

Islamic Republic of Pakistan

Islamic Republic of Pakistan
Advancing Quality Alternative Learning Project Phase 2
Project Completion Report

January 2025

Japan International Cooperation Agency
Human Capital Development Department

HM
JR
24-082

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List of Abbreviation

- **ABES:** Adult Basic Education Society
- **AIOU:** Allama Iqbal Open University
- **AKU:** Aga Khan University
- **ALP:** Accelerated Learning Program
- **ALP-E&S:** Accelerated Learning Program - Elementary and Skills
- **ALP-Middle:** Accelerated Learning Program – Elementary (Middle)
- **ALP-Middle-Tech or ALP-MT:** Accelerated Learning Program - Elementary and Skills (Middle-Tech)
- **ALP-P:** Accelerated Learning Program - Primary
- **AQAL:** Advancing Quality Alternative Learning Project
- **ASC:** Annual Statistical Report
- **ASPIRE:** Actions to Strengthen Performance for Inclusive and Responsive Education Program
- **BECS:** Basic Education Community Schools
- **BISP:** Benazir Income Support Programme
- **BOC:** Bureau of Curriculum
- **CCN:** Concept Clearance Note
- **COVID-19:** Coronavirus disease 2019
- **CP or C/P:** Counterpart
- **DCTE:** Directorate of Curriculum and Teacher Education
- **DLNFE:** Directorate of Literacy and Non-Formal Education
- **DLO:** District Literacy Officer
- **DP:** Development Partner
- **DSF:** Data Standardization Framework
- **EAD:** Economic Affairs Division
- **ECW:** Education Cannot Wait
- **ESED:** Elementary and Secondary Education Department, KP
- **EMIS:** Education Management Information System
- **ESEF:** Elementary and Secondary Education Foundation, KP
- **EU:** European Union
- **FCDO:** Foreign, Commonwealth, and Development Office, United Kingdom
- **FDE:** Federal Directorate of Education
- **GIZ:** German Development Agency
- **GPE:** Global Partnership for Education
- **HVACR:** Heating, Ventilation, and Air Conditioning and Refrigeration
- **ICT:** Islamabad Capital Territory or Information and Communication Technology

- **IDEA:** Integrated Disability Empowerment Association
- **ILD:** International Literacy Day
- **ILS:** Integrated Literacy and Skills
- **IP:** Implementing Partner
- **IRC:** Indus Resource Centre or Initial Review Committee
- **IsDB:** Islamic Development Bank
- **JCC:** Joint Coordination Committee
- **JICA:** Japan International Cooperation Agency
- **JJT:** Junior Jinnah Trust
- **KP:** Khyber Pakhtunkhwa
- **L&NFBED:** Literacy and Non-Formal Basic Education Department, Punjab
- **LM:** Literacy Mobilizer
- **LMS:** Learning Management System
- **LNFE:** Literacy and Non-Formal Education
- **LSI:** Literacy for Social Impact
- **MAEF:** Merged Areas Education Foundation
- **M&E:** Monitoring and Evaluation
- **MoFEPT:** Ministry of Federal Education and Professional Training
- **MOU:** Memorandum of Understanding
- **NAVTTTC:** National Vocational and Technical Training Commission
- **NCC:** National Curriculum Council
- **NCHD:** National Commission for Human Development
- **NCP:** National Curriculum of Pakistan
- **NEF:** National Education Foundation
- **NFE:** Non-Formal Education
- **NFEMIS:** Non-Formal Education Management Information System
- **NGO:** Non-Governmental Organization
- **NIDA:** National Institute of Design and Analysis
- **NOC:** No Objection Certificate
- **NODP:** National Open Data Portal
- **NVQF:** National Vocational Qualification Framework
- **OOSC:** Out of School Children
- **PC-1:** Planning Commission Form-1
- **PCTB:** Punjab Curriculum and Textbook Board
- **PDM:** Project Design Matrix
- **PEC:** Punjab Examination Commission
- **PEF:** Punjab Education Foundation
- **PIE:** Pakistan Institute of Education

- **PMIU:** Project Management and Implementation Unit
- **PMP:** Project Monitoring Plan
- **PO:** Plan of Operation
- **PREP:** Professional Resource Enhancement Program
- **QDC:** Qualification Development Committee
- **R&D:** Research and Development
- **R/D:** Record of Discussions
- **RPL:** Recognition of Prior Learning
- **RSPN:** Rural Support Programmes Network
- **SDG:** Sustainable Development Goal
- **SED:** School Education Department
- **SEF:** Sindh Education Foundation
- **SE&LD:** School Education and Literacy Department, Sindh
- **SMB:** Sindh Madrasa Board
- **SNC:** Single National Curriculum
- **STEDA:** Sindh Teachers Education Development Authority
- **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
- **TB:** Textbook
- **TBB:** Textbook Board
- **TCF:** The Citizens Foundation
- **TEVTA:** Technical Education and Vocational Training Authority
- **TG:** Teacher Guide
- **TLM:** Teaching Learning Material
- **TNW:** The NGO World
- **ToR:** Terms of Reference
- **ToT:** Training of Trainers
- **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
- **WB:** World Bank

Summary

Pakistan has the highest number of out-of-school children (OOSC) in the world, with 25.3 million children missing out on education. It also has the second-lowest literacy rates in South Asia, only surpassing Afghanistan, with adult literacy (aged 15 and older) at 58% and youth literacy (aged 15 to 24) at 73%. A significant portion of the population has missed the opportunity to receive basic education during their school-age years.

To address this issue, Japan International Cooperation Agency (JICA) has been implementing technical cooperation projects in the field of Non-Formal Education (NFE) since 2004. Initially focused on strengthening the management information system in Punjab until 2010, the cooperation expanded from 2011 to cover all aspects of NFE, ranging from upstream elements such as provincial policy, strategic plans, and mechanisms, to downstream elements including curriculum, textbooks, and teacher training. Building on this success, JICA's technical cooperation expanded nationwide (excluding Khyber Pakhtunkhwa (KP)) at the primary level in 2015, and later included KP, extending to both primary and middle education levels (up to grade 8) in 2021.

This Project, Advancing Quality Alternative Learning Project Phase2, was a collaboration between JICA and the following five government counterpart organizations (C/Ps), aiming to establish a foundation for ensuring quality basic education for all.

- **Federal / Islamabad Capital Territory (ICT):**
Ministry of Federal Education and Professional Training (MoFEPT)
- **Balochistan Province:**
Social Welfare, Special Education, Literacy and Non-formal Education and Human Rights Department (SWD)
- **Khyber Pakhtunkhwa (KP) Province:**
Elementary and Secondary Education Department (ESED)
- **Punjab Province:**
Literacy and Non-Formal Basic Education Department (L&NFBED)
- **Sindh Province:**
School Education and Literacy Department (SE&LD)

To achieve this goal, through strengthening the organizational capacity of counterparts, the Project developed provincial NFE policy, strategic plans, and mechanisms (monitoring, assessment and certification, accreditation, and community mobilization), introduced data-driven management with NFEMIS, and established provincial stakeholder coordination

platforms (Output 1). Additionally, the Project introduced innovative approaches for overaged children, youth, and adults, including the development of curricula, teaching/learning materials, and training manuals, and the establishment of a pool of master trainers (Outputs 2, 3, and 4). The following were the major accomplishments in each area, over the course of the four-year project period.

Output 1:

- The **National Education Policy Development Framework 2024** was approved in the federal area, along with the **provincial NFE policies** in all four provinces.
- **Strategic plans** for implementing the NFE policies were also approved in the federal area and all provinces.
- Following the **revision of organograms and organizational structures** within the government counterparts, 166 NFE-related officials were newly recruited and 886 were trained on their roles and functions.
- **Monitoring mechanisms** were established in the federal area and all provinces.
- **Assessment and certification systems** were established in the federal area and all provinces.
- **Community mobilization strategies** were developed and approved in the federal area and all provinces.
- **Accreditation systems** based on minimum standards to ensure the quality implementation of NFE providers were approved in the federal area and all provinces.
- **Provincial coordination platforms** were established in the federal area and four provinces.
- The number of NFE projects and providers (including C/Ps, other government organizations, development partners, and NGOs) utilizing the Non-Formal Education Management Information System (NFEMIS) increased from 10 to 104.
- The **NFE Annual Statistical Report and Provincial Data Cards** were published for the first time for 2020-21, followed by the 2021-22 and 2022-23 reports, establishing a foundation for data-driven management.
- The **Zero OOSC Campaign** was launched in Islamabad, identifying 80,000 OOSC and enrolling 70,000 of them within 6 months. It also expanded to other provinces

as a key response to the Education Emergency declared by the Prime Minister. The success in Islamabad was compiled and published as a report.

Output 2:

- The **curricula and textbooks for the Accelerated Learning Program - Primary (ALP-P)** were revised to align with the Single National Curriculum (SNC) and the National Curriculum of Pakistan (NCP) (2022-23) in the federal area and all provinces, except Sindh, where the decision was made not to align with SNC and NCP.
- **Teacher management systems, training manuals, and teacher guides for ALP-P** were revised in the federal area and all provinces, except Sindh.
- A total of **858 master trainers and 2,408 teachers** were trained on ALP-P.
- **ALP-P in formal settings**, including a bridge program to middle education, was piloted and promoted.
- **ALP-P in Madrasa** was piloted in 100 places (25 each in Balochistan and Punjab, 30 in KP and 20 in Sindh), achieving a 98% completion rate among learners. This success led to the President's announcement to implement ALP-P in all Madrassas in Pakistan.
- **ICT-based ALP-P** was realized by incorporating all ALP-P content into a nationwide accessible E-portal (LMS) operated by MoFEPT.

Output 3:

- The **curricula and textbooks for ALP-Middle and Middle-Tech**, which integrate middle education and technical education, were developed and approved in the federal area and all provinces. Both curricula include 8 general subjects (Urdu/Sindhi, English, Math, Science, Social Science, and Religion/Islamiyah), while the Middle-Tech curricula also cover 13 technical trades (Hotel Management, Tourism, Graphic Design, Media Production, Cooking, Agriculture, Livestock, Internet of Things, Dress Making, Beautician, Applied Electrician, Plumbing, and HVACR (Heating, Ventilation, Air Conditioning and Refrigeration)).
- The **equivalency to formal education** was officially notified in the federal area and all provinces, allowing graduates to receive a completion certificate of middle

education (grade 6-8) and, for Middle-Tech, both a middle education certificate and a Level-2 certificate of the National Vocational Qualification Framework (NVQF).

- All ALP-Middle and Middle-Tech content has been incorporated into MoFEPT's E-portal (LMS).
- **Teacher management systems, training manuals, and teacher guides for ALP-Middle and Middle-Tech** were approved in the federal area and all provinces.
- ALP Middle-Tech was piloted at 27 located nationwide, starting with 1,000 enrollments and concluding 811 graduates.
- A total of **32 NFE providers**, including C/Ps, developing partners, and NGOS, have started implementing ALP-Middle and Middle-Tech. Both programs, particularly ALP Middle-Tech, are rapidly expanding as they meet the needs of OOSC and their families.
- A total of **202 master trainers and 173 teachers** were trained on ALP-Middle and Middle-Tech.

Output 4:

- The **curricula and textbooks for Adult Literacy - Integrated Literacy and Skills (ILS)** were developed and approved in the federal area and all provinces, except KP, where the decision was made not to integrate skills education to literacy program.
- All Adult Literacy content has been incorporated into MoFEPT's E-portal (LMS).
- **Teacher management systems, training manuals, and teacher guides for Adult Literacy** were approved in the federal area and all provinces.
- A total of **13 NFE providers**, including C/Ps, developing partners, and NGOS, have started implementing Adult Literacy.
- A total of **301 master trainers and 1,468 teachers** were trained on Adult Literacy.
- The **literacy study, "Redefining Literacy in Digital Era"**, was published as the first report to measure literacy in Pakistan, introducing the global definition of literacy to the country.

As a result, the number of learners at NFE centers has reached around 1 million annually. During the Project period from February 2021 to January 2025, enrollments in ALP-P, Middle/Middle-Tech, and Adult Literacy programs **quadrupled from 118,276 to 450,685 (Indicator 1 of the Project Purpose), while maintaining a certain level of terminal assessment test scores (Indicator 2 of the Project Purpose)**, as below. The Project has achieved its Project Purpose, meeting the target Outcomes outlined in the Project Design Matrix (PDM). The Overall Goal is highly likely to be achieved by January 2028 (three years after the project completion), with the target number of certified learners transferring from ALP-P to ALP-Middle/Middle-Tech or formal middle education (Indicators 1 and 2 of the Overall Goal).

Table: Achievement Levels of the Project Purpose

Indicator/Sub-Indicator	BL	Target	EL	Status
P1 Cumulative number of learners who are enrolled in ALP-P, ALP-E&S, and Adult Literacy centers increases from 118,276 in Jan 2021 to 199,476 in Jan 2025.	118,276	199,476	450,685	Fully achieved
P1-1 Gender disaggregated enrollment ALP-P centers in target areas between Feb 2021 to Jan 2025	0	44,400	138,353 (311.6%)	Fully achieved
P1-2 Gender disaggregated enrollment ALP-E&S centers in target areas between Feb 2021 to Jan 2025	0	15,000	55,409 (369.4%)	Fully achieved
P1-3 Gender disaggregated enrollment in adult literacy centers in target areas between Feb 2021 to Jan 2025	0	21,800	138,647 (636.0%)	Fully achieved
P2 Learning outcomes of learners improved in pilot areas				Fully achieved
P2-1 Assessment results of last assessment conducted for ALPs (%age of total) – ICT-supported delivery	-	40.0%	80.0%	Fully achieved
P2-1 Assessment results of last assessment conducted for ALPs (%age of total) – Madrasa	-	40.0%	95.8%	Fully achieved
P2-1 Assessment results of last assessment conducted for ALPs (%age of total) -- Formal Education	-	40.0%	74.0%	Fully achieved

P2-2 Assessment result of last assessment for ALP-E&S (%age of total)	-	40.0%	56.0%	Fully achieved
P2-3 Assessment result of last assessment for Adult Literacy (%age of total)	-	40.0%	85.0%	Fully achieved

The success was driven by the successful capacity development of the government counterpart organizations. The Project strengthened the organizational structures of government counterparts by revising organograms, clarifying the required posts and their roles, and increasing staff numbers, which in turn led to a larger budget in all provinces as below.

Table: Increase in C/P Staff Numbers Before/After Technical Cooperation

Province - C/P	BEFORE Technical Cooperation		AFTER Technical Cooperation		Difference	
	Number	FY	Number	FY	Number	Duration
Balochistan - LNFED	24	2014-15	560	2023-24	+536	8 years
KP - ESEF	155	2019-20	295	2024-25	+140	4 years
Punjab - LNFED	53	2011-12	970	2024-25	+917	12 years
Sindh - LNFED	57	2015-16	173	2024-25	+116	8 years

Table: Increase in C/P Budget Amounts Before/After Technical Cooperation

(million PKR)

Province - C/P	BEFORE Technical Cooperation		AFTER Technical Cooperation		Difference	
	Amount	FY	Amount	FY	Amount	Duration
Balochistan - LNFED	13.3	2014-15	150.4	2023-24	+137.1	8 years
KP - ESEF	782.4	2019-20	1,449.2	2024-25	+666.8	4 years
Punjab - LNFED	2400.0	2011-12	4,000.0	2024-25	+1600.0	12 years
Sindh - LNFED	27.8	2015-16	1,756.2	2024-25	+1728.4	8 years

It is noteworthy that the Project carefully considered key issues such as peacebuilding, poverty reduction, disability, and gender. Its approach was inclusive and tailored to the needs of disadvantaged individuals. The Project extended its support to the development and approval of the first-ever curricula and textbooks for children with special needs in Pakistan, as well as the establishment of the Sindh Transgender Education Policy (STEP).

The collaboration with other development partners was also a significant achievement of the Project. By coordinating with organizations such as the World Bank, UNICEF, and UNESCO, the Project successfully amplified its outcome.

The key lessons learned from the Project are;

- 1) **Project Design, which Enabled Flexibility and Accommodation of a Broad Range of Activities**, led to remarkable achievements in evolving circumstances.
- 2) **Consistent and Comprehensive Support with a Long-Term Strategic Vision** has achieved the expansion and improvement of recognition of NFE as a realistic means of learning for children and youth.
- 3) **Accompanying Support for the Government Counterpart Organizations (C/Ps) through a Multi-Layered Project Team Combining In-Country Professionals** has facilitated the Project to effectively team up with and strengthen the capacity of C/Ps to promote NFE.
- 4) **Incremental Integration of Gender Considerations** enhanced educational access and inclusivity for marginalized groups.
- 5) **Deployment of Data-Driven Management through NFEMIS in Stakeholder Forums** improved planning and implementation of NFE Initiatives.
- 6) **Availability of Content, i.e., Authorized Curricula and Textbooks**, has facilitated large-scale resource mobilization through collaboration with other donors and programs.
- 7) **Integration of Skill Training into Literacy Education** addressed various on-the-ground literacy needs through collaboration with other government bodies, such as Health, Agriculture, and Livestock.
- 8) **Demonstration of Statistical Evidence** created and boosted momentum for NFE and literacy.

To further improve the NFE sector in this country, several key actions are recommended. Expanding the Accelerated Learning Program (ALP) at the primary and middle levels (up to grade 8) is essential, as it is more cost-effective and time-efficient than the traditional Non-Formal Basic Education (NFBE) approach and can reach a larger number of children. Developing ALP at the matriculation level (grades 9 and 10) is also critical to ensure coverage of compulsory education in Pakistan. Adult literacy programs should be promoted through innovative methods, such as using digital tools like the Recognition for Prior

Learning (RPL) tool. Diverse delivery modes should be facilitated through digital tools such as MoFEPT's e-portal (Learning Management System) and further collaboration with Madrasas, private schools, and industrial sectors. Additionally, tailored learning opportunities using AI and technical/vocational training should be created. Strengthening human resource capacity at the district level, particularly among trainers and district education officers (literacy), is vital for expanding access and improving education quality. Collaboration with the private sector and industrial departments, such as Agriculture and Labor Departments, is crucial, as they have a vested interest in literacy programs due to their target population's needs.

I. Basic Information of the Project

1. Country

Islamic Republic of Pakistan

2. Title of the Project

Advancing Quality Alternative Learning Project Phase 2 (AQAL Project Phase 2)

3. Duration of the Project

February 2021 to January 2025 (48 months)

4. Background (from Record of Discussions(R/D))

Pakistan is the fifth most populous country in the world with 60.65% of literacy rate and it accommodates 25.3 million out-of-school children (OOSC) which is the second largest number in the world after Nigeria (Pakistan Bureau of Statistics 2024). Pakistan was ranked 161st out of 189 countries in the Human Development Index (HDI) report (UNDP 2021-22), which measures adult literacy and enrolment indicators as well. Similarly, the country has a Human Capital Index (HCI) of 0.41, which is lower than the South Asia average of 0.48. Pakistan's human capital outcomes are more comparable to those in Sub-Saharan Africa, which has an average HCI value of 0.40. (World Bank 2020). The country faces multiple challenges regarding skill gaps, poverty, health, basic education and gender equality. While more than 74% of OOSC are between 10 and 16 years old, the official school age for primary education in Pakistan is from 5 to 9 years and consequently, most of the formal schools do not admit overage children and youth who missed educational opportunities.

In this situation, Non-Formal Education (NFE), with a flexible and need based approach, has vital roles. Thus, Japan International Cooperation Agency (JICA) has been supporting the Government of Pakistan to enhance the NFE system in the entire education delivery mechanism and to ensure the recognition and verification of learning in NFE pathways. The JICA support has started with the Punjab province since 2004 and spread out to other provinces under the current "Advancing Quality of Alternative Learning (AQAL) Project" during 2015 and 2020.

The AQAL Project Phase 2 aimed at addressing stagnated issues in Pakistan on NFE at primary education, adult literacy, and progression to NFE at elementary education with appropriate linkage to vocational training/education aspect.

5. Overall Goal and Project Purpose (from Record of Discussions(R/D))

- **Overall Goal:**

Human capital development is enhanced through diversification of learning paths.

- **The Project purpose:**

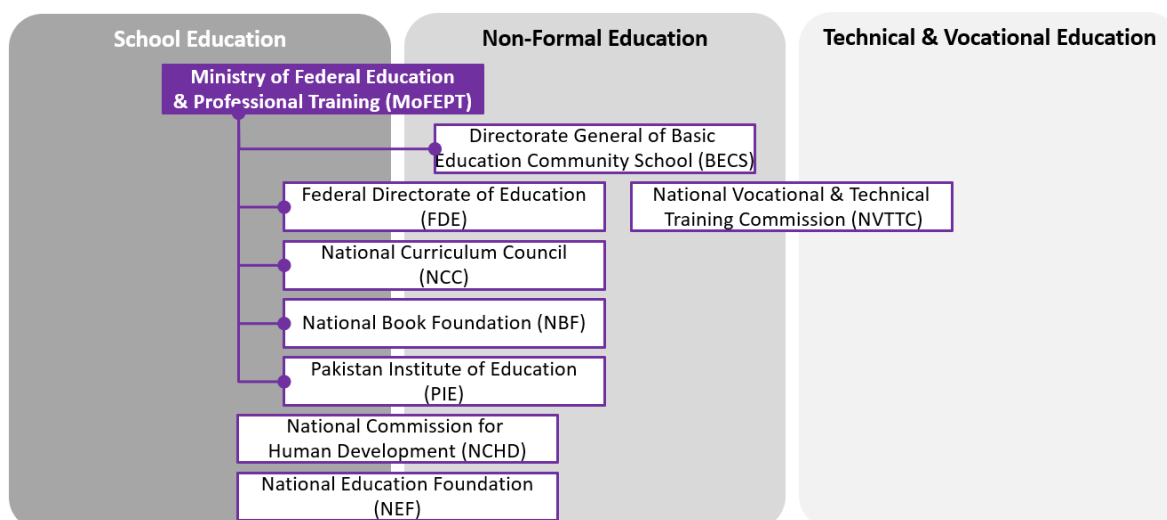
Access of disadvantaged children, youth and adults to quality basic education is improved by the availability of flexible/customized and accelerated/alternative learning programs.

6. Implementing Agency

The counterpart organizations for this Project are listed below, and this Project also collaborated with other relevant government organizations, as described in the charts below.

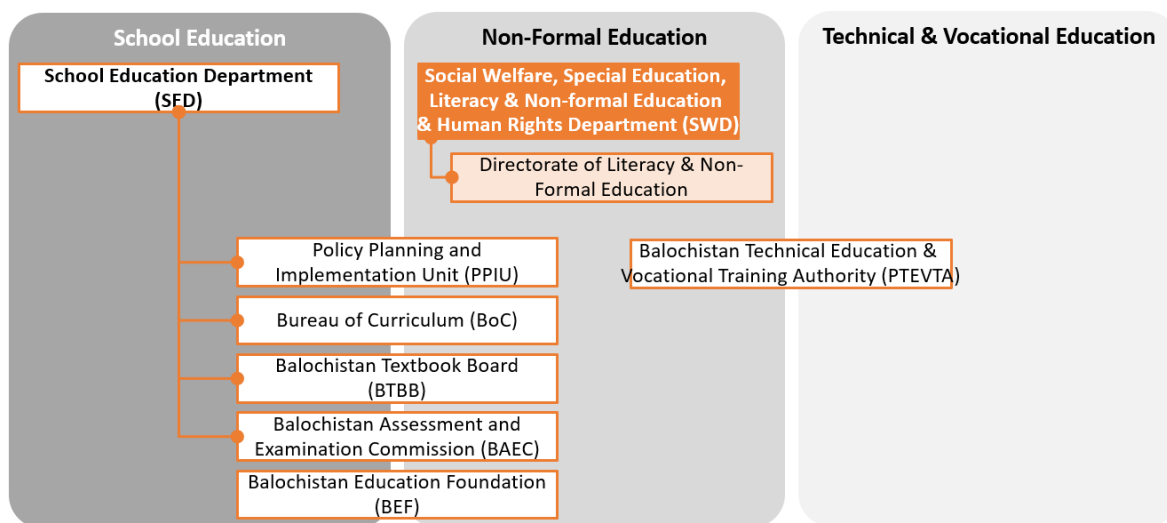
- **Federal / Islamabad Capital Territory (ICT):**

Ministry of Federal Education and Professional Training (MoFEPT)



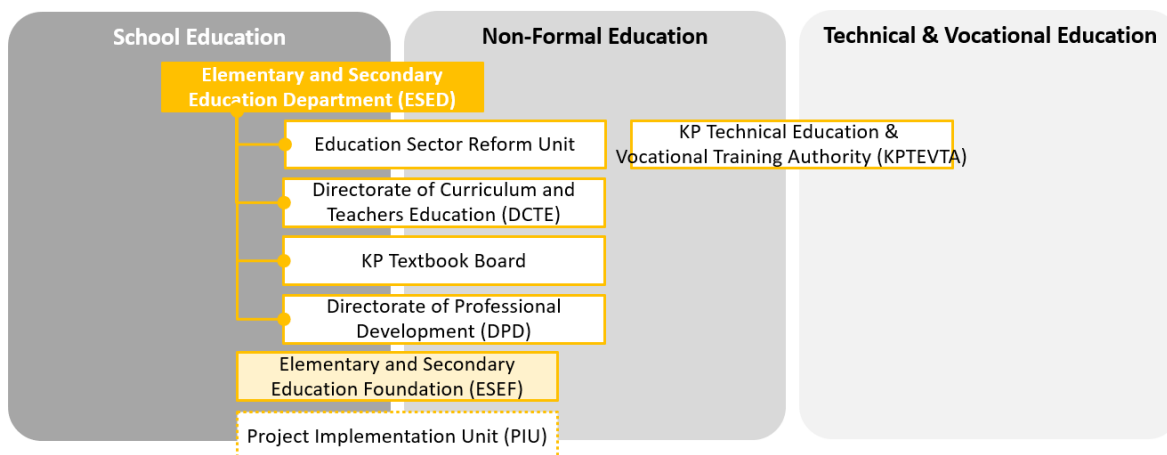
- **Balochistan Province :**

Social Welfare, Special Education, Literacy and Non-formal Education and Human Rights Department (SWD)



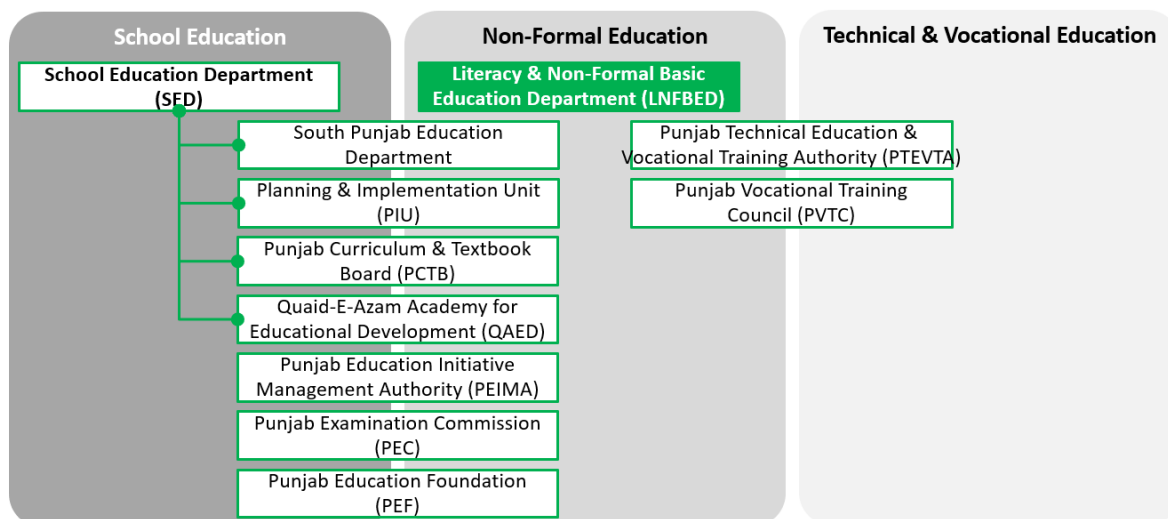
- **Khyber Pakhtunkhwa (KP) Province:**

Elementary and Secondary Education Department (ESED)



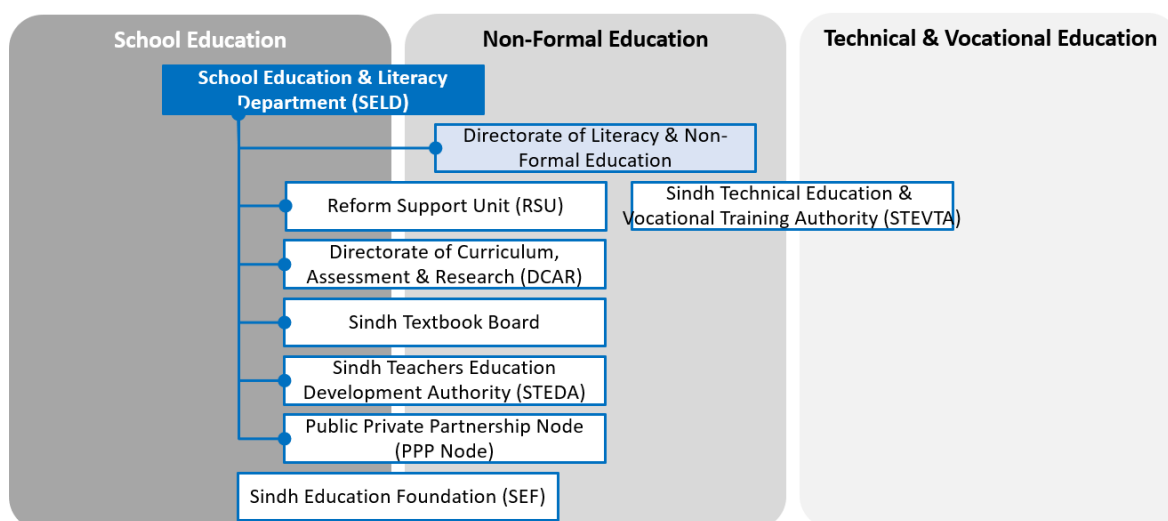
- **Punjab Province** :

Literacy and Non-Formal Basic Education Department (L&NFBED)



- **Sindh Province** :

School Education and Literacy Department (SE&LD)



II. Results of the Project

1. Results of the Project

1-1. Input by the Japanese side

(1) Dispatch of Experts

#	Position	Output	Duration
Japanese Experts			
1	Chief Advisor	All	Mar 2021 - Jan 2025
2	Project Manager	All	Oct 2021 - July 2022
3	Project Coordinator	All	Jun 2021 - Sep 2023, Jan 2024 - Jan 2025
4	Expert (Mathematics)	2, 3	On a mission basis
5	Expert (NFE/ Monitoring)	All	Jan 2023 - Jan 2025
Local Experts			
1	Deputy Chief Advisor	All	Feb 2021 - Jan 2025
2	Programme Specialist (Policy and Research)	1	Feb 2021 - Jan 2025
3	Programme Specialist (Curriculum)	2, 3, 4	Feb 2021 - Jan 2025
4	Programme Specialist (Adult Literacy)	4	Feb 2021 - Jan 2025
5	Programme Specialist (TVET)	3, 4	Feb 2021 - Jan 2025
6	Programme Specialist (Monitoring and Research)	All	Feb 2021 - Jan 2025
7	Programme Officer (Community Mobilization)	All	Feb 2021 - Jan 2025
8	Programme Officer (Training)	2, 3, 4	Feb 2021 - Jan 2025
9	Data Driven Management Specialist	All	Feb 2021 - Jan 2025
10	Education Coordination Specialist	All	Apr 2022 - Jan 2025
11	Communication Officer	All	Apr 2022 - June 2023, Aug 2023 - Jan 2025
12	Provincial Coordinator, Balochistan	All	Feb 2021 - Jan 2025
13	Provincial Coordinator, KP	All	Feb 2021 - Jan 2025
14	Provincial Coordinator, Punjab	All	Feb 2021 - Jan 2025
15	Provincial Coordinator, Sindh	All	Feb 2021 - Jan 2025
16	Coordinator, ICT & Fed	All	Feb 2021 - Jan 2025
17	Administration / Accounting Manager	All	Feb 2021 - Jan 2025
18	Training / Learning Material Development Coordinator	2, 3, 4	Sep 2021 - Jan 2025
19	Administration / Training Coordinator, ICT	2, 3, 4	Mar 2021 - Jan 2025
20	Administration / Training Officer, Balochistan	2, 3, 4	Aug 2021 - Jan 2025
21	Administration / Training Officer, KP	2, 3, 4	Nov 2021 - Mar 2023,

			Oct 2023 - Jan 2025
22	Administration / Training Officer, Sindh	2, 3, 4	Aug 2021 - June 2023, Sep 2023 - Jan 2025
23	Administration Officer	All	Mar 2021 - Jan 2025
24	Graphic Designer / Book Development	All	Mar 2021 - Jan 2025
25	Graphic Designer / Book Development	All	Mar 2021 - Jan 2025

(2) Office Space

Lahore (Punjab)

(3) Office Machinery and Equipment

Digital Copier, Multimedia Projector, Digital Camera, etc.

1-2. Input by the Pakistani side

(1) Assignment of Counterpart (C/P) Personnel

Under the leadership of the Federal and Provincial Secretaries, the Project activities were implemented in coordination with appropriate officials from each C/P organization and NFE-related administrative agencies. Please refer to page 97-100 for the C/P organization charts and page 16-18 for the diagram illustrating C/P's relationships with other institutions in each province.

(2) Office Spaces

Islamabad (Federal), Quetta (Balochistan), Peshawar (KP), Lahore (Punjab), and Karachi (Sindh)

(3) Office Machinery and 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 and running expenses related to the Project.

1-3. Activities

The JICA-AQAL team facilitated, promoted, and carried out the following activities by providing CPs with technical inputs and coordinating with stakeholders daily. In this report, “**JICA-AQAL**” means Japanese and local experts on the Japanese side, and “**AQAL**” means the CPs and JICA-AQAL. This report summarizes the main activities and achievements of AQAL during the reporting period. **Where the descriptions do not specifically mention who carried out the activities, the activities were carried out by AQAL, or more precisely the cooperation between the CPs and JICA-AQAL.**

Output 1: Governance and management in NFE is strengthened.

Federal / ICT	Balochistan	KP	Punjab	Sindh
Activity 1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders), and formulate/strengthen mechanism in each target area for their sustainability				
[Coordination Platform] Achieved <ul style="list-style-type: none"> Established coordination platforms and held the meetings as below; <ul style="list-style-type: none"> Periodic Coordination 1) NFE subgroup under the National Education Development Partners Group (NEDPG) (est. 2017; quarterly) 2) ICT NFE Forum (est. 2017; quarterly) 3) NFE Management Information System (NFEMIS) Technical Committee (TECH COM) and Coordination Committees (CORD COM) (est. 2016) 4) Education 	[Coordination Platform] Achieved <ul style="list-style-type: none"> Consistently organized and conducted meetings of NFE forum (est. 2018; quarterly). These meetings serve as crucial platforms for NFE stakeholders to convene, share updates on their progress, discuss challenges encountered, and collaboratively plan future NFE initiatives. This collaborative approach has fostered a more unified and coordinated effort toward NFE implementation in the region, as exemplified by the Zero OOSC 	[Coordination Platform] Achieved <ul style="list-style-type: none"> Newly established its Provincial NFE Forum in Oct 2022. The chairman is Special Secretary of ESED and the participants are from ESED, Elementary and Secondary Education Foundation (ESEF), Merged Areas Education Foundation (MAEF), Technical Education and Vocational Training Authority (TEVTA), International Organizations, etc. Actively participated in LEG meetings to coordinate with other 	[Coordination Platform] Achieved <ul style="list-style-type: none"> Expanded the NFE coordination platform to the NFE forum gradually. At the beginning of the Project, the following Technical Working Groups (TWGs) (est. 2019) played a critical role of coordination in the NFE sector; <ul style="list-style-type: none"> a) Community Mobilization Strategy Development, b) Curriculum Development, c) Training Regime, d) Monitoring and Assessment, and e) Integrated Literacy and 	[Coordination Platform] Achieved <ul style="list-style-type: none"> Revised the TORs and participants of the NFE Task Force to broaden its scope and responsibilities for the promotion of NFE in the province in Oct 2022.

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>Parliamentarian Caucus Project Coordination (est. 2023)</p> <p>5) Technical Working Group (TWG) for the Zero OOSC Campaign in ICT (est. 2023; weekly)</p> <ul style="list-style-type: none"> While the NFE Forum and NFE Sub-Group of NEDPG serve as regular platforms for coordinating and collaborating on NFE initiatives in ICT and this country, succeeded to further strengthen coordination among stakeholders through the weekly meeting for implementation of the Zero OOSC Campaign. As the result, these coordination platforms have been operated autonomously. 	<p>Campaign in Quetta.</p> <ul style="list-style-type: none"> On a specific need basis, the following Technical Working Groups were established and operated; <ol style="list-style-type: none"> 1) Access and Equity Technical Working Group for Joint Education Sector Review (est. 2023) 2) Governance and Management Technical Working Group for Joint Education Sector Review (est. 2023) 3) Technical Working Group for Middle Tech NFE progress and contributions were regularly presented at the Local Education Group (LEG) meetings, demonstrating integration with broader education sector initiatives. 	<p>development partners and ensure alignment of NFE activities with the broader education sector agenda.</p>	<p>Skills.</p> <p>Then, as the place to discuss the entire NFE themes covered by the Project, the AQAL Phase- II Project Steering Committee was established in Oct 2022. At last, the provincial NFE forum was approved and notified in Nov 2023. Although the coordination platform has existed since 2019, continuous support to C/P in holding regular meetings of the NFE forum will be crucial.</p>	
Activity 1.2 Support in implementation of NFE policies and its strategic plans Activity 1.3 Revise NFE policies and its strategic plans Activity 1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity				
<p>[NFE Policy] Achieved</p> <ul style="list-style-type: none"> The National Education Policy Framework (NEPF) 2024 was launched officially by MoFEPT in Dec 2024. Through the technical 	<p>[NFE Policy] Achieved</p> <ul style="list-style-type: none"> The Balochistan NFE Policy was launched in 2016 and does not require its revision. To support the implementation of the 	<p>[NFE Policy] Partially Achieved</p> <ul style="list-style-type: none"> The KP NFE Policy was approved by the board of ESEF in Oct 2023 and is awaiting approval by the Cabinet, which is beyond the control of both ESEF 	<p>[NFE Policy] Achieved</p> <ul style="list-style-type: none"> The Punjab NFE Policy was launched in 2019 and does not require its revision. To support the implementation of the policy, JICA-AQAL 	<p>[NFE Policy] Achieved</p> <ul style="list-style-type: none"> JICA-AQAL continuously provided the technical assistance on the revision of the Sindh NFE Policy that launched in 2017. The sub-committee for

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>cooperation of the Project, the NFE chapter of NEPF 2024 covers NFE as access equity, quality, relevance, governance and financing; exactly as shown in provincial NFE policies.</p> <p>[NFE Strategic Plan] Achieved</p> <ul style="list-style-type: none"> The National Education Foundation (NEF) Strategic Plan was approved in Dec 2024. In response to the announcement of the Prime Minister Muhammad Shehbaz Sharif on 'Education Emergency' to enroll 26 million OOSC in May 2024, JICA-AQAL has held a series of meetings with NCHD and other government organizations to develop the National Plan of Action against Education Emergency that replicates the Zero OOSC Campaign model to address the OOSC crises. Additionally, coordinated with provinces to develop the 	<p>policy, JICA-AQAL provided technical assistance for the development of the NFE Strategic Plan.</p> <p>[NFE Strategic Plan] Achieved</p> <ul style="list-style-type: none"> The NFE strategic plan was launched in Sep 2023. The draft was developed and finalized through rounds of consultations, notably during NFE forum meetings where feedback from stakeholders was gathered. Besides, to align the NFE Strategic Plan with the Balochistan Education Sector Plan (BESP), JICA-AQAL ensured that the BESP incorporated elements of the NFE Strategic Plan. The Strategic Paper for the Zero OOSC Campaign against the Education Emergency was officially launched in the ILD event in Sep 2024, while the implementation began in Quetta in Aug 2024. Succeeded to make a flying start in the strategic 	<p>and the Project.</p> <p>[NFE Strategic Plan] Achieved</p> <ul style="list-style-type: none"> The Board of ESEF has given approval of the draft strategic plan in Feb 2024. After an in-depth consultation was held with ESEF management due to the change of management, the strategic plan draft was revised with the updated statistics in Jun 2024. Strategies given in this strategic plan is now being referred for the creation of provincial action plan for Education Foundations. <p>[Project for NFE Expansion] Achieved</p> <ul style="list-style-type: none"> Developed a concept note on the establishment of ALP-P by ESEF and presented it in the ESEF Board of Governors (BoG) meeting in Oct 2023. The BoG approved the establishment of 200 ALP centers in the 9 most deprived districts of KP. 	<p>provided technical assistance for the development of the NFE Strategic Plan. The TWG for the strategic plan was created and notified in Nov 2023 by the direction of the Secretary of L&NFBED.</p> <p>[NFE Strategic Plan] Achieved</p> <ul style="list-style-type: none"> The Strategic Plan 2025-2030 was presented by DG LNFBED and approved in Jan 2025. <p>[Project for NFE Expansion] Achieved</p> <ul style="list-style-type: none"> In collaboration with PIE, replicated the Zero OOSC Project in South Punjab, led by the School Education Department (SED) South Punjab in Jun 2024. JICA-AQAL's technical input, particularly the NFEMIS Dashboard, for collecting comprehensive child information and informing enrolment and retention strategies was acknowledged by SED and its partner 	<p>NFE policy review under the Sindh L&NFE task force was notified in Dec 2023. The revision was approved by the NFE taskforce in May 2024. The process for policy revision has been led by the respective sub-committee.</p> <ul style="list-style-type: none"> JICA-AQAL's technical support was extended to the establishment of Sindh Transgender Education Policy (STEP) that proposes ALP/NFE as a key strategy to provide the right of education and learning to the transgender community. STEP was approved in a meeting chaired by Sindh Education Minister in Nov 2024. <p>[NFE Strategic Plan] Partially Achieved</p> <ul style="list-style-type: none"> Sindh NFE Strategic plan was finalized through situation analysis and consultations and is waiting for approval. It is expected to be notified by the Secretary of SE&LD in Feb 2025.

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>provincial plan of action, which will be converted/ compiled as national plan of action.</p> <p>[Project for NFE Expansion] Achieved</p> <ul style="list-style-type: none"> The Zero OOSC Campaign in ICT was a significant undertaking. It aimed to enroll out-of-school children in ICT. The campaign received consistent technical support from JICA-AQAL, and succeeded in the data driven management with regular data entry and updates from Implementation Partners (IPs). Key achievements were the identification of over 81,000 OOSC and the enrollment of 70,000 within just 6 months through the collaboration between government, NGOs, and private schools. Additionally, to share this successful approach with other provinces, the Zero OOSC campaign study report was launched in February 2024. This 	<p>plan and implementation with the strong leadership of the Minister of Education as a result of JICA-AQAL's continuous advocacy and contributions to the capacity development of the C/P officials.</p> <p>[Project for NFE Expansion] Achieved</p> <ul style="list-style-type: none"> Made significant efforts for the expansion of ALP through the WB ASPIRE project. JICA-AQAL worked on capacity building initiatives including training programs for the ASPIRE implementing team. The training covered crucial aspects like NFE principles, monitoring and evaluation, policy and planning, data management, and social mobilization strategies for establishing and managing ALP centers. In response to the extension of the ASPIRE project and the call for new proposals, the Directorate of Literacy 	<ul style="list-style-type: none"> JICA-AQAL supported and facilitated the Merged Areas Education Foundation (MEF), an autonomous organization to undertake educational initiatives in the newly merged districts of KP, in the development of PC1 for establishment of 200 ALP centers in the merged areas, valued at PKR 476 million. The scheme was approved in July 2023. JICA-AQAL provided technical input on the document for the next cycle of the GPE grant in April 2023. 	<p>organizations.</p> <ul style="list-style-type: none"> Provided continuous support to SED South Punjab from the formulation to the implementation of ALP interventions for working / transgender children (morning schools and transgender schools). L&NFBED implemented the Transformation in Access, Learning, Equity and Education Management (TALEEM) project funded by GPE. The project has employed the AQAL developed ALP curriculum and materials to pilot 1,000 ALP-P centers. JICA-AQAL provided technical support to L&NFBED in training of its field staff and master trainers. As a result of the successful academic evaluations, L&NFBED decided to convert all NFBE centers in the region to ALP-P centers and to pilot the ALP Middle Tech program with their own budget. JICA-AQAL provided technical support to SED that has planned and 	<p>[Project for NFE Expansion] Achieved</p> <ul style="list-style-type: none"> Made and revised a draft concept note for Islamic Development Bank (IsDB) to provide right to education to 120,000 OOSC through 4,000 ALP (3,000 for Primary and 1,000 for Middle) in Sindh in Apr 2024. Had a meeting with the Minister of Education in May 2023. On the directives of the Minister, JICA-AQAL facilitated Directorate L&NFE to prepare an action plan for establishing and operationalizing NFE centers. JICA-AQAL provided technical input for preparing the next cycle of the GPE grant at the LEG meeting in April 2023.

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>report documented good practices and lessons learned. JICA-AQAL facilitated meetings between the Pakistan Institute of Education (PIE) and the other provincial CPs to apply insights from the ICT campaign to plan similar campaigns in other provinces.</p>	<p>and Non-Formal Education (DLNFE) Balochistan developed a concept note with the technical assistance from JICA-AQAL in Aug 2024.</p> <ul style="list-style-type: none"> • A significant achievement was the DLNFE's development of a Project Concept-1 (PC-1) document for establishing ALP Middle-Tech centers in selected districts of Balochistan in Jun 2024. This suggests DLNFE's ownership, responsibility, and ambition to expand ALP provisions in this region. • A project proposal aiming to enroll 600,000 OOSC in Balochistan was formulated in Aug 2024. • A comprehensive concept/implementation plan targeting the enrollment of 800,000 OOSC in Balochistan was developed in Sep 2024. This plan, shared with the Social Welfare Department (SWD) Balochistan, reflects a dedication to expanding educational access for 		<p>implemented to engage transgender people into educational activities and set up ALP-P centers for transgender in 6 districts under the WB-ASPIRE project.</p> <ul style="list-style-type: none"> • JICA-AQAL signed an LOU with the Punjab Education Initiative Management Authority (PEIMA) to give technical assistance on ALP-P centers in March 2023. PEIMA decided to establish 12 ALP-P centers in 3 industrial districts of Punjab to cater to out-of-school working children. • Upon request of the Secretary of the Labour Department in Apr 2023, JICA-AQAL extended its technical support to the Labour Department that has planned to disengage 5,000 working children from the labor market and to enroll them into ALP-P centers in the district of Muzaffargarh. 	

Federal / ICT	Balochistan	KP	Punjab	Sindh
	marginalized children.			
Activity 1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level				
[Restructuring and Strengthening Structure] Achieved <ul style="list-style-type: none"> For the Basic Education Community Schools (BECS), the revision of organogram was approved in Jan 2023. For PIE, the revision of organogram was approved in July 2023, and the creation and nomination of the new post, Data Management Officer, was announced in Nov 2023. (As for the capacity building for the new staff, it is described in the other sections of this report.) 	[Restructuring and Strengthening Structure] Achieved <ul style="list-style-type: none"> The revision of organogram and the creation of 28 new posts in the Directorate of L&NFE, SWD were approved in Aug 2020. The newly created posts include District Literacy Officers (DLOs) and assistant computer operators. (As for the capacity building for the new staff, it is described in the other sections of this report.) 	[Restructuring and Strengthening Structure] Achieved <ul style="list-style-type: none"> The revised organogram of ESEF was approved by its Board in Mar 2024. (As for the capacity building for the new staff, it is described in the other sections of this report.) 	[Restructuring and Strengthening Structure] Achieved <ul style="list-style-type: none"> The revision of organogram of L&NFBED was approved in Apr 2021. (As for the capacity building for the new staff, it is described in the other sections of this report.) 	[Restructuring and Strengthening Structure] Achieved <ul style="list-style-type: none"> The revised organogram of the Directorate of L&NFE was approved by the Sindh Government in Feb 2024. (As for the capacity building for the new staff, it is described in the other sections of this report.)
Activity 1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE				
[NFE Minimum Standards] Achieved <ul style="list-style-type: none"> The Standards for Quality NFE Minimum standards were approved and notified by the Assistant Education Advisor, MoFEPT in Dec 2024. It will be used for 	[NFE Minimum Standards] Achieved <ul style="list-style-type: none"> Following the series of consultative meetings, the 'Minimum Standards for the NFE' were notified by the School Education Department in Sep 2024. 	[NFE Minimum Standards] Achieved <ul style="list-style-type: none"> Upon the recommendations and contextualization of the review committee, the 'Standards for Quality NFE in KP' were approved and notified by 	[NFE Minimum Standards] Achieved <ul style="list-style-type: none"> The Minimum Standard in NFE was approved in Jan 2025 after the series of consultation meeting with the relevant Technical Working Group. 	[NFE Minimum Standards] Achieved <ul style="list-style-type: none"> The NFE Standards were approved by the Secretary of SE&LD in Nov 2024.

Federal / ICT	Balochistan	KP	Punjab	Sindh
organizations implementing NFE and ALP in ICT and working under Federal Government across the country.		the Directorate of Curriculum and Teacher Education (DCTE) in Aug 2024.		
Activity 1.7 Support to implement data driven management among NFE stakeholders in the Target Areas				
<p>[Monitoring Mechanism] Achieved</p> <ul style="list-style-type: none"> The Monitoring Mechanism for the Enrollment, Retention and Progression project (formerly the Zero OOSC Campaign) in ICT was approved in Mar 2024 at the steering committee meeting. This followed online and in-person meetings, chaired by PIE, with relevant stakeholders to reach a consensus on the monitoring indicators. The monitoring mechanism, aligned with PIE's NFEMIS, was developed to support the success of MoFEPT's Zero OOSC drive. <p>[NFE Annual Statistical Report] Achieved</p> <ul style="list-style-type: none"> The Pakistan National NFE Statistical Report 	<p>[Monitoring Mechanism] Achieved</p> <ul style="list-style-type: none"> Successfully developed its NFE Monitoring Mechanism, signifying a crucial step in establishing a system for tracking and evaluating NFE programs. This mechanism was officially approved and notified by the SWD in July 2023. Following the notification of the Monitoring Mechanism, 20 DLOs participated in a one-day orientation session in Nov 2023. This training focused on familiarizing DLOs with the essential aspects of the mechanism, including monitoring indicators, checklists, and reporting procedures. <p>[NFE Annual Statistical Report]</p>	<p>[Monitoring Mechanism] Achieved</p> <ul style="list-style-type: none"> The review, finalization, and printing of the monitoring framework was completed in May 2024. The monitoring mechanism document has been disseminated among NFE providers in KP. <p>[NFE Annual Statistical Report] Achieved</p> <ul style="list-style-type: none"> Following the launch of NFE Statistical Reports, the provincial data card was successfully launched in May 2023 for 2020-21, in June 2024 for 2021-22, and in Dec 2024 for 2022-23. <p>[Data Driven Management] Achieved</p> <ul style="list-style-type: none"> Overall, total 14 organizations including 	<p>[Monitoring Mechanism] Achieved</p> <ul style="list-style-type: none"> The Monitoring Mechanism was approved at the Steering Committee in June 2023. JICA-AQAL conducted two-day sessions in Feb 2024, covering 1) Monitoring Framework and 2) Assessment & Certification Mechanism for 92 newly-recruited monitors of L&NFBED at the Quaid-e-Azam Academy for Educational Development (QAED), Government of Punjab. Also, JICA-AQAL conducted one day session on the monitoring mechanism for the L&NFBED field monitors of the GPE-TALEEM project deployed in the 05 districts of Sothern Punjab in Jun 2024. JICA-AQAL continued 	<p>[Monitoring Mechanism] Achieved</p> <ul style="list-style-type: none"> The Monitoring Mechanism was approved and notified by the Secretary of SE&LD in Nov 2024. <p>[NFE Annual Statistical Report] Achieved</p> <ul style="list-style-type: none"> Following the launch of NFE Statistical Reports, the provincial data card was successfully launched in May 2023 for 2020-21, in May 2024 for 2021-22, and in Nov 2024 for 2022-23. <p>[Data Driven Management] Achieved</p> <ul style="list-style-type: none"> Overall, a total of 36 organizations including government counterpart, other government organizations and

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>2020-2021 was launched in Mar 2023. This marked a significant step as it was the first NFEMIS report launched in Pakistan. Subsequently, launched the report 2021-22 in Apr 2024 and the report 2022-23 in Oct 2024.</p> <ul style="list-style-type: none"> Prior to the publication of the NFE Statistical Reports, held meetings of NFEMIS TECH COM and CORD COM, in collaboration between PIE and JICA-AQAL. At the meeting, nominated participants from all provinces finalized the NFE data. <p>[Data Driven Management] Achieved</p> <ul style="list-style-type: none"> Overall, total 21 organizations including government counterpart, other government organizations and development partners are using NFEMIS for the data-driven management in their NFE projects. At a capacity building workshop for Provincial EMISs & Education 	<p>Achieved</p> <ul style="list-style-type: none"> Following the launch of NFE Statistical Reports, the provincial data card was successfully launched in May 2023 for 2020-21, in June 2024 for 2021-22, and in Nov 2024 for 2022-23. <p>[Data Driven Management] Achieved</p> <ul style="list-style-type: none"> Overall, total 16 organizations including government counterpart, other government organizations and development partners are using NFEMIS for the data-driven management in their NFE projects. The seminar on the impact of data in planning and implementation of the education sector plan was organized by the National Commission for Human Development (NCHD) in collaboration with the L&NFE dept. and JICA-AQAL in June 2023. The chief guest was the Secretary of SWD, and the participants came from the government and 	<p>government counterpart, other government organizations and development partners are using NFEMIS for the data-driven management in their NFE projects.</p> <ul style="list-style-type: none"> A training workshop of NFE/ALP managers on data-driven management through NFEMIS was conducted in Peshawar, where both provincial and district ALP managers of ALP-PIU participated. 	<p>support the digitalization of the monitoring tools.</p> <p>[NFE Annual Statistical Report] Achieved</p> <ul style="list-style-type: none"> Following the launch of NFE Statistical Reports, the provincial data card was successfully launched in May 2023 for 2020-21, in June 2024 for 2021-22, and in Jan 2025 for 2022-23. <p>[Data Driven Management] Achieved</p> <ul style="list-style-type: none"> Overall, total 17 organizations including government counterpart, other government organizations and development partners are using NFEMIS for the data-driven management in their NFE projects. JICA-AQAL supported SED South Punjab in creating the environment and system of data-driven management for the Zero OOSC Campaign in South Punjab. Developed the NFE Teacher Information 	<p>development partners are using NFEMIS for the data-driven management in their NFE projects.</p> <ul style="list-style-type: none"> A meeting was convened in Sep 2023 with UNICEF Sindh and the RSU Sindh with NEMIS-PIE staff chaired by DG PIE where a presentation on NFEMIS modules and Zero-OOSC dashboard / campaigns was shared.

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>Managers on SDG-4 data collection, analysis, reporting and use for planning and monitoring in July 2023, presented NFEMIS as a tool for reporting SDG-4 indicators for NFE sector Data Driven Decision making by sharing the case study of zero OOSC campaign in ICT.</p> <ul style="list-style-type: none"> • The joint TECH COM and CORD COM meetings with PIE underscore the collaborative approach to data management and coordination. • The Technical Working Group (TWG) for the zero OOSC campaign in ICT was constituted to address the data-driven management of the campaign and real-time reporting through the online dashboard based on the NFEMIS, in managing and tracking data of OOSC through the NFEMIS. (The detailed process is documented in the Zero OOSC campaign study report.) • JICA-AQAL supported the Project Management and 	<p>development sector.</p> <ul style="list-style-type: none"> • Provided consistent technical support to the Zero OOSC Campaign in Balochistan, in collaboration between PIE and JICA-AQAL. • JICA-AQAL supported the M&E team in using monthly monitoring reports / performa for generating district-level reports to take further decisions in the improvement of the centers' condition and quality of learning. 		<p>System and provided teachers with direct access to the system for their data entry of learners' enrolment and assessment results.</p> <ul style="list-style-type: none"> • Launched the NFE Teacher Registration Portal for L&NFBED and the mobile application in Nov 2022. Implementing data-driven management in the identification of sites for new NFE centers and teacher recruitment under the GPE-funded TALEEM program that operates 1,000 NFE centers using ALP-P. 	

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>Implementation Unit (PMIU) under the MoFEPT by;</p> <p>(a) presenting NFEMIS with a focus on the monitoring module in Oct 2023,</p> <p>(b) engaging in discussions about the Zero OOSC campaign data in Nov 2023, and</p> <p>(c) facilitating the presentation of the proposed Monitoring Mechanism in Nov 2023.</p> <p>• JICA-AQAL partook in the Policy Dialogue on Data-Driven School Improvement (DSI) in Pakistan and Nepal, under the GPE-KIX Project held by MoFEPT in May 2023.</p>				

Chart: Main Components of NFEMIS

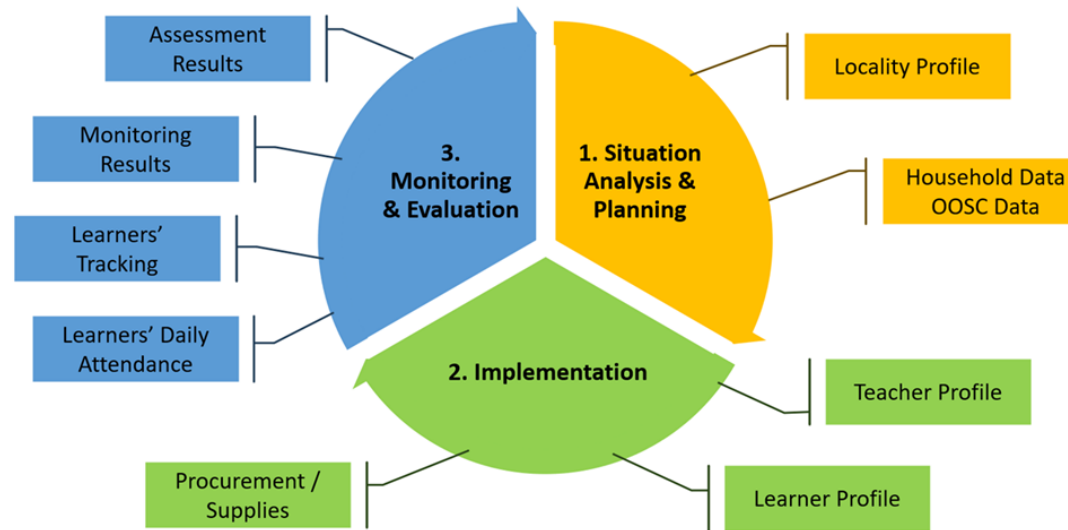


Chart: Data-driven Management Process in NFE center level

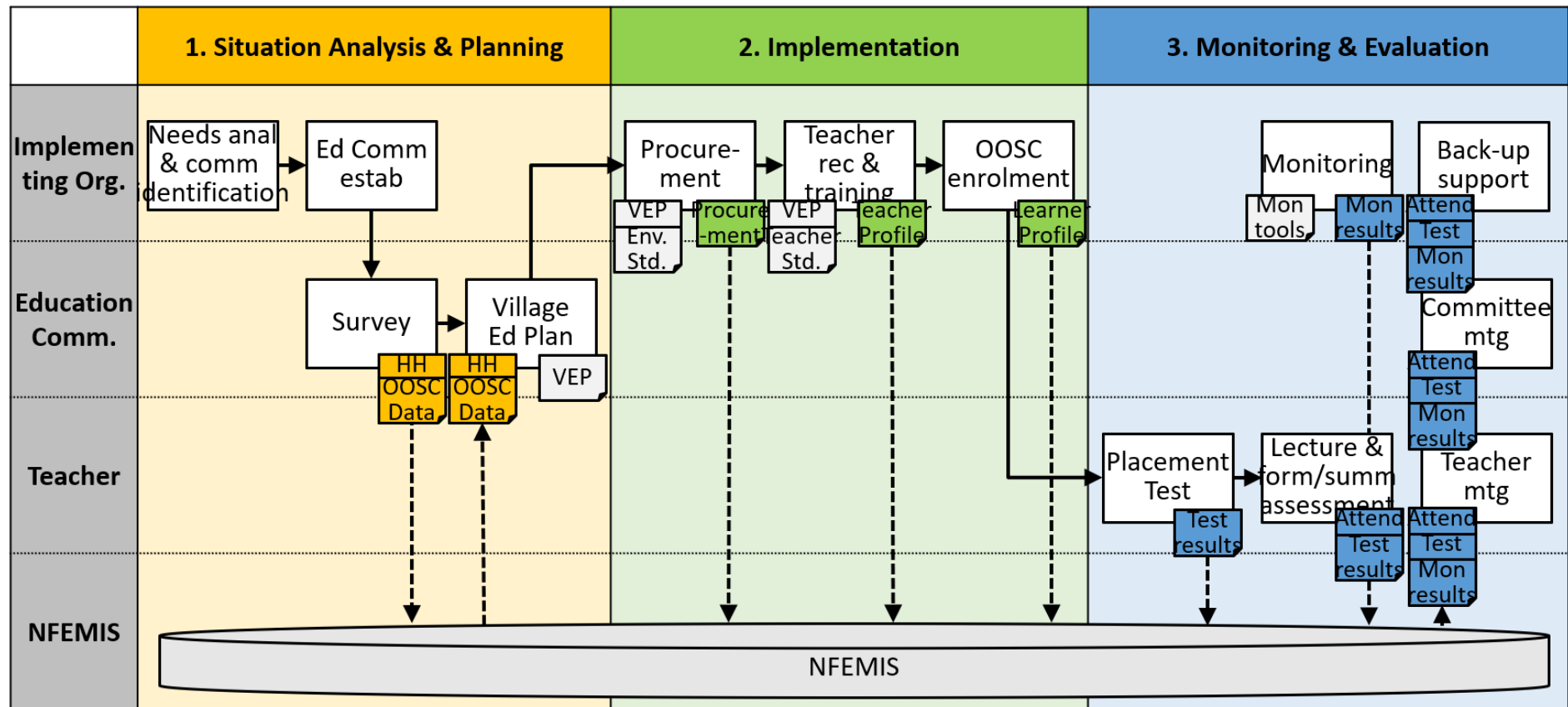
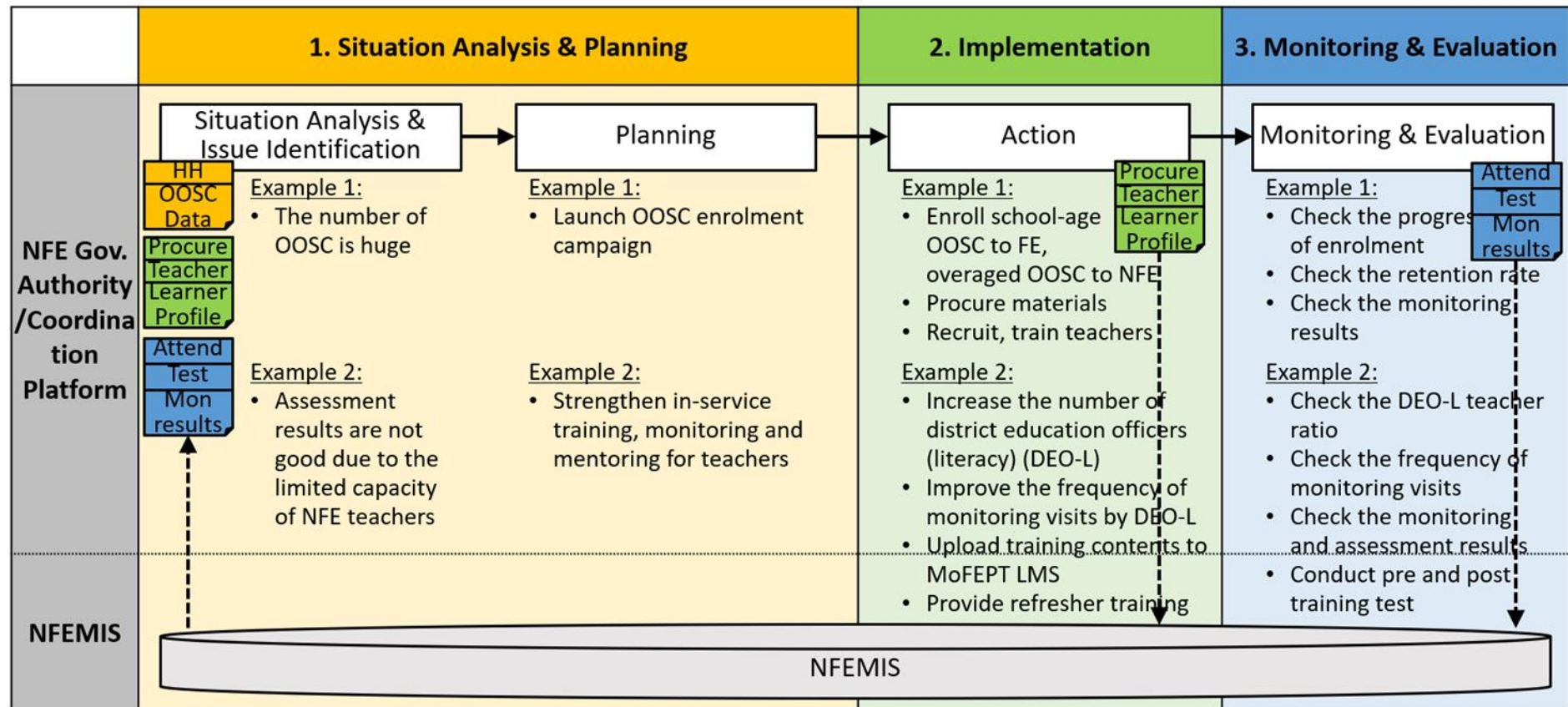


Chart: Data-driven Management Process in Province/District level



Federal / ICT	Balochistan	KP	Punjab	Sindh
Activity 1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)				
<p>[Customization of NFEMIS] Achieved</p> <ul style="list-style-type: none"> The modifications of NFEMIS for the enhancement of data driven management were carried out on a need basis. The major modifications were made to align with the Zero OOSC campaign's needs in Sep 2023. It focused on adapting the system for evidence based planning and practical implementation in line with ongoing initiatives. In addition to that, for replicating the campaign in other provinces, the system was upgraded with two dashboards; 1) graph and chart type dashboard to show the identified, enrolled, and retained OOSC by organizations at a glance, and 2) map type dashboard to clarify the locations and distances of OOSC and available education institutions. Furthermore, the integration with e-Taleem Portal is under discussion through several consultative meetings. The e-Taleem Portal is the MoFEPT's online learning platform. The integration aims to enable ALP learners to benefit from the resources available on the platform. Through a series of stakeholder meetings on the Monitoring Framework held by PIE, the modifications in the NFEMIS web and mobile application as per new monitoring checklist were discussed and agreed in Jan 2024. First deliverable of NFEMIS web and mobile application as per new monitoring checklist were completed in Mar 2024. Updating of NFEMIS mobile application and other modifications in the NFEMIS web version were completed in May 2024. The modifications in the NFEMIS as per the Data Standardization Framework (DSF) finalized by PIE in Mar 2024 were completed in Jun 2024. <p>[Introduction of NFEMIS] Achieved</p> <ul style="list-style-type: none"> As of Jan 2025, a total of 104 NFE providers (5 C/Ps, 9 other government organizations, and 90 DPs and NGOs) have utilized NFEMIS for their data-driven management. 				
Activity 1.9 Advise to integrate NFEMIS with National/Provincial EMIS				
<p>[Advice on Integration with EMIS] Achieved</p> <ul style="list-style-type: none"> The data level integration has been carried out. The development and finalization of the Data Standardization Framework (DSF) is a pivotal step towards seamless data exchange between NFEMIS and EMIS. This framework likely establishes common data definitions, formats, and protocols, ensuring 	<p>[Advice on Integration with EMIS] Achieved</p> <ul style="list-style-type: none"> The integration with the provincial EMIS was completed in Dec 2024. The Application Programming Interface has been shared with PPIU to enable the automatic retrieval and integration of NFE data into the Balochistan EMIS. 	<p>[Advice on Integration with EMIS] Achieved</p> <ul style="list-style-type: none"> The integration with the provincial EMIS was completed in Mar 2024. The NFE data is now accessible on the ESEF website. 	<p>[Advice on Integration with EMIS] Achieved</p> <ul style="list-style-type: none"> The horizontal integration of DLNFBF NFMEIS with SED EMIS was completed in May 2024. The data and system level integration has been carried out. A data standardization workshop was held with DG L&NFBED, Punjab along with DG PIE in Oct 2023. The Data Standardization 	<p>[Advice on Integration with EMIS] Achieved</p> <ul style="list-style-type: none"> The data level integration has been carried out. In May 2023, a meeting of delegates from the Directorate of Literacy and NFE Sindh, UNICEF Karachi, and JICA-AQAL was held with DG-PIE and Director NEMIS to further enhance data collection base of NFEMIS in the Sindh

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>data consistency and comparability across systems. In Mar 2024, the DSF was finalized, and provinces began collecting data using the standardized tool.</p> <ul style="list-style-type: none"> The development of the National Open Data Portal (NODP) is another significant undertaking. The prototype was developed and tested by Jun 2024. The integration of NFEMIS with the NODP is expected to streamline data flows and facilitate more informed decision-making. 			<p>Framework and the design/architecture for horizontal and vertical integration of education databases (i.e. integration national and provincial database as well as integration among different provincial database) were shared and discussed with the participants.</p> <ul style="list-style-type: none"> The sub-group/ coordination committee on the integration of Provincial EMIS with National EMIS was notified by the L&NFBED in Feb 2023. It was decided that the L&NBED would share the data and the System Analyst from the PIE will develop the web services for integration, in collaboration with the IT team of L&NFBED. 	
Activity 1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS				
<p>[Training on NFEMIS] Achieved</p> <ul style="list-style-type: none"> Delivered the following training on NFEMIS to NFE providers, in collaboration with PIE. <ul style="list-style-type: none"> (a) one-day training 	<p>[Training on NFEMIS] Achieved</p> <ul style="list-style-type: none"> Delivered the training on NFEMIS to NFE providers, in collaboration with PIE. <ul style="list-style-type: none"> (a) orientation on the 	<p>[Training on NFEMIS] Achieved</p> <ul style="list-style-type: none"> Delivered the training on NFEMIS to NFE providers, in collaboration with PIE. <ul style="list-style-type: none"> (a) one-day workshop on 	<p>[Training on NFEMIS] Achieved</p> <ul style="list-style-type: none"> Delivered the training on NFEMIS to NFE providers, in collaboration with PIE. <ul style="list-style-type: none"> (a) Training on OOSC / 	<p>[Training on NFEMIS] Achieved</p> <ul style="list-style-type: none"> Delivered the training on NFEMIS to NFE providers, in collaboration with PIE. <ul style="list-style-type: none"> (a) A session on data

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>workshop on Data Driven Management through NFEMIS for READ Foundation in Aug 2024.</p> <p>(b) orientation workshop on NFEMIS for the organizations working in the Enrollment, Retention and Progression Project (former Zero OOSC Campaign in ICT) in Jan 2024.</p> <p>(c) orientation on NFEMIS to ALP Middle-Tech teachers and the implementation partners in July 2023.</p> <p>(d) Two training sessions for BECS, Federal Directorate of Education (FDE), NCHD, National Education Foundation (NEF), Private Educational Institutions Regulatory Authority (PEIRA), Page and Sunbeams in May 2023.</p> <p>(e) two days training workshop for BECS, NEF, NCHD, PIE, PAGE, ALIGHT, PYCA, JJT, Mashal, GET, I-FEEL, SPO and TAKMIL in Nov 2022.</p> <p>(f) orientation of NFEMIS mobile and web versions</p>	<p>dashboard and data collection of the Zero OOSC Campaign using NFEMIS for DL&NFE, SOCIETY office, NCHD, Mercy Corps, A;-Khadmit Foundation, and Ghazali Foundation in Aug 2024.</p> <p>(b) one-day training workshop on Data Driven Management using NFEMIS focusing on planning and implementation modules to the newly hired 20 staff members of WB-ASPIRE Balochistan in Mar 2024.</p> <p>(c) two days training workshop on different modules of NFEMIS to newly recruited officers in DLNFE in Nov 2023</p> <p>(d) two Days training workshop on Data Driven Management using NFEMIS for newly recruited officers in DLNFE Baluchistan in Sep 2023.</p> <p>(e) training on NFEMIS to Umeed, an NGO working in Balochistan in Sep 2023.</p>	<p>data driven management through NFEMIS and M&E framework for ESEF and other NFE providers in July 2024.</p> <p>(b) orientation session on data driven management during AL/NFE technical committee meeting at ESEF in Mar 2024.</p> <p>(c) one day orientation workshop on Data Driven Management through NFEMIS for NFE providers in Nov 2023.</p> <p>(d) two days training on NFEMIS, data driven management and quarterly review of NFEMIS implementation for all NFE providers in KP in Sep 2022.</p> <p>(e) two days orientation and capacity building workshop on NFEMIS for the new NFE providers in KP in Jun 2022.</p> <p>(r) orientation on different NFEMIS modules to IT officers of PIU in May 2022.</p>	<p>planning module of NFEMIS for South Punjab SED in May 2024.</p> <p>(b) Orientation on NFEMIS to Muzaffarabad Social Welfare Society, an NGO working in the South Punjab in Oct 2023.</p>	<p>driven management through NFEMIS was conducted in Mar 2024.</p> <p>(b) training on all the modules of NFEMS for Read foundation at Tharparker, Sindh in May 2024.</p> <p>(c) two-day training on data-driven management through NFEMIS for NFE implementing partners in Oct 2023.</p> <p>(d) one day workshop on NFEMIS for District Education Officers (DEOs) and other NFE implementers in Oct 2023.</p> <p>(e) two days training on NFE data entry and data driven management for NFE implementers in Oct 2022.</p> <p>(f) orientation on the effective use of NFEMIS to the newly joined staff of HANDS in Sep 2022.</p>

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<p>to the two different batches of teachers of NEF in Jun 2022.</p> <ul style="list-style-type: none"> Beyond these specific training events, the ongoing efforts went into promoting data utilization. This reflects a broader shift towards data driven management / evidence-based decision making in education. 				
Activity 1.11 Improve community mobilization manual and conduct training of field staff Activity 1.12 Conduct training for staff at provincial and district level to develop local education plan Activity 1.13 Introduce and enhance community mobilization strategies in NFE implementation				
<p>[Community Mobilization Manual] Achieved</p> <ul style="list-style-type: none"> The Community Mobilization Manual in ICT was approved as part of the Zero OOSC Campaign Guideline in Jan 2024. <p>[Training on Community Mobilization and Local Education Plan] Achieved</p> <ul style="list-style-type: none"> Delivered the following training; (a) orientation on community mobilization for ALP Middle Tech pilot implementers in Dec 	<p>[Community Mobilization Manual] Achieved</p> <ul style="list-style-type: none"> The Social Mobilization Training Manual was notified by SWD in Jul 2022. The Social Mobilization Manual was launched at the Balochistan NFE forum meeting in May 2023. <p>[Training on Community Mobilization and Local Education Plan] Achieved</p> <ul style="list-style-type: none"> Delivered the following training; (a) one day training 	<p>[Community Mobilization Manual] Achieved</p> <ul style="list-style-type: none"> The Social Mobilization Guide and Training Manual and were notified by DCTE in Apr 2022. <p>[Training on Community Mobilization and Local Education Plan] Achieved</p> <ul style="list-style-type: none"> Delivered the following training; (a) training on social mobilization and bottom-up planning for ESEF field staff of 10 districts in Jul 2024. (b) orientation on notified 	<p>[Community Mobilization Manual] Achieved</p> <ul style="list-style-type: none"> In June 2023, the Community Mobilization Guide and Training Manual were approved at the Steering Committee. <p>[Training on Community Mobilization and Local Education Plan] Achieved</p> <ul style="list-style-type: none"> Delivered the following training; (a) orientation session on social mobilization for newly hired 90+ monitors of L&NFBED in Feb 2024. (b) one-day training on 	<p>[Community Mobilization Manual] Achieved</p> <ul style="list-style-type: none"> The Social Mobilization Guide and Training Manual were notified by the Secretary of SE&LD in May 2022. <p>[Training on Community Mobilization and Local Education Plan] Achieved</p> <ul style="list-style-type: none"> Delivered the following training; (a) orientation on social mobilization and bottom-up planning for 80 Implementing Partners (IPs) of Sindh Education

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>2022.</p> <p>[Introduction and Enhancement of Community Mobilization Strategy] Achieved</p> <ul style="list-style-type: none"> Collected and analyzed the information on Social Mobilization practices and support provided by NFE providers. Follow-up and support are ongoing activities, progressing as needed in all provinces. JICA-AQAL's technical support was extended to the Union Council (UC) Education Committee in Sarai Kharbooza through meetings to incorporate data of OOSC and educational facilities to the UC Education Plan and review progress on the UC Education Plan targets. 	<p>session on social mobilization for the newly hired 28 staff members of WB-ASPIRE Balochistan in Feb 2024.</p> <p>(b) one day session on social mobilization for field staff of Directorate of L&NFE and NGOs supervisors in Nov 2023.</p> <p>(c) session on Social Mobilization at 3 day capacity-building workshop for 22 DLOs in Nov 2022.</p>	<p>Social Mobilization Guidelines in NFE Technical Committee meeting in Mar 2024.</p> <p>(c) 3 days training of trainers on NFE Social Guide and Training Manual for NFE providers in KP (two each from ESEF, NCHD, NIDA Pakistan, Relief International, Takal Welfare Organization, IDEA, Khwendo Kor, and SPADO) in Mar 2023</p>	<p>resource mobilization for ALPs for Al-Khidmat foundation in Feb 2024.</p> <p>(c) training on social mobilization for 50 Literacy Mobilizers (LMs) of L&NFBED under the GPE funded TALEEM Project in Sep 2023.</p> <p>(d) 3 days of training of trainers on effective community mobilization for field staff of L&NFBED under the GPE funded TALEEM project in Jun 2023.</p> <p>(e) session on community mobilization and participation for teacher and field staff under AKU ALP program in Hafizabad in Aug 2022.</p> <p>[Introduction and Enhancement of Community Mobilization Strategy] Achieved</p> <ul style="list-style-type: none"> JICA-AQAL supported L&NFBED in community mobilization for the GPE-funded TALEEM project through having meeting with the TWG, Operations Wing, Director Operations, etc. 	<p>Foundation (SEF) at Karachi, Larkana and Hyderabad districts in Sep 2024.</p>

Federal / ICT	Balochistan	KP	Punjab	Sindh
			<ul style="list-style-type: none"> JICA-AQAL extended its support to the Ali Institute of Education (AIE) in developing the Village Education Plan (VEP). The VEP for SyedanWala was developed by the Village Education Committee (VEC) in Sep 2024. AIE field staff received tools for profiling adult illiterates, analyzing data on various indicators for data-driven decisions for establishing Adult Literacy Centers. 	
Activity 1.14 Support federal and provincial officers in research and development (R&D) for evidence-based planning				
[Research and Development (R&D)] Achieved <ul style="list-style-type: none"> A significant undertaking was the "Zero OOSC Campaign Study," which aimed to document the campaign's good practices and extract lessons for broader dissemination. The data collection and analysis were conducted in Sep 2023. The analysis focused on key indicators related to the campaign's effectiveness, such as the number of out-of-school children (OOSC) identified and enrolled in schools. The Zero OOSC Campaign Study report was finalized, printed, launched, and disseminated in Feb 2024. The literacy study, "Redefining Literacy in Digital Era", was conducted in collaboration between AIOU and JICA-AQAL, and published as the first report to measure literacy in Pakistan, introducing the global definition of literacy to the country. The Literacy Measurement Study is proceeding by coordinated effort among PIE, AIOU, and JICA-AQAL. The literacy assessment tools have been developed, digitalized and pilot tested as of Jan 2025. JICA-AQAL supported L&NFBED in the comparative study of NFBE and ALP, focusing on their approaches, designs, delivery modes, and cost effectiveness, as the department decided to convert all traditional NFBE centers into ALP centers in Punjab. The concept note and data collection tools were developed in Sep 2024. Data collection on qualitative tools have been completed in five targeted districts of South Punjab by the L&NFBED staff in Sep 2024. Following the collection of quantitative and qualitative data, the final draft report is in the process of finalization as of Jan 2025. The NFE situation analysis study in Sindh was presented and launched in NFE task force meeting in May 2024. 				

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

Federal / ICT	Balochistan	KP	Punjab	Sindh
Activity 2.1 Revise/ upgrade ALP-P curriculum and materials and related activities				
<p>[Curricula] Achieved</p> <ul style="list-style-type: none"> The ALP-P curricula were revised for the alignment of the new National Curricula, approved, and notified in July 2021. The Inclusive Scheme of Studies 2024 was approved by MoFEPT in Dec 2024 for implementation in all public and private education institutions of Islamabad Capital Territory (ICT) and education institutions under the federal governments. The ALP-P is part of the Scheme of Studies. For further improvement, the Math Expert proceeded following activities. For Mathematics, Math Expert conducted two workshops; (1) a workshop on Overview of the Math Curriculum Package A to E and modification / customization of materials 	<p>[Curricula] Achieved</p> <ul style="list-style-type: none"> The ALP-P curricula were developed for the alignment of the new National Curricula, approved, and notified in Feb 2023. <p>[Teaching Learning Materials] Achieved</p> <ul style="list-style-type: none"> The ALP-P textbooks were developed and approved in Mar 2023, and published by the Balochistan Textbook Board (BTBB). The ALP-P Assessment Item Bank was developed and provided to the Balochistan Assessment and Examination Commission (BAEC). Moreover, the Assessment Data Bank Software was introduced with video tutorials to BAEC. 	<p>[Curricula] Achieved</p> <ul style="list-style-type: none"> The ALP-P curricula were revised and improved in the light of research study and the new National Curriculum, in coordination with the Directorate of Curriculum and Teacher Education (DCTE), and notified in Feb 2023. <p>[Teaching Learning Materials] Achieved</p> <ul style="list-style-type: none"> The ALP-P Teaching Learning Materials (TLMs) (textbooks and teacher guides) were formally approved and notified by DCTE in Sep 2023, after a series of workshops with the TLM experts of DCTE and ESED. 	<p>[Curricula] Achieved</p> <ul style="list-style-type: none"> The ALP-P curricula revised for the alignment of the new National Curricula were approved and notified in Sep 2021. <p>[Teaching Learning Materials] Achieved</p> <ul style="list-style-type: none"> The ALP-P Teaching Learning Materials (TLMs) was approved in Dec 2021. In the cooperation with the Punjab Examination Committee (PEC), the ALP-P Assessment Item Bank was finalized of all packages (A, B & C) and all subjects (English, Urdu, Math, Science, Social Study and Islamiyat) in May 2024. As a part of technical assistance to L&NFBED, JICA-AQAL supported in developing the midterm and endline assessment tools for Package A, B and C for the GPE funded TALEEM 	<p>[Curricula] (Sindh decided not to align curriculum with Single National Curriculum)</p> <p>[Teaching Learning Materials] Achieved</p> <ul style="list-style-type: none"> After the flood in Sindh province in 2022, organized the NFE Curriculum Development Subcommittee meetings to offer accelerated and relevant solutions to flood affected learners in Sep, Oct, and Nov 2022, and revised and reduced the ALP Primary Scheme of Study from 30 months to 15 months (Package A: 8 to 4 months, Package B: 8 to 4 months and Package C: 14 to 7 months).

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<p>of Package A&B in Feb 2023, and (2) a workshop on review and development of Math Materials of ALP Package A in June 2023, which was participated by experts on curriculum, content development and assessment from the provinces and ICT. For Science, Math Expert led two workshops; (1) a workshop on review of the sequence and level of difficulty among Package C to E in Feb 2023, and (2) a workshop on development of textbooks in June 2023.</p> <p>[Teaching Learning Materials] Achieved</p> <ul style="list-style-type: none"> • The ALP-P textbooks were revised and approved in Nov 2021. • The ALP-Primary program is implemented by various NFE organizations with varied project duration such as 12, 18, and 30 months across Pakistan. To address this, the <p>Inclusive Scheme of</p>			Program.	

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>Study approved and notified by the National Curriculum Council (NCC) in Dec 2024 officially contains ALP-P, Middle, and Middle-Tech as the official guideline of curricula.</p> <ul style="list-style-type: none"> • The ALP-P Assessment Item Bank has been developed of all packages (A, B & C) and all subjects (English, Urdu, Math, Science, Social Study and Islamyat) in Jan 2024. <p>[NFE Teacher Certificate] Achieved</p> <ul style="list-style-type: none"> • JICA-AQAL extended its technical support to AIOU for the revision of its NFE Teachers Certificate Course developed for the first time in Pakistan through the advocacy and technical advice of AQAL-I. All 6 modules listed below were developed; (1) Introduction to Non formal Education, (2) Literacy and Life Skills, (3) Teaching Aids in Non-Formal Education, (4) Competency Based Vocational Education and 				

Federal / ICT	Balochistan	KP	Punjab	Sindh
Training, (5) Teaching Strategies in Non-Formal Education, and (6) Assessment of Non-Formal Education.				
Activity 2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas				
[Training Materials / Manuals] Achieved <ul style="list-style-type: none"> The ALP-P Teacher Training Manuals of Package A, B and C, a part of the training system, have been revised to be aligned with the revised curricula and TLMs in Aug 2023. [Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> Overall, 215 master trainers have received training on ALP-P. JICA-AQAL strengthened the capacity of ALP-P master trainers through dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. 	[Training Materials / Manuals] Achieved <ul style="list-style-type: none"> The ALP-P Teacher Training Manuals of Package A, B and C have been revised to be aligned with the revised curricula and TLMS in Aug 2023. [Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> Overall, 110 master trainers have received training on ALP-P. JICA-AQAL strengthened the capacity of ALP-P master trainers through dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. 	[Training Materials / Manuals] Achieved <ul style="list-style-type: none"> For the alignment with the revised curriculum and TLMs, revised the ALP-P Teacher Training Manuals of Package A and B in Oct 2023, and Package C in Dec 2023. [Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> Overall, 150 master trainers have received training on ALP-P. JICA-AQAL strengthened the capacity of ALP-P master trainers through dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. 	[Training Materials / Manuals] Achieved <ul style="list-style-type: none"> The ALP-P Teacher Training Manuals of Package A, B and C have been revised to be aligned with the revised curriculum in Aug 2023. [Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> Overall, 232 master trainers have received training on ALP-P. JICA-AQAL strengthened the capacity of ALP-P master trainers through dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. [Capacity Development of	[Training Materials / Manuals] (N/A since Sindh decided not to align curriculum with Single National Curriculum) [Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> Overall, 151 master trainers have received training on ALP-P. JICA-AQAL strengthened the capacity of ALP-P master trainers through dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. [Capacity Development of Master Trainers by Hands-on Experience] Achieved <ul style="list-style-type: none"> Overall, 397 teachers

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>[Capacity Development of Master Trainers by Hands-on Experience] Achieved</p> <ul style="list-style-type: none"> Overall, 405 teachers have received training on ALP-P. Dedicated teacher training sessions were conducted with trained master trainers to enhance their capacity. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. <p>[Directory of Master Trainers] Achieved</p> <ul style="list-style-type: none"> The directory of master trainers was developed for the advocacy and facilitation of public and private NFE partners. 	<p>[Capacity Development of Master Trainers by Hands-on Experience] Achieved</p> <ul style="list-style-type: none"> Overall, 63 teachers have received training on ALP-P. Dedicated teacher training sessions were conducted with trained master trainers to enhance their capacity. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. <p>[Directory of Master Trainers] Achieved</p> <ul style="list-style-type: none"> The directory of master trainers was developed for the advocacy and facilitation of public and private NFE partners. 	<p>[Capacity Development of Master Trainers by Hands-on Experience] Achieved</p> <ul style="list-style-type: none"> Overall, 64 teachers have received training on ALP-P. Dedicated teacher training sessions were conducted with trained master trainers to enhance their capacity. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. <p>[Directory of Master Trainers] Achieved</p> <ul style="list-style-type: none"> The directory of master trainers was developed for the advocacy and facilitation of public and private NFE partners. 	<p>Master Trainers by Hands-on Experience] Achieved</p> <ul style="list-style-type: none"> Overall, 1,479 teachers have received training on ALP-P. Dedicated teacher training sessions were conducted with trained master trainers to enhance their capacity. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. <p>[Directory of Master Trainers] Achieved</p> <ul style="list-style-type: none"> The directory of master trainers was developed for the advocacy and facilitation of public and private NFE partners. 	<p>have received training on ALP-P.</p> <ul style="list-style-type: none"> Dedicated teacher training sessions were conducted with trained master trainers to enhance their capacity. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. <p>[Directory of Master Trainers] Achieved</p> <ul style="list-style-type: none"> The directory of master trainers was developed for the advocacy and facilitation of public and private NFE partners.
Activity 2.3 Assess effect of ALP-P for its improvement				
<p>[Assessment of Effect of ALP-P] Achieved</p> <ul style="list-style-type: none"> In collaboration with L&NFBED, Punjab, conducted the comparative study of NFBE and ALP, focusing on their approaches, designs, delivery modes, and cost effectiveness, as the department decided to convert all traditional NFBE centers into ALP centers in Punjab. The details are described in Activity 1-14. JICA-AQAL supported The NGO World (TNW) in the action research on the impact of their 100 ALP primary centers in the slum area in Sindh. The research covers documenting the process of implementation of ALP for seeking replicability in the similar areas and its social impacts 				

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>towards the neglected communities.</p> <ul style="list-style-type: none"> In KP, Post Assessment study of ALP-P was conducted. Mid-term study of ALP implementation by UNHCR was conducted. 				
Activity 2.4 Develop and pilot ICT supported delivery model in ALP-P				
<p>[Digitalization of ALP-P]</p> <p>Achieved</p> <ul style="list-style-type: none"> JICA-AQAL finalized the digital contents of Package A, B and C in Aug, and developed the one- year academic framework in Oct 2023 in collaboration with the Takmeel Foundation. In addition, aligned the lesson plans and teacher guides with the digital content of package A to C in Feb 2024. The framework targets 12+ years old female adolescents with the experience of dropout in grades 3-5. The general ALP-P program is 30 months, but this program was customized to enhance further accelerated approach for the target learners. The learners can accurately understand the learning process of Package A to C with the specific academic calendar. The foundation has 100 centers for the program, 25 centers in each province (Balochistan, KP, Punjab, and Sindh). Orientation was given on the methodology and philosophy of ALP approach to Taleemabad organization who are going to digitalize the ALP content in Apr 2024. The Taleemabad team received technical support in digitizing the ALP content. Initially, JICA-AQAL team itself recorded the English and Urdu Phoenix keywords, and subsequently provided guidance to the Taleemabad team responsible for digitalizing the ALP material. JICA-AQAL also provided the 18-month lesson plans for the age group of 10-16 years-old. <p>[Incorporation of ALP-P into MoFEPT's Educational TV Channels, App, and Learning Management System (LMS)]</p> <p>Achieved</p> <ul style="list-style-type: none"> The Project Coordination Unit (PCU) of MoFEPT has worked on two educational TV channels, app, and Learning Management System (LMS) that have dedicated contents of ALP Primary and Middle. All the relevant learning contents of ALP have been uploaded. Assessment tools for Package C subjects were developed in May 2024 for MoFEPT's LMS to ensure digital assessment and virtual training, complementing the already developed assessment tools for Packages A and B. The ALP-Primary content was incorporated for use by federal and provincial NFE providers. In addition, JICA-AQAL provided its technical inputs on the teacher training through the LMS and learners' process of registration, learning, and assessment on the LMS in Mar 2024. 				
Activity 2.5 Monitor and support implementation of ALP-P in Madrassah in pilot areas				
<p>[Pilot of ALP-P in Madrassah]</p> <p>Achieved</p> <ul style="list-style-type: none"> Supported the National Commission for Human development (NCHD) for their implementation of ALP-P in 100 Madrasas (25 each in Balochistan and Punjab, 30 in KP and 20 in Sindh). Total 2,575 learners were enrolled. The one cycle of ALP-P in Madrasa setting completed with the Package C final examination in Dec 2023. As the successful result of the pilot implementation of ALP-P in Madrassah, the President announced to implement ALP program in all Mosque and Madrassah in the country after consultation with Federal Ministry of education, Ministry of Religious Affairs and all Provincial education departments in Dec 2023. JICA-AQAL facilitated in development of the policy in this regard. The National Commission for Human Development (NCHD), MoFEPT has introduced ALP Middle Tech in Madrassah to the students who completed their primary education through ALP in 100 Madrassah across country in 2024. JICA-AQAL provided its technical support to NCHD 				

Federal / ICT	Balochistan	KP	Punjab	Sindh
for the commencement of ALP Middle-Tech in Madrassah.				
Activity 2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas				
[Pilot of ALP-P in formal education setting] Achieved <ul style="list-style-type: none"> The pilot of ALP-P as a remedial program for formal school students has been successfully completed, with all learners passing the final exam and ready to progress to middle school in Jun 2024. The pilot program is a 10 months remedial framework consisting on Package A, B and C materials for the formal primary school graduates with learning gaps. 				
Activity 2.7 Facilitate and coordinate advocacy of ALP-P approach				
[Advocacy of ALP-P in Pakistan] <ul style="list-style-type: none"> Through the advocacy as well as the comprehensive technical support in all provinces, 57 organizations including 5 C/Ps have operated a total of 5,588 ALP centers, where 215,912 learners (90,638 boys and 125,274 girls) are currently studying according to NFE Annual Statistical Report 2023-24. In Jan 2024, provided technical support to the Balochistan Rural Support Programme (BRSP) and the Al Khidmat Foundation (AKF) through separately organized sessions which encompassed an in-depth exploration of the huge challenges of OOSC, emphasizing the suitability of the ALP approach to tackle this significant issue. The sessions covered the ALP-P curriculum and content, the Teachers' Management Framework, addressing standards for NFE teachers, the recruitment system, and the mechanism for continuous professional development. The primary objective of this initiative was to advocate for the ALP-P approach and offer technical assistance to organizations interested in integrating it into their NFE programs. As the result, the both organizations decided to open ALP-P centers as a solution of OOSC issues. In July 2024, JICA-AQAL held one symposium with educational digital contents developers and two workshops for digital contents creation in collaboration with Japanese education YouTuber Mr. Haichi who was invited by JICA PR Department for advocacy. The advocacy YouTube videos were created through his visit and released on the JICA official YouTube channel. In Dec 2023, presented the Sindh NFE research study report's preliminary findings at the Workshop on "A Dialogue for Scaling-up Literacy & Non-Formal Education in Sindh through Focused and Integrated Approach" [Advocacy of ALP-P in Japan] <ul style="list-style-type: none"> Through the Project periods, many photos and videos were utilized in JICA official SNS and publications for advocacy. In Dec 2024, the Project Chief Advisor delivered a presentation on the project at a development education online seminar organized by Chikyu Hiroba. The main audiences were teachers in Japan. In Oct 2024, the Project Chief Advisor participated in a public seminar organized by the JICA PR Department in Shibuya. The seminar covered the project's history, a comic introduction to the project, and a dialogue with Japanese education YouTuber Mr. Haichi. In July 2024, JICA-AQAL accommodated Japanese education YouTuber Mr. Haichi who was invited by JICA PR Department for creating advocacy YouTube videos that were/will be released on the JICA official YouTube channel in late 2024 and early 2025. From May to Sep 2023, a photo exhibition on Education has been held in JICA Chubu (Nagoya Chikyu Hiroba). The AQAL activities, featuring ALP-P learners in the morning class in Multan, were presented. 				

Federal / ICT	Balochistan	KP	Punjab	Sindh
<ul style="list-style-type: none"> • In April 2023, the South Asia Bureau Chief of the Yomiuri Shimbun along with the Project Chief Advisor visited ALP Middle Tech piloting center in Islamabad and also met with some graduates of ALP Primary who mainstreamed in formal education. 				

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

Federal / ICT	Balochistan	KP	Punjab	Sindh
Activity 3.1 Customize and introduce standards, curricula, assessment and learning materials of ALP Elementary /Elementary and skills, i.e. academic course and vocational course				
Activity 3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national vocational framework				
Activity 3.3 Customize training modules of ALP Elementary /Elementary and skills for federal, provincial, district officers and teachers				
<p>[Curricula] Achieved</p> <ul style="list-style-type: none"> The ALP-Middle and Middle-Tech curricula were approved and notified in Mar 2022. The Inclusive Scheme of Studies 2024 was approved by MoFEPT in Dec 2024 for implementation in all public and private education institutions of Islamabad Capital Territory (ICT) and education institutions under the federal governments. The ALP-Middle and Middle-Tech is part of the Scheme of Studies. <p>[Teaching Learning Materials (TLMs)] Achieved</p> <ul style="list-style-type: none"> The ALP-Middle and Middle-Tech TLMs were approved and notified in 	<p>[Curricula] Achieved</p> <ul style="list-style-type: none"> The ALP-Middle and Middle-Tech curricula were approved and notified in Feb 2023. <p>[Teaching Learning Materials (TLMs)] Achieved</p> <ul style="list-style-type: none"> The ALP-Middle and Middle-Tech TLMs got the final approval and notification from the Bureau of Curriculum (BoC) Quetta Balochistan for the general subjects (Package D in Jan 2024, Package E in Nov 2024) and from the Balochistan Technical Education and Vocational Training Authority (BTEVTA) for the 12 technical trades in Aug 2024. For the general subjects, the approval was granted following a series of 	<p>[Curricula] Achieved</p> <ul style="list-style-type: none"> The ALP Middle-Tech curricula were approved and notified by the Directorate of Curriculum and Teacher Education (DCTE) Abbottabad KP in Oct 2024, after both a development and review workshop and a review and validation workshop. <p>[Teaching Learning Materials (TLMs)] Achieved</p> <ul style="list-style-type: none"> The ALP Middle-Tech TLMs were approved and notified by DCTE in Jan 2025, after the designated two workshops. 	<p>[Curricula] Achieved</p> <ul style="list-style-type: none"> The ALP-Middle and Middle-Tech curricula were approved by Board of Governors (BoG) of Punjab Curriculum and Textbook Board (PCTB) in Sep 2024, and notified in Oct 2024. <p>[Teaching Learning Materials (TLMs)] Achieved</p> <ul style="list-style-type: none"> The ALP-Middle and Middle-Tech TLMs were approved and notified by PCTB in Jan 2025, through a series of designated workshops. 	<p>[Curricula] Achieved</p> <ul style="list-style-type: none"> The ALP-Middle and Middle-Tech curricula were approved and notified in Sep 2021. <p>[Teaching Learning Materials (TLMs)] Achieved</p> <ul style="list-style-type: none"> The ALP-Middle TLMs were approved and notified in Sep 2024. The ALP-Middle Tech TLMs of 9 trades (18 books-Package D & E) were notified by SE&LD Government of Sindh in Sep 2023. The TLMs of rest 4 trades (Hotel management, Media Production, HVACR, and IoT) were reviewed, finalized, validated by the Sindh Technical Education and Vocational Training Authority (STEVTA), and

Federal / ICT	Balochistan	KP	Punjab	Sindh
<p>Nov 2022.</p> <ul style="list-style-type: none"> Collaborated with the National Vocational and Technical Training Commission (NAVTTTC) trade instructors and AIOU team for Digital Content Development of prioritized trades. The recording of Digital Contents (Videos on Theoretical and Practical portion) of Beautician Package D and E was completed in Jun 2024. The recording of Applied Electrician Package D and E was completed in Dec 2024. The 10-month academic calendar of Package D incorporating digital content was created in Apr 2024. This calendar aims to assist Package D teachers in integrating digital content into their daily teaching practices. All digital data will be distributed to teachers through tablets. 	<p>meetings: Initial Review Committee (IRC), select of IRC, Provincial Review Committee (PRC), and select of PRC from concerned authorities.</p>			<p>notified by the secretary of SE&LD in Sep 2024.</p>
Activity 3.4 Support federal, provincial and district officers in development and implementation of training mechanisms				
<p>[Training Manual] Achieved The training manual has</p>	<p>[Training Manual] Achieved The training manual has</p>	<p>[Training Manual] Achieved The training manual has</p>	<p>[Training Manual] Achieved The training manual has</p>	<p>[Training Manual] Achieved The training manual has</p>

Federal / ICT	Balochistan	KP	Punjab	Sindh
been developed for Package D in Aug and Package E in Sep 2024.	been developed for Package D in Aug and Package E in Oct 2024.	been developed for Package D in Sep and Package E in Oct 2024.	been developed for Package D and E in Jan 2025.	been developed for Package D in Aug and Package E in Oct 2024.
Activity 3.5 Train federal, provincial and district officers, and master trainers for ALP Elementary /Elementary and skills				
[Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> Overall, 14 master trainers and 15 teachers have been trained in ALP Middle-Tech content. 76% has been the knowledge enhancement of the teachers based on the pre and post tests carried out during the training workshops. Please note that the target for knowledge enhancement is 50%. JICA-AQAL strengthened the capacity of ALP-Middle and Middle-Tech master trainers through the following dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. (a) 3 days ToT on Package D and E for 148 people of 100 NCHD ALP 	[Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> Overall, a total of 47 master trainers and 41 teachers have been trained in ALP Middle-Tech content. The training workshops demonstrated a significant impact, with a 71% increase in teachers' knowledge, as measured by pre- and post-test assessments. Notably, this exceeds the target knowledge enhancement benchmark of 50%. JICA-AQAL strengthened the capacity of ALP-Middle and Middle-Tech master trainers through the following dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. (a) 6 days ToT on Package D & E for 20 	[Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> Overall, a total of 81 master trainers and 56 teachers have been trained in ALP Middle-Tech content. The training workshops demonstrated a significant impact, with a 66% increase in teachers' knowledge, as measured by pre- and post-test assessments. Notably, this exceeds the target knowledge enhancement benchmark of 50%. JICA-AQAL strengthened the capacity of ALP-Middle and Middle-Tech master trainers through the following dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. (a) 6 days ToT on Package D & E for 24 	[Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> Overall, a total of 30 master trainers and 33 teachers have been trained in ALP Middle-Tech content. The training workshops demonstrated a significant impact, with a 69% increase in teachers' knowledge, as measured by pre- and post-test assessments. Notably, this exceeds the target knowledge enhancement benchmark of 50%. JICA-AQAL strengthened the capacity of ALP-Middle and Middle-Tech master trainers through the following dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. (a) ToT on Package D & 	[Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> Overall, a total of 30 master trainers and 28 teachers have been trained in ALP Middle-Tech content. The training workshops demonstrated a significant impact, with a 51% increase in teachers' knowledge, as measured by pre- and post-test assessments. JICA-AQAL strengthened the capacity of ALP-Middle and Middle-Tech master trainers through the following dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. (a) 6 days ToT on Package D & E for selected master trainers of Implementation Partners in Oct 2024.

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<p>Madrasas centers in Sep 2024. Participants were 100 Teachers, 19 Field Officers, 15 Assistant Directors, 05 Focal Person, 09 Head Office Officials.</p> <p>(b) 4 days teacher training for 27 teachers in ALP Middle Tech in July 2023.</p> <p>(c) 4 days teacher training for 27 teachers in ALP Middle Tech in May 2023.</p> <p>(d) teacher training for teachers and monitors of implementation partner in Dec 2022.</p>	<p>master trainers in Nov 2024.</p> <p>(b) 3 days ToT on Package D for 25 Districts Staff members of Literacy Directorate, School Education Dept. and the Provincial Institute of Teacher education (PITE) in Mar 2024.</p>	<p>selected master trainers of ESEF and other Implementation Partners in Oct 2024.</p> <p>(b) 3 days ToT on Package E for 30 master trainers of ESEF in Feb 2024.</p>	<p>E in Dec 2024.</p>	
Activity 3.6 Support to implement and examine effectiveness and innovation of ALP Elementary /Elementary and skills approaches through pilot projects				
Activity 3.7 Develop and pilot ICT based ALP-E&S delivery model				
<p>[Implementation of the pilot]</p> <ul style="list-style-type: none"> Implemented an 18 months pilot distance learning course – ALP Middle Tech program which covers 1) Urdu/Sindhi, 2) English, 3) Math, 4) Islamiyah/religious education, and 5) Social Studies at the level of grade 6-8 of the formal school system, and Technical/Vocational Education at level 1-2 of the national vocational qualification framework, through a blended mode that addresses a range of exclusion causes (i.e. geographical accessibility, cultural barriers, supply side limitation, etc.) after a placement test and catch-up program in late 2022. The pilot centers were 27 located in Federal areas and other 4 provinces (more specifically, 5 in Federal areas, 3 in Balochistan, 5 in KP, 8 in Punjab, and 6 in Sindh). Continuously coordinated with AIOU, the National Vocational and Technical Training Commission (NAVTTTC) and Provincial Technical Education and Vocational Training Authority (TEVTA), and IPs to facilitate 1) tutors' recruitment and training, 2) assignments, 3) assessments. For tech support tutors, coordinated for engaging locally available human resources as technical subject tutors for each ALP Middle-Tech centers in Jan 2024. Signed contracts with tech. support tutors and developed a format of Monthly Tech. Support Tutor Report in Feb 2024. Guided and supported the tutors in preparing learners portfolios in skill subject to get ready for final assessment by NEVTTC assessors at the end of semester-03 in Mar 2024. Continuously delivered mentoring and monitoring visits in ALP Middle-Tech centers. The progress of learning outcomes was observed, feedback and relevant support was provided to the tutors. 				

Federal / ICT	Balochistan	KP	Punjab	Sindh
<ul style="list-style-type: none"> · Additionally, facilitated learners' obtaining B-forms to register them officially in AIOU system and issue a certification when appropriate as the majority of OOSC did not have child registration certificate (B-form) which is necessary for them to enter public schools and receive a certification of completion of education. Also, facilitated to compile learners' mothers' CNIC numbers data and share it with the Benazir Income Support Programme (BISP) financial support for ALP Middle-Tech learners in Jan 2024. Carried out BISP (Portal based) verification of beneficiary families for Middle Tech. Learners of Punjab in Feb 2024. · Regrading Career Path Support to Learners, to efficiently strategize the exit plan for learners, a tool was developed to explore individual career paths in Mar 2024. A quarter before the Middle Tech Pilot Program concluded, career path profiling was conducted for learners across 26 centers in Apr 2024. Activities included developing and refining the profiling tool into Microsoft Forms, conducting province-wise orientation for tutors and focal persons on tool administration, and providing coordination and support to data collectors. Analysis of data from over 700 learners yielded key findings, which were then shared for action planning. In May 2024, carried out the detailed data analysis of 708 learners on career path tool in identifying the broader strategies for the learners based on the data findings. These broader strategies have been discussed with implementing organizations to initiate work on developing the localized strategies as a part of the exit plan of the pilot program. Held meetings with IPs in Jun 2024 and agreed on the exit plan matrix to support learners continuing education and enhancing skills. AIOU procedures for the matrix were shared with IPs to create action plans with parents and learners to enroll in the AIOU Matric program immediately after receiving their Middle Tech certificates. · A Graduation and Award Distribution Ceremony for ALP Middle Tech graduates and teachers was held at AIOU Lahore (Punjab) in Aug 2024, serving as both a celebration and an advocacy platform. Key attendees, including the Punjab Minister of Education and representatives from education and literacy organizations, discussed replicable practices for program expansion. <p>[Examination of the pilot]</p> <ul style="list-style-type: none"> · Developed a detailed monitoring report of the 6 days training of Middle Tech in February 2023. The results were reflected in both the daily mentoring and monitoring and the quarterly training. · Conducted a quarterly monitoring of the 15 Middle Tech centers in the all provinces by classroom observations, achievement tests of Urdu/English/Math, and focus group discussions of learners, interviews with teachers and focal persons of implementation partners, and developed the report to capture the whole picture of the improvements and challenges in April 2023. · Organized a 4 days' workshop on the assessment of teaching-learning process of Mathematics class in June 2023, participated by the implementation partners in Sindh. The assessment tool was developed through the discussions and the trial lesson observations. The assessment tool will be incorporated into the monitoring checklist which is shared with all implementation partners to enter the data into the NFEMIS. · Monitoring framework and matrix were developed for middle tech project in Oct 2023. · Conducted quarterly monitoring of the 10 model Middle Tech centers in all provinces by classroom observations, achievement tests of Urdu/English/Math, and focus group discussions of learners, interviews with teachers and focal persons of implementation partners in Dec 2023 to Jan 2024. Other monitoring visits were done in Apr 2024. · Based on the scheme of study and textbook of the Dress Making course, the most selected trade among 13 trades of ALP Middle-Tech, learning measuring tools has been developed on the key SLOs in Mar 2024. · Developed content analysis score sheet and an overall feedback collection tool for all the Middle tech participants has been developed in Jun 				

Federal / ICT	Balochistan	KP	Punjab	Sindh
2024. Feedback tool has been administered with IPs, tutors, and learners. · Developed the preliminary baseline analysis of the learners' data in Oct 2023 and midline / endline analysis in Jun to Aug 2024.				
Activity 3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach				
[Expansion in NFE sector] · Coordination and advocacy efforts have led to the following results, as of Jan 2025: NCHD has started ALP Middle Tech in 100 Madrasas, registering children in the AIOU program. · Coordinated and realized the visits of government organizations to ALP Middle Tech centers in Jun 2024: NCHD delegation (DG, Director Education, Director M&E, and Director Finance), Deputy Director BECS, Director PIE and Director NCC. · Facilitated the visit of ALIGHT Pakistan in Apr and UNICEF delegation in Jun 2024 to ALP middle tech centers in ICT for advocacy purposes. · Had a meeting on the Middle-Tech program with the Minister of Education in AJK in Mar 2023. The Minister agreed to scale-up	[Expansion in NFE sector] · Coordination and advocacy efforts have led to the following results, as of Jan 2025: The Directorate of NFE has established 50 ALP Middle-Tech centers and plans to establish an more 500 centers in the coming years. · Coordinated and facilitated the visits to ALP Middle-Tech centers for the Directorate of NFE, BRSP, Education dept. of PPIU, Mercy Corps, and Society for Community Strengthening and Promotion of Education, Balochistan (SCSPEB) in Apr to Jun 2024. [Introduction to Formal Education] · The School Education Department intends to integrate Middle-Tech into formal school education, combining technical skill education with general	[Expansion in NFE sector] · Coordination and advocacy efforts have led to the following results, as of Jan 2025: ESEF has started ALP Middle-Tech programs in 10 districts. · Coordinated and facilitated the visits of ESEF provincial and district officials and representatives of ALP service providers including Relief International, Dosti Welfare organization, SPADO, and Ghazali Education Foundation to the middle tech centers in Mardan, KP in Jun 2024. · Co-organized a workshop with ESEF to explore options for the continuity of learners' education after ALP-P and Elementary interventions of USAID/Palladium partners in Buner. ALP-P, Middle Tech and post elementary initiative was discussed in detail with the Palladium	[Expansion in NFE sector] · Coordination and advocacy efforts have led to the following results, as of Jan 2025: The Literacy and Non-Formal Basic Education Department (L&NFBED) and the Punjab Education Foundation (PEF) have decided to scale up ALP Middle-Tech to set up 470 ALP centers, accommodating approximately 22,000-25,000 OOSC from March 2025. · Held a meeting on Middle-Tech with Secretary and Additional Secretary of South Punjab Education Department who showed high interests on the initiative and expansion in Apr 2024. · Facilitate the visit of DG L&NFBED and his team to Middle Tech Center in Jaranwala, Punjab and briefed them about implementation	[Expansion in NFE sector] · Coordination and advocacy efforts have led to the following results, as of Jan 2025: the Sindh Education Foundation (SEF) has implemented ALP Middle-Tech in 250 centers through a public-private partnership. The Sindh Technical Education and Vocational Training Authority (TEVTA) plans to introduce Middle-Tech courses in its existing technical and vocational institutes. · At the Workshop on "A Dialogue for Scaling-up Literacy & Non-Formal Education in Sindh through Focused and Integrated Approach" in Dec 2023, presented the Sindh NFE research study report's preliminary findings. · Facilitated a visit of a delegation of L&NFE and UNICEF Sindh to ALP Middle Tech piloting center

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<p>the Middle-Tech program in AJK.</p> <p>[Advocacy Video]</p> <ul style="list-style-type: none"> Success Stories (videos) of stakeholders (community, teachers, learners, govt. and private officials, Focal Persons and managers) of Middle Tech centers were collected for advocacy in May 2024. 	<p>education.</p>	<p>partners in May 2023.</p> <p>[Introduction to Formal Education]</p> <ul style="list-style-type: none"> The Elementary and Secondary Education Department (ESED) plans to introduce the Middle-Tech stream into formal school education. 	<p>methodology of tech part at doorstep in Jun 2024.</p> <p>[Introduction to Formal Education]</p> <ul style="list-style-type: none"> The School Education Department, in collaboration with the Punjab Education Foundation, plans to implement Middle-Tech in 300 formal schools. Briefed the Secretary of School Education about Middle-Tech Program in May 2023. He fully agreed with the concept that middle-tech is the need of the day and each student who is studying at elementary level must opt one compulsory technical/vocation subject up to metric. 	<p>in Islamabad in May 2023. They observed teaching-learning process, particularly use of digital content, and also discussed about offering ALP Middle Tech approach in selected districts of Sindh with support of UNICEF.</p> <p>[Introduction to Formal Education]</p> <ul style="list-style-type: none"> The School Education and Literacy Department (SE&LD) has introduced Middle-Tech in 300 formal schools, offering technical skill education to 30,000 students in grades 6 to 8. SE&LD plans to expand the program to 1,500 formal schools. Facilitated and conducted an online training session for over 150 teachers from formal schools in Graphic Design Trade, in preparation for the Sindh Education and Literacy Department's implementation of the Middle Tech program in 300 formal schools across Sindh Province.

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

Federal / ICT	Balochistan	KP	Punjab	Sindh
Activity 4.1 Customize and introduce standards, curricula, assessment and learning materials of Integrated literacy and skills (ILS) and Literacy for social impact (LSI) Activity 4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training Activity 4.3 Develop and implement equivalency mechanism between ILS, formal education and national vocational framework Activity 4.4 Customize training modules of literacy for federal, provincial, district officers and teachers				
[Curricula and Teaching Learning Materials (TLMs)] Achieved <ul style="list-style-type: none"> Integrated Literacy and Skills (ILS) curricula and textbooks, manuals and assessment system were approved and notified by the National Curriculum Council (NCC) in Dec 2024. The equivalency mechanism between ILS, formal education and national vocational framework have been achieved with the approval of the ILS curricula. 	[Curricula and Teaching Learning Materials (TLMs)] Achieved <ul style="list-style-type: none"> ILS curricula and textbooks, manuals and assessment system were approved and notified by Bureau of Curriculum (BoC) in Oct 2024. The equivalency mechanism between ILS, formal education and national vocational framework have been achieved with the approval of the ILS Curricula. 	[Curricula and Teaching Learning Materials (TLMs)] Achieved <ul style="list-style-type: none"> Adult Literacy Curricula and textbooks, manuals and assessment system has been approved by DCTE in Dec 2024. The equivalency mechanism between adult literacy curriculum, formal education and national vocational framework have been achieved with the approval of the said Curriculum. 	[Curricula and Teaching Learning Materials (TLMs)] Achieved <ul style="list-style-type: none"> ILS Curricula, textbooks, and assessment system was approved and notified by PCTB in Jan 2025. The equivalency mechanism between adult literacy curriculum, formal education and national vocational framework have been achieved with the approval of the said Curriculum. 	[Curricula and Teaching Learning Materials (TLMs)] Achieved <ul style="list-style-type: none"> ILS Curricula, textbooks, manuals and assessment system was approved by STEDA. Notification of ILS Training materials was issued by the Schools and Literacy Department Sindh in Dec 2024. The equivalency mechanism between adult literacy curriculum, formal education and national vocational framework have been achieved with the approval of the said Curriculum.
Activity 4.5 Train federal, provincial and district officers, and master trainers				
[Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> A total of 26 master trainers were trained 	[Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> 20 master trainers were trained on recently 	[Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> 20 master trainers were trained on recently 	[Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> In total, 106 master trainers were trained 	[Capacity Development of Master Trainers by Training of Trainers] Achieved <ul style="list-style-type: none"> In total, 129 master trainers were trained

Federal / ICT	Balochistan	KP	Punjab	Sindh
<ul style="list-style-type: none"> during TOT on recently developed ILS Curriculum and TLMs in collaboration with NCHD. JICA-AQAL strengthened the capacity of Adult Literacy master trainers through dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. 	<ul style="list-style-type: none"> developed ILS Curriculum and TLMs. JICA-AQAL strengthened the capacity of Adult Literacy master trainers through dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. 	<ul style="list-style-type: none"> developed Adult Literacy Curriculum and TLMs. JICA-AQAL strengthened the capacity of Adult Literacy master trainers through dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. 	<ul style="list-style-type: none"> throughout the program out of which during 70 District Trainers were trained on Adult Literacy material (English, Urdu, Math, Life Skills) and 6 trades of income generation skills on recently approved curriculum and material. JICA-AQAL strengthened the capacity of Adult Literacy master trainers through dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers. 	<ul style="list-style-type: none"> under the project on adult literacy teaching learning materials. JICA-AQAL strengthened the capacity of Adult Literacy master trainers through dedicated training sessions. For detailed information, please refer to Annex 1-4. List of Training Sessions for Trainers and Teachers.
Activity 4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs				
Activity 4.7 Examine effectiveness of ILS/LSI programmes through pilot projects				
Activity 4.8 Develop and pilot ICT supported delivery model in ILS/LSI				
<ul style="list-style-type: none"> NCHD has initiated application of RPL tools for selected locations/areas under Teach One Each One initiative. AIOU has also started applying RPL tools for the newly established Adult Literacy Lab at Faculty of Education. In collaboration with MoFEPT, the digital content of the Integrated Learning Solution (ILS) has been uploaded to their E-Taleem portal, offering a streamlined delivery mode for NFE providers and counterparts. Additionally training resources have been handed over to the relevant staff at the Project Coordination Unit (PCU) within MoFEPT for integration into the E-Taleem portal. 				
Activity 4.9 Facilitate and coordinate advocacy of ILS/LSI approach				
<ul style="list-style-type: none"> With the consistent advocacy and coordination so far 12 organizations including 06 government counterparts and 06 development partners are currently implementing the ILS/AL programmes. The literacy study, “Redefining Literacy in Digital Era”, was conducted in collaboration between AIOU and JICA-AQAL, and published as the first report to measure literacy in Pakistan, introducing the global definition of literacy to the country. The Literacy Measurement Study is proceeding by coordinated effort among PIE, AIOU, and JICA-AQAL. The literacy assessment tools have been developed, digitalized and pilot tested as of Jan 2025. 				

2. Achievements of the Project

The Project established sub-indicators to clarify the meaning of the main indicators and to better manage project progress and outcomes. These sub-indicators are categorized into priority and non-priority sub-indicators. The priority sub-indicators are used to assess the achievement of the main indicators.

2-1. Outputs and indicators

Output 1: Governance and management in NFE is strengthened.

Indicator/Sub-Indicator	BL	Target	EL	Status
1.1 Continuing education mechanism and coordination among stakeholders for ALP (P, E&S) and ILS developed	-	-	-	Fully achieved
1.1.1 Number of approved NFE policies	3	5	5 (100%)	Fully achieved
1.1.2 Number of strategic plans developed	0	5	5 (100%)	Fully achieved
1.1.3 Number of community mobilization strategies developed/revised	1	5	5 (100%)	Fully achieved
1.1.4 Number of assessment and certification system available	3	5	5 (100%)	Fully achieved
1.1.7 Number of coordination platforms available	3	5	6 (120%)	Fully achieved
1.2 Number of new staff hired / number of staff trainings conducted	-	-	-	Fully achieved
1.2.1 Number of new staff in each C/P	0	10	166 (1660%)	Fully achieved
1.2.3 Number of staff trained on their role/functions	0	322	886 (275.2%)	Fully achieved
1.3 Number of NFE projects/providers using NFEMIS to manage their programs/projects	10	15	104 (693.3%)	Fully achieved

1.4 Systems for accreditation/ quality assurance of NFE programs developed	0	5	5 (100%)	Fully achieved
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In light of the achievement level of the indicators, the accomplishment of Output 1 of the Project was **high**.

For Indicator 1.1, the Project defined key education mechanisms and coordination structures as: 1) NFE policy, 2) NFE strategic plan, 3) community mobilization strategy, 4) assessment and certification system, and 5) coordination platform. A remarkable achievement of the Project was the establishment of all these mechanisms and coordination structures in both the federal area and provinces.

For Indicator 1.2, the Project promoted the recruitment and training of human resources within each government counterpart organization. The actual number of recruits and trained personnel far exceeded the target.

For indicator 1.3, the Project successfully expanded the use of NFEMIS. A key factor driving this success was the Zero OOSC Campaign, which served as a successful model of data-driven management and stakeholder coordination. The Campaign began in Islamabad and was later adopted by other provinces, with adaptations made to fit each provincial context, leading to its expansion.

For indicator 1.4, the Project developed the NFE minimum standards in the federal area and provinces. These standards were instrumental in helping government counterpart organizations ensure and manage the quality of NFE implementation by implementing partners, such as NGOs.

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

Indicator/Sub-Indicator	BL	Target	EL	Status
2.1 ALP-P curricula, teaching & learning materials, assessment framework, and training system revised	-	-	-	Fully achieved

2.1.1 Number of revised/approved (1) curriculum, (2) textbook, (3) training system	3	12	12 (100%)	Fully achieved
2.2 ALP-P applied in various settings and organizations	-	-	-	Fully achieved
2.2.1 Number of ALP-P applied in various settings and organizations	0	15	566 (3773.3%)	Fully achieved
2.3 Professional capacity of teachers enhanced	-	-	-	Fully achieved
2.3.1 Number of training materials/manuals revised	0	4	4 (100%)	Fully achieved
2.3.2 Number of master trainers trained on the materials	0	150	858 (572.0%)	Fully achieved
2.3.3 Number of teachers trained on respective program/course	0	240	2,408 (1003.3%)	Fully achieved

In light of the achievement level of the indicators, the accomplishment of Output 2 of the Project was **high**.

For Indicator 2.1, the Project received approval on 1) curricula, 2) textbooks, and 3) training system for the Accelerated Learning Program (ALP) Primary in the federal area and all provinces, except Sindh, where the decision was made not to revise the curricula and textbooks, in accordance with the prescribed approval process. By becoming the official curricula and textbooks in each province, it became possible to award certificates equivalent to those of formal education. This led to the active use and widespread dissemination not only by the government counterpart organizations but also by other organizations and agencies, including development partners such as the World Bank and UNICEF.

For Indicator 2.2, the Project successfully expanded the application of ALP-P to formal school settings, Madrasas, and ICT environments. Notably, for Madrasas, based on the results of a pilot conducted in collaboration with the National Commission for Human Development (NCHD), the President announced the introduction of ALP-P to all Madrasas in the country.

For Indicator 2.3, the Project developed the training materials/manuals, as well as a pool of master trainers for ALP-P in the federal area and all provinces, except Sindh, where the decision was made not to revise the curricula and textbooks so

training materials. The number of trained master trainers and teachers far exceeded the target, which contributed significantly to the expansion of ALP-P.

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

Indicator/Sub-Indicator	BL	Target	EL	Status
3.1 ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved	-	-	-	Fully achieved
3.1.1 Number of revised/approved (1) Curriculum Elementary, (2) textbooks, (3) training system (4) Curriculum Tech (5) Textbooks tech	0	25	25 (100%)	Fully achieved
3.2 Equivalency for ALP-E&S notified	-	-	-	Fully achieved
3.2.1 Number of equivalencies notified by Province	0	5	5 (100%)	Fully achieved
3.3 Number of NFE providers implementing ALP-E&S	-	-	-	Fully achieved
3.3.1 Number of NFE providers implementing ALP-E&S	0	10	32 (320%)	Fully achieved
3.4 Professional capacity of teachers developed	-	-	-	Fully achieved
3.4.1 Number of training materials/manuals revised	0	5	5 (100%)	Fully achieved
3.4.2 Number of master trainers trained on the materials	0	150	202 (134.7%)	Fully achieved
3.4.3 Number of teachers trained on respective program/course	0	50	173 (346.0%)	Fully achieved

In light of the achievement level of the indicators, the accomplishment of Output 3 of the Project was **high**.

For Indicator 3.1, the Project received approval on 1) curricula (general subjects),

2) textbooks (general subjects), 3) training system, 4) curricula (tech subjects), and 5) textbooks (tech subjects) for the Accelerated Learning Program (ALP) Middle and Middle-Tech in the federal area and all provinces, in accordance with the prescribed approval process. The development process for both general subjects and technical subjects proceeded in parallel with input from different stakeholders. As a result, in addition to 8 general subjects (Urdu/Sindhi, English, Math, Science, Social Science, and Religion/Islamiyah), 13 technical trades (Hotel Management, Tourism, Graphic Design, Media Production, Cooking, Agriculture, Livestock, Internet of Things, Dress Making, Beautician, Applied Electrician, Plumbing, and HVACR(Heating, Ventilation, Air Conditioning and Refrigeration)) have been approved.

For Indicator 3.2, the Project ensured the equivalency of ALP Middle and Middle-Tech with formal education by coordinating with national/provincial technical education and vocational training authorities. As a result, graduates of ALP Middle can receive completion certificates for middle education, while graduates of ALP-Middle can receive completion certificates for both middle education and technical education (level 2).

Chart: Equivalency Model of ALP Middle and Middle-Tech

Traditional (36 Months)		ALP Middle (18 Months)	Middle-Tech (18 Months)		Entry assessment
24 Months	Grade 6 & 7	Internal Assessment	Package D	Package D	10 Months
		Urdu, English, Math, Science, Social studies (History & Geography) Islamiat/Religious Education	Core Subjects Urdu, English, Math, Social studies Islamiat/Religious Education.	TVET Skill (LEVEL 1) Tourism Hospitality, Livestock, Agriculture, IOT, Graphic designing, Electrician, Plumber, HVAC, Tailoring	
12 Months	Grade 8	External Assessment	Package E	Package E	8 Months
		Urdu, English, Math, Science, Social studies (History & Geography) Islamiat/Religious Education	Core Subjects Urdu, English, Math, Social Islamiat/religious Education.	TVET Skill (LEVEL 2) Tourism Hospitality, Livestock, Agriculture, IOT, Graphic designing, Electrician Plumber, HVAC, Tailoring	

For Indicator 3.3, the Project successfully increased the number of NFE providers implementing ALP Middle and Middle-Tech. Despite the curricula and textbooks being approved in each province during the third and fourth years of the Project, ALP Middle-Tech has been widely adopted across the country due to its

alignment with the needs of service providers and beneficiaries.

For Indicator 3.4, the Project developed the training materials/manuals, as well as a pool of master trainers for ALP-Middle and Middle-Tech in the federal area and all provinces. While the number of trained master trainers varies by province, and most have only recently completed their training, it is recommended to continue supporting their capacity development through teacher training during the upcoming project gap period and the subsequent project phase.

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

Indicator/Sub-Indicator	BL	Target	EL	Status
4.1 Curricula and materials developed and improved for a range of adult literacy program	-	-	-	Fully achieved
4.1.1 Number of Adult literacy curriculum (integrated with life and vocational skills), manuals/material available	0	23	23 (100%)	Fully achieved
4.2 Assessment and certification mechanism for adult literacy programs developed, approved and implemented	-	-	-	Fully achieved
4.2.1 Number of Adult literacy assessment & certification mechanism available	0	5	5 (100%)	Fully achieved
4.3 NFE providers/organizations implementing literacy and life skills and work skills programs/ILS	-	-	-	Fully achieved
4.3.1 Number of NFE providers/organizations implementing literacy and life skills and work skills programs/ILS	0	10	13 (130%)	Fully achieved
4.4 Professional capacity of teachers developed and enhanced	-	-	-	Fully achieved

4.4.1 Number of Training materials/ manuals for each adult literacy program available	0	5	5 (100%)	Fully achieved
4.4.2 Number of Master Trainers trained on the materials	0	120	301 (250.8%)	Fully achieved
4.4.3 Number of teachers trained on respective program/course	0	180	1,468 (815.6%)	Fully achieved

In light of the achievement level of the indicators, the accomplishment of Output 4 of the Project was **high**.

For Indicators 4.1 and 4.2, the Project received approval on 1) curricula (general subjects), 2) textbooks (general subjects), 3) training system, 4) curricula (tech subjects), 5) textbooks (tech subjects), and its assessment and certification mechanism for the Adult Literacy Program in the federal area and all provinces, in accordance with the prescribed approval process.

For Indicator 4.3, the Project achieved the target number of NFE providers implementing the AL program. However, since the approval of curricula and textbooks was completed in the fourth year of the Project due to the revision of ALP-P curricula and textbooks in response to policy changes, it is recommended to continue to advocate Adult Literacy during the upcoming project gap period and the subsequent project phase.

For Indicator 4.4, the Project developed the training materials/manuals, as well as a pool of master trainers for the AL program in the federal area and all provinces. While the number of trained master trainers and teachers exceeded the target, it is recommended to further enhance the capacity of master trainers through teacher training, thereby increasing the number of trained teachers to support the continued expansion of Adult Literacy.

2-2. Project Purpose and indicators

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.

Indicator/Sub-Indicator	BL	Target	EL	Status
P1 Cumulative number of learners who are enrolled in ALP-P, ALP-E&S, and Adult Literacy centers increases from 118,276 in Jan 2021 to 199,476 in Jan 2025.	118,276	199,476	450,685	Fully achieved
P1-1 Gender disaggregated enrollment ALP-P centers in target areas between Feb 2021 to Jan 2025	0	44,400	138,353 (311.6%)	Fully achieved
P1-2 Gender disaggregated enrollment ALP-E&S centers in target areas between Feb 2021 to Jan 2025	0	15,000	55,409 (369.4%)	Fully achieved
P1-3 Gender disaggregated enrollment in adult literacy centers in target areas between Feb 2021 to Jan 2025	0	21,800	138,647 (636.0%)	Fully achieved
P2 Learning outcomes of learners improved in pilot areas				Fully achieved
P2-1 Assessment results of last assessment conducted for ALPs (%age of total) – ICT-supported delivery	-	40.0%	80.0%	Fully achieved
P2-1 Assessment results of last assessment conducted for ALPs (%age of total) – Madrasa	-	40.0%	95.8%	Fully achieved
P2-1 Assessment results of last assessment conducted for ALPs (%age of total) -- Formal Education	-	40.0%	74.0%	Fully achieved
P2-2 Assessment result of last assessment for ALP-E&S (%age of total)	-	40.0%	56.0%	Fully achieved
P2-3 Assessment result of last assessment for Adult Literacy (%age of total)	-	40.0%	85.0%	Fully achieved

In light of the achievement level of the indicators, the accomplishment of Project Purpose of the Project was **high**.

For Indicator 1, the Project successfully increased the cumulative number of enrollments in ALP-Primary, Middle, Middle-Tech, and Adult Literacy centers during the Project period. Among these enrollments, female participation accounted for 57.7% (79,822 in 138,353 learners) in ALP-Primary, 64.6% (35,781 in 19,628 learners) in ALP-Middle and Middle-Tech, and 90.4% (125,280 in 138,647 learners) in Adult Literacy. Given that 52.8% of out-of-school children are female, this distribution effectively addresses the identified needs. With several pipeline projects for ALP-Primary and Middle/Middle-Tech set to launch by government counterpart organizations, the number of enrollments is expected to increase exponentially in 2025.

For Indicator 2, the Project ensured a certain level of terminal assessment test scores in ALP-P, Middle/Middle-Tech, and Adult Literacy. Specifically, the average scores on the terminal assessment test, equivalent to the final year of primary schools, was 80.0% with ICT-supported delivery, 95.8% in Madrasas, and 74.0% in formal school settings. This can be considered a remarkable achievement in a country where approximately half of grade 5 students (the final year of primary school) lack foundational learning. The quality of ALP education is also confirmed by a comparative study between traditional NFBE and ALP-P in Punjab, which shows that learners in Package B and C consistently outperformed their corresponding grade peers in overall analysis across the subjects, such as languages and mathematical operations, achieving higher scores and more balanced performance.

3. History of PDM Modification

The representatives of C/Ps and JICA have agreed upon the amendments of the Project Design Matrix (PDM) as Annex 1 of the R/D signed on 15 December 2022, at the Joint Coordination Committee held on November 2023 as below.

Original Version	Amended Version
[Objectively Verifiable Indicators for Overall Goal] 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.	OG1 Cumulative number of learners who are certified through NFE (<u>ALP-P, ALP-E&S, and Adult Literacy Programs</u>) increases from <u>4,682</u> in <u>January 2021</u> to <u>65,680</u> in <u>January 2028</u> . OG2 Cumulative number of pass-outs from ALP-P promoting to <u>ALP-E&S or formal middle education</u> increases from <u>0</u> in <u>January 2021</u> to <u>27,710</u> in <u>January 2028</u> .
[Objectively Verifiable Indicators for Project Purpose] 1. Cumulative number of learners 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)	PP1 Cumulative number of learners who are enrolled in <u>ALP-P, ALP-E&S, and Adult Literacy Programs</u> increases from <u>118,112</u> in <u>January 2021</u> to <u>199,312</u> in <u>January 2025</u> . PP2 <u>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.</u>

<p>[Objectively Verifiable Indicators for Output 1]</p> <p>3. Number of NFE projects/providers using NFEMIS to manage their programs/projects</p>	<p>3. Number of NFE <u>providers</u> using NFEMIS to manage their programs/projects</p>
<p>[Objectively Verifiable Indicators for Output 4]</p> <p>3. NFE providers/organizations implementing literacy and life skills and work skills programmes/ILS</p>	<p>3. NFE <u>providers</u> implementing literacy and life skills and work skills programmes/ILS</p>
<p>Reason:</p> <p>The target value of the indicators for the overall goal and the Project purpose which had not been set in the Project Design Matrix Version 0 was defined.</p> <p>In addition, objectively verifiable indicators for Output 1 and 4 were clarified.</p>	

4. Others

4-1. Results of Considerations on Peace Building

The Project provides learning opportunities to all, including Afghan refugees, stateless individuals from Myanmar and Bangladesh, and ethnic, religious, and sexual minorities, offering life-skill-based education in various settings (i.e., madrassah, workplaces, jails) to contribute to a peaceful and harmonious society.

According to the NFE Annual Statistical Report 2022-23, there are 7,466 non-Pakistani learners in NFE, representing 0.7% of the total learners, the majority of whom are Afghan (7,439). Since formal schools in Pakistan do not accept children without personal identification certificates, such as B-form, NFE centers are open to everyone, including refugees and stateless individuals. Regarding religious minorities, the number of non-Muslim learners at NFE centers is 6,594 including 4,202 Christians, 2,284 Hindus, and 108 Others (with 2,883 males and 3,711 females).

Table: Number of Non-Pakistani NFE Learners

Category	Male	Female	Total
Afghani	3,535	3,904	7,439
Burmese (stateless)	9	18	27
Total	3,544	3,922	7,466

Table: Number of Non-Muslim NFE Learners

Non-Muslims/ Other religions	Male	Female	Total
Christians	1,823	2,379	4,202
Hindus	1,008	1,276	2,284
Non-Muslims (Others)	52	56	108
Total	2,883	3,711	6,594

4-2. Results of Considerations on Poverty Reduction

The Project has developed and strengthened the Non-Formal Education (NFE) system and mechanism to deliver education to individuals from impoverished

backgrounds, including out-of-school children and low-literate youth and adults, who face social and cultural challenges. Poverty reduction was addressed through activities encompassing the formulation of NFE policy, plan, and programs, with careful consideration of target areas and beneficiaries. This also included curriculum and textbook development and community mobilization.

In NFE, economic considerations were integrated, including i) offering classes at convenient timing and easily accessible locations, such as workplaces, and ii) providing textbooks and notebooks while eliminating education-related expenses, like uniforms. These efforts aimed to empower disadvantaged individuals by offering learning opportunities and graduation qualifications while considering both learners' needs and the learning environment.

The early morning schools in Multan serve as a best practice example. The South Punjab Education Department has initiated early morning schools for working children, enabling them to complete primary education in 2.5 years and middle education in 1.5 years by attending classes before work, near their workplaces. Originally targeting boys, this initiative has now expanded to include girls.

Additionally, the Project developed the curricula and teaching/learning materials for the Accelerated Learning Program for Middle Education and Technical Training (ALP-MT) and Adult Literacy, equipping learners with knowledge and skills for income generation. This has attracted both learners and their families to the NFE centers.

4-3. Results of Considerations on Disability

The strength of Non-Formal Education (NFE) lies in its acceptance and inclusiveness. At NFE centers, children with special needs study alongside other children, within a system and framework developed and strengthened by the Project.

Additionally, JICA-AQAL provided technical expertise on curriculum and textbook development to the Punjab Special Education Department, which is working to create appropriate educational materials for learners with special needs. Upon the department's request, which faced financial and technical limitations, JICA-AQAL advised them to utilize their own technical staff—who are all special education specialists with relevant master's degrees—rather than external

resources, as this would not incur additional costs. JICA-AQAL also conducted multiple orientation and guidance sessions for the technical staff, introducing the design and structure of the National Curriculum of Pakistan (NCP), methods for aligning with NCP, and techniques for condensing its content vertically and horizontally. JICA-AQAL shared the accelerated learning approach and the effective use of illustrations, graphs, and visuals, drawing from the ALP-P Packages A, B, and C curricula, textbooks, and teacher guides.

As of December 2024, the Punjab Special Education Department has received approval and notification for the primary education curricula for children with hearing impairments and is in the process of developing the corresponding textbooks. Notably, these curricula represent the first-ever primary education curricula for children with special needs in Pakistan. JICA-AQAL's contribution played a key role in achieving this significant milestone.

4-4. Results of Considerations on Gender

(1) Background

In Pakistan, where over 26 million people are out of school and the literacy rate is still at 60%, barriers to education are especially high for girls and transgender individuals. Public schools are predominantly primary schools, comprising 78% of all institutions, with only 11% offering middle and matriculate education. Furthermore, many of these schools are not located within commuting distance, making access even more difficult. Even when schools are within reach, parents often hesitate to send their daughters to schools that are far away, a hesitation that becomes even more pronounced as girls advance into secondary education.

Additionally, there is a significant shortage of female teachers, and cultural resistance to sending girls to school persists, especially in areas where there are no female teachers. Moreover, the financial burden of sending children to school and the opportunity cost, which includes the inability to help with housework or contribute to the family's economic needs, are further deterrents. These challenges are compounded by gender-based restrictions stemming from cultural and religious norms, alongside economic constraints, which together form formidable barriers to education.

Transgender¹ children and youth face even greater challenges. Many are abandoned by their families during childhood or are subjected to threats, including violence or even murder, from relatives. This often forces them to leave their families and seek refuge within the transgender community. Consequently, access to schooling becomes more difficult, and even if they do manage to attend school, they are frequently subjected to bullying by both teachers and fellow students due to deep-rooted prejudice and discrimination. The situation is exacerbated by the lack of family support, as transgender individuals typically do not have the economic resources or familial backing to pursue education, further limiting their opportunities.

Due to these compounded difficulties, transgender people are often unable to obtain qualifications from formal education institutes, forcing them to rely on socially marginalized occupations such as dancing at festivals, begging, or prostitution, which are introduced within the transgender community. These professions contribute to further social exclusion and discrimination. Additionally, the illiteracy rate in Pakistan is higher among women and transgender individuals than it is among men, and this disparity is particularly pronounced in rural areas. In provinces like Balochistan and Sindh, the female literacy rate in rural areas is less than 20%.

(2) Gender Mainstreaming Initiatives

At the policy level, the Project has made significant strides in promoting gender-based mainstreaming when supporting the formulation of Non-Formal Education (NFE) policies across provinces. By facilitating discussions with a focus on gender, the Project has ensured that these policies consider gender inclusivity. Based on these policies, JICA-AQAL has also supported the development of strategic plans for counterparts (C/Ps), integrating gender mainstreaming throughout. In Sindh province, for example, JICA-AQAL played a pivotal role in supporting the creation of a transgender education policy, which was developed through consultations with members of the transgender community.

In addition, JICA-AQAL has advocated among C/P government agencies for a

¹ In Pakistan, 'transgender' often refers to transgender women based on historical and cultural backgrounds.

larger allocation of funds in the regular budget to support girls' education. The Accelerated Learning Program (ALP), which offers education in a shorter, more flexible timeframe compared to formal schooling, has been promoted as a cost-effective and accessible option for girls and women. JICA-AQAL has continued to highlight the importance of this approach to both government agencies and international organizations to increase its adoption.

Gender considerations have been integrated into the NFE minimum standards, which include both educational environment standards and teacher standards. Moreover, the Project has worked to incorporate gender perspectives when supporting the development and revision of ALP and Adult Literacy curricula and textbooks. Careful consideration was given to gender aspects during the development of the both ALP and Adult Literacy curricula. The interests and aspirations of both females and males are thoughtfully reflected, with characters in stories, dialogues, examples, and illustrations being predominantly gender-balanced. Females and males are depicted performing significant roles side by side in society, deliberately avoiding gender stereotypes. Gender balance was also prioritized in selecting authors for writing the ALP and Adult Literacy content. Efforts were made to ensure that the instructional materials featured neutral language, examples, and illustrations, with an emphasis on showcasing positive and empowering images of both females and males. Notably, experts from the transgender community were involved in the creation of the ALP primary curriculum in Punjab, ensuring that it was designed with a transgender lens.

In terms of data management, the Project has ensured that gender disaggregated data and gender perspectives are reflected in the management of statistical data, such as the NFEMIS, and has also integrated these perspectives into social mobilization manuals and training materials. In Punjab, JICA-AQAL has supported the provincial government in publishing the Gender Gap Annual Report to further raise awareness about gender disparities.

At the activity level, the Project has made significant efforts to ensure that NFE centers, which offer Adult Literacy (AL) and ALP programs, are accessible to everyone, essentially providing education at people's doorsteps. The Project has supported the recruitment and training of NFE tutors tailored to the learners' needs. In AL and ALP centers, which primarily target illiterate youth, adults, and overage out-of-school children, the majority of the learners are girls and women, so the recruitment of female teachers is strongly encouraged. AQAL has also

facilitated the digitization of curricula and textbooks, the creation of online and offline learning platforms, and the provision of distance learning options to further enhance accessibility.

To ensure that attending school does not mean losing out on work, the Project has integrated vocational education into the ALP and literacy programs. This enables learners to acquire practical skills alongside their academic education. ALP schedules, duration, and learning methods are designed to be flexible, allowing learners to balance their schooling with housework or work responsibilities. Furthermore, JICA-AQAL has supported the establishment of ALP transgender schools and the recruitment and training of transgender teachers. In addition, the training programs for ALP teachers incorporate perspectives on sexual orientation and gender identity (SOGI), ensuring respect for transgender individuals in all learning environments.

(3) Good Practices

According to the NFE Annual Statistical Report 2022-23, there were 31,522 NFE centers established and operated by C/P government agencies and NFE providers. Of these, 23,238 (74%) were coeducational, and 6,936 (22%) were girls' schools. Among the 33,733 NFE teachers, 28,692 (84%) were female. Of the 1,073,704 NFE learners, 609,904 (57%) were girls. Focusing specifically on ALP, 98,370 students were enrolled in ALP-Primary at the primary education level, with 53,131 (54%) of them being girls. At the secondary education level, 38,688 students were enrolled in ALP-Middle, with 26,804 (69%) of them being girls. AQAL has successfully provided educational opportunities to girls, who make up the majority of out-of-school children.

Table: Number of NFE Centers by Center Types (Male/Female/Co-Edu)

Level	Male	Female	Co-Edu	Total
NFBE/ ALP				
NFBE/ ALP (Primary)	955	4,720	22,989	28,664
NFBE/ ALP (Middle and Middle-Tech)	392	801	249	1,442
Sub-Total	1,347	5,521	23,238	30,106
Youth/ Adult Literacy				
Adult Literacy Centers (ALCs)	1	1,415	0	1,416
Sub-Total	1	1,415	0	1,416
Total	1,348	6,936	23,238	31,522

Table: Number of NFE Teachers by Gender

Province / Area	Male	Female	Total
NFBE/ ALP Primary	4,562	25,416	29,978
NFBE/ ALP Middle	725	1,614	2,339
Adult Literacy Centers (ALCs)	0	1,416	1,416
Total	5,287	28,446	33,733

Table: Number of NFE Learners by Gender and Packages/Grades

Learning Programmes	Packages* / Grades	Male	Female	Total
ALP (Primary) [accelerated model]	Package-A	18,740	22,830	41,570
	Package-B	12,744	14,868	27,612
	Package-C	13,755	15,433	29,188
	Sub-Total	45,239	53,131	98,370
ALP (Middle & Middle-Tech) [accelerated model]	Package-D	9,179	19,059	28,238
	Package-E	2,703	7,745	10,448
	Sub-Total	11,882	26,804	38,686
NFBE (Primary) Conventional model	Katchi	142,550	149,578	292,128
	One	105,478	119,433	224,911
	Two	60,564	78,286	138,850
	Three	42,963	60,917	103,880
	Four	30,699	46,957	77,656
	Five	23,926	41,134	65,060
	Sub-Total	406,180	496,305	902,485
NFBE (Middle) Conventional Model	Six	262	267	529
	Seven	160	392	552
	Eight	63	87	150
	Sub-Total	485	746	1,231
Adult Literacy	Literacy	14	32,918	32,932
	Sub-Total	14	32,918	32,932
	Total	463,800	609,904	1,073,704

Furthermore, 59% of out-of-school children (OOSC) are between the ages of 10 and 16. Encouraging girls in this age group to attend school not only improves their education but also helps prevent child marriage.

In South Punjab, three NFE transgender schools have been established by the South Punjab Education Department, with 218 students attending as of June 2024. Additionally, 10 ALP transgender schools have been opened in the province with support from the World Bank. This initiative is expected to expand to all 36 districts in Punjab.

Given the scarcity of secondary education facilities in Pakistan's public schools, the ALP Middle/Middle-Tech approach offers significant benefits for female learners. ALP centers are established in nearby schools and communities (including teachers' homes), making them easily accessible. The hybrid learning

model, combining both face-to-face and online or self-study learning, allows both boys and girls to study at their own pace, with face-to-face coaching, increasing parental and community support for girls' education.

The integration of technical education with secondary education has proven to increase motivation among students and their parents to attend school. Many parents view the opportunity for their daughters to acquire skills that could lead to increased income as a powerful incentive. As a result, there is a noticeable trend of parents approving their daughters' attendance at secondary school.

Through the ALP Middle-Tech, learners can earn two certifications: i) completion of academic secondary education (grade 6-8) and ii) level 2 of the National Vocational Qualification. This opens up pathways for further education or technical training, particularly for women. Additionally, the ALP Middle-Tech offers vocational courses such as hotel management and graphic design, which are gender-neutral, alongside more traditionally female-oriented courses like beautician training and dressmaking, providing women with a wider range of career options.

Similarly, JICA-AQAL has supported the design of an AL program that integrates vocational skills, such as livestock farming, home-based handicrafts, and income generation, into the curriculum, enabling learners to acquire valuable knowledge and skills for future employment.

4-5. Results of Collaboration with Other Development Partners

The Project proactively and effectively collaborated with other development partners such as the World Bank, UNICEF, and UNHCR. Additionally, the Project successfully increased the number of organizations implementing ALP (Annex 1-2).

(1) World Bank

The Project worked closely with the World Bank to expedite the achievement of project outcomes. In terms of content development, the Project successfully integrated the ALP-P, Middle, Middle-Tech, and Adult Literacy content into a nationwide accessible E-portal (LMS), which the World Bank supported the

Ministry of Federal Education and Professional Training (MoFEPT) in developing. As part of this effort, the Project coordinated the provision of 50,000 E-portal licenses to Non-Formal Education (NFE) stakeholders. Additionally, under the World Bank's PREP (Pandemic Response Effectiveness Project), the Project successfully procured digital content and videos for ALP-P, Middle, and Middle-Tech courses, and secured dedicated space within the educational application 'Tele-TALEEM,' which was also developed with the World Bank's support for MoFEPT. These collaborations have facilitated both distance and home learning, benefiting not only formal school students but also NFE learners.

In the expansion of NFE, JICA-AQAL supported the Balochistan Social Welfare Department in negotiating with the World Bank to expand its ASPIRE (Actions to Strengthen Performance for Inclusive and Responsive Education Program) to the province by establishing 50 new ALP-P centers, while the ASPIRE has already implemented ALP in other provinces, including KP, Punjab, and Sindh. Additionally, the Project shared its technical expertise on ALP and Adult Literacy with the Foundational Learning Hub established by the World Bank and FCDO, as ALP and Adult Literacy materials are useful for promoting foundational learning. Furthermore, the Project coordinated with the World Bank/FCDO's DARE (Data And Research in Education) Program to foster integration between EMIS and NFEMIS, aiming to improve educational data management across Pakistan.

(2) UNICEF

The Project established a strong partnership with UNICEF to promote NFE across Pakistan. In terms of content development, the Project collaborated with UNICEF to create ALP Primary and Middle curricula and textbooks. JICA-AQAL introduced the concepts and approaches of ALP to curriculum and textbook writers in the counterpart organizations, while UNICEF covered the costs of organizing workshops, compensating writers, and printing the approved materials. When converted into monetary terms, the Project mobilized 106 million PKR through its collaboration with UNICEF.

Additionally, UNICEF was instrumental in establishing ALP centers in Balochistan, KP, and Sindh. JICA provided Japan's UN Grant Aid (2018-2022) to UNICEF to promote NFE in these provinces, especially KP, as KP was not included in the target area of the Project Phase1. Through this grant, UNICEF expanded the ALP

initiative by opening 417 ALP centers, benefiting 15,950 children and adolescents, including 8,603 girls, across the three provinces.

(3) UNESCO

The Project partnered with UNESCO to improve NFE teacher training through digital platforms. UNESCO contributed 50,000 USD to strengthen the digital infrastructure for the NFE teacher training and certification program, which was crucial for establishing a strong foundation in education across Pakistan.

(4) UNHCR

The Project worked in close partnership with UNHCR to expand ALP to marginalized communities, including refugees. JICA-AQAL co-organized several national workshops with UNHCR to introduce Accelerated Education Programs (AEPs)² to Pakistan and develop national and provincial action plans for implementing quality ALP, inviting NFE implementers, including counterpart organizations and NGOs. UNHCR covered the costs of the workshop venues.

Additionally, JICA-AQAL and UNHCR collaborated on research to tailor ALP-P for Afghan refugees, ensuring it met their specific needs. UNHCR also played a key role in the implementation of ALP-P and Middle-Tech in KP and Balochistan. Furthermore, the Project benefited from UNHCR's provision of 4,500 tablet PCs (worth 225 million PKR), which are currently being used to support the implementation of ALP Primary and Middle-Tech by counterpart organizations and implementing partner organizations.

(5) Global Partnership for Education (GPE)

The Punjab Literacy and Non-Formal Basic Education Department (L&NFBED), the counterpart organization in Punjab, mobilized 50.6 million USD from GPE to implement the TALEEM project, which aims to deliver quality education to out-of-

² An international coordination group, known as the Accelerated Education Working Group (AEWG), is an inter-agency body focused on addressing the needs of over-age out-of-school children (OOSC) and youth. Led by UNHCR, AEWG promotes the concept, framework, and best practices of Accelerated Education Programs (AEPs).

school children. Funded by GPE, the TALEEM project piloted 1,000 ALP-P centers in Punjab, providing valuable insights into how ALP-P could be scaled up for broader implementation across the province. Since ALP-P was developed by the Project, the Project provided trainer training to L&NFBED's district trainers and other relevant officials and supported quality assurance of cascaded teacher training through sample monitoring. Building on the success of the pilot in 1,000 ALP-P centers, L&NFBED decided to establish 2,000 additional ALP-P centers and convert all existing NFBE centers to ALP centers in the province.

(6) Education Cannot Wait (ECW)

The Rural Support Programme Network (RSPN) in Balochistan is one of the implementing partners of the Education Cannot Wait (ECW)'s Multi-Year Resilience Programme (MYRP) in Pakistan. Under this initiative, RSPN established 254 ALP centers, benefiting 9,565 learners across three districts: Loralai, Kohlu, and Panjgur in Balochistan. In January 2024, RSPN, in collaboration with the Social Welfare Department (SWD) and the School Education Department (SED), with technical support from the Project, conducted comprehensive training sessions for master trainers and staff members. The training included a three-day module on Teaching Pedagogy (Packages A and B) and a two-day session on Monitoring, Mentoring, and Assessment.

The ECW headquarters acknowledged the successful collaboration and expressed expectations for further expansion of the NFE component, particularly the ALP component, under the ECW-funded MYRP. Additionally, the Japan NGO Network for Education (JNNE) interviewed JICA-AQAL, highlighting this coordination as a potential case study of successful collaboration between ECW and Japan.

(7) United Kingdom Foreign, Commonwealth, and Development Office (FCDO)

The Project collaborated with FCDO and benefited from its (i) Let No Girls Behind project, (ii) Teach project, and (iii) GOAL (Girls and Out of School) project, all of which implemented ALP-P to improve educational access in rural areas, with a specific focus on girls, in Balochistan and KP.

(8) United States Agency for International Development (USAID)

USAID contributed to the expansion of ALP-P developed by the Project through its implementation of ALP-P in Balochistan and KP.

(9) Qatar Foundation

Taleemabad, an award-winning ed-tech company on a mission to enhance learning across Pakistan, mobilized 800,000 USD from the Qatar Foundation to advance digital education and ICT-based learning. JICA-AQAL partnered with Taleemabad to develop digital content for ALP-P and Middle-Tech, ensuring the materials were accessible and effective for diverse learners. Taleemabad's efforts directly benefited 269,125 learners and 3,300 teachers, while 4,550,000 learners were indirectly impacted, contributing to the overall success of the Project.

(10) European Union (EU)

The Project collaborated with the EU to strengthen literacy initiatives, with the EU implementing Sindh Union council and Community Economic Strengthening Support (SUCCESS) program in Sindh. Under the SUCCESS program, 8,000 women gained the opportunity to acquire basic literacy and numeracy skills using ALP Package-A materials.

(11) Save the Children

Save the Children is an international non-profit organization that has been operating in Pakistan since 1979, providing quality education and expanding opportunities for girls' education.

The Project partnered with Save the Children, which implemented ALP-P and Middle in Balochistan and Sindh, supporting the Project's efforts to provide educational opportunities for out-of-school children and addressing the education crisis.

(12) Babar Ali Foundation / Ali Institute of Education (AIE)

Syed Babar Ali, a prominent Pakistani businessman and philanthropist, founded the Babar Ali Foundation in 1985 to support educational and health initiatives in Pakistan. In 1992, he established the Ali Institute of Education (AIE) in Lahore, a renowned institution dedicated to training primary and secondary school teachers to improve the quality of education in the country.

The Project collaborated with the Babar Ali Foundation to pilot an ALP-P-based bridging course for formal middle education, aimed at children who had fallen behind in their studies and needed additional support to catch up before entering formal middle schools. The pilot was successfully completed, with all learners' passing the completion exam and enrolling in middle schools operated by the Babar Ali Foundation. Additionally, JICA-AQAL provided technical support to the Foundation in developing a village education plan to effectively ensure out-of-school children and low-literate people have access to education.

The Project also worked with the Ali Institute of Education (AIE) to provide quality teacher training to NFE teachers. JICA-AQAL conducted trainer training for AIE's master trainers. AIE also played a key role in implementing ALP-P in Punjab.

(13) Catholic Relief Service (CRS)

Catholic Relief Service (CRS) is an international humanitarian organization that has been active in Pakistan since 1954, dedicated to improving access to quality education by engaging teachers, parents, religious leaders, and community leaders to enhance educational outcomes.

In collaboration with CRS, the Project facilitated the establishment of a consortium of all Education Foundations and co-organized national workshops to develop a joint action plan of Education Foundations addressing the OOSC challenges. While the Project provided technical assistance, CRS managed the financial support, including the development of a resource pool worth 20 million PKR for the capacity building of Education Foundations.

(14) The Citizens Foundation (TCF)

The Citizens Foundation (TCF) is a non-profit organization in Pakistan that provides quality education to underprivileged children through one of the largest privately owned networks of over 1,800 low-cost formal schools, while also engaging in community development initiatives like adult literacy and vocational training.

The Project partnered with TCF to pilot ALP-P and Middle-Tech within formal school settings. TCF was also actively involved in implementing ALP-P and Middle-Tech in Sindh.

(15) Adult Basic Education Society (ABES)

The Adult Basic Education Society (ABES) is a non-profit organization in Pakistan focused on improving adult literacy, teacher training, and non-formal education to enhance educational opportunities, particularly for underserved populations.

The Project benefited from ABES's development of an ICT-based solution for ALP teacher training, with the organization independently mobilizing resources.

Table: Summary of Major Collaboration with Other Development Partners

1. Content Development	2. Piloting / Research	3. Expansion
At the National level		
<p>[Output 2, 3, 4]</p> <p>■ WB- PREP:</p> <p>(1) <u>A dedicated countrywide accessible E-portal (LMS) by the Ministry with uploaded ALP-P, Middle, Middle Tech, Adult Literacy contents.</u></p> <p>(2) <u>50,000 licenses of the E-portal to NFE stakeholders (pipeline)</u></p> <p>[Output 2, 3]</p> <p>■ WB- PREP:</p> <p>(1) <u>Procurement of digital content/ videos used for ALP-P, Middle-Tech</u></p> <p>(2) <u>An educational app. 'Tele TALEEM' by the Ministry has a dedicated portion/space for ALP-P and Middle.</u></p> <p>■ Taleemabad (Qatar Foundation) - the Digital School Program:</p> <p><u>Development of digital content of ALP-P/ Middle-tech (800,000 USD)</u></p>	<p>[Output 2, 3]</p> <p>■ Taleemabad (Qatar Foundation):</p> <p><u>ICT-based learning- ALP-P/ Middle-tech/ teacher training</u></p>	<p>[Output 1, 2,3]</p> <p>■ Catholic Relief Service (CRS):</p> <p>(1) <u>Establishment of the consortium of all Education Foundations</u></p> <p>(2) <u>Co-organization of National Workshop for joint action plan of Education Foundations on OOSC</u></p> <p>(3) <u>Resource Pool for the capacity building of Education Foundations</u></p> <p>(20M PKR)</p> <p>[Output 1]</p> <p>■ WB / FCDO - Data And Research In Education (DARE) Program:</p> <p><u>Integration between EMIS/ NFEMIS</u></p> <p>[Output 2, 3]</p> <p>■ WB / FCDO</p> <p><u>Establishment of Pakistan Foundational Learning-Hub</u></p>

1. Content Development	2. Piloting / Research	3. Expansion
<p>➤ Direct beneficiaries</p> <ul style="list-style-type: none"> • Learners: 269,125 • Teachers: 3,300 <p>➤ Indirect beneficiaries</p> <ul style="list-style-type: none"> • Learners: 4,550,000 <p>■ Adult Basic Education Society (ABES): working on an <u>ICT based solution for ALP teacher training</u> by mobilizing resources themselves.</p>		<p>■ UNHCR:</p> <p>(1) <u>Provision of 4,500 tablet PCs (225M PKR)</u></p> <p>(2) <u>Co-organizaition of National Workshops for ALP to strengthen ALP sector</u></p> <p>(3) <u>Development of National / Provincial Action Plan for ALP Expansion</u></p> <p>■ UNICEF (Japan UN Grant aid): <u>Promotion of NFE</u></p>
In Federal / ICT		
<p>[Output 2, 3]</p> <p>■ UNESCO: <u>Digitization of teachers' certificate program (50,000 USD)</u></p>		
In Balochistan		
<p>[Output 2,3]</p> <p>■ UNICEF: <u>Development of Materials</u> (e.g. workshop cost, remuneration to writers) (6M PKR)</p>		<p>[Output 2]</p> <p>■ WB- ASPIRE:</p> <p>(1) <u>Teacher training</u></p> <p>(2) <u>Provision of the printing materials, equipment, motorbike etc.</u></p>

1. Content Development	2. Piloting / Research	3. Expansion
In KP		
[Output 1, 2, 3] ■ UNICEF: (1) <u>Policy development</u> (2) <u>Development for ALP-P and ALP-Middle tech (e.g. workshop cost, printing cost) (50M PKR)</u>	[Output 2] ■ UNHCR: <u>ALP-P research for Afghan refugee</u>	
In Punjab		
	[Output 2] ■ GPE – TALEEM Project: <u>Piloting 1,000 ALP-P centers for feasibility and effectiveness of ALP-P</u> ■ Babar Ali Foundation: <u>Piloting ALP-P based remedial course for formal education</u>	
In Sindh		
[Output 2, 3] ■ UNICEF: <u>Development of ALP-P and Middle materials setting (50M PKR)</u>	[Output 2, 3] ■ The Citizens Foundation (TCF): <u>Piloting of ALP-P and Middle in formal school setting (OOSC / Remedial)</u>	

III. Results of Joint Review

1. Results of Review based on DAC Evaluation Criteria³

1-1. Relevance

In light of the following points, the relevance of the Project was **high**.

(1) Relevance with the Development Policies of Pakistan: **very high**

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

In addition, it is noteworthy that the Project has developed the provincial policy on Non-Formal Education (Balochistan: 2016, KP: 2023, Punjab: 2019, Sindh: 2017). JICA-AQAL also contributed to the ‘Literacy and NFE’ section on the National Education Policy Development Framework 2024 launched by the Ministry of Federal Education and Professional Training (MoFEPT) in Dec 2024.

(2) Relevance with the Development Need of Pakistan: **high**

The Project was consistent with the development needs of Pakistan. According to “Pakistan Education Statistics 2022-23” (2024), Pakistan has the largest number of OOSC in the world, i.e., 26.09 million OOSC (13.71 mil female and 12.38 mil male) aged 5-16 years old who have never attended school and those who attended school and then dropped out (ICT: 0.08 mil, Balochistan: 3.43 mil, KP: 3.65 mil, Punjab: 10.96 mil, Sindh: 7.97 mil). The population growth has largely affected the absolute number, which has increased from 22.02 million in 2016-17 to 26.09 million in 2022-23, though the percentage of OOSC has improved from 44% to 38% due to the significant effort of the Pakistani government. This grim situation of access and quality of education is reflected in the literacy rate, which is 73% for the youth and 58% for the adults. In comparison

³ This evaluation is a self-assessment conducted by the project experts.

with other South Asian countries, Pakistan was recorded as the second worst country after Afghanistan. Based on this, Prime Minister Muhammad Shehbaz Sharif announced an “Education Emergency” to enroll 26 million OOSC and increase literacy rate in May 2024.

(3) Appropriateness of the Project Approach: **very high**

The Project approach was appropriate as a solution to the issues of education in Pakistan. The Project has developed the Accelerated Learning Program (ALP) at the primary (Grades 1-5) and middle (Grades 6-8) levels, targeting children above the age of 9, i.e., those beyond primary school age, and Adult Literacy (AL) and Integrated Literacy and Skills (ILS) Programs for low-literate youth and adults, targeting above the age of 17.

Of the 26.09 million OOSC, 15.23 million (58.4%) are over the primary school age and cannot enroll in formal primary schools because of their age. These children have become overaged owing to missing early years of schooling or dropping out, though they have acquired prior knowledge through their daily life experiences. Additionally, promotion from primary to middle education is challenging for children, as primary schools constitute 77.4 % (117,817 out of 152,267 institutions) of public schools, while middle and high schools account for only 10.8% (16,403) and 10.0% (15,271), respectively. Many children in rural areas, especially girls, face geographical access issues at the middle and upper levels of education. Furthermore, returning children to school presents an opportunity cost for families, as OOSC often contribute to household finances and chores. In this context, a significant number of OOSC reach adulthood without adequate education opportunities, resulting in the literacy rate at 73% for youth and 58% for adults.

ALP provides innovative, alternative learning pathways, enabling these children to complete primary education in 30 months (maximum) and middle education in 18 months, accelerated by leveraging their existing knowledge and significantly shorter than the period required in formal education, while still allowing them to earn certificates equivalent to formal education. As a more cost-effective and flexible learning system compared to traditional NFBE approach, ALP is particularly suitable for OOSC who are overage and working or assisting with household chores. In addition, through ALP Middle Tech (middle education

integrated with technical skill training), children can acquire technical and vocational skills and obtain a level-2 certificate of the National Vocational Qualifications Framework (NVQF) of Pakistan, enhancing their job marketability – an attractive option for both the children and their families.

The Project's Adult Literacy (AL) and Integrated Literacy and Skills (ILS) Programs play a crucial role in enabling low-literate youth and adults to develop literacy, numeracy, and technical/vocational skills. For those interested in continuing their education, ALP provides a pathway to complete primary and middle school education, ensuring lifelong learning opportunities for all.

1-2. Coherence

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

(1) Collaboration/Coordination with JICA's Other Interventions: **high**

The Project collaborated with JICA's other interventions to expand the NFE, as shown in the table below.

#	Japan's other intervention	Collaboration/Coordination
1	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.
2	Technical Cooperation Project "Project for Improvement of Livelihoods and Well-being of Female Home-Based Workers in the Informal Economic Sector in Sindh Province" (Light-F) (2017-2022)	<ul style="list-style-type: none"> • The Project co-developed a 3-month literacy program and teaching materials for Female Home-Based Workers (FHBWs) and facilitated their approval by DL&NFE. • The Project supported the training of teachers for the Light-F pilot project. • The Project participated in the Career Education workshop based on the developed manual by Light-F. The manual as well as training experience were used for the improvement of ALP Middle-tech materials.

3	Technical Cooperation Project “Project for Skills Development and Market Diversification of Garment Industry of Pakistan” (2016-2020)	<ul style="list-style-type: none"> • Information was provided on the production of high-value-added textile products and utilized in the preparation of the manual for Middle Tech. • The Project received their career counseling manual for the reference of Adult Literacy Life-Skills and ALP Middle-Tech curricula and materials’ development.
4	Education Policy Advisor (Dispatched since 2020)	<ul style="list-style-type: none"> • Through information sharing and feedback from the adviser, the Project promoted activities such as the development of accreditation mechanisms and research on the effectiveness of ALP. • The Project worked cooperatively with the adviser to promote cooperation with relevant organizations.
5	Data Collection Survey for JICA Education Cooperation in the Post-COVID-19 (2020-2022)	<ul style="list-style-type: none"> • JICA-AQAL provided inputs, comments, and suggestions on the survey of girls education in Pakistan as well as the story-lines and illustrations of characters for girls education promotion video.
6	Technical Cooperation Project “Project for Livelihood Improvement through Livestock Development in Khyber Pakhtunkhwa” (2021-2025)	<ul style="list-style-type: none"> • 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.
7	Technical Cooperation Project “Project for Gender Responsive Actions to Ensure Retention through Community Engagement and School Practices” (GRACE)	<ul style="list-style-type: none"> • The Project provided the community mobilization manual developed in Phase 1 and cooperated in developing the community mobilization handbook. • The Project also provided ALP Primary curriculum and materials, seeking further

	(2022-2026)	coordination.
8	Data Collection Survey for Sexual Orientation, Gender Identity and Expression and Sex Characteristics (SOGIESC) in Development (2024-2025)	<ul style="list-style-type: none"> JICA-AQAL provided information on the Trans-education in South Punjab, Sindh Transgender Education Policy (STEP), ALP-Middle-Tech materials etc., and coordinated relevant organizations related to NFE including Punjab L&NFBE Dept.

(2) Collaboration/Coordination with Other Intervention: **very high**

The Project collaborated with other development partners (DPs) to amplify the outcomes, as described in section 4-5. Results of Collaboration with Other Development Partners. In this context, the coordination platforms established and activated by the Project, such as provincial NFE forums, facilitated effective collaboration with various stakeholders to support the expansion of NFE.

It is noteworthy that the collaboration with GPE greatly expanded the scale and impact of the ALP program through the successful pilot of 1,000 ALP-P centers in Punjab, which led to a commitment to 2,000 additional ALP-P centers. Meanwhile, partnerships with the World Bank and Taleemabad/Qatar Foundation were instrumental in establishing the digital platform for ALP implementation successfully integrating various education content—such as ALP-P, Middle, and Adult Literacy programs--into a nationwide E-portal (LMS). These collaborations significantly contributed to achieving the Project Purpose.

(3) Collaboration/Coordination with International Framework: **high**

The Project, which aimed to enhance access to quality education for diverse populations, including socially disadvantaged children, youth, and adults, aligned with SDG-4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all). The Education Sector Plans in each province, which advocated for NFE and aimed to reduce the number of OOSC, demonstrated a strong commitment to achieving the SDGs. Additionally, the Project supported the nationwide utilization and enhancement of NFEMIS, a system used to track progress and report on the SDGs, significantly contributing to information management for SDG achievement.

Moreover, through the promotion of NFE, the Project advanced female literacy and encouraged girls' participation in education, contributing significantly to gender equality and women's empowerment under SDG-5 (Achieve gender equality and empower all women and girls). The Project also ensured that ALP programs were aligned with the 10 Principles of Accelerated Education, a set of international guidelines of the Accelerated Education Working Group (AEWG), in both design and implementation, conducting national and provincial workshops with UNHCR. The national and provincial action plans developed in these workshops will be integrated into the next provincial sector plans 2025-2030.

1-3. Effectiveness

The effectiveness of the Project was **very high**, as the 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) was not only achieved but exceeded.

The Project developed and promoted the implementation of ALP-P, Middle, and Adult Literacy programs. As a result, the cumulative number of learners enrolled in these programs reached 450,685 (target: 199,476), quadrupling the baseline number. The learners' assessment results also surpassed the target average score of 40.0% in pilot centers, including ALP-P in ICT-supported delivery, Madrassah, and formal education setting, ALP Middle, and Adult Literacy. Thus, both Indicator 1 (Cumulative number of learners who are enrolled in ALP-P, ALP-E&S, and Adult Literacy Programs) and Indicator 2 (Learning outcomes of learners improved in pilot areas) of the Project Purpose were achieved.

While the Project did not directly implement ALP-Primary, Middle, and Adult Literacy programs except for piloting, this success was led by the strong ownership and commitment of government counterpart organizations to deliver more quality, suitable, and flexible education opportunities to out-of-school children, along with successful collaboration with stakeholders. For Indicator 1, the provision of flexible, learner-centered programs that catered to a diverse range of learners contributed to the expansion of these programs. Additionally, the increasing recognition of NFE as an alternative to formal education in Pakistani society was supported by the institutionalization of NFE as equivalent to school education. For Indicator 2, the Project adopted strategies to ensure the

quality of these programs, such as (i) aligning curricula, teaching and learning materials, and teacher training materials, (ii) establishing the monitoring mechanism, assessment and certification mechanism, and NFE minimum standards.

1-4. Efficiency

In light of the following points, the efficiency of the Project was **very high**.

(1) Project expenditure: **very high**

The actual expenditure of the Project was approximately 96% of the planned expenditure. Due to unforeseen activities, such as the revision of ALP-P curricula and textbooks in response to sudden policy changes, the implementation of the Mid-term review, and the filming mission for the official JICA YouTube channel, the Project had to allocate its budget accordingly. As a result, the Project sought the most cost-effective way to implement its activities and also mobilized resources from other developing partners, mentioned in Section II-4-5: Results of Collaboration with Other Development Partners. Additionally, the unspent budget, resulting from the temporary absence of Japanese experts and the deployment of more junior Japanese experts than initially planned, worked positively in this situation.

(2) Project period: **very high**

The Project period was 48 months, as originally planned, despite having to manage unexpected events such as Impact of the COVID-19 pandemic in 2021, the floods in 2022, and delays in the commencement of activities in Punjab. The details of these events and the measures taken to mitigate their negative impact are described in Section III-2: Key Factors Affecting Implementation and Outcomes.

(3) Causality between input and output

Although the Project met the target Outcomes and achieved the Project Purpose,

it can be said that the input was not fully appropriate, as the Project budget and period were not adjusted despite the increase in activities and disruptions caused by force majeure events mentioned above.

1-5. Impact

In light of the following points, the impact of the Project was **very high**.

(1) Prospects of the Achievement of the Overall Goal: **very high**

By three years after the completion of the Project, human capital development is expected to be enhanced through the diversification of learning paths. Indicator 1 has been successfully achieved and there is a strong anticipation for a further increase in the number of learners certified in ALP-P, ALP-E&S, and Adult Literacy Programs, driven by the government counterpart organizations' project pipelines across all provinces. Additionally, a significant rise in the number of learners transitioning from ALP-P to ALP-E&S or formal middle education is expected, further supporting the achievement of Indicator 2. Specifically, the Punjab Literacy and Non-Formal Basic Education Department plans to establish ALP Middle Tech centers to accommodate approximately 30,000 future graduates of 1,000 ALP-P centers. This initiative will ensure the achievement of Indicator 2. As a result, the prospects of achieving the Overall Goal are very high.

(2) Causality between the Overall Goal and the Project Purpose: **high**





The Overall Goal is closely linked to the Project Purpose, as both sets of indicators align with key stages in the education process: enrollment, retention, graduation/certification, and promotion to the next level. Specifically, the achievement of the Project Purpose indicators (increased enrollment ensuring a certain level of learning outcomes) is essential for achieving the Overall Goal indicators (increased number of certified learners and promotion from ALP-P to Middle). Therefore, there is a strong causal relationship between the Overall Goal and the Project Purpose.

(3) Impact of the Project beyond the Overall Goal: **high**

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 the Law Department for its placement to the competent forum (Provincial Cabinet). In Balochistan, the Law Department endorsed the NFE Act for further approval process. 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.

1-6. Sustainability

In light of the following points, the sustainability of the Project was **high**, as the Project achieved the capacity development of the NFE sector by employing the following approaches.

Capacity Development	System	 Coordination <ul style="list-style-type: none"> NFE sub-group under NEDPG (National Education Development Partner Group) Provincial NFE Forum National Forum of Education Foundations 	 Policy / Plan / Mechanism <ul style="list-style-type: none"> National Education Policy Framework Provincial NFE Policy and Strategic Plan NFE Minimum Standards Monitoring Mechanism Assessment & Certification Mechanism Social Mobilization Guide
	Organization	<ul style="list-style-type: none"> Restructure of NFE Directorates at federal / provincial / district level Increased Budget of NFE Directorate Increased Number of Positions / Trained Staff at NFE Directorates 	 Data-driven Management <ul style="list-style-type: none"> NFEMIS NFE Annual Statistical Report & Data Card
	Individual	<ul style="list-style-type: none"> Pool of Master Trainers Increased Number of NFE Centers operated by NFE Directorates 	 Curricula / Textbooks / Training Manuals <ul style="list-style-type: none"> Accelerated Learning Program – Primary Accelerated Learning Program – Middle Adult Literacy Integration of Vocational Training
Approach	<ul style="list-style-type: none"> Build trust, maintain frequent touchpoints Sensitize them to the importance of NFE Offer support based on their current capacity (e.g., facilitating communication with higher-ups) Provide guidance during the initial stage, then gradually empower them to take the lead from the second round onward 	<ul style="list-style-type: none"> Understand and monitor their business & approval processes (e.g., ADB, PC-1) Analyze the organizational capacity (structure, budget, human resources) Assist in developing a logically structured proposal with proper justification Ensure alignment between the proposal and their existing policies and plans 	<ul style="list-style-type: none"> Engage them in the entire process to ensure the system becomes their own Adapt the system to fit their specific context

(1) Policy / System Aspect: **very high**

The Project successfully established NFE policies in all provinces, despite the requirement for approval from authorities such as the Provincial Cabinets and

Provincial Assemblies. Additionally, the Project formulated the NFE strategic plans to organize specific initiatives for implementing the NFE policies, thereby amplifying the Project outcomes. Through these significant achievements in setting the NFE policies and strategic plans, the Project succeeded in enhancing the sustainability of its outcomes.

In addition, the Project developed NFE minimum standards, teacher management systems, monitoring mechanisms, assessment and certification mechanisms, and social mobilization guides in all provinces, which has ensured effective NFE implementation and quality management at the field level. The introduction of Data-driven Management using NFEMIS became a driving force in addressing the education crisis in the country, as demonstrated by the Zero OOSC Campaign, which identified a significant number of OOSC and successfully enrolled them in a short period, with real-time data tracking via NFEMIS.

Furthermore, the Project established and activated national and provincial coordination platforms, such as NFE forums, to engage various stakeholders, including development partners and both domestic and international civil society organizations. This effort laid a solid foundation for the collaborative implementation of NFE policies.

As a result, the sustainability of the Project's outcome from both a policy and system aspect is very high.

(2) Institutional / Organizational Aspect and Financial Aspect: **high**

The Project successfully strengthened the organizational structures of government counterparts by revising organograms in each area, clarifying the required posts and their roles, and increasing staff numbers, which in turn led to a larger budget. The revised organograms, along with the increased staff and budget of each provincial government counterpart organization during the periods of JICA's technical corporation in the NFE sector, are outlined below. Increasing staff and budget in government agencies has been challenging but was successfully achieved as planned in this phase. Government counterpart organizations have commonly increased their technical staff and expanded their capacity by adding district officers, yet further workforce expansion, along with

greater collaboration with civil society organizations, would enhance efforts to effectively support the 26 million OOSC. In addition to expanding capacity, the Project has also ensured the quality of NFE by establishing NFE minimum standards that the government uses to accredit implementing partners. This significant organizational enhancement reflects the governments' strong ownership of NFE promotion, which is crucial for ensuring the sustainability of the Project outcomes.

Table: Increase in C/P Staff Numbers Before/After Technical Cooperation

Province - C/P	BEFORE Technical Cooperation		AFTER Technical Cooperation		Difference	
	Number	FY	Number	FY	Number	Duration
Balochistan - LNFED	24	2014-15	560	2023-24	+536	8 years
KP - ESEF	155	2019-20	295	2024-25	+140	4 years
Punjab - LNFED	53	2011-12	970	2024-25	+917	12 years
Sindh - LNFED	57	2015-16	173	2024-25	+116	8 years

Table: Increase in C/P Budget Amounts Before/After Technical Cooperation

(million PKR)

Province - C/P	BEFORE Technical Cooperation		AFTER Technical Cooperation		Difference	
	Amount	FY	Amount	FY	Amount	Duration
Balochistan - LNFED	13.3	2014-15	150.4	2023-24	+137.1	8 years
KP - ESEF	782.4	2019-20	1,449.2	2024-25	+666.8	4 years
Punjab - LNFED	2400.0	2011-12	4,000.0	2024-25	+1600.0	12 years
Sindh - LNFED	27.8	2015-16	1,756.2	2024-25	+1728.4	8 years

While capturing and demonstrating the organizational enhancements at the federal level is challenging due to frequent changes in roles and responsibilities among federal NFE entities, it is encouraging that the federal government has launched a 25 billion PKR National Challenge Fund for OOSC in 2023, showing strong ownership.

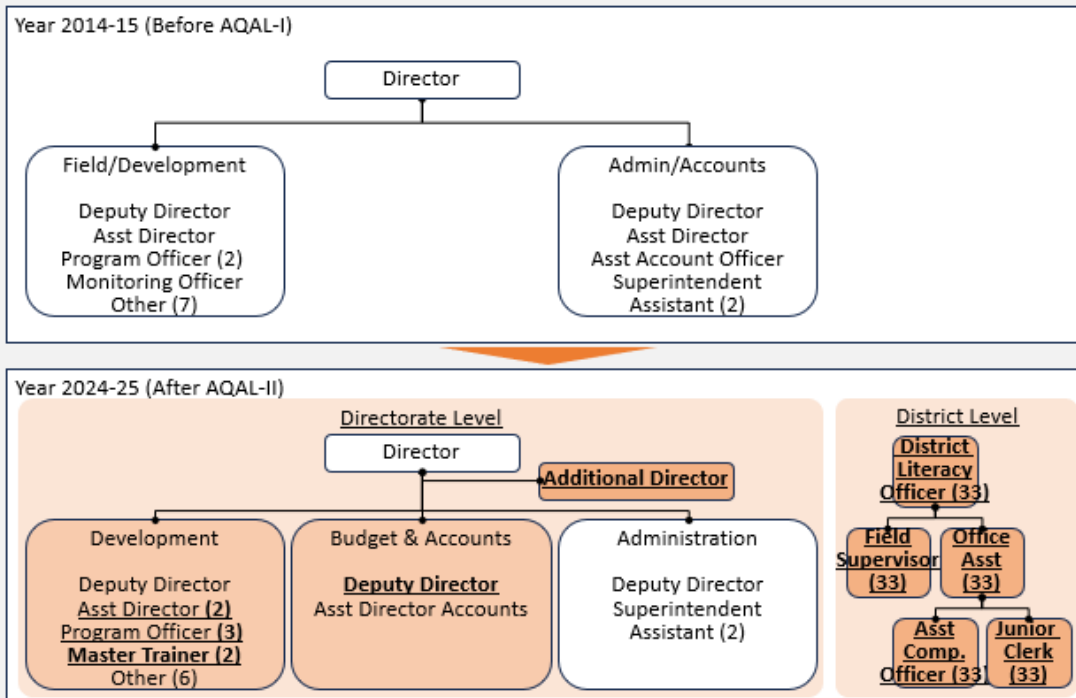
Additionally, JICA-AQAL supported the capacity development of government counterparts to mobilize external financial resources by coordinating with development partners and developing PC-1 documents (Project Concept-1 document, a key planning tool used for the approval and initiation of development projects). A notable success in this area is that the Balochistan NFE Directorate successfully negotiated with the World Bank to expand its project scope to the

NFE sector in the province.

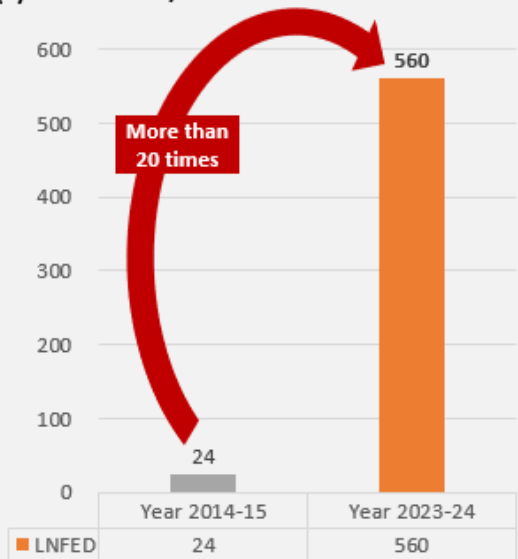
As a result, the sustainability of the project outcomes from an institutional and organizational aspect and a financial aspect is high.

Balochistan Province – NFE Directorate

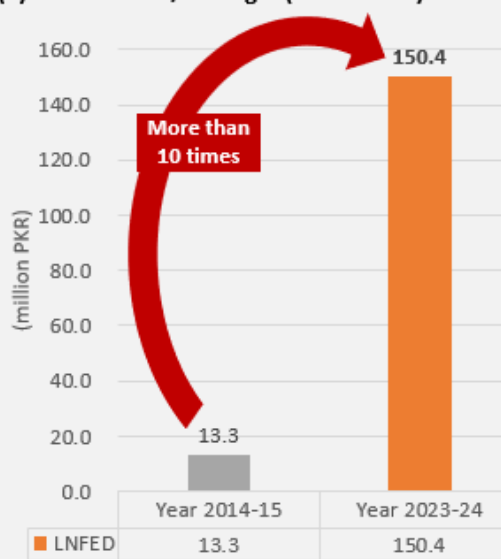
(1) Revision of C/P Organogram



(2) Increase of C/P Officials

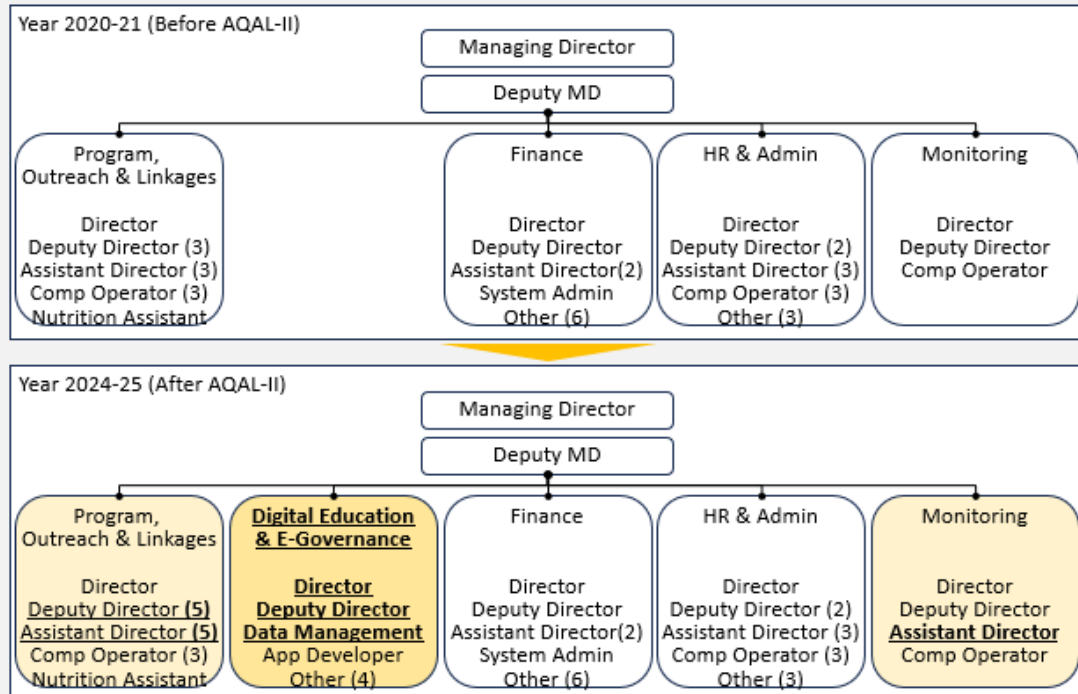


(3) Increase of C/P Budget (million PKR)

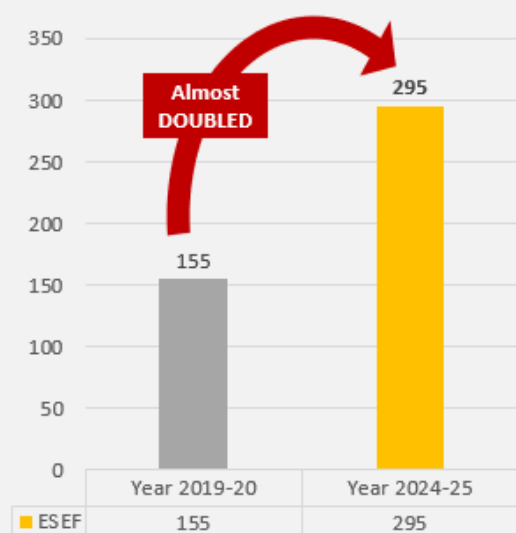


KP Province – ESEF

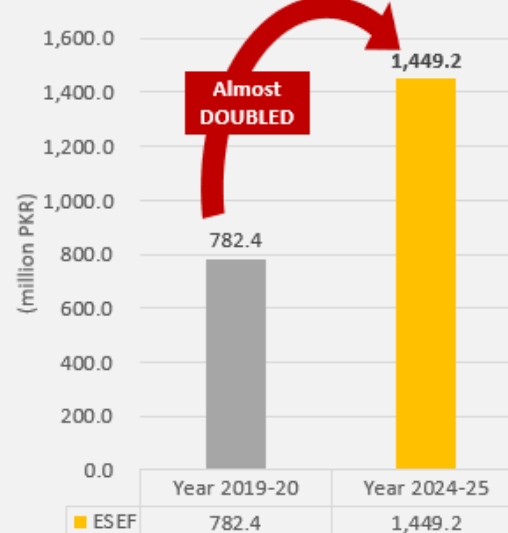
(1) Revision of C/P Organogram



(2) Increase of C/P Officials



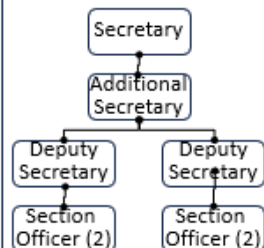
(3) Increase of C/P Budget (million PKR)



Punjab Province – LNFBE Department

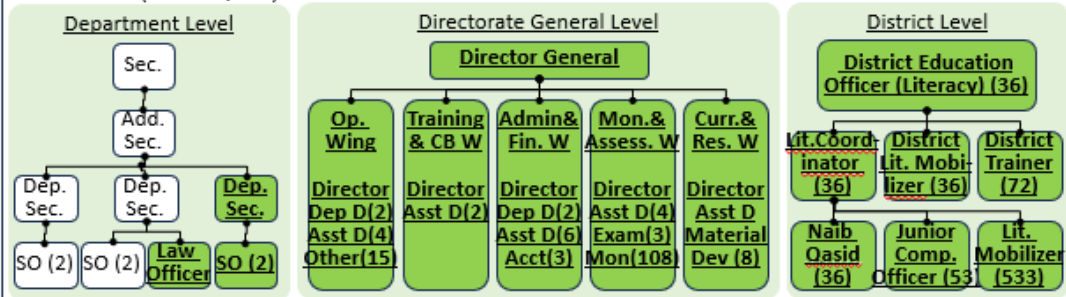
(1) Revision of C/P Organogram

Year 2010-11 (Before NFEPP)

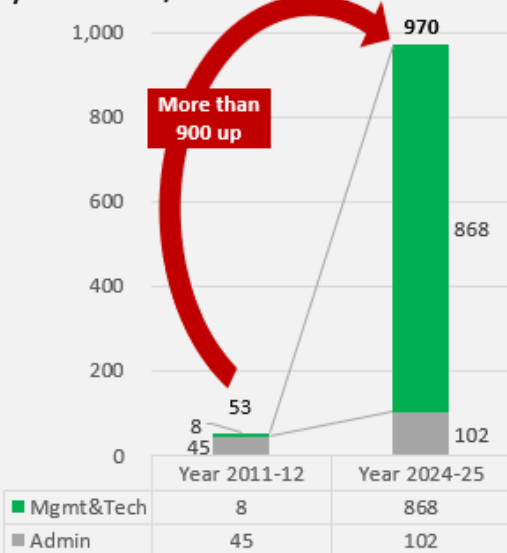


- The Literacy and NFBE Department had operated in project mode since 2002, executing six development projects.
- Based on recommendations by DG M&E, Planning & Development Board, Finance Dept. converted 1,007 project posts from Development to Non-Development in the SNE 2020-21.
- A Directorate General for Literacy & Non-Formal Basic Education was created and made an Attached Department in 2020-21.

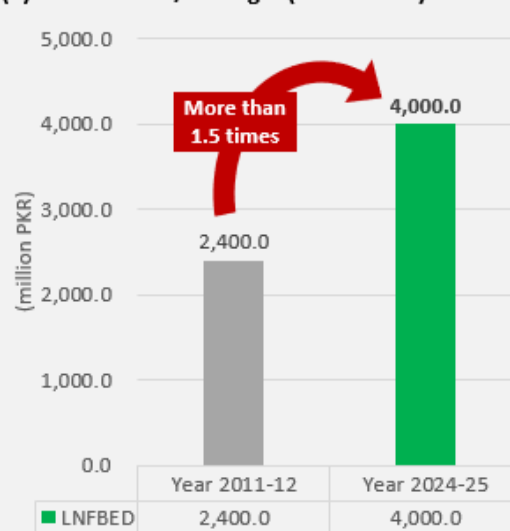
Year 2024-25 (After AQAL-II)



(2) Increase of C/P Officials

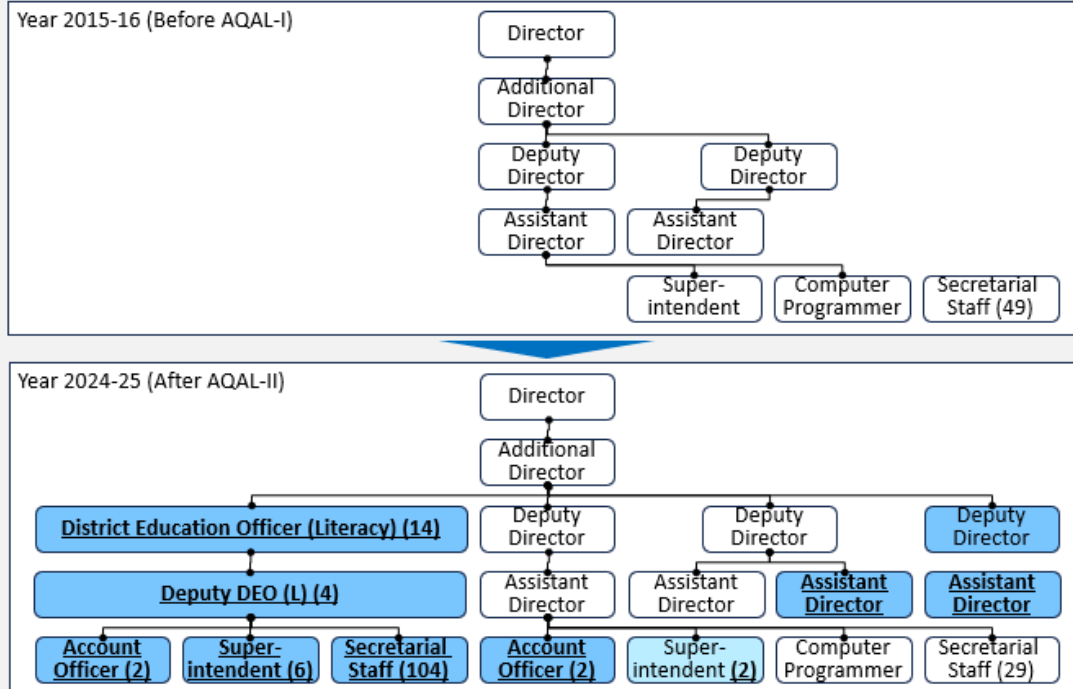


(3) Increase of C/P Budget (million PKR)

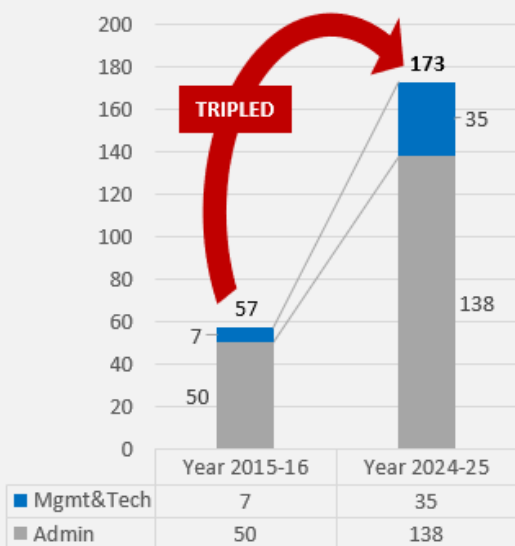


Sindh Province – L&NFE Directorate

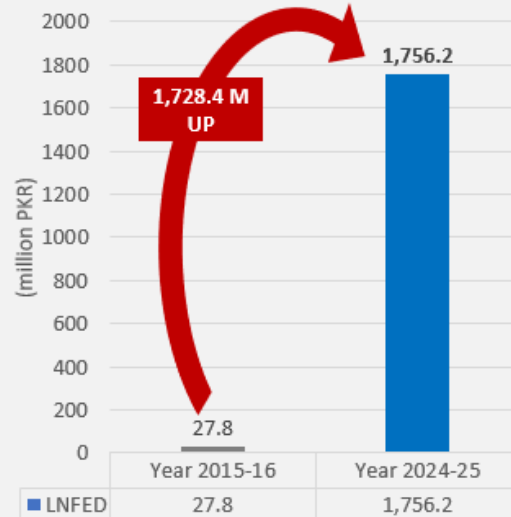
(1) Revision of C/P Organogram



(2) Increase of C/P Officials



(3) Increase of C/P Budget (million PKR)



(3) Technical Aspect: moderate

The Project enhanced the technical capacity of government counterpart organizations at the management, officer, and trainer levels.

At the management level, JICA-AQAL successfully elevated the capacity of government officials to manage projects and directorates, and coordinate and negotiate with other directorates, departments, and development partners, using strategies and data. This was achieved by deploying provincial coordinators to each provincial counterpart, building trust, maintaining frequent communication, providing guidance during the initial stage, and then gradually empowering the government officials to take the lead.

At the officer level, JICA-AQAL did technical transfer through collaborative assistance in tasks, such as formulating NFE policies and strategic plans, developing curricula and materials, institutionalizing mechanisms, and establishing data-based management. Additionally, capacity development for officers was carried out through training in areas such as monitoring, community mobilization, and NFEMIS operations.

Furthermore, the Project trained NFE master trainers and established a pool of master trainers to improve and ensure NFE quality. The creation of the NFE teacher management system, which includes teacher training manuals, master trainer training, and teacher certification, is expected to enhance sustainable capacity development for NFE teachers and ensure the quality of their skills.

However, continuous human resource development is required, particularly for newly recruited staff based on the revised organograms and teachers due to NFE expansion.

As a result, the sustainability of the project effects from a technical aspect is moderate.

2. Key Factors Affecting Implementation and Outcomes

The pre-project evaluation document identified as a precondition for the Project that the security situation would not deteriorate to the point where Japanese and local experts would be unable to carry out the Project activities. It also established as an external condition for achieving the Project Purpose that no major policy

changes would occur in the NFE sector.

Fortunately, the security situation did not worsen; however, (1) the impacts of COVID-19 in 2021 and (2) the floods in 2022 were significant social challenges that hindered the Project implementation. Regarding policy changes, the Project had to adapt to (3) new directions to align with the National Curriculum of Pakistan (NCP) (2022-23). Additionally, (4) political instability and (5) delays in the commencement of activities in Punjab further impeded the implementation of the Project.

(1) Impact of the spread of COVID-19 in 2021

Due to the impact of the widespread COVID-19 outbreak, the scheduled arrival of Japanese experts was delayed by 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 guidance and feedback to the local experts. This situation hindered the progress of project activities and disrupted smooth communication with counterparts.

(2) Impact of flood in 2022

In 2022, Pakistan experienced intermittent monsoon rains from June to August, which led to devastating floods that affected an estimated 33 million people, approximately 15% of the country's population. In response, Pakistan declared a state of emergency in August. The Project was not immune to the impact of this disaster, and its activities were temporarily suspended. As a result, the government counterpart organizations focused on disaster response efforts, which significantly hindered the progress of the Project.

(3) Policy Changes in the NFE Sector to Align with the Single National Curriculum (SNC) and the National Curriculum of Pakistan (NCP) (2022-23)

The Ministry of Federal Education and Professional Training introduced the Single National Curriculum (SNC) in 2020, with the aim of unifying the education

system, and officially launched the National Curriculum of Pakistan (NCP) (2022-23) in 2022, as a more specific and updated version of the curriculum that aligned with the principles of the SNC. Although the Project had developed and received approval for the ALP-P curricula and textbooks in Phase 1, it had to revise them to align with the SNC and NCP, in response to policy decisions made in the Federal area, Balochistan, Punjab, and KP provinces. This revision was outside the original scope of the Project, but it quickly became the top priority, as curricula and textbooks not aligned with the SNC and NCP could not be used. As a result, significant financial and human resources were allocated to support the revision of the ALP-P curricula and teaching-learning materials under Output 2. This also led to a substantial rescheduling of activities under Outputs 3 and 4.

(4) Political instability

In 2022, a no-confidence motion was passed, resulting in the transfer of power to an interim government. The limited scope of the interim government's mandate and responsibilities led to a slowdown in institutional restructuring and policy formulation. The Project was significantly impacted by frequent changes in C/P officers and key officials, which caused delays in decision-making and budget allocations for project-related activities. As a result, essential processes, such as the approval of official documents and personnel recruitment, were put on hold until the conclusion of the elections in February 2024, thereby hindering the progress of the Project.

(5) Delay in commencement of activities in Punjab

After the Project commenced, at the request of JICA, the government counterpart organizations were required to submit a Concept Clearance Note (CCN). While activities in provinces other than Punjab could proceed without awaiting CCN approval, it was decided that activities in Punjab would not begin until CCN submission was completed. As a result, the Project experienced a delay of approximately 10 months in starting activities in Punjab.

3. Evaluation on the results of the Project Risk Management

3-1. As a result of risk management:

(1) Impact of the spread of COVID-19 in 2021

As COVID-19 was an unexpected global pandemic, both the government counterpart organizations and JICA lacked effective measures to mitigate its impact. The redeeming factor in this situation was the trust that had been built between the Japanese experts and local experts, as well as between JICA-AQAL and the C/Ps during previous phases. This trust helped mitigate communication challenges. This is one of the key benefits of JICA's long-term commitment and engagement with the same sector in the same country.

(2) Impact of flood in 2022

The government counterpart organizations became heavily involved in flood response efforts in late 2022. While this led to delays in the Project activities, JICA-AQAL seized the opportunity to advocate for the applicability of the Accelerate Learning Program (ALP) as a catch-up program for children whose education was disrupted by the floods. Despite the delays caused by the flood's impact, the Project successfully expanded the recognition and reach of the ALP, increasing its beneficiaries.

(3) Policy Changes in the NFE Sector to Align with the Single National Curriculum (SNC) and the National Curriculum of Pakistan (NCP) (2022-23)

This policy change was the biggest hindrance to the Project, as the revision of curricula and textbooks was suddenly required in the federal area and all provinces except Sindh, where the provincial government decided not to align with the SNC and NCP. JICA-AQAL sought to accelerate the revision process by utilizing the revised curricula and textbooks that had already been approved in one province, once it received approval. This approach allowed the Project to avoid starting from scratch and complete the revisions in a time-efficient manner.

(4) Political instability

Although there were no measures in place to address the limited scope of the interim government's mandate and responsibilities, JICA-AQAL minimized the negative impact of frequent personnel changes in the government counterpart organizations by regularly monitoring personnel shifts, promptly briefing new management, and facilitating discussions on the direction of the Project. Through this process, JICA-AQAL developed the ability to effectively present the key points of the Project and help counterparts get up to speed quickly, which provided benefits in advocacy efforts even after the interim government period.

(5) Delay in commencement of activities in Punjab

Since the Concept Clearance Note (CCN) requirement was set by JICA for the commencement of the Project activities, the Punjab C/P. the Literacy and Non-Formal Basic Education Department (L&NFBED), questioned to implement the activities without the CCN. JICA Pakistan office coordinated with the Economic Affairs Division (EAD) to issue a letter stating that the Project activities could proceed without the CCN. Upon receiving the letter, L&NFBED agreed to begin the Project activities, which had been delayed by 10 months from the original start date.

3-2. Result of the application of lessons learned

In the pre-project evaluation document, referencing the Niger 'School For All Project' (2012-2016), it was suggested that a plan be developed to collect multi-dimensional evidence, such as improvements in learning outcomes and non-cognitive skills (including self-esteem), to promote collaboration with governments and development partners and facilitate the expansion of project outcomes.

In this context, JICA-AQAL successfully collaborated with government counterpart organizations. For example, in partnership with the National Commission for Human Development (NCHD), the Project conducted a pilot for implementing the Accelerated Learning Program (ALP) Primary in Madrasas and compiled the data into a report. This led to the nation-wide expansion of ALP-Primary in Madrasas and set the stage for the subsequent pilot of the ALP-Middle Tech in Madrasas.

Additionally, the Project published a report with the Pakistan Institute of Education (PIE) on the success of the Zero OOSC Campaign in Islamabad. This report helped promote the expansion of the approach and encouraged other provincial government counterpart organizations to implement the campaign in their regions.

Furthermore, at the request of the Punjab Literacy and Non-Formal Basic Education Department (L&NFBED), JICA-AQAL supported the department in conducting a comparative study between the traditional NFBE approach and the ALP approach. The findings from this study will help inform the decision to convert all NFBE centers to ALP centers in Punjab.

4. Lessons Learnt

Since this Project was comprehensive and multi-layered, spanning from policy development to teaching and learning processes, it has provided numerous lessons that can be applied to the different stages and sectors of other technical cooperation projects supported by JICA.

(1) Project Design, which Enabled Flexibility and Accommodation of a Broad Range of Activities, led to remarkable achievements in evolving circumstances.

The Project's design, which allowed for the accommodation of a broad range of activities to achieve its goals, was key to its success. The dynamic and flexible support provided by the Project was critical for promoting NFE. The Project Design Matrix (PDM) outlined the key tasks required to meet the objectives while allowing for adaptability to emerging needs and opportunities. This flexibility was instrumental in the Project's ability to respond effectively to evolving circumstances.

(2) Consistent and Comprehensive Support with a Long-Term Strategic Vision has achieved the expansion and improvement of recognition of NFE as a realistic means of learning for children and youth.

The Project's long-term strategic vision and consistent, comprehensive support—from policy development and system building to actual implementation on the

ground with already developed curricula and teaching/learning materials (e.g., ALP)—highlighted the significance and effectiveness of Non-Formal Education (NFE) in addressing the largest number of out-of-school children (OOSC). By offering flexible and relevant educational options that cater to local culture and learner needs, the Project effectively promoted the recognition of NFE pathways and expanded educational opportunities for populations excluded from formal education. JICA also gained high recognition as a leading donor in the NFE sector, thanks to its continuous, strategic, and comprehensive support.

(3) Accompanying Support for the Government Counterpart Organizations (C/Ps) through a Multi-Layered Project Team Combining 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 was managed by Japanese experts in partnership with dedicated local professionals, co-leading the Project. The Project implementation was further reinforced by local experts in key areas, such as policy formulation, curriculum, data-driven management, community mobilization, etc., with provincial coordinators assigned to each province to provide close daily support to the C/Ps. This multi-layered implementation 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.

(4) Incremental Integration of Gender Considerations enhanced educational access and inclusivity for marginalized groups.

Efforts for the integration of gender consideration during implementation significantly enhanced educational access and inclusivity for girls and transgender individuals. The Project incorporated cultural and social gender-sensitive elements into policies, curricula, and teaching materials while promoting the recruitment of female teachers and establishing accessible learning environments. Flexible learning venues and schedules, vocational integration, and the creation of transgender-friendly schools addressed cultural, economic, and logistical barriers. These efforts, adapted progressively during the Project,

ensured broader opportunities for marginalized learners and highlighted the importance of flexibility and relevance to the learners' needs in promoting equity in education.

(5) Deployment of Data-Driven Management through NFEMIS in Stakeholder Forums improved planning and implementation of NFE Initiatives.

The introduction and capacity development of data-driven management using the Non-Formal Education Management Information System (NFEMIS) enabled government counterparts and implementing partners to collectively plan and manage initiatives based on real-time data, as demonstrated by the Zero OOSC Campaign in Islamabad. Key success factors included the establishment of a stakeholder coordination platform, real-time tracking of OOSC status through NFEMIS, activity-based capacity development through the process of data verification and analysis, and the rapid deployment of the Accelerated Learning Program (ALP) with approved curricula, textbooks, and training materials. This impactful and replicable model, integrating stakeholder collaboration, data-driven management, and flexible educational tools, has garnered strong interest from provincial counterparts and is being implemented as a key solution to address the Education Emergency across Pakistan.

(6) Availability of Content, i.e., Authorized Curricula and Textbooks, has facilitated large-scale resource mobilization through collaboration with other donors and programs.

The availability of approved curricula and textbooks at the early stage of the Project played a crucial role in mobilizing resources on a large scale from multiple donors and programs for promoting the expansion of NFE.

(7) Integration of Skill Training into Literacy Education addressed various on-the-ground literacy needs through collaboration with other government bodies, such as Health, Agriculture, and Livestock.

Recognizing that basic literacy is fundamental for daily life and productivity, the

Project worked to develop needs-based literacy programs that combined literacy skills with health, hygiene, and productivity enhancement in agriculture, livestock, and other sectors, in collaboration with other government departments. Additionally, the Project ensured the continuity of further education and upgradation of skills by providing certifications to learners who completed the literacy programs.

(8) **Demonstration of Statistical Evidence** created and boosted momentum for NFE and literacy.

The data collection, analysis, and publication of reports on NFE and literacy—such as the “Pakistan Non-Formal Education Annual Statistical Report” and “Redefining Literacy in Digital Era (2023)” —were carried out for the first time in the country through collaboration with national research institutes (e.g., PIE) and universities (e.g., AIOU). The statistical evidence confirmed in these publications shed light on the long-neglected issues of NFE and literacy, helping to create irresistible momentum among stakeholders to address these issues.

5. Additionality

(1) Successful Deployment of Data-driven Management through NFEMIS

The introduction of NFEMIS enabled the government counterpart organizations and NFE implementing partners, including development partners and national and local civil societies, to develop plans and manage implementation based on actual situations through data-driven management.

One of the successful examples of this is the Zero OOSC Campaign (Out-of-School Children Campaign) in Islamabad. Led by the Ministry of Federal Education and Professional Training (MoFEPT), with the participation of public and private educational institutions and civil societies, NFEMIS was utilized to identify 81,000 out-of-school children and enroll 70,000 of them within just six months.

The key factors behind the success of the Zero OOSC Campaign are as follows:

1) The Project established and supported the Islamabad NFE Forum for

consultation and collaboration among NFE stakeholders, making it possible for representatives from the MoFEPT to civil society to come together regularly for planning, progress reporting, and problem-solving.

- 2) The Project supported the implementation of NFEMIS that allowed for the registration and management of out-of-school children's status (identified, enrolled, continuing education), enabling real-time tracking and discussions on progress and challenges regarding enrollment during stakeholder consultations.
- 3) The Project developed the Accelerated Learning Program (ALP), a flexible and cost-effective approach for out-of-school children, with the curricula, textbooks, and teacher training materials approved by the MoFEPT. This made it possible for stakeholders to immediately decide on the establishment of ALP centers, teacher training, and the printing and distribution of textbooks during consultations.

The model of the Zero OOSC Campaign has high versatility and can be expanded to other provinces and countries as a package, including 1) a forum for stakeholder consultation, 2) an information management system, and 3) curriculum, textbooks, and teaching materials. This model has attracted strong interest from ministers and secretaries of C/P agencies in provinces. In fact, as of December 2024, the provincial Zero OOSC Campaign has either been implemented or is planned for implementation in each province.

IV. For the Achievement of Overall Goals after the Project Completion

1. Prospects to achieve Overall Goal

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

Indicator/Sub-Indicator	BL	Target	Progress	Status
G1 Cumulative number of learners who are certified in ALP-P, ALP-E&S, and Adult Literacy centers increases from 4,682 in Jan 2021 to 65,680 in Jan 2028.	4,682	65,680	86,637	Fully achieved
G1-1 Cumulative number of learners who are certified in ALP-P, ALP-E&S, and Adult Literacy centers increases between Feb 2021 and Jan 2028	0	60,988	81,955 (134.4%)	Fully achieved
G2 Cumulative number of pass-outs from ALP-P promoting to ALP-E&S or formal middle education increases from 0 in Jan 2021 to 27,710 in Jan 2028.	0	27,710	15,104	Slightly achieved
G2-1 Cumulative number of pass-out from ALP-P promoting to ALP-E&S or formal middle education between Feb 2021 and Jan 2028	0	27,710	15,104 (54.5%)	Slightly achieved

In light of the achievement level of the indicators, the Overall Goal is highly likely to be achieved.

For Indicator 1, the Project has already surpassed its target for the target number of learners certified in ALP-P, Middle/Middle-Tech, and Adult Literacy, with a total of 81,955 learners certified as of January 2025.

For Indicator 2, the Project has increased the number of learners transitioning from ALP-P to ALP Middle/Middle-Tech or formal middle education, reaching 15,104 learners (54.5% of the target) by January 2025.

The Overall Goal is intrinsically linked to the Project Purpose, as both sets of

indicators align with key stages in the education process: enrollment, retention, graduation/certification, and promotion to the next level. Achieving the Project Purpose indicators, i.e., increased enrollment and ensuring a certain level of learning outcomes, is essential for achieving the Overall Goal indicators.

Given this causality with the Project Purpose, there is a strong expectation that the number of certified learners will continue to rise significantly by January 2028 (three years after the Project completion). This is attributed to the government counterpart organizations' pipeline projects, which are set to enroll out-of-school children, low-literate youth, and adults in ALP-P, Middle/Middle-Tech, and Adult Literacy centers across all provinces.

Moreover, a substantial increase is anticipated in the number of learners transitioning from ALP-P to ALP-Middle/Middle-Tech or formal middle education, further supporting the achievement of Indicator 2. Specifically, the Punjab Literacy and Non-Formal Basic Education Department is planning to establish ALP Middle Tech centers to accommodate approximately 30,000 future graduates of 1,000 ALP-P centers. This initiative will ensure the achievement of Indicator 2.

2. Plan of Operation and Implementation Structure of the Pakistani side to achieve Overall Goal

2.1 Implementation Structure to Achieve the Overall Goal

The government counterpart organizations have been strengthened through the revision of their organograms, clarification of staff roles and responsibilities, and the recruitment and training of new staff during the Project period. In addition to enhancing their capacity for operations and project implementation, they have also improved their resource mobilization capabilities, such as developing Project Concept-1 (PC-1) documents. (For further details, see Section III 1-6 Sustainability.)

2.2 Plan of Operation to Achieve the Overall Goal

The government counterpart organizations have implemented or are planning to implement the Zero OOSC Campaign in their provinces, which can be considered a key driver in achieving the Overall Goal. Additionally, they have established

project pipelines for the expansion of ALP-P, Middle/Middle-Tech, and Adult Literacy.

(1) Implementation of Zero OOSC Campaign

Balochistan:

Under the strong leadership of the Minister of School Education, the Zero OOSC Campaign in Quetta was officially launched at the International Literacy Day (ILD) event in September 2024. The campaign has been implemented through collaboration among the Social Welfare, Special Education, Literacy and Non-formal Education and Human Rights Department (SWD), the School Education Department (SED), the National Commission for Human Development (NCHD), UNICEF, Society, and Mercy Corps. After achieving the target in Quetta, there are plans to replicate the campaign at the division, district, and tehsil levels over a five-year period. The funding for this campaign can be sourced from the government's own resources allocated in the Public Sector Development Program (PSDP), while development partners are encouraged to contribute by mobilizing additional resources.

Khyber Pakhtunkhwa (KP):

The KP government, under the leadership of the Minister of Education and in collaboration with NCHD, conducted a digital survey in Tehsil Rajarh, Swabi District, in November 2024 to address the significant number of OOSC aged 0-16. This initiative, aligned with the prime minister's Education Emergency declaration, aimed to collect comprehensive data on OOSC demographics, reasons for non-enrollment, and dropout rates. The survey covered selected union councils (UCs) with a population of 249,604 and 33,281 households, targeting 32,166 households over 30 days. The result of this survey will serve as a foundation for the upcoming Zero OOSC Campaign in the region.

Punjab:

The Literacy and Non-Formal Basic Education Department (L&NFBED) has

announced the launch of the “Zero OOSC Tehsils in Punjab” initiative at the Punjab NFE Forum in December 2024. The initiative will begin with their own budget in January 2025, aiming to identify and enroll all OOSC within 6 months in 10 selected tehsils of Punjab, each with fewer than 10,000 OOSC aged 5-16, totaling 54,946 OOSC according to the 7th Population and Housing Census 2023. The initiative is expected to inspire other tehsils to adopt proven strategies for expanding education access to more OOSC.

(2) Project Pipelines for Expansion of ALP-P, Middle/Middle-Tech, and Adult Literacy

Balochistan:

- The Directorate of Literacy and Non-Formal Education has initiated an aspiring plan to integrate 800,000 OOSC, currently awaiting approval from the Chief Minister’s office. A proposal aims to expand the ALP setup to 14 remaining districts where the Directorate of Literacy and Non-Formal Education (NFE) is absent. Proposals for the integration of 100,000 OOSC have also been submitted to international development partners, specifically the Qatar Fund for Development. The finalized Non-Formal Education Act is set to be presented to the Provincial Cabinet for approval. Efforts to attract more international development partners are underway through the development of a Departmental Sector Plan (DSP).
- The Directorate has established 50 ALP Middle-Tech centers and plans to establish a more 500 centers in the coming years.
- The School Education Department intends to integrate Middle-Tech into formal school education, combining technical skill education with general education.

Khyber Pakhtunkhwa (KP):

- The future plans for improving literacy and reducing the number of OOSC in KP emphasize strategic, integrated approaches. The key objectives include raising the literacy rate to 70% by promoting foundational literacy, life-skills development, and integrated literacy and skill-based learning. These efforts

involve establishing 2,100 youth and adult literacy centers targeting 63,000 learners, with a particular focus on low-literate women and youth in rural areas. Digital literacy initiatives, such as Participatory Online Home Learning Alternatives (POHA)⁴, alongside intersectoral coordination and public-private partnerships, e.g., Education Support Schemes (ESS)⁵ and New School Initiatives (NSI)⁶, aim to expand access and engagement. Additional incentives are planned to encourage graduates to teach others and multiply the impact.

- To address the OOSC challenge, the Elementary and Secondary Education Foundation (ESEF) aim to accommodate 1.34 million OOSC through ALP (120,000 children), along with POHA (600,000 children), Girls Community Schools (497,504 learners), ESS (79,277 learners), and NSI (41,230 learners). These initiatives prioritize providing quality education and ensuring continuity for learners. The plan also envisions collaboration with communities, private schools, and digital platforms, emphasizing marginalized and underserved areas. ESEF has already started ALP Middle-Tech programs in 10 districts. All efforts align with provincial and national policies to improve education and enhance social outcomes.
- The Elementary and Secondary Education Department (ESED) plans to introduce the Middle-Tech stream into formal school education.

Punjab:

- The Literacy and Non-Formal Basic Education Department (L&NFBED) and

⁴ This program, designed by the Elementary & Secondary Education Foundation (ESEF) of KP, focuses on providing educational opportunities to out-of-school children and those at risk of dropping out after grade 5. POHA offers both online and offline support through an Education Learning Management System (ELMS), which includes digital materials, assessments, online tutor support, and student profiles. Additionally, POHA features a virtual science lab with interactive simulations and videos to facilitate practical learning experiences for students lacking access to physical laboratory facilities.

⁵ This initiative focuses on enrolling OOSC in areas lacking government schooling facilities. By partnering with existing private schools, ESS provides educational opportunities where public institutions are absent, offering a cost-effective and timely solution compared to establishing new formal schools.

⁶ Similar to ESS, NSI targets regions without government schooling facilities, aiming to enroll OOSC within the same age bracket. The program emphasizes the establishment of new educational institutions to serve these underserved areas, thereby expanding access to education across the province.

the Punjab Education Foundation (PEF) have decided to scale up ALP Middle-Tech to set up 470 ALP centers, accommodating approximately 22,000-25,000 OOSC from March 2025.

- L&NFBED announced the launch of “Achieving 100% Literacy Rate in Punjab: A Chief Minister’s Initiative” in December 2024. This initiative consists of two key components: (i) the development of NFE Literacy App (NFELAP) and (ii) NFE-Binging Education Awareness through Community Outreach Network (NFE BEACON). NFELAP will offer an online, user-friendly platform for interactive, self-paced learning, focused on proficiency in reading, writing, and numeracy based on the Adult Literacy curriculum developed by the Project. NFE BEACON will deploy vehicles equipped with digital screens for awareness campaigns and hands-on learning support, including NFELAP demonstrations, workshops, and group learning sessions.
- The School Education Department, in collaboration with the Punjab Education Foundation, plans to implement Middle-Tech in 300 formal schools.

Sindh:

- The Directorate of Literacy and Non-Formal Education has set the future plan focusing on addressing the high prevalence of OOSC aged 9–16 by enrolling 50% of the current number within this age group over the next five years. This will be achieved through programs such as ALP Primary, Middle & Middle Tech, and Matric Tech, utilizing diverse strategies like face-to-face, hybrid, distance/digital (online and offline), mobile setups, religious places, and TVET institutes. Additionally, efforts aim to improve literacy among illiterate adolescents and youth aged 15–24, followed by adults aged 25–40, targeting 50% literacy within these groups in the next five years. Programs will emphasize functional literacy, numeracy, and integrated literacy with marketable, demand-driven skills, supported by strategies including face-to-face, hybrid, digital, workplace-based learning, mobile setups, and Recognition of Prior Learning (RPL).
- The Sindh Education Foundation (SEF) has implemented ALP Middle-Tech in 250 centers through a public-private partnership.
- The Sindh Technical Education and Vocational Training Authority (TEVTA)

plans to introduce Middle-Tech courses in its existing technical and vocational institutes.

- The School Education and Literacy Department (SE&LD) has introduced Middle-Tech in 300 formal schools, offering technical skill education to 30,000 students in grades 6 to 8. SE&LD plans to expand the program to 1,500 formal schools.

3. Recommendations for the Pakistani side

To implement the above plan of operation to achieve the Overall Goal, the following actions are recommended to the government counterpart organizations:

- Continue holding regular NFE Forum meetings with the leadership of the government counterpart organizations to promote the implementation of NFE Policies and Strategic Plans, sustain the momentum of NFE expansion, and generate collective impact.
- Ensure the alignment of the revised education sector plans with NFE Policies and Strategic Plans.
- Continue strengthening the organizational structure and human resources of the government counterpart organizations.
- Continue enhancing the capacity of master trainers and teachers for ALP-P, Middle/Middle-Tech, and Adult Literacy Programs.
- Promote research and study that contribute to awareness-raising and expansion of ALP-P, Middle/Middle-Tech, and Adult Literacy Programs.
- Promote the use of NFEMIS among NFE implementers and facilitate the integration of NFEMIS and EMIS.

4. Monitoring Plan from the end of the Project to Ex-post Evaluation

It is expected that JICA Pakistan office monitors whether coordination platforms, such as provincial NFE Forums, are being held regularly and confirms the progress of the above operation plan through participation in these platform meetings.

5. Recommendations for the promotion of NFE beyond the project period

To further progress the NFE sector, the following actions are recommended:

- Expand the implementation of ALP at the primary and middle education levels, as ALP is more cost-effective and time-efficient than traditional Non-Formal Basic Education (NFBE) and can deliver education to more children.
- Develop ALP at the matriculation level (grades 9 and 10) to ensure coverage of compulsory education in Pakistan. The collective development process with all C/Ps at the federal level can enhance cost and time efficiency while reducing logistical burdens.
- Promote Adult Literacy through innovative and practical approaches leveraging digital tools, such as the Recognition for Prior Learning (RPL) tool utilized in the “Each One Teach One” initiative led by NCHD as well as AIOU. This is particularly important as Gulf countries often require literacy as a minimum qualification for foreign laborers.
- Facilitate diverse delivery modes by leveraging digital tools (such as e-portal) and fostering further collaboration with Madrasas, private schools, and industrial sectors.
- Create more tailored learning opportunities through the use of AI and technical/vocational training.
- Continue the capacity development of human resources at the district level, such as district trainers and district education officers (literacy), which is very critical to expanding access to education and improving the quality of education.
- Collaborate with private sector and industrial side. Private companies are highly likely to accept collaboration and partnerships in literacy programs from the perspective of CSR (Corporate Social Responsibility) and ISO standards, where literacy among workers is often a requirement. Additionally, Industrial Departments, i.e., Agriculture Departments and Labor Departments, have a strong interest in literacy education, as the issue of illiteracy among their target population is a concern for them.

ANNEX 1: Results of the Project

- 1-1. Results of Performance Monitoring Plan (PMP)
- 1-2. List of Organizations Implementing ALP Developed by the Project
- 1-3. List of Training Sessions for Officers
- 1-4. List of Training Sessions for Trainers and Teachers
- 1-5. List of Products Produced by the Project

ANNEX 2: PO (Final version)**ANNEX 3: PDM (All versions of PDM)**

- 3-1. PDM ver.0
- 3-2. PDM ver.1

ANNEX 4: R/D, M/M, Minutes of JCC (copy) (*)

- 4-1. R/D
- 4-2. M/M
- 4-3. Minutes of 1st JCC
- 4-4. Minutes of 2nd JCC
- 4-5. Minutes of 3rd JCC
- 4-6. Minutes of 4th JCC

ANNEX 5: Monitoring Sheet (copy) (*)

- 5-1. Monitoring Sheet ver.1
- 5-2. Monitoring Sheet ver.2
- 5-3. Monitoring Sheet ver.3
- 5-4. Monitoring Sheet ver.4
- 5-5. Monitoring Sheet ver.5

(Remarks: ANNEX 4 and 5 are internal reference only.)

Annex 1-1. Results of Performance Monitoring Plan (PMP)

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25	
Overall Goal: Human Capital development is enhanced through diversification of learning paths.										
G1: Cumulative number of learners who are certified in ALP-P, ALP-E&S, and Adult Literacy centers increases from 4,682 in Jan 2021 to 65,680 in Jan 2028.	G1-1: Cumulative number of learners who are certified in ALP-P, ALP-E&S, and Adult Literacy centers increases between Feb 2021 and Jan 2028	Y	TOTAL.	-	4,682	65,680	86,637	131.9%	Fully achieved	
			Total	-	0	60,998	81,955	134.4%	Fully achieved	
			Federal	-	-	-	624	-	-	
			Punjab	-	-	-	1,322	-	-	
			Sindh	-	-	-	43,381	-	-	
			Balochistan	-	-	-	14,535	-	-	
			KP	-	-	-	22,093	-	-	
G2: Cumulative number of pass-outs from ALP-P promoting to ALP-E&S or formal middle education increases from 0 in Jan 2021 to 27,710 in Jan 2028.	G2-1: Cumulative number of pass-out from ALP-P promoting to ALP-E&S or formal middle education between Feb 2021 and Jan 2028	Y	TOTAL.	-	0	27,710	15,104	54.5%	Slightly achieved	
			Total	-	0	27,710	15,104	54.5%	Slightly achieved	
			Federal	-	-	-	252	-	-	
			Punjab	-	-	-	939	-	-	
			Sindh	-	-	-	6,552	-	-	
			Balochistan	-	-	-	3,144	-	-	
			KP	-	-	-	4,217	-	-	

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25	
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.										
P1: Cumulative number of leaners who are enrolled in ALP-P, ALP-E&S, and Adult Literacy centers increases from 118,276 in Jan 2021 to 199,476 in Jan 2025. (The number of the enrollments between Feb 2021 to Jan 2025 is 81,200)	P1-1: Gender disaggregated enrollment ALP-P centers in target areas between Feb 2021 to Jan 2025	Y	TOTAL.	-	118,276	199,476	450,685	225.9%	Fully achieved	
			Total	Total	0	44,400	138,353	311.6%	Fully achieved	
				Male	0	-	58,531	-	-	
				Female	0	-	79,822	-	-	
			Federal	Total	0	-	18,953	-	-	
				Male	0	-	9,274	-	-	
				Female	0	-	9,679	-	-	
			Punjab	Total	0	-	42,425	-	-	
				Male	0	-	20,616	-	-	
				Female	0	-	21,809	-	-	
			Sindh	Total	0	-	24,786	-	-	
				Male	0	-	8,145	-	-	
				Female	0	-	16,641	-	-	
			Balochistan	Total	0	-	32,218	-	-	
				Male	0	-	12,417	-	-	
				Female	0	-	19,801	-	-	
			KP	Total	0	-	19,971	-	-	
				Male	0	-	8,079	-	-	
				Female	0	-	11,892	-	-	
	P1-2: Gender disaggregated enrollment ALP-E&S centers in target areas between Feb 2021 to Jan 2025	Y	Total	Total	0	15,000	55,409	369.4%	Fully achieved	
				Male	0	-	19,628	-	-	
				Female	0	-	35,781	-	-	
			Federal	Total	0	-	325	-	-	
				Male	0	-	116	-	-	
				Female	0	-	209	-	-	
			Punjab	Total	0	-	313	-	-	
				Male	0	-	72	-	-	
				Female	0	-	241	-	-	
			Sindh	Total	0	-	6,360	-	-	
				Male	0	-	1,296	-	-	
				Female	0	-	5,064	-	-	
			Balochistan	Total	0	-	1,821	-	-	
				Male	0	-	852	-	-	
				Female	0	-	969	-	-	
			KP	Total	0	-	46,590	-	-	
				Male	0	-	17,292	-	-	
				Female	0	-	29,298	-	-	
	P1-3: Gender disaggregated enrollment in adult literacy centers in target areas between Feb 2021 to Jan 2025	Y	Total	Total	0	21,800	138,647	636.0%	Fully achieved	
				Male	0	-	13,367	-	-	
				Female	0	-	125,280	-	-	
			Federal	Total	0	-	11,441	-	-	
				Male	0	-	3,292	-	-	
				Female	0	-	8,149	-	-	
			Punjab	Total	0	-	42,431	-	-	
				Male	0	-	6,930	-	-	
				Female	0	-	35,501	-	-	
			Sindh	Total	0	-	52,958	-	-	
				Male	0	-	1,028	-	-	
				Female	0	-	51,930	-	-	
			Balochistan	Total	0	-	14,757	-	-	
				Male	0	-	1,955	-	-	

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline as of Jan-21	Target by Jan-25	Endline As of Jan-25	Status		Additional Comments
								%	As of Jan-25	
		Y	KP	Female	0	-	12,802	-	-	
		Y		Total	0	-	17,060	-	-	
		Y		Male	0	-	162	-	-	
		Y		Female	0	-	16,898	-	-	

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25	
P2: Learning outcomes of learners improved in pilot areas			TOTAL.	-				-	-	
	P2-1: Assessment results of last assessment conducted for ALPs (%age of total) (1) ICT-supported delivery	Y	Total	-	N/A	40.0%	80.0%	200.0%	Fully achieved	
		Y	Federal	-	-	-	-	-	-	
		Y	Punjab	-	-	-	-	-	-	
		Y	Sindh	-	-	-	80%	-	-	
		Y	Balochistan	-	-	-	-	-	-	
		Y	KP	-	-	-	-	-	-	
	P2-1: Assessment results of last assessment conducted for ALPs (%age of total) (2) Madrassah	Y	Total	-	N/A	40.0%	67.1%	167.8%	Fully achieved	
		Y	Federal	-	-	-	-	-	-	ALP Madrassah was not piloted in Islamabad
		Y	Punjab	-	-	-	70.1%	-	-	
		Y	Sindh	-	-	-	61.8%	-	-	
		Y	Balochistan	-	-	-	63.8%	-	-	
		Y	KP	-	-	-	71.1%	-	-	
	P2-1: Assessment results of last assessment conducted for ALPs (%age of total) (3) Formal Education Remedial Courses	Y	Total	-	N/A	40.0%	74.0%	185.0%	Fully achieved	
		Y	Federal	-	-	-	-	-	-	
		Y	Punjab	-	-	-	74.0%	-	-	
		Y	Sindh	-	-	-	-	-	-	
		Y	Balochistan	-	-	-	-	-	-	
		Y	KP	-	-	-	-	-	-	
	P2-2: Assessment result of last assessment for ALP-E&S (%age of total)	Y	Total	-	24.0%	40.0%	56.0%	140.0%	Fully achieved	
		Y	Federal	-	-	-	58.6%	-	-	
		Y	Punjab	-	-	-	56.1%	-	-	
		Y	Sindh	-	-	-	50.5%	-	-	
		Y	Balochistan	-	-	-	54.2%	-	-	
		Y	KP	-	-	-	58.4%	-	-	
	P2-3: Assessment result of last assessment for Adult Literacy (%age of total)	Y	Total	-	N/A	40.0%	85.0%	212.5%	Fully achieved	
Y		Federal	-	-	-	-	-	-		
Y		Punjab	-	-	-	-	-	-		
Y		Sindh	-	-	-	85%	-	-		
Y		Balochistan	-	-	-	-	-	-		
Y		KP	-	-	-	-	-	-		

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25	
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	1.1.1: Number of approved NFE policies	Y	TOTAL.	-				-	-	
			Total	-	3	5	5	100.0%	Fully achieved	
			Federal	-	0	1	1	100.0%	Fully achieved	
			Punjab	-	1	1	1	100.0%	Fully achieved	
			Sindh	-	1	1	1	100.0%	Fully achieved	
			Balochistan	-	1	1	1	100.0%	Fully achieved	
			KP	-	0	1	1	100.0%	Fully achieved	ESEF Board approved. Cabinet approval awaited.
	1.1.2: Number of strategic plans developed	Y	Total	-	0	5	5	100.0%	Fully achieved	
			Federal	-	0	1	1	100.0%	Fully achieved	
			Punjab	-	0	1	1	100.0%	Fully achieved	
			Sindh	-	0	1	1	100.0%	Fully achieved	
			Balochistan	-	0	1	1	100.0%	Fully achieved	
			KP	-	0	1	1	100.0%	Fully achieved	
			1.1.3: Number of community mobilization strategies developed/revised	Y	Total	-	1	5	5	100.0%
	Federal	-			0	1	1	100.0%	Fully achieved	
	Punjab	-			0	1	1	100.0%	Fully achieved	
	Sindh	-			1	1	1	100.0%	Fully achieved	
	Balochistan	-			0	1	1	100.0%	Fully achieved	
	KP	-			0	1	1	100.0%	Fully achieved	
	1.1.4: Number of Assessment & certification systems available (province wise)	Y			Total	-	3	5	5	100.0%
			Federal	-	1	1	1	100.0%	Fully achieved	
			Punjab	-	0	1	1	100.0%	Fully achieved	
			Sindh	-	1	1	1	100.0%	Fully achieved	
			Balochistan	-	1	1	1	100.0%	Fully achieved	
			KP	-	0	1	1	100.0%	Fully achieved	
			1.1.7: Number of coordination platforms available	Y	Total	-	3	5	6	120.0%
	Federal	-			1	1	2	200.0%	Fully achieved	
	Punjab	-			0	1	1	100.0%	Fully achieved	
	Sindh	-			1	1	1	100.0%	Fully achieved	
	Balochistan	-			1	1	1	100.0%	Fully achieved	
	KP	-			0	1	1	100.0%	Fully achieved	

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25	
1.2: Number of new staff hired / number of staff trainings conducted	1.2.1: Number of new staff in each CP	Y	TOTAL.	-				-	-	
			Total	-	0	10	166	1660.0%	Fully achieved	
			Federal	-	0	2	8	400.0%	Fully achieved	
			Punjab	-	0	2	94	4700.0%	Fully achieved	
			Sindh	-	0	2	11	550.0%	Fully achieved	
			Balochistan	-	0	2	51	2550.0%	Fully achieved	
			KP	-	0	2	2	100.0%	Fully achieved	
	1.2.3: Number of staff trained on their role/functions	Y	Total	-	0	322	886	275.2%	Fully achieved	
			Federal	-	0	30	140	466.7%	Fully achieved	
			Punjab	-	0	80	253	316.3%	Fully achieved	
			Sindh	-	0	58	71	122.4%	Fully achieved	
			Balochistan	-	0	76	334	439.5%	Fully achieved	
			KP	-	0	78	88	112.8%	Fully achieved	
			TOTAL.					693.3%	Fully achieved	
1.3: Number of NFE projects/providers using NFEMIS to manage their programs/projects	1.3.1: Number of NFE projects/providers using NFEMIS in target areas	Y	Total	Total	10	15	104	693.3%	Fully achieved	
			CPs	5	5	5	100.0%	Fully achieved		
			Other gov orgs	0	5	9	180.0%	Fully achieved		
			DPs/NGOs	5	5	90	1800.0%	Fully achieved		
			Federal	Total	2	3	21	700.0%	Fully achieved	
			CPs	1	1	1	100.0%	Fully achieved		
			Other gov orgs	0	1	4	400.0%	Fully achieved		
			DPs/NGOs	1	1	16	1600.0%	Fully achieved		
			Punjab	Total	2	3	17	566.7%	Fully achieved	
			CPs	1	1	1	100.0%	Fully achieved		
			Other gov orgs	0	1	2	200.0%	Fully achieved		
			DPs/NGOs	1	1	14	1400.0%	Fully achieved		
			Sindh	Total	2	3	36	1200.0%	Fully achieved	
			CPs	1	1	1	100.0%	Fully achieved		
			Other gov orgs	0	1	1	100.0%	Fully achieved		
			DPs/NGOs	1	1	34	3400.0%	Fully achieved		
			Balochistan	Total	2	3	16	533.3%	Fully achieved	
			CPs	1	1	1	100.0%	Fully achieved		
			Other gov orgs	0	1	1	100.0%	Fully achieved		
			DPs/NGOs	1	1	14	1400.0%	Fully achieved		
			KP	Total	2	3	14	466.7%	Fully achieved	
			CPs	1	1	1	100.0%	Fully achieved		
			Other gov orgs	0	1	1	100.0%	Fully achieved		
			DPs/NGOs	1	1	12	1200.0%	Fully achieved		
1.4: Systems for accreditation/ quality assurance of NFE programs developed	1.4.1: Accreditation system in target areas	Y	TOTAL.					100.0%	Fully achieved	
			Total		0	5	5	100.0%	Fully achieved	
			Federal	-	0	1	1	100.0%	Fully achieved	
			Punjab	-	0	1	1	100.0%	Fully achieved	
			Sindh	-	0	1	1	100.0%	Fully achieved	
			Balochistan	-	0	1	1	100.0%	Fully achieved	
			KP	-	0	1	1	100.0%	Fully achieved	
			TOTAL.					100.0%	Fully achieved	

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25	
Output 2: ALP-P (Primary) Accelerated Learning Programmed - Primary (ALP-P) is developed, revised and implemented in various educational settings.										
2.1: ALP-P curricula, teaching & learning materials, assessment framework, and training system revised	2.1.1: Number of revised/approved (1) curriculum, (2) textbook, (3) training system	Y	TOTAL.					100.0%	Fully achieved	
			Total	Total	1	12	12	100.0%	Fully achieved	
				Curriculum	1	4	4	100.0%	Fully achieved	
				Textbook	0	4	4	100.0%	Fully achieved	
				Training system	0	4	4	100.0%	Fully achieved	
				Federal	Total	0	3	3	100.0%	Fully achieved
				Curriculum	0	1	1	100.0%	Fully achieved	
				Textbook	0	1	1	100.0%	Fully achieved	
				Training system	0	1	1	100.0%	Fully achieved	
				Punjab	Total	0	3	3	100.0%	Fully achieved
			Curriculum		0	1	1	100.0%	Fully achieved	
			Textbook		0	1	1	100.0%	Fully achieved	
			Training system		0	1	1	100.0%	Fully achieved	
			Sindh	Total	-	-	-	-	-	Sindh Govt decided not to revise the curricula and TLMs.
				Curriculum	-	-	-	-	-	
				Textbook	-	-	-	-	-	
				Training system	-	-	-	-	-	
			Balochistan	Total	1	3	3	100.0%	Fully achieved	
				Curriculum	1	1	1	100.0%	Fully achieved	
				Textbook	0	1	1	100.0%	Fully achieved	
				Training system	0	1	1	100.0%	Fully achieved	
			KP	Total	0	3	3	100.0%	Fully achieved	
				Curriculum	0	1	1	100.0%	Fully achieved	
				Textbook	0	1	1	100.0%	Fully achieved	
				Training system	0	1	1	100.0%	Fully achieved	

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments	
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25		
2.2: ALP-P applied in various settings and organizations	2.2.1: Number of ALP-P applied in various settings and organizations	Y	TOTAL.					3773.3%	Fully achieved		
			Total	Total	0	15	566	3773.3%	Fully achieved		
				Formal	0	5	154	3080.0%	Fully achieved		
				Madrassah	0	5	402	8040.0%	Fully achieved		
				ICT based	0	5	10	200.0%	Fully achieved		
				Federal	Total	0	3	221	7366.7%	Fully achieved	
					Formal	0	1	79	7900.0%	Fully achieved	
					Madrassah	0	1	141	14100.0%	Fully achieved	
					ICT based	0	1	1	100.0%	Fully achieved	
				Punjab	Total	0	3	89	2966.7%	Fully achieved	
					Formal	0	1	63	6300.0%	Fully achieved	
					Madrassah	0	1	25	2500.0%	Fully achieved	
					ICT based	0	1	1	100.0%	Fully achieved	
				Sindh	Total	0	3	43	1433.3%	Fully achieved	
					Formal	0	1	10	1000.0%	Fully achieved	
					Madrassah	0	1	27	2700.0%	Fully achieved	
					ICT based	0	1	6	600.0%	Fully achieved	
				Balochistan	Total	0	3	148	4933.3%	Fully achieved	
					Formal	0	1	1	100.0%	Fully achieved	
					Madrassah	0	1	146	14600.0%	Fully achieved	
					ICT based	0	1	1	100.0%	Fully achieved	
				KP	Total	0	3	65	2166.7%	Fully achieved	
					Formal	0	1	1	100.0%	Fully achieved	
					Madrassah	0	1	63	6300.0%	Fully achieved	
					ICT based	0	1	1	100.0%	Fully achieved	
2.3: Professional capacity of teachers enhanced	2.3.1: Number of Training materials/ manuals revised	Y	TOTAL.					-	-		
			Total	-	0	4	4	100.0%	Fully achieved		
				Federal	-	0	1	1	100.0%	Fully achieved	
				Punjab	-	0	1	1	100.0%	Fully achieved	
				Sindh	-	0	0	0	-	-	Sindh Govt decided not to revise the curricula and TLMs.
				Balochistan	-	0	1	1	100.0%	Fully achieved	
				KP	-	0	1	1	100.0%	Fully achieved	
	2.3.2: Number of Master Trainers trained on the materials	Y	Total	-	0	150	858	572.0%	Fully achieved		
				Federal	-	0	30	215	716.7%	Fully achieved	
				Punjab	-	0	30	232	773.3%	Fully achieved	
				Sindh	-	0	30	151	503.3%	Fully achieved	
				Balochistan	-	0	30	110	366.7%	Fully achieved	
				KP	-	0	30	150	500.0%	Fully achieved	
	2.3.3: Number of teachers trained on respective program/course	Y	Total	-	0	240	2,408	1003.3%	Fully achieved		
				Federal	-	0	100	405	405.0%	Fully achieved	
				Punjab	-	0	40	1,479	3697.5%	Fully achieved	
				Sindh	-	0	40	397	992.5%	Fully achieved	
				Balochistan	-	0	40	63	157.5%	Fully achieved	
				KP	-	0	20	64	320.0%	Fully achieved	

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments	
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25		
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.											
3.1: ALP-E&S curricula, teaching & learning materials, assessment framework, and training system developed and approved	3.1.1: Number of revised/approved (1) Curriculum Elementary, (2) textbooks, (3) training system (4) Curriculum Tech (5) Textbooks tech	Y	TOTAL.					-	-		
			Total	Total	0	25	25	100.0%	Fully achieved		
				Curriculum	0	5	5	100.0%	Fully achieved		
				Textbook	0	5	5	100.0%	Fully achieved		
				Training system	0	5	5	100.0%	Fully achieved		
				Curriculum-Tech	0	5	5	100.0%	Fully achieved		
				Textbook-Tech	0	5	5	100.0%	Fully achieved		
			Federal	Total	0	5	5	100.0%	Fully achieved		
				Curriculum	0	1	1	100.0%	Fully achieved		
				Textbook	0	1	1	100.0%	Fully achieved		
				Training system	0	1	1	100.0%	Fully achieved		
				Curriculum-Tech	0	1	1	100.0%	Fully achieved		
				Textbook-Tech	0	1	1	100.0%	Fully achieved		
				Punjab	Total	0	5	5	100.0%	Fully achieved	
					Curriculum	0	1	1	100.0%	Fully achieved	
					Textbook	0	1	1	100.0%	Fully achieved	
					Training system	0	1	1	100.0%	Fully achieved	
			Curriculum-Tech		0	1	1	100.0%	Fully achieved		
				Textbook-Tech	0	1	1	100.0%	Fully achieved		
				Sindh	Total	0	5	5	100.0%	Fully achieved	
					Curriculum	0	1	1	100.0%	Fully achieved	
					Textbook	0	1	1	100.0%	Fully achieved	
					Training system	0	1	1	100.0%	Fully achieved	
			Curriculum-Tech		0	1	1	100.0%	Fully achieved		
				Textbook-Tech	0	1	1	100.0%	Fully achieved		
				Balochistan	Total	0	5	5	100.0%	Fully achieved	
					Curriculum	0	1	1	100.0%	Fully achieved	
					Textbook	0	1	1	100.0%	Fully achieved	
					Training system	0	1	1	100.0%	Fully achieved	
			Curriculum-Tech		0	1	1	100.0%	Fully achieved		
				Textbook-Tech	0	1	1	100.0%	Fully achieved		
				KP	Total	0	5	5	100.0%	Fully achieved	
					Curriculum	0	1	1	100.0%	Fully achieved	it is developed by UNICEF
					Textbook	0	1	1	100.0%	Fully achieved	
					Training system	0	1	1	100.0%	Fully achieved	
			Curriculum-Tech		0	1	1	100.0%	Fully achieved		
				Textbook-Tech	0	1	1	100.0%	Fully achieved		
3.2: Equivalency for ALP-E&S notified	3.2.1: Number of equivalency notified by Province	Y	TOTAL.					100.0%	Fully achieved		
			Total	-	0	5	5	100.0%	Fully achieved		
			Federal	-	0	1	1	100.0%	Fully achieved		
			Punjab	-	0	1	1	100.0%	Fully achieved		
			Sindh	-	0	1	1	100.0%	Fully achieved		
			Balochistan	-	0	1	1	100.0%	Fully achieved		
			KP	-	0	1	1	100.0%	Fully achieved		

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25	
3.3: Number of NFE providers implementing ALP-E&S	3.3.1: Number of NFE providers implementing ALP-E&S	Y	TOTAL.					320.0%	Fully achieved	
			Total	Total	0	10	32	320.0%	Fully achieved	
				CPs	0	5	7	140.0%	Fully achieved	
				DPs/NGOs	0	5	25	500.0%	Fully achieved	
			Federal	Total	0	2	6	300.0%	Fully achieved	
				CPs	0	1	1	100.0%	Fully achieved	
				DPs/NGOs	0	1	5	500.0%	Fully achieved	
			Punjab	Total	0	2	5	250.0%	Fully achieved	
				CPs	0	1	2	200.0%	Fully achieved	
				DPs/NGOs	0	1	3	300.0%	Fully achieved	
			Sindh	Total	0	2	8	400.0%	Fully achieved	
				CPs	0	1	1	100.0%	Fully achieved	
				DPs/NGOs	0	1	7	700.0%	Fully achieved	
			Balochistan	Total	0	2	5	250.0%	Fully achieved	
				CPs	0	1	2	200.0%	Fully achieved	
				DPs/NGOs	0	1	3	300.0%	Fully achieved	
			KP	Total	0	2	8	400.0%	Fully achieved	
				CPs	0	1	1	100.0%	Fully achieved	
				DPs/NGOs	0	1	7	700.0%	Fully achieved	
3.4: Professional capacity of teachers developed	3.4.1: Number of Training materials/ manuals developed	Y	TOTAL.					-	-	
			Total	-	0	5	5	100.0%	Fully achieved	
			Federal	-	0	1	1	100.0%	Fully achieved	
			Punjab	-	0	1	1	100.0%	Fully achieved	
			Sindh	-	0	1	1	100.0%	Fully achieved	
			Balochistan	-	0	1	1	100.0%	Fully achieved	
			KP	-	0	1	1	100.0%	Fully achieved	
	3.4.2: Number of Master Trainers trained on the materials	Y	Total	-	0	150	202	134.7%	Fully achieved	
			Federal	-	0	30	14	46.7%	Slightly achieved	
			Punjab	-	0	30	30	100.0%	Fully achieved	
			Sindh	-	0	30	30	100.0%	Fully achieved	
			Balochistan	-	0	30	47	156.7%	Fully achieved	
			KP	-	0	30	81	270.0%	Fully achieved	
	3.4.3: Number of teachers trained on respective program/course	Y	Total	-	0	50	173	346.0%	Fully achieved	
			Federal	-	0	10	15	150.0%	Fully achieved	
			Punjab	-	0	10	33	330.0%	Fully achieved	
			Sindh	-	0	10	28	280.0%	Fully achieved	
			Balochistan	-	0	10	41	410.0%	Fully achieved	
KP			-	0	10	56	560.0%	Fully achieved		

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments	
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25		
Output 4: Youth & Adult Literacy (Integrated literacy and skills: ILS) Literacy, life skills and work skills programmed are developed and implemented for illiterate and neo-literate youth and adults.											
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.)	4.1.1: Number of Adult literacy curriculum (integrated with life and vocational skill), manuals/material available	Y	TOTAL.					-	-	:	
			Total	Total	0	23	23	100.0%	Fully achieved		
				Curriculum	0	5	5	100.0%	Fully achieved		
				Textbook	0	5	5	100.0%	Fully achieved		
				Training system	0	5	5	100.0%	Fully achieved		
				Curriculum-Tech	0	4	4	100.0%	Fully achieved		
				Textbook-Tech	0	4	4	100.0%	Fully achieved		
			Federal	Total	0	5	5	100.0%	Fully achieved		
				Curriculum	0	1	1	100.0%	Fully achieved		
				Textbook	0	1	1	100.0%	Fully achieved		
				Training system	0	1	1	100.0%	Fully achieved		
				Curriculum-Tech	0	1	1	100.0%	Fully achieved		
				Textbook-Tech	0	1	1	100.0%	Fully achieved		
				Punjab	Total	0	5	5	100.0%	Fully achieved	
					Curriculum	0	1	1	100.0%	Fully achieved	
					Textbook	0	1	1	100.0%	Fully achieved	
					Training system	0	1	1	100.0%	Fully achieved	
			Curriculum-Tech		0	1	1	100.0%	Fully achieved		
				Textbook-Tech	0	1	1	100.0%	Fully achieved		
				Sindh	Total	0	5	5	100.0%	Fully achieved	
					Curriculum	0	1	1	100.0%	Fully achieved	
					Textbook	0	1	1	100.0%	Fully achieved	
					Training system	0	1	1	100.0%	Fully achieved	
			Curriculum-Tech		0	1	1	100.0%	Fully achieved		
				Textbook-Tech	0	1	1	100.0%	Fully achieved		
				Balochistan	Total	0	5	5	100.0%	Fully achieved	
					Curriculum	0	1	1	100.0%	Fully achieved	
					Textbook	0	1	1	100.0%	Fully achieved	
					Training system	0	1	1	100.0%	Fully achieved	
			Curriculum-Tech		0	1	1	100.0%	Fully achieved		
				Textbook-Tech	0	1	1	100.0%	Fully achieved		
				KP	Total	0	3	3	100.0%	Fully achieved	
					Curriculum	0	1	1	100.0%	Fully achieved	
					Textbook	0	1	1	100.0%	Fully achieved	
					Training system	0	1	1	100.0%	Fully achieved	
			Curriculum-Tech		0	0	0	-	-	KP Govt decided not to integrate skills ed with literacy program	
				Textbook-Tech	0	0	0	-	-	KP Govt decided not to integrate skills ed with literacy program	
TOTAL.								-	-		
4.2: Assessment and certification mechanism for adult literacy programs developed, approved and implemented	4.2.1: Number of Adult literacy assessment & Certification mechanism available	Y	Total	-	0	5	5	100.0%	Fully achieved		
			Federal	-	0	1	1	100.0%	Fully achieved		
			Punjab	-	0	1	1	100.0%	Fully achieved		
			Sindh	-	0	1	1	100.0%	Fully achieved		
			Balochistan	-	0	1	1	100.0%	Fully achieved		
			KP	-	0	1	1	100.0%	Fully achieved		

Objectively Verifiable Indicators	Sub-Indicators	Priority	Province	Category	Baseline	Target	Endline	Status		Additional Comments		
					as of Jan-21	by Jan-25	As of Jan-25	%	As of Jan-25			
4.3: NFE providers/organizations implementing literacy and life skills and work skills programs/ILS	4.3.1: Number of NFE providers/organizations implementing literacy and life skills and work skills programs/ILS	Y	TOTAL.					-	-			
			Total	Total	0	10	13	130.0%	Fully achieved			
				CPs	0	5	7	140.0%	Fully achieved			
				DPs/NGOs	0	5	6	120.0%	Fully achieved			
			Federal	Total	0	2	3	150.0%	Fully achieved			
				CPs	0	1	2	200.0%	Fully achieved			
				DPs/NGOs	0	1	1	100.0%	Fully achieved			
			Punjab	Total	0	2	1	50.0%	Slightly achieved			
				CPs	0	1	1	100.0%	Fully achieved			
				DPs/NGOs	0	1	0	0.0%	Not achieved			
			Sindh	Total	0	2	5	250.0%	Fully achieved			
				CPs	0	1	1	100.0%	Fully achieved			
				DPs/NGOs	0	1	4	400.0%	Fully achieved			
			Balochistan	Total	0	2	3	150.0%	Fully achieved			
				CPs	0	1	2	200.0%	Fully achieved			
				DPs/NGOs	0	1	1	100.0%	Fully achieved			
			KP	Total	0	2	1	50.0%	Slightly achieved			
				CPs	0	1	1	100.0%	Fully achieved			
				DPs/NGOs	0	1	0	0.0%	Not achieved			
4.4: Professional capacity of teachers developed and enhanced	4.4.1: Number of Training materials/ manuals for each adult literacy program available	Y	TOTAL.					-	-			
			Total	-	0	5	5	100.0%	Fully achieved			
			Federal	-	0	1	1	100.0%	Fully achieved			
			Punjab	-	0	1	1	100.0%	Fully achieved			
			Sindh	-	0	1	1	100.0%	Fully achieved			
			Balochistan	-	0	1	1	100.0%	Fully achieved			
			KP	-	0	1	1	100.0%	Fully achieved			
			4.4.2: Number of Master Trainers trained on the materials	Y	Total	-	0	120	301	250.8%	Fully achieved	
					Federal	-	0	30	26	86.7%	Achieved	
					Punjab	-	0	30	106	353.3%	Fully achieved	
					Sindh	-	0	30	129	430.0%	Fully achieved	
					Balochistan	0	0	30	20	66.7%	Moderately achieved	
					KP	-	0	30	20	66.7%	Moderately achieved	
			4.4.3: Number of teachers trained on respective program/course	Y	Total	-	0	180	1,468	815.6%	Fully achieved	
					Federal	-	0	40	0	0.0%	Not achieved	Teachers for pipeline projects will be trained soon.
					Punjab	-	0	20	0	0.0%	Not achieved	Teachers for pipeline projects will be trained soon.
					Sindh	-	0	40	1,468	3670.0%	Fully achieved	
					Balochistan	-	0	40	0	0.0%	Not achieved	Teachers for pipeline projects will be trained soon.
					KP	-	0	40	0	0.0%	Not achieved	Teachers for pipeline projects will be trained soon.

Annex1-2. List of Organizations Implementing ALP Developed by the Project (as of 2023-24)

#	Organizations Implementing ALP *Alphabetical order	No. of Centers	No. of Learners		
			Boys	Girls	Total
1	Agency for Technical Cooperation and Development	177	542	4,324	4,866
2	Akhuwat/ ALP Middle Tech	2	0	60	60
3	Al Furqan Trust	1	0	19	19
4	Ali Institute of Education	2	25	27	52
5	Alkhidmat Foundation / Child Protection Center	18	471	329	800
6	ALP-PIU, E&SED	1,417	19,412	27,781	47,193
7	American Lyctuff	2	79	37	116
8	Balochistan Rural Support Programme (BRSP)	15	759	409	1,168
9	Basic Education Community Schools (BECS)	57	749	650	1,399
10	Bunyad Literacy And Community Council	22	329	362	691
11	Directorate of Literacy & Non Formal Educaton (Self Help Project)	8	163	114	277
12	Directorate of Literacy and Non-Formal Education Balochistan	312	2,751	3,402	6,153
13	Dosti Welfare Organization	42	621	609	1,230
14	EDUCATION SUPPORT PROGRAM-UNICEF	451	8,149	8,903	17,052
15	Friends Welfare Association (FWA)	6	0	196	196
16	Ghazali Education Foundation	43	406	881	1,287
17	Helping Hand for Helpless People Organization Balochistan/ Empower Balochistan: Helping Hands for Lifelong Learning	1	11	14	25
18	HUJRA VSO	30	427	722	1,149
19	IDEA / EAQE UNHCR	35	0	707	707
20	Ifeel	13	385	723	1,108
21	Indus Resource Center	101	772	2,038	2,810
22	Junior Jinnah Trust	22	839	891	1,730
23	Khwendo Kor	15	0	436	436
24	Literacy & NFBE Punjab	1,000	18,622	20,299	38,921
25	MERCY CORPS, PAKISTAN	5	74	126	200
26	Muslim Hands	4	185	181	366
27	Muslim Hands- Empowering Future: Accelerated Learning Pathways for Out-of-School Children and Adolescents, Integrated with Health, Nutrition, WASH, Skill Enhancement	60	68	1,784	1,852
28	National Commission for Human Development	408	7,876	2,657	10,533
29	National Education Foundation	4	61	27	88
30	National Integrated Development Association (NIDA) Pakistan	60	444	2,773	3,217
31	Pakistan Alliance for Girls Education (PAGE)	149	2,427	2,818	5,245
32	Pakistan Youth Change Advocates	3	0	49	49
33	Pakistana Teachers Forum	2	77	63	140
34	Peace and Development Organization (PADO)/ Non Formal Education (ALP)	54	0	1,930	1,930
35	Pehli Kiran Schools Islambad	10	2,437	2,274	4,711
36	READ Foundation/ Community Based Accelerated Learning Spaces (CBALS) Project	120	0	3,600	3,600

#	Organizations Implementing ALP *Alphabetical order	No. of Centers	No. of Learners		
			Boys	Girls	Total
37	Relief International/PACE	42	819	895	1,714
38	Rural Community Development Society (RCDS)	1	12	18	30
39	SAIQA	3	45	46	91
40	Sanjh Preet Organization	20	433	574	1,007
41	Save the Children	70	843	1,275	2,118
42	School Education Department South Punjab / Early Morning Schools	20	688	15	703
43	SCSPEB (Society)	2	36	25	61
44	Sindh Community Foundation Literacy for Rights	15	0	525	525
45	Sindh Education Foundation	229	11,455	20,105	31,560
46	Sindh Madressa Board	1	17	12	29
47	SRSP/ECW-MYRP (Bringing Back Out of School Children to Education in Selected Districts of KP)	50	704	1,064	1,768
48	Strengthening Participatory organization (SPO)/ ECHO MR-5	8	353	447	800
49	Sunbeams	43	969	789	1,758
50	Sustainable Peace And Development Organization/ Afghan Refugee Support Project	16	193	688	881
51	TAKMIL Foundation	152	2,266	2,227	4,493
52	Tameer-e-Khalq Foundation	1	22	0	22
53	Taraqee Foundation	24	516	682	1,198
54	Thar Education Alliance	1	34	10	44
55	The NGO World Foundation	200	1,850	3,330	5,180
56	Weaving People to Grow Foundation/WPTGF Non-Formal Education Centre	1	18	15	33
57	Women Empowerment Organization- Improving Equitable Access and Quality of Education for Afghan Refugees and Vulnerable Host Communities in Pakistan	18	204	317	521
	TOTAL	5,588	90,638	125,274	215,912

(Source: NFE Annual Statistical Report 2023-24)

Annex1-3. List of Training Sessions for Officers

#	Title	Subject	Date	Duration	# of Participants			Organization	Area/ District	Province
					All	Govt	DPs/ NGOs			
1	National NFE planning and Management Training	Development of PC-I and ensuring resources for NFE from PSDP	March, 2021	4 days	35	26	9	relevant officials from counterpart departments/organizations from federal and four provincial governments	National	Federal
2	4 Days Workshop on Social Mobilization & NFE Planning & Management	Role of DLOs, NFE Planning and Monitoring and Data Management	14-17 June, 2021	4 days	30	22	8	DLOs and NGOs	13 districts	Balochistan
3	Knowledge Co-Creation Program Promotion of Non-Formal Education	-	21 December, 2021- 3 February, 2022	8 weeks	4	2	2	-	Karachi	Sindh
4	NFE Forum Meetings/Strategic Plan	Strategic Planning of NFE- Balochistan	Clubbed with Forum meeting except one day	7 days	181	120	61	Staff of directorate of NFE	Quetta	Balochistan
5	4 Days Workshop on Social Mobilization & NFE Planning & Management	Monitoring, SM and Data Management	2-4 November, 2022	3 days	25	21	4	Staff of directorate of NFE	16 districts	Balochistan
6	Data Driven Mangemnet through NFEMIS	Monitoring, tracking, assessments	22-23 November, 2022	2 days	35	13	22	PIE, BECS, NCHD, NEF & NFE Providers	Islamabad	Federal
7	Promoting Non Formal Education	-	15-29 December, 2022	14 days	1	1	0	Literacy Department	Tokyo	Punjab
8	3 Days ToT of NFE Service aproviders on Social Mobilization Guide and training Manual	NFE Social Mobilization Strategy	1-3 March, 2023	3 days	28	5	23	NFE Service providers	Different districts of KP	KP
9	NFEMIS- OOSC module (identification, enrollment & tracking of learners)	Use of data for various decision making espially referral of students,	17 May, 2023	1 day	36	12	24	BECS, NCHD, NEF & CSOs	Islamabad	Federal
10	Development of Question Item Bank of Accelerated Learning Programme	Item Bank of Accelerated Learning Programme	7 April, 2023	1 day	14	14	0	Literacy Department	Lahore	Punjab
11	Overview and Significance of Literacy & Non-Formal Education	Understanding of different programs under L&NFE	8 May, 2023	1 day	14	12	2	District Education Officer (DEO) Literacy	12 districts of Sindh	Sindh
12	NFEMIS- OOSC module	Identification, enrollment & tracking of learners	24 May, 2023	1 day	24	20	4	AEOS and other officers of FDE	Islamabad	Federal
13	NFEMIS- OOSC module	Identification, enrollment & tracking of learners	5 Jun, 2023	1 day	32	10	22	PIERA staff and rep of private schools	Islamabad	Federal
14	4 Days Workshop on Social Mobilization & NFE Planning & Management	Monitoring, SM and Data Management	6-9 November, 2023	4 days	23	18	5	Staff of directorate of NFE	16 districts	Balochistan
15	Orientation Session for new recruits (training coordinator, MIS Assistant and Supervisor)	Orientation to supervisors, MIS officers and coordinators of ASPIR districts	30 January, 2024	1 day	16	16	0	Staff of directorate of NFE	Quetta	Balochistan
16	Orientation of DPOs on NFE/ALP and conduct OOSC survey	ALP/NFE planning and implementation	-	10 days	10	10	0	District Programme officers, ESEF	ESEF Head office	KP
17	02 days Post Induction Training of Monitors, Literacy and Non-Formal and Basic Education Department	NFE, ALP approaches, Monitoring, Social Mobilization and Assessment	20-21 February, 2024	2 days	93	93	0	Newly inducted Literacy Dept Monitoring staff of 36 districts	Lahore QAED	Punjab
18	Strategic Planning	strategic plan of ESEF	16 May, 2024	1 day	2	2	0	ESEF Planning officials	ESEF Head	KP
19	02 Days training workshop of Monitors of Souther Punjab of GPE project on the implementation of Monitoring and Assessment Mechanism	Monitoring and Assessment Mechanism	7-8 June, 2024	2 days	20	20	0	Literacy Dept Monitoring staff of 05 districts of SP	Bhawalpur QAED	Punjab
20	01 Day ToT on KP NFE Monitoring Mechanism	NFE Monitoring Mechansim	3 July, 2024	1 day	20	7	13	ESEF and ALP/NFE Service Providers KP	ESEF Head office	KP
21	02 Days Training workshop for ESEF officials on ALP/NFE Implementation	ALP/NFE planning and implementation, NFEMIS, Social Mobilization,	4-5 July, 2024	2 days	23	20	3	ESEF staff, NFE/ALP Providers	ESEF Head office	KP
22	AALTP Partners' orientation workshops	Monitoring, NFEMIS, Social Mobilization and ALP	19-20 September, 2024	2 days	28	3	25	Partner organization management and staff of Sindh Education	Karachi	Sindh
23	AALTP Partners' orientation workshops	Monitoring, NFEMIS, Social Mobilization and ALP	23 September, 2024	1 day	56	6	50	Partner organization management and staff of Sindh Education	Larkana	Sindh
24	AALTP Partners' orientation workshops	Monitoring, NFEMIS, Social Mobilization and ALP	25 September, 2024	1 day	55	9	46	Partner organization management and staff of Sindh Education	Hyderabad	Sindh
25	Induction Training of LCs	ALP-Primary Packages, Assessment, Monitoring and	16-19 October, 2024	4 days	15	15	0	Literacy Coordinators of the 15 districts	Lahore	Punjab
26	One day orientation on the monitoring mechanism	Monitoring Mechanism and NFEMIS moduel of monitoring	13 November, 2024	1 day	40	35	5	Monitoring stfaf and project managers	Islamabad	Federal
27	Two day orintation on the monitoring mechnaism and NFEMIS of newly hired DEOs and NFE providers	Monitoring Mechanism and NFEMIS	9-10 December, 2024	2 days	33	17	16	DEOs , Monitoring staff of NGOs	Hyderabad	Sindh
28	One day orientation on the monitoring and basic moduels of NFEMIS	Monitoring Mechanism and NFEMIS	2 January, 2025	1 day	24	24	0	Newly hired NCHD staff	Islamabad	Federal

Annex1-4. List of Training Sessions for Trainers and Teachers

Cat eg ory	#	Title	Subject	Dates	Duration (days)	No. of Partici pants	Type of Participants	Organization	Area / District	Province
ALP-Primary: Master Trainer Training										
	1	4 DaysTOT of Lead Trainers	Package B	7-10 June, 2021	4 Days	8	Trainers	NCHD, NCC	Islambad	Federal Area
	2	3 Days Lead Training of Trainers	Package A	30 June- 2 July, 2021	3 Days	40	Trainers	SED South Punjab	Multan	Punjab
	3	5 Days Training of Trainers	Package A	20-24 September, 2021	5 Days	21	Trainers	L&NFBE	Lahore	Punjab
	4	4 Days Training of Trainees	Package B	27-30 September, 2021	4 Days	36	Trainers	UNICEF	Kohat	KP
	5	5 Days Training of Trainers	Package C	27-31 Decemeber, 2021	5 Days	31	Trainers	SW&LD	Quetta	Balochistan
	6	2 Days Training Orientation	Package B	2-3 June, 2022	2 Days	10	Trainers	GET, DAMAN, Akhuwat	Lahore	Punjab
	7	4 Days Training of Trainers	Package C	28 June-1 July, 2022	4 Days	26	Trainers	NCHD	Lahore	Punjab
	8	ALP/Padagogical Skills	Package C	4-8 July, 2022	5 Days	30	Trainers	BECS, PIE	ICT	Federal Area
	9	4 Days Training of Trainees	Package A	10-13 August, 2022	4 Days	6	Trainers	PAGE	Islamabad	Federal Area
	10	5 Days Training of Trainers	Package A & B	23-27 November, 2022	5 Days	12	Trainers	Relief International	Peshawar	KP
	11	8-Day Training of Trainers (ToT)	Package A & B	20-27 February, 2023	8 Days	21	Trainers	L&NFBE	Lahore	Punjab
	12	4 Days Training of Trainees	Package A	3-6 April, 2023	4 Days	8	Trainers	PIEMA	Lahore	Punjab
	13	2 Days Training Orientation	Package C	5-6 May, 2023	2 Days	2	Trainers	Ghazali Education Trust	Lahore	Punjab
	14	Teacher's Training on ALP-P	Package B	21-24 June, 2023	4 Days	6	Trainers	TCF	Mirpurkhas	Sindh
	15	3 Days Training of Trainers	Package A & B	4-6 September, 2023	3 Days	23	Trainers	NCHD, BECS, NEF, JJT, I Feel	Islamabad	Federal Area
	16	4 Days Training of Trainers	Package A & B	11-14 September, 2023	4 Days	20	Trainers	TAKMIL Foundation	Islamabad	Federal Area
	17	5 Days Training of Trainers	Package A & B	10-14 October, 2023	5 Days	17	Trainers	Read Foundation	Mithi, Tharparkar	Sindh
	18	6-Day Training of Trainers	Package A & B	6-11 Novmeber, 2023	6 Days	25	Trainers	DL&NFE, NCHD, PAGE, IDSP, TKF, UNICEF, BRSP	Quetta	Balochistan
	19	6-Day Training of Trainers	Package A & B	13-18 November, 2023	6 Days	21	Trainers	SELD, IRC, NCHD, LRF, HDF, SMB, ZEST, CFC, ITA, SEF	Karachi	Sindh
	20	5-Day Training of Trainers	Package A & B	13-17 November, 2023	5 Days	28	Trainers	Read Foundation	GB	Federal Area
	21	5-Day Training of Trainers	Package A & B	27 November- 1 December, 2023	5 Days	19	Trainers	ESEF, ACT, UNICEF, PIU, RI, Care International, IRC, NCHD	KP	KP
	22	5-Day Training of Trainers	Package A & B	8-12 January, 2024	5 Days	20	Trainers	RSPNs	Islamabad	Federal Area
	23	5-Day Training of Trainers	Package A & B	22-26 January, 2024	5 Days	12	Trainers	Ali Institute of Education	Lahore	Punjab
	24	5-Day Training of Trainers	Package C	29 January- 2 February, 2024	5 Days	19	Trainers	SELD, IRC, NCHD, LRF, HDF, SMB, ZEST, CFC, ITA, SEF	Karachi	Sindh
	25	5-Day Training of Trainers	Package A & B	12-16 February 2024	5 Days	15	Trainers	TRC, IRC, TNW	Karachi	Sindh
	26	3 Days Training of Trainers	Package A	29 February- 2 March, 2024	3 Days	31	Trainers	WB-ASIPIRE, PITE, SED	Quetta	Balochistan
	27	5-Day Training of Trainers	Package A & B	5-9 March, 2024	5 Days	20	Trainers	DL&NFE	Bahawalpur	Punjab
	28	3-Day Training of Trainers	Package C	1-3 April, 2024	3 days	13	Trainers	TRC, IRC, TNW	Karachi	Sindh
	29	5-Day Training of Trainers	Package C	22-26 April, 2024	5 Days	26	Trainers	DL&NFE	Bahawalpur	Punjab
	30	5-Day Training of Trainers	Package C	22-26 April, 2024	5 Days	28	Trainers	Care International, Page, ESEF, SPADO, PIU, NCHD, KK, WEO	Peshawar	KP
	31	5-Day Training of Trainers	Package A & B	29 April- 3 May, 2024	5 Days	29	Trainers	Excellence of Muslim Hands	Islamabad	Federal Area
	32	5-Day Training of Trainers	Package C	28 May- 1 June, 2024	5 Days	23	Trainers	HHP, UNICEF, DL&NFE, TAKMIL, TKF, IRC, PAGE, IDSP	Quetta	Balochistan
	33	5-Day Training of Trainers	Package A & B	24-28 June, 2024	5 Days	23	Trainers	DL&NFE	Hyderabad	Sindh
	34	3-Day Training of Trainers	Package B	3-5 July, 2024	3 Days	17	Trainers	Read Foundation	Karachi	Sindh
	35	5-Day Training of Trainers	Package C	29 July -02 August, 2024	5 Days	20	Trainers	DL&NFE	Hyderabad	Sindh
	36	3-Day Training of Trainers	Package B	19-21 August, 2024	3 Days	24	Trainers	Read Foundation	Islamabad	Federal Area
	37	5-Day Training of Trainers	Package C	26-30 August, 2024	5 Days	27	Trainers	TAKMIL Foundation	Islamabad	Federal Area
	38	3-Day Training of Trainers	Package D	20-22 February, 2024	3 Days	29	Trainers	ESEF, USAID	Sawat	KP
	39	3-Day Training of Trainers	Package D	5-7 March, 2024	3 Days	26	Trainers	ESEF, USAID	Sawat	KP
	40	3-day induction Program -ToT	Package A, B & C	15-17 October, 2024	3 Days	46	Trainers	Package A, B & C	Lahore	Punjab

Cat eg ory	#	Title	Subject	Dates	Duration (days)	No. of Partici pants	Type of Participants	Organization	Area / District	Province
ALP-Primary: Teacher Training										
	1	Teachers' Training on NFBE/ALP Package A	Package A	10-16 February, 2021	5 days	9	Teachers	I-Feel Trust	Islamabad	Federal Area
	2	Teachers' Training on NFBE/ALP Package A & B	Package A & B	22-27 March, 2021	6 days	24	Teachers & Literacy Mobilizers	NFBE & Literacy Department & Ghazali Trust	Muzaffer Garh	Punjab
	3	Teachers' Training on NFBE/ALP Package A & B	Package A & B	22-27 March, 2021	6 Days	28	Teachers	DL&NFE	Rajanpur	Punjab
	4	Teachers' Training on NFBE/ALP Package A & B	Package A & B	19-23 April, 2021	5 Days	28	Teachers	DL&NFE	Sialkot	Punjab
	5	Teachers' Training on NFBE/ALP Package A & B	Package A & B	19-23 April, 2021	5 days	20	Teachers & Literacy Mobilizers	DL&NFE	Gujrat	Punjab
	6	Teachers' Training on NFBE/ALP Package A & B	Package A & B	24-28 May, 2021	5 days	12	Teachers & Literacy Mobilizers	DL&NFE	Bahawalnagar	Punjab
	7	Teachers' Training on NFBE/ALP Package A & B	Package A & B	1-3 June, 2021	3 days	7	Teachers & Supervisors	ALIGHT Pakistan	Lahore	Punjab
	8	Teachers' Training on NFBE/ALP Package A	Package A	5-7 July, 2021	4 days	110	Teachers & Supervisors	TNW	Karachi	Sindh
	9	Teachers' Training on NFBE/ALP Package A	Package A	26-30 July, 2021	5 Days	8	Teachers	Sunbeams	Islamabad	Federal Area
	10	Teachers' Training on NFBE/ALP Package C	Package C	30 August-3 September, 2021	5 Days	34	Teachers & Supervisors	Mercy Crops	Quetta	Balochistan
	11	Teachers' Training on NFBE/ALP Package A	Package A	2-8 September, 2021	5 Days	5	Teachers	Jinnah Junior Trust	Islamabad	Federal Area
	12	Teachers' Training on NFBE/ALP Package B	Package B	5-11 January, 2022	5 Days	14	Teachers & Supervisors	I-Feel Trust & NFE Sunbeams	Islamabad	Federal Area
	13	Teachers' Training on NFBE/ALP Package A & B	Package A & B	17-20 January, 2022	4 days	28	Teachers	SED South Punjab	Multan	Punjab
	14	Teachers' Training on NFBE/ALP Package A	Package A	14-18 February, 2022	5 Days	25	Teachers & Supervisors	NGOs	Lahore	Punjab
	15	Teachers' Training on NFBE/ALP Package A	Package A	28-31 March, 2022	4 days	8	Teachers	MSWS	Multan	Punjab
	16	Teachers' Training on NFBE/ALP Package A	Package A	5-7 April, 2022	3 days	4	Teachers	SED	Lahore	Punjab
	17	Teachers' Training on NFBE/ALP Package A	Package A	24-27 May, 2022	4 days	104	Teachers	TNW	Karachi	Sindh
	18	Teachers' Training on NFBE/ALP Package A	Package A	21-22 June, 2022	2 Days	5	Teachers	ZICAS School system Lahore	Lahore	Punjab
	19	Teachers' Training on NFBE/ALP Package A	Package A	25-29 July, 2022	5 Days	47	Teachers	SED, South	Multan	Punjab
	20	Teachers' Training on NFBE/ALP Package A	Package A	2-5 August, 2022	4 days	10	Teachers	PEN	Mianwali	Punjab
	21	Teachers' Training on NFBE/ALP Package A & B	Package A & B	14-18 November, 2022	5 Days	20	Teachers	I Feel, Sanjh Preet	Islamabad	Federal Area
	22	Teachers' Training on NFBE/ALP Package A	Package A	19-23 December, 2022	5 Days	29	Teachers	TCF	Mirpurkhas	Sindh
	23	Teachers' Training on NFBE/ALP Package A	Package A	14-18 February, 2023	5 days	10	Teachers	SPADO	Peshawar	KP
	24	Teachers' Training on NFBE/ALP Package A	Package A	27 February- 3 March, 2023	5 Days	14	Teachers	PAGE	Peshawar	KP
	25	Teachers' Training on NFBE/ALP Package A & B	Package A & B	6-11 March, 2023	6 Days	258	Teachers	DL&NFE	Muzaffer Garh, Rajan Pur, D.G.Khan	Punjab
	26	Teachers' Training on NFBE/ALP Package A & B	Package A & B	13-18 March, 2023	6 Days	206	Teachers	DL&NFE	Rahim Yar Khan, Bahawalpur	Punjab
	27	Teachers' Training on NFBE/ALP Package A & B	Package A & B	15-20 March, 2023	6 Days	7	Teachers	DL&NFE	Tunsa, DG Khan	Punjab
	28	Teachers' Training on NFBE/ALP Package A	Package A	6-10 March, 2023	5 Days	25	Teachers	BECS, JTT	Islamabad	Federal Area
	29	Teachers' Training on NFBE/ALP Package A	Package A	3-16 June, 2023	4 Days	11	Teachers	PMIU-SED	Lahore	Punjab
	30	Teachers' Training on NFBE/ALP Package B	Package B	21-24 June, 2023	4 Days	28	Teachers	TCF	Mirpurkhas	Sindh
	31	Teachers' Training on NFBE/ALP Package A	Package A	21-25 June, 2023	5 days	45	Teachers	SED-South Punjab	Multan	Punjab
	32	Teachers' Training on NFBE/ALP Package C	Package C	24-27 August, 2023	4 days	19	Teachers & Supervisors	Sunbeams, I-Feel & Jinnah Junior Trust	Islamabad	Federal Area
	33	Teachers' Training on NFBE/ALP Package B	Package B	31 July- 4 August, 2023	5 days	20	Teachers & Supervisors	Relief International	Peshawar	KP
	34	Teachers' Training on NFBE/ALP Package B	Package B	3-5 August, 2023	3 Days	22	Teachers & Supervisors	BECS	Islamabad	Federal Area
	35	Teachers' Training on NFBE/ALP Package A	Package A	21-23 August, 2023	3 days	3	Teachers	Ali Institute of Education	Lahore	Punjab
	36	Teachers' Training on NFBE/ALP Package A & B	Package A & B	11-15 September, 2023	5 days	263	Teachers	BECS, NCHD, JTT, PAGE, I feel.Sunbeams & PKS	Islamabad	Federal Area
	37	Teachers' Training on NFBE/ALP Package A & B	Package A & B	18-22 September, 2023	5 Days	47	Teachers	IRC	Karachi	Sindh
	38	Teachers' Training on NFBE/ALP Package A & B	Package A & B	16-20 October, 2023	5 Days	25	Teachers	Dosti Welfare Foundation	Khan Pur	Punjab
	39	Teachers' Training on NFBE/ALP Package A & B	Package A & B	4-9 December, 2023	6 Days	273	Teachers	DL&NFE	DG Khan, Bahawalpur, Muzaffar Garh	Punjab
	40	Teachers' Training on NFBE/ALP Package A & B	Package A & B	11-16 December, 2023	6 Days	274	Teachers	DL&NFE	Rahim Yar Khan, Rajanpur	Punjab
	41	Teachers' Training on NFBE/ALP Package C	Package C	18-22 December, 2023	5 Days	26	Teachers	TCF	Mirpurkhas	Sindh
	42	Teachers Training ALP-P	Package A	24-26 May, 2024	3 Days	20	Teachers	Alkhidmat Foundation	Peshawar	KP
	43	Teachers Training ALP-P	Package A	22-25 May, 2024	4 Days	19	Teachers	PAGE	Larkana	Sindh
	44	3 Day Teachers Training	Package A	12-14 June, 2024	3 Days	29	Teachers	Alkhidmat Foundation	Quetta	Balochistan
	45	5 Dias Teacher Training	Package A & B	25-29 June, 2024	5 Days	36	Teachers	Alkhidmat Foundation	Alkhidmat Complex Lahore	Punjab
	46	3 Day Teachers Training	Package A	13-15 June, 2024	3 Days	34	Teachers	Alkhidmat Foundation	Tando Allah Yar	Sindh
	47	3 Day Teachers Training	Package A & B	25-27 June, 2024	3 Days	95	Teachers	SED	Lahore	Punjab
	48	5 Day Teachers' Training	Package A & B	18-22 November, 2024	5 Days	20	Teachers	PAGE	Islamabad	ICT

Cat eg ory	#	Title	Subject	Dates	Duration (days)	No. of Partici pants	Type of Participants	Organization	Area / District	Province
ALP Middle & Middle-Tech: Trainer Training										
	1	Teacher's Training on ALP-Middle Tech Program	Middle Tech	26-31 December, 2022	6 Days	2	Trainers	IPs & AIOU	Islamabad	Federal
	2	Teacher's Training on ALP-Middle Tech Program	Middle Tech	26-31 December, 2022	6 Days	4	Trainers	IPs & AIOU	Islamabad	Punjab
	3	Teacher's Training on ALP-Middle Tech Program	Middle Tech	26-31 December, 2022	6 Days	1	Trainers	IPs & AIOU	Islamabad	Balochistan
	4	Teacher's Training on ALP-Middle Tech Program	Middle Tech	26-31 December, 2022	6 Days	4	Trainers	IPs & AIOU	Islamabad	KP
	5	Teacher's Training on ALP-Middle Tech Program	Middle Tech	26-31 December, 2022	6 Days	6	Trainers	IPs & AIOU	Islamabad	Sindh
	6	3 Days ToT on Package D	Middle	4-6 March, 2024	3 days	25	Trainers	PI TE, IDSP, Mercy Crops	Quetta	Balochistan
	7	Training of Training on ALP-Middle Program	Middle	20-22 February, 2024	3 days	29	Trainers	ESEF	Swat	KP
	8	Training of Training on ALP-Middle Program	Middle	5-7 Janaury, 2024	3 days	26	Trainers	ESEF	Swat	KP
	9	Training of Training on ALP-Middle Program	Middle	1-5 October, 2024	5 Days	20	Trainers	MDF, SPO, SPARK SED, SEF, DL&NFE	Karachi	Sindh
	10	Training of Training on ALP-Middle Program	Middle	21-26 October, 2024	6 Days	22	Trainers	ESEF, KK, RI, IDEA, NCHD	Peshawar	KP
	11	Training of Training on ALP-Middle Program	Middle	4-9 November, 2024	6 Days	21	Trainers	DL&NFE, Takmil, UNICEF, NCHD, PPIU, BRSP, BOC	Quetta	Balochistan
	12	Training of Trainers on ALP-Middle Tech Program	Middle	18-20 September, 2024	3 days	26	Trainers	NCHD	Islamabad	Punjab
	13	Training of Trainers on ALP-Middle Tech Program	Middle	18-20 September, 2024	3 days	4	Trainers	NCHD	Nushehro Feroz	Sindh
	14	Training of Trainers on ALP-Middle Tech Program	Middle	25-27 September, 2024	3 days	12	Trainers	NCHD	Islamabad	Federal
ALP Middle & Middle-Tech: Teacher Training										
	1	Teacher's Training on ALP-Middle Tech Program	Package D & E	26-31 December, 2022	6 Days	26	Teachers	IPs & AIOU	Islamabad	Multiple
	2	Teacher's Training on ALP-Middle Tech Program	Package D & E	3-6 May, 2023	4 Days	18	Teachers	IPs & AIOU	Islamabad	Multiple
	3	Teacher's Training on ALP-Middle Tech Program	Package D & E	8-11 May, 2023	4 Days	9	Teachers	IPs & AIOU	Karachi	Multiple
	4	Teacher's Training on ALP-Middle Tech Program	Package D & E	17-21 July, 2023	5 Days	25	Teachers	IPs & AIOU	Islamabad	Multiple
	5	Teacher's Training on ALP-Middle Tech Program	Package D	30 August-1 September, 2024	3 Days	41	Teachers	NCHD	Sawat	KP
	6	Teacher's Training on ALP-Middle Tech Program	Package D & E	18-20 September, 2024	3 Days	10	Teachers	NCHD	Multan	Punjab
	7	Teacher's Training on ALP-Middle Tech Program	Package D & E	23-25 September, 2024	3 Days	32	Teachers	NCHD	Quetta	Balochistan
	8	Teacher's Training on ALP-Middle Tech Program	Package D & E	23-25 September, 2024	3 Days	12	Teachers	NCHD	Nushehro Feroz	Sindh
Adult Literacy: Trainer Training										
	1	3 Days Training of District Trainers	Integrated Literac	5-7 April, 2021	3 Days	12	Trainers	L&NFBF	Lahore	Punjab
	2	3 Days Training of District Trainers	Integrated Literac	8-10 April, 2021	3 Days	12	Trainers	L&NFBF	Lahore	Punjab
	3	3 Days Training of District Trainers	Integrated Literac	13-15 April, 2021	3 Days	12	Trainers	L&NFBF	Lahore	Punjab
	4	5 Days Training of Trainers	Adult Literacy	9-12 August, 2021	5 Days	26	Trainers	NRSP	Jamshoro	Sindh
	5	5 Days Training of Trainers	Adult Literacy	23-27 August, 2021	5 Days	30	Trainers	SRSO	Larkana	Sindh
	6	5 Days Training of Trainers	Adult Literacy	23-27 August, 2021	5 Days	40	Trainers	TRDP	Hyderabad	Sindh
	7	Online Training of Trainers on ALC	Adult Literacy	25-30 November, 2024	6 Days	70	Trainers	DL&NFE	Lahore	Punjab
	8	3 Days ToT on ILS	Integrated Literac	18-20 Decemeber, 2024	3 Days	33	Trainers	SEF, IRC, DL&NFE, SED, NCHD	Karachi	Sindh
	9	3 Days ToT on ILS	Integrated Literac	18-20 Decemeber, 2024	3 Days	20	Trainers	DL&NFE, PAGE, BRSP, Mercy Crops	Quetta	Balochistan
	10	2 Days ToT on ILS	Integrated Literac	23-24 Decemeber, 2024	2 Days	20	Trainers	ESEF, NCHD, KK	Peshawar	KP
	11	2 Days ToT on ILS	Integrated Literac	30-31 December, 2024	2 Days	26	Trainers	NCHD, Sharakat, Ummeed, NEF	Islamabad	Federal Area
Adult Literacy: Teacher Training										
	1	5 days of Teachers Training of ALP (Light-F)	Adult Literacy	12-16 December, 2022	5 Days	18	Teachers	IRC, SRSO	Sukkur	Sindh

Annex 1-5. List of Products Produced by the Project

All the project deliverables listed below are available on the NFEMIS.

<http://203.124.35.226:86/viewTextbook.aspx>

Output 1

Policy

1. National Education Policy Framework
2. Balochistan NFE Policy 2016-2030
3. NFE Policy-Khyber-Pakhtunkhwa
4. Punjab L&NFE Policy 2019
5. Sindh NFE Policy 2017

Strategic Plan

1. National Education Strategic Plan
2. Strategic Plan DLNFE Balochistan
3. ESEF Strategic Plan 2025-2030
4. Moving Towards achieving Zero OOSC & 100% Literacy Rate in Punjab – Strategic plan 2025-2030
5. Sindh NFE Strategic Pan 2025-2030

Teachers Management Framework

1. Teachers Management System for NFE - Islamabad Capital Territory
2. NFE Teachers Management System – Balochistan 2024
3. Teachers Management Framework - Khyber Pakhtunkhwa
4. Punjab Non-Formal Education (NFE) Teachers Trainings & Capacity Building Framework
5. NFE Facilitators Management Sindh

Monitoring Mechanism

1. NFE Monitoring Mechanism ICT (Enrollment, Retention and Progression of OOSC in Islamabad Capital Territory-ICT)
2. Monitoring Mechanism for NFE-Balochistan
3. NFE Monitoring Mechanism Punjab
4. Monitoring Mechanism for NFE-Khyber Pakhtunkhwa
5. Monitoring Mechanism for NFE-Sindh

Assessment System

1. NFE Assessment & Examination System-ICT
2. Non-Formal Education Assessment & Certification System Balochistan
3. Khyber Pakhtunkhwa NFE Assessment and Certification System
4. Punjab NFE Assessment & Certification System
5. Assessment and Examination System (AES) for LNFE Programs-Sindh

Social Mobilization Guide & Training Manual

1. UC Education Plan Sarai Kharbooza (ICT)
2. Social Mobilization Guide Balochistan
3. Social Mobilization Training Manual Balochistan
4. Social Mobilization Guide Khyber Pakhtunkhwa
5. Social Mobilization Training Manual Khyber Pakhtunkhwa
6. Community Mobilization Guide Punjab
7. Community Mobilization Training Manual Punjab
8. Social Mobilization Guide Sindh
9. Social Mobilization Training Manual (Sindhi) Sindh
10. Social Mobilization Training Manual (Urdu) Sindh

Accreditation System / Minimum Standards

1. Standards for Quality Non-Formal Education in Islamabad Capital Territory - ICT
2. Minimum Standards for Quality Non-Formal Education - Balochistan
3. Minimum Standards for Quality Non-Formal Education - Khyber Pakhtunkhwa
4. Standards for Quality NFE - Punjab
5. Quality Assurance Standards in Non-Formal Education - Sindh

Data Management

1. Pakistan NFE Report 2020-2021
2. Pakistan NFE Report 2021-2022
3. Pakistan NFE Report 2022-2023
4. Pakistan NFE Report 2023-2024
5. National Non-Formal EMIS Data Card 2019-20
6. Provincial Data Cards 2020-2021
7. Provincial Data Cards 2021-2022
8. Provincial Data Cards 2022-2023
9. Provincial Data Cards 2023-2024

Report

1. Zero Out of School Children in Islamabad-A tale of Best Practices
2. Redefining Literacy in Digital Era
3. NFE-The Way toward Literate & Prosperous Sindh
4. Study of Competency Level NFE learners
5. Comparing Teaching & Learning Quality in Non-Formal Basic Education

Output 2 / 3 / 4

Curriculum

1. ALP Primary Curriculum Khyber Pakhtunkhwa 2022
2. ALP Middle Curriculum, Khyber Pakhtunkhwa 2022
3. Adult Literacy Curriculum, Khyber Pakhtunkhwa 2022
4. ALP Middle-Tech (Technical & Vocational Skills) Khyber Pakhtunkhwa 2022
5. Curriculum for Adult Literacy (Basic Life skills & Income Generation skills) Punjab, 2024
6. Curriculum for ALP Elementary/Middle, Punjab 2024
7. Curriculum for ALP Elementary/Middle Tech (Technical Skills) Punjab, 2024
8. Punjab NFBE ALP Primary, 2021
9. Curriculum for ALP Primary Islamabad 2021
10. Curriculum for Technical & Vocational Skills ALP Middle Tech, Islamabad
11. Curriculum for ALP Middle Islamabad, 2022
12. Adult Literacy Curriculum (Literacy, Numeracy, Life Skills & Income Generation Skills) National Curriculum of Pakistan, 2024
13. Curriculum for Adult Literacy & Skills Sindh 2020
14. Curriculum Technical & Vocational- Skills Accelerated Learning Program (Middle-Tech)
15. Curriculum ALP Elementary Sindh
16. Sindh Non-Formal Basic Education (NFBE Primary) Curriculum
17. Balochistan ALP Primary 2022 Curriculum
18. Balochistan ALP Elementary 2022 Curriculum
19. Balochistan Adult Literacy Curriculum
20. Balochistan ALP Middle-Tech (Skills Integrated)

Teachers Training Manual

1. Teachers Training Manual (Package A, B, C, D, E) - Federal
2. Teachers Training Manual ICT – Adult Literacy
3. Teachers Training Manual (Package A, B, C, D, E) - Balochistan
4. Teachers Training Manual Balochistan – Adult Literacy
5. Teachers Training Manual (Package A, B, C, D, E) – Khyber Pakhtunkhwa
6. Teachers Training Manual KP – Adult Literacy
7. Teachers Training Manual (Package A, B, C, D, E) - Punjab
8. Teachers Training Manual Punjab – Adult Literacy
9. Teachers Training Manual (Package A, B, C, D, E) - Sindh
10. Adult Literacy Teachers Training Manual Sindh

Teaching Learning Material – Federal / Islamabad

- Package A

1. English Textbook
2. English Teacher Guide
3. English Lesson Plan
4. Mathematics Textbook
5. Mathematics Teacher Guide
6. Mathematics Lesson Plan
7. Urdu Textbook
8. Urdu Teacher Guide
9. Urdu Lesson Plan

- Package B

1. English Textbook
2. English Teacher Guide
3. English Lesson Plan
4. Mathematics Textbook
5. Mathematics Teacher Guide
6. Mathematics Lesson Plan
7. Urdu Textbook
8. Urdu Teacher Guide

9. Urdu Lesson Plan

- Package C

1. English Textbook
2. English Teacher Guide
3. English Lesson Plan
4. Mathematics Textbook
5. Mathematics Teacher Guide
6. Mathematics Lesson Plan
7. Urdu Textbook
8. Urdu Teacher Guide
9. Urdu Lesson Plan
10. Science Textbook
11. Science Teacher Guide
12. Science Lesson Plan
13. Social Studies Textbook
14. Social Studies Teacher Guide
15. Social Studies Lesson Plan
16. Islamiyat Teacher Guide
17. Islamiyat Textbook (Adopted Islamiyat Textbook by FDE, ICT)

- Package D

1. English Textbook
2. English Teacher Guide
3. English Catchup Material Middle Tech
4. Mathematics Textbook
5. Mathematics Catchup Material Middle Tech
6. Urdu Textbook
7. Urdu Teacher Guide
8. Urdu Catchup Material Middle Tech
9. Science Textbook
10. Science Teacher Guide
11. Social Studies Textbook
12. Social Studies Teacher Guide
13. Islamiyat Textbook

- Package E

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Urdu Textbook
5. Urdu Teacher Guide
6. Science Textbook
7. Science Teacher Guide
8. Social Studies Textbook
9. Social Studies Teacher Guide
10. Islamiyat Teacher Guide *The Islamiyat textbook from the National Book Foundation has been used.

- Vocational D

1. Applied Electrician
2. Beautician
3. Dress Making
4. Cooking
5. Graphic Design
6. Hotel Management
7. HVACR
8. Tourism
9. Plumbing
10. Media Production
11. Internet of Things

12. Live Stock
13. Agriculture

- Vocational E

1. Applied Electrician
2. Beautician
3. Dress Making
4. Cooking
5. Graphic Design
6. Hotel Management
7. HVACR
8. Tourism
9. Plumbing
10. Media Production
11. Internet of Things
12. Live Stock
13. Agriculture

- Adult Literacy

1. Functional English 2024
2. Functional Mathematics 2024
3. Assas e Urdu
4. Life Skills 2024
5. Teacher Guide ALC 2024

Teaching Learning Material - Balochistan

- Package A

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide

- Package B

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide

- Package C

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide
7. Science Textbook
8. Science Teacher Guide
9. Social Studies Textbook
10. Social Studies Teacher Guide
11. Islamiat Textbook

- Package D

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Urdu Textbook
5. Urdu Teacher Guide
6. Science Textbook

7. Science Teacher Guide
8. Social Studies Textbook
9. Social Studies Teacher Guide
10. Islamiyat Textbook

- Package E

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Urdu Textbook
5. Urdu Teacher Guide
6. Science Textbook
7. Science Teacher Guide
8. Social Studies Textbook
9. Social Studies Teacher Guide
10. Islamiyat Textbook

- Vocational D

1. Applied Electrician
2. Beautician
3. Dress Making
4. Cooking
5. Graphic Design
6. Hotel Management
7. HVACR
8. Tourism
9. Plumbing
10. Media Production
11. Internet of Things
12. Live Stock
13. Agriculture

- Vocational E

1. Applied Electrician
2. Beautician
3. Dress Making
4. Cooking
5. Graphic Design
6. Hotel Management
7. HVACR
8. Tourism
9. Plumbing
10. Media Production
11. Internet of Things
12. Live Stock
13. Agriculture

- Adult Literacy

1. Functional English 2024
2. Functional Mathematics 2024
3. Gulistan e Urdu
4. Life Skills 2024
5. Teacher Guide ALC 2024

Teaching Learning Material - Khyber Pakhtunkhwa

- Package A

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook

6. Urdu Teacher Guide
7. Islamiat Textbook
8. Islamiat Teacher Guide

- Package B

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide
7. Islamiat Textbook
8. Islamiat Teacher Guide

- Package C

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide
7. Science Textbook
8. Science Teacher Guide
9. Social Studies Textbook
10. Social Studies Teacher Guide
11. Islamiat Textbook
12. Islamiat Teacher Guide

- Package D

1. English Text Book
2. English Teacher Guide
3. Mathematics Text Book
4. Mathematics Teacher Guide
5. Urdu Text Book
6. Urdu Teacher Guide
7. Science Text Book
8. Science Teacher Guide
9. Home Economics Text Book
10. Home Economics Teacher Guide
11. Geography Text Book
12. Geography Teacher Guide
13. History Text Book
14. History Teacher Guide
15. Introduction to Technology Text Book
16. Introduction to Technology Teacher Guide
17. Islamiat Text Book
18. Islamiat Teacher Guide
19. Mutale a Quran

- Package E

1. English Text Book
2. English Teacher Guide
3. Mathematics Text Book
4. Mathematics Teacher Guide
5. Urdu Text Book
6. Urdu Teacher Guide
7. Science Text Book
8. Science Teacher Guide
9. Home Economics Text Book
10. Home Economics Teacher Guide
11. Geography Text Book

12. Geography Teacher Guide
13. History Text Book
14. History Teacher Guide
15. Introduction to Technology Text Book
16. Introduction to Technology Teacher Guide
17. Islamiat Text Book
18. Islamiat Teacher Guide
19. Tarjama tul Quran

- Vocational D

1. Applied Electrician
2. Beautician
3. Dress Making
4. Cooking
5. Graphic Design
6. Hotel Management
7. HVACR
8. Tourism
9. Plumbing
10. Media Production
11. Internet of Things
12. Live Stock
13. Agriculture

- Vocational E

1. Applied Electrician
2. Beautician
3. Dress Making
4. Cooking
5. Graphic Design
6. Hotel Management
7. HVACR
8. Tourism
9. Plumbing
10. Media Production
11. Internet of Things
12. Live Stock
13. Agriculture

- Adult Literacy

1. Functional English
2. Functional Math
3. Urdu
4. Life Skills
5. ALC Teacher Guide

Teaching Learning Material - Punjab

- Package A

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide

- Package B

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook

6. Urdu Teacher Guide

- Package C

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide
7. Science Textbook
8. Science Teacher Guide
9. Social Studies Textbook
10. Social Studies Teacher Guide

- Package D

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Urdu Textbook
5. Urdu Teacher Guide
6. Science Textbook
7. Science Teacher Guide
8. Social Studies Textbook
9. Social Studies Teacher Guide
10. Computer Science Textbook
11. Computer Science Teacher Guide

- Package E

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Urdu Textbook
5. Urdu Teacher Guide
6. Science Textbook
7. Science Teacher Guide
8. Social Studies Textbook
9. Social Studies Teacher Guide
10. Computer Science Textbook
11. Computer Science Teacher Guide

- Vocational D

1. Applied Electrician
2. Beautician
3. Dress Making
4. Cooking
5. Graphic Design
6. Hotel Management
7. HVACR
8. Tourism
9. Plumbing
10. Media Production
11. Internet of Things
12. Live Stock
13. Agriculture

- Vocational E

1. Applied Electrician
2. Beautician
3. Dress Making
4. Cooking
5. Graphic Design
6. Hotel Management

7. HVACR
8. Tourism
9. Plumbing
10. Media Production
11. Internet of Things
12. Live Stock
13. Agriculture

- Adult Literacy

1. English 2024
2. Numeracy 2024
3. Assas e Urdu
4. Life Skills 2024
5. Teacher Guide ALC 2024

- Adult Literacy Vocational Trades

1. Fisheries
2. Domestic Tailoring
3. Hand Embroidery
4. Basic Agriculture
5. Tunnel Farming
6. Domestic Electrician
7. Poultry
8. Kitchen Gardening
9. Safe Mining Skills
10. Medicinal Herbs
11. Livestock Farming
12. Domestic Cooking

Teaching Learning Material - Sindh (SINDHI)

- Package A

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Sindhi Textbook
6. Sindhi Teacher Guide

- Package B

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Sindhi Textbook
6. Sindhi Teacher Guide

- Package C

1. English Text Book
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Sindhi Textbook
6. Sindhi Teacher Guide
7. Science Textbook
8. Science Teacher Guide
9. Social Studies Textbook
10. Social Studies Teacher Guide

- Package D

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook

4. Mathematics Teacher Guide
5. Sindhi Textbook
6. Sindhi Teacher Guide
7. Science Textbook
8. Science Teacher Guide
9. Social Studies Textbook
10. Social Studies Teacher Guide
11. Information and Communication Technology Textbook
12. Information and Communication Technology Teacher Guide
13. Islamiyat Textbook
14. Islamiyat Teacher Guide
15. Religious Studies Textbook
16. Religious Studies Teacher Guide

- Package E

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Sindhi Textbook
6. Sindhi Teacher Guide
7. Science Textbook
8. Science Teacher Guide
9. Social Studies Textbook
10. Social Studies Teacher Guide
11. Information and Communication Technology Textbook
12. Information and Communication Technology Teacher Guide
13. Islamiyat Textbook
14. Islamiyat Teacher Guide
15. Religious Studies Textbook
16. Religious Studies Teacher Guide

- Adult Literacy

1. Functional English
2. Mathematics Textbook
3. Sindhi Textbook
4. Life Skills 2024
5. ALC Teacher Guides

- Adult Literacy Package A

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Sindhi Textbook
6. Sindhi Teacher Guide

Teaching Learning Material - Sindh (URDU)

- Package A

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide

- Package B

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide

5. Urdu Textbook
6. Urdu Teacher Guide

- Package C

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide
7. Science Textbook
8. Science Teacher Guide
9. Social Studies Textbook
10. Social Studies Teacher Guide

- Package D

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide
7. Science Textbook
8. Science Teacher Guide
9. Social Studies Textbook
10. Social Studies Teacher Guide
11. Religious Studies Textbook
12. Religious Studies teacher Guide

- Package E

1. English Textbook
2. English Teacher Guide
3. Mathematics Textbook
4. Mathematics Teacher Guide
5. Urdu Textbook
6. Urdu Teacher Guide
7. Science Textbook
8. Science Teacher Guide
9. Social Studies Textbook
10. Social Studies Teacher Guide
11. Religious Studies Textbook
12. Religious Studies teacher Guide

- Vocational D

1. Applied Electrician
2. Beautician
3. Dress Making
4. Cooking
5. Graphic Design
6. Hotel Management
7. HVACR
8. Tourism
9. Plumbing
10. Media Production
11. Internet of Things
12. Live Stock
13. Agriculture

- Vocational E

1. Applied Electrician
2. Beautician
3. Dress Making

4. Cooking
5. Graphic Design
6. Hotel Management
7. HVACR
8. Tourism
9. Plumbing
10. Media Production
11. Internet of Things
12. Live Stock
13. Agriculture

- Adult Literacy

1. Functional English
2. Numeracy
3. Urdu
4. Life skill
5. ALC Teacher Guide

- Integrated Skills Adult Literacy

1. Missionary
2. Agriculture
3. Livestock

Plan of Operation

Version 1

Project Title: Advancing Quality Alternative Learning Project phase2: Federal

Activities		Year	1st Year (2021)				2nd Year (2022)				3rd Year (2023)				4th Year (2024)				5th Year (2025)				Monitoring	
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	Achievements	Issue & Countermeasures
Sub-Activities																								
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	Plan																							
	Actual																							
1.2 Support in implementation of NFE policies and its strategic plans (e.g.5 year NFE sector plan)	Plan																							
	Actual																							
1.3 Revise NFE policies and its strategic plans	Plan																							
	Actual																							
1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level	Plan																							
	Actual																							
1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity	Plan																							
	Actual																							
1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE	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)	Plan																							
	Actual																							
1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)	Plan																							
	Actual																							
1.9 Advise to integrate NFEMIS with National/Provincial EMIS	Plan																							
	Actual																							
1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS	Plan																							
	Actual																							
1.11 Improve community mobilization manual and conduct training of field staff	Plan																							
	Actual																							
1.12 Conduct training for staff at provincial and district level to develop local education plan	Plan																							
	Actual																							
1.13 Introduce and enhance community mobilization strategies in NFE implementation	Plan																							
	Actual																							
1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning	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	Plan																							
	Actual																							
2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas	Plan																							
	Actual																							
2.3 Assess effect of ALP-P for its improvement	Plan																							
	Actual																							
2.4 Develop and pilot ICT supported delivery model in ALP-P	Plan																							
	Actual																							
2.5 Monitor and support implementation of ALP-P in Madrassah in pilot areas	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	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 source and vocational course	Plan																						
	Actual																						
3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national vocational framework	Plan																						
	Actual																						
3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers	Plan																						
	Actual																						
3.4 Support federal, provincial and district officers in development and implementation of training mechanisms	Plan																						
	Actual																						
3.5 Train federal, provincial and district officers, and master trainers for Elementary /Elementary and skills ALP-E&S	Plan																						
	Actual																						
3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects	Plan																						
	Actual																						
3.7 Develop and pilot ICT based ALP-E&S delivery model	Plan																						
	Actual																						
3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	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)	Plan																						
	Actual																						
4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training	Plan																						
	Actual																						
4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework	Plan																						
	Actual																						
4.4 Customize training modules of literacy for federal, provincial, district officers and teachers	Plan																						
	Actual																						
4.5 Train federal, provincial and district officers, and master trainers	Plan																						
	Actual																						
4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs	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	Plan																						
	Actual																						
4.9 Facilitate and coordinate advocacy of ILS/LSI approach	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

AIQU: Allama Iqbal Open University

NAVTTTC: National Vocational Technical Training Council

Plan of Operation

Version 1

Project Title: Advancing Quality Alternative Learning Project phase2: Balochistan

Project Title: Advancing Quality Alternative Learning Project phase2: Balochistan																								Monitoring			
Activities		Year	1st Year (2021)				2nd Year (2022)				3rd Year (2023)				4th Year (2024)				5th Year (2025)				Achievements	Issue & Countermeasures			
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV					
Sub-Activities																											
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	Plan																										
	Actual																										
1.2 Support in implementation of NFE policies and its strategic plans (e.g.5 year NFE sector plan)	Plan																										
	Actual																										
1.3 Revise NFE policies and its strategic plans	Plan																										
	Actual																										
1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level	Plan																										
	Actual																										
1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity	Plan																										
	Actual																										
1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE	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	Plan																										
	Actual																										
1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)	Plan																										
	Actual																										
1.9 Advise to integrate NFEMIS with National/Provincial EMIS	Plan																										
	Actual																										
1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS	Plan																										
	Actual																										
1.11 Improve community mobilization manual and conduct training of field staff	Plan																										
	Actual																										
1.12 Conduct training for staff at provincial and district level to develop local education plan	Plan																										
	Actual																										
1.13 Introduce and enhance community mobilization strategies in NFE implementation	Plan																										
	Actual																										
1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning	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	Plan																										
	Actual																										
2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas	Plan																										
	Actual																										
2.3 Assess effect of ALP-P for its improvement	Plan																										
	Actual																										
2.4 Develop and pilot ICT supported delivery model in ALP-P	Plan																										
	Actual																										
2.5 Monitor and support implementation of ALP-P in Madrassah in pilot areas	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	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	Plan		
	Actual		
3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national	Plan		
	Actual		
3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers	Plan		
	Actual		
3.4 Support federal, provincial and district officers in development and implementation of training mechanisms	Plan		
	Actual		
3.5 Train federal, provincial and district officers, and master trainers for Elementary /Elementary and skills ALP-E&S	Plan		
	Actual		
3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects	Plan		
	Actual		
3.7 Develop and pilot ICT based ALP-E&S delivery model	Plan		
	Actual		
3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	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	Plan		
	Actual		
4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training	Plan		
	Actual		
4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework	Plan		
	Actual		
4.4 Customize training modules of literacy for federal, provincial, district officers and teachers	Plan		
	Actual		
4.5 Train federal, provincial and district officers, and master trainers	Plan		
	Actual		
4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs	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	Plan		
	Actual		
4.9 Facilitate and coordinate advocacy of ILS/LSI approach	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)

PI TE: Provincial Institute for Teacher Education (Secondary Education Department)

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

BTBB: Balochistan Textbook Board

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

Plan of Operation

Version 1

Project Title: Advancing Quality Alternative Learning Project phase2: KP

Monitoring

Activities		Year	1st Year (2021)				2nd Year (2022)				3rd Year (2023)				4th Year (2024)				5th Year (2025)				Achievements	Issue & Countermeasures
Sub-Activities			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV		
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	Plan																							
	Actual																							
1.2 Support in implementation of NFE policies and its strategic plans (e.g.5 year NFE sector plan)	Plan																							
	Actual																							
1.3 Revise NFE policies and its strategic plans	Plan																							
	Actual																							
1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level	Plan																							
	Actual																							
1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity	Plan																							
	Actual																							
1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE	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	Plan																							
	Actual																							
1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)	Plan																							
	Actual																							
1.9 Advise to integrate NFEMIS with National/Provincial EMIS	Plan																							
	Actual																							
1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS	Plan																							
	Actual																							
1.11 Improve community mobilization manual and conduct training of field staff	Plan																							
	Actual																							
1.12 Conduct training for staff at provincial and district level to develop local education plan	Plan																							
	Actual																							
1.13 Introduce and enhance community mobilization strategies in NFE implementation	Plan																							
	Actual																							
1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning	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	Plan																							
	Actual																							
2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas	Plan																							
	Actual																							
2.3 Assess effect of ALP-P for its improvement	Plan																							
	Actual																							
2.4 Develop and pilot ICT supported delivery model in ALP-P	Plan																							
	Actual																							
2.5 Monitor and support implementation of ALP-P in Madrassah in pilot areas	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	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	Plan			
	Actual			
3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national	Plan			
	Actual			
3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers	Plan			
	Actual			
3.4 Support federal, provincial and district officers in development and implementation of training mechanisms	Plan			
	Actual			
3.5 Train federal, provincial and district officers, and master trainers for Elementary /Elementary and skills ALP-E&S	Plan			
	Actual			
3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects	Plan			
	Actual			
3.7 Develop and pilot ICT based ALP-E&S delivery model	Plan			
	Actual			
3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	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	Plan			
	Actual			
4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training	Plan			
	Actual			
4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework	Plan			
	Actual			
4.4 Customize training modules of literacy for federal, provincial, district officers and teachers	Plan			
	Actual			
4.5 Train federal, provincial and district officers, and master trainers	Plan			
	Actual			
4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs	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	Plan			
	Actual			
4.9 Facilitate and coordinate advocacy of ILS/LSI approach	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)

Plan of Operation

Version 1

Project Title: Advancing Quality Alternative Learning Project phase2: Punjab

Activities		Year	1st Year (2021)				2nd Year (2022)				3rd Year (2023)				4th Year (2024)				5th Year (2025)				Achievements	Issue & Countermeasures
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV		
Sub-Activities																								
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	Plan																							
	Actual																							
1.2 Support in implementation of NFE policies and its strategic plans (e.g.5 year NFE sector plan)	Plan																							
	Actual																							
1.3 Revise NFE policies and its strategic plans	Plan																							
	Actual																							
1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level	Plan																							
	Actual																							
1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity	Plan																							
	Actual																							
1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE	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	Plan																							
	Actual																							
1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)	Plan																							
	Actual																							
1.9 Advise to integrate NFEMIS with National/Provincial EMIS	Plan																							
	Actual																							
1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS	Plan																							
	Actual																							
1.11 Improve community mobilization manual and conduct training of field staff	Plan																							
	Actual																							
1.12 Conduct training for staff at provincial and district level to develop local education plan	Plan																							
	Actual																							
1.13 Introduce and enhance community mobilization strategies in NFE implementation	Plan																							
	Actual																							
1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning	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	Plan																							
	Actual																							
2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas	Plan																							
	Actual																							
2.3 Assess effect of ALP-P for its improvement	Plan																							
	Actual																							
2.4 Develop and pilot ICT supported delivery model in ALP-P	Plan																							
	Actual																							
2.5 Monitor and support implementation of ALP-P in Madrassah in pilot areas	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	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	Plan		
	Actual		
3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national	Plan		
	Actual		
3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers	Plan		
	Actual		
3.4 Support federal, provincial and district officers in development and implementation of training mechanisms	Plan		
	Actual		
3.5 Train federal, provincial and district officers, and master trainers for Elementary /Elementary and skills ALP-E&S	Plan		
	Actual		
3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects	Plan		
	Actual		
3.7 Develop and pilot ICT based ALP-E&S delivery model	Plan		
	Actual		
3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	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	Plan		
	Actual		
4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training	Plan		
	Actual		
4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework	Plan		
	Actual		
4.4 Customize training modules of literacy for federal, provincial, district officers and teachers	Plan		
	Actual		
4.5 Train federal, provincial and district officers, and master trainers	Plan		
	Actual		
4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs	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	Plan		
	Actual		
4.9 Facilitate and coordinate advocacy of ILS/LSI approach	Plan		
	Actual		

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

SED/ PMIU: School Education department/ project management & 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)

Plan of Operation

Version 1

Project Title: Advancing Quality Alternative Learning Project phase2: Sindh

Project Title: Advancing Quality Alternative Learning Project phase2: Sindh																				Monitoring				
Activities		Year	1st Year (2021)				2nd Year (2022)				3rd Year (2023)				4th Year (2024)				5th Year (2025)				Achievements	Issue & Countermeasures
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV		
Sub-Activities																								
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		Plan																						
		Actual																						
1.2 Support in implementation of NFE policies and its strategic plans (e.g.5 year NFE sector plan)		Plan																						
		Actual																						
1.3 Revise NFE policies and its strategic plans		Plan																						
		Actual																						
1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level		Plan																						
		Actual																						
1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity		Plan																						
		Actual																						
1.6 Facilitate in establishing/ enhancing accreditation and certificate mechanism for NFE		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		Plan																						
		Actual																						
1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)		Plan																						
		Actual																						
1.9 Advise to integrate NFEMIS with National/Provincial EMIS		Plan																						
		Actual																						
1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS		Plan																						
		Actual																						
1.11 Improve community mobilization manual and conduct training of field staff		Plan																						
		Actual																						
1.12 Conduct training for staff at provincial and district level to develop local education plan		Plan																						
		Actual																						
1.13 Introduce and enhance community mobilization strategies in NFE implementation		Plan																						
		Actual																						
1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning		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		Plan																						
		Actual																						
2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas		Plan																						
		Actual																						
2.3 Assess effect of ALP-P for its improvement		Plan																						
		Actual																						
2.4 Develop and pilot ICT supported delivery model in ALP-P		Plan																						
		Actual																						
2.5 Monitor and support implementation of ALP-P in Madrassah in pilot areas		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		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	Plan										
	Actual										
3.2 Develop and implement equivalency mechanism between Elementary /Elementary and skills ALP-E&S, formal elementary education and national	Plan										
	Actual										
3.3 Customize training modules of ALP-E&S for federal, provincial, district officers and teachers	Plan										
	Actual										
3.4 Support federal, provincial and district officers in development and implementation of training mechanisms	Plan										
	Actual										
3.5 Train federal, provincial and district officers, and master trainers for Elementary /Elementary and skills ALP-E&S	Plan										
	Actual										
3.6 Support to implement and examine effectiveness and innovation of ALP-E&S approaches through pilot projects	Plan										
	Actual										
3.7 Develop and pilot ICT based ALP-E&S delivery model	Plan										
	Actual										
3.8 Facilitate and coordinate advocacy of Elementary /Elementary and skills ALP-E&S approach	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	Plan										
	Actual										
4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training	Plan										
	Actual										
4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework	Plan										
	Actual										
4.4 Customize training modules of literacy for federal, provincial, district officers and teachers	Plan										
	Actual										
4.5 Train federal, provincial and district officers, and master trainers	Plan										
	Actual										
4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs	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	Plan										
	Actual										
4.9 Facilitate and coordinate advocacy of ILS/LSI approach	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)

PI TE: 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)

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,

Target Group: [Direct Beneficiary] 1) Federal Government and Provincial Governments (Punjab, Sindh, Balochistan and Khyber Pakhtunkhwa) in charge of Non-Formal Education

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 learners 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	1. Interview to C/P organizations, stakeholders, development partners, and NGO NFE providers 2. Official document 3. NFEMIS	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	
<p>1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders). and formulate/strengthen mechanism in each target area for their</p> <p>2.1 Revise/ upgrade ALP-P curriculum and materials and related activities</p> <p>2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas</p> <p>2.3 Assess effect of ALP-P for its improvement</p> <p>2.4 Develop and pilot ICT supported delivery model in ALP-P</p> <p>2.5 Monitor and support implementation of ALP-P in Madrassah in pilot areas</p> <p>2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas</p> <p>2.7 Facilitate and coordinate advocacy of ALP-P approach</p>	<p>(a) Dispatch of Experts Chief advisor, Project Coordinator, NFE expert(s), and necessary short-term experts when needs arise</p> <p>(b) Bearing expenses Cost for activities of JICA experts and local experts</p> <p>(c) Office machinery and equipment</p>	<p>(a) Services of Pakistan side's administrative and technical personnel</p> <p>(b) Office spaces (Islamabad, Karachi, Lahore, Quetta and Peshawar)</p> <p>(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</p>	
<p>3.1 Customize and introduce standards, curricula, assessment and learning materials of ALP Elementary /Elementary and skills, i.e. academic course and vocational course</p> <p>3.2 Develop and implement equivalency mechanism for ALP Elementary /Elementary and skills, formal elementary education and national vocational framework</p> <p>3.3 Customize training modules of ALP Elementary /Elementary and skills for federal, provincial, district officers and teachers</p> <p>3.4 Support federal, provincial and district officers in development and implementation of training mechanisms</p> <p>3.5 Train federal, provincial and district officers, and master trainers for ALP Elementary /Elementary and skills</p> <p>3.6 Support to implement and examine effectiveness and innovation of ALP Elementary /Elementary and skills approaches through pilot projects</p> <p>3.7 Develop and pilot ICT based ALP delivery model</p> <p>3.8 Facilitate and coordinate advocacy of ALP Elementary /Elementary and skills approach</p>			<p>Pre-Conditions</p> <p>Public security does not get worse.</p>
<p>4.1 Customize and introduce standards, curricula, assessment and learning materials of Integrated literacy and skills(ILS) and Literacy for social impact (LSI)</p> <p>4.2 Develop short courses for neo-literate to enhance literacy and bridge continuing education/ vocational training</p> <p>4.3 Develop and implement equivalency mechanism between ILS, Formal education and national vocational framework</p> <p>4.4 Customize training modules of literacy for federal, provincial, district officers and teachers</p> <p>4.5 Train federal, provincial and district officers, and master trainers</p> <p>4.6 Support federal, provincial and district officers in development and implementation of adolescents, youth and adult literacy programs</p> <p>4.7 Examine effectiveness of ILS/LSI programmes through pilot projects</p> <p>4.8 Develop and pilot ICT supported delivery model in ILS/LSI</p> <p>4.9 Facilitate and coordinate advocacy of ILS/LSI approach</p>			<p><Issues and countermeasures></p>

Project Design Matrix

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

Version 1

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

Dated _____, _____, _____

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 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	1. Interview with C/P organizations 2. Official document 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.) 2. Assessment and Certification mechanism for adult literacy programmes developed, approved and implemented 3. NFE providers 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	
<p>1.1 Strengthen in functioning national and provincial coordination (involving all stakeholders), and formulate/strengthen mechanism in each target area for their sustainability</p> <p>1.2 Support in implementation of NFE policies and its strategic plans (e.g. 5 year NFE sector plan)</p> <p>1.3 Revise NFE policies and its strategic plans</p> <p>1.4 Support for restructuring and strengthening the administrative structure of NFE department/directorates at federal, provincial and district level</p> <p>1.5 Support for design/improve and approval of projects for expansion of NFE with due consideration of gender equity</p> <p>1.6 Facilitate in establishing/enhancing accreditation and certification mechanism for NFE</p> <p>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)</p> <p>1.8 Customize and introduce Non-Formal Education Management Information System (NFEMIS)</p> <p>1.9 Advise to integrate NFEMIS with National/Provincial EMIS</p> <p>1.10 Conduct training for staff at federal, provincial and district level to generate, analyze & utilize NFEMIS</p> <p>1.11 Improve community mobilization manual and conduct training of field staff</p> <p>1.12 Conduct training for staff at provincial and district level to develop local education plan</p> <p>1.13 Introduce and enhance community mobilization strategies in NFE implementation</p> <p>1.14 Support federal and provincial officers in research and development (R&D) for evidence based planning</p>	<p>(a) Dispatch of Experts Chief advisor, Project Coordinator, NFE expert(s), and necessary short-term experts when needs arise</p> <p>(b) Bearing expenses Cost for activities of JICA experts and local experts</p> <p>(c) Office machinery and equipment</p>	<p>(a) Services of Pakistan side's administrative and technical personnel</p> <p>(b) Office spaces (Islamabad, Karachi, Lahore, Quetta and Peshawar)</p> <p>(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</p> <p>(d) Available data and information related to the Project</p> <p>(e) Running expenses necessary for the implementation of the Project</p>	

<p>2.1 Revise/ upgrade ALP-P curriculum and materials and related activities</p> <p>2.2 Facilitate to enhance capacity of ALP-P master trainers in Target areas</p> <p>2.3 Assess effect of ALP-P for its improvement</p> <p>2.4 Develop and pilot ICT supported delivery model in ALP-P</p> <p>2.5 Monitor and support implementation of ALP-P in Madrassah in pilot areas</p> <p>2.6 Monitor and support implementation of ALP-P in formal education remedial courses in pilot areas</p> <p>2.7 Facilitate and coordinate advocacy of ALP-P approach</p>
<p>3.1 Customize and introduce standards, curricula, assessment and learning materials of ALP Elementary /Elementary and skills, i.e. academic course and vocational course</p> <p>3.2 Develop and implement equivalency mechanism for ALP Elementary /Elementary and skills, formal elementary education and national vocational framework</p> <p>3.3 Customize training modules of ALP Elementary /Elementary and skills for federal, provincial, district officers and teachers</p> <p>3.4 Support federal, provincial and district officers in development and implementation of training mechanisms</p> <p>3.5 Train federal, provincial and district officers, and master trainers for ALP Elementary /Elementary and skills</p> <p>3.6 Support to implement and examine effectiveness and innovation of ALP Elementary /Elementary and skills approaches through pilot projects</p> <p>3.7 Develop and pilot ICT based ALP delivery model</p> <p>3.8 Facilitate and coordinate advocacy of ALP Elementary /Elementary and skills approach</p>

Pre-Conditions
Public security does not get worse.

<Issues and countermeasures>

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