ACCREDITATION FRAMEWORK

INSTITUTIONS, SERVICE PROVIDERS & PROGRAMMES

REVISED 2026

EMAIL & WEBSITE

Email: steda.info@gmail.com
www.steda.gos.pk

ADDRESS

PNSC Building, 4th Floor,
Moulvi Tameezuddin Khan
Road, Karachi

SINDH TEACHER EDUCATION DEVELOPMENT AUTHORITY
(STEDA)

SINDH TEACHER EDUCATION DEVELOPMENT AUTHORITY (STEDA)

ACCREDITATION OF
INSTITUTIONS, SERVICE PROVIDERS & PROGRAMS

STEDA ACCREDITATION TEAM

1.	Sayed Rasool Bux Shah	Executive Director-STEDA
2.	Mr. Noor Ahmed Soomro	Director
3.	Mr. Zain-ul-Abidin Laghari	Director
4.	Mr. Abdul Ghaffar Saand	Director (TEDMIS)
5.	Mr. Rasheed Ahmed Channa	Education-Expert
6.	Mr. Muhammad Iqbal	Deputy Director
7.	Ms. Rehana Parveen	Deputy Director
8.	Dr. Perveen Akhter	Deputy Director
9.	Mr. Shakeel Ahmed Khatri	Assistant Director
10.	Mr. Vijay Kumar Sharma	Assistant Director

Design and Layout by:

UMAIR SHAFIQUE
Senior Computer Operator

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Abbreviations

ARC	Accreditation Review Committee
CPD	Continuous Professional Development
CPs	Course Participants
CV	Curriculum Vitae
ECCE	Early Childhood & Care Education
FL	Foundational Learning
HEC	Higher Education Commission
MT	Master Trainer
NEVTTC	National Vocational & Technical Training Commission
QA	Quality Assurance
SBTE	Sindh Board of Technical Education
SP	Service Provider
STEDA	Sindh Teacher Education Development Authority
TL	Teaching Licence
TTB	Trade Testing Board

Introduction

The Sindh Teacher Education Development Authority (STEDA) established under the **STEDA Act, 2012** to regulate, support, and ensure quality in teacher education and professional development across Sindh. In line with its mandate, STEDA works to strengthen teacher education institutions, teachers training providers, and professional development programs through transparent and standardized accreditation processes.

To ensure that its accreditation framework remains relevant, practical, and responsive to emerging educational needs, STEDA engaged public and private sector partners in a structured review of its existing standards and tools.

The review process included internal and external consultations and peer review meetings with representatives from teacher education institutions, training organizations, and other key stakeholders. The feedback and insights gathered through these consultations informed the refinement of accreditation standards and manual development guidelines.

This document presents the revised Framework of Accreditation Standards for Institutions & Service Providers and Manual Development Guideline serving as a practical reference for institutions seeking accreditation to support continuous improvement in teacher education and professional development across Sindh.

STEDA's Role in Accreditation

The Sindh Teacher Education Development Authority (STEDA) was established through the Act No. XVIII of the Sindh Provincial Assembly in 2012. The preamble of the Act states that STEDA is responsible for managing and regulating the teacher education and professional development in the Province of Sindh' (p.85).

The Act, under the section of 'Powers and Functions of Authority', explicitly mentions STEDA's role in relation to accreditation. See section 4 (1) (p) of the STEDA Act), which states:

> ***"…accredit and oversee public and private sector and other service providers for teacher education and professional development." (p.89)***

The above provision emphasizes that STEDA should develop standards and processes to undertake the accreditation of service providers. In addition to the accreditation of institutions, the STEDA Act also highlights the need to accredit programs offered by accredited institutions. Section 4 (1) (g) reads as:

> ***"…lay down guidelines for compliance by accredited institution for starting new courses, programs or training and for providing physical and instructional facilities, staffing pattern and staff qualifications." (p.88)***

In light of the above provision of the STEDA Act, programs or manual accreditation can only be sought by **institutions that have already been granted institutional accreditation** by STEDA. Direct application for manual accreditation without prior institutional accreditation is **not permissible** under the Act."

Rationale for Accreditation of Teacher Education Institutions / Service Providers and Training Programs (Manuals)

Accreditation is closely linked to quality assurance mechanism. The quality provision of teacher education requires that provider institutions and the programs offered by them are of high quality. Quality assurance needs framework that provides overall guidance and certain mechanism. Accreditation provides such framework based on standards.

Conceptual Framework

STEDA is an apex body to regulate and manage activities associated with teacher education in Sindh. Given the emphasis on quality in strategic/ legal documents – such as STEDA Act (2012), Education Policy 2009, Teacher Education Strategy (TES), Sindh Education Sector Plan (SESP) and others, STEDA has developed an Accreditation Mechanism to ensure quality as a sustainable mechanism in Teacher Education. The key features of the mechanism are outlined below:

- Accreditation is seen as a mechanism of quality assurance in teacher education.
- Accreditation mechanism is based on standards for CPD providers and for CPD programs.
- These standards have been peer reviewed; the peers were invited both from public and private sector.
- The operationalization of the standards has been carried out through tools and guidelines.
- All standards are mandatory; If any institute fails to meet the standards, its application for accreditation will not be entertained.

Process for Accreditation of Teacher Education Institutes / Service Providers and Training Programs (Manuals)

The overall process of accreditation is mapped through the following exhibit (Table 1)

Table 1: Process of Accreditation of Institute & Service Providers (SP)

Steps	Description	Action
Submission of application	• Interested institutions, service providers, online training providers, or individual professional trainer (where applicable) for accreditation and applicants for Training Manual Certification are required to submit their applications to Executive Director STEDA through a formal application along with proforma having relevant information of the institute/organization in person or via email at steda.info@gmail.com Kindly refer to Appendix–1 and Appendix–2.	The STEDA team will acknowledge receipt of the application within 10 working days and ask the applicant to submit the required documents, material, and editable copy of the training manual for accreditation/certification i.e. as per manual development guidelines (The relevant standards/checklists/guidelines can be downloaded from the STEDA website: https://steda.gos.pk/) *An Organization ID will be issued to the institute/organization for registration on the STEDA web portal.
Review of application/manual	• A comprehensive process of facilitation, support and review will be carried out in accordance with the documents/manual submitted by the Institution/SP.	• The STEDA team will review the submitted documents by institutions/SPs and ask for missing documents, if any. • For online programs, the review may include access (participant mode only) or the orientation of the Learning Management System (LMS), digital learning resources, learner analytics, and assessment systems. • An initial review of the training manual will be conducted and feedback/suggestions will be shared with the applicant via email.

Visit of Institution/SP	• The visit for verification process of the Institution/SP will be conducted by a committee of evaluators comprising members from public and private institutions.	• The visit will be scheduled through mutual coordination between the Institution/SP and STEDA for physical verification of the institution and facilities as indicated in the submitted documents.
Review of the revised Manual.	• The review of the revised version of the manual will also be undertaken, where required.	• The STEDA team will conduct a further review of the revised manual, if required. Where deemed necessary, a joint review session with the developer(s) may also be conducted with mutual consent. External experts may also be invited to participate in the review process in specific cases. • For online providers, virtual demonstrations of platforms, digital infrastructure, learner support systems, and cybersecurity arrangements may be conducted in place of or in addition to physical visits.
Accreditation / Certification	• Based on the review of documents and the evaluators' visit report, the following decisions may be made for Institutions/Service Providers (SPs): • **Provisional Accreditation (01 Year)** – For first-time applicants. • **Accreditation (03 Years)** – After successful completion of the provisional period. • **Deferred** – If major gaps or non-compliances are identified.	• Provisional accreditation shall initially be granted for a period of one year.

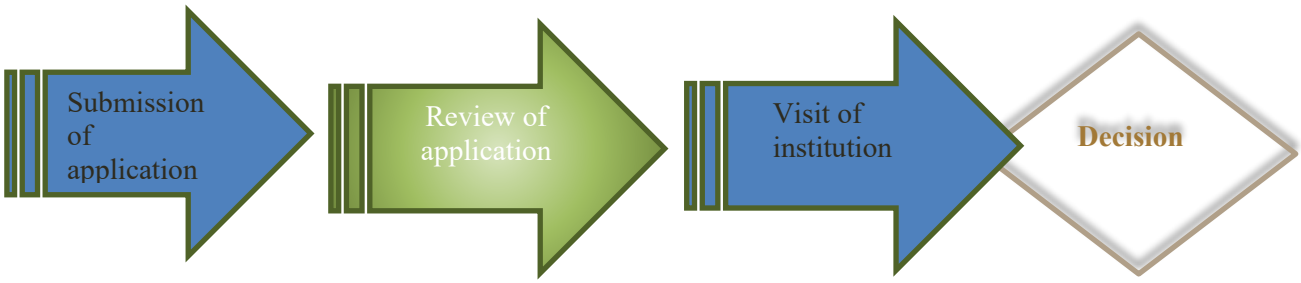
	• For training manuals, either a No Objection Certificate (NOC) may be issued or approval may be rejected.	• A Provisional No Objection Certificate (NOC) for training manuals shall be issued for a period of three years, subject to incorporation of all feedback/comments and fulfillment of the prescribed requirements. In case of non-compliance with the feedback provided by STEDA, the application may be rejected.
Resubmission	• In cases of Deferred status for any reason, the Institution / SP / Applicant may re-submit the application after addressing the identified gaps and fulfilling the required criteria.	• The Institution/SP/Manual Applicant may reapply after three months upon fulfillment of the prescribed requirements.
Renewal	• Upon completion of the provisional accreditation / certification period, the Institution/SP shall apply for renewal of accreditation of institutions or certification of manual.	• The Institution / SP shall submit the required documents for renewal of accreditation of the institutions/SPs. • STEDA will review the submitted documents and arrange a visit through mutual coordination with the Institution/SP and evaluators. • Accreditation for a period of three years may be granted based on the recommendations of the evaluators. • The Institution / SP shall submit the updated manual for certification. • Training manuals shall be reviewed and certified based on the identified requirements and revisions, where applicable.

Continuous Monitoring and Quality Assurance	• Accredited institutions / service providers shall maintain compliance with STEDA standards throughout the accreditation cycle. STEDA reserves the right to conduct periodic monitoring visits, desk reviews, audits, or quality assurance checks.	• Failure to maintain compliance may result in suspension, conditional status, or withdrawal of accreditation.

Process – Accreditation

(Institutions/Service Providers)

The process of accreditation is illustrated in the following figure 2.



Standards for Accreditation of Institutions for One-Year Diploma

The following standards of accreditation of one-year diploma program are to be followed as a guide line for the institutes who will apply for the accreditation. (Table 2).

Table 2: Standards for Accreditation of Institutions for One-Year Diploma

Standard	Indicators	Evidence Required	Availability
1. Legal Status	1.1 Affiliation with SBTE / TTB / NEVTTC/STEVTA / HEC recognized university *Note*: *The affiliation must be valid according to length of diploma*	• Current Affiliation/Registration certificate	
2. Governance & Institutional Management	2.1 The institute / organization has stated its vision and mission, aligned with its mandate	• Displayed/disseminated of Vision and mission statement	
	2.2 Governance/ Organizational structure	• Organogram / Hierarchy Diagram/ notification	
	2.3 The institute has documented recruitment criteria and a designated selection committee for staff hiring.	• Recruitment criteria	
	2.4 The institution has a strategic and operational plan	• Annual Operational Plan	
3. Admission for learners	3.1 Policy for admissions / selection criteria for learners Note: Qualification of learner must be at least Intermediate or equivalent from recognized Board	• Admission policy • Selection criteria for learners • Brochure/Prospectus	
4. Curriculum & Program Design	4.1 Aligned with National/ Provincial curriculum for ECCE/Approved by HEC recognized Body	• Curriculum document (onsite visit)	

	4.2 One-year program (min. 30 credit hours) The credit hours will be interpreted as per HEC / National Vocational Quality Framework)	• Time table	
	4.3 Balance between theory and practice (minimum 50%-70%) and mandatory practicum (30% - 50%)	• Academic Calendar / Scheme of study	
	4.4 Course content aligned with ECCE&FL Policy (Updated)	• Course outlines (Only for ECCE)	
	4.5 The course content supports learner-centered and inclusive practices, fostering foundational learning and holistic child development through play-based learning.	• One pager Concept Note of the Program	
5. Faculty & Human Resources	5.1 Qualification of Faculty having a Diploma in ECCE with graduation / ADE / B.Ed. / M.Ed. / MA(Edu) M.Phil. or Ph.D in relevant field. Availability of faculty as per course requirement (permanent/visiting faculty).	• Faculty CVs and Academic/Professional documents	
	5.2 Faculty contract/ appointment letter along with the Job Descriptions	• Contract/ appointment letter • Job Description	
6. Quality Assurance Mechanism	6.1 The institution has an internal quality assurance system	• Internal Quality Assurance Mechanism / Guidelines	

7. Infrastructure & Learning Resources	7.1 Well-equipped classrooms (having necessary furniture)	• Photos	
	7.2 ECCE resource lab/ Learning corners with teaching aids	• Inventory lists (Only for ECCE)	
	7.3 Library with updated Pedagogy related books and material/Digital Library	• List of Library Books related to the course	
	7.4 Handbooks/ teaching learning material of the courses offered	• Teaching-Learning material (Onsite visit)	
	7.5 Audio Visual aids	• Photographs	
	7.6 Practicum placement centers available	• List of practicum schools	
	7.7 Reliable internet connectivity is available.	• Internet Facility (Onsite Visit)	
8**. Assessment / Examination**	8.1 Defined Assessment Criteria	• Assessment rubrics(sample)	
	8.2 Assessment plan	• Assessment schedule/Calendar	
	8.3 Examination procedure	• Test sample • One Pager Examination Procedure report	
9. Financial & Income / Assets *(Applicable for Fresh and Renewal both)*	9.1 Fee structure	• Fee receipt	
	9.2 Assets of institute	• Asset list	
	9.3 One year Budget Plan (Tentative)	• Budget copy/Bank Statement	

Standards for Renewal of Institutions for One-Year Diploma

The following standards are for the renewal of the institutions which were accredited for the first time on provisional period of one year. The institutions who seek for renewal they must follow all the standard from No. 1 to 13.

Standard	Indicators	Evidence Required	Availability
10. Student Information Systems	10.1 Student Admission Record	• Database in Soft and Hard for (all data except address and contact numbers and submit STEDA for verification)	
	10.2 Assessment / Examination record (Pass / Fail)	• Assessment/ Examination Result	
	10.3 Students' attendance record	• Attendance record	
11. Performance Evaluation Record	11.1 Supervision Mechanism of practicum	• Practicum supervision records.	
	11.2 Student portfolios and reflective diaries	• Students' portfolios and reflective dairies (Some samples)	
	11.3 Faculty evaluation / feedback form by Students	• Faculty feedback Form	
12. Quality Assurance Mechanism	12.1 The institution has an internal quality assurance system in place:	• Quality Assurance Reports	
	12.2 Student feedback is systematically collected	• Student Feedback Reports/records	
	12.3 Faculty feedback is collected	• Faculty Feedback Reports	
	12.4 Quality improvement plans are developed and monitored.	• Action Plans for improvement	
13.Institutional Development Operational Plans	13.1 Yearly Tentative Program Planning	• Institutional Development Plan	
	13.2 The plans include clear Implementation, execution, monitoring, and evaluation mechanism	• Monitoring & evaluation reports	

Standards for Accreditation of Service Providers (Programs)

The following standards of accreditation are to be followed by the Service Providers (Programs) who will apply for the accreditation. (Table 3).

Table 3: Standards for Accreditation of Service Providers (Face to face / Online / Hybrid Programs)

Standards	Indicators	Mean of Verification	Availability
1. Legal Status	1.1 The service provider must be registered/affiliated by any Government approved authority	• Valid certificate	
	1.2 The registration / affiliation must be valid according to length of program	• Documentary Proof	
	1.3 Ownership (sole or proprietorship)	• Ownership documents/partnership deed • CNIC of owner / proprietor / partner(s)	
	1.4 Building Document / Rent Agreement	• Ownership documents of premises or valid rent/lease agreement	
2.Governance & Institutional Management	2.1 Governance structures ensure transparency, accountability, and strategic planning.	• Organogram	
	2.2 SP has a recruitment policy for staff	• Recruitment policy	
	2.3 SP has recruited staff	• Staff CVs	
	2.4 (For Online) Institute has a cyber security policy.	• Approved Institutional Guidelines for Cyber security	
3. Development and Design of CPD Programs	3.1 The specific CPD programs is developed in accordance with the requirements of the specific stakeholders / needs of course participants	• Program Design Document / Concept Note	

	3.2 Programs are based on a systematic need assessment mechanism	• Assessment Criteria	
	3.3 The SP has clearly stated objectives of the Organization	• Program Brochure / Prospectus	
	3.4 Program design reflects online delivery requirements and learner accessibility (For Online)	• Online Delivery Plan	
	3.5 Online learner readiness and digital capacity are assessed before program development	• Digital Content Development Guidelines • Participant Digital Skills Assessment tool	
4. Quality of CPD Programs	4.1 The selection procedure for Trainers and Trainees for the programs is as per training need.	• MTs and CPs selection criteria	
	4.2 Training promotes learner-centered, inclusive, and activity-based pedagogy with reflective practice, collaboration, and effective trainer facilitation.	• One pager Concept Note of the Program	
	4.3 The mechanism to provide teaching-learning resources is easily accessible to all learners.	• List of Teaching-Learning Resources	
	4.4 Digital learning is interactive, mobile-compatible, low-bandwidth accessible and supports flexible participation (For Online)	• LMS Screenshots / Portal Access Evidence	
5. Learner Support and Guidance	5.1 All Teaching-Learning facilities are accessible to all Trainers and Trainees	• Training venue layout, facilities record and their pictures	
	5.2 Feedback procedures are transparent and accessible to all MTs and CPs.	• Feedback/ Evaluation form	

	5.3 Online helpdesk, chat, and virtual mentoring mechanisms exist. (For Online)	• Helpdesk logs and mentorship guidelines (for online)	
6. Trainer Qualification and Professional Competence	6.1 Trainers possess relevant academic and professional qualifications and teaching experience 6.2Trainers demonstrate competency in online facilitation and use of digital learning tools (where applicable).	• Curriculum Vitae of trainers • Training Record	
7. Assessment and Evaluation	7.1The program design includes clearly defined assessment strategies and procedures.	• Assessment tools/procedures	
	7.2Assessment Plan and Methods	• Assessment mechanism and record-keeping procedure	
8. Monitoring, Review, and Quality Assurance of program	8.1 CPD programs are reviewed regularly and systematically to ensure continuous quality improvement	• QA and review mechanism plan	
	8.2 Learner feedback data are used for program improvement.	• Learner Feedback Analysis	
9. Database of Trainers and Trainers	9.1 Database system of trainers and trainees are maintained	• Registration forms / computer-based data base Attendance sheet	
	9.2 Updated CPD database is available	• Website / database in soft and hard copy	
10. Financial Stability and Management	10.1 The organization/ institute has an adequate financing mechanism	• Statement of annual budget plan	
11. Institutional/ Organizational Experience in CPD (Optional)	11.1 The organization/ institute has a record of successful engagement in the provision of CPD activities (training/ research/ seminar/ exposure visits)	• Program evaluation reports along with relevant document	

	11.2 The organization has successfully completed CPD activities	• Annual Reports	
12. Quality of Learning Environment (Optional for Online)	12.1 Conducive classrooms are available	• Pictorial evidence	
	12.2 Updated and functional teaching-learning resources like Laboratories, Library and digital equipment are available.	• List of facilities and pictures	
	12.3 For online programs, a reliable and accessible digital learning environment is available.	• LMS / Portal Access Evidence	
13. Research and Evaluation mechanism (Optional)	13.1 The organization/ institute has clearly defined research / evaluation mechanism	• Mechanism plan	
	13.2 The research findings are used for improving the CPD Programs	• Improvement plan	

Accreditation for Renewal of Service Providers (Programs)

The following standards are for the renewal of the Service Providers (Programs) who were accredited for the first time on provisional period of one year. The service provider who seeks for renewal, must follow all the standards from 1 to 17.

Standard	Indicators	Evidence Required	Availability
14. Course Participants Information Systems	14.1 CPs Registration Record	• Database in Soft and Hard for (all data except address and contact numbers and submit STEDA for verification)	
	14.2 CPs Assessment record	• Assessment record	
	14.3 CPs attendance record	• Attendance sheets	
	14.4 CPs participation, progress, and completion records are maintained (for online/blended programs).	• Enrolment and completion record	
15. Professional Development / Training Record	15.1 Professional development records of Course Participants (CPs) are maintained and documented.	• Sample of CPs portfolios and reflective diaries	
	15.2Participant learning, progress, and completion records are maintained.	• Assessment records, completion records, or evaluation summaries	
16. Quality Assurance Reports	16.1 Achievement and areas of improvement of training-program	• QA reports	
	16.2 CPs Feedback related to the training-program	• CPs Feedback forms	
	16.3 MTs Feedback related to program	• MTs Feedback forms	
17. Institutional Development/Operational Plan	17.1Institutional development plan	• Approved institutional development plan	
	17.2Annual operational plan aligned with program objectives	• Annual operational/action plan with timelines and responsibilities	

MANUAL DEVELOPMENT GUIDELINES

Note: These guidelines apply equally to face-to-face, blended, live virtual, self-paced, MOOC, webinar, recorded, and LMS-based training programs. Where digital delivery is used, institutions shall provide additional evidence related to learner engagement, online assessment, learning analytics, accessibility, technical support, and course completion mechanisms.

1. Purpose

These guidelines are designed to assist institutions, training providers, and manual developers in the preparation of teacher training manuals. These aim to ensure that such manuals are:

1. Professionally structured.
2. Pedagogically sound.
3. Contextually relevant to the Sindh education system, including alignment with updated policies and curriculum frameworks.
4. Respectful of and aligned with socio-cultural and religious norms and values.
5. Supported by appropriate and meaningful illustrations.
6. Designed with activities that are aligned with defined learning outcomes.
7. Developed with a coherent structure, ensuring logical progression of content and activities in relation to the topic.
8. Planned with time-bound activities for better implementation.
9. For online, blended, self-paced, MOOC, webinar, and LMS-based programs, the manual shall also guide digital delivery, learner engagement, assessment, and progress monitoring

2. **Institutional/Service Provider Accreditation as a Mandatory Requirement**
STEDA accreditation is a mandatory prerequisite for institutions/service providers seeking certification of teacher training materials/manuals, as required under the STEDA Act, 2012.

3. Structure of a Teacher Training Manual for Face to face/Online/Blended

Each manual must follow a consistent, organized format.

Section	Description / Requirements
Title Page	SELD logo, theme/name of the manual, institution name and monogram of STEDA along with the statement "Reviewed & Certified by Sindh Teacher Education Development Authority (STEDA).
Certificate	Place the certificate with the STEDA reviewers name after the title page.
Names	Developer(s) name and Institute/SP reviewers' name
Table of Contents	Include a well-organized table of contents with accurate page numbers for all sections, activities, and a complete list of annexures.
Abbreviations/ acronyms List	Clearly write down the abbreviations/acronyms if used in the manual.

Introduction/Preface	Briefly describe the introduction of the organization, training, including the targeted audience (e.g. ECCE, primary, Elementary, Secondary, Higher Secondary, Educational leaders, or any other level) and the district/region etc.
Training Need Analysis	Mention the Training Need Analysis.
Training Mode	• Indicate mode of delivery (face-to-face, blended, or online). • For online programs, specify any minimum digital literacy, device, connectivity, or platform requirements
Training Duration and Schedule	• Specify the total days, sessions per day, and timing. Mention the Credit Hours (If the program exceeds half credit hour). *15 hours are equal to one credit hour as per HEC Policy.* • For self-paced programs, indicate total learning hours, estimated completion time, and recommended learning sequence.
Training Objectives	Write the overall goals of the training and expected learning outcomes for each day. The objectives must be SMART.
Agenda of the day	Provide a clear agenda at the beginning of each day outlining the sessions and activities planned for that day. Include session-wise time allocation.
Day Training Plan	Each day will be divided into sessions and activities • Session title • Duration • Learning outcomes of the day • Material/resources/PPT • Step-by-step activities • Recap of the day • Task for the next day: Reflection of the previous day • For online programs, each session should specify the delivery mode (live, self-paced, recorded, blended), learner interaction activities, and digital resources.
Assessment and Evaluation	Arrange pre- and post-tests and conduct in the training to assess learning of the CP. (It will not be the part of the manual) Develop observation tools and feedback forms for the training evaluation.
Resources / Reading Materials	List all references/citation of all the material used in the manual
Digital Learning Requirements	Platform/LMS information, registration • Learner orientation instructions • Technical support information • Participation and completion requirements • Online communication protocols
Glossary	Briefly add glossary for the terms used in the manual. *(at the end of the manual)* Ensure language is simple and accessible (Urdu/Sindhi/English as applicable).

Annexures	• Add all handouts, worksheets, templates etc. Align them with the activities. • For online programs, include digital activity templates, discussion prompts, LMS instructions, and assessment rubrics where applicable.

4. Content Development Guidelines

1. **Relevance:** Ensure the content reflects local context, curriculum, and teacher/learners need.
2. **Inclusivity:** The training ensures gender sensitivity, respects diversity, and provides equal access and opportunities for all participants.
3. **Clarity:** Use simple, clear, and easy language.
4. **Engagement:** Include interactive, Hands-on & Minds-on activities.
   For online programs, engagement strategies may include discussion forums, polls, quizzes, collaborative tasks, peer interaction, and reflective activities
5. **Reflection:** Encourage teachers to reflect on their practices
6. **Accuracy:** Use authentic and verified sources avoid **Wikipedia** or non-academic websites.
7. **Copy right:** Use your own work or give proper credit to the original source and acknowledge all sources to avoid plagiarism.
8. **Videos & Pictures:** Use only content that is relevant to the context of Sindh. Videos, images, or clips depicting other countries should not be used. AI-generated videos and images are acceptable, provided they accurately represent Pakistan and are appropriate for the training content.
9. **Visuals:** Add diagrams, pictures, and icons to make content attractive and easy to follow.
10. **Instructions for MTs & CPs:** Clearly mention the instructions for the Master Trainers and Course Participants according to their roles in activities. For online programs, clearly define responsibilities related to LMS usage, participation, discussion forums, assignment submission, and communication protocols
11. **Accessibility and Digital Inclusion:** Ensure online content is accessible to all, regardless of digital literacy or connectivity. Support low-bandwidth access where possible and guarantee a mobile-friendly experience across all common devices. (For Online)

5. Pedagogical Approach

Training manuals may have:

1. Active/Interactive learning
2. Peer collaboration, cooperative learning and group work
3. Reflection and meaningful discussion
4. Real classroom application
5. Use of online engagement strategies such as discussion forums, collaborative tasks, peer feedback, digital reflection journals, and interactive assessments (where applicable)

6. Cross-cutting Theme(s)

Cross-cutting themes/topics may be incorporated into the training manual as required, keeping in view the following:

Safeguarding and Ethical Considerations	Include child protection, professional ethics, and safe learning environment guidelines, aligned with provincial and national policies.
Gender and Inclusion Statement	Training content and activities promote gender equity, inclusion, and support for diverse learning needs.

7. Quality and Review

Before submission to STEDA, **Internal Review** should be conducted by the developing institution.

After the submission to STEDA

1. **Joint Review** (Online or face to face) with STEDA accreditation team and manual developers as per need
2. **External Review** by STEDA-Team
3. **Final Revision and Certification** based on incorporation of feedback from reviewers.
4. After the completion of accreditation manual time period, SP must apply for the renewal.

8. Manual Submission Documents

Institutions submitting manuals for accreditation must:

1. Send formal application / E-mail to **Executive Director, STEDA** at steda.info@gmail.com
2. Submit author/developer(s) profile
3. Before submission of the Manual Organization must fill Internal Self-Evaluation Checklist for Training Manual Development (**Appendix 03**)
4. Submit a soft copy of complete manual with the following file format
5. For online programs, institutions shall additionally provide LMS access (demo account), screenshots, or a digital course map for review purposes

File Format

1. File type**: MS- Word (.docx)**
2. Font Style: **Times New Roman / Arial,** Font **size 12** and heading Font size **14**
3. Language: English (Urdu translation optional for bilingual programs)

Translation

1. Manual can be written in English, Urdu and Sindhi Language.
2. Font Style **URDU: Jameel Noori Nastaleeq,** Font size 14 and heading Font size 16
3. Font Style **SINDHI: MB Latifi, MB Sindhi Web**, Font size 14 and heading Font size 16
4. Most training manuals are prepared in the English language. Where required, these manuals are translated into Urdu or Sindhi to meet contextual needs. All translations must be accurate, clear, and human-edited. Machine-generated (Google/AI)

translations should not be used without proper review and correction to ensure authentic representation of the original content.

Online/Hybrid/Blended Training manual

1. All material must be submitted in accordance with the Manual Development Guidelines issued by STEDA.
2. Online/Hybrid/Blended Training manual must follow the Digital Governance Framework and Cybersecurity Policy (Pakistan) https://moitt.gov.pk/Policies which refers to the set of laws, policies, institutions, and guidelines established by the Government of Pakistan to regulate, manage, and secure digital services and online systems. The digital governance framework ensures transparency, accountability, data protection, and efficient delivery of online public services, while the cybersecurity policy focuses on protecting government and organizational digital infrastructure from cyber threats, data breaches, and misuse, in line with national laws such as the Prevention of Electronic Crimes Act (PECA) and the National Cyber Security Policy.

Glossary of Key Terms/ Concepts

Accreditation Period:	The specific duration for which the accreditation certificate or letter is issued and remains valid.
Accreditation:	The formal validation or recognition of institutions and/or programs offered by eligible institutions.
Accredited Institution:	An institution that holds a valid accreditation certificate issued by STEDA.
Accreditor:	The authorized body responsible for evaluating institutions or programs and granting accreditation (e.g., Sindh Teacher Education Development Authority).
Institute:	An Institute holds accreditation to provide one year diploma in teacher education.
Mission Statement:	A statement that defines the purpose, core values, and primary objectives of an organization.
Programs:	Formal programs of Continuous Professional Development (CPD).
Service Provider:	An organization that holds accreditation to provide less than one-year teachers professional development programs/certificate course/workshops.
Standards:	Key specifications or requirements that must be met by an institution seeking accreditation.
Vision Statement:	A statement that describes what an organization aspires to become in the future.

Appendix 01. Proforma for Registration of Institution / Service Provider

SINDH TEACHER EDUCATION DEVELOPMENT AUTHORITY (STEDA)

APPLICATION FORM FOR INSTITUTIONAL ACCREDITATION

A. INSTITUTION PROFILE		
1.	Name of Institution / Service Provider:	
2.	Type of Institution:	☐ Public ☐ Private ☐ NGO / INGO ☐ University ☐ Teacher Training Institute ☐ Other: _____
3.	Registration Number/ID:	
4.	Registration Authority:	
5.	Date of Registration:	
6.	Address:	
7.	Website:	
8.	Email:	
9.	Institute Contact Number:	
B. GOVERNANCE & MANAGEMENT		
10.	Details of CEO/Owner and organization:	
	i: Name:	
	ii: Designation:	
	iii: CNIC #:	☐☐☐☐☐-☐☐☐☐☐☐☐-☐
	iv: Contact #:	
11.	Focal Person:	
	Designation:	
	Contact #:	
C. TRAINING PROGRAMS		
12.	Training Programs Offered:	
13.	Target Audience:	
14.	Number of Teachers Trained During Last Three Years:	
15.	Target Audience:	

D. FACULTY INFORMATION		
16.	Total Number of Trainers:	
17.	Number of Full-Time Trainers:	
18.	Number of Part-Time Trainers:	
19.	Highest Qualification of Trainers:	
E. INFRASTRUCTURE		
20.	Number of Training Halls/Classrooms:	
21.	Seating Capacity:	
22.	Computer Lab Available:	☐ Yes ☐ No
23.	Internet Facility Available:	☐ Yes ☐ No
24.	Library Available:	☐ Yes ☐ No
25.	Learning Management System (LMS):	☐ Yes ☐ No
F. QUALITY ASSURANCE		
26.	Internal Quality Assurance Mechanism:	
27.	Monitoring and Evaluation System:	
28.	Feedback System:	
G. DOCUMENTS ATTACHED		
29.	☐ Registration Certificate ☐ Organizational Structure ☐ Infrastructure Details ☐ Quality Assurance Policy ☐ Self-Assessment Report	☐ Affiliation/Recognition Certificate ☐ Faculty CVs ☐ Financial Sustainability Statement ☐ Previous Training Reports

DECLARATION

I certify that the information provided is accurate and complete. I understand that STEDA may conduct verification visits and request additional documentation.

Name: _____

Designation: _____

Signature: _____ **Date:** _____

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Appendix 02. Proforma for Training Manual Accreditation

SINDH TEACHER EDUCATION DEVELOPMENT AUTHORITY (STEDA)

APPLICATION FORM FOR MANUAL CERTIFICATION

A. APPLICANT INFORMATION		
1.	Name of Organization:	
2.	Organization Type:	☐ Public ☐ Private
3.	Organization Status:	☐ Accredited ☐ Non-Accredited
4.	Head of the Organization:	
	CNIC Number:	☐☐☐☐☐-☐☐☐☐☐☐☐-☐
	Designation:	
	Contact Number:	
5.	Institution Email ID:	
6.	Institution Address:	
7.	Focal Person:	
	Designation:	
	Mobile Number:	
	Email Address:	
8.	**Executive Body:**	☐ Same Organization: ☐ Other: (in case of other implementation organization give details below)
	Name:	
	Venue:	
	Focal Person:	
	Designation:	
	Email ID:	
	Contact No:	
B. MANUAL INFORMATION		
9.	Title of Manual:	
10.	Target Audience:	☐ ECCE Teachers ☐ Primary Teachers ☐ Elementary Teachers ☐ Secondary Teachers ☐ School Leaders ☐ Other: _____
11.	Targeted Districts:	

12.	Training Mode:	☐ Face-to-Face ☐ Online ☐ Blended ☐ Hybrid ☐ Self-Paced ☐ MOOC ☐ Other: _____
13.	Subject Area:	
14.	Training Duration:	i: Credit Hours: _____ ii: Number of Training Days: _____ iii: Contact Hours: _____
15.	Language of Manual:	☐ English ☐ Urdu ☐ Sindhi ☐ Other
C. DEVELOPER INFORMATION		
16.	Name(s) of Manual Developer(s):	
17.	Developers Qualification(s):	
18.	Relevant Experience:	
D. DOCUMENTS ATTACHED		
19.	☐ Editable Copy of Manual (File name) ☐ Developer Profile(s) ☐ Internal Review Checklist ☐ Service Provider Accreditation Certificate (if already accredited by STEDA)	
E. DOCUMENTS ATTACHED		
20.	☐ Registration Certificate ☐ Affiliation/Recognition Certificate ☐ Organizational Structure ☐ Faculty CVs ☐ Infrastructure Details ☐ Financial Sustainability Statement ☐ Quality Assurance Policy ☐ Previous Training Reports ☐ Self-Assessment Report	

Name: _____

Designation: _____

Signature: _____ **Date:** _____

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Appendix 03. Institutional Self-Evaluation Checklist for Training Manual Development

The Internal Self-Evaluation Checklist is designed in accordance with the STEDA Manual Development Guidelines 2026 and covers all mandatory requirements for training manual development. It enables manual developers to assess compliance, record observations, and address gaps prior to submission to STEDA, thereby ensuring quality assurance and readiness for external review.

(To be completed by Manual Developers before submission to STEDA)

Manual Title: _____

Institution / Service Provider: _____

Developer Name(s): _____

Date of Internal Review: _____

S. No.	INDICATOR	Remarks Yes/No
	A. GENERAL QUALITY STANDARDS	
1.	Professionally structured according to STEDA Manual Development Guidelines.	
2.	Pedagogically sound and based on active learning approaches.	
3.	Content is aligned with identified Training Need Analysis (TNA).	
4.	Content is relevant to Sindh education context and teacher needs.	
6.	Content respects socio-cultural and religious values.	
7.	Language is clear, simple, and easy to understand.	
8.	Content demonstrates Coherence and progression.	
9.	Learning outcomes are clearly linked with activities.	
10.	Activities reflect authentic classroom practices and can be effectively implemented by teachers.	
	B. MANUAL STRUCTURE & FORMAT	
11.	Title page contains required logos, monograms, and certification statement.	
12.	Certificate page is included after title page.	
13.	Developer(s) and reviewer(s) names are included.	
14.	Table of contents is complete with correct page numbers.	
15.	List of abbreviations/acronyms & Glossary is included.	
16.	Introduction/preface clearly identifies target audience and context.	
17.	Training Need Analysis is clearly described.	
18.	Training mode (Face-to-Face/Online/ Self-Paced/Hybrid/Blended) is mentioned.	
19.	Training duration, schedule are specified.	
20.	Credit hours of the training are mentioned	
21.	SMART training objectives are clearly stated.	
	C. DAILY TRAINING AGENDA AND SESSION PLANNING	
22.	Agenda of the Day is provided at the beginning of each day.	
23.	Session-wise time allocation is provided.	
24.	Each session contains clear learning outcomes.	
25.	Required materials/resources are identified.	
26.	Step-by-step training procedures are clearly described and aligned with the	

	learning outcomes and activities.	
27.	Activities are appropriately time-bound.	
D. PEDAGOGICAL QUALITY		
28.	Active learning strategies are used.	
29.	Group work and peer collaboration activities are included.	
30.	Hands-on and minds-on activities are included.	
E. CONTENT DEVELOPMENT STANDARDS		
31.	Content is accurate and based on authentic sources.	
32.	Copyright requirements have been fulfilled.	
33.	Authentic References/citations are properly provided.	
34.	Hyperlinks are provided for digital references where applicable.	
35.	Examples and case studies are contextually relevant.	
36.	Videos, images, and other visual content are relevant to the context of Sindh.	
37.	AI-generated videos and images, where used, accurately represent the Pakistani context and are appropriate for the learning content.	
F. INCLUSIVITY & CROSS-CUTTING THEMES (WHERE APPLICABLE)		
38.	Gender sensitivity is reflected in content and visuals.	
39.	Diversity and inclusion are addressed.	
40.	Professional ethics are incorporated.	
G. VISUALS & DESIGN		
41.	Relevant visuals, diagrams, and illustrations are included.	
42.	Images and graphics are appropriate and culturally acceptable.	
43.	The manual layout and formatting are clear, well-organized, and user-friendly.	
H. ASSESSMENT		
44.	Pre & Post-test is mentioned in the agenda of the day. (First & Last Day)	
45.	Assessment activities align with learning outcomes.	
I. SUPPORT MATERIAL		
46.	Handouts are included.	
47.	Worksheets are included.	
J. ONLINE / SELF PACED/ HYBRID / BLENDED PROGRAMS (IF APPLICABLE)		
48.	LMS/platform information is provided.	
49.	Learner orientation instructions are included.	
50.	Technical support information is provided.	
51.	Participation and completion requirements are specified.	
52.	Guidelines for online communication are clearly outlined.	
53.	Learner engagement strategies are included (polls, forums, quizzes, etc.).	
54.	Online assessment and progress monitoring mechanisms are described.	
55.	Digital accessibility and low-bandwidth considerations are addressed.	
56.	Mobile-friendly learning experience is considered.	
K. FINAL COMPLIANCE CHECK		
57.	Glossary is included at the end of the manual.	
58.	References section is complete.	
59.	Manual follows prescribed font and formatting requirements.	
60.	Manual has been proofread for language and formatting errors.	
61.	All STEDA Manual Development Guidelines have been addressed.	
62.	Internal review has been completed by the institution/service provider.	
63.	Manual is ready for submission to STEDA.	

INTERNAL REVIEW DECISION

Institution/SP's Internal Reviewer Name(s):

_____

_____

_____

_____

Designation: _____ **Signature:** _____

Reviewer(s) Comments:

_____

_____

_____

_____

Official Stamp:_____ **Date:** _____

Appendix 04. Review workshops of Accreditation Framework (Revised -2026)

Session	Focus	Venue
Session One: **15-19 Sep-2025**	Development of the manual guideline for (CPD) program accreditation	STEDA office @ PNSC Building 4th Floor, Karachi.
Session Two: **08-Oct-2025**	Review of Accreditation standards for ECCE Diploma	STEDA office @ PNSC Building 4th Floor, Karachi.
Session Three: **15-Dec-2025**	Reviewing Standards for Accreditation of Institutions and Programs	STEDA office @ PNSC Building 4th Floor, Karachi.
Session Four: **16-Feb-2026**	Consolidated Review Workshop for Accreditation Framework (Revised-2026)	STEDA office @ PNSC Building 4th Floor, Karachi

The list of participants for Consultative Workshops

S/N	Name	Designation	Name of Institute/Org
1.	Mr. Akhtar Ali shah	Controller of examination	SBTE Karachi
2.	Ms. Uzma Kambhoh	Director ECCE	SELD
3.	Ms. Naheed Wasi	CEO	IECED
4.	Mr. Rabait Ali Bhumbro	Director Legal	PPP Node
5.	Mr. Zaheer Abbas Chang	Director	PITE
6.	Mr. Abdul Razzak	Director	PPP Node
7.	Dr. Khadim Hussain	Director/HoD	BBSU Liyari
8.	Dr. Zulfiqar Ali Behan	Additional Director	DCAR Sindh
9.	Ms. Anila Zafar Khan	Deputy Director	DETRC Karachi
10.	Mr. Nabi Bux Memon	Deputy Director	DCAR Sindh
11.	Dr. Lubna Oad	HoD Education Department	BBSU
12.	Dr. Najmonnisa Khan	Professor HoD	SZABIST
13.	Ms. Fouzia Malik	HM/Focal Person	Directorate of ECCE & FL
14.	Dr. Iffat Rind	Education expert	ASPIRE RSU
15.	Ms. Itrat Fatima	Visiting Faculty	IECED
16.	Ms. Yaseen Mehtab	Faculty	AKU-IED
17.	Ms. Sadaf Raheem	Assistant Director	SEPC
18.	Ms. Tabinda Jabeen	Academic (A&T)	TRC
19.	Dr. Razia Fakir Mohammad	Professor/HoD	Iqra University
20.	Dr. Khurram Khan	Professor	BBSU Liyari
21.	Dr. Shila Devi	Associate Professor	GECE SF Colony Karachi
22.	Dr. Naila Siddiqui	Associate Professor	University of Karachi
23.	Dr. Fouzia Gulab	Associate Professor	IoBM
24.	Dr. Tasneem Anwar	Associate Professor	AKU-IED
25.	Mr. Imtiaz Ali	Associate Professor	TTIs
26.	Mr. Farid -ul-Hassan	District Manager	ITA
27.	Mr. Shahrukh Khan	Operation Manager	IRIS
28.	Mr. Fida Hussain	Project Coordinator	ITA
29.	Mr. Shafique Ahmed Memon	Principal	GECE (M) Thatta
30.	Mr. Muhammad Yousif	CPD Specialist	SELECT, RSU
31.	Mr. Muhammad Amir	Regional Director	Directorate of Pvt Schools
32.	Dr. Safia Urooj	Professor & chairperson	University of Karachi
33.	Sayed Rasool Bux Shah	Executive Director	STEDA
34.	Mr. Noor Ahmed Soormo	Director	STEDA
35.	Mr. Zain-ul-Abidin Laghari	Director	STEDA
36.	Mr. Abdul Ghaffar Saand	Director	STEDA
37.	Mr. Rasheed Ahmed Channa	Education Expert	STEDA
38.	Mr. Muhammad Iqbal	Deputy Director	STEDA
39.	Dr. Perveen Akhter	Deputy Director	STEDA
40.	Ms. Rehana Parveen	Deputy Director	STEDA
41.	Mr. Raheel Manzoor Soomro	Deputy Director	STEDA
42.	Sayed Mazhar Ali Sheerazi	Assistant Director	STEDA
43.	Ms. Aneela Katbar	Assistant Director	STEDA
44.	Dr. Aalumgir shah	Assistant Director	STEDA
45.	Mr. Muhammad Azeem Khoso	Assistant Director	STEDA
46.	Mr. Shakeel Ahmed Khatri	Assistant Director	STEDA
47.	Ms. Sadaf Shaikh	Assistant Director	STEDA
48.	Dr. Muhammad Ali Samo	Assistant Director	STEDA
49.	Mr. Vijay Sharma	Assistant Director	STEDA
50.	Mr. Khalid Hussain Malik	Assistant Director	STEDA
51.	Ms. Nadia Qasim	CPD Specialist	STEDA, SELECT
52.	Mr. Imdad Ullah Soomro	Assistant Director	STEDA
53.	Mr. Umair Shafique	Senior Computer Operator	STEDA

GALLERY OF DIFFERENT CONSULTATIVE WORKSHOPS