.6 million boys and 2.8 million girls at the lower secondary level.

(<https://www.unicef.org/pakistan/education>).

According to out of school children survey (OOSC) 2017-18 around 2.1 million children between the ages of 5 and 16 are out-of-schools in Khyber Pakhtunkhwa. According to data of Household Survey 2017. Out of which 65% are girls. It is equally important to note that around 45% OOSC belong to age cohort 5-9 years, while remaining 10-16 years constitute 55%, which suggests that greater case load is between 10-16 years. This age cohort of OOSC are either dropped out or have never been to schools, and cannot be accommodated in Formal schools, therefore, they need accelerated and alternative education system under Alternate Learning Pathways (ALP)/Non-Formal Education (NFE) domain. It serves to fulfill a learning need of a specific group of out of school children especially those who missed their early school years before completing primary and elementary education cycle. There are two phases of the Alternate Learning Pathways;

Primary level ALP:

This level offers a condensed and accelerated learning course from grade 1 to grade 5, which is completed in a span of 32 months. It is open for the children who couldn't continue their primary education or never attended schools. Placement test is conducted prior to distribution of children in Packages i.e. Package A for Grade 1 Junior and Senior, Package B for Grade 2 -3 and Package C for Grade 4 -5.

Elementary Level ALP:

This level offers a condensed and accelerated learning course from grade 6 to grade 8, which completes in span of 18 months. It is open for the children who couldn't complete their middle level education. Placement test is conducted prior to distribution of children in Packages i.e., Package D for Grade 6 -7 and Package D for Grade 8.

With the technical and financial support of UNICEF Pakistan a comprehensive ALP program has been launched in ten districts of Khyber Pakhtunkhwa, which is headed by a fully-fledged Project Implementation Unit (PIU).

To PIU has established 380 (140 Elementary) ALP centers in the ten target districts of Khyber Pakhtunkhwa. As per the signed PD. The PITE was delegated role of capacity and skill development of ALP facilitators (Teachers) and PIU staff.

15.2 Customization and Development of Training Material

Effective teaching learning process is key to the all-round development of students. Teacher effectiveness begins with each teacher's ability to have mastery of content, teaching skills, apply instructional strategies and cover the appropriate material as outlined in the scope and sequence of the selected curriculum. Consistent, high-quality instruction is directly affected by the teachers' level of pedagogical expertise, as well as their level of mastery using the instructional materials. Therefore, it is important to design such a teachers' training material which can boost the content knowledge and capacitate them with applicable teaching-learning skills and strategies, which enable them to maintain conducive environment and practice active learning strategies, the students feel happiness, proud and are retained.

In case of ALP interventions, role of teacher becomes more crucial, and they are supposed to motivate re-start their education as well become the part of mainstream.

Most of the ALP centers have been established in areas where availability of professional degree holder teachers is difficult, hence the role of teachers' training became pivotal. One of the key elements of effective teachers; training is selection and development of teachers; training material.

As the UNICEF Pakistan has worthwhile experience in implementing the same nature of interventions in other parts of Pakistan, hence in designing effective and meaningful teachers' training material for ALP facilitators and field staff, training manuals from Sindh province were made available.

A group of experts was notified by the competent in PITE Peshawar, which included members from PITE, DCTE and schools. The experts were experienced hand in their specific subject i.e. English, Urdu, Maths, General Science, Social Studies and Islamyat as well they had mastery in general pedagogy and curriculum.

Two material development workshops were organized in FITE Khyber and Nowshehra in the month of Nov and Dec 2019.

During the workshops, apart from the training manuals of Sindh Province, ALP curriculum, text books and teachers; guides, developed by DCTE Abbottabad were also consulted.

The experts worked hole heartedly and finalized three types of teachers' training manuals.

Training Manual (ALP General):

The manual contained introduction, Elements, Scope and structure of ALP interventions. The manual also contained detailed content in establishing and running of ALP centers as well role of community in its smooth running

Training Manual for Packages A B & C


The manual contained training of teachers in selected content and their methodologies in the primary level ALP books of Maths, Urdu, English, General Science, Islamyat and Social Studies. The manual also contained detailed content in designing scheme of studies for all of the subjects of Package A B & C. (Training Content is attached as Annex-2)

Training Manual for Packages D & E

The manual contained training of teachers in selected content and their methodologies in the middle level ALP books of Maths, Urdu, English, General Science, Islamyat, History and Geography. The manual also contained detailed content in designing scheme of studies for all of the subjects of Package D & E

ٹریننگ مینول


**Accelerated Learning Programme
(ALP)
Introduction,
Elements and Structure**



صوبائی ادارہ برائے تعلیم و تربیت اساتذہ خیبر پختونخوا، پشاور

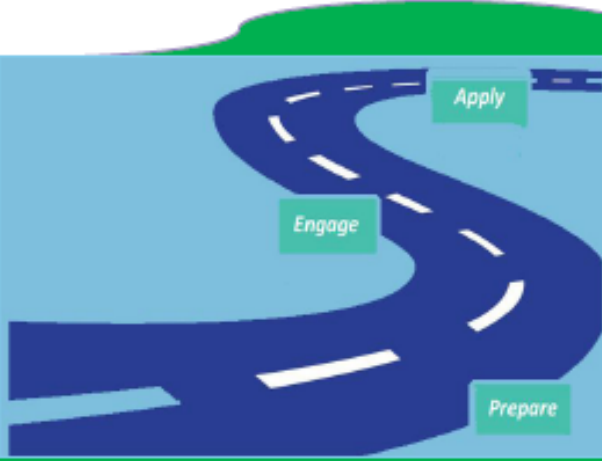
ٹریننگ مینول

**برائے پرائمری
پیکج (A, B اور C)**




صوبائی ادارہ برائے تعلیم و تربیت اساتذہ خیبر پختونخوا، پشاور

**Accelerated Learning Programme (ALP)
Packages D&E**

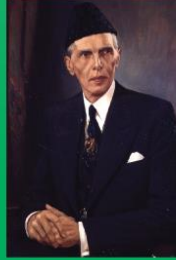


Training Manual



**Provincial Institute of Teacher Education (PITE)
Khyber Pakhtunkhwa Peshawar**

**Quaid-e-Azam Muhammad Ali Jinnah's message
to the first Educational conference in 1947**



"The importance of education and the type of education cannot be over-emphasized there is no doubt that the future of our state will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan ... we should not forget that we have to compete with the world which is moving very fast in this direction."

Provincial Institute for Teachers Education (PITE)
Larama, Landa Sarak, Larama, Peshawar, KPK
directorpitek@gmail.com
Phone: (091) 9224783

Training Manual Packages D & E

Back Cover of Training Manuals

The manuals were got reviewed and approved from the DCTE Abbottabad.

15.3 Training of Master Trainers for ALP Primary

Being mandated with professional development of all In-Service Teachers, School Heads and Education Managers, the Provincial Institute of Teacher Education Peshawar keeps a pool of skilled and quality master trainers as it is a pre-requisite for effective learning and quality education, thereby.

Fifty-six quality master trainers were identified and released from the ALP target districts through the Directorate of Elementary & Secondary Education Khyber Pakhtunkhwa.

The training of master trainers was arranged in DPD from Sep16-21, 2021, which remained very successful and attended by all the invitees.

15.4 Training of Teachers/Facilitators for ALP Primary

Training of teachers/facilitators for ALP primary centers was arranged from ALP Primary: Nov 2-7, 2020. Total 240 teachers/facilitators were trained from these districts:

1. Peshawar
2. Kohat
3. Kurram
4. Orakzai
5. Khyber
6. North Waziristan
7. South Waziristan

15.5 Training of Master Trainers for ALP Elementary

ALP Elementary was also introduced in few districts of Khyber Pakhtunkhwa, Training of Master Trainers (ToT) was arranged in RPDC (F) Abbottabad from Oct 16-23, 2020, attended by twenty-six master trainers. Attendance of master trainers remained 100%.

15.6 Training of Teachers/Facilitators for ALP Elementary

Training of teachers/facilitators for ALP primary centers was arranged from Nov 9-14, 2020. Total 140 teachers/facilitators were trained from these districts:

1. Peshawar
2. Kurram
3. Khyber
4. South Waziristan
5. Torghar

6. Dir Upper

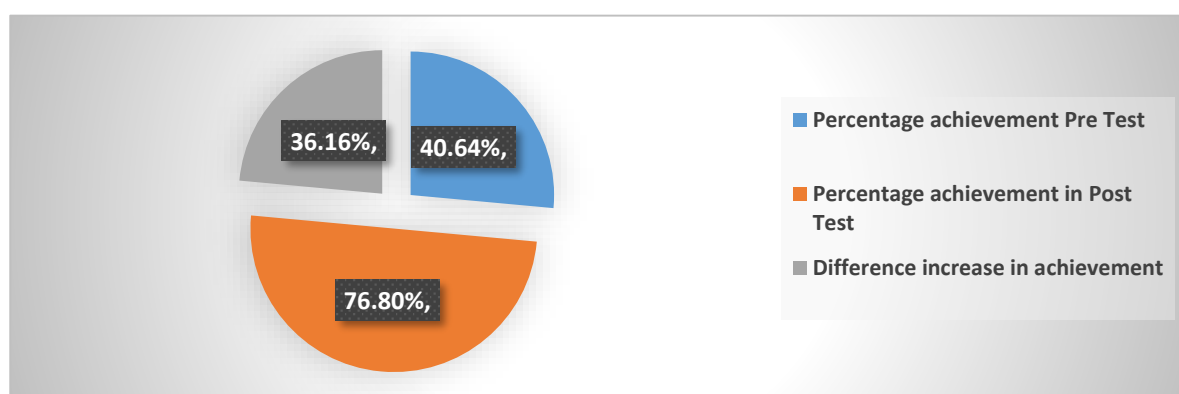
15.7 Assessment of Training

Prime objective of the training was to capacitate ALP teachers to create conducive environment for the students and provide maximum opportunities for students to learn, retain and continue their education.

The content of training was carefully designed after series of consultations with the UNICEF team so as to attain the key outcome of the whole initiative. Content of training was diversified in a sense that it covered concept of ALP and its related aspects like establishing ALP centers, its managerial and administrative aspects as well as selection and admission, retention and mainstreaming of students,

The content also comprised of the in-hand activities that could help teachers in making the teaching-learning environment more conducive and attractive. The teachers were also acquainted with the knowledge, skills and methodology regarding subjects of various ALP packages.

As observed and reported mostly, the training remained productive. As indicated in the results of pre and post tests achievement of trainees raised to about 77% with about 50% increase in their knowledge.



15.8 Challenges

- i. Some training venues were located at a long distance from the ALP centers, hence the teachers' faced problems in approaching the training venues.

15.9 **Recommendations**

The participants have put forward different recommendation in which major ones are mentioned below.

- i. The duration of the training must be extended. The time was insufficient to cover all the subjects in true sense.
- ii. Refresher courses must be accommodated in the curriculum for them.
- iii. A special focus should be given on English and English Language skills.

16 Snaps from ALP Trainings





