

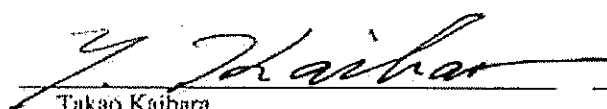
MINUTES OF MEETING  
BETWEEN THE JAPANESE FINAL EVALUATION STUDY TEAM  
AND  
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF  
THE PUNJAB, THE ISLAMIC REPUBLIC OF PAKISTAN  
ON JAPANESE TECHNICAL COOPERATION  
FOR THE PROJECT ON  
THE PUNJAB LITERACY PROMOTION PROJECT

The Japanese Final Evaluation Team (hereinafter referred to as "the Team") organized by the Japan International Cooperation Agency (hereinafter referred to as "JICA") and headed by Mr. Takao Kaibara visited the Islamic Republic of Pakistan from February 18, 2007 to March 26, 2007 in order to review and evaluate jointly with the authorities concerned of the Government of the Punjab, the Islamic Republic of Pakistan (hereinafter referred to as "the Pakistan side") the achievement for the Project on the Punjab Literacy Promotion Project (hereinafter referred to as "the Project") on the basis of the Record of Discussions signed on July 12, 2004 (hereinafter referred to as "the R/D").

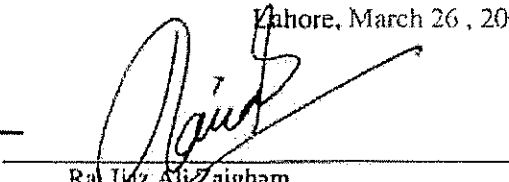
In order to review and evaluate the Project, the Joint Evaluation Team was organized by both the Team and the Pakistan side. The Joint Evaluation Team held a series of discussions on the matters pertaining to successful implementation of the Project.

As a result of the discussion, both sides mutually agreed upon the matters referred to in the document attached hereto.

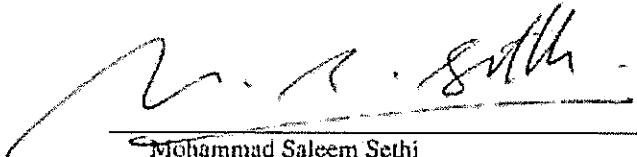
Lahore, March 26, 2007



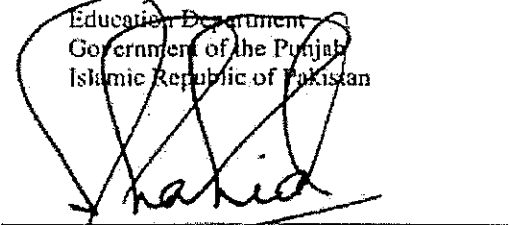
Takao Kaibara  
Resident Representative  
Pakistan Office  
Japan International Cooperation Agency  
Japan



Ra'uz Ali Zaigham  
Secretary  
Literacy and Non Formal Basic  
Education Department  
Government of the Punjab  
Islamic Republic of Pakistan



Mohammad Saleem Sethi  
Joint Secretary-ADB/Japan  
Economic Affairs Division  
Ministry of Economic Affairs and Statistics  
Islamic Republic of Pakistan



Shahid Mahmood  
Secretary  
Planning and Development Department  
Government of the Punjab  
Islamic Republic of Pakistan

## ATTACHED DOCUMENT

### **TABLE OF CONTENTS**

#### List of Abbreviations and Acronyms

#### 1. Introduction

- 1-1 Outline of the Project
- 1-2 Objectives of Evaluation
- 1-3 Schedule of Evaluation
- 1-4 Members of Joint Evaluation Team
- 1-5 Methodology of Evaluation

#### 2. Evaluation

- 2-1 Achievements of the Project
  - 2-1-1 Outputs
  - 2-1-2 Project Purpose
  - 2-1-3 Overall Goal
- 2-2 Results of Evaluation
  - 2-2-1 Implementation Process
  - 2-2-2 Evaluation by Five Criteria
  - 2-2-3 Conclusions

#### 3. Recommendations and Lessons Learned

- 3-1 Recommendations
- 3-2 Lessons Learned

### **ANNEX**

- 1-1. Project Design Matrix
- 1-2. Plan of Operations
- 2. Evaluation Grid
  - 2-1 Achievement of the Project
  - 2-2 Process of Project Implementation
  - 2-3 Evaluation by Five Criteria
- 3. Inputs
  - 3-1. Personnel assignment by both sides
  - 3-2. Equipment and materials procured
  - 3-3. Teacher's Training
  - 3-4. Counterpart's Training
  - 3-5. Project cost by both sides
- 4. List of Produced Materials in the Project

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### List of Abbreviations and Acronyms

ALC	Adult Literacy Center
CO	Computer Operator
DCO	District Coordination Officer
DDLO	Deputy District Literacy Officer
DIU	District Implementation Unit
DLNFBE0	District Literacy and Non-Formal Basic Education Office
DLO	District Literacy Officer
DLPC	District Literacy Promotion Committee
ECNEC	Executive Committee of National Economic Council
EDO	Executive District Officer (Literacy)
FFA	Education For ALL
EMIS	Educational Management Information System
ESR	Education Sector Reform
JCC	Joint Coordination Committee
JICA	Japan International Cooperation Agency
LitMIS	Literacy Management Information System
LM	Literacy Mobilizers
LNFBED	Literacy and Non-Formal Basic Education Department , Government of the Punjab
LPP	Literate Punjab Project
NCHD	National Commission for Human Development
NFBE	Non Formal Basic Education
NGO	Non Governmental Organization
NIPS	National Institute of Population Studies
P&D	Planning and Development Department, Government of the Punjab
PC-1	Planning Commission Document-1
PDM	Project Design Matrix
PIU	Provincial Implementation Unit
PLPP	Punjab Literacy Promotion Project
PO	Plan of Operation
UC	Union Council
ULPC	Union Literacy Promotion Committee
UPE	Universal Primary Education
VEC	Village Education Committee (or Local Education Committee)
VLPC	Village Literacy Promotion Committee

## 1. Introduction

### 1-1 Outline of the Project

The Government of the Punjab, the Islamic Republic of Pakistan is implementing "Model Districts for Literacy Campaigns to Achieve 100% Literacy Project" (hereinafter referred to as "the Model Districts Project") to be completed on July 15, 2008 for four years in cooperation with JICA. JICA will share the responsibility for the capacity building of the Model Districts Project in terms of developing Literacy Management Information System (LitMIS) and its utilization, and improving the project management cycle. JICA component called Punjab Literacy Promotion Project (PLPP) (hereinafter referred to as "the Project") is a part of the Model District Project and its duration is three years (from July 15, 2004 to July 15, 2007). The purpose and outputs of the Project are listed below.

#### (1) Overall Goal

In the Model districts, 1) The unified framework for Project Management (Planning, Implementation and Monitoring) integrating each administration and community level (Village-Union-District-Province) is maintained, and 2) the literacy rate will become more than Provincial EFA target.

#### (2) Project Purpose

Literacy activities in model districts are implemented based on the unified framework for Project Management (Planning, Implementation and Monitoring) integrating each administration and community level (Village-Union-District-Province) which is built in the project.

#### (3) Outputs of the Project

##### Output 1

LitMIS including completion of database of 4 model districts is developed and renewed.

##### Output 2

District Literacy Action Plan which reflects the needs of the community and administration is developed by utilizing the Literacy Database.

##### Output 3

Literacy programs are implemented according to the Action Plan.

##### Output 4

Qualified Monitoring, Reports and Program evaluation are regularly done.

With the remaining project period of approximately five months, JICA dispatched the Team to Pakistan from February 18 to March 26, 2007 for the purpose of evaluating achievements of the Project. The evaluation was undertaken jointly by the Team and the Pakistan side.

## 1-2 Objectives of Evaluation

Main objectives of the evaluation were as follows:

- (1) to review the achievements and assess the major outputs of the Project according to the PDM;
- (2) to evaluate the Project according to the five evaluation criteria, i.e. relevance, effectiveness, efficiency, impact, and sustainability; and
- (3) to recommend further actions to be taken for successful completion of the Project by July 14, 2007, and to draw lessons for designing Phase 2 of the project.

## 1-3 Schedule of Evaluation

Date		Activity
Feb 19	Mon	Courtesy Call to Economic Affairs Division Courtesy Call to Project Director, NFBE Project, Ministry of Education
Feb 20	Tue	Evaluation Committee (Secretary, Literacy and Non Formal Basic Education Department, Govt. of Punjab)
Feb 21	Wed	Meeting with Executive District Officer, Khanewal Courtesy Call to District Nazim, Khanewal
Feb 22	Thu	Site Visit to 5 NFBE schools and 3 Adult Literacy Centers, District Khanewal
Feb 23	Fri	Move from Multan to Lahore
Feb 24	Sat	Evaluation Committee (Secretary, Literacy and Non Formal Basic Education Department, Govt. of Punjab)
Feb 25	Sun	Internal Meeting and Report writing
Feb 26	Mon	Evaluation Committee (Secretary, Literacy and Non Formal Basic Education Department, Govt. of Punjab)
Feb 27	Tue	Meeting with Executive District Officer, Mandi Bahauddin Courtesy Call to District Nazim, Mandi Bahauddin
Feb 28	Wed	Meeting with Joint Education Advisor, Policy and Planning Wing, Ministry of Education
March 1	Thu	Meeting with Joint Secretary, Ministry of Education Meeting with Economic Affairs Division
March 16	Fri	Meeting with Mr. Ishigame from JICA Pakistan Office Meeting with Mr. Koide at Project Office Meeting with LNFBED on the survey topics and its schedule
March 17	Sat	Interview surveys with Mr. Koide, JICA Expert, Document review
March 18	Sun	Move to Multan for Interview surveys with project officers of District D.G. Khan
March 19	Mon	Site visits to 3 NFBEDs in District Khanewal and Interview surveys
March 20	Tue	Review of collected document, survey result report drafting
March 21	Wed	Interview surveys with project officers of District Khushab
March 22	Thu	Meeting with LNFBED on the survey results
March 23	Fri	Preparation of Minutes of Meeting, survey result report drafting
March 24	Sat	Meeting with LNFBED on the drafted Minutes of Meetings
March 25	Sun	Preparation of final draft of Minutes of Meetings
March 26	Mon	Meeting with LNFBED Signing of Minutes of Meetings of the Final Evaluation Study

#### 1-4 Members of Joint Evaluation Team

##### Pakistan Side:

Mr. Rai Ijaz Ali Zaigham Secretary, Literacy and Non Formal Basic Education Department,  
Government of the Punjab  
Dr. Muhammad Arshad Deputy Secretary, Literacy and Non Formal Basic Education  
Department, Government of the Punjab

##### Japanese Side:

Mr. Takao Kaibara Leader  
Resident Representative, JICA Pakistan Office  
Ms. Tomoko Masuda Literacy Management  
Senior Advisor (Education), JICA  
Mr. Naoki Nihei Evaluation Planning  
Basic Education Team I , Group I , Human Development  
Department, JICA  
Mr. Keiji Ishigame Evaluation Coordination  
Deputy Resident Representative, JICA Pakistan Office  
Ms. Noriko Hara Evaluation Coordination  
Project Formulation Coordinator, JICA Pakistan Office  
Ms. Nazia Seher Evaluation Coordination  
Program Officer, JICA Pakistan Office  
Ms. Kyoko Kojima Evaluation Analysis, INTEM Consulting Inc.

#### 1-5 Methodology of Evaluation

Major items to be evaluated were the following aspects based on initial Project Design Matrix (PDM) and Plan of Operations (PO):

- 1) Achievements of the Project based on the indicators set in the PDM
- 2) Implementation process
- 3) Conceptual contents by the five evaluation criteria

##### Relevance

Relevance of the project plan was reviewed in terms of the validity of the project purpose and the overall goal in connection with the development policy of the Government of Pakistan, aid policy of the Government of Japan, needs of beneficiaries, and by logical consistency of the project plan.

##### Effectiveness

Effectiveness was assessed by evaluating the extent to which the Project had achieved its purpose and by clarifying the relationship between the purpose and outputs.

##### Efficiency

Efficiency of the project implementation was analyzed with emphasis on the relationship between outputs and inputs in terms of timing, quality and quantity of inputs.

5



### Impact

Impact of the Project was assessed on the basis of both positive and negative influences caused by the Project.

### Sustainability

Sustainability of the Project was assessed in terms of political, institutional, financial and technical aspects by examining the extent to which the achievements of the Project would be sustained or expanded after the Project period.

## 2. Evaluation

### 2-1 Achievements of the Project

#### 2-1-1 Outputs

**Output 1: LitMIS including completion of database of 4 model districts is developed and renewed.**

Indicator 1: Completion of literacy database by March 2005

Indicator 2: Periodically updated literacy database

Developing prototype of the LitMIS was completed in December 2004. The collection of data was made by conducting household survey, and data entry of collected data was completed in October 2005. It is worth noting that LitMIS includes both geographic and demographic data, which can be converted to a map. After the development of LitMIS, the data in LitMIS has been updated when discrepancies are found between the household survey data and monitoring results collected by Literacy Mobilizers (LM). The regular updating based on monitoring reports by LM has started with newly developed monitoring manual, 'NFBE Monitoring Performa', and 'ALC Monitoring Performa', and LitMIS information also has been updated according to the monitoring result. Therefore the achievement of output 1 is assessed as successful as expected.

**Output 2: District Literacy Action Plan which reflects the needs of the community and administration is developed by utilizing the Literacy Database.**

Indicator: Development of need-based literacy Action Plan by VLPC and ULPC

This output was achieved at the final stage of the project as the Action Plan was documented by LNFBED in collaboration with 4 model districts on October 2006. This Action Plan was strategized using the data collected and analyzed by LitMIS. It was developed based on the village needs with the consultation of district and provincial levels. Before the Action Plan was documented, District Literacy Action Plan had been developed by each model district but in spontaneous manner.

**Output 3: Literacy programs are implemented according to the Action Plan.**

Indicator 1: District implements the activities with relevance fulfilling the needs and feasibility

6

Indicator 2: Number of Non Formal Basic Education (NFBE) Schools newly established becomes 3,400 (2,342) by Feb. 2007.

Indicator 3: Number of students participating in Non Formal Basic School (between age 5-14) becomes 102,000 (81,304) by February, 2007.

Indicator 4: Number of students completed the classes of Adult Literacy Center (ALC) becomes 355,050 (53,933) by February, 2007.

Indicator 5: Smoothness of the project activities being implemented and the execution of the budget.

\*The initial target figures were taken from PC-1. The revised target figures are taken from the Action Plan and written in the parenthesis.

The Model Districts Project was finally approved by the Executive Committee of National Economic Council (ECNEC) on 23 December, 2004, moving forward all activities of the project. New NFBE schools and ALCs were established by the Action Plan on the basis of data collected through LitMIS. The initial target numbers in the indicators were taken from PC-1 developed on the basis of National Institute of Population Studies (NIPS) data. After the development of LitMIS database, the targets were revised in line with the latest data of out of school children and illiterates. As the revised target number was almost the double of the initial targets, the Action Plan developed in October 2006 set the targets in 5 phases.

By February 2007, 1,547 NFBE schools and 324 ALCs have been newly established with enrollment of 54,650 children and 10,838 adults respectively. According to the Action Plan, on the 1st phase 1,312 NFBE schools and 1,270 ALCs will be functional with 45,829 children and enrollment of 37,051 adults respectively. NFBE schools and ALCs will come on ground every 2-3 months, as per phases provided in the Action Plan. The indicators shown in PDM set before the commencement of the Project as well as the projected estimation in PC-1 were based on 1998 Census and not upon the real needs. Eventually based on the feasible plans with use of reliable LitMIS data, the more numbers of NFBEs and its children have achieved than the estimation of both PDM and PC-1. Regarding ALCs and its learners, the appropriate number based on the real needs have been accomplished.

Type	Achievement by Feb. 2007		Being made functional as of March 2007		Achievement prospected by March 2007	
No. of NFBEs (New)	1,547		1,312		2,859	
No. of Students in NFBEs	54,650		45,829		100,479	
Male / Female	24,693	29,957	21,071	24,758	45,764	54,715
No. of ALCs (New)	324		1,270		1,594	
No. of Students completed ALCs	10,838		37,051		47,889	
Male / Female	5,025	5,813	14,948	22,103	19,973	27,916

Source: LNFBEID

The execution of the budget is being operated properly by the Districts, as the District has no restrictions for utilizing allocated budget for the literacy project.

**Output 4: Qualified Monitoring, Reports and Program evaluation are regularly done.**

Indicator 1: Monthly project monitoring by the District in collaboration with Villages and Unions.

Indicator 2: Submission of the monthly reports to DIU and PIU.

7

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**Indicator 3: Quarterly Audit by PIU for the programs in Model Districts**

Monitoring has been conducted regularly by various actors, namely Literacy Mobilizers, DDLO, DLO, VEC and NGOs. LM, main player of this activity, monitors assigned areas twice a week and report the results of monitoring to DIU, using the standardized Performa developed by the Project. External monitoring is being implemented by NGOs and the results are forwarded to District Implementation Unit (DIU) and Provincial Implementation Unit (PIU). The monitoring method at different levels is properly developed and finalized by the Punjab Government. These monitoring processes have been authorized by LNFBED. Quarterly auditing is made by the Pakistani Authorities.

**2-1-2 Project Purpose**

**Literacy activities in model districts are implemented based on the unified framework for Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) which is built in the project.**

Indicator 1: District develops the plan reflecting the needs of villages and unions and implement smoothly in collaboration with villages and unions and reports to Province regularly and the plan is revised if necessary.

Indicator 2: As a result of the implementation based on the framework, the following outcomes will be seen by the end of the project.

- the number of the school children (age 5-14) in the 4 Districts will be 81,304.
- the number of adult students (age 15-35) will be 49,654.

On the whole, the project purpose is expected to be achieved by the end of the Project since the Literacy Action Plan based on LitMIS was developed by LNFBED and DLNFBFO. The project management cycle (planning, implementation and monitoring) was introduced successfully. The first cycle of the project management, however, has just started. Appropriate feedback from the results of monitoring and evaluation need to be ensured to complete the cycle. The target figures above are based on the Action Plan by the Government of the Punjab. There is high possibility to achieve these targets by the end of the Project.

**2-1-3 Overall Goal**

**In the Model districts, 1) The unified framework for Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) is maintained, and 2) the literacy rate will become more than Provincial EFA targets.**

Indicator 1: The Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) is implemented as it has been amended according to the needs.

Indicator 2: In the model districts, the primary school enrollment rate will be more than 92% by 2010 (2003:65.7%), and the adult literacy rate for model districts will be more than 73% (2003:54%).



Criteria	Evaluation Result	Description
		<p>Japanese ODA policy.</p> <ul style="list-style-type: none"> <li>Judging from the literacy rate of the selected project sites, needs for raising the literacy rate in the region is apparent. The Project is addressing the hindering factor for non formal education sector to expand its efficient and effective implementation, i.e. the lack of reliable management data including population data for those programmes. The Project, therefore, has high relevance to the needs of the country.</li> </ul>
Effectiveness	High	<ul style="list-style-type: none"> <li>The Project is expected to achieve its project purpose at the completion of the Project. The LitMIS data has been developed and the plans of opening up schools and centers were made based on the LitMIS data. In the action plan, the target number of NFBE: schools and ALC to be established are practically and realistically set in a phased manner, which is expected to be achieved at the completion of the Project. The frame work of the project management cycle has been established and started functioning.</li> <li>Compared to the past practice in the literacy program, the project activities enabled the schools and centers to target and enroll the right and exact beneficiaries from the community, which lead to the increase of enrolment in the schools and centers.</li> </ul>
Efficiency	High	<ul style="list-style-type: none"> <li>Inputs from Japanese side were highly appropriate in terms of quality and timeliness. Provided equipments under the projects were properly utilized. Overall, the efficiency was quite high.</li> <li>However, progress of the project might have been faster provided that recruitment of government staff and notification of various guidelines from provincial government were made timely.</li> <li>The cost effectiveness of the literacy program utilizing LitMIS data is higher compared to the previous ones without utilizing LitMIS data. With LitMIS, the literacy program is able to target the most needy population with a feasible workplan and to be effectively managed.</li> </ul>
Impact	High	<ul style="list-style-type: none"> <li>There have been large impacts on the planning and policy of the provincial government. Effectiveness of the project was highly recognized and made impact on the policy and planning of the literacy and NFBE projects of the whole province.</li> <li>Same pattern of the project management cycle has been introduced to the 10% of Union Councils of the remaining 31 districts.</li> <li>From the Project outcome, it is recognized that the actual number of target population was double of the estimated number. The various characteristics of the target population as well as challenges arose from the variety of the population were also duly recognized by the provincial government, which let the provincial government to consider to devise more flexible and holistic approach for reaching out the whole population. This is a remarkable impact from the Project. The Provincial government now has clearer picture of the target population to be addressed to.</li> <li>Other positive impacts in social and psychological aspects are that</li> </ul>

5 10 A Z.K.

Criteria	Evaluation Result	Description
		the PLPP has raised the awareness of the importance of education, and that it has created the job opportunities for the female population especially in rural areas.
Sustainability	Fair	<ul style="list-style-type: none"> <li>● Strong commitment and sense of the ownership of all tiers of the government and stakeholders down to the village level and supportive policy are the positive factors for the sustainability of the Project.</li> <li>● The comprehensive program has been already devised to match the needs for the provinces by the provincial government.</li> <li>● However, the organizational/institutional arrangement and technical capacity of the provincial level and analytical and planning capacity of the district government are the issues to be further enhanced to match the challenges.</li> </ul>

### 2-2-3 Conclusions

Due to the efforts made by the Pakistan and Japan sides, there have been remarkable outputs and impacts at all levels of stakeholders. The Project has developed the comprehensive management information system on literacy and presented how the information should be collected, compiled, utilized in planning, and maintained. The Project along with the Punjab government project of Model Districts for Literacy Campaigns to Achieve 100% Literacy, has also developed an effective process to open and maintain NFBE schools and ALCs. In order to sustain the outputs and impacts made during the Project and replicate the model in other districts, however, further capacity development at the district and provincial level is needed so that all the newly developed processes will be internalized in the regular processes of the literacy program management.

### 3. Recommendations and Lessons Learned

#### 3-1 Recommendations

The Project has succeeded in developing LitMIS as well as effective management cycle of NFBE schools and ALCs. The Project experiment can be replicated to the wider areas and to other parts of the country. For this to happen, some issues exist to be addressed.

The following recommendations are made that need to be addressed by the end of the Project.

#### (1) Clarifying strategies for data maintenance

Currently LitMIS database is updated at ad hoc basis when data discrepancies are found between the household survey data and the data collected when opening literacy classes. However, strategies for systematic data maintenance have not been developed yet, and this should be taken care of during the Project period. Regular update of the data on literacy and enrollment status will be made at the end of literacy classes but the details on how and when the data will be updated need to be determined. To renew the database with the up-to-date

11




demographic information, the Project is considering to coordinate with the population census to be held in 2008 and the birth and death registration work done at the union level. Further examinations on such coordination need to be made to clarify the strategies to update the database.

**(2) Further strengthening of information sharing and coordination with organizations that conduct similar activities**

The Project had a mechanism to coordinate with other organizations that conduct literacy programs and made efforts to avoid duplication of the activities. Yet, the coordination needs to be further strengthened because some initiatives are being planned by different organizations to conduct household survey, to develop a literacy database, and to open literacy classes. Some of the activities of other organizations are to be conducted independently without utilizing the outputs or experience of the Project. This is the wastage of the limited resources for literacy. Further coordination need to be sought through regular meetings at provincial and district levels.

**(3) Presentation of LitMIS targeting other organizations and development partners**

To further coordinate with other organizations and to promote replication of LitMIS in other areas, the Team suggests the Project should conduct a dissemination seminar for the wider audience including Federal government's NFBE, NCHD, and other development partners that support literacy programs. The Project conducted a National Literacy Seminar in Lahore on October 2005 to introduce the overview of LitMIS. Since then, the Project has experimented the model on how to utilize the database in their planning and how to effectively conduct NFBE schools and ALCs. Such experience will provide other partners with many useful lessons for their activities to achieve the goal of eradicating illiteracy.

**(4) Documentation of the LitMIS and the management system of literacy classes**

In order to promote LitMIS and the overall management system of literacy classes, it is important that the documentations are made available. The Project has conducted training and developed materials for different parts of the LitMIS such as data collection, data inputs, reporting, data updates and so on. In addition, the documentation is needed to show the overall flowchart of the LitMIS to show how the literacy database for planning should be. The management system of literacy classes utilizing LMs and VECs are new experiments in management literacy classes and need to be documented. The Team recommends that Project to compile such information during the Project period so that whoever interested in literacy management is easily accessible to the appropriate information. In order to show and promote LitMIS as a model, it is also necessary to clarify the initial costs needed to develop the database and running costs to maintain the database. This will help not only Punjab Government develop a feasible extension plan for its province but also other provincial governments and development partners utilize the experience of the Project.

**(5) Sufficient staffing of the provincial level and institutionalization of LitMIS management in province and district**

The insufficient number of personnel in the district and provincial level still exist. It has not

seriously affected the implementation of NFBE schools and ALCs in the field; however, it will hamper the sustainability of the activities after the Project. Particularly the lack of personnel at the provincial level needs to be solved urgently in order for the Project to hand over the responsibilities of LitMIS management to LNFBED. One of the reasons for understaffing by turnover at the District level is that the salary package stipulated in PC-1 is comparatively lower than the average of other job places to those with similar qualifications. The workload of the project staff including Literacy Mobilizer is projected to increase as the PLPP continues, and therefore, it is suggested for the Government of the Punjab in the framework of the PLPP to review the personnel allocation and their salary conditions for improvement.

#### **(6) Identification of Roles of NGO in Monitoring Activity**

The monitoring role of NGO as a supervisor is stated in Action Plan as well as PC-1, however, the specific functions and roles to be accomplished by NGOs are not stated in written document, nor they are not clearly understood among the actors. As NGOs are independent agencies from the governmental organization and they are equipped with the knowledge on how to work at the grass-root level, they may play important roles such as literacy promotion campaign, motivating community people for literacy learning, and so on. For the effective monitoring as well as efficient use of human resources of NGOs and financial resources allocated to NGOs, it is suggested for Punjab Government at provincial administrative level to discuss the appropriate function of NGO by considering their strengths and capabilities so as to identify their specific roles and activities in monitoring or supervision of the Project.

The following recommendations are made for the medium-and long-term prospects.

#### **(7) Further capacity building in LitMIS management**

At the district level, the project personnel are now able to utilize LitMIS and make plans based on LitMIS database. Yet they still require the guidance of LNFBED and technical support by the JICA-supported provincial technicians. Moreover, both DLNFBEO at the district level and LNFBED at the province level have not experienced how to utilize monitoring results from the field levels for the next planning. This process requires further support and monitoring by external resources such as JICA.

#### **(8) Needs for organizational mechanism to ensure sustainability of the Project outputs**

As noted above, the tasks handled by the JICA-supported provincial team needs to be handed over to LitMIS Cell to be established at the Provincial level. The responsibility of LitMIS Cell will not be temporary tasks but long-term until all adults gain literacy and all children are covered by the formal schools. Considering these huge tasks, LitMIS Cell at the provincial level needs to exist beyond the period of PC-1. In the same way, literacy management at the district level needs to be supported by the permanent staff or at least long-term contract staff. Currently it largely depends on project staff under PC-1 including LM, computer operators, and district literacy officers. This situation does not ensure the sustainability of the organizational capacity. The Team recommends that LNFBED will look for solutions to establish organizations with long-term visions.

### 3-2 Lessons Learned

The Project has demonstrated how management of literacy classes is based on the real needs. The model covered the whole 4 districts and was proved to be replicable. There is a number of lessons learned from the Project's experience.

The following lesson was made regarding the literacy management.

#### **(1) Measures to make Literacy management functional**

It was proved that the following aspects made LitMIS useful; 1) the database is based on the whole household survey; 2) the database covers the whole population of the household with their education attainment, indicating availability of candidates of literacy class teachers; and 3) the data can be converted to the visible marks spotted on geographical map. Regarding the management of literacy classes, it was proved that the following aspects made literacy class functional and well received by the community: 1) LMs were assigned in each union councils to raise community's awareness on education and literacy; 2) VEC was established to discuss the needs of the community and make the community ready before opening literacy classes; 3) a teacher is selected from the community where there is a need for literacy class; 4) monitoring is conducted both by the public sector and NGOs as an external supervisor; and 5) monitoring is conducted using standardized Performa.

Through the Project implementation, the following three lessons were drawn for the improvement of literacy classes.

#### **(2) Existence of the gap in quality of teaching**

The availability of the qualified teachers in the local areas is one of the most critical aspects to ensure the quality of literacy classes. With a teacher with sufficient education/training background, the quality of literacy classes improves. The current training program of 15 days for NFBE school teachers and 3 days for ALC teachers is obviously not sufficient, and in the future, it should be lengthened. In addition, measures need to be sought to provide teachers with appropriate technical support during the implementation of the classes.

#### **(3) Needs for long-term literacy classes and coordination with formal education**

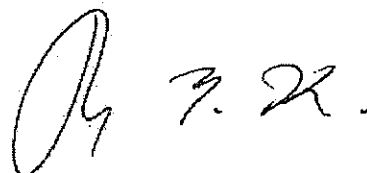
The team found that many of the participants in NFBE schools are new entrants but not dropouts. They were not able to go to schools because there is no school in an accessible location. This indicates that NFBE schools should not be terminated after one cycle. Instead, they need to be permanent to serve children who become school-age every year. In some cases, formal schools need to bear the responsibility to serve these children. There is a strong need for coordination between formal schools and non formal schools.

#### **(4) Linkage of life skill and income generation (livelihood) and adult literacy**

The Project found it difficult to attract adult learners to literacy classes. Once they are engaged in work, they are not easily convinced of the needs of literacy unless there are visible benefits



14



for them. By linking literacy classes with life skill and income generation component, literacy classes become more attractive and useful for the learners.

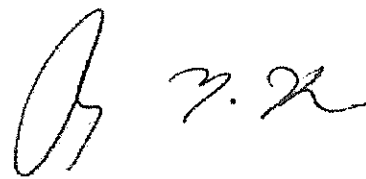
By evaluating this Project, the following points become clear that need attention in project design.

**(5) Coordination between Pakistan-funded project and JICA-supported project**

The Project has been fully incorporated in the Model Districts Project funded by the Government of the Punjab. The Project, therefore, follows the regulations and structure set by PC-1 of the Model Districts Project. There are some inconsistencies in PC-1 of the Model Districts Project and R/D of JICA-supported Project. The lesson from this is that care should be taken to ensure consistency when designing activities and formulating R/D based on PC-1. It would be ideal if one of the outputs of Pakistan-funded project is set as project purpose of the JICA-supported project. This will streamline the efforts made by both sides to achieve the same goal.

**ANNEX**

- 1-1. Project Design Matrix
- 1-2. Plan of Operations
2. Evaluation Grid
  - 2-1 Achievement of the Project
  - 2-2 Process of Project Implementation
  - 2-3 Evaluation by Five Criteria
3. Inputs
  - 3-1. Personnel assignment by both sides
  - 3-2. Equipment and materials procured
  - 3-3. Teacher's Training
  - 3-4. Counterpart's Training
  - 3-5. Project cost by both sides
4. List of Produced Materials in the Project





**ANNEX 1-1. Project Design Matrix (PDM) (Version 1)**

Project Name: Punjab Literacy Promotion Project      Project period: 15 July 2004 – 14 July 2007  
 Project Area: DG Khan, Khanewal, Khushab, and Mandi-Bahaudin  
 Target Group: Out of school children from 5 to 14 years old and 15 to 35 years youth and adult illiterates in the four districts

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p><b>Overall Goal</b>                      In the Model districts, 1) The unified framework for Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) is implemented as it has been amended according to the needs. 2) In the model districts, the primary school enrollment rate will be more than 92% by 2010 (2003:65.7%), and The adult literacy rate for model districts will be more than 73%(2003:54%).</p> <p><b>Project Purpose</b>                      Literacy activities in model districts are implemented based on the unified framework for Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) which is built in the project.</p>	<p>1) The Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) is implemented as it has been amended according to the needs.                      2) In the model districts, the primary school enrollment rate will be more than 92% by 2010 (2003:65.7%), and The adult literacy rate for model districts will be more than 73%(2003:54%).</p> <p>1) District develops the plan reflecting the needs of villages and unions and implement smoothly in collaboration with villages and unions, and reports to Province regularly and the plan is revised if necessary.                      2) As a result of the implementation based on the framework, the following outcomes will be seen by the end of the project.                      - the number of out of school children (5-14 years old) will be X.                      - the number of illiterates (15-35) will be X.</p>	<p>- PEMIS (Punjab Education Management Information System)                      - PHS (Pakistan Integrated Household Survey)                      -The data collected by the project in 2003                      -District Census 2008                      -EFA report 2015                      -PIHS (Pakistan Integrated Household Survey)                      -The data collected by the project in 2003 (Household survey and school survey).                      -Data collected by the project by the end of the project                      -Monthly Monitoring Reports by Project</p>	<p>1. Literacy Policy in Punjab province will not be changed.                      2. The project staffs trained will not quit during project period.</p>
<p><b>OUTPUT</b>                      1. LitMIS including completion of data base of 4 model districts is developed and renewed.                      2. District Literacy Action Plan which reflects the needs of the community and administration is developed by utilizing the Literacy Database.                      3. Literacy programs are implemented according to the Action Plan.                      4. Qualified Monitoring, Reports and Program evaluation are regularly done.</p>	<p>1. Completion of literacy data base by March 2004.                      2. Periodically updated literacy database                      3. District implements the activities with relevance (fulfilling the needs and feasibility).                      -Number of Non Formal Primary School newly established becomes 3,400 by February 2007.                      - Number of students participating in Non Formal Primary School (between age 5-14) becomes 102,000 by February 2007.                      - Number of Adult Literacy centers newly established becomes 11,835 by February 2007.                      - Number of students completed the classes of Adult Literacy centers becomes 355,050 by February 2007.                      -Smoothness of the project activities being implemented and the execution of the budget                      4. Monthly project monitoring by the District in collaboration with Villages and Unions.                      - Submission of the monthly reports to DIU and PIU                      - Quarterly Audit by PIU for the programs in Model Districts.</p>	<p>1 -Database of LitMIS (database                      -Renewed LitMIS database                      2. Literacy Action Plans by Villages, Unions and Model Districts                      3. Quarterly reports of the project                      -Renewed LitMIS                      -Reports collected by the project                      -Registration of Non Formal Primary schools and Adult Literacy Centers.                      4. Monitoring Reports                      -Budget Report                      -Audit Reports</p>	

<p><b>ACTIVITIES</b></p>	<p>0. Improve the project execution agency literacy and Non formal Basic Education Department (LNFBE) in Government of Punjab will set up a Provincial Literacy Promotion Committee (PLPC) and Provincial Implementation Unit (PIU).</p> <p>0.2 LNFBE in Model Districts will set up District Literacy Promotion Committee (DLPC) and District Implementation Unit (DIU).</p> <p>0.3 LNFBE in Model Districts will set up Union Literacy Promotion Committee (ULPC).</p> <p>0.4 ULPC will set up Village Literacy Promotion Committee (VLPC).</p> <p>1. Development of LitMIS Database and Renewal</p> <p>1-1. PIU will develop LitMIS (incl. Questionnaire) software.</p> <p>1-2. PIU in collaboration with DIU will carry out master trainers training for LitMIS data collection.</p> <p>1-3. DIU will carry out training for ULPC and VLPC through master trainers trained in 2.2.</p> <p>1-4. ULPC will collect data (statistic data, mapping etc.) through VLPC</p> <p>1-5. DIU will entry data ( statistic data and mapping ) collected by ULPC and report to PIU</p> <p>1-6. DIU and PIU will renew the District and Provincial LitMIS database once in six months.</p> <p>1-7. PIU will publish the LitMIS database once in a year.</p> <p>2. <u>Production of Literacy Action Plan</u></p> <p>2-1. Based on LitMIS, PIU will decide the overall project objective and budget of model provinces.</p> <p>2-2. PIU in collaboration with DIU will carry out master trainers training in regards to literacy project implementation need survey and Literacy Action Plan.</p> <p>2-3. DIU will carry out training in regards to needs survey and Literacy Action Plan to ULPC and VLPC through master trainers trained in 3.2.</p> <p>2-4. VLPC will submit Village Literacy Action Plan developed based on needs survey to ULPC</p> <p>2-5. ULPC will develop Union Literacy Action Plan based on village Literacy Action Plans and submit to DIU.</p> <p>2-6. DIU will develop District Literacy Action Plan</p> <p>2-7. PLPC will approve Model District Literacy Action Plans</p>
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<p>3. <u>Project implementation based on Action Plans (Non Formal Primary Schools and Adult Literacy Centers)</u></p> <p>3-1. DIU will carry out pre-training for concerned NGOs assisting implementation and VLPCs.</p> <p>3-2. DIU will carry out Training of teachers for newly establishing Non Formal Schools (2 weeks) and Adult Literacy Centers (3 days).</p> <p>3-3. DIU will provide necessary school kit and learning materials for newly establishing schools and centers.</p> <p>3-4. DIU will open new schools and centers.</p> <p>3-5. DIU will supervise the Progress monitoring through report and monitoring.</p> <p>3-6. DIU will order schools to send 3<sup>rd</sup> grade completed students to primary completion exams once a year / DIU will give certificates for those who passed the exams.</p> <p>3-7. DIU and PIU will implement literacy campaign.</p>		
<p>4. <u>Monitoring, Reports and Evaluation</u></p> <p>4-1. PIU will carry out trainings for Monitoring and Evaluation to DIU,</p> <p>4-2. Concerned NGOs assisting implementation will visit and monitor both non-formal primary schools and adult literacy centers (new and existing) once every two weeks or more.</p> <p>4-3. VLPC will approve the NGO monitoring format and send it to ULPC (once every month)</p> <p>4-4. ULPC will send the formats to DIU (once every month)</p> <p>4-5. DIU will send monitoring formats to PIU (once every month)</p> <p>4-6. DIU will carry out activities and account audit once quarterly and PIU once a year.</p> <p>4-7. PIU and DIU members will get together for the Joint Coordination Committee (JCC).</p> <p>4-8. PIU and DIU will carry out seminars twice in a year in the Province.</p> <p>4-9. PIU and DIU members will carry out seminars in other provinces once a year.</p> <p>4-10. PIU and DIU members will be trained in other country once in the project period.</p>	<p><b>Input</b></p> <p>(Literacy and NFBBE Department, Punjab)</p> <p>Office (inside the provincial literacy admin), project staff, running cost for NFBBE schools and Adult Literacy Centers, custom clearance for materials and equipment</p> <p>(JICA)</p> <p>1 Long term expert (project advisor), Short term experts, local consultants, arrangement for training programs of the DIU and PIU members, provision of machinery and materials (computers, vehicles etc), local training costs etc</p>	<p><b>PRE-CONDITION</b></p> <p>People necessary for the project will be assured.</p>
<p>X-Phase2(d): <u>Final Project Evaluation</u></p> <p>x-1. JCC will carry out evaluation 6 months prior to project completion date</p> <p>x-2. Depending on the results of evaluation, project extension will be considered by JCC.</p>		

Note: X(%) and X(persons) will be indicated once the Activity 1 was completed according to the results of the research of Activity 1. PD/MO will be revised accordingly.

ANNEX 1-2. Plan of Operation (PO)

Plan for the Operation of the Whole Period (PO)		2004												2005												2006												2007											
		11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7			
Duration of the Project Activities		←-----→																																															
<b>0. Improve the Project Implementation Unit</b>																																																	
0-1. Literacy and Non formal Basic Education Department (LNFBED) in Government of Punjab will set up Provincial Literacy Promotion Committee (PLPC) and Provincial Implementation Unit (PIU).		-----																																															
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**ANNEX 2-1 Achievement (Evaluation Grid)**

Overall Goal	Goal	Objectively Verifiable Indicators	Achievements status (findings)														
<p>In the Model districts, 1) The unified framework for Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) is remained. 2) the literacy rate is more than Provincial EFA targets.</p>	<p>1) The Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) is implemented as it has been amended according to the needs. 2) In the model districts, the primary school enrollment rate will be more than 92% by 2010 (2003:65.7%), and the adult literacy rate for model districts will be more than 73% (2003:54%).</p>	<p>1) The Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) is implemented as designed. The process of amendment needs to be completed in the light of literacy Action Plan and database developed by LitMIS by the Punjab Government and the Districts. 2) In the model Districts, after the end of the Action Plan, the primary school enrollment will be about 94 percent and the adult literacy rate will be about 92 percent.</p> <table border="1" data-bbox="502 224 646 1131"> <thead> <tr> <th rowspan="2">Literately illiterate (leftovers) Population</th> <th colspan="2">Age 5-14 (persons)</th> <th colspan="2">Age 15-35 (persons)</th> </tr> <tr> <th>Expected in 2010</th> <th>Leftovers</th> <th>Expected in 2010</th> <th>Leftovers</th> </tr> </thead> <tbody> <tr> <td>Total of 4 Districts</td> <td>1,778,643</td> <td>91,483</td> <td>1,950,498</td> <td>140,308</td> </tr> </tbody> </table> <p>Source: LNFBE Note: Expected population is calculated by multiplying population expansion rate (1.077) to the population in the census, 1998 【Means of Verification】 - PEMIS (Punjab Education Management Information System) - PHIS (Pakistan Integrated Household Survey) - The data collected by the project in 2003 - Phase Wise Action Plan by the Punjab Government - EFA report 2015.</p>	Literately illiterate (leftovers) Population	Age 5-14 (persons)		Age 15-35 (persons)		Expected in 2010	Leftovers	Expected in 2010	Leftovers	Total of 4 Districts	1,778,643	91,483	1,950,498	140,308	<p>1) The Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) is implemented as designed. The process of amendment needs to be completed in the light of literacy Action Plan and database developed by LitMIS by the Punjab Government and the Districts. 2) In the model Districts, after the end of the Action Plan, the primary school enrollment will be about 94 percent and the adult literacy rate will be about 92 percent.</p>
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<p>Project Purpose Literacy activities in model districts are implemented based on the unified framework for Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) which is built in the project.</p>	<p>1) District develops the plan reflecting the needs of villages and unions and implement smoothly in collaboration with villages and unions and reports to Province regularly and the plan is revised if necessary. 2) As a result of the implementation based on the framework, the following outcomes will be seen by the end of the project. - the number of the out of school children (5-14 years old) will be X. - the number of illiterates (15-35) will be X.</p>	<p>1) The unified framework for project management (Planning, Implementation and Monitoring) was introduced successfully. But the first cycle of the project management has just started. It is required that amending of the framework will be conducted afterwards. Maintaining the unified framework and reinforcing the structure and system for project implementation will be continuously conducted. 2) The indicators in the Project Design Matrix are not appropriate for evaluation. The target shall be replaced with the target described in the Phase Wise Action Plan by the Punjab Government. According to the Action plan, by the end of March 2007, the achievement of 1,594 ALCs with 47,889 enrollments and 2,859 NFBE schools with 100,479 enrollments will be prospected.</p> <p>【Means of Verification】 - PEMIS (Punjab Education Management Information System) - Collected data (household survey, literacy information etc.) and data by the project - Monitoring reports by the project</p>	<p>1) The Project Management (Planning, Implementation and Monitoring) integrating each administration and Community level (Village-Union-District-Province) is implemented as designed. The process of amendment needs to be completed in the light of literacy Action Plan and database developed by LitMIS by the Punjab Government and the Districts. 2) In the model Districts, after the end of the Action Plan, the primary school enrollment will be about 94 percent and the adult literacy rate will be about 92 percent.</p>														

Outputs	Objectively Verifiable indicators	Achievements																												
1 LitMIS including completion of data base of 4 model districts is developed and renewed.	1) Completion of literacy data base by March 2004. 2) Periodically updated literacy database	1) Developing prototype of the LitMIS software was completed in December 2004. The collection of data was completed by conducting household survey. The input of collected data was completed in October 2005. 2) LitMIS is renewed and updated regularly based on monitoring reports by Literacy Mobilizer twice a week. 【Means of Verification】 - LitMIS database																												
2 District Literacy Action Plan which reflects the needs of the community and administration is developed by utilizing the Literacy Database.	Development of need-based literacy Action Plan by VLPC and ULPC.	The Phase Wise Action Plan was documented by Department of Literacy and Non-Formal Education, the Government of Punjab in collaboration with 4 model districts in February 2007. The Action Plan was strategized on the basis of data collected and analyzed by LitMIS. Before the Action Plan was documented, District Literacy Action Plan has been dependent on administration of each model district. The Action Plan was developed through bottom up – top down consultation process down to the Village level. 【Means of Verification】 - LitMIS database.																												
3 Literacy programs are implemented according to the Action Plan.	1) District implements the activities with relevance (fulfilling the needs and feasibility). 2) Number of Non Formal Primary School newly established becomes 3,400 by February 2007. 3) Number of students participating in Non Formal Primary School (between age 5-14) becomes 102,000 by February 2007. 4) Number of Adult Literacy centers newly established becomes 11,835 by February 2007. 5) Number of students completed the classes of Adult Literacy centers becomes 355,050 by February 2007. (Note: The above figures of indicators shown in PDM were estimated based on 1988 Census data)	1) The Phase Wise Action Plan (Punjab Government and the model Districts) Districts according to the LitMIS database. 2) -5) Implementation is being carried out in 5 phases, each covering 20% of the union councils in these districts according to the action plans. Thereby 2,859 NFBES with enrollment of 100,479 children and 1,594 ALCs with enrollment of 47,889 adults will be on ground by March, 2007. The indicators shown in PDM set before the commencement of the Project as well as the projected estimation in PC-1 were based on 1998 Census and not upon the real needs. Eventually based on the feasible plans with use of reliable LitMIS data, the bigger numbers of NFBES and its children than the above both (PDM and PC-s) estimation have been achieved by March 2007. Regarding ALCs and its learners, the appropriate numbers based on the real needs have also been achieved. <table border="1" data-bbox="957 1344 1197 1680"> <thead> <tr> <th>Type</th> <th>Achievement by Feb, 2007</th> <th>Being made functional as of March 2007</th> <th>Achievement prospecting by March 2007</th> </tr> </thead> <tbody> <tr> <td>No. of NFBES (New)</td> <td>1,547</td> <td>1,312</td> <td>2,859</td> </tr> <tr> <td>No. of Students in NFBES</td> <td>54,650</td> <td>45,829</td> <td>100,479</td> </tr> <tr> <td>Male / Female</td> <td>24,693 / 29,957</td> <td>21,071 / 24,758</td> <td>45,764 / 54,715</td> </tr> <tr> <td>No. of ALCs (New)</td> <td>324</td> <td>1,270</td> <td>1,594</td> </tr> <tr> <td>No. of Students completed ALCs</td> <td>10,838</td> <td>37,051</td> <td>47,889</td> </tr> <tr> <td>Male / Female</td> <td>5,025 / 5,813</td> <td>14,948 / 22,103</td> <td>19,973 / 27,916</td> </tr> </tbody> </table> Source: LNFBED	Type	Achievement by Feb, 2007	Being made functional as of March 2007	Achievement prospecting by March 2007	No. of NFBES (New)	1,547	1,312	2,859	No. of Students in NFBES	54,650	45,829	100,479	Male / Female	24,693 / 29,957	21,071 / 24,758	45,764 / 54,715	No. of ALCs (New)	324	1,270	1,594	No. of Students completed ALCs	10,838	37,051	47,889	Male / Female	5,025 / 5,813	14,948 / 22,103	19,973 / 27,916
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6) Smoothness of the project activities being implemented and the execution of the budget	6) Smoothness of the project activities being implemented and the execution of the budget	6) The execution of budget is being operated properly by the Districts as the District has no restrictions for utilizing allocated budget for the literacy project. See the survey result about Activity 2-1-mentioned later. 【Means of Verification】 - LitMIS database. - Phase Wise Action Plan. - Interviews																												

<p>4</p> <p>Qualified Monitoring, Reports and Program evaluation are regularly done.</p>	<p>1) Monthly project monitoring by the District in collaboration with Villages and Unions.</p> <p>2) Submission of the monthly reports to DIU and PIU</p> <p>3) Quarterly Audit by PIU for the programs in Model Districts.</p>	<p>1) Monitoring process including visits of schools and centers has been implemented by plural actors, mainly by Literacy Mobilizers, as shown in PC-1 and Action Plan. This process includes the reporting to EDO by those actors, which enable him to verify the detailed progress of activities, effectiveness of monitoring works. Actors of monitoring and their tasks can be summarized as follows;</p> <p>① Monitoring by Literacy Mobilizer (LM): They monitor the schools and centers using the monitoring guide, i.e. 'NFBE Monitoring Performa', and 'ALC Monitoring Performa'. They are responsible for monitoring at Union Council level, each LM is in charge of 5 UC and visits the sites once or twice per month.</p> <p>② Monitoring by DDLO: DDLOs verify the monitoring result written in the report submitted by LM and they try to confirm the situation of project progress by visiting the schools and centers at Teshir level</p> <p>③ Supervision by Village Educational Committee (VEC): VECs oversee the conditions and situation at local communities and they support the teachers to manage literacy classes by motivating the learners for schooling.</p> <p>④ Supervision by NGO: As an independent agency from the government, NGOs visit schools and centers once or twice per month (Rs 200 for monitoring implementation is allocated to NGO in PC-1 basis) NGO reports monthly to DLO and EDO about the basic information resulted from visits survey of schools and centers.</p> <p>2) Literacy Mobilizers regularly submit the monthly report to DDLO, who reviews the result and tries to visit the sites for verification, and he/she also submits the monthly reports to EDO and Provincial Unit.</p> <p>3) There are two lines of Audit of the Project, namely internal and external audit: one of which is conducted in district level and the other is in provincial level. The internal audit is monthly conducted in LNFBE and District governments, in which the project performance and accounting status are reviewed and inspected. External audit is annually conducted by independent audit agency Auditor General of Pakistan, based on the regulations and Performa of Federal Government.</p> <p>【Means of verification】  - Monitoring Manual: 'NFBE Monitoring Performa', and 'ALC Monitoring Performa'.  - Monitoring Report  - Interviews to the Punjab Government, Districts</p>
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Activities

Activities	Objectively Verifiable Indicators	Achievements status (findings)
1-1 PIU will develop LitMIS (incl. Questionnaire) software.	Software development, status of use	<ul style="list-style-type: none"> <li>Household (one million household) and school survey was completed.</li> <li>PIU developed LitMIS (including Questionnaire) software. Entry Component started to work in May, 2004. Tally component started to work in Sep, 2004, Management component was developed in Dec, 2005.</li> </ul>
1-2 PIU in collaboration with DIU will carry out master trainers training for LitMIS data collection.	Time of Training, Content, Number of Participants, Site, Cost	<ul style="list-style-type: none"> <li>Master trainers training for data entry was carried out at Provincial Management Professional Development Department in Lahore in April, 2004, 20 master trainers participated. The Training cost was Rs50,000.</li> <li>2<sup>nd</sup> Master trainers training for data entry was carried out at Project Office in Lahore in January, 2005, 15 master trainers participated. The Training cost was Rs50,000.</li> </ul>
1-3 DIU will carry out training for ULPC and VLPC through master trainers trained in 2.2.	Time of Training, Content, Number of Participants, Site, Cost	<ul style="list-style-type: none"> <li>First training by master trainers was carried out in 28 Union Councils from April, 2004 to May, 2005, 20 participants from each Union Council joined. The cost of training was borne by District Governments.</li> <li>2<sup>nd</sup> Training by master trainers was carried out in 247 Union Councils in total in Jan, 2005, 20 participants from each Union Council joined. The cost of training was borne by District Governments.</li> </ul>
1-4 ULPC will collect data (statistic data, mapping etc.) through VLPC	Data Collection and Progress	<ul style="list-style-type: none"> <li>Trainings were carried out not for ULPC and VLPC but for Union Council Researchers. ULPC and VLPC have not been established because of administrative procedure.</li> <li>Data collection was completed by Mar, 2005.</li> <li>Data entry was completed by Oct, 2005.</li> </ul>
1-5 DIU will entry data ( statistic data and mapping ) collected by ULPC and report to PIU	Number of Reports, Time, Frequency, Content, Form	<ul style="list-style-type: none"> <li>DIU implemented data collection and data entry through Union Level Survey Team which consists of 20 members such as teachers, NGOs members, volunteers and so on. (ULPC and VLPC were not established because of administrative procedure. DIU implemented the tasks instead of ULPC and VLPC. Data entry was supported by PIU.)</li> <li>Questionnaires were sent to DIU immediately after completion of survey in Union Council.</li> <li>Mapping was also sent to DIU which forwarded it to PIU.</li> <li>Data was collected by DIU instead of ULPC. (ULPC and VLPC were not established because of administrative procedure.)</li> </ul>

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Achievements status (findings)		Objectively Verifiable Indicators	Activities
1-6	<p>(1) Update / renewal of LitMIS Software The provincial project office is responsible for LitMIS software development and improvement. The improvement has been done according to the needs since the first development in 2005</p> <p>(2) Update of Literacy Data This is carried out whenever the monitoring reports shows the necessary of updating, mainly by the report created by Literacy Mobilizer, who is in charge of visiting schools and centers of 5 Union Councils at least once or twice per month for collecting the information of demographic changes on others.</p> <p>■ Next whole illiteracy population (household) survey is planned to conduct according to the period of Census in 2008.</p> <p>● First LitMIS Report: issued in Feb. 2005 ● Second LitMIS Report: issued in Feb. 2006 ● Third LitMIS Report: issued in Feb. 2007 ● PIU published the LitMIS database in Feb. 2005 Feb. 2006 and Feb. 2007 as above. PIU sent LitMIS database mainly as PDF file (hard copy is request-based) to Provincial government and District governments.</p>	<p>Method of Renewal of Database, Content of Renewal, Person in Charge, Time</p> <p>Status of publication since 2005</p>	<p>DIU and PIU will renew the District and Provincial LitMIS database once in six months.</p> <p>PIU will publish the LitMIS database once in a year.</p>
1-7	<p>(1) Progress of Action planning ● Part of NFBs and ALCs was established in Mar. 2006. ● Official Planning Format was determined by Literacy and Non Formal Basic Education Department in Oct. 2006. ● EDOs had planned the overall project objective by utilizing Official Planning Format in Feb. 2007 based on guidance of Literacy and Non Formal Basic Education Department. Budget is requested.</p> <p>(3) Budget for Action Plan</p>	<p>Content of overall project objective since 2005, Present Phase of Budget Approval</p>	<p>Based on LitMIS, PIU will decide the overall project objective and budget of model provinces.</p>

(Unit: Million Rs)

District	Actual 2005	Actual 2006	Planned 2007
DG Khan	10,83525	13,488	22,904
Khanewal	21,67050	14,237	24,079
Khushab	10,83525	5,297	8,996
Mandi Bahaudin	10,83525	5,698	9,675
Total	54,17625	38,720	65,654

Source: L.NFBED.

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Activities	Objectively Verifiable Indicators	Achievements status (findings)
2-2 PIU in collaboration with DIU will carry out master trainers training in regards to literacy project implementation need survey and Literacy Action Plan.	Content of Training, Number, Time, Site, Target, Number of Participants, Evaluation of Training	<p>Content of Training, Number, Time, Site, Target, Number of Participants, Evaluation of Training</p> <p>(1) Training on Planning for School Location through School Mapping Method was carried out in Jan, 2005 at Project Office in Lahore. 3 EDOs participated. The training aimed to enhance awareness.</p> <p>(2) 2<sup>nd</sup> Training on Planning for School Location through School Mapping Method was carried out in Sep, 2005 at Project Office in Lahore. Officers from Literacy and Non Formal Basic Education Department and EDOs totaling 9 participated. Data was shared in the Training.</p> <p>(3) Training on Introduction of PLPP and Literacy activity was carried out in Feb, 2006 in Provincial Management Professional Development Department, Lahore. 91 participants such as Provincial Project Officers, DLOs, DDLOs, LMs and COs joined. No participants joined from MBD district because of non-recruitment of new staff in the district.</p> <p>(4) Training on Official Planning Format was carried out in Nov, 2006. 4 EDOs and 2 DLOs joined.</p> <p>(5) 2<sup>nd</sup> Training on Official Planning Format was carried out in Jan, 2007 at Project Office in Lahore. 4 EDOs and 2 DLOs joined.</p>
2-3 DIU will carry out training in regards to needs survey and Literacy Action Plan to ULPC and VLPC through master trainers trained in 3.2	Content of Training, Number, Time, Site, Target, Number of Participants, Evaluation of Training	<p>Content of Training, Number, Time, Site, Target, Number of Participants, Evaluation of Training</p> <p>■ No training was carried out because ULPC and VLPC was not established. DIU conducted needs survey</p>
2-4 VLPC will submit Village Literacy Action Plan developed based on needs survey to ULPC	Evaluation of Village Literacy Action Plan by ULPC	<p>Evaluation of Village Literacy Action Plan by ULPC</p> <p>■ No report was submitted because ULPC and VLPC were not established. DIU implemented planning of each village.</p>
2-5 ULPC will develop Union Literacy Action Plan based on village Literacy Action Plans and submit to DIU.	Progress of formulation of Union Literacy Action Plan	<p>■ Union Plans prepared by Literacy Mobilizers are available and consolidated to formulate district action plan. Union Council Nazim and Councilors are involved in the entire Literacy Promotion Process including data collection, supervision of Literacy centres and NFBE. Schools along with helping teachers and field staff to fulfill the needs of the centres and local level and also help in future planning. The Union Council may be seen opted as ULPC whereas Village Education Committee (VEC) as VLPC.</p>
2-6 DIU will develop District literacy Action Plan	Frequency of Submission, Evaluation of District Literacy Action Plan by PIU	<p>- Action Plan of First Phase was formulated based on the database of LitMIS.</p> <p>- For Second Phase Action Plan, the Project (LNFEED and JICA) had developed the Form 1A and 1B and delivered them to four model districts. Based on the needs found in surveys, each district had worked out their Action Plan and submitted them to LNFEED.</p>
2-7 PLPC will approve Model District Literacy Action Plans	Progress of Panning of Provincial Literacy Action Plan	<p>LNFEED reviewed all the Action Plans submitted by four model districts so as to make a comprehensive Provincial Action Plan.</p>
3-1 DIU will carry out pre-training for concerned NGOs assisting implementation and VLPCs	Number of Training for NEBEs and ALCs, Contents, Time, Target	<p>No stated training was implemented. (ULPC and VLPC were not established. DIU implemented planning of each village.)</p>

		Achievements status (findings)				
3-2	Activities	Objectively Verifiable Indicators	Source: LNFBE			
	DIU will carry out Training of teachers for newly establishing Non Formal Schools. (2 weeks) and Adult Literacy Centers (3 days).	Number of Training Centers, Time, Target  Number of newly established classes in each Districts	NFBE	ALC		
			Jan. 3-17 2006	M17 F0	Jan. 3-5 2006	M41 F13
			Jan. 3-17 2006	M0 F25	Jan. 20-22 2006	M36 F42
					Jan. 3-5 2006	F36
			Jan. 11-25 2007	F319	Jan. 3-5 2006	M12
				361(M17/F344)	Jan. 8-10 2007	695(M234/F461)
			Dec. 24 2005 - Jan. 7 2006	F33	Dec. 24-26 2005	875(M323/F552)
			Mar. 9-24 2006	F28 Tehsil Kabir Wala	Mar. 4-6 2006	52 (M27 F25)
			Mar. 9-24 2006	F24	Mar. 4-6 2006	133 (M45 F88)
			Mar. 9-24 2006	F32	Mar. 4-6 2006	32 (M0 F32)
			June 14-30 2006	F31	Mar. 4-6 2006	31 (M0 F31)
			June 14-30 2006	F32	Mar. 4-6 2006	24 (M0 F24)
			June 3-17 2006	F30	Mar 11-13 2006	33 (M33 F0)
			June 1-15 2006	F30		
			Jan. 11-25 2007	520(M15/F369)	Jan. 8-10 2007	273(M151/F122)
				760(M151/F609)		467(M233/F234)
			Dec. 27 2005 - Jan. 10 2006	F30	Dec. 27-29 2006	F44
			Jan. 17-31 2006	M31 UC Golewali	Jan. 17-19 2006	M24 UC Golewali
			Mar. 6-20 2006	M23 UC Khatwan		
			Aug. 16-30 2006	F43		
			Jan. 11-25 2007	303(M186/F117)	Jan. 8-10 2007	119 (M63 F36)
				430(M240/F190)		187 (M87/F100)
					May 29-31 2006	33 (M9 F24)
					June 1-3 2006	F50 UC Mangat
					June 1-3 2006	M43
			Jan. 11-25 2007	F222	Jan. 8-10 2007	183 (M60 F123)
				222(M0/F222)		309(M112/F197)
			TOTAL			
			Khushab			
			TOTAL			
			MB Din			
			TOTAL			

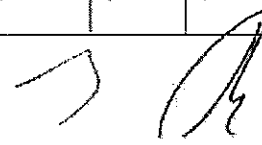
Note:  
M = Male, F = Female  
Number indicates the no./ persons who got the trainings

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Activities	Objectively Verifiable Indicators	Achievements status (findings)																														
3-3 DIU will provide necessary school kit and learning materials for newly establishing schools and centers.	Content and Number of Distribution (Each District and school)	<p>(1) Kits</p> <table border="1" data-bbox="303 784 446 1008"> <thead> <tr> <th>NFBFE</th> <th>ALC</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>Procured by District Budget</td> </tr> <tr> <td>225</td> <td>420</td> <td></td> </tr> <tr> <td>112</td> <td>127</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> <td>Borrowed from Khanawal</td> </tr> </tbody> </table> <p>Regarding Learning Materials, Literacy and Non Formal Basic Education Department will provide information.</p> <p>(2) Learning Materials</p> <table border="1" data-bbox="558 784 718 1008"> <thead> <tr> <th>NFBFE</th> <th>ALC</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>N.A</td> <td>N.A</td> <td>Under provision</td> </tr> <tr> <td>105,000</td> <td>30,000</td> <td></td> </tr> <tr> <td>45,000</td> <td>15,000</td> <td></td> </tr> <tr> <td>15,000</td> <td>60,000</td> <td></td> </tr> </tbody> </table>	NFBFE	ALC	Note	0	0	Procured by District Budget	225	420		112	127		0	0	Borrowed from Khanawal	NFBFE	ALC	Note	N.A	N.A	Under provision	105,000	30,000		45,000	15,000		15,000	60,000	
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N.A	N.A	Under provision																														
105,000	30,000																															
45,000	15,000																															
15,000	60,000																															
3-4 DIU will open new schools and centers.	Change of number of school and center, status of management	<table border="1" data-bbox="606 784 718 1008"> <thead> <tr> <th colspan="2">Old Centers</th> <th colspan="2">New till Nov 2006</th> </tr> <tr> <th>NFBFE</th> <th>ALC</th> <th>NFBFE</th> <th>ALC</th> </tr> </thead> <tbody> <tr> <td>190</td> <td>0</td> <td>40</td> <td>44</td> </tr> <tr> <td>265</td> <td>0</td> <td>239</td> <td>100</td> </tr> <tr> <td>200</td> <td>0</td> <td>126</td> <td>40</td> </tr> <tr> <td>124</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Old Centers		New till Nov 2006		NFBFE	ALC	NFBFE	ALC	190	0	40	44	265	0	239	100	200	0	126	40	124	0	0	0						
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NFBFE	ALC	NFBFE	ALC																													
190	0	40	44																													
265	0	239	100																													
200	0	126	40																													
124	0	0	0																													
3-5 DIU will supervise the Progress monitoring through report and monitoring.	Status of Monitoring by DIU, Submission of Report from School and center (Interview with school and center)	<p>As mentioned above in Output 4, Literacy Mobilizer takes leading roles of monitoring activities in collaboration with DDLO, VEC, NGO who also implement monitoring activities. Those activities are regularly reported to EDO in the monthly report. (DIU implies not the specific individual body but means the implementing members of EDO, DLO, DDLO, LM, VE, and CO etc).</p>																														
3-6 DIU will order schools to send 5th grade completed students to primary completion exams once a year / DIU will give certificates for those who passed the exams.	Number of 5 <sup>th</sup> grade completed students, Number of primary completion exam, Result of Exam	<p>- First cycle of ALCs has completed in Feb. 2007 (6-month cycle). Literacy Mobilizer implements the learning assessment in interview basis using Monitoring Performa to record the data eventually into Lit.MIS database.</p> <p>-As NFBFEs are under running in their cycle, no examination has not been conducted.</p>																														

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		Achievements status (findings)	
Activities	Objectively Verifiable Indicators		
3-7	DIU and PIU will implement literacy campaign.	Time, Number, content of Campaign, Person who in charge, Target	<ul style="list-style-type: none"> <li>- Leaflets were distributed during household survey by data collectors (to one million household)</li> <li>- Newsletter with the introduction of Project design was prepared in Dec. 2005 and distributed to related agencies and stakeholders.</li> </ul>
4-1	PIU will carry out trainings for Monitoring and Evaluation to DIU.	Contents of trainings, time, participants	<ul style="list-style-type: none"> <li>- The conventional monitoring process had been conducted once per month by EDO, DLO, DDLO and LM before and after the introduction of LitMIS.</li> <li>- New monitoring method has been developed and the Workshop of use of new Monitoring Performa (NFBE: Monitoring Performa, ALC Monitoring Performa) was held for EDO, DLO, DDLO, LM in September, 2006. The workshop offered the guidance of use of manual, method, its tasks and roles of actors. The evaluation methodology using the Performa has not yet identified.</li> <li>- The Project Performance Evaluation was conducted by Punjab Economic Research Institute (PERI) in Dec. 2006.</li> </ul>
4-2	Concerned NGOs assisting implementation will visit and monitor both non- formal primary schools and adult literacy centers (new and existing) once every two weeks or more.	Current situation of NGOs' monitoring	<ul style="list-style-type: none"> <li>- NGO visits once or twice per month NFBEs and ALCs for collecting the basic information of teachers and attendance of learners. They submit the monthly report to EDO. Rs.200 per school is allocated to this task of NGO.</li> <li>- NGO is stated in PC-1 and Action Plan as a supervising actor, their report includes only basic information collected in the sites (name of teachers, attendance of learners etc). There is no written document stating the function required in NGO in the project activities, their specific roles have not yet clearly understood.</li> </ul>
4-3	VLPC will approve the NGO monitoring format and send it to ULPC (once every month)	Reports	No activity on this: (ULPC and VLPC were not established. The planned VLPC was replaced with Village Education Committee.)
4-4	ULPC will send the formats to DIU (once every month)	Reports	No activity on this: (ULPC was not established.)
4-5	DIU will send monitoring formats to PIU (once every month)	Reports and Interviews	<ul style="list-style-type: none"> <li>- Monitoring activities after the introduction of LitMIS have been properly implemented so far (mainly by LM). monthly reports have been submitted as planned.</li> <li>- Monitoring manuals, NFBE Monitoring Performa and ALC Monitoring Performa, have been distributed.</li> <li>- Account Audit is conducted at District level and the result has been submitted to EDO Finance.</li> <li>- DIU delivers monitoring results to PIU regularly.</li> </ul>
4-6	DIU will carry out activities and account audit once quarterly and PIU once a year.	Audit	
4-7	PIU and DIU members will get together for the Joint Coordination Committee (JCC).	JCC	JCC is not held as described in R/D. In place of JCC, Provincial Steering Committee was held in December 2004 and February 2005. (Cooperation on the project operations for the Districts were mainly discussed).


  
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	Activities	Objectively Verifiable Indicators	Achievements status (findings)
4-8	PIU and DIU will carry out seminars twice in a year in the Province.	Result of seminars	Seminars are held more than twice a year called by the Punjab Government. A seminar for promotion of LitMIS was held for EDOs in all of the Districts in January 2006. Occasionally there are some chances for interactions when Minister of literacy makes a official visit to Districts
4-9	PIU and DIU members will carry out seminars in other provinces once a year.	Seminars and meetings	National Literacy Seminar was held in Lahore in December 2005. There are about 60 participants including Secretary of education, officers from the Federal Government and each Province, and NGO staffs.
4-10	PIU and DIU members will be trained in other country once in the project period.	Training opportunity	<p>1) Trainings in third Countries (5 persons)  In November 2006, training tour was carried out with a view to observing CLCs in Thailand and Indonesia. The purpose of the training is promoting awareness for institutionalization of the literacy projects and discussing the possibility of applying CLC in the model Districts. Enhancing partnership with UNESCO Bangkok Office and cooperation by the related agencies was confirmed.</p> <p>2) Symposium participation in Japan  One CP participated with the UNESCO-IICA International Symposium on Non-formal Education to promote EFA and Lifelong learning.</p>

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**ANNEX 2-2 Process of Project Implementation (Evaluation Grid)**

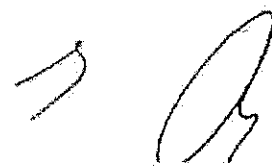
Evaluation Item	Sub-questions	Findings of the Study
Project management	Is the project management structure appropriate and functional?	<ul style="list-style-type: none"> <li>• The structure of the Project management is based on PC-1 (government funded project document) of "Model Districts for Literacy Campaigns to Achieve 100% Literacy". This differs from what R/D stipulates, however, the management structure has been well functioning.</li> <li>• According to R/D, Joint Coordination Committee (JCC) were to be held at least twice a year to settle annual plan of operation, and to solve the issues faced during the Project implementation. In reality, however, this structure was substituted by steering committees established at provincial level and district level. Provincial Steering Committee is comprised of provincial representatives and District Steering Committees are comprised of district and local representatives. These committees played important roles to coordinate concerned parties within the province and district level. The frequency of the meetings, however, has been minimum (so far provincial steering committee was held twice during the Project). The Project had a mechanism to coordinate other organizations such as NCHD and NFBF program conducted by the Federal Government, but there were several cases of possible duplication of activities reported during the observation by the Team.</li> <li>• There are three counterparts in Literacy and Non-Formal Basic Education Department at the Province level (Secretary, Deputy Secretary, and Additional Secretary), and one executive district officer each from the 4 districts.</li> <li>• At the province, the Project team did not have sufficient number of staff as planned in PC-1 due to early resignation.</li> <li>• At the district level, the Project team has been formed under EDO, comprising district literacy officer, Deputy District Literacy Officer, Literacy Mobilizers, and Computer Operators. There were a few vacant posts, but the majority of the members were assigned and properly functioning.</li> </ul>
	Has the communication among the stakeholders been smooth?	<ul style="list-style-type: none"> <li>• There has been no serious problem in communication among counterparts within the Project. There was a mechanism to coordinate with other organizations such as Literacy Department of Federal Government or NCHD that implement literacy programs. However, it had still weaknesses in providing the Project with the formal mechanism for information sharing among different partners.</li> </ul>
	How has the Project progress been monitored?	<ul style="list-style-type: none"> <li>• Report by EDO are made monthly using monitoring Performa and submitted to LNFBE.</li> <li>• Monthly review meetings are conducted among LNFBE EDO, DLO, and DCO have been held in addition to LNFBE visits to districts.</li> <li>• DLNFBE monitors activities by monitoring Performa through LMs, DLOs, and DDLOs.</li> <li>• NGO conducted separate monitoring from LMs as an external auditor and reports to DLOs, EDO, and LNFBE.</li> </ul>







Evaluation Item	Sub-questions	Findings of the Study
Implementation of activities	Have the activities been conducted along with the plan?	<ul style="list-style-type: none"> <li>• VEC also monitors daily activities of NFBE and ALC and reports to LMs and NGOs when needed.</li> <li>• In implementation of NFBE and ALC, the activities at the class level has been carefully monitored through the Performa</li> <li>• On the Japanese side, monitoring was done through monthly or bimonthly reports submitted by the Japanese expert to JICA Pakistan Office in addition to ad hoc meetings at the JICA office. JICA Pakistan office did not see the needs for reviewing or redirecting the Project, and therefore, Mid-term evaluation was not conducted.</li> </ul>
Sense of ownership	To what extent do counterparts have a sense of ownership towards the Project?	<ul style="list-style-type: none"> <li>• Database was completed on schedule (Initial inputs completed on October 2005).</li> <li>• There were some activities modified from the original PDM. The Project included the representatives of district and union councils in the district steering committee, and therefore, establishment of DLPC and LALPC was considered unnecessary. The Project, instead has developed the implementation structure that functions without these organizations.</li> <li>• There was a huge delay (about one year) in recruiting project personnel, which made the late start for utilization of database and establishment of new NFBE classes and ALC. It took longer time to recruit ALC teachers than planned that affected the schedule of opening ALC.</li> <li>• After the appointment of the new secretary to LNFBE in August 2006, the systematic utilization of LitMIS in planning was standardized among 4 districts, and the opening of new NFBE classes and ALC was accelerated.</li> </ul>
Approach of capacity building	Was the approach of building capacity appropriate?	<ul style="list-style-type: none"> <li>• The Project is based on the Punjab Government's Project for Model Districts for Literacy Campaigns to Achieve 100% Literacy Pakistan." Counterparts of all levels have strong sense of ownership.</li> <li>• To extend the outputs of the Project, LitMIS has been introduced and utilized in the focused 10 districts through LPP, which shows the commitment of the Punjab government on sustainability of the Project.</li> <li>• The framework of the Project activities and LitMIS has been developed jointly by the provincial counterparts and the Japanese expert.</li> <li>• There were several training conducted for data collection and data management targeting EDO and other district project personnel. Technical support for LitMIS development and updating was made to each district by the JICA-supported provincial technicians as well.</li> <li>• Lack of personnel at the province level that handle LitMIS made it difficult for the Project to hand over the database to LNFBE.</li> <li>• At the district level, the project personnel are now able to utilize LitMIS with the support of JICA-supported provincial technicians.</li> </ul>

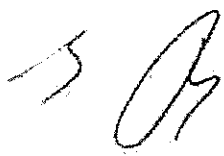

  
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**ANNEX 2-3: Evaluation by Five Criteria**

Evaluation Item	Sub-questions	Study Result
Relevance	<p>Whether the Project relevant to the need of the region or not?</p> <p>Whether the Project relevant to the Pakistani Policy or not?</p> <p>Whether the Project relevant to Japanese assistance policy or not?</p> <p>Whether the strategy of the project is relevant or not?</p> <p>Whether the Project has good coordination with related projects by other organizations or donors</p>	<ul style="list-style-type: none"> <li>• Literacy rate of the Punjab province is estimated to be 56% by Literacy and Non Formal Basic Education Department as of 2005. Even though the province is said to be most advanced province in the country, having wide rural area, big population and backward Southern region of the province, its literacy rate is only slightly higher than that of the country average.</li> <li>• Literacy rate of the selected project site is 31.8% for District DG Khan, 44.8% for District Khanewal, 49.8% for District Khushab and 56.3% for Mandi Bahaudin. Junding from the Literacy rate of the selected sites, needs for raising the literacy rate in the region is apparent, thus, the project is relevant to needs of the region.</li> <li>• In "National Education Policy" of Government of Pakistan, Literacy and Non-formal education is highlighted in its chapter 4. The expansion of the access to elementary education through both formal and non-formal education and the expansion of Adult literacy program were committed in the documents. Non formal Basic Education school stream was devised in the said policy to cater to out-of-school children. Both approaches are prescribed in the Action Plan for "Education Sector Reform (ESR)" and Action Plan for "Education for All". The project, therefore, is relevant to Pakistani policies and strategies.</li> <li>• "Japan's Country Assistance Program for Pakistan (February 2005)", "JICA Country Program for Pakistan (July 2006)" and "Sector Program for Education" prioritize the support to the improvement of basic education and reduction of various social, economic and other disparities, thus, the Project is also relevant to Japanese ODA policy.</li> <li>• The introduction of Non-Formal Education to achieve "Universal Primary Education(UPE)" and "Education for All (EFA)" is emphasized in the various Pakistani policy paper, while the lack of reliable management data including population data for those programmes was one of the hindering factors for Non-Formal education sector to expand its efficient and effective implementation. The project, therefore, has relevance of selection of its strategy.</li> </ul> <p>Government of the Punjab has been promoting 'Literate Punjab Program: LPP' (2004-2008) which utilizes LitMIS technology for other 31 districts, managed by another implementation unit of the LNFBE. It is noted that the said LPP could use and disseminate the outcomes of PLPP to all the other districts of Punjab and the further information exchange and sharing between these two projects is expected.</p> <p>For other projects by other implementing organizations, NCHD: National Commission for Human</p>

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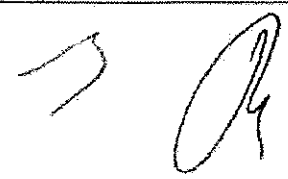
Evaluation Item	Sub-questions	Study Result
Effectiveness	Whether the achievement of the project purpose as planned or not?	<p>Development (supported by UNDP) is ongoing with 'Adult Literacy / Gender Empowerment Program'. This grass-roots level project targets the female adults and is conducted over the country. In the district Khushab, the PLPP project office has regular meeting with the said project team so as to exchange the information and coordinate the activities without any duplication.</p> <p>The Federal Ministry of Education has also a nationwide project, 'Non-Formal Basic &amp; Middle Education Community Schools Project (2005-2010)' which targets the children of aged 5 to 14. The further coordination between the same and PLPP is expected.</p> <p>In addition, Federal Government has the non-formal literacy schools by National Education Foundation: NEF, which is ongoing in District Khushab having eight (8) schools targeting the children, aged 5 to 13. The project component is small and no duplication with PLPP so far. Further coordination would be expected at the provincial administrative level as the said project is run by the Federal Government.</p>
	Whether the achievement of the project purpose as planned or not?	<ul style="list-style-type: none"> <li>• Project purpose was set as follows; 1) District develops the plan reflecting the needs of villages and unions and implement smoothly in collaboration with villages and unions and reports to Province regularly and the plan is revised if necessary, and 2) As a result of the implementation based on the framework, the following outcomes will be seen by the end of the Project.</li> <li>• The outcomes of the Project which will be targeted in the Project were set in the course of the project implementation as the Action plan, based on the data surveyed and database developed by the Project. The establishment of the 1,594 ALCs with 47,889 enrolments and 2,859 NFBEE schools with 100,479 enrolments will be prospected by March 2007. At the end of the Project in July 2007, the big numbers of NFBEEs and students as well as the appropriate numbers of ALCs and its learners based on the real needs will be prospected.</li> <li>• The Project has succeeded in setting feasible targets in a phased manner by introducing literacy database in the Action Plan of the province.</li> <li>• The frame work of the management cycle (Planning, Implementation and Monitoring) was introduced at both village, union, district and province level and now has started its cycle.</li> <li>• Through these outcomes of the activities, the project purpose is most likely to be achieved at the end of the Project.</li> </ul>
	Whether the outcome of the project activities leads to achievement of the project	<ul style="list-style-type: none"> <li>• Since the reliable literacy database made available, it enabled the Provincial government to develop the Action plan with feasible target by utilizing its data. The outcome of the project, thus, exactly contributed to the achievement of the project purpose.</li> </ul>

Evaluation Item	Sub-questions	Study Result
	<p>purpose?</p> <p>To what extent the Outputs (1 - 4) have been achieved as planned?</p>	<ul style="list-style-type: none"> <li>• The Action plan was developed through bottom up - top down consultation process between provincial and district levels down to the village level. The outcome of this activity leads to the development of the Action plan which reflects the needs of the beneficiary. The outcome is much contributed to the achievement of the project purpose.</li> <li>• Compared with the past practice in the literacy program, the project activities, such as monitoring and mobilization activity of the literacy mobilizers, enabled the schools and centers to target and enroll the right and exact beneficiaries from the community. This leads to the increase of enrollment in the schools and centers. Therefore, the project outcome contributed to the provincial government to achieve set target enrollment more surely and to achieve the project purpose, accordingly.</li> <li>• LitMIS Software and its database have been developed and created as planned. The Project also has improved the software program when necessary, according to its utilization in practice in four model districts.</li> <li>• Clear identification of needs for literacy learning (target population, sites, number of needy) enabled the Punjab Government to create feasible action plans at district level as well as comprehensive action plan at provincial level. It is noted that the numbers obtained in the Project is based on the credible LitMIS data and it is assessed as appropriate outcome (evaluation indicators of Output 3 shown in PDM as well as is based on 1998 Census. As a result of Household survey, the numbers of illiterates and out of school children increased as per actual data. Eventually the learners and establishment of NFBEs have achieved more than the figures of indicators in PDM. ALCs and its learners as well, the appropriate number based on the needs have been achieved.) Concerning the Monitoring of project progress and management status of NFBEDs and ALCs (Output 4), various actors (LM, DDLO, DLO, VEC, NGO) have been involved with the activities; they regularly conduct the monitoring and submit the result reports to EDO and PIU. In conclusion, it is noted that the Project has successfully achieved these four Outputs.</li> <li>• On the other hand two concerns remained on the matter of monitoring shown in Output 4. Firstly, as mentioned above, the monitoring system has various actors (LM, DDLO, DLO, VEC, NGO) for its activities but has not yet created a standardized mechanism so far, each district has been conducting the monitoring in their own ways. Therefore, it is suggested for LNFBEED to identify each function and role of each actor as well as process of activities for smooth implementation of</li> </ul>




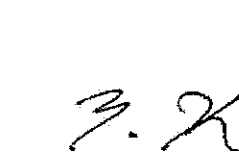

Evaluation Item	Sub-questions	Study Result
Efficiency	<p>Efficiency of the Inputs: Were the inputs made to the project appropriate in terms of scale, quality and timeliness?</p>	<p>the monitoring. Secondly, the tasks taken by NGO are no more than the simple information collection at present; it could be difficult to say their supervision effectively functions. It is suggested for Punjab Government to discuss other appropriate roles such as promotion campaign or motivators than supervision by considering their positive nature and capabilities of NGOs, for the effective monitoring as well as efficient use of human resources of NGOs and financial resources allocated to NGOs.</p> <ul style="list-style-type: none"> <li>• One long-term experts (Project Advisor) and one short-term expert (Capacity Building?) have been dispatched appropriately in terms of expertise and timing.</li> <li>• Three (3) Officers from LNFEBD as main project counterparts (including Project Manager) have been assigned, One EDO has been assigned in each model district (Nine main Counterparts in total including resigned officers).</li> <li>• The Project has employed the number of project staffs at provincial level as well as district level by the local project enhancement fund by JICA. The recruitment of those local staffs made almost timely.</li> <li>• Five members of the counterpart of the Project were participated in the training held in the third country, namely in Thailand and Indonesia. The experience of those countries in the field of Non-formal education was studied during the visit. It seems that what participants learned from those visit are incorporated into the province's holistic and comprehensive literacy programme developed after the visit.</li> <li>• Equipments were provided timely with the enough numbers for the smooth implementation of the activities.</li> </ul>
	<p>Were the inputs made by the project utilized fully?</p>	<ul style="list-style-type: none"> <li>• The equipments provided under the Project were fully utilized. The budget for maintenance of those equipments also has been allocated.</li> <li>• Though some hindering factors affect the efficiency of the Project, the inputs made under the Project were fully utilized to meet the project purpose.</li> </ul>
	<p>Whether the Cost of the Project was Effectively used? (Cost-effectiveness)</p>	<p>It is recognized that the generated positive impact by the investment of Project is outstanding, since the efficiency of literacy project planning of Punjab has been greatly promoted because of the introduction of LitMIS. Other literacy project in the past before LitMIS, the Government invested a lot of financial resources allocating Rs.1,500 per each school / center for site selection (Source: Non-Formal Basic Education Community School Program, by Prime Minister's Literacy Commission) and there was no clear cost effectiveness and appropriateness of projects implementation, since the selection was</p>


  
 P. 22

Evaluation Item	Sub-questions	Study Result
		<p>conducted based on the low reliable random information. On the contrary the site selection of the Project has been dramatically smoothed because of the use of credible data of LitMIS, which enabled the Punjab to identify the actual needy for literacy learning (the figures of needy was much larger than prospective based on Census in 1998).</p> <p>The PLPP Project implement Rs.7,500 per Union Council, which are in charge of schools / centers of 30 or more, so the site selection cost can be estimated approximately Rs.250 per school/center or less. This figure clearly shows the cost performance of the PLPP in comparison with implementation and outcomes of other past projects.</p> <p>It can be said the development of LitMIS Software and its database may require the investment at the first stage, simultaneously, it is noted that the financial resource invested to the PLPP is quite proper and efficient considering its long-term use as well as feasible dissemination for other literacy project in other areas of the Country.</p>
	<p>What was the favoring and hindering factors for the efficiency of the project</p>	<ul style="list-style-type: none"> <li>• The delayed recruitment of the project staff by the Pakistani side hampered the progress of the implementation process to some extent.</li> <li>• The various notifications by the provincial government to the district governments were delayed, which impaired efficiency of the Project.</li> <li>• The personnel transfer of the counter part at the district level as well as provincial level was also hindering factors for the efficiency of the Project.</li> </ul>
<p>Impact</p>	<p>Was the project made impact on the achievement of the overall goal?</p>	<ul style="list-style-type: none"> <li>• The project is expected to highly contribute to the achievement of the overall goal. From the Project outcome, it is recognized that the actual number of target population was double of the estimated number. At the same time, the challenges aroused from the variety of the population were recognized by the provincial government, such as 1) how to cover the scattered population, 2) unavailability of female teachers in certain areas and 3) social and cultural issues related to female learners. These recognition led the provincial government to start considering to devise more flexible and holistic approach to reach out the whole population. This implies demand driven literacy program will take place to achieve overall goals provided the provincial government can manage to devise the measures against challenges.</li> </ul>
	<p>Was the project made impact on the Pakistani government policy?</p>	<ul style="list-style-type: none"> <li>• There have been large impacts on the planning and policy of the provincial government. Effectiveness of the project was highly recognized and made impact on the policy and planning of the literacy and NFBE projects of the whole province.</li> <li>• Same pattern of the project management cycle has been introduced to the 10% of Union Councils</li> </ul>

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Evaluation Item	Sub-questions	Study Result
	Did the project produce ripple effects?	<p>of the remaining 31 districts.</p> <ul style="list-style-type: none"> <li>• Since the LitMIS database created from whole household survey includes the data and information of rural areas which had not been known before, and serves to community planning or needs identification of district with its demographic and geographic information. District government of Khushab is planning to utilize them in their district administration; they have discussed the possibility of use of those data and information for other project than literacy promotion.</li> <li>• The Project created the opportunities for female people who live in rural or remote areas where the status of access to education as well as social life styles are quite different between male and female. This has raised the positive awareness of female education in those communities. Some of those areas had not had custom that female people work outside, the employment of female teachers or LM also raised the awareness of job opportunities and possibilities of female people. It is noted that these results are some positive impacts from the Project in social and psychological aspects.</li> </ul>
Sustainability	Does the Pakistani government policy support the sustainability of the project?	<ul style="list-style-type: none"> <li>• The team found the strong commitment and sense of the ownership of all tiers of the government and stake holders down to the village level and supportive policy of the provincial government were very positive factor for the sustainability of the project.</li> <li>• The comprehensive program has been already devised to match the needs for the provinces by the provincial government.</li> <li>• Several projects have been already approved by the P&amp;D department, which imply the budget allocation have already been assured to implement those program to some extent.</li> <li>• Further, the other projects as a part of comprehensive program are also in a pipeline.</li> </ul>
	Can the sustainability of the project be ensured by the capacity of the Pakistani side?	<ul style="list-style-type: none"> <li>• The team found the organizational/institutional arrangement of the provincial government was weak, which may hamper the sustainability of the Project.</li> <li>• Technical capacity such as analytical and planning capacity of the both district and provincial government needs to be further enhanced to ensure the sustainability of the Project.</li> </ul>
	If the Government of Punjab would sustain the technology accumulated by the Project?	<ul style="list-style-type: none"> <li>• For the appropriate maintenance of LitMIS database, it is more desirable for the LNFED to keep the skillful and experienced staff trained in the Project in the long-run. However, there are continuously some officers leaving the Project to look for better working conditions at the District offices. This can be said the loss of human resources as well as technology, which should be discussed for the sustainability of skills and knowledge obtained by the Project.</li> <li>• One of the reasons for understaffing by turnover at the District level is that the salary package</li> </ul>

Evaluation Item	Sub-questions	Study Result
	<p>Does the project will sustain with the social and cultural support?</p>	<p>stipulated in PC-I is comparatively lower than the average of other job places to those with similar qualifications. As it is important to consider the working environment improvement for keeping skilled workers, it is suggested for the Government of Punjab to review and discuss this matter including the wage standard.</p> <ul style="list-style-type: none"> <li>There are certain social and cultural issues needs to be addressed. At the same ALC, the frequent visit by the male literacy mobilizer discourage male family members of female learners to send them to those ALCs. Since it is difficult for women to travel by motorcycle, currently there are only male literacy mobilizers in the Project. Measures should be taken to keep enrolling those female learners in ALCs.</li> </ul>

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### ANNEX 3. Inputs

#### 3-1. Personnel Assignment by both sides

##### (1) List of Japanese Experts

	Name	Assignment	Period
1	Takumi Koide	1) To advise and assist implementation of the Total Literacy Project in four model districts. 2) To conduct any necessary coordination with JICA Office and LNFBE Department on the project 3) To support the LNFBE Department for any related work for enhancing outcome of the project and strengthening the Department. (from A1 form)	12 Jan.2004 - 14 Jul. 2007
2	Kaori Tanaka	1) To analyze present capacity of LNFBE both at provincial and district. 2) To propose master plan for the capacity building of the LNFBE in order to conduct planning and implementation more effectively. (from A1 form)	13 Jan.2007 - 11 Feb.2007

##### (2) List of Pakistan Counterparts Personnel

	Position	Name	Assigned period
<b>Punjab Provincial Government</b>			
1	Secretary	Mr. Abid Saeed	- Jun.2006
		Mr. Rai Ijaz Ali Zaigham	Aug.2006 -
2	Additional Secretary	Mr. Ghulam Abbas Sargana	- Nov. 2005
		Mr. Sadiq Hussain	Dec.2005 - Oct. 2006
		Mr. Muhammad Hafiz Janjua	Oct.2006 -
3	Deputy Secretary	Dr. Muhammad Arshad	Sep.2002 -
<b>DG Khan District Government</b>			
4	Executive District Officer (Literacy)	Dr. Aslam Hayat Durrani	- May 2006
		Prof. Rashid Ahmad Khan Mazari	May 2006 -
<b>Khanewal District Government</b>			
5	Executive District Officer (Literacy)	Mr. Rao Mushtaq Ali	- Mar. 2005
		Mr. Meher Khalid Mahmud Hiraj	Mar. 2005 -
<b>Khusab District Government</b>			
6	Executive District Officer (Literacy)	Mr. Sarfraz Ahmad Chattha	2001 -
<b>Mandi Bahauddin District Government</b>			
7	Executive District Officer (Literacy)	Mr. Khizr Hayat Bosal	- Jun. 2005
		Mr. Riaz Hussain	Jun. 2005 - May 2006
		Mr. Muhammad Yousaf Awan	May - Jul. 2006
		Mr. Khizr Hayat Bosal	Sept. 2006 -

(3) List of the project officers under the PC-1 (as of 17 August 2006)

Title	Location	No. of Post	Filled
<b>Provincial level</b>			
Project Director	Province	1	0
Research Officers	Province	4	0
Computer Operators	Province	5	2
<b>District level</b>			
District Literacy Officer	DG Khan	1	0
	Khanewal	1	1
	Khushab	1	1
	Mandi Bahauddin	1	0
Deputy District Literacy Officers	DG Khan	3	3
	Khanewal	4	2
	Khushab	2	2
	Mandi Bahauddin	3	2
Union Mobilizers	DG Khan	12	7
	Khanewal	20	18
	Khushab	10	9
	Mandi Bahauddin	13	10
Computer Operators	DG Khan	4	4
	Khanewal	5	2
	Khushab	3	1
	Mandi Bahauddin	4	2
Total		97	66

(4) List of the members of Steering Committee

1) Provincial Steering Committee

No.	Title	Responsible
1	Minister Literacy & NFBE	Chairman
2	Secretary Literacy & NFBE	Vice Chairman
3	Parliamentary Secretary (Literacy)	Member
4	Parliamentary Secretary (Education)	Member
5	Chairman Standing Committee Member	Member
6	DG Social Welfare	Member
7	Project Director PRSP	Member
8	Rep. of P&D Department	Member
9	Rep. of Finance Department	Member
10	Rep. of Education Department Member	Member
11	Rep. of NCHD	Member
12	Representative of JICA	Member
13	Project Director	Member / Secretary
14	Ms. Shaheen Attiq-ur-Rehman, Executive Director, BUNYAD	Member
15	Mrs. Hamda Tariq, President Women Welfare Society	Member
16	Dr. Baela Raza Jamil, SUDHAR - ITA Alliance	Member

Source: Notification No. SO(P) 5-13/2003 dated 22 February 2005 by the Literacy & Non-Formal Basic Education Department, Government of Punjab

2) District Steering Committee in the District of Khushab

No.	Title	Responsible
1	District Coordinator Officer	Chairman
2	Zila Nazim or his representative	Member
3	Naib Zila Nazim	Member

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4	All the Tehsil Nazims in the District	Member
5	Executive District Office (Literacy)	Member/ Secretary
6	Executive District Officer (Education)	Member
7	Executive District Officer (Community Development)	Member
8	Executive District Officer (Revenue)	Member
9	Malik Muhammad Farooq, General Secretary NGOs Network, Soon Valley Naushera District Khushab	Member
10	Mrs. Salma Pir Zada, Chairperson, Women Welfare Society, Khushab	Member
11	Mr. Muhammad Rafizue Khan Jamali, President, Career Development Organization, Tehsil Noorpur, District Khushab	Member
12	One Union Council Nazim from each Tehsil	Member

Source: Notification No. SO(P) 5-13/2003 dated 19 December 2006 by the Literacy & Non-Formal Basic Education Department, Government of Punjab

3) District Steering Committee in the District of Khanewal

No.	Title	Responsible
1	District Coordinator Officer	Chairman
2	Zila Nazim or his representative	Member
3	Naib Zila Nazim	Member
4	All the Tehsil Nazims in the District	Member
5	Executive District Office (Literacy)	Member/ Secretary
6	Executive District Officer (Education)	Member
7	Executive District Officer (Community Development)	Member
8	Executive District Officer (Revenue)	Member
9	Syed Farakh Raza: STEP Kabirwala Office 262/2, Al-Murtaza Khanewal road Kabirwala	Member
10	Syed Muhammad Ali Gardezi: Rachna Kabirwala Kanwar House Ward No.5, St.No.19, House No.150 Kabirwala	Member
11	Bimila Iram: Roshan Rahin Organization near Abu Bakar Majid Civil, Khanewal	Member
12	One Union Council Nazim from each Tehsil	Member

Source: Notification No. SO(P) 5-13/2003 dated 19 December 2006 by the Literacy & Non-Formal Basic Education Department, Government of Punjab

4) District Steering Committee in the District of Mandi Bhau-ud-Din

No.	Title	Responsible
1	District Coordinator Officer	Chairman
2	Zila Nazim or his representative	Member
3	Naib Zila Nazim	Member
4	All the Tehsil Nazims in the District	Member
5	Executive District Office (Literacy)	Member/ Secretary
6	Executive District Officer (Education)	Member
7	Executive District Officer (Community Development)	Member
8	Executive District Officer (Revenue)	Member
9	Syed Qamar Abbas, Insan Dost Welfare Society	Member
10	Mr. Muhammad Zafar c/o Ms.Hamida Waheed-ud-Din Hina, Development Office, M.B.Din	Member
11	Basma Chaudhary c/o Hay-al-Falah Paranwali, M.B.Din	Member
12	One Union Council Nazim from each Tehsil	Member

Source: Notification No. SO(P) 5-13/2003 dated 19 December 2006 by the Literacy & Non-Formal Basic Education Department, Government of Punjab

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5) District Steering Committee in the District of D.G. Khan

No.	Title	Responsible
1	District Coordinator Officer	Chairman
2	Zila Nazim or his representative	Member
3	Naib Zila Nazim	Member
4	All the Tehsil Nazims in the District	Member
5	Executive District Office (Literacy)	Member/ Secretary
6	Executive District Officer (Education)	Member
7	Executive District Officer (Community Development)	Member
8	Executive District Officer (Revenue)	Member
9	Gul-e-Fatima NGO	Member
10	Mr. Munir Ahmed Khan: President, Tanzeem Al-Falah Taunsa Sharif	Member
11	Mr. Muhammad Younas Khatak, General Secretary, Ali Development Organization, Block-R D.G. Khan	Member
12	One Union Council Nazim from each Tehsil	Member

Source: Notification No. SO(P) 5-13/2003 dated 19 December 2006 by the Literacy & Non-Formal Basic Education Department, Government of Punjab

3-2: List of Equipment and Materials Provided by JICA

3-2-1. List of Equipment and Materials

	DG Khan	Khanewal	Khushab	Mandi Bahauddin	L&NFBE Dept.	Total
4WD Vehicle	1	1	1	1	0	4
100cc Motorcycle	13	20	10	12	1	56
Desktop PC	3	4	2	3	0	12
Laptop PC	1	1	1	1	0	4
Laser Printer	1	1	1	1	0	4
Generator	1	1	1	1	1	5
Digital Camera	1	1	1	1	0	4
Fax machine	0	0	0	0	2	2
Projector	0	0	0	0	1	1
Copier	0	0	0	0	1	1
NEBE Kit	0	225	112	0	0	337
ALC Kit	0	420	127	0	0	547

3-2-2. List of the items of NFBE Kit

1.	Black board (1)
2.	Sign board (1)
3.	Chair for a teacher (1)
4.	School bell (1)
5.	National Flag (1)
6.	Registers (1)
7.	Teachers Diary (1)
8.	Progress Report (1)
9.	Chalk (10 boxes)
10.	Daree (1)
11.	Educational Chart (4 kinds)
12.	Slates (10)
13.	Takhti (30)

14.	Wall clock (1)
15.	School bag (30)

### 3-2-3. List of the items of ALC Kit

1.	Black board (1)
2.	Sign board (1)
3.	Registers (1)
4.	Daree (1)
5.	Educational Chart (4 kinds)
6.	Slates (30)
7.	Notebook (30)
8.	Bag (30)

### 3-3. Teacher's Training by District

#### (1) Summary of Teachers Trained by District

	NFBE		ALC	
DG Khan	Jan. 3-17 2006	M17 F0	Jan.3-5 2006	M41 F13
	Jan. 3-17 2006	M0 F25	Jan. 20-22 2006	M36 F42
			Jan.3-5 2006	F36
			Jan.3-5 2006	M12
	Jan.11-25 2007	F319	Jan.8-10 2007	695(M234 F461)
<b>TOTAL</b>		<b>361(M17/F344)</b>		<b>875(M323/F552)</b>
Khanewal	Dec.24 2005 -Jan.7 2006	F33	Dec.24-26 2005	52 (M27 F25)
	Mar.9-24 2006	F28 Tehsil Kabir Wala	Mar.4-6 2006	133 (M45 F88)
	Mar.9-24 2006	F24	Mar.4-6 2006	32 (M0 F32)
	Mar.9-24 2006	F32	Mar.4-6 2006	31 (M0 F31)
	June 14-30 2006	F31	Mar.4-6 2006	24 (M0 F24)
	June 14-30 2006	F32	Mar.11-13 2006	33 (M33 F0)
	June 3-17 2006	F30		
	June 1-15 2006	F30		
	Jan.11-25 2007	520(M151/F369)	Jan.8-10 2007	273(M151 F122)
<b>TOTAL</b>		<b>760(M151/F609)</b>		<b>467(M233/F234)</b>
Khushab	Dec.27 2005-Jan. 10 2006	F30	Dec.27-29 2006	F44
	Jan.17-31 2006	M31 UC Golewali	Jan. 17-19 2006	M24 UC Golewali
	Mar.6-20 2006	M23 UC Kharwan		
	Aug. 16-30 2006	F43		
	Jan.11-25 2007	303(M186/F117)	Jan.8-10 2007	119 (M63 F56)
<b>TOTAL</b>		<b>430(M240/F190)</b>		<b>187 (M87 /F100)</b>
MB Din			May 29-31 2006	33 (M9 F24)
			June 1-3 2006	F50 UC Mangat
			June 1-3 2006	M43
		Jan.11-25 2007	F222	Jan.8-10 2007
<b>TOTAL</b>		<b>222(M0/F222)</b>		<b>309(M112/F197)</b>

Source: JICA - PLPP Project Office

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## (2) Summary of the Cost of Teacher's Training by District (Unit: Rs.)

District	DG Khan	Khanewal	Khushab	Mandi Bahauddin	Total
Total	154,699	579,294	287,426	67,810	1,089,229

## 3-4. Counterpart's Training

## (1) Training in Thailand and Indonesia

Period	Name	Position / Organization	Target and Main topics
3 Nov. 06	Mr. Syed Hussain Jahanian Gardezi	Provincial Minister for Literacy & Non-Formal Basic Education	-To learn the successful model and experience of literacy project
12 Nov. 06	Mr. Rai Ijaz Ali Zaigham	Secretary, Literacy & Non-Formal Basic Education Department, Government of the Punjab	
	Mr. Malik Ghulam Muhammad Tiwana	Zila Nazim Khushab	-To visit CLC (Community Learning Centers)
	Mr. Choudhry Farrukh Ataf	Zila Nazim Jhelum	
	Mr. Sarfraz Ahmad Chattha	Executive District Officer Literacy, Khushab	

## (2) Training in Japan (Attendance to Seminar)

Period	Name	Position / Organization	Target and Main topics
10 Oct.04 - 17 Oct.04	Mr. Abid Saeed	Secretary, Literacy & Non-Formal Basic Education Department, Government of the Punjab	UNESCO-JICA International Symposium on Non-formal Education to Promote EFA and Lifelong Learning

## (3) Trainings / Seminars for 4 Model Districts

No.	Date	Venue	Title / Purpose	Participants
1	12,13 Apr. 2004	Management Profession Development Dept. (MPDP), Lahore	Workshop for Master Trainers for Household Survey	EDOs, Master Trainers, Computer Operators
2	11,12 Jan. 2005	JICA-PLPP Office, Lahore	Workshop for Master Trainers for Household Survey & Planning Methodology for EDOs through utilization of data	EDOs, Master Trainers
3	2 Sept. 2005	JICA-PLPP Office, Lahore	Training of EDOs for better utilization of LitMIS	EDOs, Computer Operator
4	28, 29 Sept. 2005	Pearl Continental Hotel, Lahore	National Seminar for Literacy and Non-Formal Basic Education: A New Strategy	Federal government, Punjab, Sindh, NWFP, EDOs (including Model District), NCHD, NEF, PTB, PITE, NGOs, Donors
5	7 Jan. 2006	Pearl Continental Hotel, Lahore	Workshop on District Management Information System	All EDO Literacy in Punjab
6	14-16. Feb.2006	Higher Education Commission, Lahore	Officer Training	RO, DLO, DDLO (Optional for EDO)
7	20, 21 Feb.2006	MPPD, Lahore	Officer Training	Literacy Mobilizers
8	23-25. Feb.2006	MPPD, Lahore	Officer Training	Computer Operators
9	20 Sept.2006	JICA-PLPP Office, Lahore	Seminar on Monitoring	EDO, DLO, DDLO, Literacy Mobilizers, Computer Operators

ANNEX 3-5. Project Cost from Both Sides (As of March 2007)

Remark; 1) The following figures show the Expenses from April 2004 to March 2007  
 2) The cooperation project of JICA indicated in RID is from July 2004 to July 2007  
 3) Japanese fiscal year is from April to March, the Pakistani is from July to June

Rs. 1 = JPY 195  
 Rs. 1 = US\$0.0172  
 US\$ 1 = JPY 116.80

(1) Pakistani side

Subject of expense	Fiscal Year	2003 Actual (Rs)					2004 Actual (Rs)					2005 Actual (Rs)					2006 Actual (Rs)					Total (Rs)		US\$	
1	Provincial	0					0					0					32,348,000					32,348,000		556,768	
2	D.G.Khan	875,000					10,835,250					13,488,000					22,904,000					48,102,250		827,979	
3	Khanewal	875,000					21,670,500					14,237,000					24,079,000					60,861,500		1,047,603	
4	Khushab	875,000					10,835,250					5,297,000					8,986,000					26,003,250		447,591	
5	M.B.Din	875,000					10,835,250					5,098,000					9,675,000					27,083,250		466,181	
Net Total		3,500,000					54,176,250					38,720,000					98,000,000					Rs194,396,250		US\$3,346,123	

\*Note: The figure includes cost in millions of the items like Personnel (salary and employment expense), Equipment Supply, Trainings, Facility arrangement (NFBE and ALC), Supply of Learning Kits, Materials, Salary of Teachers, Monitoring activities (including NGOs supervision) etc.

(2) Japanese side (JICA side)

Subject of expense	Fiscal Year	2003 Actual (Rs)					2004 Actual (Rs)					2005 Actual (Rs)					2006 Actual (Rs)					Total (Rs)		Total (Yen)		US\$	
1	Equipment supply	2,095,000					8,500,000					2,500,000					0					13,095,000		26,509,060		225,403	
2	Technical Fees (technical assistance fees of experts, living, security and welfare expenses for experts (dispatched) *	1,430,878					6,484,215					6,484,215					8,337,592					22,738,898		44,291,477		391,368	
3	Local Expense for Project Activity																										
1) LIMIS Development, Household Survey, Survey form document copy, Data entry, Campaign																											
2) Seminars / trainings																											
3) Purchase of Center Kits																											
4) Teachers Training (NFBE, ALC)																											
5) Counterparts Training in Thailand, Indonesia and Japan																											
6) Salary (DLO, RO, CO etc)																											
7) Others																											
Net Total		3,739,878					27,684,215					22,658,215					28,771,592					Rs82,753,898		JPY 161,204,593.30		US\$2,190,100	

\* Note: The figure shown is the product of average monthly technical fee multiplied by assignment period (rounded months)

Project Cost by Both Sides by Currency

Currency	Pakistan Rs	U.S Dollar	Japanese Yen	%
Japanese side	Rs82,753,898	US\$2,190,100	JPY 161,204,593	40%
Pakistan side	Rs194,396,250	US\$3,346,123	JPY 378,683,895	60%
Grand Total	Rs277,150,148	US\$5,536,223	JPY 539,888,488	100%

ANNEX 4. List of Produced Materials by the Project

No.	Title of the Document	Date
1	Survey Performa for Household Survey	Apr. 2004
2	Project Leaflet (Project Summary)	Apr. 2004
3	Survey: User's Guide	2005
4	Training Material for Master Training: Training of Master Trainers for Data Collection in Model Districts for Literacy Campaigns to Achieve 100% Literacy in Punjab	Jan. 2005
5	LitMIS Report (1st Report)	Feb. 2005
6	Report of the JICA Workshop on Literacy & NFBE	Sep. 2005
7	Kit for the Workshop on Literacy & NFBE	Sep. 2005
8	Newsletter of PLPP (1 <sup>st</sup> newsletter)	Dec. 2005
9	Literacy project planning maps	2006
10	Literacy Planning Format by LitMIS (I-A, I-B)	
11	LitMIS Report (2nd Report)	Feb. 2006
12	Compendium (Report) on the Officers Training	Feb. 2006
13	Technical Document for LitMIS Software: Project Monitoring & Execution	Apr. 2006
14	Teachers Manual by NFB	
15	Textbooks for ALCs: Bright Path	2006
16	Educational Material File (ALCs)	2006
17	Textbooks for ALCs: Basic Grammar	2006
18	ALC Monitoring Performa: User's Guide	Sep. 2006
19	NFBE Monitoring Performa: User's Guide	Sep. 2006
20	Report of Study Tour To Thailand & Indonesia	Dec. 2006
21	School bag for NFEB pupils	
22	Resource Book	
23	Report on Teachers Training under Model District Literacy Project, Khushab	Jan. 2007 Sep. 2007
24	LitMIS Report (3rd Report)	Feb. 2007
25	Report on Teacher training for Adult Literacy Centres and NFBE Schools (Phase -1) 'Model District for Literacy Campaigns to Achieve 100% Literacy' by District Government, Dera Ghazi Khan	Mar. 2007
26	Certificate of NFBE / ALC	Jan. 2007

B A B.K.