Joint Mid-term Review Report
for the
Advancing Quality Alternative Learning Project Phase 2 (AQAL2)
in Islamic Republic of Pakistan

January 2024

JAPAN INTERNATIONAL COOPERATION AGENCY
(JICA)

HM
JR
24-008

Table of Contents

List of Abbreviations
Summary of the Joint Mid-Term Review Survey Results

Chapter 1 Outline of the Joint Mid-term Review 1
1.1 Background and Objectives of the Joint Mid-term Review 1
1.2 Members of the JMTR Team 2
1.3 Schedule of the JMTR 3
Chapter 2 Outline of the Project 4
2.1 Outline of the Project 4
Chapter 3 Methodology of the JMTR 7
3.1 Evaluation Method 7
3.2 Data Collection Method 8
3.3 Constraints of the Evaluation 8
Chapter 4 Project Performance 9
4.1 Results of Inputs 9
4.1.1 Japanese Side 9
4.1.2 Pakistani Side 9
4.2 Achievements of the Outputs 10
4.2.1 Output 1 10
4.2.2 Output 2 17
4.2.3 Output 3 20
4.2.4 Output 4 23
4.3 Project Purpose 26
4.3.1 Revision of the Indicators of Project Purpose 26
4.3.2 Progress of Project Purpose 26
4.4 Overall Goal 30
4.4.1 Revision of the Indicators of Overall Goal 30
4.4.2 Progress of Overall Goal 31
4.5 Implementation Process 32
4.5.1 Project Management Mechanism 32
4.6 Promoting Factors 33
4.6.1 Flexibility, Inclusiveness, and Resilience for Equitable Learning Opportunities for All 33
4.6.2 Coordination / Collaboration with Stakeholders 34
4.7 Factors that Hindered the Project Implementation 36
Chapter 5 Results of the Evaluation 38
5.1 Relevance 38
5.1.1 Relevance with the Development Policies of Pakistan 38
5.1.2 Relevance with the Development Need of Pakistan 38
5.1.3 Appropriateness of the Project Approach 38
5.2 Coherence 39
5.2.1 Relevance with Japan's Assistance Policy 39
5.2.2 Collaboration/Coordination with Japan's Other Intervention 39
5.2.3 Collaboration/Coordination with Other Development Partners' intervention 40
5.3 Effectiveness 41
5.3.1 Prospects of the Achievement of the Project Purpose 41
5.3.2 Factors Affecting the Achievement of the Project Purpose 41
5.4 Impacts 42

5.4.1 Prospects of the Achievement of the Overall Goal 42
5.4.2 Other Impacts 42
5.5 Efficiency 43
5.5.1 Input of Resources / Timing of Input 43
5.5.2 Project Progress/ Project Period 43
5.6 Sustainability 44
5.6.1 Policy Aspect 44
5.6.2 Institutional / Organizational Aspect 44
5.6.3 Technical Aspect 44
5.6.4 Financial Aspect 45
5.6.5 Conclusion 45
Chapter 6 Recommendations 47
6.1 Recommendations towards the project completion 47
6.1.1 For strengthening institutional foundation for quality NFE implementation and expansion 47
6.1.2 For ensuring the quality expansion of NFE 48
6.1.3 For completing the on-going activities for quality NFE provision 49
6.1.4 For promoting various NFE approaches as strong means of solving educational issues in Pakistan 49
6.1.5 Recommendations to the JICA-AQAL project team 50
6.2 Recommendations toward the promotion of NFE beyond the project period 51
Chapter 7 Lessons Learned 54

Annexes:

1. Project Design Matrix (PDM) (Original version)
2. PDM (Draft) (Proposed version for the revision)
3. Plan of Operation (PO)
4. Evaluation Grid
5. Progress and Achievement of Outputs by Province
6. List of Coordination Platforms for NFE
7. Coordination/collaboration with various stakeholders to promote NFE
8. Schedule of the Joint Mid-term Review

List of Abbreviations

AEPAM	Academy of Education Planning and Management
AIOU	Allama Iqbal Open University
AKU-IED	Aga Khan University Institute for Educational Development
ALP	Accelerated Learning Programme
ALP-E&S	Accelerated Learning Programme-Elementary / Elementary and Skills
ALP-Middle	Accelerated Learning Programme-Elementary (Middle)
ALP-Middle Tech	Accelerated Learning Programme- Elementary and Skills (Middle Tech)
ALP-P	Accelerated Learning Programme-Primary
AQAL	Advancing Quality Alternative Learning
ASPIRE	Atlas of Social Protection Indicators of Resilience and Equity
BECS	Basic Education Community Schools
CCN	Concept Clearance Note
CLL	Centre for Lifelong Learning
COVID-19	Coronavirus disease 2019
C/Ps	Counterparts
DL&NFE	Directorate of Literacy and Non-Formal Education
DPs	Development Partners
EMIS	Education Management Information System
ESED	Elementary and Secondary Education Department, Khyber Pakhtunkhwa
ESEF	Elementary and Secondary Education Foundation
FCDO	Foreign, Commonwealth & Development Office
GPE	Global Partnership for Education
ICT	Information and Communication Technology
ILS	Integrated Literacy and Skills
Islamabad CT	Islamabad Capital Territory
IsDB	Islamic Development Bank
JCC	Joint Coordination Committee
JMTR	Joint Mid-term Review
KP	Khyber Pakhtunkhwa
LNFBED	Literacy and Non-Formal Basic Education Department, Punjab
LSI	Literacy for Social Impact
NCHD	National Commission for Human Development
NCP	National Curriculum of Pakistan
NEDPG	National Education Development Partners Group
NEF	National Education Foundation
NFE	Non-Formal Education
NFEMIS	Non-Formal Education Management Information System
NGOs	Non-Governmental Organizations
MoFEPT	Ministry of Federal Education and Professional Training
OOSC	Out of School Children
PC-1	Planning Commission Form-1
PDM	Project Design Matrix
PIE	Pakistan Institute of Education
PMP	Performance Monitoring Plan
PO	Plan of Operation
R/D	Record of Discussion
R&D	Research and Development

RPL	Recognition of Prior Learning
SDGs	Sustainable Development Goals
SEF	Sindh Education Foundation
SE&LD	School Education and Literacy Department, Sindh
SUCCESS	Sindh Union Council and Community Economic Strengthening Support Project
SWD	Social Welfare, Special Education, Non-Formal, Literacy and Human Rights Department, Balochistan
TALEEM	Transformation in Access, Learning, Equity and Education Management Program
TWG	Technical Working Group
UC	Union Council
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Summary of the Joint Mid-Term Review Survey Results

1. Outline of the Project	
Country: Islamic Republic of Pakistan	**Project Title:** Advancing Quality Alternative Learning Project Phase 2 (AQAL 2)
Cooperation Scheme: Technical Cooperation	**Partner Country's Implementing Organization:** ・Ministry of Federal Education and Professional Training (MoFEPT) ・Literacy and Non-Formal Basic Education Department, Punjab (LNFBED) ・School Education and Literacy Department, Sindh (SE&LD) ・Social Welfare, Special Education, Non-Formal, Literacy and Human Rights Department, Balochistan (SWD) ・Elementary and Secondary Education Department, Khyber Pakhtunkhwa (KP) (ESED)
Issue/Sector: Education	
Division in charge: JICA Human Development Department	
Period of Cooperation (R/D) February 2021 - January 2025 (48 months)	**Japanese Cooperation Organization**：N/A

1-1. Background of the Project

The Islamic Republic of Pakistan (hereinafter referred to as "Pakistan") had 22.6 million out-of-school children (OOSC) (the second largest in the world), and a low literacy rate for those aged 15 and above is 59% (among the lowest group in the world) with a large gender gap of 72% for males and 47% for females (UNESCO Institute of Statistics 2017). Moreover, it found that more than 70% of OOSC comprise children aged 10 years and above, who had surpassed school age (Pakistan Social and Living Standards Measurement 2013-14). Factors hindering the expansion of education in Pakistan included geographical factors (distance from home to school), family factors (livelihood and family values regarding education), and educational factors (schooling content and teacher qualifications). Under these circumstances, Non-Formal Education (NFE) had been regarded as a practical and effective approach to address those barriers in terms of geographical factors because NFE has established a learning environment within or near the community where children reside, as well as in terms of family factor due to its low associated costs. In addition, considering the large scale of OOSC in Pakistan and especially the high rate among girls, it has been recognized that preventing dropouts from public education alone is insufficient as a countermeasure. Given this context, the government of Pakistan has positioned NFE as an alternative approach for children, youth and adults who cannot access opportunities in mainstream public education and has adopted improvement and promotion plans for NFE as one of its priority initiatives.

JICA has been providing continuous assistance in the field of NFE since 1997. From 2004 to 2015, JICA implemented technical cooperation projects targeting Punjab province. From 2015, the "Advancing Quality Alternative Learning Project" (2015-2020) (hereinafter referred to as "Phase 1") was implemented, expanding the target areas to the federally administered areas (hereinafter referred to as "Federal"), Balochistan, and Sindh province, in addition to Punjab province. In Phase 1, significant achievements were made, including (i) Development of policies and action plans related to NFE, (ii) Establishment of the Non-Formal Education Management Information System (NFEMIS), and (iii) Development of curricula, teaching-learning materials, teacher training modules, and assessment methods of accelerated NFE primary education and adult literacy education that ensure equivalence with formal education[1]. These accomplishments led to the

[1] The government guarantees NFE that have different characteristics and content from formal education as equivalent to formal education.

recognition within the government of Pakistan of NFE promotion as a primary approach for addressing OOSC. Meanwhile, there was a need to strengthen support for the provision of learning opportunities for children, youth, and adults by including NFE at the secondary education level (including a vocational training component), that bridge the gap in literacy education for youth and adults who missed out on formal education during their school years, connecting them to improved livelihoods and employment opportunities. Furthermore, it is expected to be expanded nationwide to include KP province, where JICA had not provided technical cooperation assistance.

1-2. Outline of the Project

(1) Overall Goal

Human Capital development is enhanced through diversification of learning paths.

(2) Project Purpose

Access of disadvantaged children, youth and adults to quality basic education is improved by the availability of flexible/customized and accelerated/alternative learning programs.

(3) Outputs

Output 1: Governance and management in NFE are strengthened.

Output 2: Accelerated Learning Programme-Primary (ALP-P) is developed, revised and implemented in various educational settings.

Output 3: Accelerated Learning Programme-Elementary / Elementary and Skills (ALP-E&S)[2] is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.

Output 4: Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.

(4) Inputs (as of September 2023)

<Japanese Side>

- Assignment of experts: Japanese experts (four persons) and local experts (25 persons).
- Project operational expenses: Cost for activities of JICA experts and local experts.
- Provision of equipment: Office Equipment.

<Pakistani Side>

- Assignment of counterpart personnel: Ten persons (two persons from five implementing agencies).
- Office spaces: Five offices in Islamabad (Federal), Lahore (Punjab), Karachi (Sindh), Quetta (Balochistan), and Peshawar (KP).
- Others: Necessary equipment, available data and information related to the Project, running expenses of the project.

[2] Project Design Matrix defines the program for grades 6, 7, and 8 as ALP-Elementary, but in Pakistan it is also widely referred to as ALP-Middle. Likewise, ALP- Elementary and Skills is widely referred to as ALP-Middle Tech. In this report, ALP-Elementary is referred to as ALP-Middle, Elementary and Skills as ALP-Middle Tech, and both programs together are referred to as ALP-E&S.

2. Overview of the Joint Mid-term Review

2-1 Members of the Joint Med-term Review

<Japanese Side>

Role	Name	Organization
Leader	Dr. MIZUNO Keiko	Senior Advisor (Education), JICA
Cooperation Planning	Ms. WATANABE Sara	Program Officer, Basic Education Team 1, Basic Education Group, Human Development Department, JICA
Evaluation Analysis	Ms. SHIMIZU Akiko	Senior Consultant, TAC International Inc.

<Pakistani Side>

Areas	Representative of the Project	Focal Person
Federal	Secretary, MoFEPT	Additional Secretary, MoFEPT
Punjab	Secretary, LNFBED	Director General, Directorate General of LNFBE
Sindh	Secretary, SE&LD	Director, Directorate of Literacy and Non-Formal Education (DL&NFE), SE&LD
Balochistan	Secretary, SWD	Director, Directorate of Literacy and Non-Formal Education (DL&NFE), SWD
KP	Secretary, ESED	Managing Director, Elementary and Secondary Education Foundation (ESEF)

2-2 Mission Period

November 17 to November 29, 2023

3. Overview of the Review Results

3-1. Project Performance

(1) Progress on Outputs (Prospects for achievement)

Output 1: Governance and management in NFE are strengthened.

→High prospects to be achieved by project completion.

Indicators	Achievements
Indicator 1.1: Continuing education mechanism and coordination among stakeholders for ALP (P, E&S) and Integrated literacy and skills (ILS) developed.	・ The coordination platforms play an important role to promote NFE with engagement of government agencies, development partners (DPs), Non-Government Organizations (NGOs) and other various stakeholders. The Project has supported the establishment of NFE forums in Punjab and KP provinces (established in Phase 1 in the Federal, Balochistan and Sindh, and in this phase, these forums have been activated and consolidated) and in the revision of NFE Task Force in Sindh. ・ The Project has supported the formulation / revision of NFE policies, NFE strategic plans and community mobilization strategies. By project completion, they will be approved in all target areas. ・ The project provided technical assistance for the restructuring of NFE department/directorates and revision of their organograms, which contributed to the institutional strengthening of the administrative structure. Additionally, the Project supported the

	establishment of monitoring mechanisms and evidence-based planning using NFEMIS to ensure quality of NFE and effective NFE implementation. By project completion, they will be approved in all target areas.
Indicator 1.2: Number of new staff hired / number of staff trainings conducted.	• As of September 2023, a total of 22 new staff have been placed in NFENFE department/directorates in Federal, Punjab, Sindh, and Balochistan provinces; the process of recruiting staff will be accelerated after the elections scheduled for February 2024. • A total of 577 existing and newly assigned staff of counterparts (C/Ps) as well as staff of DPs/NGOs received NFE training (including data-driven management of NFE using NFEMIS, NFE monitoring mechanisms and community mobilization).
Indicator 1.3: Number of NFE providers [3] using NFEMIS to manage their programs/projects .	• The Project has supported the strengthening of data driven management using NFEMIS among NFE stakeholders. Furthermore, the Project has conducted training for staff at the federal, provincial, and district levels, empowering them to effectively utilize and analyze NFEMIS data. • The Project provided support for integrating NFEMIS with national and provincial EMIS. • As of September 2023, a remarkable result was confirmed, with a total of 161 NFE providers using NFEMIS.
Indicator 1.4: System for accreditation / quality assurance of NFE programmes developed.	• The Project has provided support for the development of mechanisms enabling government agencies to accredit the eligibility of NFE providers. The standards of accreditation have been under development, and these are expected to be finalized by the project completion. • The mechanism of the assessment and certification, which allows NFE learners who pass the examination to obtain a certificate of completion/graduation that is equivalent to formal education, was approved in Punjab and Sindh. In KP, the final draft has been submitted. In the Federal and Balochistan, the mechanism of the assessment and certification are being revised (upgraded). These are all expected to be approved by the project completion.

Output 2: ALP-P is developed, revised and implemented in various educational settings.

→High prospects to be achieved by project completion.

Indicators	Achievements
Indicator 2.1: ALP-P curricula, teaching & learning materials, assessment framework, and training system	• In the target areas except Sindh[4], the curriculum and the teaching / learning materials were revised and approved in line with the National Curriculum of Pakistan (NCP) formulated in 2021. • Regarding the training systems, those in Islamabad Capital Territory, Punjab, and KP are currently under development. Additionally, the Project is providing support for the revision of the training systems in Sindh and Balochistan, as they were established during Phase 1

[3] During the Joint-Mid-Term Review, it was proposed to revise "projects/providers" in the indicators to "providers" to match the actual situation.

[4] In Sindh, a decision was made by the provincial government not to align the curriculum and textbooks with the NCP.

revised.	but require updates.
Indicator 2.2: ALP-P applied in various settings and organizations.	・ The Project has supported the implementation and monitoring of ALP-P in formal education remedial courses, madrassahs (religious schools) and Information and Communication Technology (ICT) - supported delivery models. As of September 2023, ALP-P has been introduced in 40 formal schools, 143 madrassahs, and 5 ICT-supported delivery models, reflecting its application across a diverse range of educational settings. ・ Moreover, the Project supported the assessment of the effects of ALP-P for its improvement. The qualitative research to assess the effectiveness of ALP-P was implemented in all target areas.
Indicator 2.3: Professional capacity of teachers enhanced.	・ As of September 2023, a total of 300 trainers were trained. ・ The number of teachers trained by the trained master trainers reached 1,557. In terms of the knowledge enhancement of teachers, as of September 2023, the average percentage of correct answers on the post-training test in the target areas increased to 72% from 27% on the pre-training test.

Output 3: ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.

→High prospects to be achieved by project completion.

Indicators	Achievements
Indicator 3.1: ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved.	・ The development of the ALP-E&S curriculum and teaching/learning materials has been delayed in all target areas following the need to revise the ALP-P curriculum and teaching/learning materials in line with the NCP but is expected to be approved by the project completion. ・ The training system will be established through the process of developing the curriculum and teaching/learning, conducting training for master trainers and teachers, and its validation, and is expected to be approved by the project completion.
Indicator 3.2: Equivalency for ALP-E&S notified.	・ The equivalency for ALP-E&S was notified along with curriculum in Federal, Sindh, Balochistan and KP. In Punjab, it will be notified once the curriculum under development is approved
Indicator 3.3: Number of NFE providers implementing ALP-E&S.	・ As of September 2023, a total of 20 NFE providers including 3 C/Ps and 17 DPs and NGOs have implemented the pilots of ALP-E&S. ・ While promoting the pilot implementation of ALP-E&S, the Project is simultaneously working with stakeholders to verify and monitor the effectiveness of the program.
Indicator 3.4: Professional capacity of teachers developed.	・ As of September 2023, a total of 17 master trainers had been trained and the number of teachers trained reached 78. ・ In terms of Professional capacity of teachers, the average correct answer rate on the post-training test in the target areas increased to 64% as of September 2023, compared to 34% on the pre-training test.

Output 4: Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.

→Prospected to be achieved by project completion.

Indicators	Achievements
Indicator 4.1: Curricula and materials developed and improved for a range of adult literacy program (such as literacy & numeracy, health literacy, trade specific integrated literacy, short courses for neo-literates, life skills, etc.).	・ Curriculum and textbooks for integrated literacy and skills (ILS) will soon be approved in Federal and Punjab. In other provinces, they are expected to be approved by project completion. ・ The training system is under development in all target areas and is expected to be approved by project completion.
Indicator 4.2: Assessment and certification mechanism for adult literacy programs developed, approved and implemented.	・ The assessment and certification mechanisms in Balochistan and Sindh were developed during Phase 1. In Sindh, it was revised and notified. In KP, it was developed and approved. In Federal and Punjab, it was developed and is awaiting approval.
Indicator 4.3: NFE providers [5] implementing literacy and life skills and work skills programs/ILS.	・ To develop and implement a literacy program for adolescents, youth, and adults, the Project has provided technical assistance including the formulation of PC-1[6] for obtaining funding. ・ As of September 2023, a total of 8 providers implements literacy and life skills and work skills programs/ILS in Punjab, Sindh and Balochistan.
Indicator 4.4: Professional capacity of teachers developed and enhanced.	・ Regarding training for master trainers, once the development of training materials / manual is completed, the activity will be initiated. ・ In Sindh and Punjab, training has been conducted in collaboration with other donors.

(2) Progress on Project Purpose (Prospects for achievement)

Project Purpose: Access of disadvantaged children, youth and adults to quality basic education is improved by the availability of flexible/customized and accelerated/alternative learning programs.

→High prospect to be achieved by project completion.

(Note: Achievement of the Project Purpose was verified based on the indicators proposed to set target values during the Joint Mid-Term Review.)

Indicators	Achievements
Indicator 1: Cumulative number of learners who are enrolled in ALP-P, ALP-E&S, and Adult Literacy Programs increases from 118,112 in January 2021 to 199,312 in January 2025.	As of October 2023, the cumulative number of learners enrolled in ALP-P, ALP-E&S, and Adult Literacy Programs reached 301,693 (target: 199,312, baseline: 118,112). Therefore, Indicator 1 of the Project Purpose was achieved.

[5] During the Joint-Mid-Term Review, it was proposed to revise "providers/organizations" in the indicators to "providers" to match the actual situation.

[6] PC-1, which stands for Planning Commission Form-1, is the official document on which project approval and funding are based and contains plans for program design, implementation, and evaluation.

Indicator 2: The average score of final assessments in ALP-P, ALP-E&S, and Adult Literacy Programs reaches to the passing score (40%) in pilot areas.	As of September 2023, the final assessment was completed only at madrassah among the pilot programs, with an average score of 76%. Other pilot programs have not yet completed the final assessments. Therefore, it is difficult to determine the likelihood of achievement at this point.

(3) Progress on Overall Goal (Prospects for achievement)

Overall Goal: Human Capital development is enhanced through diversification of learning paths.

→High prospect to be achieved by project completion.

(Note: Achievement of the Overall Goal was verified based on the indicators proposed to set target values during the Joint Mid-Term Review.)

Indicators	Achievements
Indicator 1: Cumulative number of learners who are certified through NFE (ALP-P, ALP-E&S, and Adult Literacy Programs) increases from 4,682 in January 2021 to 65,680 in January 2028.	As of September 2023, the cumulative number of learners certified in ALP-P, ALP-E&S, and Adult Literacy Programs increased from the baseline figure 4,682 to 69,217 (target: 65,680). Therefore, Indicator 1 of the Overall Goal was achieved.
Indicator 2: Cumulative number of pass-outs from ALP-P promoting to ALP-E&S or formal middle education increases from 0 in January 2021 to 27,710 in January 2028.	As of September 2023, the cumulative number of pass-outs from ALP-P promoting to ALP-E&S or formal middle education is 7,081 (target: 27,710). The cumulative number of ALP-P learners certified from 2021 to 2028 is estimated to be 35,076. Considering this, Indicator 2 of the Overall Goal is achievable by January 2028.

3-2 Promoting and Hindering Factors of Project Performance

(1) Promoting Factors

1) Flexibility, Inclusiveness, and Resilience for Equitable Learning Opportunities for All

NFE, with the principle of "No One Left Behind," offers flexible courses tailored to individuals of all age groups, based on their prior educational experiences and needs of learning contents (including vocational training and life skills). NFE is driven by an inclusive, as well as resilient to disasters, conflicts and economic crises, focusing on various disadvantaged groups. (See main text for details.)

In order to meet the needs of the range of learners, NFE policies, developed with support of the Project, emphasize learner-centered and flexible approaches. These various approaches to meet the needs of the range of learners have been shaped through a consultation in NFE policy formulation (policy level) and through collaborative process with a wide range of NFE stakeholders via coordination platforms (implementation level).

2) Coordination / Collaboration with Various Stakeholders

a) Establishment of Coordination Platform and activation of activities

Pakistan faces major challenges with one of the lowest literacy rates in the world and OOSC accounting for as much as 32% of the school age population (5-16 years old). In order to address these urgent issues with limited resources, NFE has been promoted not only by

government initiatives, but also by involving various stakeholders, including DPs, national and international civil society organizations, and academic institutions. To promote such a collaborative approach, the Project has provided support for the establishment of coordinating platforms and the revitalization of their activities. The Project has also promoted the appropriate allocation of stakeholder resources (financial and personnel/ institutional), allowing for the maximum utilization of each stakeholder's strengths, such as expertise, knowledge, and network.

In order to strengthen and expand the NFE, the Project has been engaged in three main activities in collaboration with various stakeholders: (i) resource mobilization for procurement / printing materials, (ii) resource mobilization for piloting and research, and (iii) resource mobilization for expanding ALP through coordination platforms. (See main text for details)

b) Implementing activities in collaboration with university institutions

Through collaboration with Allama Iqbal Open University (AIOU)[7], the Project has worked collaboratively on various activities, including the establishment of NFE teacher qualification courses for improving the quality of NFE and the development of the ALP-E&S. Additionally, research related to adult literacy was jointly conducted.

In collaboration with the Aga Khan University Institute for Educational Development (AKU-IED)[8], a conference was held to discuss the effectiveness of the ALP as well as the effectiveness of adult literacy programs based on the Recognition of Prior Learning (RLP) and integration of life skills.

(2) Hindering Factors

The Project experienced delays in the progress of project activities due to some unanticipated factors. Major hindering factors include policy changes in the NFE sector (revision of NFE curriculum, teaching and learning materials in line with the NCP formulated in 2021), the impact of COVID-19 Pandemic, the impact of the flood in 2022, political instability, and significant delays in the commencement of activities in the Punjab[9].

3-3 Summary of Evaluation Results

(1) Relevance: Very High

- The Project is consistent with the development policy of Pakistan as national policies such as the National Education Policy Framework (2018) and Pakistan's Vision for 2025 (2014). Additionally, the Project is consistent with the Provincial Education Sector Plans (Punjab: 2019/20-2023/2024, Sindh: 2019-2024, Balochistan: 2020-2025, KP: 2020/21-2024/25) which position NFE as a vital initiative in the effort to address OOSC and aim to strengthen NFE.
- The Project is consistent with the development needs as Pakistan remains the significant

[7] AIOU is a public, open university (established in 1974) with the largest number of students at 54 regional campuses.
[8] AKU, founded in 1983, is Pakistan's first private university, with operations in Kenya, Tanzania, Uganda, UK, and Afghanistan.
[9] After the Project commenced, at the request of JICA, the implementing agencies were required to submit a Concept Clearance Note (CCN). Activities in regions other than Punjab could start without waiting for CCN approval. However, in Punjab, it was decided that the Project should not start activities until CCN submission was completed. As a result, the Project faced a delay of approximately 10 months in starting activities in Punjab.

number of OOSC with 32% of the population of school age (5-16) at national level. As for the literacy rate, 37% of the population remains illiterate with a higher rate of 48.1% among women.

- The Project was appropriately designed as sequential and evolving technical assistance in line with JICA's past assistance experience. In particular, the Project is characterized by its multifaceted and comprehensive approach to developing the foundation essential for NFE promotion. It is also noteworthy that the Project focuses on the perspectives of flexibility, inclusiveness, and resilience, based on the principle of "leaving no one behind."
- The relevance of the Project is "very high" as it is consistent with Pakistan's development policies and development needs, and appropriate design and noteworthy approaches providing lessons for other JICA projects have been identified.

(2) Coherence: Very High

- The Project is aligned with the "Country Development Cooperation Policy for the Islamic Republic of Pakistan" (2018) and the "Rolling Plan for the Islamic Republic of Pakistan" (2018), which aim to improve access and quality of education, and thus, it is consistent with Japan's assistance policies.
- The Project has collaborated with many other JICA projects (the technical cooperation projects, the grant aid project, and the education policy advisor) to promote NFE.
- The Project is working with a number of stakeholders to promote and expand NFE. The Project has also provided support to C/Ps in designing and planning NFE-related programs in other donor-supported projects. Furthermore, the Project is aligned with the Sustainable Development Goals (SDGs), particularly contributing to the achievement of SDG-4 and SDG-5.
- The coherence of the Project is "very high" as it is consistent with Japan's assistance policies, and a remarkable amount of collaboration/coordination with other JICA projects and development partners were confirmed.

(3) Effectiveness: High

- The ALP-P has expanded nationwide and has been adopted by a variety of educational settings and organizations. Additionally, the ALP-E&S and the Adult Literacy Program developed under the Project have begun to be piloted and implemented. As a result, the cumulative number of registered learners reached 301,693 (ALP-P: 201,238; ALP-E&S: 39,900; Adult Literacy Program: 60,555) as of October 2023 (Indicator 1). With regard to the achievement of learning outcomes (average passing score (40%) on the final assessment), it was difficult to determine the likelihood of achievement due to limited data at the time of the mid-term review (Indicator 2).
- The significant increase in the number of NFE learners can be attributed to the fact that NFE is being promoted by mobilizing the resources of many stakeholders, offering flexible learner-centered programs that are inclusive of learners with diverse needs, and gaining recognition that NFE is a viable alternative learning option.
- Although it was difficult to judge the likelihood of achieving Indicator 2, Indicator 1 has already been achieved, thus the effectiveness is "high."

(4) Impacts: Very High

- The number of learners certified in the ALP-P, ALP-E&S, and Adult Literacy Programs reached 69,217 (target: 65,680) (Indicator 1). Further increase in the number of ALP providers and expanded implementation of the newly developed ALP-E&S and Adult Literacy Programs are anticipated, the indicator is expected to increase further by the project's completion. The cumulative number of pass-outs from ALP-P promoting to ALP-E&S or formal middle education was 7,081 (target: 27,710) (Indicator 2). Given that the cumulative number of ALP-P learners receiving certification from 2021 to 2028 is estimated to be 35,076, Indicator 2 is achievable by January 2028.
- Initiatives beyond the PDM framework include: 1) support for revision of the NFE Act (Punjab, Sindh, and Balochistan); 2) integration of innovative NFE approaches into public education (e.g., Phonics adopted by NCP); and 3) development of policy dialogue tools (tools for sharing challenges, solutions, lessons learned with stakeholders). These efforts are expected to play an extremely important role in the further advancement of NFE.
- The impact of the Project is "very high" in light of the achievement (prospects) of the indicators and other impacts.

(5) Efficiency

- The project activities were hindered by delays in the dispatch of Japanese experts to the field due to the COVID-19 pandemic. Moreover, due to policy changes in the NFE sector, it needed to implement activities related to supporting the revision of the ALP-P curriculum and materials in line with the NCP formulated in 2021, which resulted in a significant and unanticipated resource commitment. With regard to the project progress, frequent changes in C/P officers, delays in decision making and budget allocation by the implementing agencies due to political instability, and the 2022 flood disaster interrupted project activities. In addition, the commencement of project activities in Punjab was significantly delayed due to the need to submit the concept clearance note.
- As mentioned above, several hindering factors were observed that affected the efficiency of the project, but since most of them were external factors, the efficiency is "high."

(6) Sustainability: High

- (Policy Aspect) In all target areas, NFE policies were approved or expected to be approved by the project completion. Additionally, the Project has supported the formulation of the NFE strategic plans to organize specific initiatives for the implementation of NFE policies, and therefore enhanced sustainability. The community mobilization strategies for community-led NFE promotion were approved in all target areas.
- (Institutional / Organizational Aspect) The Project has addressed the strengthening of the organizational structure to promote NFE. The Project supported the restructuring of the organizational structure, and the organograms were revised. Accordingly, the required posts were created or expanded, and their roles were clarified. Moreover, establishing monitoring mechanisms using NFEMIS has been promoted to strengthen the data-driven management of NFE.
- (Technical Aspect) The capacity of C/Ps has been strengthened by accompanying and supporting them in various tasks as part of their regular work, as well as by providing training to NFE officers. Furthermore, the capacity of NFE educators has been enhanced through the

training of NFE master trainers. The establishment of the training system is expected to enhance sustainable capacity building of NFE educators and ensure the quality of their skills. However, the NFE department/directorates need to continue human resource development, especially the capacity of the new staff assigned in the positions created or expanded based on the revised organograms.

- (Financial Aspect) In Pakistan, where the economic crisis persists, it is not feasible to rely solely on the government budget to fund the promotion of NFE. Under these circumstances, the NFE department/directorates are mobilizing various DPs and civil society organizations to obtain budgets for the NFE promotion. On the other hand, further budget acquisition will be required to effectively implement NFE policies, and to further expand and enhance NFE.
- Sustainability is expected to be very high from the policy aspect and high from the institutional / organizational aspects. From the technical aspect, improvement in the capacity of C/Ps and NFE teachers was confirmed, but further human resource development is required. From the financial aspect, efforts to mobilize other resources to promote NFEs were observed, continued efforts to obtain funding are needed. Therefore, sustainability of the Project is "high."

(6) Conclusions

- Based on the above, the overall evaluation of the Project as of the mid-term review is "High."
- The comprehensive approach of the Project, including organizational and institutional strengthening, content development, program implementation and assessment, and human resource development, has dramatically facilitated the NFE promotion. It is also noteworthy that NFE has been promoted in partnership with C/Ps, mobilizing a wide range of stakeholders. Additionally, the flexible, inclusive and resilient approaches of NFE, offering many learning options, enables addressing the needs of learners who may lack access to educational opportunities due to their social, economic, or cultural backgrounds.
- Through such initiatives, the institutional foundation for promoting NFE has been strengthened. Meanwhile, there is an expectation for further strengthening the human resource development government implementing agencies and stakeholders and the expansion of quality NFE throughout Pakistan.

4. Recommendations and Lessons Learned

4-1. Recommendations

(1) Recommendations towards the project completion

[For strengthening institutional foundation for quality NFE implementation and expansion]

1) Federal/ICT

- To finalize the NFE Policy framework and Strategic Plan; and
- To finalize the curriculum and teaching-learning materials of the Adult Literacy Program.

2) Punjab

- To obtain the approval of NFE Act and Strategic Plan;
- To include a concrete ALP-P expansion plan into the Strategic Plan 2023-2030 to ensure the provincial-wide ALP-P implementation;
- To accelerate the development of curriculum and teaching-learning materials of ALP-E&S

(ALP-Middle and ALP-Middle Tech) to pilot them to ensure the seamless transition; and

- To accelerate the development of curriculum and textbooks, and piloting of Adult Literacy Programs to utilize the already allocated budget for their implementation.

3) Sindh

- To obtain the approval of the NFE Act (Sindh Literacy and Non-Formal Education Act) and Restructuring and Strengthening Plan;
- To bridge the human resource gap through the transfer and posting at province and district levels;
- To promote the implementation of ALP-P with the already allocated budget (OOSC Project in 5 districts) as well as by advancing the process of acquiring funding from Islamic Development Bank (IsDB) for OOSC project; and
- To revisit the Teaching Learning Materials of ALP-P towards or beyond the project completion.

4) Balochistan

- To obtain the approval of the NFE Act;
- To accelerate the recruitment procedure of officers in the district level where district literacy officers have not yet been assigned; and
- To simplify the certificate issuing procedures according to the NFE Act, which is to be approved, to ensure a smooth provision of the certification to learners.

5) KP

- To obtain the approval of the NFE Policy and Strategic Plan; and
- To further strengthen the institutional arrangement of ESEF including merger of the Merged Areas Education Foundation (MAEF) with ESEF for NFE expansion based on the NFE policy and the Strategic Plan by recruiting new staff to fill the newly created positions.

[For ensuring the quality expansion of NFE]

- To make each system and mechanism functional so that the NFE management will be strengthened to ensure the quality and inclusive NFE expansion.
- To further strengthen the evidence and data-based planning, implementation and monitoring using NFEMIS.

[For completing the on-going activities for quality NFE provision]

- To develop RPL approach for Adult Literacy and examine its effectiveness;
- To revise and improve content and approach of Middle Tech after the pilot intervention; and
- To develop and implement pilots for ICT based ALP-P.

[For promoting various NFE approaches as strong means of solving educational issues in Pakistan]

- OOSC issues: Since it is neither institutionally nor financially feasible to reach all OOSC only

by formal education, it is recommended that ALP in different settings (i.e., formal school, Madrassah, community based) by various stakeholders needs to be further advocated.

- Foundational Learning/Learning Crisis: The project applied Package A and B for school-going children as a remedial means of improving foundational learning and developed catch-up materials for Middle / Middle Tech candidates. These remedial and catch-up materials shall be considered widely used in formal education settings.
- Provision of continuity of education and skills enhancement: Continuity of education, especially continuity from primary to middle, is critical in Pakistan where there is a mismatch between formal education and the labor market. Middle Tech approach can be a solution of the socio-economic and cultural needs of the target group. It is recommended that pilot results and lessons learned on Middle Tech pilot shall be widely shared with the stakeholders for their adaptation to their programs; and
- Recognition of Prior Learning (RPL) approaches for youth and adult literacy: The result of pilot study on RPL approaches with the utilization of digital materials under development, shall be widely shared with stakeholders for their adaptation to their programs.

[Recommendations to JICA-AQAL project team]

- For demonstrating the effectiveness of ALP-P in a tangible manner, analyze and confirm learning outcomes of learners who have completed the ALP-P and promote them via various media.
- For sharing good practices and initiatives across provinces, closely monitor the progress of the on-going implementation, identify and analyze good practices and initiatives in each province, and seek ways to share them with other provinces.

(2) Recommendations toward the promotion of NFE beyond the project period

1) Continue holding the NFE Coordination Forum meeting on a regular basis with the leadership of NFE department/directorates to promote the implementation of NFE Policies and Strategic Plans.
2) Continue strengthening the NFE mechanism and building capacity of human resources for effective implementation of NFE Policies and Strategic Plans, and restructuring.
3) For ensuring the quality implementation of ALP and Adult Literacy Programs and the continuity of learning pathway, the following efforts should be taken: (i) regular and systematic monitoring using NFEMIS, (ii) capacity building of core resource persons who have accumulated knowledge and expertise in each technical area, (iii) developing sustainable mechanisms for regular mentoring of NFE teacher professional development, including identifying lead trainers who can conduct the training and provide regular mentoring to master trainers.
4) When expanding ALP-E&S and adult literacy programs, the cost-effectiveness and accessibility of various delivery models should be examined and piloted. Moreover, accelerate resource mobilization since the cost of ALP-E&S is expected to be higher than that of ALP-P.
5) Design and carry out the research to generate the knowledge and evidence in the NFE sector in order to review and verify the effects on OOSC and its effectiveness and impact on the

country's human capital development.

6) For raising awareness among citizens, different media and forums should be mobilized, and community mobilization should be strengthened.

7) (JICA) Conduct a survey on global trends in the provision of NFE.

8) (JICA) Seeking the possibility of JICA's support to other countries given the perception shift that NFE is now considered as the first-best option equivalent to school.

4-2. Lessons Learned

1) Consistent and Comprehensive support with a long-term strategic vision has achieved the expansion and improvement of recognition of NFE as a realistic means to learning for children and youth. Accompanying support for C/Ps through the formation of the multi-layered project team effectively combining the in-country professionals has facilitated the Project to effectively team up with and strengthen the capacity of C/Ps to promote NFE.

2) Availability of content, including NFE curriculum, teaching and learning materials that were authorized for dissemination phase, has facilitated the resource mobilization on a large scale through the collaboration with other donors and programs.

3) Demonstration of statistical evidence created and boosted momentum for NFE and literacy.

4) Multiple needs on the ground for literacy were addressed by integrating basic literacy with multiple skills through collaboration with other Government bodies (Health, Agriculture, Livestock etc.)

5) The Project design allows accommodating a broad set of activities in achieving its goal.

Chapter 1 Outline of the Joint Mid-term Review

1.1 Background and Objectives of the Joint Mid-term Review

The Islamic Republic of Pakistan (hereinafter referred to as "Pakistan") had 22.6 million out-of-school children (OOSC) (the second largest in the world), and a low literacy rate for those aged 15 and above is 59% (among the lowest group in the world) with a large gender gap of 72% for males and 47% for females (UNESCO Institute of Statistics 2017). Moreover, it found that more than 70% of OOSC comprise children aged 10 years and above, who had surpassed school age (Pakistan Social and Living Standards Measurement 2013-14). Factors hindering the expansion of education in Pakistan included geographical factors (distance from home to school), family factors (livelihood and family values regarding education), and educational factors (schooling content and teacher qualifications). Under these circumstances, Non-Formal Education (NFE) had been regarded as a practical and effective approach to address those barriers in terms of geographical factors because NFE has established a learning environment within or near the community where children reside, as well as in terms of family factor due to its low associated costs. In addition, considering the large scale of OOSC in Pakistan and especially the high rate among girls, it has been recognized that preventing dropouts from public education alone is insufficient as a countermeasure. Given this context, the government of Pakistan has positioned NFE as an alternative approach for children, youth and adults who cannot access opportunities in mainstream public education and has adopted improvement and promotion plans for NFE as one of its priority initiatives.

JICA has been providing continuous assistance in the field of NFE since 1997. From 2004 to 2015, JICA implemented technical cooperation projects[10] targeting Punjab province. Since 2015, the "Advancing Quality Alternative Learning Project" (2015-2020) (hereinafter referred to as "Phase 1") was implemented, expanding the target areas to the federally administered areas (hereinafter referred to as "Federal"), Balochistan, and Sindh, in addition to Punjab. In Phase 1, significant achievements were made, including (i) Development of policies and action plans related to NFE, (ii) Establishment of the Non-Formal Education Management Information System (NFEMIS), and (iii) Development of curricula, teaching-learning materials, teacher training modules, and assessment methods of accelerated NFE primary education and adult literacy education that ensure equivalence with formal education[11]. These accomplishments led to the recognition within the government of Pakistan of NFE promotion as a primary approach

[10] Punjab Literacy Promotion Project Phase 1 (2004-2007), Punjab Literacy Promotion Project Phase 2 (2007-2011), Non-Formal Education Promotion Project (2011-2015)

[11] The government guarantees NFE that have different characteristics and content from formal education as equivalent to formal education.

for addressing OOSC. Meanwhile, there was a need to strengthen support for the provision of learning opportunities for children, youth, and adults by including NFE at the secondary education level (including a vocational training component), that bridge the gap in literacy education for youth and adults who missed out on formal education during their school years, connecting them to improved livelihoods and employment opportunities. Furthermore, it is expected to be expanded nationwide to include Khyber Pakhtunkhwa (KP) province, where JICA had not provided technical cooperation assistance.

Responding to these needs mentioned above, the concerned authorities of Pakistan and JICA agreed to launch the "Advancing Quality Alternative Learning Project Phase 2 (AQAL2)" (hereinafter referred to as "the Project") in December 2020. Since then, the concerned authorities of Pakistan and the Project have been jointly working to improve the access of disadvantaged children, youth and adults to quality education by the availability of flexible/customized and accelerated/alternative learning programs.

JICA dispatched the mission to Pakistan for the Joint Mid-term Review (JMTR) with the following objectives:

(1) Jointly review the progress and achievements of the Project as well as implementation process in light with the Record of Discussion (R/D).
(2) Analyze the status of the Project against the DAC 6 Evaluation Criteria (refer to Chapter 3 Methodology of JMTR) and discuss the project status with key stakeholders of both Pakistani and Japanese sides.
(3) Provide recommendations based on the above analysis and discussions to both Pakistani and Japanese sides to discuss and consider the roadmap toward the end of the Project including issues to be tackled and agenda for successful completion of the Project.
(4) Summarize the results of the review in the report and prepare the Minutes of Meetings (M/M) for the agreements between Pakistani and Japanese sides.

1.2 Members of the JMTR Team

Japanese members

Role	Name	Organization
Leader	Dr. MIZUNO Keiko	Senior Advisor (Education), JICA
Cooperation Planning	Ms. WATANABE Sara	Program Officer, Basic Education Team 1, Basic Education Group, Human Development Department, JICA
Evaluation Analysis	Ms. SHIMIZU Akiko	Senior Consultant, TAC International Inc.

Pakistani members

Areas	Representative for the Project	Focal Person
Federal	Secretary, Ministry of Federal Education and Professional Training (MoFEPT)	Additional Secretary, MoFEPT
Punjab	Secretary, Literacy and Non-Formal Basic Education Department, Punjab (LNFBED)	Director General, Directorate General of LNFBE
Sindh	Secretary, School Education and Literacy Department, Sindh (SE&LD)	Director, Directorate of Literacy and Non-Formal Education (DL&NFE), SE&LD
Balochistan	Secretary, Social Welfare, Special Education, Non-Formal, Literacy and Human Rights Department (SWD)	Director, Directorate of Literacy and Non-Formal Education (DL&NFE), SWD
KP	Secretary, Elementary and Secondary Education Department (ESED)	Managing Director, Elementary and Secondary Education Foundation (ESEF)

1.3 Schedule of the JMTR

The onsite survey of the JMTR was conducted from 17 to 29 November 2023. Refer to Annex 8 for details.

Chapter 2 Outline of the Project

2.1 Outline of the Project

The project framework is as follows.

Table 2-1 Project Outline

Period of Cooperation	February 2021 - January 2025[12] (48 months)
Target Areas	Federal, Punjab, Sindh, Balochistan and KP
Implementing Agencies	・Ministry of Federal Education and Professional Training (MoFEPT) ・Literacy and Non-Formal Basic Education Department, Punjab (LNFBED) ・School Education and Literacy Department, Sindh (SE&LD) ・Social Welfare, Special Education, Non-Formal, Literacy and Human Rights Department, Balochistan (SWD) ・Elementary and Secondary Education Department, KP (ESED)
Overall Goal	Human Capital development is enhanced through diversification of learning paths.
Project Purpose	Access of disadvantaged children, youth and adults to quality basic education is improved by the availability of flexible/customized and accelerated/alternative learning programs.
Output 1	Governance and management in NFE are strengthened.
Output 2	Accelerated Learning Programme-Primary (ALP-P) is developed, revised and implemented in various educational settings.
Output 3	Accelerated Learning Programme-Elementary / Elementary and Skills (ALP-E&S)[13] is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.
Output 4	Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.

Activities for each Output are as follows.

Output 1: Governance and management in NFE are strengthened.

1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders), and formulate/strengthen mechanism in each target area for their sustainability

1.2 Support in implementation of NFE policies and its strategic plans (e.g., 5-year NFE sector plan)

1.3 Revise NFE policies and its strategic plans

[12] In the ex-ante evaluation table, the implementation period is stated as October 2020 to September 2024 (48 months), but in the Record of Discussions (R/D), the duration of the Project is defined as four years from the assignment of experts; therefore, the period is set from February 2021 to January 2025.

[13] PDM defines the program for grades 6, 7, and 8 as ALP-Elementary, but in Pakistan it is also widely referred to as ALP-Middle. Likewise, ALP- Elementary and Skills is widely referred to as ALP-Middle Tech. In this report, ALP-Elementary is referred to as ALP-Middle, Elementary and Skills as ALP-Middle Tech, and both programs together are referred to as ALP-E&S.

1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level

1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity

1.6 Facilitate in establishing/enhancing accreditation and certification mechanism for NFE

1.7 Support to implement data driven management among NFE stakeholders in the target areas (e.g., Cycle of plan-implementation-monitoring-evaluation and capacity of evidence-based management)

1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)

1.9 Advice to integrate NFEMIS with National/Provincial Education Management Information System (EMIS)

1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS

1.11 Improve community mobilization manual and conduct training of field staff

1.12 Conduct training for staff at provincial and district level to develop local education plan

1.13 Introduce and enhance community mobilization strategies in NFE implementation

1.14 Support federal and provincial officers in research and development (R&D) for evidence-based planning

Output 2: ALP-P is developed, revised and implemented in various educational settings.

2.1 Revise/ upgrade ALP-P curriculum and materials and related activities

2.2 Facilitate to enhance capacity of ALP-P master trainers in target areas

2.3 Assess effect of ALP-P for its improvement

2.4 Develop and pilot Information and Communication Technology (ICT) supported delivery model in ALP-P

2.5 Monitor and support implementation of ALP-P in Maddrassah[14] in pilot areas

2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas

2.7 Facilitate and coordinate advocacy of ALP-P approach

Output 3: ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.

3.1 Customize and introduce standards, curricula, assessment and learning materials of ALP-E&S, i.e., academic course and vocational course

[14] Islamic religious schools.

3.2 Develop and implement equivalency mechanism for ALP-E&S, formal elementary education and national vocational framework

3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers

3.4 Support federal, provincial and district officers in development and implementation of training mechanisms

3.5 Train federal, provincial and district officers, and master trainers for ALP-E&S

3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects

3.7 Develop and pilot ICT based ALP delivery model

3.8 Facilitate and coordinate advocacy of ALP-E&S approach

Output 4: Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.

4.1 Customize and introduce standards, curricula, assessment and learning materials of Integrated literacy and skills (ILS) and Literacy for social impact (LSI)

4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training

4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework

4.4 Customize training modules of literacy for federal, provincial, district officers and teachers

4.5 Train federal, provincial and district officers, and master trainers

4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs

4.7 Examine effectiveness of ILS/LSI programmes through pilot projects

4.8 Develop and pilot ICT supported delivery model in ILS/LSI

4.9 Facilitate and coordinate advocacy of ILS/LSI approach

Chapter 3 Methodology of the JMTR

3.1 Evaluation Method

JMTR was conducted in accordance with the "JICA Project Evaluation Guidelines (2nd Edition)" (2014) and the "JICA Project Evaluation Guidebook (Ver. 2.0)" (2021). Based on the Project Design Matrix (PDM) and the Plan of Operation (PO), the achievements of the Project and the implementation process were verified. Following this verification, an analysis was carried out considering these factors and applying the six evaluation criteria. The results of the review and tentative evaluation were shared and discussed with key stakeholders, and the report was finalized reflecting their feedback.

(1) Survey items

1) Project performance

Verification of inputs, outputs, project purpose, and overall goal achieved or expected to be achieved.

2) Implementation process

Verification of the issues related to the management of the Project, and identification of contributing and hindering factors to the project effects.

(2) Evaluation criteria

In addition to confirming project achievements and verifying the implementation process, analysis is conducted based on the six evaluation criteria shown in the table below. Each evaluation item shall be rated on a 4-point scale of "very high," "high," "moderately low," and "low."

Table 3-1 Viewpoints of evaluation based on the six DAC evaluation criteria

Evaluation Items	Viewpoints
Relevance	The extent to which the objectives and design of the intervention respond to the needs, policies, and priorities of the beneficiaries, and remain responsive to changes in circumstances.
Coherence	Compatibility of the intervention with other interventions in the country, sector, or organization concerned.
Effectiveness	The extent to which the objectives and results of the intervention achieved or expected to be achieved, including the different results for the various populations.
Impact	The extent of significant positive or negative, intended or unintended, higher-order effects that produced or expected to be produced by the intervention.
Efficiency	The extent to which the implementation of the intervention produces or is likely to produce results in an economical and timely manner.
Sustainability	The extent to which the net benefits of the intervention continue or are likely to continue.

Source: JICA Project Evaluation Guidebook (Ver. 2.0) (2021)

(3) Judgment of Overall Goal and Project Purpose

The progress of the Overall Goal and the Project Purpose was verified based on the indicators proposed to set target values during the JMTR. Refer to Section 4.3.1 and 4.4.1 for the details of the proposal.

3.2 Data Collection Method

Prior to the field survey, an evaluation grid was developed based on existing project documentation, examining survey items and data collection methods for (i) project performance, (ii) implementation process, and (iii) each of the six evaluation criteria. Information was collected based on the evaluation grid using the following methods.

(1) Document review

Relevant project documents were reviewed, including R/D, the ex-ante evaluation sheet, current PDM (see Annex 1), PO (see Annex 3), monitoring sheets (Ver. 0.1-0.3), project documentation of Phase 1 (including the terminal evaluation report and completion report).

(2) Questionnaire survey

Questionnaires were developed based on the evaluation grid and sent to the relevant parties.

(3) Key informant interviews

Information that could not be collected through the questionnaire was interviewed online or during the field survey.

3.3 Constraints of the Evaluation

As for the Project Purpose (Indicator 1), it was difficult to determine the prospect of achievement due to the limited data available.

Chapter 4 Project Performance

4.1 Results of Inputs

4.1.1 Japanese Side

(1) Assignment of experts

1) Japanese experts

A total of 5 Japanese experts have been dispatched since March 2021. Details are shown in the table below.

Table 4-1 Inputs of Japanese experts (planned/actual)

Plan (stated in R/D)	Actual (as of September 2023)	Duration	Person/Month (Plan/Progress)
Chief advisor Project coordinator NFE expert(s) Short-term experts as needed	Chief advisor	Mar 2021-Present	47.00 / 33.00
	Project manager	Oct 2021-July 2022	40.00 / 10.00
	Project coordinator	Jun 2021-Sep 2023	44.00 / 28.00
	Expert (Mathematics)	On a mission basis	8.00 / 5.88
	Expert (NFE/ Monitoring)	Jan 2023-Present	0.00 / 11.00

2) Local experts

A total of 25 local experts have been assigned since February 2021.

(2) Project operational expenses

Cost for activities of JICA experts and local experts.

(3) Provision of equipment

Office Equipment

4.1.2 Pakistani Side

(1) Assignment of counterpart personnel

A total of 10 persons. (Two persons (one representative for the Project and one focal person) from each implementing agency in 5 target areas.)

(2) Office spaces

A total of five offices have been set up in each target area: Islamabad (Federal), Lahore (Punjab), Karachi (Sindh), Quetta (Balochistan), and Peshawar (KP).

(3) Necessary equipment

Supply or replacement of machinery, equipment, instruments, tools, spare parts and any other materials necessary for the implementation of the Project other than the equipment provided by JICA.

(4) Others

・Available data and information related to the Project

・Running expenses of the Project

4.2 Achievements of the Outputs

The indicators set for each output are as follows.

The performance monitoring plan (PMP) has been set in line with the indicators of the four Outputs for common understanding among stakeholders. During the JMDR, the progress of each Output was reviewed (see Annex 5) with reference to the PMP, and the achievement of each Output was comprehensively confirmed.

4.2.1 Output 1

Output 1: Governance and management in NFE are strengthened.

→High prospect to be achieved.

(1) **Indicator 1.1. <u>Continuing education mechanism and coordination among stakeholders for ALP (P, E&S) and ILS developed.</u>**

Indicator 1.1 is expected to be achieved by the project completion from the perspectives of 1) Establishment of coordination platforms and promotion of activities, 2) Development/revision of NFE policies, NFE strategic plans, and community mobilization strategies, and 3) Strengthening of administrative structures, as described below.

1) Establishment of coordination platform and promotion of activities

Support for the establishment of coordination platforms, which promote NFE with engagement of the government agencies, development partners (DPs), non-governmental organizations (NGOs) and other various stakeholders, has been provided since Phase 1. During Phase 1, NFE sub-groups (under the National Education Development Partners Group: NEDPG) were established in the Federal, and the NFE Forums were established in Islamabad Capital Territory (Islamabad CT) and Balochistan as well as the NFE Task Force was established in Sindh for strengthening NFE management and implementation.

The Project has provided technical support for the establishment of NFE forums in Punjab and KP provinces and in the revision of NFE Task Force in Sindh *(related to Activity 1.1)*. By the time of JMTR, the NFE Forum was established in KP and Punjab. Support is also provided to activate the activities of existing coordination platforms. It was observed that regular meetings and activities of the coordination platforms are being conducted in each of

the provinces. See Annex 6 for a description of the coordination platforms in each province, their roles and key participating institutions.

Table 4-2 Status of establishment of coordination platforms (As of September 2023)

Areas	Coordination Platform (Year of establishment)
National level	・NFE subgroup under NEDPG (2017) ・Education Parliamentarian Caucus (2023) ・NFEMIS Technical and Coordination Committees (2016)
Islamabad CT	・Islamabad CT NFE Forum (2017) ・Technical Working Group (TWG) for the Zero OOSC Campaign in ICT (2023)[15]
Punjab	・Eight technical working Groups (five groups[16] in 2022 and 3 groups[17] in 2023) ・(To be closed at the end of Project) JICA-AQAL II Project Steering Committee (a coordination steering forum) (2022) ・Coordination Committee for data integration with Pakistan Institute of Education（PIE) (2022) ・Punjab NFE forum (2023)
Sindh	・Sindh NFE Task Force (2015, revised in 2022) ・Four subcommittees[18] under the Task force (same as Task force)
Balochistan	・Provincial NFE forum (2018) ・Access and Equity TWG for Joint Education Sector Review (2023) under the Local Education Group (LEG) ・TWG for Middle Tech (2022)
KP	・Provincial NFE Forum (2022)

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

2) Development / revision of NFE policies, NFE strategic plans and community mobilization strategies

During Phase 1, NFE policies were developed for Punjab, Sindh and Balochistan. In Phase 2, the Project has provided collaborative assistance for the formulation of NFE section in the National Education Policy Framework in the Federal and the formulation of NFE policy in KP *(related to Activity 1.2 and 1.3)*. By the time of JMTR, draft of the Federal was developed and awaiting the approval of MoFEPT. In KP, NFE policy was approved by ESED and was awaiting cabinet approval. In Sindh, the NFE policy formulated in 2017 is under revision to reflect more content, such as ALP-E&S and digitization approaches, and the

[15] Budgeted for 3 years starting in 2023.
[16] (1) Community Mobilization Strategy Development, NFE, (2) Curriculum Development, (3) Training Regime, (4) Monitoring and assessment, (5) Integrated Literacy and skills
[17] (1) Strategic Plan, (2) ALP-E&S, (3) Accreditation Mechanism
[18] (1) Curriculum Development Subcommittee, (2) Middle Tech Working Group, (3) Monitoring and Evaluation Subcommittee, (4) Disaster Risk Reduction Working Group

Project is cooperating in the revision of the NFE policy. Furthermore, the Project has focused on data/ evidence-based policy planning and a process of stakeholder participation with ownership by the counterparts (C/Ps) in the policy formation. Additionally, the Project has supported the formulation of NFE strategic plans *(related to Activity 1.2 and 1.3)*, of which Balochistan and KP have been approved. Approval for plans in other target areas is expected by the project completion. Moreover, the Project has supported the development (or revision) of community mobilization strategies for community-led NFE promotion[19] *(related to Activity 1.11 and 1.13)*, which have been approved in all target areas. Furthermore, the Project has provided technical support for the development of legislation to promote NFE in Punjab, Sindh and Balochistan, in collaboration with the legal department.

The Project also contributed to the capacity building of NFE officers in the process of revising and formulating NFE policies by promoting data-based examination and dialogue through coordination with experts and other relevant organizations.

Table 4-3 Progress in developing / revising NFE policies, strategic plans and community mobilization strategies (As of September 2023)

Areas	NFE Policies	NFE Strategic Plans	Community Mobilization Strategies
Federal / Islamabad CT	Draft of framework was developed in 2023.	The Strategic Plan of the National Education Foundation (NEF) was developed, awaiting approval. The Strategic Plan of the PIE is under development.	Approved in the Zero OOSC Campaign Guideline in 2023.
Punjab	Approved during Phase 1 (2019).	Draft will be finalized by the end of December 2023.	Approved in 2023, awaiting notification.
Sindh	Approved during Phase 1 (2017). Currently under revision.	Drafted, awaiting approval.	Notified in 2022.
Balochistan	Approved during Phase 1 (2016)[20].	Approved and notified in 2023.	Notified in 2023.
KP	Draft was developed, awaiting approval by the Cabinet.	Approved by the board of ESEF in 2023.	Notified in 2022.

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

[19] Community mobilization refers to an approach of efficiently promoting NFE by involving community members in NFE activities. This approach enables the acquisition of information that only community members can provide, such as identifying out-of-school children and understanding their home environments. Moreover, it secures their cooperation in raising awareness about educational issues in the community, providing locations for NFE program centers, conducting campaigns to open NFE program centers, and monitoring NFE programs, including resource mobilization (i.e., local human resources: labour force, local wisdom, mobilize volunteerism) and community support for prevention of drop out, moral support for parents and children etc.

[20] Period: 2016-2030

3) Strengthening the administrative structure

The Project has provided technical support for the reorganization and revision of the organogram shown in Table 4-4 to promote NFE. The reorganization process included clarifying the necessary positions and their roles and obtaining an approval from the Finance Department. The revision of organograms / organizational structure has been completed in Federal, Punjab and Balochistan. In KP and Sindh, it was developed but is waiting for approval *(related to Activity 1.4)*.

The Project has also provided support for research and development (R&D) for evidence-based planning *(related to Activity 1.14)*. For example, the Project, in collaboration with the PIE research team, developed a survey design to monitor progress and record lessons learned from the Zero OOSC Campaign and a reporting tool will be developed.

Furthermore, the Project has played a crucial role in providing technical assistance in establishing a monitoring mechanism[21], using NFEMIS to ensure effective NFE planning, implementation, monitoring and evaluation to ensure the educational content meets the necessary standards. The monitoring mechanism was approved in the Federal, Punjab and Balochistan and is expected to be approved in Sindh and KP by the project completion.

Table 4-4 Progress in strengthening the administrative structure (As of September 2023)

Areas	Revision of organizational structure / organogram	Monitoring mechanism
Federal / Islamabad CT	Basic Education Community Schools (BECS): Completed in 2023. PIE: Completed in 2023.	Approved in 2023.
Punjab	LNFBED: Completed in 2021.	Approved in 2023.
Sindh	DL&NFE: Developed, awaiting approval.	In process.
Balochistan	SWD: Completed in 2023.	Approved in 2023.
KP	ESEF: Developed, awaiting approval.	In process.

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

(2) **Indicator 1.2. <u>Number of new staff assigned / number of staff trainings conducted</u>**

Indicator 1.2 is expected to be achieved by the project completion.

As of September 2023, a total of 22 new staff have been assigned in NFE department/directorates in the target areas. Some of the newly created positions in line with the reorganization and revised organograms are still vacant and will be assigned in sequence after the election scheduled for February 2024. *(related to Activity 1.4)*. Regarding the training of staff, a total of 577 existing staff members and newly assigned staff of C/Ps and

[21] A monitoring mechanism refers to indicators, tools, and processes that define standards for teachers and the learning environment and measure whether the program is being implemented as planned and is achieving the desired results. The data collected are used for reporting and evaluation to improve NFE implementation.

other relevant government organizations, as well as staff of DPs / NGOs, have been trained *(related to Activity 1.10 1.11 and 1.12),* in collaboration with DPs and NGOs. The topics of training include data-driven management through NFEMIS, NFE monitoring mechanisms and community mobilization.

Table 4-5 Number of new staff assigned / staff trainings conducted (As of September 2023)

Areas	Number of new staff assigned	Number of staff trained
Federal / Islamabad CT	5 (Target: 2 staff)	81 (Target: 30 staff)
Punjab	4 (Target: 2 staff)	125 (Target: 80 staff)
Sindh	9 (Target: 2 staff)	36 (Target: 58 staff)
Balochistan	4 (Target: 2 staff)	266 (Target: 76 staff)
KP	0 (Target: 2 staff)	44 (Target: 78 staff)
Total	22 (Target: 10 staff)	577 (Target: 322)

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

(3) **Indicator 1.3. Number of NFE providers [22] using NFEMIS to manage their programs/projects**

Indicator 1.3 is expected to be achieved by the project completion from the perspectives of 1) Strengthening the data-driven management, 2) Integration NFEMIS with National / Province EMIS, and 3) Number of NFE providers using NFEMIS, as described below.

1) Strengthening the data-driven management

NFEMIS is an online database designed for managing NFE data in Pakistan. It was created to facilitate the information management process throughout the planning, implementation, monitoring and evaluation of NFE activities based on evidence. During Phase 1, support was provided for the establishment of NFEMIS in close coordination with Academy of Education Planning and Management (AEPAM)- one of the predecessors of the PIE[23].

In Phase 2, the Project has supported the strengthening of data driven management using NFEMIS among NFE stakeholders *(related to Activity 1.7)*. Working in collaboration with the PIE and other NFE stakeholders, the Project provided technical and financial support to publish the "Pakistan Non-Formal Education Annual Statistical Report 2020-21." Additionally, in 2023, NFE Statistical Cards, which provide stakeholders with a quick

[22] During the JMTR, it was proposed to revise "projects/providers" in the indicator to "providers" to match the actual situation.

[23] PIE was inaugurated in March 2022 through the merger of AEPAM and the National Education Assessment System (NEAS). Functioning as a distinguished "Think Tank," PIE has the mandate of guiding policy analysis and resource allocation through comprehensive data collection, assessments, research, and analysis. PIE also provides technical assistance to provinces to foster their capabilities in utilizing data effectively for policy and decision-making purposes.

overview of the NFE situation, were launched in all target areas. Furthermore, the Project has conducted training for staff at the federal, provincial, and district levels, empowering them to effectively utilize and analyze NFEMIS data in collaboration with PIE.

2) Integration NFEMIS with National / Province EMIS

During Phase 1, it was facilitated to introduce NFEMIS in each province and to promote the use of NFEMIS. The Project, collaborating with PIE, extended its assistance in integrating NFEMIS with national and provincial EMIS[24] *(related to Activity 1.9)*. In KP, NFEMIS data was integrated with Provincial EMIS and is available on EMIS Dashboard, while in other target areas, the development of integration mechanisms is in progress. The Project continues to work with PIE to further enhance the coordination of standardized data to be integrated into NEMIS.

3) Number of NFE providers using NFEMIS

As of September 2023, a notable result has been observed in the utilization of NFEMIS. A total of 86 NFE providers, including 5 C/Ps, 9 other governmental organizations, 72 DPs / NGOs, have used NFEMIS which allows effective implementation and management of their programs/projects. This marks a substantial increase from the baseline data recorded in January 2021 when merely 10 NFE providers, including 5 C/Ps and 5 NGOs, used NFEMIS.

Table 4-6 Number of NFE providers using NFEMIS (As of September 2023)

Areas	Number of NFE providers using NFEMIS
Federal / Islamabad CT	18 (C/P: 1, Other governmental organizations: 4, DPs/NGOs: 13)
Punjab	13 (C/P:1, Other governmental organizations: 2, DPs/NGOs:10)
Sindh	31 (C/P:1, Other governmental organizations:1, DPs/NGOs:29)
Balochistan	13 (C/P:1, Other governmental organization: 1, DPs/NGOs: 11)
KP	11 (C/P:1, Other governmental organization:1, DPs/NGOs: 9)
Total	86 (C/P:5, Other governmental organizations:9, DPs/NGOs: 72)

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

(4) Indicator 1.4 System for accreditation / quality assurance of NFE programmes developed

Indicator 1.4 is expected to be achieved by the project completion from the perspectives of 1) Development of accreditation mechanism and 2) Development of assessment and certification mechanism, as described below.

[24] NEMIS (National Education Management Information System) has been functioning in AEPAM (currently PIE) since 1993.

1） Accreditation mechanism

To ensure the quality of NFE and establish standards for NFE providers, the mechanism for accrediting the eligibility of NFE providers has been developed. The Project has provided technical support for the development of minimum standards as eligibility criteria *(related to Activity 1.6)*. The standards have been under development, and these are expected to be finalized by the project completion.

Table 4-7 Progress in developing the Accreditation Mechanism (As of September 2023)

Areas	Accreditation mechanism
Federal / Islamabad CT	Standards will be developed by the project completion.
Punjab	Standards will be developed by the project completion.
Sindh	Standards will be developed by the project completion.
Balochistan	Standards will be developed by the project completion.
KP	Standards will be developed by the project completion.

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

2） Assessment and certification mechanism

Since Phase 1, in order to provide opportunities for ALP graduates to connect to further education, the development of an assessment and certification mechanism has been addressed. This allows ALP learners who pass the terminal examination to obtain the certificate of completion/graduation that is equivalent to formal education. During Phase 1, the assessment and certification mechanism at the primary education level was approved in the Federal, Sindh and Balochistan. In the Project, the development and upgrade of the assessment and certification mechanism up to the Middle level has been supported. *(related to Activity 1.6).*

By the time of the Med-term Review, the mechanism covering the elementary education level was approved in Punjab and Sindh. In KP, the final draft has already been submitted and is likely to be approved by the project completion. Additionally, in the Federal and Balochistan, the Project has continuously provided support to upgrade the assessment and certification mechanism up to the elementary education level. For Balochistan, it should be noted that DL&NFE will take over the assessment and issuance of certificates for ALP graduates for smoother operation under the NFE Act, which is likely to be enacted in the near future.

Table 4-8 Progress in developing the Assessment and Certification Mechanism (As of September 2023)

Areas	Assessment and certification mechanism
Federal / Islamabad CT	Approved during Phase 1. Currently being upgraded.
Punjab	Approved in 2023.
Sindh	Approved during Phase 1. Upgraded and notified in 2023.
Balochistan	Approved during Phase 1. Currently being upgraded.
KP	Developed and in the approval process.

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

Furthermore, the Project also has assisted in the development of an assessment item bank to pool a certain number of test questions for the assessment. The development of the item bank is underway, and it is expected to be developed by the project completion.

4.2.2 Output 2

Output 2: ALP-P is developed, revised and implemented in various educational settings

→High prospect to be achieved by the project completion.

(1) **Indicator 2.1. <u>ALP-P curricula, teaching & learning materials, assessment framework, and training system revised</u>**

Indicator 2.1 is expected to be achieved by the project completion.

The curricula and textbooks in Islamabad CT, Punjab, Balochistan and KP were revised, aligned with the new National Curriculum of Pakistan (NCP) formulated in 2021[25], and approved *(related to Activity 2.1)*. Conversely, in Sindh, a decision was made not to align the curriculum and textbooks with the NCP.

Regarding the training systems, those in Islamabad CT, Punjab, and KP are currently under development. Additionally, the Project is providing support for the revision of the training systems in Sindh and Balochistan, as these systems were established during Phase 1 but require updates. The training system is established through a process of development of training materials, implementation of training, and its validation. The development status of the training system in all target areas is ongoing and is expected to be developed by project completion *(related to Activity 2.1)*.

[25] It was previously called as the Single National Curriculum (SNC).

Table 4-9 Progress of the revision of ALP-P curriculum, textbooks, training materials/ manual and training system (As of September 2023)

Areas	ALP-P Curriculum	ALP-P Textbooks	Training materials / manual	Training system
Federal / Islamabad CT	Approved.	Approved.	Approved.	In progress.
Punjab	Approved.	Approved.	Approved.	In progress.
Sindh	No plan to align with NCP.	No plan to align with NCP.	No plan to align with NCP.	Established in Phase 1. In progress of revision.
Balochistan	Approved.	Approved.	Approved.	Established in Phase 1. In progress of revision.
KP	Approved.	Approved.	Under the revision.	In progress.

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

(2) **Indicator 2.2. <u>ALP-P applied in various settings and organizations</u>**

Indicator 2.2 has been achieved from the perspectives of 1) Implementation of ALP-P and 2) Assessment of ALP-P effectiveness, as described below.

1) Implementation of ALP-P

ALP-P, developed in Phase 1, has already been deployed nationwide and is being utilized in 4,008 centers as of September 2023. This can be attributed to its effectiveness, widely recognized among the Government bodies and stakeholders through AQAL advocacy efforts since Phase 1.

The Project has also supported the implementation and monitoring of ALP-P in various education settings, including remedial courses in formal education, madrassahs and ICT-supported delivery model *(related to Activity 2.4, 2.5 and 2.6).* As of September 2023, ALP-P has been introduced in 40 formal schools, 143 madrassahs, and 5 ICT-supported delivery models[26], reflecting its application across a diverse range of educational institutions. Now the Project is in the process of digitalization of teaching-learning materials and will be piloting them in collaboration with the Qatar Foundation. Once this digitalization is completed, it will be disseminated throughout Pakistan and will have a significant impact on the NFE promotion.

Additionally, the Project has provided technical support to draft Planning Commission Form-1 (PC-1)[27] to seek the financial assistance from Islamic Development Bank (IsDB) that is expected to benefit 120,000 children through 4,000 ALP centers in Sindh. The Project also provided collaborative support for the preparation of PC-1 to be submitted for support

[26] Use of digital materials developed independently by NGOs, applying ALP-P

[27] It is an official document that serves as the basis for project approval and funding, with plans for program design, implementation, and evaluation.

from the Public Sector Development Programme (PSDP) and Atlas of Social Protection Indicators of Resilience and Equity (ASPIRE)[28]. This assistance has contributed to enhancing the technical capabilities of C/Ps to formulate evidence-based ALP programs and to acquire funds.

In Punjab, ALP-P has been implemented in 459 centers against target of 1000 centers with enrollment of 14,204 learners under "Transformation in Access, Learning, Equity and Education Management Program (TALEEM)[29] funded by Global Partnership for Education (GPE)[30]. The remaining 541 centers would be established by December 2023. Total target of learners' enrolment would be 40,000.

Table 4-10 Number of formal schools, madrassah and ICT supported delivery model newly applying ALP-P (As of September 2023)

Areas	Number of schools applying ALP-P
Federal / Islamabad CT	51 (Formal: 10, Madrassah: 41, ICT supported: 0)
Punjab	30 (Formal: 0, Madrassah: 30, ICT supported: 0)
Sindh	55 (Formal: 30, Madrassah: 20, ICT supported: 5)
Balochistan	32 (Formal: 0, Madrassah: 32, ICT supported: 0)
KP	20 (Formal: 0, Madrassah: 20, ICT supported: 0)
Total	188 (Formal: 40, Madrassah: 143, ICT supported: 5)

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

2) Assessment of ALP-P effectiveness

The Project supported the assessment of the effectiveness of ALP-P for its improvement *(related to Activity 2.3)*. Qualitative research to assess the effectiveness of ALP-P curriculum was implemented in all target areas. In Balochistan, the post-assessment study of ALP-P was conducted. Furthermore, a joint assessment on the effectiveness of the ALP in Afghan community schools with the United Nations High Commissioner for Refugees (UNHCR) is currently underway. The Project took part in the finalization of the report of the mid-term study of ALP implementation by UNHCR.

(3) **Indicator 2.3. Professional capacity of teachers enhanced**

Indicator 2.3 has been achieved.

The Project has successfully facilitated the capacity development of ALP-P master trainers *(related to Activity 2.2)*. As of September 2023, a total of 300 master trainers were

[28] ASPIRE is the World Bank's premier compilation of indicators and provides open and accessible household-level data to analyze performance of social assistance, social insurance and labor markets programs.
[29] TALEEM (2021-2026) is implemented by the Punjab Education Sector Programme Implementation Grant (ESPIG) of GPE. It was approved by the GPE in July 2020.
[30] Coordinating agency is UNICEF in KP, Balochistan, and Sindh, JICA in Punjab, and the implementation agency is the World Bank in Sindh, UNICEF in KP, Balochistan, and Punjab.

trained, surpassing the initial target of 150. These trained master trainers provided training to teachers and the number of teachers trained reached 1,557, far exceeding the target of 240. In terms of the knowledge enhancement of teachers, the average percentage of correct answers on the post-training test in the target areas increased to 72% as of September 2023 compared to 27% on the pre-training test (Target: 50%)[31].

Table 4-11 Number of master trainers and teachers trained, and the level of knowledge of teachers enhanced for ALP-P (As of September 2023)

Areas	Number of master trainers trained	Number of teachers trained	Level of knowledge of teachers enhanced
Federal / Islamabad CT	87	385	73%
Punjab	128	776	73%
Sindh	6	318	66%
Balochistan	31	34	56%
KP	48	44	77%
Total	300	1,557	72%

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

4.2.3 Output 3

Output 3: ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.

→High prospect to be achieved.

(1) **Indicator 3.1. ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved**

Indicator 3.1 is expected to be achieved by the project completion.

Regarding the progress of the development of ALP-Elementary (also called as ALP-Middle) and ALP-Elementary and skills (also called as ALP-Middle-Tech) curriculum and teaching-learning materials, due to the needs of revision of ALP-P curriculum and materials in line with the NCP, the launching of the ALP-E&S in all target areas was delayed. In Punjab, the development of ALP-E&S has lagged behind that of other provinces due to the delay in commencement of the project activities, as mentioned later. However, it is expected that these curriculum and textbooks will be approved by the project completion. *(related to Activity 3.1)*

In terms of the training system, it will be established through a process of development of curriculum and teaching-learning materials, the provision of training for master trainers

[31] Baseline was calculated from pre-testing of 500 teachers across ALP-Primary project sites.

and teachers, and those validation. Institutional arrangements of the training system are also an important process, and the system is planned to be institutionalized in the office of the NFE directorate/ department or organization mandated to carry out education training. At the time of the JMTR, the training materials and training system are under development, and the Project is actively working towards their completion before the project completion *(related to Activity 3.3, 3.4).*

Table 4-12 Progress of the development of ALP-E&S curriculum, textbooks, training materials/ manual and training system (As of September 2023)

Areas	Curriculum of ALP-Middle	Textbooks of ALP-Middle	Curriculum of ALP-Middle Tech	Textbooks of ALP-Middle Tech	Training materials/ manual	Training system
Federal / Islamabad CT	Approved	Approved	Approved	Approved	In progress	In progress
Punjab	In progress	In progress	In progress	In progress	In progress	In progress
Sindh	Approved	Approved	Approved	In progress[32]	In progress	In progress
Balochistan	Approved	In progress	Approved	In progress	In progress	In progress
KP	Approved	Approved	Approved	In progress	In progress	In progress

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

(2) **Indicator 3.2. <u>Equivalency for ALP-E&S notified</u>**

Indicator 3.2 is expected to be achieved by the project completion.

The equivalency for ALP-E&S was notified along with curriculum in Federal, Sindh, Balochistan and KP. In Punjab, it will be notified once the curriculum under development is approved *(related to Activity 3.2)*. The indicator is therefore expected to be achieved by the project completion.

Table 4-13 Progress on notification of equivalence with ALP-E&S (As of September 2023)

Areas	Equivalency for ALP-E&S notified
Federal / Islamabad CT	Achieved
Punjab	In progress
Sindh	Achieved
Balochistan	Achieved
KP	Achieved

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

(3) **Indicator 3.3. <u>Number of NFE providers implementing ALP-E&S</u>**

Indicator 3.3 is expected to be achieved by the project completion from the perspectives of 1) Implementation of pilots of ALP-E&S and 2) Assessment ALP-E&S effectiveness, as

[32] Package D was approved and Package E is in progress.

described below.

1) Implementation of pilots of ALP-E&S

As of September 2023, a total of 20 NFE providers including 3 C/Ps and 17 DPs and NGOs have implemented the pilots of ALP-E&S (target: 10 NFE providers). Further expansion is expected once curricula and teaching-learning materials are developed.

Table 4-14 Number of NFE providers applying ALP-E&S (As of September 2023)

Areas	Number of NFE providers applying ALP-E&S
Federal / Islamabad CT	4 (C/P: 1, DPs/NGOs: 3)
Punjab	4 (C/P: 1, DPs/NGOs: 3)
Sindh	3 (C/P: 0, DPs/NGOs: 3)
Balochistan	2 (C/P: 0, DPs/NGOs: 2)
KP	7 (C/P: 1, DPs/NGOs: 6)
Total	20 (C/P: 3, DPs/NGOs: 17)

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

2) Assessment of ALP-E&S effectiveness

The Project is in the process of implementing the Middle and Middle Tech pilots while simultaneously conducting the assessments to improve the effectiveness and innovativeness in collaboration with Allama Iqbal Open University (AIOU)[33]. Moreover, the Project conducted mentoring and monitoring of the Middle Tech centers on a regular basis with the implementation partners and AIOU *(related to Activity 3.6)*, and organized a 4-day workshop on the assessment of the teaching-learning process of mathematics classes in June 2023. The assessment tool will be incorporated into the official NFE monitoring checklist which is shared with all implementation partners to enter the data into the NFEMIS.

(4) **Indicator 3.4. <u>Professional capacity of teachers developed</u>**

Indicator 3.3 is expected to be achieved by the project completion.

As of September 2023, a total of 17 master trainers were trained (target: 50). *(related to Activity 3.5).* The number of teachers trained reached 78 (target: 50). Regarding the level of knowledge of teachers, the average percentage of correct answers improved to 64% on the post-training test in the target areas as of September 2023, compared to 34% on the pre-training test (target: 50%)[34]

[33] AIOU is a public, open university (established in 1974) with the largest number of students at 54 regional campuses.

[34] The level of knowledge enhancement is measured with the same teachers who participated in the pre-test at the baseline. Pre- and post-test comparisons provide a measure of knowledge improvement.

Table 4-15 Number of master trainers and teachers trained, and the level of knowledge of teachers enhanced for ALP-E&S (As of September 2023)

Areas	Number of master trainers trained	Number of teachers trained	Level of knowledge of teachers enhanced
Federal / Islamabad CT	2	15	76%
Punjab	4	23	69%
Sindh	6	16	48%
Balochistan	1	9	58%
KP	4	15	65%
Total	17	78	64%

Source: Monitoring sheets, questionnaires and interviews with AQAL team

4.2.4 Output 4

Output 4: Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.

→Prospect to be achieved.

(1) **Indicator 4.1. <u>Curricula and materials developed and improved for a range of adult literacy programs (such as literacy & numeracy, health literacy, trade specific integrated literacy, short courses for neo-literates, life skills, etc.)</u>**

Curriculum of the Integrated Literacy and Skills (ILS) and textbooks in Federal and Punjab are expected to be approved soon. Training materials and manuals in all target areas are under development. As for the training system, it will be established through a process of development of curriculum and teaching-learning materials, the execution of training for master trainers and teachers, and those validation, which is expected to be achieved by the project completion *(related to Activity 4.1, 4.4)*.

Table 4-16 Progress of the development of curriculum, textbooks, training materials/ manual and training system of adult literacy program (As of September 2023)

Areas	Curriculum and textbooks of adult literacy programs	Curriculum and textbooks of ILS	Training materials/ manuals	Training system
Federal / Islamabad CT	In process of curriculum revision	In process of Recognition of Prior Learning (RPL) tool development	In progress	In progress
Punjab	Revised curriculum developed but not yet notified	In process	In process	In process
Sindh	Approved in Phase 1	In progress	In process	In process
Balochistan	Approved	Approved	In process	In process
KP	Approved	In process	In process	In process

Source: Monitoring sheets, questionnaires and interviews with AQAL team

(2) **Indicator 4.2. <u>Assessment and certification mechanism for adult literacy programs developed, approved, and implemented</u>**

The assessment and certification mechanism in Sindh and Balochistan were developed during Phase 1. In Sindh, the mechanism was revised and notified in 2023. In KP, the assessment and certification mechanism were approved in 2023. In Federal, the curriculum is currently being revised, and once it is approved, the assessment and certification mechanism are also on track to be approved. In Punjab, it has already been submitted to the Punjab Curriculum and Textbook Board and is awaiting approval *(related to Activity 4.3)*.

Table 4-17 Progress in developing adult literacy assessment & certification mechanism (As of September 2023)

Areas	Assessment and certification mechanism
Federal / Islamabad CT	In progress. (RPL-based approach will be developed and approved by AIOU)
Punjab	In progress. (waiting for the approval from Punjab Curriculum and Textbook Board)
Sindh	Developed in Phase 1. Revised and notified in 2023.
Balochistan	Available since Phase 1.
KP	Approved in 2023.

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

(3) **Indicator 4.3. <u>NFE providers[35] implementing literacy and life skills and work skills programs/ILS</u>**

Regarding the implementation of literacy and life and work skills programs/ILS, it is essential to advance the development of curriculum and teaching-learning materials, while at the same time it is crucial to obtain budgets for the implementation. Additionally, avenues need to be explored to obtain the necessary budgets. There is a demand for online and remote approaches that have greater outreach, prompting discussion on how to effectively expand literacy education, including the use of digital content.

1) Development and implementation of adolescents, youth and adult literacy programs

The Project has been supported in the development and implementation of adolescents, youth and adult literacy programs *(related to Activity 4.6)*. For example, in Punjab, the Project provided technical review on a PC-1 of Ilm-O-Hunar project which is a skilled based literacy program for adolescents and youth. In Balochistan, the Project has worked with ESEF to develop a plan to establish 10 adult literacy centers each in selected 22 districts.

[35] During the JMTR, it was proposed to revise "providers/organizations" in the indicator to "providers" to match the actual situation.

2) Number of NFE providers

As of September 2023, a total of 8 providers implements literacy and life skills and work skills programs/ILS in Punjab, Sindh and Balochistan. In Sindh, in collaboration with the European Union (Sindh Union Council and Community Economic Strengthening Support Project: SUCCESS), the Adult Literacy Programs have been implemented. In Federal and KP, it is seeking to collaborate with the National Commission for Human Development (NCHD) to implement those programs. The Project intends to work together to implement pilot activities once curricula and textbooks are developed.

Table 4-18 Number of NFE providers implementing literacy and life skills and work skills programs/ILS (As of September 2023)

Areas	Number of NFE providers
Federal / Islamabad CT	0 (C/P: 0, DP/NGO: 0)
Punjab	1 (C/P: 1, DP/NGO: 0)
Sindh	4 (C/P: 0, DP/NGO: 4)
Balochistan	3 (C/P: 2, DP/NGO: 1)
KP	0 (C/P: 0, DP/NGO: 0)
Total	8 (C/P: 3, DP/NGO: 5)

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

(4) **Indicator 4.4. <u>Professional capacity of teachers is developed and enhanced</u>**

Regarding training for master trainers, once the development of training materials / manual is completed, the activity will be initiated *(related to Activity 4.5)*. In Sindh, training has already been conducted for 96 master trainers with the support of United Nations Children's Fund (UNICEF). In Punjab, in collaboration with Taleem Sab Kay Liay Project (Phase-II), more than 800 teachers were trained. In other provinces, the Project will continue to seek ways to secure funding and collaborate with other DPs to implement the training.

Table 4-19 Number of master trainers and teachers trained, and the level of knowledge of teachers enhanced for literacy and life skills and work skills programs/ILS (As of September 2023)

Areas	Number of master trainers trained	Number of teachers trained	Level of knowledge of teachers enhanced
Federal / Islamabad CT	0	0	To be started.
Punjab	36	853	
Sindh	96	18	
Balochistan	0	0	
KP	0	0	
Total	132	871	

Source: Monitoring sheets, questionnaires and interviews with the JICA-AQAL project team

4.3 Project Purpose

4.3.1 Revision of the Indicators of Project Purpose

Regarding the indicators of Project Purpose in the current PDM, target values have not been set. Therefore, during the JMTR, target values of the indicators were discussed, and it was proposed that the indicators be revised as shown in the table below. In the JMTR, the achievement level of the Project Purpose was evaluated based on the achievement of the indicators proposed to be revised.

Table 4-20 Proposed revision of the indicators of Project Purpose

PDM Ver 1 (original)	PDM Ver 2 (proposed revision)
1. Cumulative number of learners who are enrolled through NFE increases from XX in 2020 to YY in 2024.	1. Cumulative number of learners who are enrolled **in ALP-P, ALP-E&S, and Adult Literacy Programs** increases from **118,112 in January 2021** to **199,312* in January 2025.**
2. Learning outcomes of learners improved in pilot areas (baseline-endline)	2. **The average score of final assessments in ALP-P, ALP-E&S, and Adult Literacy Programs reaches to the passing score (40%) **** in pilot areas.

* The expected total number of NFE learners from February 2021 to January 2025 based on the project budget amount, which is one of the project inputs is 81,200 (ALP-P: 44,400, ALP-E&S: 15,000, Adult Literacy: 21,800). The target cumulative number was calculated as follows: 118,112 (baseline) + 81,200 = 199,312.
** Passing score of 40% is a score that allows learners to proceed to the next package and receive certification of the primary/elementary/course completion.

4.3.2 Progress of Project Purpose

Project Purpose: Access of disadvantaged children, youth and adults to quality basic education is improved by the availability of flexible/customized and accelerated/alternative learning programs.

→High prospect to be achieved

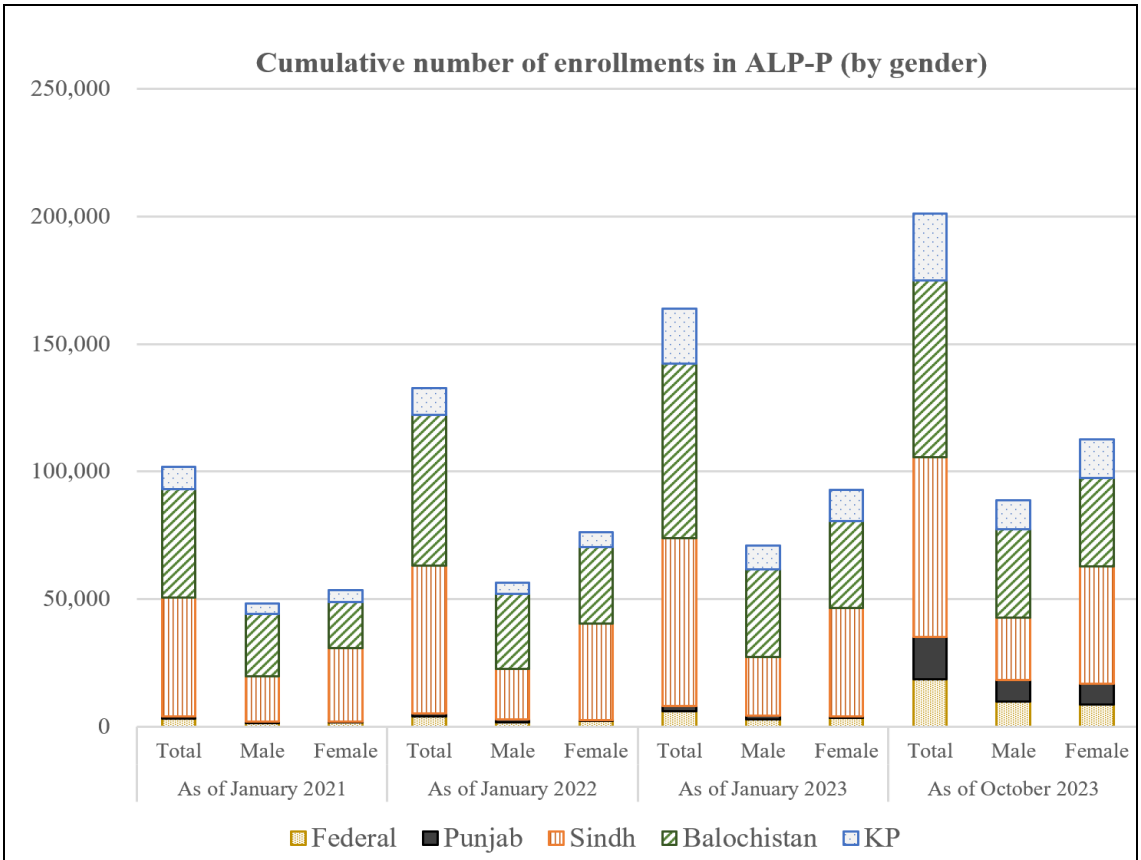
(1) Indicator 1 of the Project Purpose

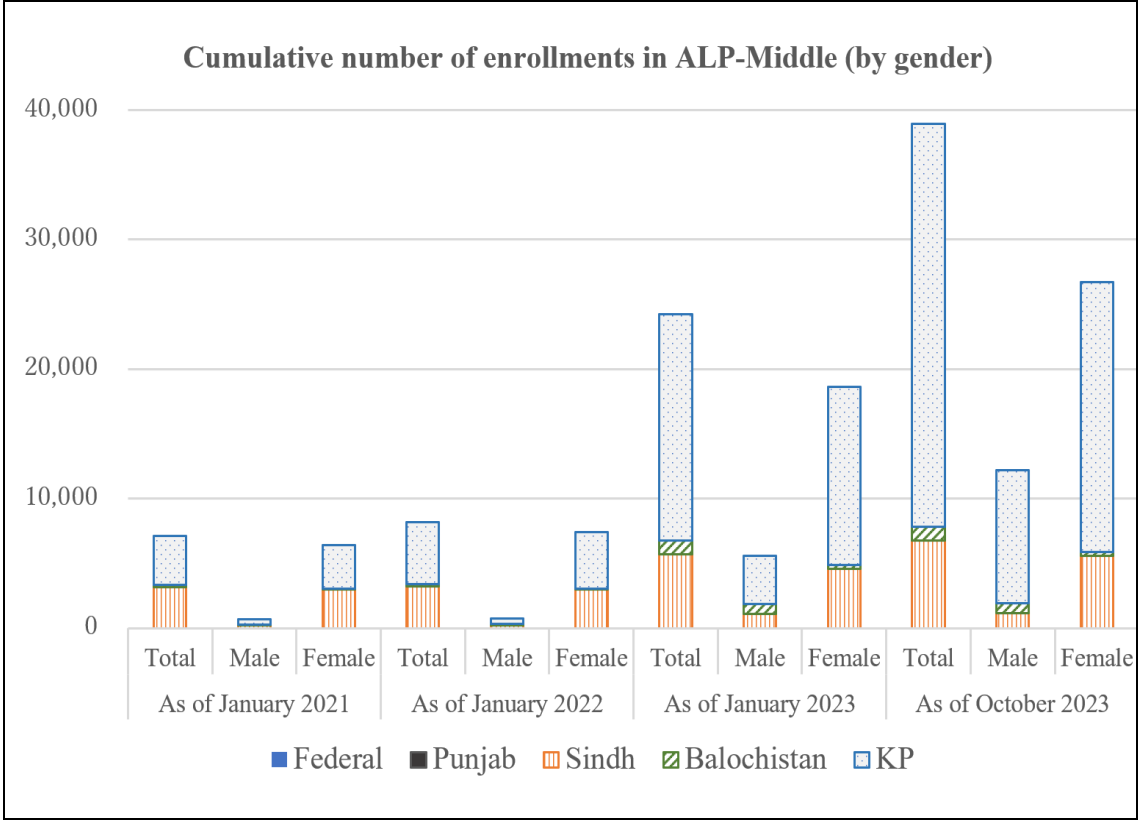
As of October 2023, the cumulative number of learners enrolled in ALP-P, ALP-E&S, and Adult Literacy Programs reached 301,693 (target: 199,312, baseline: 118,112). Therefore, Indicator 1 of the Project Purpose has been achieved.

Table 4-21 Cumulative number of learners who are enrolled in ALP-P, ALP-E&S, and Adult Literacy Programs (progress of Indicator 1 of Project Purpose as of October 2023)

	Areas	Baseline (Jan 2021)	Target (Jan 2025)	Cumulative number as of Oct 2023		
				Male	Female	Total
ALP-P	Federal / Islamabad CT	3,138		9,825	8,603	18,428
	Punjab	740		8,404	8,254	16,658
	Sindh	46,693		24,559	45,984	70,543
	Balochistan	42,575		34,635	34,622	69,257
	KP	8,613		11,363	14,989	26,352
	Sub total	101,759	146,159	88,786	112,452	201,238
ALP-Middle / Middle Tech	Federal / Islamabad CT	0 / 0		0 / 53	0 / 151	0 / 204
	Punjab	0 / 0		0 / 45	0 / 235	0 / 280
	Sindh	3,205 / 0		1,147 / 159	5,602 / 69	6,749 / 228
	Balochistan	150 / 0		768 / 53	316 / 43	1,084 / 96
	KP	3,757 / 0		10,313 / 40	20,781 / 125	31,094 / 165
	Sub total	7,112 / 0	22,112	12,228 / 350	26,699 / 623	38, 927 / 973
Adult Literacy Programs	Federal / Islamabad CT	16		33	127	160
	Punjab	0		7,389	8,673	16,062
	Sindh	1,205		116	33,818	33,934
	Balochistan	8,020		3,344	7,055	10,399
	KP	0		0	0	0
	Sub total	9,241	31,041	10,882	49,673	60,555
Total		**118,112**	**199,312**	**112,246**	**189,447**	**301,693**

Source: NFEMIS (provided by the JICA-AQAL project team and Punjab Literacy Department)


Cumulative number of enrollments in ALP-P (by gender)
250,000
200,000
150,000
100,000
50,000
0
Total
Male
Female
As of January 2021
As of January 2022
As of January 2023
As of October 2023
Federal
Punjab
Sindh
Balochistan
KP


Cumulative number of enrollments in ALP-Middle (by gender)
40,000
30,000
20,000
10,000
0
Total
Male
Female
As of January 2021
As of January 2022
As of January 2023
As of October 2023
Federal
Punjab
Sindh
Balochistan
KP

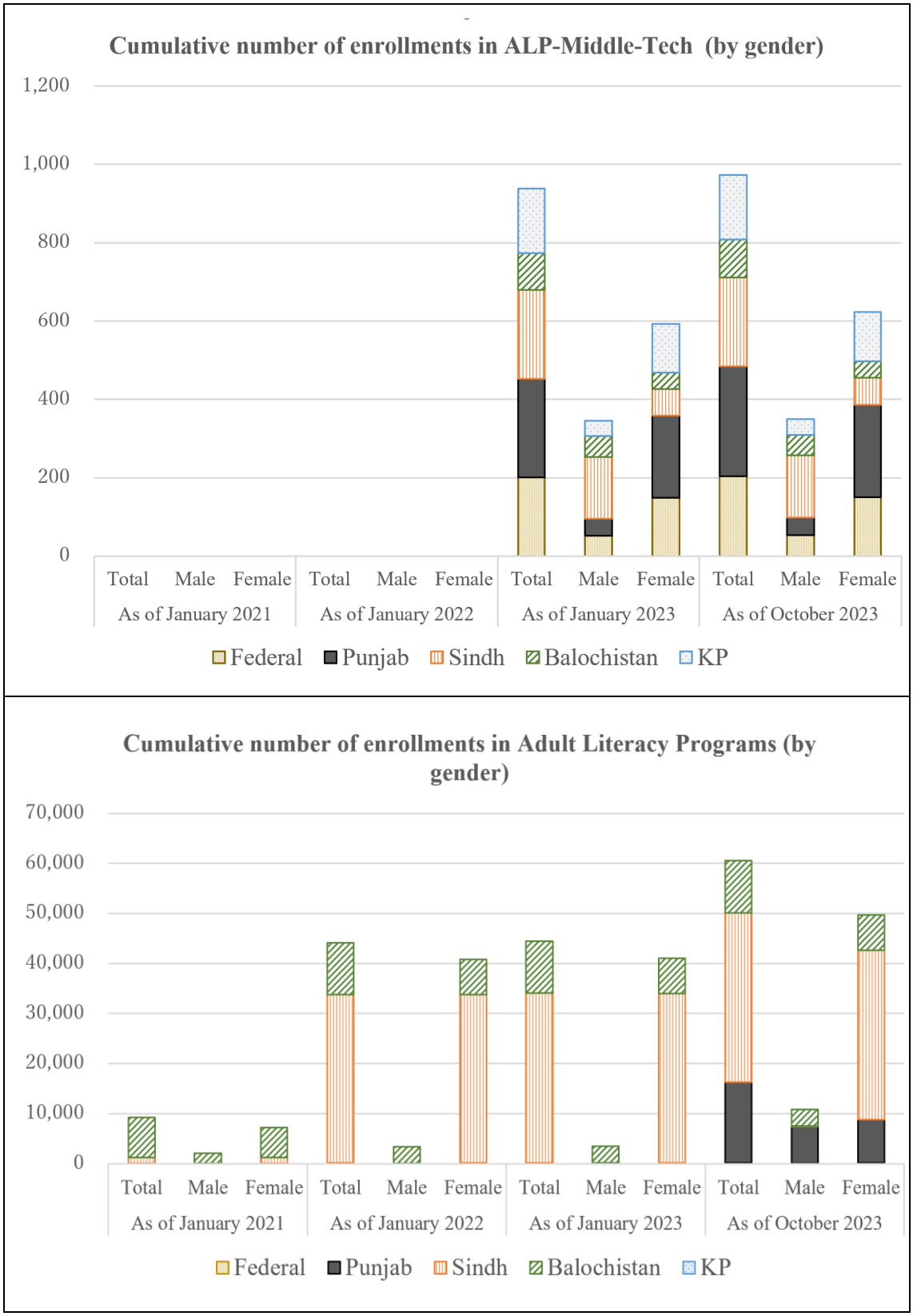


Figure: Cumulative number of enrollments from 2021 to 2023 (by province and gender)

(2) Indicator 2 of the Project Purpose

In the JMTR, it was suggested to clearly define the target of the learning outcomes in Indicator 2 as the average score of the final assessments, and its target value was proposed to be set at a minimum of 40%, which is the passing score of the final assessment, allowing learners to proceed to the next package obtain certification for the education completion of primary, elementary and literacy courses. At the time of JMTR, the assessment was conducted only at madrassah and the score results was 76%. For the other pilots, the assessment has not yet been conducted. Therefore, it is difficult to determine the likelihood of achievement at this point.

Table 4-22 The average score of final assessments in ALP-P, ALP-E&S, and Adult Literacy Programs in pilot areas (progress of Indicator 2 of Project Purpose as of September 2023)

	Pilot areas	Assessment results (average of score)	
		Target	Progress
ALP-P	Formal education remedial course	At a minimum of 40%	N/A
	Madrassah		76%
	ICT-supported delivery model		N/A
ALP-E&S	ALP Middle Tech Centers	At a minimum of 40%	N/A
Adult Literacy Programs	ILS and recognition prior learning (RPL)	At a minimum of 40%	N/A

Source: NFEMIS (provided by the JICA-AQAL project team)

4.4 Overall Goal

4.4.1 Revision of the Indicators of Overall Goal

Regarding the indicators of the Overall Goal in the current PDM, target values have not been determined. Therefore, during the JMTR process, it was proposed that the indicators be revised as shown in the table below. The achievement level of the Overall Goal was evaluated based on the achievement of the indicators proposed to be revised.

Table 4-23 Proposed revision of indicators of Overall Goal

PDM Ver 1 (original)	PDM Ver 2 (proposed revision)
1. Cumulative number of learners who are certified through NFE increases from XX in 2020 to YY in 2027.	1. Cumulative number of learners who are certified through NFE **(ALP-P, ALP-E&S, and Adult Literacy Programs)** increases from **4,682 in January 2021 to 65,680* in January 2028**.
2. Cumulative number of pass-outs from ALP-P promoting to ALP-E&S and those from ILS entering in vocational training increases from XX in 2020 to YY in 2027.	2. Cumulative number of pass-outs from ALP-P promoting to ALP-E&S **or formal middle education**** increases from **0 in January 2021** to **27,710*** in January 2028.**

* According to Pakistan Education Statistics 2020-21, the completion rate from primary and middle education is 79% and 58%, respectively. Therefore, the target of cumulative number from February 2021 to January 2028 was calculated by multiplying the number of learners expected to be enrolled in the ALP from February 2021 to January 2025 (Target value for indicator 1 of the Project Purpose) by the respective completion rate (ALP-P: 44,400 x 79% = 35,076, ALP-P-E&S: 15,000 x 58% = 8,700). Regarding the calculation of the certified learners of adult literacy, the completion rate in primary education (79%) is used because the academic level of the curriculum is relatively similar to that of primary education (21,800 x 79% = 17,222).
Total increase: 35,076 + 8,700 + 17,222 = 60,998, Baseline: 4682, Target: 65,680 (4,682+60,998).
** Reason for the revision: Since enrolment for vocational institutions usually requires the completion of elementary or higher education, learners who complete only ILS cannot be expected to enroll in a vocational institution; therefore, the cumulative number of ILS to vocational training students was excluded from the indicator.
*** The transition rate from primary to middle level is 79% according to Pakistan Education Statistics 2020-21. And the cumulative target for the number of certified learners at ALP-P level between Feb 2021 and Jan 2028 is 35,076. Therefore, the target value for Indicator 2 was calculated as 35,076 x 79%.

4.4.2 Progress of Overall Goal

Overall Goal: Human Capital development is enhanced through diversification of learning paths.

→High prospect to be achieved.

(1) Indicator 1 of the Overall Goal

As of September 2023, the cumulative number of learners certified in ALP-P, ALP-E&S, and Adult Literacy Programs increased from the baseline figure 4,682 to 69,217 (target: 65,680), and thus Indicator 1 of the Overall Goal has been achieved. Because of the expected increase in the number of ALP-P providers, and the expected expansion of the implementation of the newly developed ALP-E&S and adult literacy programs in many facilities, it is anticipated that the number of learners certified would increase more by January 2028 (three years after the project completion).

Table 4-24 Cumulative number of learners who are certified through NFE

	Areas	Baseline (Jan 2021)	Target (Jan 2025)	Cumulative number as of Sep 2023		
				Male	Female	Total
ALP-P	Federal / Islamabad CT	108		277	315	592
	Punjab	0		51	76	127
	Sindh	177		559	850	1,409
	Balochistan	3,716		6,011	3,680	9,691
	KP	0		498	1,132	1,630
	Sub total	4,001	39,077	7,396	6,053	13,449
ALP-Middle / Middle Tech	Federal / Islamabad CT	0 / 0		0 / 0	0 / 0	0 / 0
	Punjab	0 / 0		0 / 0	0 / 0	0 / 0
	Sindh	0 / 0		0 / 0	0 / 0	0 / 0
	Balochistan	0 / 0		0 / 0	0 / 0	0 / 0
	KP	0 / 0		248 / 0	2,398 / 0	2,646 / 0
	Sub total	0 / 0	8,700	248 / 0	2,398 / 0	2,646 / 0

	Areas	Baseline (Jan 2021)	Target (Jan 2025)	Cumulative number as of Sep 2023		
				Male	Female	Total
Adult Literacy	Federal / Islamabad CT	0		0	0	0
	Punjab	0		7,389	8,673	16,062
	Sindh	0		0	34,448	34,448
	Balochistan	681		1,562	1,050	2,612
	KP	0		0	0	0
	Sub total	681	17,903	8,951	44,171	53,122
Total		**4,682**	**65,680**	**16,595**	**52,622**	**69,217**

Source: NFEMIS (provided by the JICA-AQAL project team and NFEMIS of Punjab Literacy Department)

(2) Indicator 2 of the Overall Goal

As of September 2023, the cumulative number of pass-outs from ALP-P promoting to ALP-E&S or formal middle education is 7,081 (target: 27,710). The cumulative number of ALP-P learners certified from 2021 to 2028 is estimated to be 35,076 (calculated by multiplying the number of expected enrollments from the ALP by the completion rate (44,400 x 79%)). Considering this, Indicator 2 of the Overall Goal is achievable by January 2028.

Table 4-25 Cumulative number of pass-outs from ALP-P promoting to ALP-E&S or formal middle education

Areas	Baseline (January 2021)	Target (January 2028)	Progress (September 2023)
Federal / Islamabad CT	0		84
Punjab	0		0
Sindh	0		5,415
Balochistan	0		1,582
KP	0		0
Total	**0**	**27,710**	**7,081**

Source: NFEMIS (provided by the JICA-AQAL project team)

4.5 Implementation Process

The following are special notes on the implementation process of the Project.

4.5.1 Project Management Mechanism

(1) Monitoring system among the JICA-AQAL project team

Regular weekly meetings (bi-weekly for ALP-E&S technical training team members) and monthly meetings attended by all team members are conducted for information sharing and progress updates within the JICA-AQAL project team. Additionally, daily communication is facilitated smoothly through the utilization of WhatsApp groups.

Furthermore, the Project monitors the progress of activities using monitoring sheets (Version 1: February to July 2021, Version 2: August 2021 to January 2023, Version 3: February to June 2023), the Project Management Plan (PMP), and monthly achievement reports.

(2) Progress reporting, information sharing, and discussions between the JICA-AQAL project team and the implementing agencies

The JICA-AQAL project team, sharing progress and information on project activities with the implementing agencies through regular Project Management Meetings held at least once a quarter (Steering Committee in Punjab) to review progress and share information with the implementing agencies, in addition to daily communication. Furthermore, Joint Coordination Committee (JCC) meetings have been conducted (scheduled dates: November 2021, February 2023, and November 2023) where JICA, implementing agencies, and the JICA-AQAL project team collaborated to share updates and form mutual agreements.

4.6 Promoting Factors

4.6.1 Flexibility, Inclusiveness, and Resilience for Equitable Learning Opportunities for All

NFE, with the principle of "No One Left Behind," offers flexible courses tailored to individuals of all age groups, based on their prior educational experiences and needs of learning contents (including vocational training and life skills). NFE is driven by an inclusive, as well as resilient to the disasters, conflicts and economic crises, focusing on various disadvantaged groups including:

- Children and youth facing difficulties in attending formal education including working children, street children, children with special needs, such as slow learners, and adults who lacked learning opportunities,
- Girls and women, especially those at risk of early marriage and sexual exploitation,
- Individuals in impoverished socio-economic conditions, victims of conflict or emergency, refugees, and prisoners,
- Hard-to-reach populations, such as nomads, those living in remote or underserved areas,
- Transgender individuals,
- People with disabilities,
- Ethnic/ Religious minority individuals,
- Over aged children, youth, and adults who cannot be accepted by the formal education system.

In order to meet the needs of the range of learners, NFE policies, developed with support of the Project, emphasize learner-centered and flexible approaches, as described below.

- Flexible timing and place of learning (i.e., doorstep facilities in communities, workplaces, madrassah, jails), with consideration of learners' mobility, social background, and their cultural barriers (especially women, girls, working children, nomads, etc.).
- Relevant content and approach to learners' environments and their needs/ Accelerated and relevant learning approach with recognition and certification of learning
- Low-cost learning model, with consideration of people in poor socio-economic condition
- Distance learning and digital content, with consideration of hard-to-reach populations, such as girls, nomads, those living in remote or underserved areas, and people with disabilities.
- Blended/Hybrid learning method (combining digital distance learning and face-to-face classes), with consideration for those who live in remote areas, victims of conflict or emergency and Refugees, people in poor socio-economic condition, etc.
- Integrated vocational and elementary (middle) education, with consideration for those who seek employment, who want to generate income, and who have already entered the workforce especially for working children.
- Community mobilization for families and workplace owners, with consideration of working children, women, and girls.
- Encourage female teachers through providing capacity-building opportunities with consideration of women and girls as well as women empowerment.
- Recognition of prior learning, with consideration for seamless educational pathways for individuals who have dropped out of school.
- Involvement of transgender teachers in curriculum and textbook development to incorporate transgender perspectives.
- Inclusive learning environment without discrimination, taking into consideration people with disabilities and religious minority individuals, etc.

These various approaches to meet the needs of the range of learners have been shaped through a consultation in NFE policy formulation (policy level) and through the process of engagement with a wide range of NFE stakeholders via coordination platforms (implementation level).

4.6.2 Coordination / Collaboration with Stakeholders

In Pakistan, there is a significant challenge with OOSC constituting 32% of the school age population between 5 to 16 years (Pakistan Social Living Measurement, 2019/20) and lower literacy rate. In order to address an urgent challenge with limited resources, NFE has been driven not only by government efforts, but also by engaging various stakeholders including DPs, domestic and international civil society organizations, and academic institutions. To promote this collaborative approach, the Project has contributed to the following activities.

(1) Establishment of coordination platforms and activation of those activities

As mentioned earlier (see 4.2.1 for details), the Project has focused on establishing and activating coordination platforms. The Coordination Platform plays a crucial role as a venue for sharing information on policies, strategies, and plans aimed at promoting NFE with a

common understanding. It also facilitates the allocation of resources (financial and personnel/ institutional) among stakeholders, allowing for the maximum utilization of each stakeholder's strengths, such as expertise, knowledge, and networks. This is particularly a vital function in Pakistan, where resources are limited but alternative/ innovative solutions for addressing the OOSC crisis and promoting NFE. JICA-AQAL Team and CPs has worked for mobilizing resources for 1) procurement / printing materials, 2) piloting and research, and 3) expansion of ALP widely. (See Annex 7 for details)

1) Resource mobilization for procurement / printing materials

The Project has been collaborated with various stakeholders, such as Taleemabad (Ed-Tech company funded by the Qatar foundation) for digitalization of ALP-P and E&S, and their teacher training, World Bank for procurement of digital content/videos, UNICEF for ALP-P and E&S content development and printing materials, and SUCCESS for printing materials for Adult Literacy Programs.

2) Resource mobilization for piloting and research

The Project has been collaborated with various stakeholders, such as GPE for piloting ALP-P in Punjab (1,000 centers), The Sindh Education Foundation (SEF) for piloting ALP in formal school setting in Sindh, Taleemabad for piloting ICT based learning- ALP-P / Middle Tech/ teacher training, and UNHCR for ALP-P research for Afghan refugees in KP. The remedial program at the formal school has been examined for the formal school by Sayad Babar Foundation.

Furthermore, it may worth mention that the Project has coordinated with the existing government programs to pilot in different educational settings, i.e., ICT based ALP-P at government schools by the Federal Directorate of Education, Early morning schools (ALP-P and ALP-E&S) for working children at government schools by the South Punjab Education Department, and ALP-P at Madrassah by NCHD.

3) Resource mobilization for expanding ALP

The Project has been collaborated with various stakeholders, such as UNICEF, UNHCR, United States Agency for International Development (USAID), TALEEM, World Bank-ASPIRE, National Challenge Fund for OOSC, Ali Institute of Education, the Education Foundations in each province, Foreign, Commonwealth & Development Office (FCDO) for the expansion of ALP.

(2) Implementing activities in collaboration with university institutions

1) Cooperation with AIOU

The collaboration between the Project and AIOU has continued from Phase 1 and led to the establishment of NFE teacher certificate courses and a plan of diploma courses to assure quality of education in NFE sector. Moreover, as OOSC are primarily concentrated in the 10 to 16 age group, and due to the need for dedicated efforts in NFE at the secondary level, the Project has initiated the development of new ALP-E&S. In collaboration with AIOU, curricula and teaching materials are being developed and teachers are being trained. In the Middle Tech, the blended/hybrid learning method for reaching OOSC residing in remote regions was developed. The pilot project, providing an 18-month pilot distance learning course, for over 1,000 learners through AIOU was launched in 27 pilot centers in the Federal areas and 4 other provinces.

Furthermore, the research on the "Redefining Literacy in Digital Era" (2022) conducted collaboratively by AIOU and NCHD. The research offers insightful recommendations, such as the need to measure literacy with standardized tools rather than relying on self-reporting. Additionally, the Project supported the establishment of AIOU's Centre for Lifelong Learning (CLL). CLL serves as a research hub for lifelong learning, offering a wide range of courses for a diverse population, from young children to the elderly to promote lifelong learning opportunities for all.

2) Cooperation with Aga Khan University Institute for Educational Development (AKU-IED)[36]

In Phase 1, with collaboration with AKU-IED, research was conducted to assess the effectiveness and efficiency of the ALP-P model and also training of teachers was conducted. In the Project, the two-day conference was held with participation of various international, national and provincial stakeholders, as well as members of the academia. The conferences showcased the effectiveness of ALPs and the usefulness of the new curriculum, which targets different age groups, recognizes learners' prior knowledge, and is based on life skills.

4.7 Factors that Hindered the Project Implementation

(1) Policy changes in the NFE sector to align to NCP

A policy decision was made to revise the NFE curriculum in accordance with the NCP in Federal area, Balochistan, Punjab and KP provinces. This led to the expenditure of a large number of resources in activities supporting the revision of ALP-P curriculum and teaching-learning materials in Output 2, which were not initially anticipated.

[36] AKU, founded in 1983, is Pakistan's first private university, with operations in Kenya, Tanzania, Uganda, UK, and Afghanistan.

(2) Impact of the spread of COVID-19

Due to the impact of the widespread COVID-19 outbreak, the scheduled arrival of Japanese experts was postponed for six months. As a result, the initial project tasks were carried out solely by local experts. The necessity for remote supervision made it challenging to accurately assess the on-site situation and provide timely instructions and feedback to the local experts. This situation created difficulties in the progress of project activities and smooth communication with counterparts.

(3) Impact of flood in 2022

In 2022, Pakistan was hit by intermittent monsoon rains from June to August, causing devastating floods that affected an estimated 33 million people (about 15% of the country's population). In August, Pakistan declared a state of emergency. The Project was not exempted from the impact of the disaster, and its activities were suspended. Subsequently, the counterparts remained engaged in disaster response, significantly affecting the progress of the Project.

(4) Political instability

In 2022, a no-confidence motion was passed, leading to the transfer of power to an interim government. The limited scope of the interim government's mandate and responsibilities has resulted in a slowdown of the process of institutional restructuring and policy formulation. The Project has been significantly impacted by a series of changes in C/P officers and key officials, causing delays in decision-making and budget allocations for project-related activities.

Political instability has continued even at the time of JMTR, with general elections delayed until February 2024. Consequently, essential processes such as the approval of official documents and personnel recruitment will be on hold until the conclusion of the election, thereby impeding the progress of the Project.

(5) Delay in commencement of activities in Punjab

After the Project commenced, at the request of JICA, the implementing agencies were required to submit a Concept Clearance Note (CCN). Activities in regions other than Punjab could start without waiting for CCN approval. However, in Punjab, it was decided that the Project should not start activities until CCN submission was completed. As a result, the Project faced a delay of approximately 10 months in starting activities in Punjab.

Chapter 5 Results of the Evaluation

5.1 Relevance

In light of the following points, the relevance of the Project is very high.

5.1.1 Relevance with the Development Policies of Pakistan

The Project is consistent with the development policy of Pakistan. The "National Education Policy Framework" (2018) and "Pakistan Vision 2025" (2014) both emphasize quality education bringing OOSC to schools as their priority and primary goals. The "Provincial Education Sector Plans" (Punjab: 2019/20-2023/2024, Sindh: 2019-2024, Balochistan: 2020-2025, KP: 2020/21-2024/25) position NFE as a vital initiative in the effort to reduce OOSC and aim to strengthen NFE.

5.1.2 Relevance with the Development Need of Pakistan

The Project is consistent with the development needs of Pakistan. According to the survey of "Pakistan Social and Living Measurement" (2019/20), Pakistan has a significant number of OOSC comprising children aged 5-16 years who have never attended school and those who attended school and left afterwards. The survey reported a rate of 32% (female: 37%, male: 27%) at national level, ranking amongst the top three countries in the world. The percentage is the highest in Balochistan with 47% (female: 59%, male: 38%) followed by 44% (female: 51%, male: 39%) in Sindh, 32% (female: 44%, male: 22%) in KP, and 24% (female: 37%, male: 22%) in Punjab. It has been noted that there remains a high percentage of girls. It has been also pointed out the high percentage of OOSC in rural areas (37% compared to 22% in urban areas) and the large disparities between regions.

The literacy rate (10 years and above) showed a slight Increase from 62.4% in 2018/19 to 62.8% in 2020/21 (female: 51.9%, male: 73.4%) according to the report of the "Labour Force Survey" (2020/21). However, the fact that 37% of the population remains illiterate (with a higher rate of 48.1% among women) significantly diminishes the prospects for employment, well-paying jobs, and positions with improved job security and benefits.

5.1.3 Appropriateness of the Project Approach

The Project is appropriately designed based on past JICA assistance, and the sequential and evolving assistance approach further enhances the project effects. The Project builds on the context of the Japanese Government's assistance to NFE since 1997, particularly on Phase 1, and addresses support for the further promotion and dissemination of NFE throughout Pakistan. Its approach is multifaceted and comprehensive, involving the development of policy and

institutional mechanisms, strengthening of administrative structures and human resource capacities, and is being undertaken in collaboration with development partner agencies.

Furthermore, the project approach, which considers diverse beneficiaries in line with their needs, is deemed appropriate. The Project stands out for its emphasis on flexible, inclusive and resilient perspective, ensuring that no one is left behind. It adopts an approach grounded in fairness, aiming to provide equal learning opportunities for all (for details, refer to 4.6.1).

5.2 Coherence

In light of the following points, the coherence of the Project is very high.

5.2.1 Relevance with Japan's Assistance Policy

The Project is consistent with Japan's assistance policy. In the "Country Development Cooperation Policy for the Islamic Republic of Pakistan" (2018), the government of Japan positions "Ensuring human security and improving social infrastructure" as a priority area, aiming to enhance access to education and improve the quality of education in order to ensure educational opportunities are provided to all individuals. In addition, in the "Rolling Plan for the Islamic Republic of Pakistan" (2018), it identifies "Ensuring human security and improving social infrastructure" as a priority area and positioned "Improving access to and quality of education through education to girls and NFE" as an individually important issue.

5.2.2 Collaboration/Coordination with Japan's Other Intervention

The Project collaborates with other JICA projects to expand the NFE, as shown in the table below.

Table 5-1 Collaboration/coordination with Japan's other intervention

Japan's other intervention	Collaboration/coordination
Technical Cooperation Project "Project for Improvement of Livelihoods and Well-being of Female Home-Based Workers (FHBWs) in the Informal Economic Sector in Sindh Province" (Light-F) (2017-2022)	・The Project co-developed a 3-month literacy program and teaching materials for FHBWs and facilitated their approval by DL&NFE. ・The Project supported the training of teachers for the Light-F pilot project.
Technical Cooperation Project "Project for Skills Development and Market Diversification (PSDMD) of Garment Industry of Pakistan" (2016-2020)	Information was provided on the production of high value-added textile products and utilized in the preparation of the manual for Middle Tech).
Education Policy Advisor (Dispatched since 2020)	・Through information sharing and feedback from the adviser, the Project promoted activities such as the development of accreditation mechanisms and

Japan's other intervention	Collaboration/coordination
	research on the effectiveness of ALP. ・The Project worked cooperatively with the adviser to promote cooperation with relevant organizations.
Technical Cooperation Project "Project for Livelihood Improvement through Livestock Development in Khyber Pakhtunkhwa" (2021-2025)	・As women are involved in many of the livestock operations, the Project provided posters of literacy programs and promoted literacy programs. They developed an appropriate technological flipchart by referring to posters provided by the Project. ・The Project plans to develop ILS materials (including digital) and Middle Tech by sharing information.
Project for Gender Responsive Actions to Ensure Retention through Community Engagement and School Practices (GRACE) (2022-2026)	・The Project provided the community mobilization manual developed in Phase 1 and cooperated for developing the community mobilization handbook. ・The Project also provided ALP curriculum and materials, seeking further coordination.
Grant Aid Project "Project for Upgrading Primary Girls Schools into Elementary Schools in Northern Rural Sindh" (2016-2018)	The Project discussed implementing a literacy program and ALP at the expanded facility under the Grant project.

Source: Monitoring sheets, questionnaires and interviews with JICA-AQAL project team

5.2.3 Collaboration/Coordination with Other Development Partners' intervention

(1) Collaboration/coordination with other development partners

As mentioned earlier (see 4.6.2 for details), the NFE is being promoted through the mobilization of diverse stakeholders. In this context, the Project has supported the establishment and activation of the coordination platforms to promote the expansion of NFE as various stakeholders applying ALP methods. Additionally, the Project has supported C/Ps to design and plan the NFE-related programs of other donors' intervention (e.g., assistance in formulating PC-1). Therefore, through these coordination and collaboration, the Project has significantly contributed to the promotion of NFE.

(2) Consistency with global frameworks (Sustainable Development Goals (SDGs))

The Project, which aims to enhance access to quality education for diverse populations, including socially disadvantaged children, youth, and adults, aligns with SDG-4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all). Moreover, the Education Sector Plans in each province that advocate for NFE and minimize OOSC reflect a strong commitment to pursuing SDGs. Additionally, NFEMIS, which the Project has supported in its promotion, is going to be used to track progress and report on the SDGs, contributing significantly to information management in achieving the SDGs.

Furthermore, through the promotion of NFE, the Project also works with C/Ps towards

enhancing female literacy and encouraging girls' participation in education. This effort contributes significantly to gender equality and women's empowerment under SDG-5 (Achieve gender equality and empower all women and girls).

5.3 Effectiveness

In light of the following points, the effectiveness of the Project is high.

5.3.1 Prospects of the Achievement of the Project Purpose

By the project completion, the access of disadvantaged children, youth and adults to quality basic education is expected to be improved through the availability of flexible/customized and accelerated/alternative learning. ALP-P has already been deployed nationwide and applied in various settings and organizations. As of September 2023, more than 4,000 centers used ALP-P.

Moreover, the Project has developed ALP- E&S and Adult Literacy Programs and promoted the implementation. As a result, the cumulative number of learners enrolled in ALP-P, ALP-E&S, and Adult Literacy Programs reached 301,693 (target: 199,312) as of October 2023. Therefore, Indicator 1 (Cumulative number of learners who are enrolled in ALP-P, ALP-E&S, and Adult Literacy Programs) of the Project Purpose has been achieved.

As for Indicator 2 (The average score of final assessments in ALP-P, ALP-E&S, and Adult Literacy Programs reaches to the passing score (40%) in pilot areas), final assessments were conducted only at madrassah at the time of JMTR, and the average score was 76%. For the other institutions, the assessment at the pilot areas has not yet been conducted. Due to the insufficient data, it is difficult to determine the likelihood of achievement at this point.

5.3.2 Factors Affecting the Achievement of the Project Purpose

One of the factors that influenced the achievement of Indicator 1 is that the Project has been disseminating ALP in collaboration with DPs and NGOs, and the community involvement approach (community mobilization) has enabled area-wide dissemination of ALP and adult literacy programs. Additionally, the provision of flexible and learner-centered programs with the perspective of the inclusion of a diverse range of learners contributed to the achievement of Indicator 1. Moreover, it is also conceivable that the recognition of NFE as an alternative learning option in Pakistani society has increased due to the institutionalization of NFE as being equivalent to public education.

Concerning Indicator 2, the quality of ALP and Adult Literacy Programs is anticipated to improve through the revision / development of curricula and teaching-learning materials. Moreover, the collaboration with diverse stakeholders including DPs and NGOs has facilitated extensive teacher training, leading to a significant number of teachers trained. It can be considered

that the training provided to a large number of teachers was a factor in enhancing the quality of ALP, thereby contributing to the achievement of the Project Purpose.

5.4 Impacts

In light of the following points, the impacts of the Project are very high.

5.4.1 Prospects of the Achievement of the Overall Goal

By three years after completion of the Project, human capital development is expected to be enhanced through the diversification of learning paths. As mentioned earlier (see 4.4 for details), Indicator 1 has been achieved and there is a high expectation for a further increase in the number of learners certified in ALP-P, ALP-E&S, and Adult Literacy Programs. Furthermore, a significant rise in the number of learners transitioning from ALP-P to ALP-E&S or formal middle education is anticipated, enhancing the potential for achieving Indicator 2. Therefore, the prospect of achieving the Overall Goal is high.

5.4.2 Other Impacts

(1) Support for enactment of NFE Act

The Project has contributed to the revision of the Acts to enhance NFE promotion in Punjab, Sindh, and Balochistan, in partnership with the legal departments. In Punjab, the NFE Act draft was developed and examined by the Law Department and the stakeholders. In Sindh, ongoing technical support through involvement in the technical committee meetings led to the draft NFE Act, which is named as Sindh Literacy and Non-Formal Education Act, was officially submitted to the SE&LD, and then duly vetted by Law Department in 2023 for its placement to the competent forum (Provincial Cabinet). In Balochistan, the Law Department endorsed the NFE Act for further approval process in 2023. Once the Act is enacted, it will solidify the promotion of NFE, and thus, these efforts of the Project are important initiatives beyond the PDM that will contribute to the further development of NFE.

(2) Innovative educational approaches from NFE are adopted in public education

The new National Curriculum of Pakistan (NCP) incorporates some methods advocated by the Project as ALP approaches, such as Phonics, a method of learning by authenticating letters with sounds. Additionally, the learning method for subtraction with the old tale of the mouse used in ALP has also been adopted in the NCP. Moreover, in Sindh, the Project has facilitated to add some of two trades (Graphic design and Internet of Things (IOT)) modules of ALP-Middle Tech into formal education and is expected to be realized by the project

completion.

Those efforts highlight the integration of NFE approaches into mainstream school education.

(3) Development of a policy dialogue tool

A policy dialogue tool is currently being developed to address the challenges faced by OOSC and facilitate the resolution of inhibiting factors in their learning paths. This tool compiles challenges and corresponding solutions (lessons learned). For example, the majority of OOSCs faced the challenge that they did not have the necessary Child Registration Certificate (B Form) to receive the Certificate of Education Completion. The Middle Tech programme therefore assisted in obtaining B-forms and issuing certificates where appropriate. The ongoing development of this tool aims to share such lessons learned and promote problem-solving initiatives.

5.5 Efficiency

In light of the following points, although there were some hindering factors affecting the efficiency of the Project, most of them were external factors, the efficiency of the Project is high.

5.5.1 Input of Resources / Timing of Input

As mentioned earlier (see 4.7 for details), the smooth implementation of project activities has been impeded by delays in dispatching Japanese experts caused by the COVID-19 pandemic. Moreover, due to policy changes in the NFE sector, activities related to the revision support of ALP-P curriculum and teaching-learning materials had to be carried out. It required significant resources, which was not initially anticipated.

5.5.2 Project Progress/ Project Period

As mentioned earlier (see 4.7 for details), the progress of activities has been hindered due to political instability of the transitional governments, leading to the frequent transfer of C/P officers and delays in decision-making and budget allocation by the implementing agencies. Progress was also affected by the suspension of project activities due to the 2022 flood disaster. Furthermore, the initiation of project activities in Punjab was postponed due to the necessity of completing the CCN submission. While the Outputs and Project Purpose are anticipated to be accomplished by the project completion, there has been a delay in the progress of activities in Punjab, which should accelerate activities over the remaining one-year project period.

5.6 Sustainability

In light of the following, the sustainability of the project effects is high. However, to effectively implement NFE policies and further expand and strengthen NFE, the NFE department/directorates need to make greater efforts to secure human resources, develop capacity, and obtain financial resources.

5.6.1 Policy Aspect

As mentioned earlier (for details, refer to 4.2.1.(1)), the Project has provided technical support for the development or revision of NFE policies in the target areas to promote NFE. As a result, NFE policies have been approved or awaiting approval, and expected to be accomplished by the project completion in all target areas. The policy in KP is expected to be approved after the election in February 2024. Additionally, the Project has supported the formulation of the NFE strategic plans to organize specific initiatives for the implementation of NFE policies, and therefore enhanced sustainability. Moreover, community mobilization strategies for community-led NFE promotion were approved in all target areas. A notable effort in the Project is the emphasis on C/P ownership in the process of the development of policies and strategies.

Therefore, the sustainability of the project effects from the policy aspect is very high.

5.6.2 Institutional / Organizational Aspect

As mentioned earlier (for details, refer to 4.2.1.(1)), the Project has addressed the strengthening of the organizational structure to promote NFE in all target areas. The Project supported the restructuring of the organizational structure, and the organograms were revised. Accordingly, the required posts and their roles were clarified. At the time of the JMTR, the NFE department/directorates assigned a certain number of new staff members, but further assigning of newly created positions is expected. In addition, the Project has supported the establishment and activation of coordination platforms to mobilize various stakeholders including DPs, domestic and international civil society organizations, thereby establishing a foundation for implementing NFE policies. Moreover, establishing the monitoring mechanism using NFEMIS has been promoted to ensure the effective NFE implementation and quality management of NFE.

Therefore, the sustainability of the project effects from the institutional / organizational aspects is high.

5.6.3 Technical Aspect

The capacity of NFE officers has been strengthened in two approaches. Firstly, the Project provided technical transfer through collaborative assistance in their regular tasks, such as the revision and formulation of NFE policy and ALP curriculum and materials, institutionalization of

accreditation and certification mechanism, and establishment of data-based management and monitoring mechanisms, by involving other relevant organizations / stakeholders with various experts and expertise. Through such coordination and dialogue, the capacity of NFE officers has been strengthened. Secondly, capacity development for NFE officers was carried out through training, covering areas such as monitoring of NFE implementation, data-driven management, and NFEMIS operations.

Furthermore, the Project supported the NFE educators through the training of NFE master trainers to improve the quality of NFE. The establishment of the training system, involving development of training materials, implementation of training for master trainers and teachers, and its validation, is expected to enhance sustainable capacity building of NFE educators and ensure the quality of their skills. However, the NFE department/directorates need to continue human resource development through collaboration and cooperation with various DPs and other relevant institutions. Especially since new positions have been created based on the revised organograms, it is expected that the capacity of the new staff assigned will be strengthened.

Therefore, the sustainability of the project effects from the technical aspect is moderately low.

5.6.4 Financial Aspect

In Pakistan, where the economic crisis persists, it is not feasible to rely solely on the government budget to fund the promotion of NFE. To address this situation, the NFE department/directorates are mobilizing various DPs and civil society organizations to obtain budgets for the NFE promotion. For example, the federal government has launched a Rs. 25 billion National Challenge Fund for OOSC with strong ownership. The Government of Balochistan has significantly increased the budget for the NFE sector from Rs. 13.3 million in 2014-15 to Rs. 331.35 million in 2021-22.

On the other hand, further budget acquisition will be required to effectively implement NFE policies, and to further expand and enhance NFE. In addition, more advocacy is required to make concerned government bodies recognize that the ALP approach is cost-effective in addressing a huge number of OOSC with the limited resources and to strengthen cross-sectoral collaboration among government bodies.

Therefore, the sustainability of the project effects from the financial aspect is moderately low.

5.6.5 Conclusion

In light of the above, the project performance at the time of JMTR is overall evaluated as high based on Relevance: very high, Coherence: very high, Effectiveness: high, Impacts: very high, Efficiency: high, and Sustainability: high.

The Project was comprehensively designed for organizational and institutional strengthening

(including policy formulation, reorganization and data-driven management), content development, program implementation / assessment, and human resource development. It has dramatically advanced the promotion of NFE based on the leadership of C/Ps.

It is noteworthy that the NFE is being promoted through mobilization of numerous stakeholders in partnership with C/Ps. Additionally, the flexible, inclusive and resilient approaches of NFE, offering many learning options, enables addressing the needs of learners who may lack access to educational opportunities due to their social, economic, or cultural backgrounds.

Through such initiatives, the institutional foundation for promoting NFE has been strengthened. Meanwhile, there is an expectation for further strengthening the human resource development and the expansion of quality NFE throughout Pakistan.

Chapter 6 Recommendations

The recommendations are given towards the Project completion and beyond the project period.

6.1 Recommendations towards the project completion

6.1.1 For strengthening institutional foundation for quality NFE implementation and expansion

In order to effectively manage and coordinate the implementation and further expansion of NFE, the institutional foundation needs to be further strengthened.

To this end, Federal and each province are recommended to take the following actions as priority:

(1) Federal/ICT

- To finalize the NFE Policy framework and Strategic Plan; and
- To finalize the curriculum and teaching-learning materials of the Adult Literacy Program.

(2) Punjab

- To obtain the approval of NFE Act and Strategic Plan;
- To include a concrete ALP-P expansion plan into the Strategic Plan 2023-2030 to ensure the provincial-wide ALP-P implementation;
- To accelerate the development of curriculum and teaching-learning materials of ALP-E&S (ALP-Middle and ALP-Middle Tech) to pilot them to ensure the seamless transition; and
- To accelerate the development of curriculum and textbooks, and piloting of Adult Literacy Programs to utilize the already allocated budget for their implementation.

(3) Sindh

- To obtain the approval of the NFE Act and Restructuring and Strengthening Plan;
- To bridge the human resource gap through the transfer and posting at province and district levels;
- To promote the implementation of ALP-P with the already allocated budget (OOSC Project in 5 districts) as well as by advancing the process of acquiring IsDB's funding for OOSC project; and
- To revisit the Teaching Learning Materials of ALP-P towards or beyond the project completion.

(4) Balochistan

- To obtain the approval of the NFE Act;

- To accelerate the recruitment procedure of officers in the district level where district literacy officers have not yet been assigned; and
- To simplify the certificate issuing procedures according to the NFE Act, which is to be approved, to ensure a smooth provision of the certification to learners.

(5) KP

- To obtain the approval of the NFE Policy and Strategic Plan; and
- To further strengthen the institutional arrangement of ESEF including merger of the Merged Areas Education Foundation (MAEF) with ESEF for NFE expansion based on the NFE policy and the Strategic Plan by recruiting new staff to fill the newly created positions.

6.1.2 For ensuring the quality expansion of NFE

The technical capacity along with the institutional capacity should be further strengthened for the effective management, implementation, and expansion of quality NFE. To date, all the provinces have defined the training system, monitoring mechanism, assessment and certification system, as well as community mobilization manual which have been approved or to be approved. The challenge ahead in each province is to make each system and mechanism functional so that the NFE management will be strengthened to ensure the quality and inclusive NFE expansion.
In this respect, the followings are key recommendations:

- Since many new positions are created and recruited in addition to the existing staff members, it is critical that each member of directorates/department should build the professional capacities required to fulfill their defined roles for managing NFE at different levels from provincial to field;
- Identify resource persons in each technical area, who can be mobilized at provincial level for technical reference. Already capacitated existing human resources should be mobilized;
- Closely monitor the progress of the on-going new initiatives (e.g., the zero OOSC campaign in Federal/ICT, Digital School Program) in order to identify good practices and challenges in implementation;
- Promote the utilization of digital tools for teachers and learners to support their self-learning; and
- Further strengthening teacher support mechanism for monitoring and mentoring the on the ground NFE implementation on a regular basis.

It is also suggested to further strengthen the evidence and data-based planning, implementation and monitoring using NFEMIS. In this regard, the following should be addressed with priority:

- Institutionalizing NFEMIS cells at federal and provincial levels in order to establish federal-provincial networking for introducing and strengthening data driven NFE management by standardizing and integrating NFE data with EMIS at national level;
- Promote data driven management in different levels (e.g., village/ Union Council (UC)[37] education planning and monitoring, decision making level of NFE department/directorates); and
- Utilizing the potential of PIE Research Wing and provincial research units/wings to conduct and accumulate the experiences of research activities relating to NFE in collaboration with research consortium work with research advisory group to include NFE in research domain.

6.1.3 For completing the on-going activities for quality NFE provision

Completing the on-going activities is indispensable to ensure the project outputs.

The following activities are under way and need to accelerate to complete by the end of the Project.

- Develop RPL approach for Adult Literacy and examine its effectiveness;
- Revise and improve content and approach of Middle Tech after the pilot intervention; and
- Develop and implement pilot for ICT based ALP-P.

6.1.4 For promoting various NFE approaches as strong means of solving educational issues in Pakistan

Further effort should be made to collectively promote NFE approach for further mobilizing financial resources and promoting acceptance as innovative/ alternative approaches for matching needs of children, youth and adults.

- **OOSC issues:** The perception of NFE, through ALP approach, has shifted from the conventional perception of NFE as the second-best option for school education to the perception where both NFE and school education are equally the first- best option. It is neither institutionally nor financially feasible to reach all OOSC only by formal schooling, it is recommended that ALP in different settings (i.e., formal school, Madrassah, community based) by various stakeholders needs to be further advocated.
- **Foundational Learning/Learning Crisis:** Even before the COVID-19 and 2022 floods, the learning crisis in school education were big issues in Pakistan and these manmade & natural disasters made the learning crisis issue deepened. NFE focuses, by its nature, on improving foundational learning and lowering learning poverty through needs based, flexible, inclusive, equitable, effective and resilient approaches. The project applied Package A and B for school-going children as a remedial means of improving foundational learning and

[37] Union Council (UC) is the primary governmental institution in Pakistan.

developed catch-up materials for Middle / Middle Tech candidates. These remedial and catch-up materials shall be considered widely used in formal education settings.

- **Provision of continuity of education and skills enhancement**: Continuity of education, especially continuity from primary to middle, is critical in Pakistan where there is mismatch between formal education and the labor market, due to the current rapid economic, technological and social changes. These are related to a huge number of OOSC and low literate population. The Project developed Middle Tech approach can be a solution of socio-economic and cultural needs of the target group. It is recommended that pilot results and lessons learned on Middle Tech pilot shall be widely shared with the stakeholders for their adaptation to their programs; and
- **Recognition of Prior Learning (RPL) approaches for youth and adult literac**y: The result of pilot study on RPL approaches with the utilization of digital materials under development, shall be widely shared with stakeholders for their adaptation to their programs.

6.1.5 Recommendations to the JICA-AQAL project team

(1) **For demonstrating the effectiveness of ALP-P in a tangible manner**

It is recommended that the results of learning achievement of learners completing ALP-P should be analyzed, confirmed and promoted in various media so that the effectiveness of ALP-P can be demonstrated in a tangible manner. Demonstrating learning improvement in a tangible manner will help further attract resources required for ALP-P expansion in the future.

(2) **For sharing good practices and initiatives across provinces**

It is suggested that the JICA-AQAL project team should explore ways of sharing good practices and initiatives across provinces so that such practices or initiatives will be analyzed and applied in each provincial context to strengthen and expand NFE in respective provinces.

To this end, it is suggested that the Project should support each province to closely monitor the progress of the on-going implementation (e.g., the zero OOSC campaign in Federal/ICT) in order to identify good practices /initiatives in their province, analyze and share with other provinces to facilitate an evidence based NFE expansion.

The followings are some examples of good practices which are recommended to be shared:

- (Federal) Zero OOSC campaign which effectively implements the data driven management and stakeholders' coordination. Based on the data and discussion among the stakeholders, strategic directions have been developed (i.e., printing of additional ALP-P teaching learning materials, creating budget to open the additional 200 ALP-P centers, etc.)
- The experience of ALP-P interventions in Madrassah by NCHD, digital based learning shall

be shared and promoted.

- (Punjab) Teacher training officers, called District Trainers, are placed in each district to enhance quality education delivery in the district level; various initiatives happening to enhance adult literacy through inter-sectoral coordination (Mining and Mineral Dept, Prisons Dept, Agriculture and Livestock, Fisheries Dept). Hiring of NFE teachers through a dedicated Teacher Registration Portal to ensure transparency.
- (Sindh) The NFE policy 2017 is in the revision process where different NFE implementers have been consulted particularly in coordination with Sindh Education Foundation (SEF) and L&NFE. Based on the NFE taskforce recommendations, a sub-committee has been notified to review the NFE policy 2017. The revisions are being suggested from different stakeholders based on their grassroots experience accumulated through their actual implementation.
- (Balochistan) close coordination among the concerned government departments, especially School education department, and with implementation partners such as regular NFE forum meetings, and donors. Also, active coordination between Federal and Balochistan governments for smooth donor coordination is essential.
- (KP) The data integration between formal EMIS and NFEMIS have be done. The data generated for further coordination and development of future strategy for OOSC.
- ESEF developed POHA (Participatory Online Homebased Alternative education), providing USB/ Bluetooth with teachers to facilitate distance learning in remote/ rural areas. E-Lab, which provides interactive digital science laboratories.

6.2 Recommendations toward the promotion of NFE beyond the project period

In order to improve the quality of NFE as well as to further expand NFE beyond the project period, The followings are recommended:

(1) Continue holding the NFE Coordination Forum meeting on a regular basis with the leadership of NFE department/directorates to promote the implementation of NFE Policies and Strategic Plans.

(2) Continue strengthening the NFE mechanism and building capacity of human resources for effective implementation of NFE Policies and Strategic Plans, and restructuring (e.g., Some provinces such as Balochistan suggested to set up a separate department for Literacy and Non-Formal Education to speed up the implementation of literacy and NFE programs).

(3) For ensuring the quality implementation of ALP and Adult Literacy Programs and the continuity of learning pathway continuous effort should be taken in the following areas:

- Regular and systematic monitoring for the implementation of NFE using NFEMIS.
- Enhancing capacity of core resource persons within and outside of the C/P organizations, who have accumulated knowledge and expertise in each technical area (Curriculum/material development, teacher training, planning/monitoring, assessment, certification and accreditation).
- Developing a sustainable mechanism for NFE teacher professional development in collaboration with resource organizations, by identifying and building capacity of lead trainers who can conduct the training and provide regular mentoring to master trainers. The lead trainers can be selected from the existing master trainers who have demonstrated their potential capacity to be the lead trainers. As for the master trainers, they can be either selected from organizations within or outside of the C/P organizations.

(4) Expansion of ALP-E&S and Adult Literacy Programs developed under the Project

More flexible learning can be achieved by providing ALP-E&S as alternative pathways to continuous education and training for ALP graduates or children who have received formal education, and by providing literacy programs where adults are able to improve their livelihoods. Therefore, it is critical to expand ALP-E&S and Adult Literacy Programs.

To this end, the followings are recommended:

- Different delivery models should be explored and piloted to identify the most cost effective and accessible implementation approach for each target group. Such delivery models include utilization of various formats of digital content, self-learning, hybrid model, etc.
- Resource mobilization from donors and CSRs needs to be accelerated since the unit cost for ALP-E&S is expected to be higher than that of ALP-P and more financial as well as technical resources are required for their implementation and expansion. In this context, different models should be piloted as mentioned above.

(5) Design and carry out the research to generate the knowledge and evidence in the NFE sector

Since the NFE policy and institutional framework for the implementation of ALP have been developed and installed, it is important to review and assess their effectiveness and impact on OOSC and the human capital development of the country at an appropriate timing.

(6) Raising awareness among citizens

Different media and forums should be mobilized for raising awareness of NFE as a viable alternative that has equivalency to formal education and offers flexible options. Community mobilization should be further strengthened so that NFE providers can take an essential role

to promote NFE at the local level by sensitizing local communities and parents.

(7) Conduct research on the global trend of NFE provision (JICA)

The Project has conducted some empirical research which confirmed that the equivalent level of educational attainment is possible if an accelerated education model is used. However, challenges remain globally in the places where children do not have access to quality education. The problems of OOSC and school dropouts should be mitigated with innovative ideas. The role of NFE needs to be revisited, including accelerated education in the education sector. To this end, it is recommended to conduct research on the global experience with focus on the effectiveness of NFE, such as accelerated education, ILS and lifelong learning.

(8) Support NFE in other countries (JICA)

It is recommended for JICA to follow the perception shift as mentioned above and explore the possibility of supporting other countries with the idea of NFE as the first-best option equivalent to school. Potential recipient countries can be identified based on their interest in consideration of the statistics on literacy, school dropout and OOSC as well as participation in JICA's knowledge co-creation program on NFE. Once JICA's support in NFE/adult literacy in other countries is materialized, Pakistan could provide its rich practical knowledge with NFE/adult literacy.

Chapter 7 Lessons Learned

JICA technical cooperation in Pakistan for creating learning opportunities for disadvantaged populations through NFE started in 1997. Since then, JICA, through the technical cooperation, has consistently supported NFE in a comprehensive manner, to lay the foundation for opening the learning opportunities for populations who have difficulties, for multiple reasons, to access to formal education.

There are many lessons drawn from the Project which can be applied in the different stages of other technical cooperation supported by JICA. The followings are particularly important lessons that are worth sharing with other programs/ projects aiming at SDG 4:

(1) **Consistent and Comprehensive support with a long-term strategic vision has achieved the expansion and improvement of recognition of NFE as a realistic means to learning for children and youth**.

The consistent as well as comprehensive multilayered support from policy development, system building to actual on the ground implementation with teaching and learning materials/content already developed (ALP), has put a light on the significance and effectiveness of NFE in Pakistan context to address the issue of the huge number of OOSC. The approach of providing flexible educational options leaning toward local culture and learner needs has effectively promoted the recognition of NFE pathways and expanded educational opportunities for populations excluded from formal education. JICA also has gained high recognition as a leading donor in NFE for its long-term continuous and comprehensive support with a strategic vision towards NFE.

(2) **Accompanying support for C/Ps through the formation of the multi-layered project team effectively combining the in-country professionals has facilitated the Project to effectively team up with and strengthen the capacity of C/Ps to promote NFE.**

The technical cooperation has been managed by the Japanese expert in partnership with the dedicated local professional to co-lead the project. The Project implementation has also been reinforced by local experts in core professional areas, such as policy formulation, curriculum, data-driven management, community mobilization, etc., and provincial coordinators assigned to each province to provide a close accompaniment to the C/Ps on a daily basis. This multi-layered implementation support mechanism has facilitated the Project to effectively team up with and strengthen the C/Ps to promote NFE. This has also contributed to the realization of multiple collaborations with a diverse range of stakeholders as well as resource mobilization for the NFE sector on a larger scale.

(3) **Availability of content, including NFE curriculum, teaching and learning materials that were authorized for dissemination has facilitated the resource mobilization on a large scale through the collaboration with other donors and programs.**

Availability of a variety of content, including curricula and teaching-learning materials approved or to be approved by the education authorities was a key factor which had supported the Project to mobilize resources on a large scale from multiple donors and programs for promoting expansion of NFE.

(4) **Demonstration of statistical evidence created and boosted momentum for NFE and literacy**

The data collection, analysis and publication of reports on NFE and literacy ("Pakistan Non-Formal Education Annual Statistical Report 2020-21 (2023)" and "Redefining Literacy in Digital Era (2023)") were carried out for the first time in the country in collaboration between the Project and the national research institute (e.g., PIE) for the NFE report, and the national open university (e.g., AIOU) for the literacy report. The statistical evidence confirmed in the two official reports had shed light on the issues of NFE and literacy that had been neglected for a long time. This has facilitated the Project and C/Ps to create an irresistible momentum among stakeholders to address the issues.

(5) **Multiple needs on the ground for literacy were addressed by integrating basic literacy with multiple skills through collaboration with other Government bodies (Health, Agriculture, Livestock etc.)**

As basic literacy skills are fundamental instrument to perform day to day life to enhance productivity, the Project has proactively collaborated with other government departments (e.g., health, agriculture, livestock etc.) to develop multiple needs-based literacy programs by integrating basic literacy skills with mother and child health, personal health and hygiene, enhancing productivity in agriculture, livestock and other trades. Also, the Project has ensured the continuity of further education and upgradation of skills through the certification provided to learners who completed the literacy programs.

(6) **The Project design allows to accommodate a broad set of activities in achieving its goal**

The Project has made remarkable achievements for NFE owing to the fact that it has made its technical and professional resources available to respond to emerging needs as well as maximizing opportunities which were critical for promoting NFE. This dynamic and flexible support and interventions have been possible because of the PDM which broadly describes the line of key tasks required for achieving the goal with less specifications.

Annexes:

Annex 1: Project Design Matrix (PDM) (Original version)

Annex 2: PDM (Draft) (Proposed version for the revision)

Annex 3: Plan of Operation (PO)

Annex 4: Evaluation Grid

Annex 5: Progress and Achievement of Outputs by Province

Annex 6: List of Coordination Platforms for NFE

Annex 7: Coordination/collaboration with various stakeholders to promote NFE

Annex 8: Schedule of the Joint Mid-term Review

Project Design Matrix

Project Title: Advancing Quality Alternative Learning Project phase 2 (AQAL Project phase2)

Implementing Agency: Ministry of Federal Education and Professional Training; Literacy and Non-Formal Basic Education Department, Punjab; Education and Literacy Department, Sindh; Social Welfare, Special Education, Literacy & Non-Formal Education and Human Rights Department, Balochistan; Elementary and Secondary Education Department, Khyber Pakhtunkhwa

Target Group: [Direct Beneficiary] 1) Federal Government and Provincial Governments (Punjab, Sindh, Balochistan and Khyber Pakhtunkhwa) in charge of Non-Formal Education
2) District officers in Punjab, Sindh, Balochistan, Khyber Pakhtunkhwa and Federal areas
3) Teachers of Non-formal basic education schools and Adult Literacy/community learning centers
[Indirect Beneficiary] 1) Learners of pilot Non-formal basic education schools and Adult Literacy/community learning centers
2) Non Formal Education Providers (Private Sector, Development Partners and NGOs/CSOs)

Period of Project: September 2020 to September 2024 (48 months)

Project Site: Federal area, Balochistan, Punjab, Sindh and Khyber Pakhtunkhwa

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
Overall Goal Human Capital development is enhanced through diversification of learning paths.	1. Cumulative number of learners who are certified through NFE increases from XX in 2020 to YY in 2027. 2. Cumulative number of pass-outs from ALP-P promoting to ALP-E&S and those from ILS entering in vocational training increases from XX in 2020 to YY in 2027.	NFEMIS	
Project Purpose Access of disadvantaged children, youth and adults to quality basic education is improved by the availability of flexible/customized and accelerated/alternative learning programs.	1. Cumulative number of leaners who are enrolled through NFE increases from XX in 2020 to YY in 2024. 2. Learning outcomes of learners improved in pilot areas (baseline-endline)	1. Plan document of the NFE provider and NFEMIS 2. NFEMIS	1. Public security does not get worse 2. There is no significant policy change in education sector
Outputs **Output 1:** Governance and management in NFE is strengthened.	1. Continuing education mechanism and coordination among stakeholders for ALP (P, E&S) and ILS developed 2. Number of new staff hired / number of staff trainings conducted 3. Number of NFE projects/providers using NFEMIS to manage their programs/projects 4. System for accreditation / quality assurance of NFE programmes developed	1. Interview to C/P organizations, stakeholders, development partners, and NGO NFE providers 2. Official document 3. NFEMIS 4. Official document	Governments of the Target areas allocate budget to implement ALP and ILS.
Output 2: ALP-P (Primary) Accelerated Learning Programme - Primary(ALP) is developed, revised and implemented in various educational settings.	1. ALP-P curricula, teaching & learning materials, assessment framework, and training system revised 2. ALP-P applied in various settings and organizations 3. Professional capacity of teachers enhanced	1. Project document 2. NFEMIS Report 3. Interview with C/P organizations	

Output 3: ALP-E&S (Elementary/Elementary and Skills) ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.	1. ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved 2. Equivalency for ALP-E&S notified 3. Number of NFE providers implementing ALP-E&S 4. Professional capacity of teachers developed	1. Interview with C/P organizations 2. NFEMIS 3. Official document	
Output 4: Youth & Adult Literacy (Integrated literacy and skills: ILS) Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.	1. Curricula and materials developed and improved for a range of adult literacy programme (such as literacy & numeracy, health literacy, trade specific integrated literacy, short courses for neo-literates, life skills, etc.) 2. Assessment and Certification mechanism for adult literacy programmes developed, approved and implemented 3. NFE providers/organizations implementing literacy and life skills and work skills programmes/ILS 4.Professional capacity of teachers developed and enhanced	1. Interview with C/P organizations 2. NFEMIS 3. Official document	

Activities	**Inputs**		**Important Assumption**
	The Japanese Side	**The Pakistani Side**	

1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders), and formulate/strengthen mechanism in each target area for their sustainability 1.2 Support in implementation of NFE policies and its strategic plans (e.g. 5 year NFE sector plan) 1.3 Revise NFE policies and its strategic plans 1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level 1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity 1.6 Facilitate in establishing/enhancing accreditation and certification mechanism for NFE 1.7 Support to implement data driven management among NFE stakeholders in the Target Areas (e.g.Cycle of plan-implementation-monitoring-evaluation and capacity of evidence based management) 1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS) 1.9 Advise to integrate NFEMIS with National/Provincial EMIS 1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS 1.11 Improve community mobilization manual and conduct training of field staff 1.12 Conduct training for staff at provincial and district level to develop local education plan 1.13 Introduce and enhance community mobilization strategies in NFE implementation 1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning	(a) Dispatch of Experts Chief advisor, Project Coordinator, NFE expert(s), and necessary short-term experts when needs arise (b) Bearing expenses Cost for activities of JICA experts and local experts (c) Office machinery and equipment	(a) Services of Pakistan side's administrative and technical personnel (b) Office spaces (Islamabad, Karachi, Lahore, Quetta and Peshawar) (c) Supply or replacement of machinery, equipment, instruments, tools, spare parts and any other materials necessary for the implementation of the Project other than the equipment provided by JICA (d) Available data and information related to the Project (e) Running expenses necessary for the implementation of the Project	
2.1 Revise/ upgrade ALP-P curriculum and materials and related activities 2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas 2.3 Assess effect of ALP-P for its improvement 2.4 Develop and pilot ICT supported delivery model in ALP-P 2.5 Monitor and support implementation of ALP-P in Maddrassah in pilot areas 2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas 2.7 Facilitate and coordinate advocacy of ALP-P approach			**Pre-Conditions**

3.1 Customize and introduce standards, curricula, assessment and learning materials of ALP Elementary /Elementary and skills, i.e. academic course and vocational course 3.2 Develop and implement equivalency mechanism for ALP Elementary /Elementary and skills, formal elementary education and national vocational framework 3.3 Customize training modules of ALP Elementary /Elementary and skills for federal, provincial, district officers and teachers 3.4 Support federal, provincial and district officers in development and implementation of training mechanisms 3.5 Train federal, provincial and district officers, and master trainers for ALP Elementary /Elementary and skills 3.6 Support to implement and examine effectiveness and innovation of ALP Elementary /Elementary and skills approaches through pilot projects 3.7 Develop and pilot ICT based ALP delivery model 3.8 Facilitate and coordinate advocacy of ALP Elementary /Elementary and skills approach			Public security does not get worse.
4.1 Customize and introduce standards, curricula, assessment and learning materials of Integrated literacy and skills(ILS) and Literacy for social impact (LSI) 4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training 4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework 4.4 Customize training modules of literacy for federal, provincial, district officers and teachers 4.5 Train federal, provincial and district officers, and master trainers 4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs 4.7 Examine effectiveness of ILS/LSI programmes through pilot projects 4.8 Develop and pilot ICT supported delivery model in ILS/LSI 4.9 Facilitate and coordinate advocacy of ILS/LSI approach			**<Issues and countermeasures>**

Project Design Matrix

Project Title: Advancing Quality Alternative Learning Project phase 2 (AQAL Project phase2)

Version 1

Dated , ,

Implementing Agency: Ministry of Federal Education and Professional Training; Literacy and Non-Formal Basic Education Department, Punjab; Education and Literacy Department, Sindh; Social Welfare, Special Education, Literacy & Non-Formal Education and Human Rights Department, Balochistan; Elementary and Secondary Education Department, Khyber Pakhtunkhwa

Target Group: [Direct Beneficiary] 1) The staff of the Ministry, the Punjab Department, the Sindh Department, the Balochistan Department, and Khyber Pakhtunkwa Department
2) District officers in Punjab, Sindh, Balochistan, Khyber Pakhtunkhwa and Federal areas
3) Teachers of Non-formal basic education schools and Adult Literacy/community learning centers
[Indirect Beneficiary] 1) Learners of pilot Non-formal basic education schools and Adult Literacy/community learning centers
2) Non Formal Education Providers (Private Sector, Development Partners and NGOs/CSOs)

Period of Project: February 2021 to January 2025 (48 months)

Project Site: Federal area, Balochistan, Punjab, Sindh and Khyber Pakhtunkhwa

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
Overall Goal					
Human Capital development is enhanced through diversification of learning paths.	OG1 Cumulative number of learners who are certified through NFE (ALP-P, ALP-E&S, and Adult Literacy Programs) increases from 4,682 in January 2021 to 65,680 in January 2028. OG2 Cumulative number of pass-outs from ALP-P promoting to ALP-E&S or formal middle education increases from 0 in January 2021 to 27,710 in January 2028.	NFEMIS			
Project Purpose					
Access of disadvantaged children, youth and adults to quality basic education is improved by the availability of flexible/customized and accelerated/alternative learning programs.	PP1 Cumulative number of learners who are enrolled in ALP-P, ALP-E&S, and Adult Literacy Programs increases from 118,112 in January 2021 to 199,312 in January 2025. PP2 The average score of final assessments in ALP-P, ALP-E&S, and Adult Literacy Programs reaches to the passing score (40%) in pilot areas.	1. Plan document of the NFE provider and NFEMIS 2. NFEMIS	1. Public security does not get worse 2. There is no significant policy change in education sector		
Outputs					
Output 1: Governance and management in NFE is strengthened.	1. Continuing education mechanism and coordination among stakeholders for ALP (P, E&S) and ILS developed 2. Number of new staff hired / number of staff trainings conducted 3. Number of NFE providers using NFEMIS to manage their programs/projects 4. System for accreditation / quality assurance of NFE programmes developed	1. Interview to C/P organizations, stakeholders, development partners, and NGO NFE providers 2. Official document 3. NFEMIS 4. Official document	Governments of the Target areas allocate budget to implement ALP and ILS.		

Output 2: ALP-P (Primary) Accelerated Learning Programme - Primary(ALP) is developed, revised and implemented in various educational settings.	1. ALP-P curricula, teaching & learning materials, assessment framework, and training system revised	1. Project document			
	2. ALP-P applied in various settings and organizations	2. NFEMIS Report			
	3. Professional capacity of teachers enhanced	3. Interview with C/P organizations			
Output 3: ALP-E&S (Elementary/Elementary and Skills) ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.	1. ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved	1. Interview with C/P organizations			
	2. Equivalency for ALP-E&S notified	2. Official document			
	3. Number of NFE providers implementing ALP-E&S	3. NFEMIS			
Output 4: Youth & Adult Literacy (Integrated literacy and skills: ILS) Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.	1. Curricula and materials developed and improved for a range of adult literacy programme (such as literacy & numeracy, health literacy, trade specific integrated literacy, short courses for neo-literates, life skills, etc.)	1. Interview with C/P organizations			
	2. Assessment and Certification mechanism for adult literacy programmes developed, approved and implemented	2. NFEMIS			
	3. NFE providers implementing literacy and life skills and work skills programmes/ILS	3. Official document			
	4.Professional capacity of teachers developed and enhanced				

Activities	Inputs		Important Assumption
	The Japanese Side	**The Pakistani Side**	
1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders), and formulate/strengthen mechanism in each target area for their sustainability 1.2 Support in implementation of NFE policies and its strategic plans (e.g. 5 year NFE sector plan) 1.3 Revise NFE policies and its strategic plans 1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level 1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity 1.6 Facilitate in establishing/enhancing accreditation and certification mechanism for NFE 1.7 Support to implement data driven management among NFE stakeholders in the Target Areas (e.g.Cycle of plan-implementation-monitoring-evaluation and capacity of evidence based management) 1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS) 1.9 Advise to integrate NFEMIS with National/Provincial EMIS 1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS 1.11 Improve community mobilization manual and conduct training of field staff 1.12 Conduct training for staff at provincial and district level to develop local education plan 1.13 Introduce and enhance community mobilization strategies in NFE implementation 1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning 2.1 Revise/ upgrade ALP-P curriculum and materials and related activities 2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas 2.3 Assess effect of ALP-P for its improvement 2.4 Develop and pilot ICT supported delivery model in ALP-P 2.5 Monitor and support implementation of ALP-P in Maddrassah in pilot areas 2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas 2.7 Facilitate and coordinate advocacy of ALP-P approach 3.1 Customize and introduce standards, curricula, assessment and learning materials of ALP Elementary /Elementary and skills, i.e. academic course and vocational course 3.2 Develop and implement equivalency mechanism for ALP Elementary /Elementary and skills, formal elementary education and national vocational framework 3.3 Customize training modules of ALP Elementary /Elementary and skills for federal, provincial, district officers	(a) Dispatch of Experts Chief advisor, Project Coordinator, NFE expert(s), and necessary short-term experts when needs arise (b) Bearing expenses Cost for activities of JICA experts and local experts (c) Office machinery and equipment	(a) Services of Pakistan side's administrative and technical personnel (b) Office spaces (Islamabad, Karachi, Lahore, Quetta and Peshawar) (c) Supply or replacement of machinery, equipment, instruments, tools, spare parts and any other materials necessary for the implementation of the Project other than the equipment provided by JICA (d) Available data and information related to the Project (e) Running expenses necessary for the implementation of the Project	Public security does not get worse. **<Issues and countermesures>**

and teachers 3.4 Support federal, provincial and district officers in development and implementation of training mechanisms 3.5 Train federal, provincial and district officers, and master trainers for ALP Elementary /Elementary and skills 3.6 Support to implement and examine effectiveness and innovation of ALP Elementary /Elementary and skills approaches through pilot projects 3.7 Develop and pilot ICT based ALP delivery model 3.8 Facilitate and coordinate advocacy of ALP Elementary /Elementary and skills approach 4.1 Customize and introduce standards, curricula, assessment and learning materials of Integrated literacy and skills(ILS) and Literacy for social impact (LSI) 4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training 4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework 4.4 Customize training modules of literacy for federal, provincial, district officers and teachers 4.5 Train federal, provincial and district officers, and master trainers 4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs 4.7 Examine effectiveness of ILS/LSI programmes through pilot projects 4.8 Develop and pilot ICT supported delivery model in ILS/LSI 4.9 Facilitate and coordinate advocacy of ILS/LSI approach			

ANNEX 3

Tentative Plan of Operation (Federal)

Version 1

Project Title: Advancing Quality Alternative Learning Project phase2: Federal

Activities / Sub-Activities	Ministry	FDE	NCHD	EPRU	AIOU	NAVTTC	Year	1st Year (2021) I	II	III	IV	2nd Year (2022) I	II	III	IV	3rd Year (2023) I	II	III	IV	4th Year (2024) I	II	III	IV	5th Year (2025) I	II	III	IV	Monitoring: Achievements	Monitoring: Issue & Countermeasures
Output 1: Governance and management in NFE is strengthened																													
1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders), and formulate/ strengthen mechanism in each target area for	X	X	X	X	X		Plan																						
							Actual																						
1.2 Support in implementation of NFE policies and its strategic plans (e.g.5 year NFE sector plan)	X	X	X	X	X	X	Plan																						
							Actual																						
1.3 Revise NFE policies and its strategic plans	X	X	X				Plan																						
							Actual																						
1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level	X	X	X				Plan																						
							Actual																						
1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity	X	X	X	X	X		Plan																						
							Actual																						
1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE	X		X		X		Plan																						
							Actual																						
1.7 Support to implement data driven management among NFE stakeholders in the Target Areas (e.g.Cycle of plan-implementation-monitoring-evaluation	X	X	X	X	X		Plan																						
							Actual																						
1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)				X			Plan																						
							Actual																						
1.9 Advise to integrate NFEMIS with National/Provincial EMIS				X			Plan																						
							Actual																						
1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS				X			Plan																						
							Actual																						
1.11 Improve community mobilization manual and conduct training of field staff		X	X				Plan																						
							Actual																						
1.12 Conduct training for staff at provincial and district level to develop local education plan		X	X				Plan																						
							Actual																						
1.13 Introduce and enhance community mobilization strategies in NFE implementation		X	X				Plan																						
							Actual																						
1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning	X	X	X	X	X		Plan																						
							Actual																						
Output 2: Accelerated Learning Programme - Primary (ALP-P) is developed, revised and implemented in various educational settings																													
2.1 Revise/ upgrade ALP-P curriculum and materials and related activities	X		X		X		Plan																						
							Actual																						
2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas		X	X		X		Plan																						
							Actual																						
2.3 Assess effect of ALP-P for its improvement		X	X	X	X		Plan																						
							Actual																						
2.4 Develop and pilot ICT supported delivery model in ALP-P	X	X	X	X	X		Plan																						
							Actual																						
2.5 Monitor and support implementation of ALP-P in Maddrassah in pilot areas			X				Plan																						
							Actual																						
2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas	X	X	X	X	X		Plan																						
							Actual																						
2.7 Facilitate and coordinate advocacy of ALP-P approach	X	X	X		X		Plan																						
							Actual																						

Output 3: ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.										
3.1 Customize and introduce standards, curricula, assessment and learning materials of Elementary /Elementary and skills ALP-E&S, i.e. academic	X	X	X	X	X	X	Plan			
							Actual			
3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national	X	X	X	X	X	X	Plan			
							Actual			
3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers		X	X	X	X	X	Plan			
							Actual			
3.4 Support federal, provincial and district officers in development and implementation of training mechanisms	X	X	X	X	X	X	Plan			
							Actual			
3.5 Train federal, provincial and district officers, and master trainers for Elementary /Elementary and skills ALP-E&S		X	X	X	X	X	Plan			
							Actual			
3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects	X	X	X	X	X	X	Plan			
							Actual			
3.7 Develop and pilot ICT based ALP-E&S delivery model	X	X	X	X	X	X	Plan			
							Actual			
3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	X	X	X	X	X	X	Plan			
							Actual			
Output 4: Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.										
4.1 Customize and introduce standards, curricula, assessment and learning materials of Integrated literacy and skills(ILS) and Literacy for social impact	X		X		X	X	Plan			
							Actual			
4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training	X		X		X	X	Plan			
							Actual			
4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework	X		X		X	X	Plan			
							Actual			
4.4 Customize training modules of literacy for federal, provincial, district officers and teachers	X		X		X	X	Plan			
							Actual			
4.5 Train federal, provincial and district officers, and master trainers	X		X		X	X	Plan			
							Actual			
4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs	X		X		X	X	Plan			
							Actual			
4.7 Examine effectiveness of ILS/LSI programmes through pilot projects							Plan			
							Actual			
4.8 Develop and pilot ICT supported delivery model in ILS/LSI	X		X		X	X	Plan			
							Actual			
4.9 Facilitate and coordinate advocacy of ILS/LSI approach	X		X		X	X	Plan			
							Actual			

Ministry: Ministry of federal education & professional training

FDE: Federal Directorate of Education

NCHD: National Commission for Human Development

AEPAM: Academy for educational planning & management

NEAS: National Education Assessment System

AIOU: Allama Iqbal Open University

NAVTTC: National Vocational Technical Training Council

Tentative Plan of Operation (Punjab)

Version 1

Project Title: Advancing Quality Alternative Learning Project phase2: Punjab

Activities / Sub-Activities	Relevant Organizations: DL& NFBE	SED: PMIU	SED: PCTB	SED: QAED	SED: PEC	TEVT	Year	1st Year (2021) I	II	III	IV	2nd Year (2022) I	II	III	IV	3rd Year (2023) I	II	III	IV	4th Year (2024) I	II	III	IV	5th Year (2025) I	II	III	IV	Monitoring: Achievements	Monitoring: Issue & Countermeasures
Output 1: Governance and management in NFE is strengthened																													
1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders), and formulate/ strengthen mechanism in each target area for	X	X	X	X	X	X	Plan																						
							Actual																						
1.2 Support in implementation of NFE policies and its strategic plans (e.g.5 year NFE sector plan)	X	X	X	X	X	X	Plan																						
							Actual																						
1.3 Revise NFE policies and its strategic plans	X	X					Plan																						
							Actual																						
1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level	X						Plan																						
							Actual																						
1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity	X						Plan																						
							Actual																						
1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE	X						Plan																						
							Actual																						
1.7 Support to implement data driven management among NFE stakeholders in the Target Areas (e.g.Cycle of plan-implementation-monitoring-evaluation	X	X	X	X	X	X	Plan																						
							Actual																						
1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)	X	X					Plan																						
							Actual																						
1.9 Advise to integrate NFEMIS with National/Provincial EMIS	X	X					Plan																						
							Actual																						
1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS	X	X					Plan																						
							Actual																						
1.11 Improve community mobilization manual and conduct training of field staff	X						Plan																						
							Actual																						
1.12 Conduct training for staff at provincial and district level to develop local education plan	X						Plan																						
							Actual																						
1.13 Introduce and enhance community mobilization strategies in NFE implementation	X						Plan																						
							Actual																						
1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning	X	X	X	X	X	X	Plan																						
							Actual																						
Output 2: Accelerated Learning Programme - Primary (ALP-P) is developed, revised and implemented in various educational settings																													
2.1 Revise/ upgrade ALP-P curriculum and materials and related activities	X		X	X	X		Plan																						
							Actual																						
2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas	X			X			Plan																						
							Actual																						
2.3 Assess effect of ALP-P for its improvement	X				X		Plan																						
							Actual																						
2.4 Develop and pilot ICT supported delivery model in ALP-P	X		X				Plan																						
							Actual																						
2.5 Monitor and support implementation of ALP-P in Maddrassah in pilot areas	X	X					Plan																						
							Actual																						
2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas	X	X		X	X		Plan																						
							Actual																						
2.7 Facilitate and coordinate advocacy of ALP-P approach	X	X	X	X	X		Plan																						
							Actual																						

Output 3: ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.										
3.1 Customize and introduce standards, curricula, assessment and learning materials of Elementary /Elementary and skills ALP-E&S, i.e. academic	X	X	X	X	X	X	Plan			
							Actual			
3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national	X	X	X			X	Plan			
							Actual			
3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers	X			X			Plan			
							Actual			
3.4 Support federal, provincial and district officers in development and implementation of training mechanisms	X			X			Plan			
							Actual			
3.5 Train federal, provincial and district officers, and master trainers for Elementary /Elementary and skills ALP-E&S	X			X			Plan			
							Actual			
3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects	X	X			X	X	Plan			
							Actual			
3.7 Develop and pilot ICT based ALP-E&S delivery model	X		X			X	Plan			
							Actual			
3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	X	X	X	X	X	X	Plan			
							Actual			
Output 4: Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.										
4.1 Customize and introduce standards, curricula, assessment and learning materials of Integrated literacy and skills(ILS) and Literacy for social impact	X	X	X	X	X	X	Plan			
							Actual			
4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training	X		X			X	Plan			
							Actual			
4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework	X		X			X	Plan			
							Actual			
4.4 Customize training modules of literacy for federal, provincial, district officers and teachers	X			X		X	Plan			
							Actual			
4.5 Train federal, provincial and district officers, and master trainers	X			X		X	Plan			
							Actual			
4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs	X			X	X	X	Plan			
							Actual			
4.7 Examine effectiveness of ILS/LSI programmes through pilot projects	X		X		X	X	Plan			
							Actual			
4.8 Develop and pilot ICT supported delivery model in ILS/LSI	X		X	X	X	X	Plan			
							Actual			
4.9 Facilitate and coordinate advocacy of ILS/LSI approach	X	X	X	X		X	Plan			
							Actual			

DL&NFBE: Department of Literacy & Non-Formal Basic Education

SED/ PMIU: School Education department/ project manaement & implementation unit (School Education Department)

PCTB: Punjab Curriculum & Textbook Board (School Education Department)

QAED: Quid-e-Azam Academy for Educational Development (School Education Department)

PEC: Punjab Examination Commission (School Education Department)

P-TEVT: Punjab Technical Education, Vocational Training related organizations (including Punjab Skill Development Authority and related organizations)

Tentative Plan of Operation (Sindh)

Version 1

Project Title: Advancing Quality Alternative Learning Project phase2: Sindh

Activities / Sub-Activities	Relevant Organizations: School Education and Literacy Department – DL&NFE	RSU	DCAR	PITE	STEDA	S-TEVT	Year	1st Year (2021) I II III IV	2nd Year (2022) I II III IV	3rd Year (2023) I II III IV	4th Year (2024) I II III IV	5th Year (2025) I II III IV	Monitoring: Achievements	Issue & Countermeasures
Output 1: Governance and management in NFE is strengthened														
1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders), and formulate/ strengthen mechanism in each target area for	X	X	X	X	X	X	Plan							
							Actual							
1.2 Support in implementation of NFE policies and its strategic plans (e.g.5 year NFE sector plan)	X	X	X	X	X	X	Plan							
							Actual							
1.3 Revise NFE policies and its strategic plans	X	X					Plan							
							Actual							
1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level	X						Plan							
							Actual							
1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity	X						Plan							
							Actual							
1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE	X						Plan							
							Actual							
1.7 Support to implement data driven management among NFE stakeholders in the Target Areas (e.g.Cycle of plan-implementation-monitoring-evaluation	X	X	X	X	X	X	Plan							
							Actual							
1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)	X	X					Plan							
							Actual							
1.9 Advise to integrate NFEMIS with National/Provincial EMIS	X	X					Plan							
							Actual							
1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS	X	X					Plan							
							Actual							
1.11 Improve community mobilization manual and conduct training of field staff	X						Plan							
							Actual							
1.12 Conduct training for staff at provincial and district level to develop local education plan	X						Plan							
							Actual							
1.13 Introduce and enhance community mobilization strategies in NFE implementation	X						Plan							
							Actual							
1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning	X	X	X	X	X	X	Plan							
							Actual							
Output 2: Accelerated Learning Programme - Primary (ALP-P) is developed, revised and implemented in various educational settings														
2.1 Revise/ upgrade ALP-P curriculum and materials and related activities	X		X				Plan							
							Actual							
2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas	X		X	X			Plan							
							Actual							
2.3 Assess effect of ALP-P for its improvement	X		X				Plan							
							Actual							
2.4 Develop and pilot ICT supported delivery model in ALP-P	X						Plan							
							Actual							
2.5 Monitor and support implementation of ALP-P in Maddrassah in pilot areas	X						Plan							
							Actual							
2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas	X	X	X	X			Plan							
							Actual							
2.7 Facilitate and coordinate advocacy of ALP-P approach	X	X	X	X	X		Plan							
							Actual							

Output 3: ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.									
3.1 Customize and introduce standards, curricula, assessment and learning materials of Elementary /Elementary and skills ALP-E&S, i.e. academic	X	X	X	X	X	X	Plan		
							Actual		
3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national	X		X			X	Plan		
							Actual		
3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers	X		X	X		X	Plan		
							Actual		
3.4 Support federal, provincial and district officers in development and implementation of training mechanisms	X		X	X			Plan		
							Actual		
3.5 Train federal, provincial and district officers, and master trainers for Elementary /Elementary and skills ALP-E&S	X		X	X			Plan		
							Actual		
3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects	X	X	X			X	Plan		
							Actual		
3.7 Develop and pilot ICT based ALP-E&S delivery model	X		X			X	Plan		
							Actual		
3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	X	X	X	X		X	Plan		
							Actual		
Output 4: Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.									
4.1 Customize and introduce standards, curricula, assessment and learning materials of Integrated literacy and skills(ILS) and Literacy for social impact	X	X	X	X	X	X	Plan		
							Actual		
4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training	X		X			X	Plan		
							Actual		
4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework	X		X			X	Plan		
							Actual		
4.4 Customize training modules of literacy for federal, provincial, district officers and teachers	X		X	X		X	Plan		
							Actual		
4.5 Train federal, provincial and district officers, and master trainers	X		X	X		X	Plan		
							Actual		
4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs	X		X	X		X	Plan		
							Actual		
4.7 Examine effectiveness of ILS/LSI programmes through pilot projects	X		X			X	Plan		
							Actual		
4.8 Develop and pilot ICT supported delivery model in ILS/LSI	X		X			X	Plan		
							Actual		
4.9 Facilitate and coordinate advocacy of ILS/LSI approach	X		X	X	X	X	Plan		
							Actual		

DL&NFE: Directorate of Literacy & non-formal education (School Education and Literacy Department)

RSU: Reforms Support Unit (M&E directorate general is connected through RSU operationally) (School Education and Literacy Department)

DCAR: Directorate of Curriculum, Assessment & Research (STBB's role is merged with DCAR. Also Curriculum Wing's role is also linked with DCAR) (School Education and Literacy Department)

PITE: Provincial Institute for Teacher Education (School Education and Literacy Department)

STEDA: Sindh Teacher Education Development Authority (School Education and Literacy Department)

S-TEVT: Sindh technical Education Vocational Training (providers including S-TEVTA and trade testing boards)

Tentative Plan of Operation (Balochistan)

Version 1

Project Title: Advancing Quality Alternative Learning Project phase2: Balochistan

Activities / Sub-Activities	Relevant Organizations: Social Welfare and literacy Dpt – DL&NFE	Secondary Education Dpt. – PPIU	BOC&EC	PITE	BAEC	BTBB	B-TEVT	Year	1st Year (2021) I II III IV	2nd Year (2022) I II III IV	3rd Year (2023) I II III IV	4th Year (2024) I II III IV	5th Year (2025) I II III IV	Monitoring: Achievements	Monitoring: Issue & Countermeasures
Output 1: Governance and management in NFE is strengthened															
1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders), and formulate/ strengthen mechanism in each target area for	X	X	X	X	X	X	X	Plan							
								Actual							
1.2 Support in implementation of NFE policies and its strategic plans (e.g.5 year NFE sector plan)	X	X	X	X	X	X	X	Plan							
								Actual							
1.3 Revise NFE policies and its strategic plans	X							Plan							
								Actual							
1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level	X							Plan							
								Actual							
1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity	X							Plan							
								Actual							
1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE	X							Plan							
								Actual							
1.7 Support to implement data driven management among NFE stakeholders in the Target Areas (e.g.Cycle of plan-implementation-monitoring-evaluation	X	X	X	X	X	X	X	Plan							
								Actual							
1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)	X	X						Plan							
								Actual							
1.9 Advise to integrate NFEMIS with National/Provincial EMIS	X	X						Plan							
								Actual							
1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS	X	X						Plan							
								Actual							
1.11 Improve community mobilization manual and conduct training of field staff	X							Plan							
								Actual							
1.12 Conduct training for staff at provincial and district level to develop local education plan	X							Plan							
								Actual							
1.13 Introduce and enhance community mobilization strategies in NFE implementation	X							Plan							
								Actual							
1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning	X	X	X	X	X	X	X	Plan							
								Actual							
Output 2: Accelerated Learning Programme - Primary (ALP-P) is developed, revised and implemented in various educational settings															
2.1 Revise/ upgrade ALP-P curriculum and materials and related activities	X		X	X	X	X		Plan							
								Actual							
2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas	X			X				Plan							
								Actual							
2.3 Assess effect of ALP-P for its improvement	X				X			Plan							
								Actual							
2.4 Develop and pilot ICT supported delivery model in ALP-P	X							Plan							
								Actual							
2.5 Monitor and support implementation of ALP-P in Maddrassah in pilot areas	X	X						Plan							
								Actual							
2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas	X	X		X	X	X		Plan							
								Actual							
2.7 Facilitate and coordinate advocacy of ALP-P approach	X	X						Plan							
								Actual							

Output 3: ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.										
3.1 Customize and introduce standards, curricula, assessment and learning materials of Elementary /Elementary and skills ALP-E&S, i.e. academic	X	X	X	X	X	X	X	Plan		
								Actual		
3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national	X	X	X				X	Plan		
								Actual		
3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers	X			X				Plan		
								Actual		
3.4 Support federal, provincial and district officers in development and implementation of training mechanisms	X			X				Plan		
								Actual		
3.5 Train federal, provincial and district officers, and master trainers for Elementary /Elementary and skills ALP-E&S	X			X				Plan		
								Actual		
3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects	X	X					X	Plan		
								Actual		
3.7 Develop and pilot ICT based ALP-E&S delivery model	X						X	Plan		
								Actual		
3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	X	X					X	Plan		
								Actual		
Output 4: Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.										
4.1 Customize and introduce standards, curricula, assessment and learning materials of Integrated literacy and skills(ILS) and Literacy for social impact	X	X	X	X	X	X	X	Plan		
								Actual		
4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training	X		X				X	Plan		
								Actual		
4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework	X		X				X	Plan		
								Actual		
4.4 Customize training modules of literacy for federal, provincial, district officers and teachers	X			X			X	Plan		
								Actual		
4.5 Train federal, provincial and district officers, and master trainers	X			X			X	Plan		
								Actual		
4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs	X			X	X		X	Plan		
								Actual		
4.7 Examine effectiveness of ILS/LSI programmes through pilot projects	X		X		X		X	Plan		
								Actual		
4.8 Develop and pilot ICT supported delivery model in ILS/LSI	X		X	X	X	X	X	Plan		
								Actual		
4.9 Facilitate and coordinate advocacy of ILS/LSI approach	X	X					X	Plan		
								Actual		

DL&NFE: Directorate of Literacy & non-formal education (Social Welfare and literacy Department)

PPIU: Policy, planning & Implementation Unit (Secondary Education Department)

BoC&EC: Bureau of Curriculum & Education Extension (Secondary Education Department)

PITE: Provincial Institute for Teacher Education (Secondary Education Department)

BAEC: Balochistan Assessment & Examination Commission (Secondary Education Department)

BTBB:

B-TEVT: Balochistan Technical Education, Vocational Training (providers including B-TEVTA and trade testing boards)

Tentative Plan of Operation (Khyber Pakhtunkhwa)

Version 1

Project Title: Advancing Quality Alternative Learning Project phase2: KP

Activities / Sub-Activities	Relevant Organizations: Elementary and Secondary Education Department – NFE Unit	EMIS/ ESRU	DCTE	DPD	E&SEF	KP-TEVT	Year	1st Year (2021) I II III IV	2nd Year (2022) I II III IV	3rd Year (2023) I II III IV	4th Year (2024) I II III IV	5th Year (2025) I II III IV	Monitoring: Achievements	Monitoring: Issue & Countermeasures
Output 1: Governance and management in NFE is strengthened														
1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders), and formulate/ strengthen mechanism in each target area for their sustainability	X	X	X	X	X	X	Plan	■	■	■	■	■		
							Actual	■	■	■				
1.2 Support in implementation of NFE policies and its strategic plans (e.g.5 year NFE sector plan)	X	X	X	X	X	X	Plan	■	■	■				
							Actual	■	■	■				
1.3 Revise NFE policies and its strategic plans	X	X					Plan		■	■				
							Actual			■				
1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level	X						Plan	■	■	■				
							Actual			■				
1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity	X						Plan	■	■	■	■			
							Actual	■	■	■				
1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE	X						Plan	■	■	■				
							Actual			■				
1.7 Support to implement data driven management among NFE stakeholders in the Target Areas (e.g.Cycle of plan-implementation-monitoring-evaluation and capacity of evidence based management)	X	X	X	X	X	X	Plan	■	■	■	■	■		
							Actual	■	■	■				
1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)	X	X					Plan	■	■	■	■			
							Actual	■	■	■				
1.9 Advise to integrate NFEMIS with National/Provincial EMIS	X	X					Plan	■	■	■	■			
							Actual	■	■	■				
1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS	X	X					Plan		■	■	■			
							Actual		■	■				
1.11 Improve community mobilization manual and conduct training of field staff	X				X		Plan	■		■	■			
							Actual	■	■					
1.12 Conduct training for staff at provincial and district level to develop local education plan	X				X		Plan	■			■			
							Actual							
1.13 Introduce and enhance community mobilization strategies in NFE implementation	X				X		Plan		■	■	■	■		
							Actual							
1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning	X	X	X	X	X	X	Plan	■	■	■	■	■		
							Actual			■				
Output 2: Accelerated Learning Programme - Primary (ALP-P) is developed, revised and implemented in various educational settings														
2.1 Revise/ upgrade ALP-P curriculum and materials and related activities	X	X	X	X	X		Plan			■				
							Actual		■	■				
2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas	X			X			Plan	■		■	■			
							Actual		■	■				
2.3 Assess effect of ALP-P for its improvement	X		X				Plan	■	■	■	■			
							Actual		■	■				
2.4 Develop and pilot ICT supported delivery model in ALP-P	X						Plan	■	■	■	■			
							Actual		■	■				
2.5 Monitor and support implementation of ALP-P in Maddrassah in pilot areas	X	X			X		Plan		■	■				
							Actual	■	■	■				
2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas							Plan				■			
							Actual							
2.7 Facilitate and coordinate advocacy of ALP-P approach	X	X			X		Plan	■	■	■	■	■		
							Actual	■	■	■				

Output 3: ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.									
3.1 Customize and introduce standards, curricula, assessment and learning materials of Elementary /Elementary and skills ALP-E&S, i.e. academic course and vocational course	X	X	X	X	X	X	Plan		
							Actual		
3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national vocational framework	X	X	X			X	Plan		
							Actual		
3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers	X		X	X	X		Plan		
							Actual		
3.4 Support federal, provincial and district officers in development and implementation of training mechanisms	X		X	X	X		Plan		
							Actual		
3.5 Train federal, provincial and district officers, and master trainers for Elementary /Elementary and skills ALP-E&S	X		X	X	X		Plan		
							Actual		
3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects	X		X		X	X	Plan		
							Actual		
3.7 Develop and pilot ICT based ALP-E&S delivery model	X				X	X	Plan		
							Actual		
3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	X	X			X	X	Plan		
							Actual		
Output 4: Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.									
4.1 Customize and introduce standards, curricula, assessment and learning materials of Integrated literacy and skills(ILS) and Literacy for social impact (LSI)	X		X	X	X	X	Plan		
							Actual		
4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training	X		X		X	X	Plan		
							Actual		
4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework	X		X			X	Plan		
							Actual		
4.4 Customize training modules of literacy for federal, provincial, district officers and teachers	X		X	X		X	Plan		
							Actual		
4.5 Train federal, provincial and district officers, and master trainers	X		X	X		X	Plan		
							Actual		
4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs	X		X	X	X	X	Plan		
							Actual		
4.7 Examine effectiveness of ILS/LSI programmes through pilot projects	X		X			X	Plan		
							Actual		
4.8 Develop and pilot ICT supported delivery model in ILS/LSI	X		X	X		X	Plan		
							Actual		
4.9 Facilitate and coordinate advocacy of ILS/LSI approach	X	X	X	X	X	X	Plan		
							Actual		

NFE Unit: E&SED has notified a NFE unit that takes care of the NFE affairs in KP (Elementary and Secondary Education Department)

EMIS/ ESRU: EMIS/ Education Sector Reforms Unit (Elementary and Secondary Education Department)

DCTE: Directorate of Curriculum and Teacher Education (Elementary and Secondary Education Department)

PITE: Provincial Institute for Teacher Education (Elementary and Secondary Education Department)

E&SEF: Elementary & Secondary Education Foundation (Elementary and Secondary Education Department)

KP-TEVT: KP Technical Education, Vocational Training (providers including S-TEVTA and trade testing boards)

Advancing Quality Alternative Learning (AQAL) Project Phase2
Evaluation Grid for the Mid-Term Review

I. Project Performance

1. Inputs		
Items	**Information to be collected**	**Data collection method／Source**
Inputs by Japanese side	Total amount (Yen) of inputs (As of the mid-term review)	Document review／ Monitoring reports
	Number and PM of dispatched Japanese Experts 1) Chief Advisor, 2) Project Manager 3) Project Coordinator, 4) Expert (Mathematics) 5) Expert (NFE/ Monitoring)	Document review／ Monitoring reports
	Number of Local Experts	Document review／ Monitoring reports
	Project operational expenses (Cost for activities of JICA experts and local experts)	Provided from JICA HQ
	Provision of equipment (Office Equipment)	Document review ／ Equipment list provided from JICA-AQAL team
Inputs by Pakistan side	Counterpart personnel	Document review／ Monitoring reports
	Office spaces 1) Islamabad (Federal), 2) Lahore (Punjab), 3) Karachi (Sindh), 4) Quetta (Balochistan), and 5) Peshawar (KP)	Document review／ Monitoring reports
	Supply or replacement of machinery, equipment, instruments, tools, spare parts and any other materials necessary for the implementation of the Project other than the equipment provided by JICA	Document review ／ Equipment list provided from JICA-AQAL team
	Available data and information related to the Project	1. Questionnaire for JICA-AQAL team, 2. Questionnaire to C/P(Federal, Punjab, Sindh, Balochistan, KP)
	Running expenses necessary for the implementation of the Project	1. Questionnaire to C/P (Federal, Punjab, Sindh, Balochistan, KP)

2. Achievement of the Project		
To what extent the project has made its achievements so far?		
(1) Outputs	**Indicators**	**Data collection method ／Source**
Output 1: Governance and management in NFE is strengthened.	1.1. Continuing education mechanism and coordination among stakeholders for ALP (P, E&S) and ILS developed	1. Document review／ (1). Monitoring reports, (2) Performance Monitoring Plan: PMP (& MoVs) 2. Interview with JICA-AQAL team
	1.2. Number of new staff hired / number of staff trainings conducted	
	1.3. Number of NFE projects/providers using NFEMIS to manage their programs/projects	
	1.4. System for accreditation / quality assurance of NFE programmes developed	
Output 2: Accelerated Learning Programme - Primary (ALP) is developed, revised and implemented in various educational settings	2.1. ALP-P curricula, teaching & learning materials, assessment framework, and training system revised	
	2.2. ALP-P applied in various settings and organizations	
	2.3. Professional capacity of teachers enhanced	
Output 3: ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.	3.1. ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved	
	3.2. Equivalency for ALP-E&S notified	
	3.3. Number of NFE providers implementing ALP-E&S	
	3.4. Professional capacity of teachers developed	
Output 4: Literacy, life skills	4.1. Curricula and materials developed and improved for a	

and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.	range of adult literacy programme[1]	
	4.2. Assessment and Certification mechanism for adult literacy programmes developed, approved and implemented	
	4.3. NFE providers/organizations implementing literacy and life skills and work skills programmes/ILS	
	4.4. Professional capacity of teachers developed and enhanced	
(2) Project Purpose	**Indicators**	**Data collection method ／Source**
Project Purpose: Access of disadvantaged children, youth and adults to quality basic education is improved by the availability of flexible/customized and accelerated/alternative learning programs.	1. Cumulative number of leaners who are enrolled through NFE increases from XX in 2020 to YY in 2024	1. Document review／ Monitoring reports, NFEMIS Annual Statistics Report 2. Interview with JICA-AQAL team
	2. Learning outcomes of learners improved in pilot areas (baseline-endline)	

II. Implementation Process

Items		**Information to be collected**	**Data collection method ／ Source**
1. Progress of activities	Comparison between the plan and actual implementation	Are the activities progressing as planned?	1. Document review／ PO, Monitoring reports, PMP 2. Interviews with JICA-AQAL team 3. Interviews with C/P
		Promoting and hindering factors	
		Activities that need particular focus by the end of the project	
2. Project management mechanism	Monitoring mechanism of the project	Other than the utilization of monitoring sheets, is the monitoring mechanism in place?	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
		How the information collected, shared and utilized among the stakeholders	
		Challenges faced and solved/unsolved	
	Communication among JICA-AQAL team	Are regular dialogues and meetings held?	Questionaries and Interviews with JICA-AQAL team
		Challenges faced and solved/unsolved	
	Communication / coordination between JICA-AQAL team and C/P	Are regular dialogues and meetings held?	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
		Challenges faced and solved/unsolved	
	Decision making process	How to reach agreement with C/Ps on the direction of activities and the revision of PDM/PO?	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
	Fostering ownership	Do you think the ownership of C/P fostered through the project activities?	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
		Challenges faced and solved/unsolved	
3. Inclusiveness for equitable learning opportunities	(1) Policy-oriented approach for the inclusion	<Gender> Inclusiveness of women, and girls and transgender people <Poverty> Inclusiveness of impoverished people <Conditionally Disadvantaged> Inclusiveness of people from disadvantaged backgrounds (Working children, ethnic / religious minorities, refugees, stateless, girls in remote / rural areas, etc.) <Others> (minor disabilities, overage,	1. Document review ／ Monitoring reports (including PDM. PO), PMP 2. Questionaries and Interviews with JICA-AQAL team 3. Questionaries and Interviews with C/P

[1] Programs such as literacy & numeracy, health literacy, trade specific integrated literacy, short courses for neo-literates, life skills, etc.

		disaster-affected community, etc.)	
	(2) Dissemination approach for the inclusion	・Expanding ALP in Madrassa ・ICT use ・Remedial lessons in formal education setting	
4. Others	Other issues in the implementation process		1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P

III. Six Evaluation Criteria

1. RELEVANCE		
Items	**Information to be collected**	**Data collection method／Source**
Consistency with development needs	Needs of the target groups ・Number of out-of-school children by gender and age ・Literacy rate by gender and age	Document review／ 1. Labour Force Survey (2020/21) 2. Pakistan Education Statistics (2020/21) 3. PSLM (Pakistan Social Living Measurement) 4. Human Development Index 5. Human Capital Index 6. Provincial Education Sector Plans 7. NFE Annual Statistic Report
	Needs of NFE	Document review (same as above) Interviews with JICA-AQAL team Interviews with C/P
Consistency with Pakistan's policy	National Development Plan "Vision2025"（2014） *The goal is to improve the net primary enrollment rate to 100% and the adult literacy rate to 90% by 2025.*	Document review／ 1. Vision2025（2014） 2. National Education Policy (draft) 3. NFE Policy 4. Provincial Education Sector Plans
	Is there a successor policy to the "National Education Policy Framework" (2018)?	Document review／ National Education Policy Framework (2018) Questionaries to C/P
Appropriateness of project design/approach	Appropriateness of project design/approach to address development issues Are the target areas selected still relevant? Are the target groups selected still relevant? Are there any parties left out?	1. Document review ／ PDM, PO, Monitoring reports, PMP, policy documents of Governments (mentioned above), Learning Poverty (WB report) 2. Questionaries and Interviews with JICA-AQAL team 3. Questionaries and Interviews with C/P
Considerations of providing equitable learning opportunities for children, youth, and adults	See II. Implementation Process, 5. Inclusiveness for equitable learning opportunities	

2. COHERENCE		
Items	**Information to be collected**	**Data collection method ／ Source**
Consistency with development assistance policies of JICA and Japan	Country Development Cooperation Policy for the Islamic Republic of Pakistan (2018) Rolling Plan for the Islamic Republic of Pakistan (2018) JICA Basic Education Cluster Paper of "No One Left Behind" (draft)	Document review
Collaboration/coordination with other JICA projects (expected at the Ex-ante evaluation)	• The Project for Upgrading Primary Girls Schools into Elementary Schools in Northern Rural Sindh（2016～2018）	Questionaries and Interviews with JICA-AQAL team

Coordination/collaboration with programs of other development partners	• Project for Gender Responsive Actions to Ensure Retention through Community Engagement and School Practices (GRACE)（2022～2026）	
	• Education Policy Advisor（2020～）	
	• Light-F Project	
	• Nutrition Project in Punjab	
	• Livestock Project in Sindh (Previous), KP (Potential)	
	• Textile Project in Punjab (Previous)	
	• Income Generation Project	
	• Remedial Programme (CERP)	
	• Other potential projects for collaboration	
	•	
	World Bank - Development Policy Credit (Federal) - Human Capital Project (Punjab, Sindh Balochistan, KP) - Actions to Strengthen Performance for Inclusive and Responsive Education Program (ASPIRE) (Punjab, Balochistan, Sindh, KP) - PREP (National) (Data, System, etc.) - DARE (National)	Questionaries and Interviews with JICA-AQAL team
	UNICEF - The Project for Enhancement of Non-Formal Education" (Japanese grant assistance to UNICEF) (KP, Sindh and Balochistan) - Country Programme of Cooperation between the Government of Pakistan and UNICEF (2018-2022) - Adolescent Empowerment Project (Punjab) - Generation Unlimited (GENU) - EU Supported ALP Project - Norwegian Supported ALP Project	
	UNHCR - Afghan community schools - ALP Schools Project KP and Balochistan.	
	FCDO - Leave No Girls Behind - TEACH - GOAL USAID - Sindh Basic Education Programme - Pakistan Reading Project - ALP Project in KP UNESCO - Malala Fund Project - NFE Programme Qattar Foundation - Out of school children project Collaboration with other International and National Organization - Care International - IRC - ALIGHT - Save the Children - TCF - Read Foundation - PAGE	
Consistency with global frameworks	Global Partnership for Education：GPE	Questionaries and Interviews

	(Coordinating agency is UNICEF in KP, Balochistan, and Sindh, JICA in Punjab and implementation agency is the World Bank in Sindh, UNICEF in KP, Balochistan, and Punjab.)	with JICA-AQAL team

3. EFFECTIVENESS		
Items	**Information to be collected**	**Data collection method ／ Source**
Prospects for achievement of Outputs	How likely is the project to achieve the Outputs by the end of the project?	1. Document review／Monitoring reports, PMP 2. Questionaries and Interviews with JICA-AQAL team 3. Questionaries and Interviews with C/P
Promoting and hindering factors for achievement of Outputs	What are promoting and hindering factors to achieve the Outputs?	
Prospects for achievement of Project Purpose	How likely is the project to achieve the Project Purpose by the end of the project?	
Promoting and hindering factors for achievement of Project Purpose	What are promoting and hindering factors to achieve the Project Purpose?	
Causal relation between Outputs and Project Purpose	Is the logic between the Outputs and the Project Purpose appropriate?	Document review／PDM

4. IMPACT		
Items	**Information to be collected**	**Data collection method／Source**
Prospects for achievement of Overall Goal *Overall Goal: Human Capital development is enhanced through diversification of learning paths.*	Regarding the setting of target values for the Overall Goals indicators, what are the expected values to be achieved two years after the end of the project?	Interviews with JICA-AQAL team and C/P
Causal relation between Project Purpose and Overall Goal	Is the logic between the Project Purpose and the Overall Goal appropriate?	Document review／PDM Interviews with JICA-AQAL team and C/P
Other positive or negative impacts	Are there any unexpected effects, both positive and negative, produced by the project?	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
Strategies and processes to reinforce / accelerate the impacts (e.g. coordination with donors)	What are the strategies and processes to facilitate/enhance the manifestation of the project's impact?	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P

5. EFFICIENCY		
Items	**Information to be collected**	**Data collection method／Source**
Quality and quantity of inputs by Japanese side (in achieving results)	Were the inputs (number and length of Japanese and local experts, project budgets) appropriate to achieve Outputs and Project Purpose?	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P (except for budgets)
Quality and quantity of inputs by Pakistan side (in achieving results)	Were the inputs (counterparts, office space and equipment) by C/P side appropriate?	Questionaries and Interviews with JICA-AQAL team and C/P
Timing of inputs	Were the dispatching timing of JICA experts appropriate?	Questionaries and Interviews with JICA-AQAL team
	Are activities to achieve outputs being implemented in a timely manner?	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
External conditions affected efficiency of activities (flood, COVID-19, political change/stability, etc.)		1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P

6. SUSTAINABILITY		
Items	**Information to be collected**	**Data collection method／Source**
Legal framework and	Are the related legislation / laws in place to ensure	1. Document review／Monitoring reports,

policies.	sustainability of project effects?	NFE Policy, Provincial Education Sectors 2. Questionaries and Interviews with JICA-AQAL team 3. Questionaries and Interviews with C/P
	To what extent the project activities have contributed to the legal framework or the development of policies that support for NFE expansion?	1. Document review／Monitoring reports 2. Questionaries and Interviews with JICA-AQAL team 3. Questionaries and Interviews with C/P
	Do those policies ensure sustainability of project effects?	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
	Challenges / hindering factors	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
Mechanism and structure	To what extent the project activities have contributed to establish coordination mechanism among government organizations for NFE expansion/ strengthening?	1. Document review／Monitoring reports 2. Questionaries and Interviews with JICA-AQAL team 3. Questionaries and Interviews with C/P
	Challenges / hindering factors	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
Organizational structure and personnel placement	Is an organizational structure in place for NFE expansion/ strengthening?	Questionaries and Interviews with C/P
	Are sufficient human resources secured in the government organizations for NFE expansion/ strengthening?	Questionaries and Interviews with C/P
	Challenges / hindering factors	Questionaries and Interviews with C/P
Technical capacity	To what extent the project activities have contributed to the development of human resources of government organizations for NFE expansion/ strengthening ?	1. Document review／Monitoring reports 2. Questionaries and Interviews with JICA-AQAL team 3. Questionaries and Interviews with C/P
	Challenges / hindering factors	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
Finance	Is the C/Ps budget sufficient for the activities necessary to continue efforts for NFE expansion even after the project completion?	1. Questionaries and Interviews with JICA-AQAL team 2. Questionaries and Interviews with C/P
	Challenges / hindering factors	Questionaries and Interviews with C/P

Annex 5

Progress and Achievement of Outputs by Province

1. Output 1: Governance and management in NFE is strengthened.

(1) Federal / ICT

Indicators	Achievements	Related Activities / Sub-Indicators
1.1. Continuing education mechanism and coordination among stakeholders for ALP (P, E&S) and ILS developed	[Coordination Platform] Achieved 1. NFE subgroup under the National Education Development Partners Group (NEDPG) has been in place since 2017. 2. ICT NFE Forum has been in place since 2017. 3. NFEMIS Technical and Coordination Committee has been in place since 2016 3. Education Parliamentarian Caucus (EPC) established in 2023. 4. The Technical Working Group (TWG) for the zero OOSC campaign established in 2023. [Number of meetings and actions taken by the coordination platforms] High prospect to be achieved ・ 5 meetings (Target: 8 meetings) were held and 7 actions (Target: 5 actions) taken by the coordination platforms as for August 2023.	Activity 1.1 Sub-indicator 1.1.7, 1.1.8, 1.1.9
	[Policy] High prospect to be achieved. The chapter on NFE for National Education Policy was drafted (June 2022) and approved by the Ministry in 2023, waiting for an approval by the Cabinet. [Strategic Plan] High prospect to be achieved. ・ The Strategic Plan of the National Education Foundation (NEF) was drafted and approved by the Ministry in 2023. ・ Strategic plan of PIE has been drafted.	Activity 1.2, 1.3 Sub-indicator 1.1.1, 1.1.2
	[Community mobilization strategies] Achieved. The revision of the community mobilization strategy was notified in 2023.	Activity 1.13 Sub-indicator 1.1.3
	[Administrative Structure] Achieved. ・ For BECS, the organogram of was updated to establish an independent / separate ALP unit at BECS Head Office in January 2023 ・ For PIE, the operational plan and organogram were revised in July 2023.	Activity 1.4 Sub-indicator 1.2.2
	[NFE Dissemination and Expansion Project] After long-term advocacy, Basic Education Community Schools and MoFEPT agreed to accept overage children (ages 9-16), and 22 ALP centers were opened.	Activity 1.5
	[Monitoring Mechanism] ・ Hold the meeting of the Technical Group on the development of Guidelines/Standard Operating Procedures (SOPs) for the Engagement Process and Monitoring Mechanism of Partners in the zero OOSC campaign	Activity 1.14
1.2. Number of new staff hired / number of staff trainings conducted	[Human Resources] Achieved ・ 5 new staff were employed as of September 2023. (Target: 2 staff) ・ 81 relevant staff from CPs and partners trained as of September 2023. (Target: 30 staff)	Activity 1.10, 1.11, 1.12 Sub-indicator 1.2.1, 1.2.3
1.3. Number of NFE	[Data-driven management]	Activity 1.7, 1.8, 1.9

projects/providers using NFEMIS to manage their programs/projects	・ The Pakistan National NFE Statistical Report 2020-21 was successfully launched on 8th March 2023. ・ The existing tools used in the NFEMIS have been modified to collect the data of OOSC in the ICT. ・ The provincial NFE statistical card was launched in June 2023. ・ Annual School Census data for the year 2021-22 compiled and shared with NEMIS / PIE and their feedback / concerns are address accordingly. ・ Regularly participated in the progress sharing meetings under Zero OOSC campaign in ICT at PIE. [Integration with National / Province EMIS] High prospect to be achieved ・ New modifications in NFEMIS are in progress as per requirements of Zero OOSC campaign & in learner tracking system. ・ Coordination & Technical Committee (for NFEMIS) meeting was held and discussed the integration of NFEMIS with provincial EMIS and reporting of SDG-4 indicators. [Number of NFE projects/providers using NFEMIS] Achieved ・ Total of 18 NFE projects/providers (including 1 C/P, 4 other governmental organizations, 13 development partners (DPs) / NGOs) used NFEMIS as of September 2023.	Sub-indicator 1.3.1
1.4. System for accreditation / quality assurance of NFE programmes developed	[Accreditation Mechanism] Prospect to be achieved The standards are in process of development.	Activity 1.6 Sub-indicator, 1.4.1
	[Assessment and Certification Mechanism] Achieved since Phase 1 ・ It was approved to conduct assessment and certification once a year during the Phase 1. was approved in Phase 1. ・ It is currently being reviewed to be conducted twice a year.	Activity 1.6 Sub-indicator .1.14

(2) Punjab

Indicators	Achievements	Related Activities / Sub-Indicators
1.1. Continuing education mechanism and coordination among stakeholders for ALP (P, E&S) and ILS developed	[Coordination Platform] High prospect to be achieved. 1. L&NFBE agreed in March 2023 to constitute the Provincial NFE forum where NGOs/ CSOs will participate regularly. 2. Five[1] Technical Working Groups (TWGs) of AQAL 3. JICA-AQAL II Project Steering Committee (a coordination cum steering forum) (2022) [Number of meetings and actions taken by the coordination platforms] High prospect to be achieved. ・ 4 meetings were held regularly as for August 2023 by the coordination platforms. (Target: 8 meetings). ・ 6 action was taken by the by the coordination platforms. (Target 5 actions)	Activity 1.1 Sub-indicator 1.1.7, 1.1.8, 1.1.9
	[Policy] Achieved NFE policy was approved during Phase 1 and does not require its revision. [Act] Ongoing The draft of the NFE Act was prepared and reviewed by the stakeholders and the Law Department.	Activity 1.2, 1.3 Sub-indicator 1.1.1, 1.1.2

[1] TWGs on 1) Community Mobilization, 2) NFE Curriculum Development, 3) Training Material, 4) Monitoring and Assessment, and 5) Integrated Literacy & Life Skills (ALC)

	[Strategic Plan] High prospect to be achieved. The draft of Strategic Plan 2021-2030 of Literacy and Non-Formal Basic Education will be finalized by the end of December 2023.	
	[Community mobilization strategies] Achieved The community mobilization strategy/ manual was approved.	Activity 1.13 Sub-indicator 1.1.3
	[Administrative Structure] Achieved The revision of organogram of L&NFBE was completed, established Directorate General of L&NFBE having 1,014 posts.	Activity 1.4 Sub-indicator 1.2.2
	[NFE Dissemination and Expansion Project] 1. GPE – TALEEM 2. Labour Dpt. 3. PEIMA 4. WB - ASPIRE	Activity 1.5
	[Monitoring Mechanism] The Monitoring Mechanism was refined and approved at the Steering Committee in June 2023. Final draft of NFE Monitoring Mechanism is in the process of designing before printing.	Activity 1.14
1.2. Number of new staff hired / number of staff trainings conducted	[Human Resources] Achieved ・ C/P has plan to hire staff for 300+ positions. ・ 4 new staff were employed (Target: 2 staff) and 125 staff were trained (Target: 80 staff) as of September 2023.	Activity 1.10, 1.12 Sub-indicator 1.2.1, 1.2.3
1.3. Number of NFE projects/providers using NFEMIS to manage their programs/projects	[Data-driven management] ・ Developed the NFE Teacher Information System and provided teachers with direct access to the system. ・ Launched the NFE Teacher Registration Portal for the L&NFBED and the mobile application in November 2022. ・ Launched the provincial NFE statistical card in June 2023 [Integration with National / Province EMIS] In progress The first sub-group/ coordination committee was held in Feb 2023. [Number of NFE projects/providers using NFEMIS] Achieved ・ Total of 13 NFE projects/providers (including 1 C/P, 2 other governmental organizations, 10 DPs/NGOs) used NFEMIS as of September 2023.	Activity 1.7, 1.8, 1.9 Sub-indicator 1.3.1
1.4. System for accreditation / quality assurance of NFE programmes developed	[Accreditation Mechanism] High prospect to be achieved The standards are in process of development.	Activity 1.6 Sub-indicator 1.4.1
	[Assessment and Certification Mechanism] Achieved The Assessment Framework was approved at the Steering Committee in June 2023.	Activity 1.6 Sub-indicator 1.1.4

(3) Sindh

Indicators	Achievements	Related Activities / Sub-Indicators
1.1. Continuing education mechanism	[Coordination Platform] Achieved	Activity 1.1 Sub-indicator 1.1.7, 1.1.8,

and coordination among stakeholders for ALP (P, E&S) and ILS developed	・ Subcommittees under the NFE Task Force[2] has been in place since 2015 and revised in 2022. [Number of meetings and actions taken] High prospect to be achieved. ・ 2 meeting was held as of September 2023 (Target: 8 meetings). NFE Task Force Meetings are scheduled to be held quarterly. ・ 7 actions were taken by the coordination platforms. (Target: 5 actions)	1.1.9
	[Policy] Achieved NFE policy was approved during Phase 1 and does not require its revision. [Act] Ongoing Continuously provided technical support and participated in technical committee meetings for the N&NFE Act draft. The Act is formally submitted to SELD and then moved to the Department of Law for vetting in June 2023. [Strategic Plan] High prospect to be achieved. The draft of NFE Strategic Plan was developed and is waiting for approval.	Activity 1.2, 1.3 Sub-indicator 1.1.1, 1.1.2
	[Community mobilization strategies] Achieved Revised Social Mobilization Guide & Manual were published.	Activity 1.13 Sub-indicator 1.1.3
	[Administrative Structure] Achieved ・ Participated in the NFE Restructuring Committee Meeting in February 2023 to contribute to restructuring the Directorate. ・ Organogram is developed for L&NFE.	Activity 1.4 Sub-indicator 1.2.2
	[NFE Dissemination and Expansion Project] 1. Supported to draft PC-1 for Islamic Development Bank (IsDB) that will benefit 120,000 children through 4,000 ALP centers. 2. Supported the preparation of an action plan for the establishment and operation of the NFE Center is being developed. 3. GPE: Provided technical input for preparing the next cycle of the GPE grant.	Activity 1.5
	[Monitoring Mechanism] Revision and approval of the Monitoring Mechanism are in process.	Activity 1.14
1.2. Number of new staff hired / number of staff trainings conducted	[Human Resources] High prospect to be achieved ・ 9 staff (District Education Officers: DEOs) have been hired in CP as of September 2023 (Target: 2 staff) ・ 36 staff were trained as of September 2023. (Target: 58 staff)	Activity 1.10, 1.12 Sub-indicator 1.2.1, 1.2.3
1.3. Number of NFE projects/providers using NFEMIS to manage their programs/projects	[Data-driven management] ・ The provincial NFE statistical card was launched in June 2023 [Integration with National / Province EMIS] Having plan to hold meeting of National Steering and Coordination Committee to further enhance coordination for standardized data to integrate with NEMIS. [Number of NFE projects/providers using NFEMIS] Achieved	Activity 1.7, 1.8, 1.9 Sub-indicator 1.3.1

[2] Subcommittees of Curriculum Development, Monitoring and Evaluation etc.

	・ Total of 31 NFE projects/providers (including 1 C/P, 1 other governmental organization, 29 DPs/NGOs) used NFEMIS as of September 2023.	
1.4. System for accreditation / quality assurance of NFE programmes developed	[Accreditation Mechanism] High prospect to be achieved The standards are in process of development.	Activity 1.6 Sub-indicator 1.4.1
	[Assessment and Certification Mechanism] Achieved Assessment mechanism was approved during Phase 1. It was notified in 2023.	Activity 1.6 Sub-indicator 1.1.4

(4) Balochistan

Indicators	Achievements	Related Activities / Sub-Indicators
1.1. Continuing education mechanism and coordination among stakeholders for ALP (P, E&S) and ILS developed	[Coordination Platform] Achieved since Phase 1 ・ Provincial NFE forum (2018) ・ Quality Assurance Committee for education (2023) ・ Access and Equity Technical Working Group for Joint Education Sector Review (2023) ・ Governance and management Technical Working Group Joint Education Sector Review (2023) ・ Technical Working Group for Middle tech (2022). ・ Quality Management Control Committee (QMCC) on BESP [Number of meetings and actions taken] High prospect to be achieved ・ 7 meetings conducted and 3 actions was taken by the coordination platforms as of September 2023. (Target: 8 meetings and 5 actions)	Activity 1.1 Sub-indicator 1.1.7, 1.1.8, 1.1.9
	[Policy] Achieved NFE policy was approved during Phase 1 and does not require its revision. [Act] Ongoing The Law Department endorsed the NFE Act for further approval process in June 2023. Few more revisions were made in the draft NFE act of Balochistan. [Strategic Plan] Achieved The Strategic Plan got approval wand notified in 2023.	Activity 1.2, 1.3 Sub-indicator 1.1.1, 1.1.2
	[Community mobilization strategies] Achieved Social mobilization strategy was developed and notified by the department.	Activity 1.13 Sub-indicator 1.1.3
	[Administrative Structure] Achieved As restricting administrative structure is part the strategic planning, and it was notified by the department.	Activity 1.4 Sub-indicator 1.2.2
	[NFE Dissemination and Expansion Project] 1. Supported the development of PC1 for approval of Public Sector Development Programme (PSDP), ASPIRE (Project of the World Bank) & Islamic Development Bank (IsDB) funds. 2. CP: Supported to develop and revise the concept note of a project to educate around 81,000 OOSC in February and March 2023. 3. WB – ASPIRE: Supported School Education Department (SED) in revising the budget for ASPIRE.	Activity 1.5

	[Monitoring Mechanism] Monitoring Mechanism was approved.	Activity 1.14
1.2. Number of new staff hired / number of staff trainings conducted	[Human Resources] Achieved C/P employed 4 staff (Target: 2 staff) and 266 staff were trained (Target: 76 staff) as of September 2023.	Activity 1.10, 1.12 Sub-indicator 1.2.1, 1.2.3
1.3. Number of NFE projects/providers using NFEMIS to manage their programs/projects	[Data-driven management] ・ The provincial NFE statistical card was launched in May 2023. [Integration with National / Province EMIS] The development of the integration mechanism is in process. [Number of NFE projects/providers using NFEMIS] Achieved ・ Total of 13 NFE projects/providers (including 1 C/P, 1 other governmental organization, 11 DPs/NGOs) used NFEMIS as of September 2023.	Activity 1.7, 1.8, 1.9 Sub-indicator 1.3.1
1.4. System for accreditation / quality assurance of NFE programmes developed	[Accreditation Mechanism] High prospect to be achieved The standards are in process of development.	Activity 1.6 Sub-indicator 1.4.1
	[Assessment and Certification Mechanism] Achieved since Phase 1 Approved assessment and certification system is in place since Phase 1, but it needs to be revised.	Activity 1.6 Sub-indicator 1.1.4

(5) KP

Indicators	Achievements	Related Activities / Sub-Indicators
1.1. Continuing education mechanism and coordination among stakeholders for ALP (P, E&S) and ILS developed	[Coordination Platform] Achieved ・ The Provincial NFE forum was established in 2022. [Number of meetings and actions taken] 2 meetings conducted and 2 actions was taken by the coordination platforms as of September 2023. (Target: 8 meetings and 5 actions)	Activity 1.1 Sub-indicator 1.1.7, 1.1.8, 1.1.9
	[Policy] High prospect to be achieved. NFE policy was developed and approved. It to be shared with cabinet. [Strategic Plan] High prospect to be achieved The draft of Strategic Plan was finalized, awaiting approval.	Activity 1.2, 1.3 Sub-indicator 1.1.1, 1.1.2
	[Community mobilization strategies] Achieved NFE Social Mobilization Guide and Training Manual were developed, reviewed, and notified in April 2022.	Activity 1.13 Sub-indicator 1.1.3
	[Administrative Structure] Achieved ESEF completed the revision of their organogram.	Activity 1.4 Sub-indicator 1.2.2

	DPE: Provided technical input on the document for the next cycle of the GPE grant	Activity 1.5
	[Monitoring Mechanism] Final consultation was held with ESEF and NFE providers. Whole document was reviewed and will be improved and finalized.	Activity 1.14
1.2. Number of new staff hired / number of staff trainings conducted	[Human Resources] High prospect to be achieved. No staff has been hired (Target: 1 staff), but new staff will be hired once government is stabilized. 49 staff (Target: 78 staff) was trained as of September 2023.	Activity 1.10, 1.12 Sub-indicator 1.2.1, 1.2.3
1.3. Number of NFE projects/providers using NFEMIS to manage their programs/projects	[Data-driven management] ・ The provincial NFE statistical card was launched in June 2023. ・ [Integration with National / Province EMIS] Achieved NFEMIS data was integrated with Provincial EMIS and is available on EMIS Dashboard. [Number of NFE projects/providers using NFEMIS] Achieved ・ Total of 13 NFE projects/providers (including 1 C/P, 1 other government agency, and 9DPs/NGOs) used NFEMIS as of September 2023.	Activity 1.7, 1.8, 1.9 Sub-indicator 1.3.1
1.4. System for accreditation / quality assurance of NFE programmes developed	[Accreditation Mechanism] High prospect to be achieved The standards are in process of review.	Activity 1.6 Sub-indicator 1.4.1
	[Assessment and Certification Mechanism] Achieved since Phase 1 Assessment and Certification mechanism was developed and the final version was submitted for final approval and notification.	Activity 1.6 Sub-indicator 1.1.4

2. Output 2: Accelerated Learning Programme-Primary (ALP-P) is developed, revised and implemented in various educational settings

(1) Federal/ICT

Indicators	Achievements	Related Activities / Sub-Indicators
2.1. ALP-P curricula, teaching & learning materials, assessment framework, and training system revised	[Curriculum] Achieved ALP-P curriculum (Federal Territory) aligned with Single National Curriculum (SNC), which was introduced by MoFEPT and updated version since last national curriculum in 2006, was revised and approved. [Textbooks] Achieved Textbooks were revised and approved. [Training system] In progress Training system is under development [Training materials/ manual] Achieved Training manuals of Package A, B and C were revised.	Activity 2.1 Sub-indicator 2.1.1, 2.3.1
2.2. ALP-P applied in various settings and organizations	Achieved A LP-P has been newly applied in a total of 51 madrassah and formal schools as of September 2023. (Formal: 10, Madrassah: 41, ICT based: 0)	Activity 2.4, 2.5, 2-6 Sub-indicator 2.2.1

	[Assessment of effect of ALP-P] ・Qualitative research to assess the effectiveness of ALP-P curriculum was implemented	Activity 2.3
2.3. Professional capacity of teachers enhanced	[Training of Trainers] Achieved In a total of 87 master trainers were trained as of September 2023. (Target: 30) [Training for Teachers] Achieved In a total of 385 teachers were trained as of September 2023. (Target: 100) [Level of knowledge of Teachers] Achieved The average score of teacher training's post-test was 73 % as of September 2023. (Target: 50%[3])	Activity 2.2 Sub-indicator 2.3.2, 2.3.3, 2.3.4

(2) Punjab

Indicators	Achievements	Related Activities / Sub-Indicators
2.1. ALP-P curricula, teaching & learning materials, assessment framework, and training system revised	[Curriculum] Achieved ALP-P curriculum (Punjab) aligned with Single National Curriculum (SNC) was revised and approved. [Textbooks] Achieved Textbooks were revised and approved. [Training system] High prospect to be achieved Training system is in process of approval (planned by the end of 2023) [Training materials/ manual] Achieved Training manuals of Package A, B and C have been revised by aligning with the revised National curriculum.	Activity 2.1 Sub-indicator 2.1.1, 2.3.1
2.2. ALP-P applied in various settings and organizations	Achieved A LP-P has been newly applied in a total of 30 madrassah as of September 2023. (Formal: 0, Madrassah: 30, ICT based: 0)	Activity 2.4, 2.5, 2-6 Sub-indicator 2.2.1
	[Assessment of effect of ALP-P] ・Qualitative research to assess the effectiveness of ALP-P curriculum was implemented	Activity 2.3
2.3. Professional capacity of teachers enhanced	[Training of Trainers] Achieved In a total of 128 master trainers were trained as of September 2023. (Target: 30) [Training for Teachers] Achieved In a total of 776 teachers were trained as of September 2023. (Target: 40) [Level of knowledge of Teachers] Achieved The average score of teacher training's post-test was 73 % as of September 2023. (Target: 50%)	Activity 2.2 Sub-indicator 2.3.2, 2.3.3, 2.3.4

[3] Percentage of questions answered correctly.

(3) Sindh

Indicators	Achievements	Related Activities / Sub-Indicators
2.1. ALP-P curricula, teaching & learning materials, assessment framework, and training system revised	Sindh decided not to align curriculum with Single National Curriculum (SNC). [Training System] High prospect to be achieved. Training system is in process of approval (planned by March 2024) [Training materials/ manual] No plan to revise.	Activity 2.1 Sub-indicator 2.1.1, 2.3.1
2.2. ALP-P applied in various settings and organizations	Achieved ALP-P has been newly applied in a total of 55 madrassah, formal and ICT based schools as of September 2023. (Formal: 30, Madrassah: 20, ICT based: 5)	Activity 2.4, 2.5, 2-6 Sub-indicator 2.2.1
	[Assessment of effect of ALP-P] ・Qualitative research to assess the effectiveness of ALP-P curriculum was implemented ・The action research on the impact of their 100 ALP primary centers is under planning, in collaboration with the NGO World (TNW).	Activity 2.3
2.3. Professional capacity of teachers enhanced	[Training of Trainers] High prospect to be achieved. In a total of 6 master trainers were trained as of September 2023. (Target: 30) Training is expected to take place at the end of 2023. [Training for Teachers] Achieved In a total of 318 teachers were trained as of September 2023. (Target: 40) [Level of knowledge of Teachers] Achieved The average score of teacher training's post-test was 66 % of September 2023. (Target: 50%)	Activity 2.2 Sub-indicator 2.3.2, 2.3.3, 2.3.4

(4) Balochistan

Indicators	Achievements	Related Activities / Sub-Indicators
2.1. ALP-P curricula, teaching & learning materials, assessment framework, and training system revised	[Curriculum] Achieved ALP-P curriculum aligned with National Curriculum was revised and approved. [Textbooks] Achieved Textbooks were revised and approved. [Training system] High prospect to be achieved. Training system is in process of approval (The approval is scheduled for the end of 2023.) [Training materials/ manual] Achieved Training manuals of Package A, B and C have been revised by aligning with the revised National curriculum.	Activity 2.1 Sub-indicator 2.1.1, 2.3.1
2.2. ALP-P applied in various settings and organizations	Achieved A LP-P has been newly applied in a total of 32 madrassah as of September 2023.	Activity 2.5, 2-6 Sub-indicator 2.2.1

	(Formal: 0, Madrassah: 32, ICT based: 0)	
	[Assessment of effect of ALP-P] ・Qualitative research to assess the effectiveness of ALP-P curriculum was implemented	Activity 2.4, 2.3
2.3. Professional capacity of teachers enhanced	[Training of Trainers] Achieved In a total of 31 master trainers were trained as of September 2023. (Target: 30) [Training for Teachers] Almost Achieved In a total of 34 teachers were trained as of September 2023. (Target: 40) [Level of knowledge of Teachers] Achieved The average score of teacher training's post-test was 56 % as of September 2023. (Target: 50%)	Activity 2.2 Sub-indicator 2.3.2, 2.3.3, 2.3.4

(5) KP

Indicators	Achievements	Related Activities / Sub-Indicators
2.1. ALP-P curricula, teaching & learning materials, assessment framework, and training system revised	[Curriculum] Achieved ALP-P curriculum aligned with the Single National Curriculum (SNC) was revised and approved. [Textbooks] Achieved ALP-Primary textbooks were approved. [Training system] High prospect to be achieved. Planning to discuss the framework. [Training materials/ manual] High prospect to be achieved. Training manuals of Package A, B and C are under the revision. Planned to be approved in this quarter.	Activity 2.1 Sub-indicator 2.1.1,2.3.1
2.2. ALP-P applied in various settings and organizations	Achieved A LP-P has been newly applied in a total of 20 madrassah as of September 2023. (Formal: 0, Madrassah: 20, ICT based: 0)	Activity 2.4, 2.5, 2-6 Sub-indicator 2.2.1
	[Assessment of effect of ALP-P] ・Qualitative research to assess the effectiveness of ALP-P curriculum was implemented ・Post Assessment study of ALP-P was conducted. ・ALP joint assessment on the effect of the ALP in Afghan community schools between UNHCR and AQAL is ongoing. ・Took part in the finalization of the report of the Mid-term study of ALP implementation by UNHCR	Activity 2.3
2.3. Professional capacity of teachers enhanced	[Training of Trainers] High prospect to be achieved. In a total of 48 master trainers were trained as of September 2023. (Target: 30) [Training for Teachers] Achieved In a total of 44 teachers were trained as of September 2023. (Target: 20)	Activity 2.2 Sub-indicator 2.3.2, 2.3.3, 2.3.4

	[Level of knowledge of Teachers] Achieved The average score of teacher training's post-test was 77 % as of September 2023. (Target: 50%)	

(6) No indicator set, but notable outputs

No indicator set, but notable outputs		
Facilitation and coordination of advocacy	[Federal] ・MoFEPT agreed with them on mainstreaming the learners in Federal Directorate of Education (FDE) schools. ・Conducted one day orientation about ALP with National Commission for Human Development (NCHD) teachers under the zero OOSC campaign in June 2023. [KP] ・Collaboration between UNHCR and JICA AQAL to sensitize and facilitate them to implement ALP-Program. ・Alternative Learning Pathways, Project Implementation Unit (ALP-PIU), supported by UNICEF, JICA and Secondary Education Department, and Zamong Kor (state institute of Government of KP), providing education and child protection facilities to the street/orphan children, agreed the collaboration to implement ALP-Program in April 2021. ・Coordinated the visit of Allama Iqbal Open University (AIOU) to Afghan refugees' schools in Peshawar to identify major gaps and challenges that Afghan children are facing in access and continuation of their education. AIOU offered their support in training of teachers and continuation of education.	Activity 2.7

3. Output 3: ALP-E&S is designed and tested for out of school children, adolescent and youth as viable continuing education opportunities.

(1) Federal/ICT

Indicators	Achievements	Related Activities / Sub-Indicators
3.1. ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved	[Curriculum and Textbooks of ALP-E&S] Achieved ALP-E&S curriculum and textbooks were revised and approved. [Curriculum and Textbooks of -Tech] Achieved Curriculum-Tech and textbooks were revised and approved. [Training system] High prospect to be achieved Notification of training system is in process. [Training materials/ manual] High prospect to be achieved	Activity 3.1, 3.3, 3.4 Sub-indicator 3.1.1, 3.4.1
3.2. Equivalency for ALP-E&S	Achieved	Activity 3.2

notified		Sub-indicator 3.2.1
3.3. Number of NFE providers implementing ALP-E&S	Achieved 4 NFE providers (C/P: 1, DPs/NGOs: 3) have implemented ALP-E&S as of September 2023. (Target: C/P: 1, DPs/NGOs:1)	Sub-indicator 3.3.1
3.4. Professional capacity of teachers developed	[Training of Trainers] High prospect to be achieved In a total of 2 master trainers were trained as of September 2023. (Target: 30) [Training for Teachers] Achieved In a total of 15 teachers were trained as of September 2023. (Target: 10) [Level of knowledge of Teachers] Achieved The average score of teacher training's post-test was 76 % as of September 2023. (Target: 50%)	Activity 3.5 Sub-indicator 3.4.2, 3.4.3, 3.4.4

(2) Punjab

Indicators	Achievements	Related Activities / Sub-Indicators
3.1. ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved	[Curriculum and Textbooks of ALP-E&S] High prospect to be achieved Revision of ALP-E&S curriculum and textbooks is in process. Plan to get approval for the curriculum by the end of 2023. [Curriculum and Textbooks of -Tech] High prospect to be achieved Revision of Curriculum and textbooks-Tech is in process. [Training system] High prospect to be achieved [Training materials/ manual] High prospect to be achieved	Activity 3.1, 3.3, 3.4 Sub-indicator 3.1.1, 3.4.1
3.2. Equivalency for ALP-E&S notified	High prospect to be achieved (It will be notified once the curriculum under development is approved.)	Activity 3.2 Sub-indicator 3.2.1
3.3. Number of NFE providers implementing ALP-E&S	Achieved 4 NFE providers (C/P: 1, DPs/NGOs: 3) have implemented ALP-E&S as of September 2023. (Target: C/P: 1, DPs/NGOs:1)	Sub-indicator 3.3.1
3.4. Professional capacity of teachers developed	[Training of Trainers] Prospect to be achieved In a total of 4 master trainers were trained as of September 2023. (Target: 30) [Training for Teachers] Achieved In a total of 23 teachers were trained as of September 2023. (Target: 10) [Level of knowledge of Teachers] Achieved The average score of teacher training's post-test was 69 %as of September 2023. (Target: 50%)	Activity 3.5 Sub-indicator 3.4.2, 3.4.3, 3.4.4

(3) Sindh

Indicators	Achievements	Related Activities / Sub-Indicators
3.1. ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved	[Curriculum and Textbooks of ALP-E&S] Achieved ALP-E&S curriculum and textbooks were revised and approved. [Curriculum and Textbooks of -Tech] Achieved Curriculum-Tech and textbooks were revised and approved. [Training system] High prospect to be achieved [Training materials/ manual] High prospect to be achieved Package D and E were developed. Teaching-Learning Material (TLM) of 9 out of 13 vocational trades was notified.	Activity 3.1, 3.3, 3.4 Sub-indicator 3.1.1, 3.4.1
3.2. Equivalency for ALP-E&S notified	Achieved Equivalency was notified along with curriculum.	Activity 3.2 Sub-indicator 3.2.1
3.3. Number of NFE providers implementing ALP-E&S	Achieved 3 NFE providers (C/P: 0, DPs/NGOs: 3) have implemented ALP-E&S as of September 2023. (Target: C/P: 1, DPs/NGOs:1)	Sub-indicator 3.3.1
3.4. Professional capacity of teachers developed	[Training of Trainers] High prospect to be achieve In a total of 6 master trainers were trained as of September 2023. (Target: 30) [Training for Teachers] Achieved In a total of 16 teachers were trained as of September 2023. (Target: 10) [Level of knowledge of Teachers] Almost Achieved The average score of teacher training's post-test was 48 % as of September 2023. (Target: 50%)	Activity3.5 Sub-indicator 3.4.2, 3.4.3, 3.4.4

(4) Balochistan

Indicators	Achievements	Related Activities / Sub-Indicators
3.1. ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved	[Curriculum and Textbooks of ALP-E&S] High prospect to be achieved Revision of ALP-E&S curriculum was completed, **but textbooks is in process.** [Curriculum and Textbooks of -Tech] High prospect to be achieved 13 skills trades curriculum was developed and notified. **Revision of textbooks-Tech is in process.** [Training system] High prospect to be achieve [Training materials/ manual] High prospect to be achieved	Activity 3.1, 3.3, 3.4 Sub-indicator 3.1.1, 3.4.1

	Teaching-Learning Material (TLM) development is in process. Planned to be developed by March 2024.	
3.2. Equivalency for ALP-E&S notified	Achieved	Activity 3.2 Sub-indicator 3.2.1
3.3. Number of NFE providers implementing ALP-E&S	Achieved 2 NFE providers (C/P: 0, DPs/NGOs: 2) have implemented ALP-E&S as of September 2023. (Target: C/P: 1, DPs/NGOs:1)	Sub-indicator 3.3.1
3.4. Professional capacity of teachers developed	[Training of Trainers] High prospect to be achieved In a total of 1 master trainers were trained as of September 2023. (Target: 30) [Training for Teachers] Almost achieved In a total of 9 teachers were trained as of September 2023. (Target: 10) [Level of knowledge of Teachers] Achieved The average score of teacher training's post-test was 58 % as of September 2023. (Target: 50%)	Activity 3.5 Sub-indicator 3.4.2, 3.4.3, 3.4.4

(5) KP

Indicators	Achievements	Related Activities / Sub-Indicators
3.1. ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved	[Curriculum and Textbooks of ALP-E&S] Achieved ALP-E Package D and E curriculum which was led by UNICEF and facilitated technically by JICA-AQAL was notified in February 2023. Development of textbooks was completed. [Curriculum and Textbooks of -Tech] High prospect to be achieved 13 skills trades curriculum was developed and notified. **Revised textbooks-Tech, waiting for approval.** [Training system] High prospect to be achieve [Training materials/ manual] High prospect to be achieved It was developed in AQAL-I. Once the textbooks of ALP-Middle-Tech are approved, it will be finalized.	Activity 3.1, 3.3, 3.4 Sub-indicator 3.1.1, 3.4.1
3.2. Equivalency for ALP-E&S notified	Achieved	Activity 3.2 Sub-indicator 3.2.1
3.3. Number of NFE providers implementing ALP-E&S	Achieved 7 NFE providers (C/P: 1, DPs/NGOs: 6) have implemented ALP-E&S as of September 2023. (Target: C/P: 1, DPs/NGOs:1)	Sub-indicator 3.3.1
3.4. Professional capacity of teachers developed	[Training of Trainers] High prospect to be achieved In a total of 4 master trainers were trained as of September 2023. (Target: 30) [Training for Teachers] Achieved In a total of 15 teachers were trained as of September 2023. (Target: 10)	Activity 3.5 Sub-indicator 3.4.2, 3.4.3, 3.4.4

	[Level of knowledge of Teachers] Achieved The average score of teacher training's post-test was 65 % as of September 2023. (Target: 50%)	

(6) No indicator set, but notable outputs

No indicator set, but notable outputs		
・Support to implement and examine effectiveness and innovation of ALP-E&S through pilot projects. ・Development and pilot activities of ICT-based dissemination models	[Pilot Projects] ・Pilot project, providing 18 months pilot distance learning course, for over 1,000 students through AIOU was launched in 27 pilot centers in Federal areas and other 4 provinces. [Examination of the Pilot Projects] ・Conducted mentoring and monitoring of the Middle Tech centers on a regular basis, closely coordinating with AIOU. ・Organized a 4 day workshop on the assessment of teaching-learning process of Mathematics class in June 2023. The assessment tool will be incorporated into the monitoring checklist which is shared with all implementation partners to enter the data into the NFEMIS.	Activity 3.6 Activity 3.7
Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	• The majority of OOSC faced the challenge of not having the Child Registration Certificate (B Form) necessary to enroll in public schools and receive a certification of completion of education. The Middle Tech program assisted them in obtaining Form B, formally registering them in the AIOU system, and issuing certificates when appropriate. To share this lesson learned and promote the issue-solving, the development of a policy dialogue tool which summarizes the issues and measures is ongoing.	Activity 3.8

4. Output 4: Literacy, life skills and work skills programmes are developed and implemented for illiterate and neo-literate youth and adults.

(1) Federal/ICT

Indicators	Achievements	Related Activities / Sub-Indicators
4.1. Curricula and materials developed and improved for a range of adult literacy program (such as literacy & numeracy, health literacy, trade specific integrated literacy, short courses for neo-literates, life skills, etc.)	[Adult Literacy Curriculum and Textbooks] High prospect to be achieved ALC curriculum is being revised through National Curriculum Council (NCC). Textbooks of Adult Literacy are being revised with NCHD. [Curriculum and Textbooks of ILS] In progress [Training system] In progress [Training materials/ manual] In progress	Activity 4.1, 4.4 Sub-indicator 4.1.1, 4,4,1
4.2. Assessment and certification mechanism for adult literacy programs developed, approved and implemented	[Assessment and Certification Mechanism] In progress	Activity 4.3 Sub-indicator 4.2.1

4.3. NFE providers/organizations implementing literacy and life skills and work skills programs/ILS	[Number of NFE providers/organizations] In progress No NFE provider (C/P: 0, DPs/NGOs: 0) has implemented literacy and life skills and work skills programs/ILS as of September 2023. (Target: C/P: 1, DPs/NGOs:1) [Development and implementation of adolescents, youth and adult literacy programs]	Activity 4.6 Sub-indicator 4.3.1
4.4. Professional capacity of teachers developed and enhanced	[Training of Trainers] Achieved No plan to train master trainers in Federal as of September 2023. (Target:0) [Training for Teachers] In progress No teacher has been trained as of September 2023. (Target: 40) [Level of knowledge of Teachers] In progress (Target: 50%)	Activity 4.5 Sub-indicator 4.4.2, 4.4.3, 4.4.4

(2) Punjab

Indicators	Achievements	Related Activities / Sub-Indicators
4.1. Curricula and materials developed and improved for a range of adult literacy program (such as literacy & numeracy, health literacy, trade specific integrated literacy, short courses for neo-literates, life skills, etc.)	[Adult Literacy Curriculum and Textbooks] In progress ALC Curriculum has been revised and will be finalized/approved by end of September 2023 **Development of textbooks is in process.** [Curriculum and Textbooks of ILS] In progress [Training system] In progress [Training materials/ manual] In progress	Activity 4.1, 4.4 Sub-indicator 4.1.1, 4,4,1
4.2. Assessment and certification mechanism for adult literacy programs developed, approved and implemented	[Assessment and Certification Mechanism] In progress	Activity 4.3 Sub-indicator 4.2.1
4.3. NFE providers/organizations implementing literacy and life skills and work skills programs/ILS	[Number of NFE providers/organizations] In progress 1 NFE provider (C/P: 1, DPs/NGOs: 0) has implemented literacy and life skills and work skills programs/ILS as of September 2023. (Target: C/P: 1, DPs/NGOs:1) [Development and implementation of adolescents, youth and adult literacy programs] Provided technical review on a PC-1 of Ilm-O-Hunar project which is a skilled based literacy project for adolescents and youth	Activity 4.6 Sub-indicator 4.3.1
4.4. Professional capacity of teachers developed and enhanced	[Training of Trainers] Achieved In a total of 36 master trainers were trained as of September 2023. (Target:30)	Activity 4.5 Sub-indicator 4.4.2, 4.4.3, 4.4.4

	[Training for Teachers] In progress No teacher has been trained as of September 2023. (Target: 20) [Level of knowledge of Teachers] In progress (Target: 50%)	

(3) Sindh

Indicators	Achievements	Related Activities / Sub-Indicators
4.1. Curricula and materials developed and improved for a range of adult literacy program (such as literacy & numeracy, health literacy, trade specific integrated literacy, short courses for neo-literates, life skills, etc.)	[Adult Literacy Curriculum and Textbooks] Achieved ALC Curriculum wase finalized/approved during Phase 1. Textbooks were development. [Curriculum and Textbooks of ILS] In progress [Training system] In progress [Training materials/ manual] In progress	Activity 4.1, 4.4 Sub-indicator 4.1.1, 4,4,1
4.2. Assessment and certification mechanism for adult literacy programs developed, approved and implemented	[Assessment and Certification Mechanism] Achieved Comprehensive assessment and certification mechanism for Adult Literacy was notified.	Activity 4.3 Sub-indicator 4.2.1
4.3. NFE providers/organizations implementing literacy and life skills and work skills programs/ILS	[Number of NFE providers/organizations] In progress 4 NFE provider (C/P: 0, DPs/NGOs: 4) has implemented literacy and life skills and work skills programs/ILS as of September 2023. (Target: C/P: 1, DPs/NGOs:1) [Development and implementation of adolescents, youth and adult literacy programs]	Activity 4.6 Sub-indicator 4.3.1
4.4. Professional capacity of teachers developed and enhanced	[Training of Trainers] Achieved In a total of 96 master trainers were trained as of September 2023. (Target:30) [Training for Teachers] In progress In a total of 18 teachers were trained as of September 2023. (Target: 40) [Level of knowledge of Teachers] In progress (Target: 50%)	Activity 4.5 Sub-indicator 4.4.2, 4.4.3, 4.4.4

(4) Balochistan

Indicators	Achievements	Related Activities / Sub-Indicators
4.1. Curricula and materials developed	[Adult Literacy Curriculum and Textbooks] Achieved	Activity 4.1, 4.4

and improved for a range of adult literacy program (such as literacy & numeracy, health literacy, trade specific integrated literacy, short courses for neo-literates, life skills, etc.)	Adult Literacy Curriculum was updated and approved but not yet notified. Teaching and learning materials for Basic Literacy have been revised and aligned with new ALC Curriculum. [Curriculum and Textbooks of ILS] Achieved It was approved and notified [Training system] In progress [Training materials/ manual] In progress	Sub-indicator 4.1.1, 4,4,1
4.2. Assessment and certification mechanism for adult literacy programs developed, approved and implemented	[Assessment and Certification Mechanism] Achieved The AL assessment system was revised and improved in July 2022	Activity 4.3 Sub-indicator 4.2.1
4.3. NFE providers/organizations implementing literacy and life skills and work skills programs/ILS	[Number of NFE providers/organizations] Achieved 3 NFE provider (C/P: 2, DPs/NGOs: 1) has implemented literacy and life skills and work skills programs/ILS as of September 2023. (Target: C/P: 1, DPs/NGOs:1) [Development and implementation of adolescents, youth and adult literacy programs] Supported Directorate of Literacy and NFBE through Director M & E to develop a plan to establish 10 Adult Literacy Centers each in selected 22 districts of Balochistan.	Activity 4.6 Sub-indicator 4.3.1
3.4. Professional capacity of teachers developed and enhanced	[Training of Trainers] In progress No master trainer has been trained as of September 2023. (Target:30) [Training for Teachers] In progress No teacher has been trained as of September 2023. (Target: 40) [Level of knowledge of Teachers] In progress (Target: 50%)	Activity 4.5 Sub-indicator 4.4.2, 4.4.3, 4.4.4

(5) KP

Indicators	Achievements	Related Activities / Sub-Indicators
4.1. Curricula and materials developed and improved for a range of adult literacy program (such as literacy & numeracy, health literacy, trade specific integrated literacy, short courses for neo-literates, life skills, etc.)	[Adult Literacy Curriculum and Textbooks] In progress Adult Literacy Curriculum was developed and notified**. Development of Textbook is in process.** [Curriculum and Textbooks of ILS] In progress [Training system] In progress [Training materials/ manual] In progress	Activity 4.1, 4.4 Sub-indicator 4.1.1, 4,4,1

4.2. Assessment and certification mechanism for adult literacy programs developed, approved and implemented	[Assessment and Certification Mechanism] Achieved Assessment of ILS has been approved with curriculum.	Activity 4.3 Sub-indicator 4.2.1
4.3. NFE providers/organizations implementing literacy and life skills and work skills programs/ILS	[Number of NFE providers/organizations] In progress 0 NFE provider (C/P: 0, DPs/NGOs: 0) has implemented literacy and life skills and work skills programs/ILS as of September 2023. (Target: C/P: 1, DPs/NGOs:1) [Development and implementation of adolescents, youth and adult literacy programs]	Activity 4.6 Sub-indicator 4.3.1
4.4. Professional capacity of teachers developed and enhanced	[Training of Trainers] In progress No master trainer has been trained as of September 2023. (Target:30) [Training for Teachers] In progress No teacher has been trained as of September 2023. (Target: 40) [Level of knowledge of Teachers] In progress (Target: 50%)	Activity 4.5 Sub-indicator 4.4.2, 4.4.3, 4.4.4

(6) No indicator set, but notable outputs but notable outputs

No indicator set, but notable outputs		
	[Development of short courses for neo-literate] [Examine effectiveness of ILS/LSI programmes] [Develop and pilot ICT]	Activity 4.2, 4.7, 4,8
Facilitate and coordinate advocacy of ILS/LSI approach	• Supported in developing the UNESCO Global Report on Adult Learning and Education (GRALE) for Pakistan for year 2021-22 from March to May 2023 • Facilitate and coordinate the joint event on International Literacy Day on 08th September 2023 in Balochistan and Sindh.	Activity 4.9

Advancing Quality Alternative Learning Project 2 (AQAL 2)

List of Coordination Platforms for NFE

	Federal / ICT	Punjab	Sindh	Balochistan	KP
Coordination Platform for NFE (Year of establishment)	1 ICT NFE Forum (2017) 2 NFE subgroup under the National Education Development Partners Group (NEDPG) (2017) 3 Education Parliamentarian Caucus (EPC) (2023) 4 Technical Working Group (TWG) for the zero OOSC campaign (2023) 5 NFEMIS Technical and Coordination Committee (2016)	1 JICA-AQAL II Project Steering Committee (a coordination cum steering forum) (2022) 2 Technical working Groups (2019) (a) Community Mobilization Strategy Development, NFE (b) Curriculum Development, (c) Training Regime (d) Monitoring and assessment (e) Integrated Literacy and skills	1 NFE Task Force and its subcommittees (2015, revised in 2022) (a) Curriculum Development Subcommittee (b) Middle Tech Working Group (c) Monitoring and Evaluation Subcommittee (d) Disaster Risk Reduction Working Group	1 Provincial NFE forum (2018) 2 Quality Assurance Committee for education (2023) 3 Access and Equity Technical Working Group for Joint Education Sector Review (2023) 4 Governance and management Technical Working Group Joint Education Sector Review (2023) 5 Technical Working Group for Middle tech (2022). 6 Quality Management Control Committee on BESP (QMCC)	1 Provincial NFE forum (2022)
Responsible organization	1 NCHD and AQAL 2 Now JICA but it rotates among members 3 Senate of Pakistan Secretariat 4 MoFE&PT 5 PIE	1 L&NFBE department 2 L&NFBE department and its various wings i.e. Curriculum and research wing, Teachers Professional Development and Material Development wing, M&E wing, Operation wing, Planning and Development wing	1 SELD (a) Chief Advisor Curriculum Wing (b) Chief Advisor Curriculum Wing (c) Directorate Literacy & Non-Formal Education (d) Reform Support Unit	1~6 SWD/ SED.	1 Elementary and Secondary Education Department (E&SED), and Elementary and Secondary Education Foundation (ESEF)
Main Purposes / Roles	1 Discuss policies and the roles of stakeholders for	1 Planning and progress review of AQAL-2 activities	1 Perform the activities (allocated/decided by taskforce) as per their relevance. (a) Revise scheme of study, teaching learning	1 Strengthening of NFE sector and monitoring its	1 To examine draft NFE policy and other related issues

	promoting NFE. Sharing good practices and contributing to plans. Advocacy for NFE 2 Collaborative efforts among Development partners 3 Legislative oversight for Education as a right and to enhance coordination of federal and provincial efforts 4 To synergize efforts for zero OOSC in ICT 5 To develop a mechanism for collection, processing and publishing data of non-formal institutes of Pakistan in the pattern of NEMIS	2 Brainstorming on development of different frameworks for L&NFBE Department amongst technical experts from different departments, monitoring of on-going activities in field for effective implementation, and coordination with other departments, donors and stakeholders	material and assessment mechanism (b) Design the structural and operational aspects of the middle tech initiative in formal as well as non-formal settings (c) Review the monitoring mechanism and suggest the changes when required. (d) Coordination with public and private sector entities regarding the disaster risk mitigation and operations in flood response and early recovery	implementation. 2 To review progress of NFE related interventions. To oversee and ensure smooth and proper implementation of Balochistan Education Sector Plan (BESP) 2023 to 2030. 3 To check the quality and understanding of NFE policy and BESP. 4 To enhance more coordination between SWD & SED. 5 To mobilize more resources through development partners. 6 To increase monitoring.	To oversee the alignment of ALP/NFE TLM with Govt. notified framework. To examine that ALP/NFE programmes engage communities for sustainability, ownership and accountability. To review progress of ALP/NFE related intervention undertaken by concerned organization. To develop framework for measure, processes, criterion and standards. To enhance coordination and develop linkages with E&SED for smooth implementation of ALP/NFE interventions To collectively Strive for mobilization of resources for ALP/NFE sector in the province. To convene review meetings of ALP/NFE forum. To devise exit strategies of ALP/NFE intervention.
Major Participating Organizations	1 UNESCO (United Nations, Educational, Scientific and Cultural Organization), NCHD, NCHD-NTI (National Training Institution), BECS, DFID/ (Department for International Development), ARC (American Refugee	1 School Education Department and its allied bodies like, QAED, PEC, PEIMA 2 TEVTA, PVTC, NCHD, SED South Punjab, UNICEF, UNESCO, Labor Department, AIOU	1 Secretary School Education and Literacy & Department (SELD), Director Literacy & Non-Formal Education, Reform Support Unit, Directorate of Curriculum Assessment and Research, Sindh Teachers' Education and Development Authority, Provincial Institute of Teachers' Education, Sindh Technical Education and Vocational Training Authority, Social Welfare Department, GOS, Labor Department GOS, Planning and Development Department,	1~6 Mercy Corps, UNICEF-ESP, IRC, NCHD, BECS, SED, PPIU (Policy, Planning Implementation Unit), JICA-AQAL, Save The Children, Care International, B-TVETA BRSP,	1 E&SED, ESEF, NCHD, KP-TBB, DCTE, DPD, Merged area Education Foundation, KP-HCIP, UNICEF, UNHCR, TEVTA, UNESCO, Palladium Pakistan, ALP-PIU, Khwedokor, IDEA, NIDA, PRDP, TAKAL, SPEDO, PRDS

	Committee), AIOU, NEF, FDE, Plan Pakistan, Ministry of Human Rights, JICA-AQAL, etc. 2 UNICEF, UNHCR, UNESCO, DFID, ILO (International Labour Organization), USAID, JICA-AQAL 3 four members from the Senate of Pakistan, four members from the National Assembly, three members from civil society, and one representative from each province 4 NCHD, BECS, NEF, FDE, PIE, members of ICT NFE Forum, etc. 5 FDE, NCHD, BECS, NEF, Balochistan Directorate of L&NFE, KP ESEF, Punjab Department of L&NFBE, Sindh Directorate of L&NFE, other NFE providers, development partners		GOS, Law Department GoS, Teacher Training Institute, Public Private Partnership Node, UNICEF, Save the Children International, Right to Play International, Aga Khan University Institute of Educational Development, Sindh Education Foundation, Indus Resource Center, Thar Education Alliance, JICA-AQAL, National Commission for Human Development (a) Chief Advisor Curriculum Wing, Directorate of Curriculum Assessment and Research (DCAR), DL&NFE, JICA AQAL, UNICEF (b) Chief Advisor Curriculum Wing, JICA AQAL, UNICEF, Hunar Foundation, Memon Industrial and Technical Institute, Director E.S.&HS, STEVTA (c) DL&NFE, DG M&E, JICA AQAL, UNICEF, SEF (d) Chief Advisor Curriculum Wing, Director Literacy & Non-Formal Education, Reform Support Unit, Directorate of Curriculum Assessment and Research, Sindh Teachers' Education and Development Authority, Provincial Institute of Teachers' Education, Sindh Technical Education and Vocational Training Authority, Social Welfare Department, GOS, Labor Department GOS, Planning and Development Department, GOS, Law Department GoS, Teacher Training Institute, Public Private Partnership Node, UNICEF, Save the Children International, Right to Play International, Aga Khan University Institute of Educational Development, Sindh Education Foundation, Indus Resource Center, Thar Education Alliance, JICA-AQAL, National Commission for Human Development, Legal Rights Forum	NRSP etc.	

Coordination/collaboration with various stakeholders to promote NFE

Resource mobilization with development partners, civil society organizations and governments

	Development of materials	Piloting / Research	Expansion of NFE and increase of learners
National level	[Output2, 3] The Digital School Program by Taleemabad (Qatar foundation): digital contents of ALP-P/ Middle-tech (800000 USD) Direct beneficiaries Learners: *269,125* Teachers: 3,300 Indirect beneficiaries Learners: 4,550,000 [Output 2 and 3] Federal Gov (World Bank (WB)- PREP supported): procurement of digital contents/videos used for ALP-P, Middle-Tech An educational APP 'Tele Taleem' by the Ministry has a dedicated portion/space for ALP P and Middle. There is a dedicated TV channel for ALP which is also from the	**【Piloting in Madrassah/ ICT based/ Formal Education School setting】** [Output 2] National Commission for Human Development (NCHD): Madrassah implementation/ printing of books [Output 2, 3] Taleemabad (Qatar foundation): ICT based learning- ALP-P / Middle-tech/ teacher training **【Piloting through Distance Learning/ Digital Contents for Middle-Tech】** ・Middle-Tech for 1000 learners through AIOU platform **【Research】** ・'Redefining Literacy in Digital Era survey with AIOU	[Output 1] Integration between EMIS/ NFEMIS under Data and Research in Education (DARE): PIE/ WB/ Foreign, Commonwealth & Development Office (FCDO) [Output 2, 3] ・ UNICEF (Japan UN Grant aid)- promotion of NFE ・ UNHCR: Tablet 4500 pieces provision (225 million PKR). ・ NCHD: expansion of ALP in Madrassah (250 centers additional) and introducing ALP Middle Tech to students of ALP Primary passed from existing 100 Madeassahs ・ Challenge Fund for OOSC (25 billion) ・ Foundational Learning-hub (multiple donors)

	Ministry which has countrywide access. Adult Basic Education Society - ABES is also working on an ICT based solution for ALP Teachers training by mobilized resources themselves.		
Federal / Islamabad CT	**Digitization of teachers' certificate programme** **UNESCO** **50,000 USD**	**【Piloting in Madrassah/ ICT based/ Formal Education School setting】** Federal Directorate of Education (FDE): ALP in Formal school Around 400 new ALP primary centers in ICT during Zero OOSC Campaign	· Federal Gov- Zero OOSC campaign: ALP-P materials printing and classroom implementation (By Federal/ WB- Atlas of Social Protection Indicators of Resilience and Equity: ASPIRE) · PC-1 for zero OOSC (PKR 200 million) · NEF: ALP-P in Federal · NCHD/ BECS in ICT
Punjab		**【Piloting for feasibility and effectiveness of ALP-P】** · GPE: 1000 ALP-P **【Piloting in Madrassah/ ICT based/ Formal Education School setting】** · South Punjab dept/ Middle-tech in formal school · Syed Babar foundation: ALP-P based remedial for formal education	· Ali Institute of Education · PEIMA · WB (ASPIRE)

Sindh	Development (workshop, remuneration to writers and printing) of (ALP-P)/ Middle, equipment, monitoring support: UNICEF **50 million PKR**	**【Piloting in Madrassah/ ICT based/ Formal Education School setting】** [Output 2, 3] ・The Citizens Foundation: ALP in formal school setting (OOSC / Remedial)	・ Sindh Education Foundation (SEF) (UNDP found): ALP-P, Middle, Adult literacy ・ UNICEF: ALP-P, Middle ・ WB (ASPIRE) - SEF ・ Save the Children- ALP-P/ Middle ・ EU: literacy program ・ USAID (phase 1) ・ TCF
Balochistan	Development (Workshop, remuneration to writers UNICEF (6 million PKR)		・ UNICEF ・ Let no girls behind (FCDO)- ALP P ・ Teach (FCDO): ALP-P ・ Girls and Out of School (GOAL) (FCDO): ALP-P ・ USAID: ALP-P ・ Save the Children-ALP-P
KP	[Output 1, 2, 3] UNICEF: - Policy development - Development (workshop, printing) for ALP-P ALP-Middle tech （50 million PKR)	**【Research】** [Output 2] UNHCR: ALP-P research for Afghan refugee	・ UNICEF: ALP-P/ Middle ・ UNHCR: ALP-P/ Middle ・ WB: ALP-P ・ USAID: ALP-P ・ FCDO: ALP-P

Schedule of the onsite survey of the Joint Mid-term Review of AQAL 2

Date	Day	Itinerary	Place
16-Nov	Thu	Depart from Tokyo (Dr. Mizuno & Ms. Watanabe) Depart from Osaka (Ms. Shimizu) Arrive in Lahore (Dr. Mizuno & Ms. Watanabe & Ms. Shimizu)	Tokyo/Osaka→Lahore
17-Nov	Fri	10:00-12:00: Meeting with Secretary/ DG of LNFBED *fixed 14:00-15:00: Reflection and Discussion about Recommendation / Lessons Learnt for Punjab Province 15:00-17:00: Internal Preparation MTG for Sindh Province	AM: LNFBED PM: AQAL office
18-Nov	Sat	10:00-12:00: Internal Preparation MTG for Federal Province, PIE, AIOU 12:00-14:00: Internal Preparation MTG for Balochistan Province 15:00-17:00: Internal Preparation MTG for KP Province	AQAL Office
19-Nov	Sun	Flight to Karachi	Lahore→Karachi
20-Nov	Mon	09:30-11:00: Meeting with Sindh Education Foundation 12:00-14:00: Meeting with Minister, Secretary and Director, Directorate of LNFE 15:00-16:00: Reflection and Discussion about Recommendation / Lessons Learnt for Sindh Province Flight to Islamabad	AM: SEF, Minister's office PM: Directorate of LNFE Karachi→Islamabad
21-Nov	Tue	10:00-13:00: Meeting with Social Welfare, Special Education, Literacy and NFE and Human Rights Department of Balochistan 13:30-14:30 UNICEF 15:00-16:00 UNCHR 16:30-17:30 Reflection and Discussion about Recommendation / Lessons Learnt for Balochistan Province	AM: JICA Office PM: UNICEF, UNHCR
22-Nov	Wed	09:30-10:30: Meeting with Director PIE (Pakistan Institute of Education) 11:00-12:00: Meeting with Secretary, Additional Secretary of Federal Government 14:00-15:30: Meeting with AIOU VC and visit audio-visual studio 16:00-17:30: Reflection and Discussion about Recommendation / Lessons Learnt for Federal Government, PIE, AIOU	AM: PIE, Federal Government's office PM: AIOU
23-Nov	Thu	10:00-12:30: Meeting with ESED and ESEF (KP) 13:30-14:30: World Bank 15:00-17:00: Reflection and Discussion about Recommendation / Lessons Learnt for KP Government, and Other Remaining Internal Discussion	AM: JICA Office PM: World Bank, JICA Office
24-Nov	Fri	09:30-12:00: visit ALP-Middle Tech center 15:00-17:00: Internal Final Review on Mid-Term Review Report and MM	AM: ALP-Middle Tech center PM: JICA Office
25-Nov	Sat	Documentation	
26-Nov	Sun	Documentation	
27-Nov	Mon	10:00-15:00: Internal Preparation Meeting for Final Confirmation Share the mid-term review report and MM with C/Ps	JICA Office
28-Nov	Tue	Final Confirmation Meeting with C/Ps	Margala Hotel
29-Nov	Wed	JCC, Signing of M/M (Final report attached) Depart from Islamabad (Dr. Mizuno & Ms. Watanabe & Ms. Shimizu)	Serena Hotel
30-Nov	Thu	Arrive in Tokyo (Dr. Mizuno & Ms. Watanabe) Arrive in Osaka (Ms. Shimizu)	