

Islamic Republic of Pakistan

**Advancing Quality Alternative Learning
Project (AQAL)
in Islamic Republic of Pakistan**

Project Completion Report

March 2020

**Japan International Cooperation Agency
(JICA)**

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Islamic Republic of Pakistan

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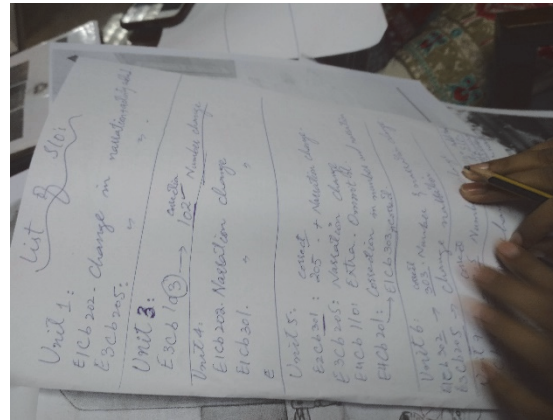
March 2020

**Japan International Cooperation Agency
(JICA)**

Pictures



Review of teaching-learning materials by subject specialists (ICT)



Review of teaching-learning materials by subject specialists. He/she was checking if SLOs in the curriculum were included in the teaching-learning materials.



Group work during the third country visit (Indonesia)



Capacity building training for District Literacy Officers (DLOs) (Balochistan)



Launching Ceremony of the ALP curriculum (ICT)



M/M sign ceremony (JICA Pakistan Office)



Non-Formal Basic Education School (Sindh)-
Intervention school of Action Research



Walk for Literacy for International Literacy
Day (ICT)



National NFE Forum (ICT)



Appreciation ceremony for NFE teachers and
community (ICT)



Learning Achievement Test for Comparative
Research by NEAS (NFE school, ICT)



Lecture about AQAL(LUMS: Lahore
university of management science, Lahore)



Non-Formal Basic Education School visit by President of JICA (Sindh)



Group work of structuring words by alphabet cards



Learner of Non-Formal Basic Education School



Learners who started to go to Non-Formal Basic Education School



Teacher Training



ALP programme for youth



Sewing course of Adult Literacy Programme (Sindh)



Beautician course of Adult Literacy Programme (Sindh)



Electrician Course of Adult Literacy Programme (Sindh)



Learners who attend assessment of job training after completion of literacy and skill course



ALP-Primary school of religious school (Madrassa) (Punjab)



Learners from Hazara (minority ethnic group) -Attending ALP-Primary after completion of adult literacy (Balochistan)

Table of Contents

Abbreviation/ Acronyms

I. Basic Information of the Project	1
1. Country: Islamic Republic of Pakistan	1
2. Title of the Project: Advancing Quality Alternative Learning (AQAL).....	1
3. Duration of the Project:	1
4. Background	1
5. Overall Goal and Project Purpose	1
6. Implementing Agency	2
II. Results of the Project	2
1. Results of the Project	2
1-1 Input by the Japanese side	2
1-2 Input by the Pakistani side	6
1-3 Activities	6
Output 1: Platform for facilitating NFE is strengthened in the Target Areas.....	6
Output 2: Data driven management for NFE is institutionalized in the Target Areas.....	27
Output 3: Delivery of Quality NFE is improved in the Target Areas	33
2. Achievements of the Project	61
2-1 Outputs and indicators	61
2-2 Project Purpose	64
3. History of PDM modification	65
4. Others	66
III. Results of Joint Review	68
1. Results of Review based on DAC Evaluation Criteria	68
(1) Relevance: Very High	68
(2) Effectiveness: Very High	69
(3) Efficiency: High	69
(4) Impact: Very High	70
(5) Sustainability: High	71
2. Key Factors Affecting Implementation and Outcomes	72
3. Evaluation on the results of the Project Risk Management	72

4. Lessons Learnt	72
IV. For the Achievement of Overall Goals after Project Completion	73
1. Prospects to achieve Overall Goal	73
2. Plan of Operation and Implementation Structure of the Pakistan side to achieve Overall Goal	74
3. Recommendations	74
3-1 Recommendations for the Pakistan side	74
3-2 Recommendations for the Japanese side	75
4. Monitoring Plan from the end of the Project to Ex-post Evaluation	76
ANNEX	
Annex 1: PDM.....	77
Annex 2: PO	79
Annex 3: List of Activities	82
Annex 4-1 : List of NFE providers	324
Annex 4-2 : Policies and related documents that legitimize NFE as a priority in the education sector.....	326
Annex 4-3: Decisions made based on the data of NFEMIS	327
Annex 4-4 : Organizations that utilize NFEMIS	328
Annex 4-5: NFE providers that utilize NFE package	330
Annex 5: List of Products.....	332

Abbreviation/ Acronyms

AE	Accelerated Education
AEPAM	Academy of Education Planning and Management
AIOU	Allama Iqbal Open University
AKU-IED	Agha Khan University -Institute of Educational Development
AL	Accelerated Learning
ARC	American Refugee Committee (Currently name is Alright)
AQAL	Advancing Quality Alternative Learning Project
BAEC	Balochistan Assessment Examination Commission
BECS	Basic Education Community Schools
BHU	Basic Health Unit
BISE	Balochistan Board of Intermediate and Secondary Education
BRAC	Bangladesh Rural Advancement Committee
BRSP	Balochistan Rural Support Programme
BTTB	Balochistan Textbook Board
BOC	Bureau of Curriculum and Extension Centre
CLC	Community Learning Centre
C/P	Counterpart
CPD	Continuous Professional Development
DCAR	Directorate of Curriculum, Assessment and Research
DFID	Department for International Development
DLNE-SELD	Directorate of Literacy and Non-Formal Basic Education - School Education and Literacy Department, Sindh
DLNE- SWD	Directorate of Literacy and Non-Formal Education -Social Welfare, Special Education, Non-Formal, Literacy and Human Rights Department
EU	European Union
FDE	Federal Directorate of Education
GIZ	The Deutsche Gesellschaft für Internationale Zusammenarbeit
GPE	Global Partnership for Education
ICT	Islamabad Capital Territory
ILO	International Labour Organization
IRC	Indus Resource Centre
IPEMC	Inter-Provincial Education Minister's Conference
JCC	Joint Coordination Committee
JICA	Japan International Cooperation Agency
KP	Khyber Pakhtunkhwa
LEG	Local Education Group
LNFBED	Literacy and Non-Formal Basic Education Department, Punjab
MDGs	Millennium Development Goals
MFEPT	Ministry of Federal Education and Professional Training
M/M	Minutes of Meetings

NCHD	National Commission for Human Development
NEF	National Education Foundation
NEMIS	National Education Management Information System
NFBE	Non-Formal Basic Education
NEDPG	National Education Development Partners Group
NFE	Non-Formal Education
NFE-TWG	Non-Formal Education – Technical Working Group
NFEMIS	Non-Formal Education Management Information System
NGO	Non-Governmental Organization
NTI	National Training Institution
ODA	Official Development Assistance
OJT	On-The-Job Training
OOSC	Out of School Children
PBS	Pakistan Bureau of Statistics
PDM	Project Design Matrix
PITE	Provincial Institute for Teacher Education
PMP	Performance Monitoring Plan
PO	Plan of Operation
PPHI	People’s Primary Health Care Initiative
PPIU	Policy, Planning Implementation Unit
PPP	Public Private Partnerships
R/D	Record of Discussions
SDGs	Sustainable Development Goals
SED	Secondary Education Department, Government of Balochistan
SEF	Sindh Education Foundation
SELD	School Education and Literacy Department, Sindh
SMB	Sindh Madrassa Board
SNE	Schedule for New Expenditure
STEDA	Sindh Teachers Education and Development Authority
STEVTA	Sindh Technical Education and Vocational Training Authority
SWD	Social Welfare, Special Education, Non-Formal, Literacy and Human Rights Department
TNW	The NGO World
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
NRSP	National Rural Support Programme
USAID	United States Agency for International Development
USAID-CBP	United States Agency for International Development- Capacity Building Program
USAID-SRP	United States Agency for International Development- Sindh Reading Program
UNHCR	The Office of the United Nations High Commissioner for

	Refugees
VEC	Village Education Committee

I. Basic Information of the Project

1. **Country:** Islamic Republic of Pakistan

2. **Title of the Project:** Advancing Quality Alternative Learning (AQAL)

3. **Duration of the Project:**
September 2015 – March 2020 (4 years and 7 months)

4. Background

Pakistan is the sixth most populous country in the world with 58% of literacy rate (UNESCO 2018) and it accommodates 22.8 million out-of-school children (OOSC) which is the second largest number in the world after Nigeria. Pakistan was ranked 147th out of 188 countries in the Human Development Index (HDI) report (UNDP 2016-17), which measures adult literacy and enrolment indicators as well. Similarly, the country is ranked 134th among 157 countries on the Human Capital Index (World Bank 2018) and faces multiple challenges regarding skill gaps, poverty, health, basic education and gender equality. While more than 74% of OOSC are between 10 and 16 years old, the official school age for primary education in Pakistan is from 5 to 9 years and consequently, most of the formal schools do not admit overage children and youth who missed educational opportunities.

In this situation, non-formal education (NFE), with flexible and need based approach, have vital roles. Thus, Japan International Cooperation Agency (JICA) has been supporting the Government of Pakistan to enhance NFE system in the entire education delivery mechanism and to ensure the recognition and verification of learning in NFE pathways.

5. Overall Goal and Project Purpose

(1) Overall Goal

Access and quality of Non-Formal Education (NFE) improved through alternative learning paths in federal area, Balochistan, Punjab and Sindh (the Target Areas)

(2) Project Purpose

Non-formal education system is strengthened in the Target Areas.

6. Implementing Agency

Table 1. Implementing Agency

Areas	Implementation Agencies
Federal	Ministry of federal Education and Professional Training
Balochistan	Social Welfare, Special Education, Literacy and Non Formal Education Department, Government of Balochistan
Punjab	Literacy and Non-Formal Basic Education Department, Government of Punjab
Sindh	School Education and Literacy Department, Government of Sindh

II. Results of the Project

1. Results of the Project

1-1 Input by the Japanese side

(1) Amount of inputs by the Japanese side

(2) Expert dispatch:

Japanese Experts

Output	Position	Duration	Details
All	Chief Advisor	September 2015 - March 2020	Overall management and coordination of AQAL
All	Project Coordinator	March 2017- March 2020	Administration, monitoring and evaluation, and research

Local Experts

Output	Position	Duration	Details
All	Deputy Chief Advisor	September 2015 - March 2020	Overall management and coordination of AQAL
Output 1 and 3	Programme Specialist in Policy and Strategy	September 2015 - March 2020	In charge of Output 1
Output 2	Programme Specialist in Data Driven	November 2015 - March 2020	In charge of Output 2

	Management		
Output 3	Programme Specialist in Curriculum and Material Development	September 2015 - March 2020	In charge of Output 3
Output 3	Programme Specialist in Youth and Adult Literacy	September 2015 - December 2015 and September 2017 - March 2020	In charge of Output 3, Federal government and related organizations
Output 3	Programme Officer (Community Mobilization)	September 2015 - March 2020	
Output 3	Programme Officer (Training)	August 2016 - March 2020	
Output 3	Training Officer	May 2017 - March 2020	
Output 3	Communication Officer	October 2016 - March 2020	
All	Provincial Coordinator (Balochistan)	October 2015 - March 2020	In charge of Balochistan
All	Provincial Coordinator (Sindh)	October 2015 - March 2020	In charge of Sindh
All	Provincial Coordinator (Punjab)	October 2019 - March 2020	In charge of Punjab
All	Field Coordinator (ICT)	September 2015 - March 2020	
All	Administration and Finance Manager	September 2015 - March 2020	
All	Administration Officer	November 2016 - March 2020	
All	Admin and Non-Formal Education Management Information System (NFEMIS) Officer (Balochistan)	April 2017 - March 2020	

(3) Receipt of training participants

<Study Visit-1: Japan and Thailand >

The study-visit to Thailand and Japan was organized with 9 participants from 20 January to 4 February 2017. Thailand is one of the leading countries where NFE policy and delivery mechanism from national to community levels established. It also has strong equivalency programme from primary to upper secondary education. Japan also has social education law and established delivery mechanism through Kominkan. In both countries, governments take initiatives on NFE/ Social Education framework and implementation which can be useful for Pakistan. The Chief Advisor and 3 local experts of JICA-AQAL joined the visit to facilitate and coordinate the programme, discussion among participants and develop action plans. The list of participants is the follow;

Table 2-1. List of Participants

	Name:	Organization/ Position
1	MS. RAZINA ALAM KHAN	Chairperson, National Commission for Human Development (NCHD)
2	MR. FAZLULLAH PECHUHO	Secretary, Health Department, Sindh
3	MR. MUHAMMAD ASLAM	Secretary, Social Welfare, Special Education, Literacy and Human Rights Department, Balochistan
4	MR AZIZ AHMED JAMALI	Additional Secretary, Secondary Education Department, Balochistan.
5	MR. MUHAMMAD ALAM THAHEEM	Director, Directorate of Literacy and Non Formal Education, School Education department, Sindh
6	MS. FAUZIA NAEEM KHAN	Head, Curriculum Wing, School Education Department, Sindh
7	MR. SYED MUHAMMAD SHARIF HAIDER	Deputy Director, Directorate of Literacy and Non Formal Education, Social Welfare, Special Education, Literacy and Human Rights Department, Balochistan
8	MR. HABIBULLAH KHAN	National Coordinator National Commission for Human Development (NCHD)
9	MR. MUHAMMAD NASIR AMIN	In-charge NEMIS, Academy of Educational Planning and Management, Federal Ministry of Education and Professional Development

Three action plans (Federal, Sindh and Balochistan) had made during the visit. Some plans were materialized during the project period; e.g. utilize formal education facilities for NFE (night/ evening school), health/ nutrition cum literacy programme in Balochistan.

<Study Visit-2: Indonesia >

The study-visit to Indonesia was organized from 10 to 15 March 2019 with 9 participants. Indonesia is also one of the leading models of Accelerated Education from primary to the upper secondary level, and establish NFE delivery model from central government to the community through community learning centres (CLCs). In addition to these characteristics of NFE, Indonesia has strong accreditation system between Islamic studies in Madrassa and general education, thus, it can provide good example of the accreditation and coordination mechanism between general education, religious education and vocational training. The Chief Advisor, the project coordinator and 4 local experts of JICA-AQAL joined the visit to facilitate and coordinate the programme, discussion among participants and develop action plans. Dr. Kiichi Oyasu, Director of Education, the Asia-Pacific Cultural Centre for UNESCO (ACCU) was also participated to the visit to provide technical inputs and support the participants to understand dynamic model of accelerated education in the Asia-Pacific region. The list of participants is the follow;

Table2-2. List of Participants

Sr.#	Name	Designation
1	Syed ANWAR UI Hasan BOKHARI	Additional Secretary, Ministry of Federal Education and Professional Development Islamabad
2	Ali Ahmad KHARAL	Director General, Federal Directorate of Education, Islamabad
3	Mr. Nasir Mahmood	Dean of Education, Allama Iqbal Open University, Islamabad
4	Tayyab Muhammad	Secretary, Secondary Education Department, Government of Balochistan
5	Mr. Abdul Razzaq	Coordinator, Balochistan Assessment and Examination Commission (BAEC) Balochistan
6	Mr. Jalal Khan	Assistant Director, Directorate of Literacy and NFE Balochistan
7	Mr. Muhammad Alam Thaheem	Director Literacy and NFE, Sindh
8	Mr. Ghulam Asghar Memon	Director General, Directorate of Curriculum, Assessment and Research, Education and Literacy Department, Government of Sindh
9	Muhammad Bilal Akhter	Senior Programme Officer, ALP Sindh Education Foundation

Three action plans (Federal, Sindh and Balochistan) had made during the visit.

<In-country trainings >

Various trainings have been organized in Pakistan. For further details, please see Annex 3: List of Activities “Training” section.

(4) **Equipment provision:** 2,897,047 Pakistan Rupees

(5) **Overseas activities cost:** 420,955,549.19 Pakistan Rupees

1-2 Input by the Pakistani side

- (1) Counterparts assignment: Services of Government of Pakistan (GOP)'s counterpart personnel and administrative personnel.
- (2) Provision of offices, etc: Offices and equipment’s (e.g. tables, chairs and other office related items) are provided by the counterpart organizations in Islamabad, Karachi and Quetta
- (3) Other items borne by the counterpart government: as mentioned above (2)

1-3 Activities

The project was started from 28 September 2015 and completed on 23 March 2020. The project offices have been established in Lahore, Islamabad, Karachi and Quetta.

Output 1: Platform for facilitating NFE is strengthened in the Target Areas

1.1 Support national and provincial coordination forums to increase coordination among NFE providers

Platforms to coordinate stakeholders promoting NFE have been built at the Federal level and in the provinces of Sindh, Balochistan and Punjab including NFE Forum, Coordination Committees and Technical Working Groups (TWGs) etc. in which governments, civil society organizations (CSOs), various development partners (DPs) and academia cooperate and collaborate in NFE activities. The platforms promote establishing foundation of NFE policies and frameworks and support strengthening NFE activities in each province and in Pakistan by provision of each stakeholder’s strengths.

Local Education Groups (LEGs), organized by Provincial governments are also a crucial platform for

NFE. NFE has been placed permanently on as one of the agendas of LEGs in Sindh and Balochistan, which consist of stakeholders from the overall education sector such as formal education and vocational education & training as well as NFE. This placement is quite important because it provides opportunities to discuss issues of educational situation in each province and strategies to solve the issues including utilization of NFE and accelerated education; it leads to further development and expansion of NFE.

① <National Level coordination>

①-1 Inter Provincial Education Ministers’ Conference (IPMEC) and provincial local education groups (LEGs)

NFE has been placed permanently on as one of the agendas of the “Inter Provincial Education Ministers’ Conference (IPMEC)”, and local education groups (LEGs) which did not happen before the Project implementation. That placement is quite important from various viewpoints because it can facilitate mutual learning among provinces and thus promotes activities of all provinces on their own initiatives, which leads to further development and expansion of NFE.

①-2 NFE sub-group was formulated under the National Education Development Partners Group (NEDPG) :

In order to create a platform at development partners’ level to facilitate improved coordination among donors’ community, particularly for NFE, JICA-AQAL team shared the idea with the NEDPG, which is operating at national level to improve funding status for education in Pakistan. All the members of NEDPG including DFID, JICA, UNESCO and UNCIEF agreed with the idea and created a sub-group of donors on NFE at national level in 2015. Twelve NFE sub-group meetings have been held during the project period, by sharing progress of NFE activities in different places and discuss strategies for promoting NFE in different areas. By January 2020, the number of the sub-group member became ten (JICA, ILO, UNICEF, UNESCO, UNHCR, DFID, USAID, Islamic Development Bank, WFP, World Bank). The group has organized the following three awareness raising events during the project.

National NFE Forum

First National NFE Forum	
Date and place	14 February 2017, Islamabad
Purpose	To promote NFE activities in Pakistan; <ul style="list-style-type: none"> ● Examine international good practices, importance of NFE in SDGs framework ● Discuss possible application of these good practices in Pakistani contexts to activate NFE programmes
Contents	<ul style="list-style-type: none"> ● Inaugural Addresses by the Federal Education Ministry and the Chief Representative JICA ● Presentations by the development partners and the government <ol style="list-style-type: none"> 1. Mr Nyi Nyi Thaug, UNESCO: Need of NFE in SDG perspectives

	<ol style="list-style-type: none"> 2. Ms. Chiho Ohashi, JICA-AQAL: Comparative case studies on NFE intervention in the Asia Pacific Regions 3. Mr. Haseeb Athar, Secretary, MFEPT: current situation of education crisis and role of NFE 4. Mr. Johan Ekaju, UNICEF: Role of NFE for Out-of-school children 5. Ms Salam Qureshi, DL&NFE Balochistan: Case studies of NFE intervention in Balochistan 6. USAID (SCDP &SRP Sindh): Case studies of NFE and cooperation among development partners towards issue of OOSC 7. Mr. Nasir Amin N-EMIS in charge, AEPAM: Statistical review on NFE intervention 8. Mr. Imtiaz Alam, Plan International: A case study of International NGO on NFE and girls education
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- Recommendations were developed by discussion among participants.

Access & Equity	<ol style="list-style-type: none"> 1. Cater to the needs of a diverse group of out of school children including working children, illiterate youth and adults, non-formal education must offer a range of flexible non-formal programmes that are marketable and are culturally appropriate and offer varies pertinent approaches. 2. NFE programmes to have connectivity with existing vocational courses and offer certificate based and equivalent skills with recognizable continuing education/ training options. NVQF (national vocational qualification framework) and CBT (competency-based trainings) and appropriate assessment approaches may add to the utility of such programmes. 3. Local contexts to be considered while designing the NFE programmes and related approaches of delivery to keep learners connected to their cultures and languages. 4. Use of technology in NFE programmes will also enrich the programme features and attract many learners especially young people and adolescent groups.
Quality & Relevance	<ol style="list-style-type: none"> 1. NFE programmes need to have need based, contextually and developmentally appropriate contents both in curriculum and the teaching &

	<p>learning materials. The need based contents denote the economic, cultural and social relevance and a range of programmes.</p> <p>2. Capacity development of NFE teachers is one of the key areas that NFE programmes must take into account on priority basis. NFE teachers' capacity will directly address major challenges that NFE sector is confronting.</p> <p>3. In addition to using trained and motivated teachers in promoting enabling learning environment, especially designed motivational drives may be introduced in NFE programmes.</p> <p>4. School safety and disaster risk reduction/ management led by the learners and steered appropriately through curricula and learning materials will enhance school safety and secure learning environment</p> <p>5. Separate and organized assessment system for NFE programmes will certainly lead towards equivalent and certifiable NFE programmes and add to the programme reliability and quality.</p> <p>6. Linkages with the formal education institutes especially at village/ area levels will enhance the legitimacy and need of the NFE programmes as a complimentary stand alone and bridge programme</p>
<p>Governance & Financing</p>	<p>1. Develop standards for NFE to standardize NFE across all provinces in Pakistan, which will further be fortified to create alike administrative and functional structures for literacy and non-formal education directorates or departments.</p> <p>2. Regional and district level administrative structures equipped with necessary staffing that take care of the management and technical leadership of NFE programmes</p> <p>3. Standards in NFE all across Pakistan in terms to have similar nomenclature of NFE programmes, standards for teachers, learning environment and learning assessment followed by accreditation of all NFE programmes.</p> <p>4. NFE probably needs a solid legitimate cover in the form of a law and policy that has to be developed and passed both at national and provincial levels</p>

	<p>5. All NFE programmes need to be market oriented and must lead to gainful employment especially for youth and adults.</p> <p>6. The government should allocate at least 3% of the total budget for education to NFE sector</p> <p>7. Government and development actors should explore and engage corporate sector to mobilize their corporate social responsibility (CSR) for NFE</p> <p>8. Partnerships among Government, development and private sector actors for strengthening NFE and expanding access will provide opportunities to share funds and technical expertise</p>
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Second National NFE Forum	
Date and place	21 February 2020, Islamabad
Goal and Expected Results	<p>Goal: To learn from international best practices on non-formal education (NFE) in the Asia Pacific region, including Pakistan and to inform policy priorities on non-formal education and highlight the way educational problems have been addressed in widely differing contexts.</p> <p>Expected Results:</p> <p>At the end of the one-day national forum all participants will:</p> <ul style="list-style-type: none"> ● have improved awareness on the areas of system, delivery and quality in NFE; ● have explored how NFE challenges on quality and expansion can be overcome for the specific context in Pakistan and the refugee response; ● commit to develop, expand and improve current and future NFE programming through innovative approaches and models; ● make recommendations for improvement of NFE policy and systems at the national and provincial level in Pakistan.
Process and Recommendations	<ul style="list-style-type: none"> ● Inaugural Addresses by the Parliamentary Secretary and the Deputy Representative UNHCR ● Presentations by the International Experts <ol style="list-style-type: none"> 1. Dr Kiichi Oyasu, Director (Education), Asia-Pacific Cultural Centre for UNESCO (ACCU) on ‘Policies and Practices on NFE’ include a global overview of OOSC and youth, reasons

	<p>for exclusion, definitions of NFE, informal and formal education, degrees of participation in NFE, pedagogy and adragogy etc.</p> <p>2. Ms. Punramol Sutthirit, Office of Non-formal and Informal Education (ONIE), Ministry of Education, Thailand on ‘The success in expanding quality lifelong learning opportunities for communitéis through sub-district CLCs in Thailand’</p> <ul style="list-style-type: none"> ● Panel Discussion by development partners and the government <ol style="list-style-type: none"> 1. Dr Kiichi Oyasu, Director Education, ACCU 2. Ms Punramol Sutthirit, ONIE, Ministry of Education, Thailand 3. Ms Umbreen Arif, Technical Advisor, MFEPT 4. Mr. Syed M Sharif Haider, Director NFE, SWD, Balochistan 5. Ms Sumaira Samad, Secretary, Literacy &NFBE Department, Punjab 6. Ms. Chiho Ohashi, Chief Advisor, JICA-AQAL 7. Mr Faward Ali Shah, Education Specialist, UNCIEF Peshawar 8. Ms. Noreen Hasan, Associate Education Officer, UNHCR Islamabad 9. Mr M. Alam Thaheem, Director of L&NFE, School Education and Literacy Department, Sindh 10. Mr Carlos Ruano, Education Specialist, WFP Islamabad 11. Mr Hashmat Ali, Chief Planning Officer, Elementary and Secondary Education Dept, KP ● Presentation on ALP models in Pakistan <ol style="list-style-type: none"> 1. Mr. Abid Gill, JICA-AQAL on ALP in Pakistan: Model and Approaches 2. Dr Dilshad Ashraf, Associate Professor and Head of Graduate Programme , Aga Khan University- Institute for Educational Development (AKU-IED) on Accelerated Learning in NFBE – evidence from action research ● Concluding remarks and recommendations The concluding remarks and recommendations for the way forward were provided by Dr. Kiichi Oyasu which are summarised below: <ol style="list-style-type: none"> 1. Recognizing the diverse nature of each local context, one of the requirements for Non-Formal Education is to accommodate certain
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	<p>levels of flexibility in its modality.</p> <ol style="list-style-type: none"> 2. NFE is a tool to assist out of school children to form a base for the next phase of academic or professional life therefore it should be subject-based designing instead of duration-based designing. 3. The good practices and some features of NFE are also transferable to the formal education system. Formal education may also benefit from accommodating flexibility and employing a performance-based approach. 4. Findings from academic research should be consolidated to better inform the policy on NFE. 5. Listening to the voice of teachers and beneficiaries will be a crucial in this process. Collaboration with universities has more potential especially if the students can participate and contribute to the NFE as interns and volunteers. 6. Benefits of the use of advanced technology in education are widely recognized and this need to be further encouraged to improve not only the students' access to education resources but also to bring education closer to the learners. 7. Sharing knowledge and experience globally will expand the acceptability of NFE as acknowledged by most of participants of this forum. 8. Programmes for adult literacy can be linked to more general adult education as well as early child development. Accommodating children in adult learning space will create a positive cycle of learning. 9. Availability and reliability of data, especially those disaggregated at district/community -level are crucial for NFE policy formulation. 10. Learning outcomes should be given more importance over the outputs when assessing the effectiveness of any NFE interventions
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Accelerated Education Workshops-Pakistan	
Date and place	<p>June- July 2018</p> <p>Four Accelerated Education (AE) workshops were held in Pakistan in four provinces: Islamabad (Federal-ICT) 26 June, Peshawar (KP) 27th June; Quetta (Balochistan) 2nd -3rd July and Karachi (Sindh) 4th July.</p>
Implementation	The workshops were a success, providing sensitization and clarify to all

Results, partners	<p>stakeholders on AE and were well attended reaching a total of 197 participants in all locations. There was strong Government representation, ‘buy in’ and enthusiasm for AE in all locations.</p> <p>The workshops were collaborative effort between JICA, UNHCR and UNICEF, led by Martha Hewison on behalf of UNHCR and the Global Accelerated Education Working Group (AEWG). All the partners, UNHCR, JICA and UNICEF as well as the Director, Directorate of Literacy and NFE, Sindh Secretariat met the last AE workshop in Karachi to de brief and agree on the main recommendation for taking forward AE in Pakistan.</p>
Recommendations:	<ol style="list-style-type: none"> 1. Use existing channels, NFE working groups of the National Education Development Partners Group (NEDPG) at national level as well as NFE Forums/ working group in ICT and each Province to take the work forward. 2. Advocate for AE to be included in the Education Sector Plan (ESP) in each Province as a key strategy for out of school (OoS) children as part of the NFE response. ESPs are in progress in Pakistan in all four provinces with the Global Partnership for Education (GPE) funding support. AE should be recognised as an integral part of the ESPs in all provinces. Technical working groups formed for the ESPs would be a good forum to ensure that AE is included (including reference to the 10 Principles) in the ESPs. This would also include policy and financing documents for the Provincial governments. 3. Learn from existing AE programming in all four Provinces; encourage exchange visits for Provinces that are more established in their AE programming (e.g. Baluchistan, ICT, Sindh) with others who are starting (Punjab and KP). 4. Conduct research on AE across Provinces. 5. Identify common elements of good practice for AE from all four Provinces. Good programming should be contextualized according to Province but it would be helpful to establish some uniform good practice across all Provinces. 6. Contextualize the 10 Principles of Accelerated Education¹ to Pakistan linking in the common elements of good practice identified above. 7. Use the contextualized ‘Pakistan 10 Principles’ as an overarching tool

¹ Further information on 10 principles are in the following link;
<https://www.unhcr.org/publications/education/59ce4f727/accelerated-education-10-principles-effective-practice.html>

	<p>to analyze and develop priority areas to take AE forward in each Province (if necessary, contextualize the 10 Principles for each Province) building on what was started in the workshops.</p> <p>8. Develop (at Provincial level), a costed framework for action based on the priority areas identified.</p> <p>9. National and Provincial level stakeholders should support and follow this process.</p> <p>10. Convene a national level forum on AE in 2019 once the Provincial frameworks for action are complete.</p> <p>11. The national NFE working group develop a consolidated national framework for action for AE based on the Pakistan 10 Principles and Provincial action plans.</p> <p>12. Consider other alternative education programmes (e.g. Catch Up) for OoS children and youth.</p> <p>13. Views of beneficiaries should be included in all plans.</p> <p>14. Wait for the new Government³ to ensure we begin working on the recommendations with key Government people in place at both Provincial and national level.</p>
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①-3 Coordination with UNICEF

JICA-AQAL has advocated needs of NFE to UNICEF and JICA and ‘The Project for Enhancement of Non-Formal Education’ funded by the Government of Japan was started by UNICEF from 2017.

The Project focus is on supporting Provincial Governments of Balochistan, Sindh and KP to expand non-formal education services and scale up alternative learning programmes (ALPs) for 14,750 OOSC as well as adolescents. This programme present a unique and strategic opportunity for both JICA and UNICEF to work in close partnership with the three provincial governments to ensure that there is a concerted efforts to reduce the number of OOSC and adolescents and to have tailor made cost effective models that be scaled up and replicated across the provinces.

Under this programme, developed standards, curriculum teaching-learning materials were used. JICA-AQAL also provided master trainers’ training course with UNICEF staff and newly recruited officers/ master trainers. The quarterly progress review meetings have been conducted between UNICEF and JICA.

①-4 International Literacy Day Cerebration

The International Literacy Day is cerebrated around 8th September every year in Pakistan. It is good opportunity to promote importance of Literacy and NFE and the Project has organized different types of events (e.g. meeting, seminar, advocacy work, exhibition) in cooperation with federal and provincial governments.

- 2016; ‘Reading the Past, Writing the Future, 50th anniversary of International Literacy Day

- ✧ JICA-AQAL organized events in cooperation with UNESCO and NCHD and provincial governments.
 - ✧ In Balochistan, NFE policy was launched in the event with participation of provincial ministers.
 - ✧ AQAL project was introduced in the UNESCO events of the 50th Anniversary of International Literacy Day in Paris, France.
- 2017: ‘Literacy in digital Era’
- ✧ JICA-AQAL organized events in cooperation with UNESCO and NCHD and provincial governments.
 - ✧ In the meetings, it was discussed possible collaboration with universities and private companies who use ICT for education to promote NFE.
 - ✧ JICA-AQAL participated Literacy Day walk and other events in different provinces.
- 2018: ‘Literacy and Skills Development’ in cooperation with UNESCO and NCHD, and provincial governments
- ✧ JICA-AQAL organized events in cooperation with UNESCO and NCHD and provincial governments.
 - ✧ Trade specific materials for adult literacy that developed by AQAL were introduced in many events.
 - ✧ JICA-AQAL participated Literacy Day walk and other events in different provinces.
 - ✧
- 2019: ‘Literacy and Multilingualism’ in cooperation with NCHD and UNESCO, UNICEF and provincial governments
- ✧ JICA-AQAL organized events in cooperation with UNESCO and NCHD and provincial governments.
 - ✧ Developed ALP learning package as well as functional literacy materials were shared in International Literacy Day events in respected areas.
 - ✧ JICA-AQAL participated Literacy Day walk and other events in different provinces.

② <Islamabad Capital Territory (ICT)>

NFE Islamabad Forum was formulated in September 2017 with the participation of National Commission for Human Development (NCHD), Basic Education Community Schools (BECS), National Education Foundation (NEF), American Refugee Committee (ARC), Allama Iqbal Open University (AIU) and other NFE related organizations to coordinate, communicate and supervise NFE activities in Islamabad. During the project period, 6 forums were organized with the following themes.

- 1st (Sept 2017) Confirmation of TORs and functions of the forum
- 2nd (Jan 2018) Importance of data sharing platform
- 3rd (May 2018) OOSC survey in ICT by Ministry Human Rights, Mapping of NFE intervention

- 4th (Oct 2018) Progress review, sharing progress of other provinces (Sindh and Balochistan)
- 5th (Apr 2019) OOSC campaign in ICT by Federal Directorate of Education
- 6th (Oct 2019) Assessment tools and certification of ALP

It was discussed in the forum to expand its function from ICT to national coordination model.

③ <Balochistan>

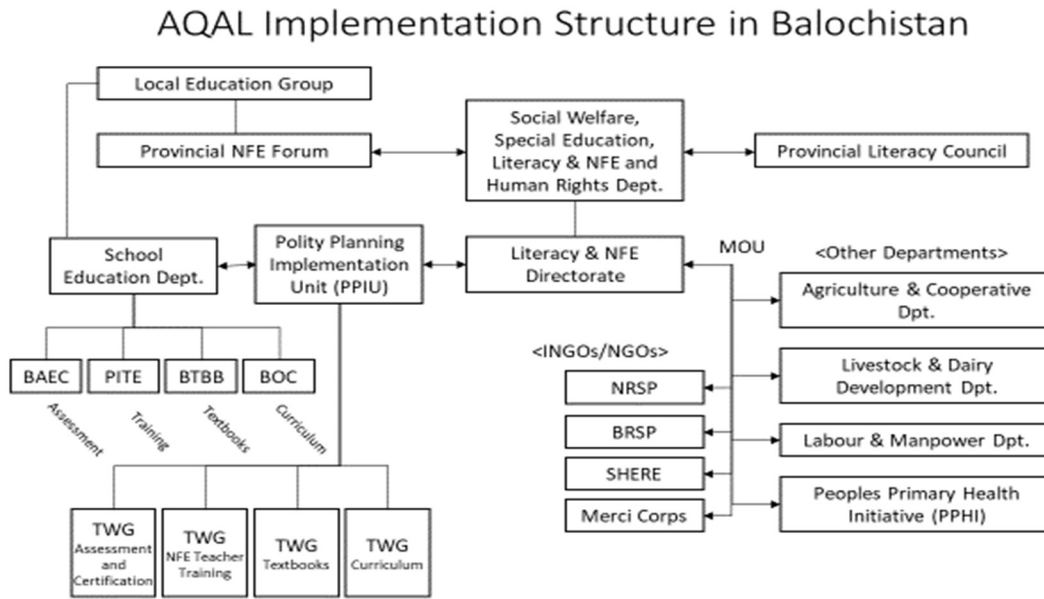
In Balochistan, the Literacy & NFE Directorate is under the Social Welfare, Special Education, Literacy and NFE and Human Rights Department (SWD). Therefore, coordination between SWD and School Education Department and other stakeholders are essential to promote NFE.

AQAL has started coordination activities through existing coordination framework; Local Education Group (LEG), under the Secondary Education Department to raise awareness of NFE/ALP approach for OOSC and illiterate population. The LEG meetings have been organized quarterly bases and SWD and JICA-AQAL have been participated and promoted role of NFE in education sector. One of the significant outcomes of discussions in LEG was that School Education Department considered to establish NFBE schools under PSDP 2018-19, with 500 community schools and 200 ALP- elementary programmes in formal school settings.

AQAL also realized that there were Provincial Literacy Council before the inception of project, but it had not been functioning. Since Provincial Literacy Council has strong authority as it was approved by law, SWD and Law Department have discussed re-activating the council in line with the current educational situation and law. JICA-AQAL have supported to develop concept note for revision and it was approved by the Chief Minister in March 2018. After the Chief Minister's approval, the notification was required through Law department and it took time. Instead, the Secretary, SWD notified 'Provincial NFE Forum' in 2018 and the meeting was held in March 2020. In the meeting, DLNFE, Education department and all NFE service providers in the province participated. The organizations who were presently working on NFE sector in Balochistan shared their progress and issues they were facing. Director LNFE assured of full cooperation in the smooth implementation of their NFE programme in the Province. The participants requested to ensure the membership of the organization who have recently initiated their activities in Balochistan, Moreover, they were of the view that all the organization should share their strength, expertise and resources so that they can mutually share their expertise and resources in strengthening and improving NFE programme in the province. The forum mutually agreed to rotate the hosting and each organization on rotation basis will Co-host the provincial forum with DLNFE

Different Technical working groups have been notified and functioned to bridge two different department; i.e. Policy TWG, Curriculum and Material Development TWG, Teacher Training TWG and Assessment TWGs. The policy TWG was notified by SWD and endorsed by Secondary Education Department, while Curriculum & Material, Teacher Training and Assessment TWGs are notified by Secondary Education Department and endorsed by SWD. In addition to these working group, the Secretary SWD requested the Secretary Secondary Education Department to nominate formal person in technical wings under the Secondary Education Department: BoC, BEAC, BTBB, PITE.

Figure 1. AQAL Implementation Structure in Balochistan

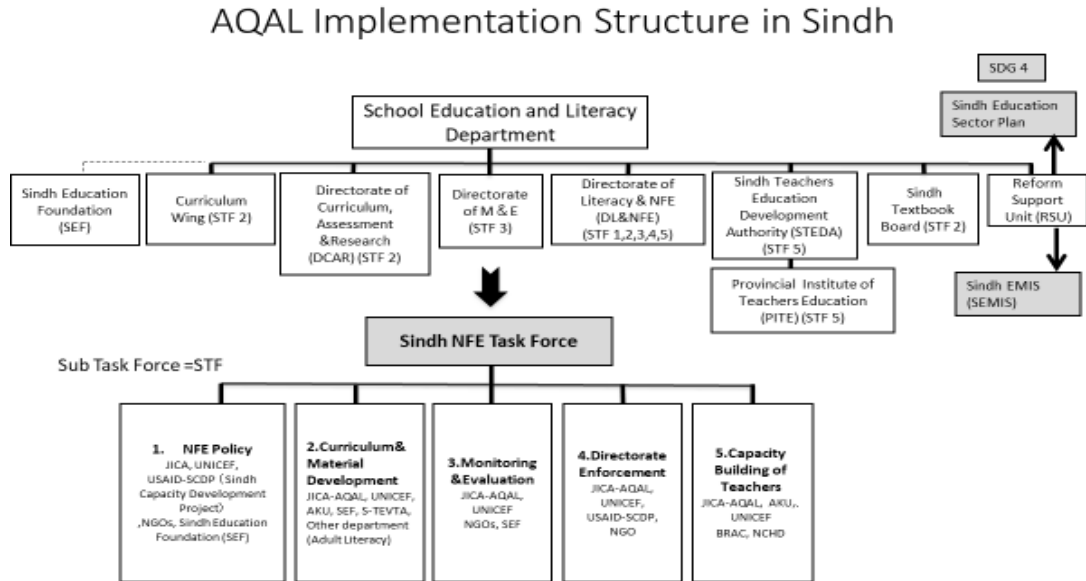


④ <Sindh>

It was discussed the needs of NFE and delivery platform while JICA team had visited Sindh for the preparatory survey for AQAL project formulation, and the NFE Task force formed and notified by the Secretary, School Education and Literacy Department, Sindh. The objective of the Sindh Task force is to promote NFE policy and implementation by the collective efforts. It was launched in November 2015.

Under the NFE Task Force, five sub-committees; i.e. 1) Policy development, 2) Strengthening Directorate of Literacy and NFE (DLNE), 3) Curriculum and materials development, 4) Teacher management and 5) Monitoring and mobilization, were formulated. The Task Force has been actively functioned through these five sub-committees during the project period. The member of Task Force includes different wings/ directorates under SELD (School Education and Literacy Department, e.g. Curriculum wing, DCAR, STEDA, PPP node etc.), Sindh Education Foundation, Development Partners (e.g. USAID, UNICEF, DFID funded projects), STEVTA, civil organizations (SMB, IRC, TNW) and Academia. Sindh NFE Task Force is one of the good case studies to promote NFE through coordination, demarcation of roles and funding among different stakeholders.

Figure 2. AQAL Implementation Structure in Sindh



In addition to the NFE Task Force, donor coordination meeting was held for coordination to the strengthening the Directorate, and USAID-CBP, USAID-SRP, UNICEF and JICA-AQAL had reached an agreement for the coordination and demarcation for the support.

⑤ <Punjab>

The third-party evaluation on the previous JICA intervention to the LNFBE have successfully completed and the Punjab Government agreed to restart the AQAL intervention in Punjab. During the discussion of the activities on extension period of the Project (October 2019- March 2020), it was mutually agreed the revision of PDM and its activities between JICA and LNFBE Punjab and signed the Minutes in September 2019. Based on the agreement, the AQAL Project Steering Committee was formulated and notified by the L&NFBE Department on 8th October 2019. This committee is headed by the Secretary, L&NFBE and have 8 members from different departments and JICA-AQAL Project. The members are;

1. Secretary, L&NFBE
2. Secretary or Additional Secretary, School Education Department
3. Secretary or representative of TEVTA
4. MD, Punjab Vocational Training Council (PVTB)
5. MD, Punjab Curriculum and Textbook Board (PCTB)
6. CEO, Punjab Examination Commission (PEC), School Education Department
7. Chief Education, P&D

8. Representative, Punjab Information Technology Board
9. Chief Advisor, JICA-AQAL

Under the Project Steering Committee, four TWGs were notified by the Secretary, LNFBD on 8th October 2019.

1. TWG on NFEMIS
2. TWG on Accelerated Learning Programmes (ALPs) for Primary and Elementary Levels
3. TWG on Integrated Literacy and Skills (ILS) Programmes
4. TWG on Teachers' Management and Training System'

AQAL held a kick-start cum 1st steering committee meeting in November 2019 with the presence of Literacy and NFE Minister, Chief Representative of JICA and Secretary LNFBD. Other members and stakeholders were also participated in the meeting.

1.2 Facilitate to develop NFE policy framework/ action plans (Federal, Sindh and Balochistan)

The NFE policy development has been done through evidence based and participatory approach in Federal, Balochistan and Sindh provinces. The process of policy formulation is the following process;

Table 3. Process of policy formulation

Process	Actions
Step 1	Notification of Technical Working group by government (sometimes hired consultants by development partner)
Step 2	Situation Analysis <ul style="list-style-type: none"> - Population analysis - Budget analysis - Political, legal and administrative analysis - Socio-economic and cultural situation analysis - Quality NFE services
Step 3	Policy Recommendation developed through discussing challenge of social development, challenges of education, need and role of NFE and challenges and issues of NFE among technical working group members.
Step 4	Draft policy document
Step 5	Review 1: by consultation of stakeholders

Step 6	Review 2: by education department, planning and development department and finance department
Step 7	Review 3: Law and Chief Minister's Secretariat
Step 8	Approval by cabinet and launch

<National>

The Ministry of Education and Professional Training had developed a draft national education policy (5 years) in 2017-8. AQAL in collaboration with NCHD and UNESCO conducted a consultation meeting for the NFE chapter of the education policy in February 2018. In the meeting, it was agreed to revise the draft according to the suggestions. However, due to political scenario changed, the draft national education policy was not approved later. Instead, the new government has launched the National Education Policy Framework in November 2018. In the framework, decrease the number of OOSC and increase the school participation was mentioned as one of the priority areas, and NFE was mentioned as one of the key strategies.

<Balochistan>

The NFE policy technical working group was notified by the Secondary Education Department and endorsed by the Social Welfare Department. Through above mentioned process of policy formulation, the policy was approved by the provincial assembly in May 2017 and launched in the International Literacy Day held in September 2017.

NFE five-year strategic plan (2019-2024) have been developed by several consultative meetings with SWD, Secondary Education Department, Planning Implementation Unit (PPIU), UNCIEF, World Bank, NCHD, BECS and relevant stakeholders from December 2018. The plan was considered to integrate with the NFE part of the Balochistan Education Plan which is still in the final stage of the preparation (February 2020).

<Sindh>

The Sub-committee for Policy development under the Sindh NFE Task Force (see the diagram on pp 22) was formulated and thorough discussion and dialogue have been conducted in different forums. The policy was approved by the cabinet on 5th October 2017 and launched accordingly.

The NFE Policy implementation framework was developed and integrated in the Sindh Education Sector Plan (SESP) 2019-2024, which was finalized in the Local Education Group (LEG) and notified by the Secretary in November 2019.

1.3 Improve the administrative structure of NFE directorates (Federal, Sindh and Balochistan)

<Federal>

In case of Federal institutions for NFE, NCHD can be a technical arm for NFE and AQAL focused on NCHD capacity development. In line with the existing work plan with NCHD, JICA-AQAL has discussed with NCHD-National Training Institute (NTI) for strengthening NCHD HR improvement. The NTI was also a potential partner of Category II of UNESCO regional Centre for NFE and the Project have supported development of its structure and functionality in 2016-2018. However, due to the political change in mid-2018, NTI was not functioned any more. JICA-AQAL supported the Additional Secretary of Federal MEFPT for their reform and restructuring of existing federal institutions including NCHD, BECS and NEF.

<Sindh and Balochistan>

To improve the administrative structure of NFE Directorates in Sindh and Balochitan the institutional capacity and needs assessment of the DLNE in both Balochistan and Sindh were conducted at the beginning, with 6 elements; 1) governance, strategic direction and leadership, 2) planning, monitoring and evaluation and NFEMIS, 3) human resource management and finances, 4) outreach, partnership and coordination, 5) sustainability of projects and programmes, and 6) equivalency, certification and accreditation. The capacity assessment reports were finalized and based on the report, JICA-AQAL supported the Directorates to revise and improve the administrative structures that primarily aim at governing and delivering quality NFE programmes. The strengthening plans depict both short term and long term revised structures and major functions that each proposed unit within the directorate is supported to perform. The short term plan suggests reforms within the available resources while long term plan proposes reforms in the long run. The plans also highlights the public sector departments and development actors that can support the directorates in delivering quality NFE programmes.

The 3-days capacity building workshop for Directorates of NFE Sindh and Balochistan was conducted in AEPAM, Islamabad in February 2018. The contents of the workshop were

1. Presentation and discussion of NFE situation in Pakistan and roles of NFE
2. Presentation and discussion of AQAL activities,
3. Team building of DL7NFE with several session of lectures and group works
4. How to make PC-1² to acquire project-based budget and other financial process of the

² Budget consists of two types: Scheduled New Expenditure(SNE) (regular budget) and project-based budget such as Public Sector Development Program (PSDP)(Federal budget)” and “Annual Development Program (ADP)(Provincial Budget)” and Project Commission (PC-1) is a budget application phase (project-based budget has PC-1 through PC-5. It is the first phase of the project-based budget cycle.

government, and

5. Re-structuring of DL&NFE to enhance their capacities.

Due to increasing awareness of the importance of NFE, Balochistan and Sindh provinces had increased their ownership in NFE in provincial, divisional and district levels.

<Balochistan>

Capacity Building

2-days capacity building workshop on Management of NFE for District Literacy Officers (DLOs) was conducted in August 2018.

15 DLOs from 15 districts were participated

The contents were: all NFE related works including what NFE is, features of curriculum and teaching-learning materials monitoring mechanism and assessment

Expansion of HRs and Budget

AQAL has initiated the process of institutional development and strengthening of the directorate

Budget: 13.3Million (2014-15)→113.2Million (2018-19) : 9 times bigger than 4 years ago

Staff number: 24(2014-15)→107(2018-19) : 4 times in 4 years

Implementation districts and number of schools/ centres.

Table 4. HRs and Budget in Balochistan

years	No of Districts	Names of Districts	No of Adult Literacy	No of NFBE
2014-15	0		0	0
2015-16	2	Loralai, Kalat	40	0
2017-18	8	Loralai, Kalat, Zhob, Ziarat, Jafferabad, Gawader, Bolan, Sibi	76	0
2018-19	15	Loralai, Kalat, Zhob, Ziarat, Jafferabad, Gawader, Bolan, Sibi, Killa Abdullah, Sherani, Kharan, Khuzdar, Sobat pur, Lasbella, Awaran	300	150
2019-20	22	Loralai, Kalat, Zhob, Ziarat, Jafferabad, Gawader, Bolan, Sibi, Killa Abdullah, Sherani, Kharan, Khuzdar, Sobatpur,		

		Lasbella, Awaran, Killa saifullah, Nushki, Chaghi, Panjgur, Turbat, Naseerabad,Pishin		
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2 days capacity building workshop for DLOs was held in August 2018. The workshop contents include what NFE is, features of curriculum and teaching-learning materials, monitoring mechanism and assessment.

<Sindh>

The sub-committee for strengthening the Directorate of Literacy & NFE Sindh have several meetings during the project.

Under the sub-committee, the capacity assessment of the DLNFE Sindh was conducted in 2016 with the six elements mentioned above. Based on the assessment mentioned above, AQAL, under the NFE task force, have supported in increasing budget and human resources for NFE sector. The main achievements are;

- New position: 15 District Literacy Officers and 15 Literacy Monitoring Officers in 15 districts. One additional Deputy Director of DLNFE
- New project: Rs 600 million allocated under the regular budget for 5 district for NFBE/ ALP intervention. (90,000 learners expected)

The detail history of the activities are as follows;

- The regular budget (Scheduled New Expenditure (SNE) 2017-18) assured 15 district literacy officers (DLOs) in 15 districts and 15 district monitoring officers. They have been worked for school education assignment before, but relocated to specifically literacy and NFE directorate.
- SNE 2018-19 included one additional assistant director in DLNFE and the total number of additional assistant director became three.
- In the Task force meeting held in May 2019, it was agreed that NFE cell in PITE DCAR and PPP node will be established to coordinate NFE smoothly. Also, it was agreed to establish Project Implementation Unit (PIU) under DLNFE (SNE 2019-20) to coordinate between Directorate and Implementation partners (IPs). Since then, AQAL have facilitated to establish budget for the NFE centres.
- The regular budget (SNE 2019-20) included Rs,600 million allocation to carry on programme of NFE through opening of community based NFE centres in 5 districts, i.e., District Mirpurkhas, Umerkot, Tharparkar, Kashimore and Jacobanad. The concept note for the project PC-1 has prepared with 40 months duration with enrollment at least 90,000 (10-14

years old) learners to be graduated by December 2023 through ALP Primary programme. Project Management Implementation Unit (PMIU) originally proposed above Task-force meeting, will be operated under this programme.

AQAL also promoted exchange visits between Sindh and Punjab

- Sindh to Punjab in October 2019: Director, Deputy Director and additional Director of DLNE Sindh visited Punjab LNFBED and observed their centres, learning assessment mechanism and discuss possible implementation of ALP in Punjab. This visit was organized in cooperation with UNICEF
- Punjab to Sindh in December 2019: Minister, Secretary and 2 Project Directors of Punjab LNFBED visited Sindh to observe ALP centres by TNW, Women Skill cum Literacy Centres by SMB/ SEF and attended a Dialogue on viability of accelerated learning programme (ALP) in AKU-IED

1.4 Support for design and approval of projects for expansion of NFE (Federal, Sindh and Balochistan)

JICA-AQAL Project has continuously provided technical support to the counterpart organizations in Federal, Sindh and Balochistan to design, and develop new PC-1 for increasement of human resources and funding for NFE sector since its inception. Simultaneously the Project had advocated to each government authorities, such as P & D department and Financial Department to increase human resources and funding. Due to these efforts, the number of staff as well as the budget have been increased in each area as mentioned in 1.3.

<Federal>

- NCHD got approval of PC-1 on National Training Centre (NTC) in 2017. Its roles were nation-wide NFE planning, capacity development and quality assurance and thus, JICA-AQAL had supported NCHD in planning of the activities and providing technical inputs. The NTC had functioned until mid- 2019, however, due to change of political scenario the centre was stopped its function.

<Balochistan>

- In addition to the provision of PC-1 and regular budget increasement, JICA-AQAL has supported SWD regularly in producing documents and justification notes required for the release of funds approved already. It is notable that SWD acquired regular budget to cover the whole cost to open new NFE schools including teacher training, teaching-learning

material development and assessment.

- Local Education Group (LEG) had held regular meeting, chaired by the Secondary Education Department and JICA-AQAL participated in the meeting along with SWD, and advocated needs of NFE / ALP approach, especially in GPE assistance. Through continuous discussion and advocacy, the member of LEG including Secondary Education Department, European Union (EU) and UNICEF had contributed to establish more NFE schools in Balochistan.
- SWD and Balochistan Rural Support Programme (BRSP³) worked on adult literacy programme in 7 districts funded by EU in 2018. (The number of AL centre is around 400)

<Sindh>

- In addition to the provision of PC-1 and regular budget increasement, JICA-AQAL has supported Directorate of SE&L Department regularly in producing documents and justification notes required for the release of funds approved already.
- In Sindh, a sub-group, 'Enhancing Directorate of Literacy & NFE', under NFE working taskforce also functioned to involve various implementation partners and coordinate stakeholders for expansion of NFE
- JICA-AQAL provided a lecture on NFE in a class of National Institute of management (NIM)⁴, which aims to train middle management of civil servants in public sector in January 2018. The participants of these training will be appointed in different governmental departments, including education departments in future, AQAL worked on fostering better understanding for them on NFE so that they may accommodate with NFE implementation in respective provinces.
- USAID- Sindh Reading Program (SRP), and UNICEF had opened NFE/ ALP centres and they used standardized curriculum, materials and assessment system by Sindh government. DFID supported programme/ project (e.g. BRAC, TCF) also adopted newly developed curriculum and/or materials. Though these are not directly operated by the government, these are collaborative impact to increase project and expand quality NFE in Sindh.

1.5 Facilitate in establishing accreditation and certificate mechanism for NFE

[National]

Assessment Framework (for formal education and NFE/ALP)

³ BRSP is an NPO, established to the improved living conditions of rural areas in Balochistan, works on various field such as education, health, social mobilization and emergency response.

⁴ Every government officer in every department over BPS 17 needs to take the training in every promotion in NIM.

- National Education Assessment System (NEAS) conducts annual research where the target groups are grade 4 and 8 only in formal schools. The aim of the research is to check the curriculum. JICA-AQAL suggested in the Assessment Framework review workshop to include NFE/ALP schools in the target group and FDE agreed. Once NFE/ALP schools are included in the target groups, their quality will be regularly monitored by the government.

【Federal】

Assessment mechanism

- FDE notified Assessment and Examination Framework and Assessment and Examination System in Islamabad Capital Territory (ICT) in August 2019. The notification certified that the system is based on Federal ALP curricula 2017 that are accelerated of and equivalent to the national curriculum 2006 (curriculum of formal education).
- It also clarifies responsibility of each process in assessment/examination. Package A&B are internal assessment and Package C is external examination. That is why certificates of Package A and B are issued by principle of schools (and co-signed by an area education officer) and ones of Package C (primary school certificate) are issued by the examination section of FDE.
- FDE conducted the first assessment and examination under the notified assessment and examination system for NFE in February 2019. The pilot NFBE school children and youth appeared in the examination.

【ICT, Sindh, Balochistan and KP】

- JICA-AQAL conducted three-day workshop on development of assessment framework and test-item bank in July 2019.
- Each province discussed the assessment framework that is related to technical framework such as weight of each assessment and final examination (=primary certification examination).
- Each province exchanged their own experience and observations with the other province officers. This increase ownership of products in each province and produced synergy effects.
- The subject specialists in each province developed items for assessment and the each government has finalized the items.

【Balochistan】

- Balochistan Assessment and Examination Commission (BAEC) conducted Examination and Assessment Mechanism workshop for 15 districts, where DL&NFE conducts NFBE and AL.
- Secondary Education Department (formal education), DL&NFE and newly appointed District Literacy Officers (DLOs) participated the workshop regarding assessment mechanism such as their role as District Examination Committee (DEC). DEOs are responsible for conducting assessment and examination of NFBE and AL and BAEC is responsible for issuing certificate to learners who pass the assessment/examination.

【Sindh】

- 564 learners of a Pakistani NGO, The NGO World (TNW), pass the examination of Package C and were certified of completion of the primary education by the secretary of SELD in September 2019. This is the first certificate for NFBE completion learners by the government in Pakistan.

【Punjab】

- TWG (assessment) including Punjab Examination Commission (PEC) started discussion started discussion on assessment mechanism

Output 2: Data driven management for NFE is institutionalized in the Target Areas

2.1 Introduce Non Formal Education Management Information System (NFEMIS)

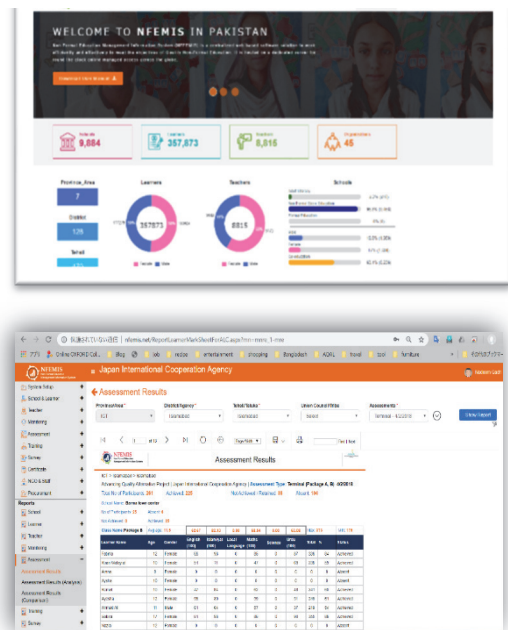
JICA-AQAL developed Non Formal Education Management Information System (NFEMIS), which is an online database to manage data of Non-Formal Education in Pakistan. NFEMIS has two aims: (a) to collect data related to NFE in real-time and (b) to provide the data to implement Data-Driven Management (DDM) from the field level to the national level. As mentioned in Activity 2.3., NFEMIS software version was developed in the previous project (Non-Formal Education Promotion Project: NFEPP). As its name, it is a software-based data platform. It was the first NFE data platform in Pakistan, but also had several challenges. First of all, it requires installation of a software of NFEMIS in each computer for data-entry and report making. Thus, the software version NFEMIS limited access only for those who have a computer with the software. In addition, it needed to go through several process for data-use: after field officers filled out forms (paper), they sent the paper

forms to concerned office. Then, data-entry officers enter information from the paper forms to the NFEMIS (software) by a NFEMIS installed computer. After data-entry, they made and sent back-up files to a person who collected and centralized all the data in the database, then the person sent back the provincial level back-up files to each stakeholder. It consumed time and workload to integrate all the data sent from each organization as well as making back-up data. Moreover, not all people can access the national/provincial data and make a report unless a person has a computer that has NFEMIS software and updated back-up files. For these reasons, JICA-AQAL decided to develop NFEMIS online version (web version and mobile version) to respond to these challenges.

a) Accessibility of Real-Time Data Accessibility

NFEMIS online version (web version and mobile version) enables to collect real-time data from the field level such as NFE teachers, monitoring officers and district officers and to access it from anywhere such as management in the district, provincial and national level. NFEMIS online version connects between the field level and the management level to implement DDM. As mentioned above, NFEMIS software version faced several challenges; it created several time gaps among data-collection in the field, data-entry in their office, send the backup data to the national level and receive data of the provincial level and making a report. It consumed times and efforts to make a report, but the information of the report was not fresh when people can access due to the several processes. In addition, nobody could access the whole data unless the person has a computer where NFEMIS software was installed. It also had possibility of mistakes of data-entry due to hand-writing format.

Figure 3. Screenshots of NFEMIS (web-version)



NFEMIS online version solved all the issues that the software version had. Data-collection and data-entry can be completed by the same person by mobile application of NFEMIS (mobile version). Field officers can enter information directly to NFEMIS by their own smartphone (one-stop system). NFEMIS can always provide updated information for people. Even if field officers do not have any internet access, the mobile application saves the entered information once information is entered in the application and automatically uploads the data to NFEMIS database when internet is available. This one-stop system saves time and work load and also connects the field level and the management level (district/province/ national) because when anybody in the field enter some information in NFEMIS, anybody who have authority to access the information



Figure 4. Screenshot of NFEMIS (mobile version)

can receive the information from the next moment of the data-entry. Whoever have ID and password of NFEMIS, they can access information of NFE from anywhere. NFEMIS online version have security system; authorized person can provide ID and password to users which has access level set by the authorized person; the level mainly divided into five: the national level, provincial level, district level, organization level and centre level. This aims to protect private information of learners and teachers from anonymous users, such as name, address and their national identity number. Also, some organizations/centres do not prefer to share information of their centres and learners with other organizations/centres. This security system makes users feel comfortable to share information of their centres.

The NFEMIS mobile version and web version were launched and NFEMIS cell was handed over to AEPAM on 11 March 2020. ⁵The Secretary of Federal MoEPT, MD NCHD and other stakeholders attended the inauguration. Since Federal MoEPT promote OOSC campaign, the effective utilization of data collected by mobile NFEMIS were expected by MoEPT. The focal person of NFEMIS at Federal and provincial levels were appointed at the end of the Project.

b) Implementation of Data-Driven Management

NFEMIS enables DDM from the national level to the field level (classroom management). The freshly collected data helps those who need to make a decision at any level and promotes DDM. NFEMIS online version has report function as well as data-entry function; it enables users to implement PDCA

⁵ As of the end of the project, the total number of learners registered in NFEMIS are 348,977 (among them, limited to the target areas, 286,631); the total number of teachers registered in NFEMIS are 5,591 (among them, limited to the target areas, 5,086); and the total number of centres registered in NFEMIS are 9,819 (among them, limited to the target areas, 8,215.)

(Plan-Do- Check- Act) cycle based on timely data in the NFE sector. Generally, educational statistics are more likely to be focused on the number of learners and centres; however, it shows a part of the quantitative information of the educational situation and have difficulties to figure out what kind of issues exist in the field and/or management. The partial information can suggest limited solutions for the issues. This is the starting point of development of NFEMIS online version. NFEMIS online version covers both qualitative and quantitative information of learners, teachers and centres such as learning achievement, daily attendance, tracking of the learners, OOSC, monitoring record of the centres and procurement; they shows situation of NFE holistically. It promotes DDM to improve educational situation qualitatively and quantitatively. Moreover, decision-making is more likely to be understood that it is only for high level, such as the national and provincial level, of the education sector, but it is not; all the levels of NFE requires DDM. For example, when one NFE centre in a village have the lowest average scores in math of mid-term assessment, monitoring officers can compare the results with other centres and also with the previous assessment to analyze what issue is and take some result-based actions.

2.2 Customize and introduce guidelines on utilization of NFE-MIS for data driven management

AQAL developed a guidebook of NFEMIS web version that explains how to use NFEMIS in their NFE activities. NFEMIS is user-friendly, but still some users may have confusion due to educational terminology or their less familiarity with IT tools. That is why JICA-AQAL developed NFEMIS user manual to show steps of data-entry and report-making in NFEMIS web-version; the guidebook shows screenshot of each page to guide users who are not familiar with data-entry or publishing a report on the website.

Monitoring and Evaluation (M&E) mechanism guidebooks (Sindh and Balochistan) that clarify and lead readers to conduct monitoring and evaluation with NFEMIS regularly as a part of DDM. While the NFEMIS guidebook guides users on how to use NFEMIS, the M&E mechanism guidebooks show process of M&E by using NFEMIS as a tool; they clarify when who does do what in the process. NFE stakeholders developed the guidebooks to uniform the M&E in Sindh and Balochistan.

2.3 Conduct training for staff at federal, provincial and district level to utilize NFEMIS

JICA-AQAL and AEPAM conducted training of DDM including utilization of NFEMIS in the target areas. Please refer to Annex 3 (List of Activities) as the details of the training. The training has two phases: NFEMIS software version and online version (web version and mobile version).

The software version focused on how to use and how to enter data in NFEMIS as it was the first data

platform for NFE in Pakistan and people need to get used to data platform itself. It required installment of the software in a computer as a first step. JICA-AQAL guided participants to install the software, then conducted trainings how to enter data in the software, how to make a back-up file, how to send it to other people via email, how to integrate a received backup file with their data and how to make a report in the software. These trainings required participants to have basic knowledge of database management.

After development of NFEMIS online version, JICA-AQAL provided trainings for data-entry and DDM as a M&E tool. Based on the guidebooks mentioned in activity 2.2, JICA-AQAL, AEPAM and directorates conducted trainings to implement M&E with NFEMIS as a uniformed tool in each province. The provincial/ district government officers can focus on DDM itself than before because, as mentioned in Activity 2.2, NFEMIS online version focuses on user-friendliness. Former training used to be more focused on data collection than data utilization; however, new NFEMIS enables the government officers to concentrate on DDM for better management of NFE. It means that new NFEMIS promotes data utilization, which is one of the main objectives of NFEMIS. Other than official trainings, AQAL staff support users on how to use NFEMIS web version and mobile version telephonically or in person. One cohort that participated in a training of NFEMIS in Sindh made a support group by themselves.

2.4 Update data of NFEMIS through pilot projects

AQAL has monitored and updated information of learners, teachers and NFE centres (NFBE and Adult Literacy) in pilot centres in NFEMIS since the pilots started. The updates and regular utilization of NFEMIS information clarified strength points and improvement points of NFEMIS as well as of NFE activities of the pilots. For example, the update showed challenges in data-entry and led to development of NFEMIS mobile version for one-stop system.

One of the challenges for NFEMIS software version and web-version is data-collection; many local offices have limited number of computers, human resources and internet to enter information in NFEMIS. Data-collection process has two steps: (1) collecting data and filling out monitoring sheets in the field and (2) entering the information of the sheet to NFEMIS in the office. The collected data has time gap and possibilities of typing errors because data-collection and data-entry were done by different officers (two-steps). That is why JICA-AQAL decided to develop NFEMIS mobile version, which enables field officers to entry data in the field directly via smartphones (one-step). NFEMIS mobile version connects between classrooms and the management level such as NFE practitioners in the province and district. When a monitoring officer entries information of NFE learners, teachers and centres to NFEMIS by his/her smartphone, at the next moment, a person in the office can check

the data from his/her computer or smartphone.

Also, teachers can conduct DDM by accessing NFEMIS by their smartphones. Teachers can check certain information regarding their learners and centres including attendance of their learners and results of assessment. Before development of NFEMIS mobile version, teachers did not have any tool to keep results of assessment other than keep records on their notebooks. They did not know how to utilize the results for improvement of their classes. NFEMIS mobile version shows reports with analysis that support teachers to check learning achievement of their learners easily. DDM is more likely to be understood that is for the management level, as discussed in Activity 2.1; however, all NFE stakeholders need DDM for qualitative education. New NFEMIS enables users to implement DDM without complicated calculations and analysis because reports shows clear results to them.

These two main changes lowers barriers for NFE stakeholders to implement DDM.

2.5 Integrate NFEMIS with National EMIS

JICA-AQAL worked on integration of NFEMIS with EMIS at national and provincial levels. Pakistan has the technical committee and coordination committee to coordinate among provinces to make the national EMIS; JICA-AQAL, AEPAM and the committees established the committees for NFEMIS, which consists of the same member of the National EMIS. EMIS has two types; the provincial EMIS and National EMIS; each province manages their own provincial EMIS such as Sindh EMIS and Balochistan EMIS and AEPAM manages the national EMIS. AEPAM collects all the data of provincial EMIS to publish a national educational statistic report, which has the NFE section as well as formal education section, once a year.

NFEMIS online version shows effectiveness of an online EMIS to the formal education sector. As mentioned above, each province has their own EMIS for formal education, but data of provincial EMIS is not compatible with data of the other provinces' EMIS. That is why AEPAM needs to collect and integrate data from each provincial EMIS manually to publish the annual educational statistic report; however, this task requires time and human resources and also timely national data is not available. MFEPT started discussion with DfID to revise the existing national EMIS. Due to experience in development of NFEMIS online version, JICA-AQAL is expected to share their experience with them to make the national EMIS useful once MFEPT starts development process of the national EMIS.

Also, NFEMIS shows necessity of EMIS to have the national EMIS that covers all types of centres such as formal education, NFE, madrassa and private centres to see the whole picture of educational situation in Pakistan. Pakistan has more than 22.8 million OOSC; access to reliable statistics that

cover all types of centres is crucial to plan the national strategy along with the provincial strategy. JICA-AQAL held discussions with each province to integrate EMIS with NFEMIS as well as integrate NFEMIS with the national EMIS; however, main challenge is, as mentioned above, each EMIS has incompatible data with another province. These series of discussions lead to discussion in the technical committee and coordination committee and discussion continues.

2.6 Advise for the data driven management (For Punjab)

As mentioned in 1.3, TWG on NFEMIS was formulated and first meeting was held in October 2019. Since then, series of meetings were conducted to carry out comparative study to find out commonalities of NFEMIS and L&NFBE MIS through joint exercise by JICA-AQAL and L&NFBE Department. As a result, most of the contents are same but software/ systems were different. Therefore, it was decided to develop regular reporting mechanism of NFE toward national NFEMIS.

In TWG, the PMIU of School Education Department was also participated and assured full support for integration of Punjab NFEMIS with provincial EMIS.

Output 3: Delivery of Quality NFE is improved in the Target Areas

3.1 Customize and introduce standards, curricula, assessment and learning materials of NFBE and adult literacy

3.1.1 Development of need based, relevant, age appropriate and quality programmes

The Project has developed, in collaboration with the experts⁶, following five programmes for Non-formal Basic Education and Adult Literacy. Since the learners of NFE are most neglected in disadvantaged circumstances, these programmes focused on need based, relevant to their life, age appropriate and quality.

Table 5. Programmes that AQAL has developed



Figure 5. Products of AQAL

⁶ Experts are 1) technical staff of education departments such as curriculum, materials, teacher management and assessment, 2) material developers hired by governments, 3) academia including university lecturers, and 4) NGO staff members, who knows NFE implementation.

No	Programmes	Key Features
1	Accelerated Learning Programme (ALP) - Primary	32-36 months, fast track, phonics based, integrated, equivalent/ certificate based
2	Accelerated Learning Programme (ALP) – Elementary	18-24 months, fast track, integrated, equivalent/ certificate based
3	Adult literacy, Life Skills and Income Generating Skills	6 months, reading, writing, numeracy, life skills, income saving & generation
4	Integrated Literacy & Skill Programmes	Reading, writing, numeracy integrated with masonry, agriculture and livestock competencies
5	Integrated Literacy & Health Programme	Reading, writing, numeracy and MCH, immunization, health & hygiene, nutrition, disease prevention

As for Non-formal Basic education, the need of quality accelerated learning programme is highly required as about 78 % of OOSC are cohort of 10-16 years old and they have to face difficulty in readmitting to schools owing to formal school policy. Furthermore, the number of secondary formal schools are extremely limited (around 80 % of formal schools are Primary, while 20 % of that are Secondary level in Pakistan), the need of elementary NFE is required in all areas in Pakistan. The model of No. 1 and 2 under the NFBE/ Accelerated Education Programme (AEP) provides these children and youths options in the form of an alternative education model that offers flexible, fast track and equivalent education. Both primary and elementary ALP model are as follows;

<Non-formal Basic Education- Accelerated Learning Programme (ALP)- Primary>

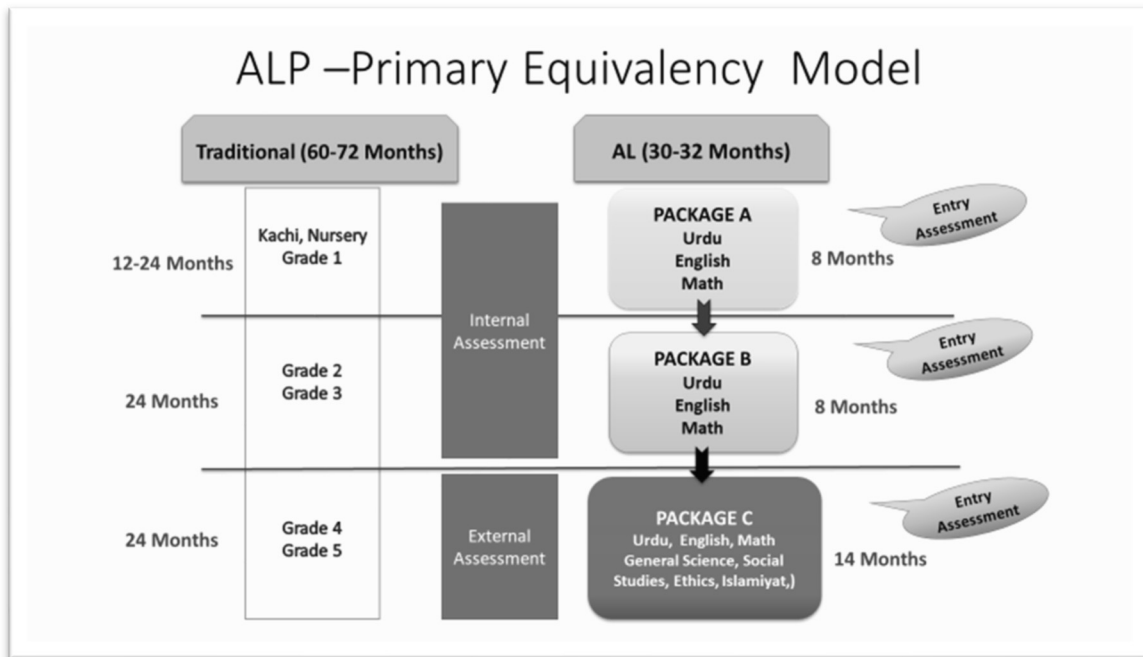


Figure 6. ALP – Primary Equivalency Model

< Curriculum development for Non-formal Basic Education- Accelerated Learning Programme (ALP)>

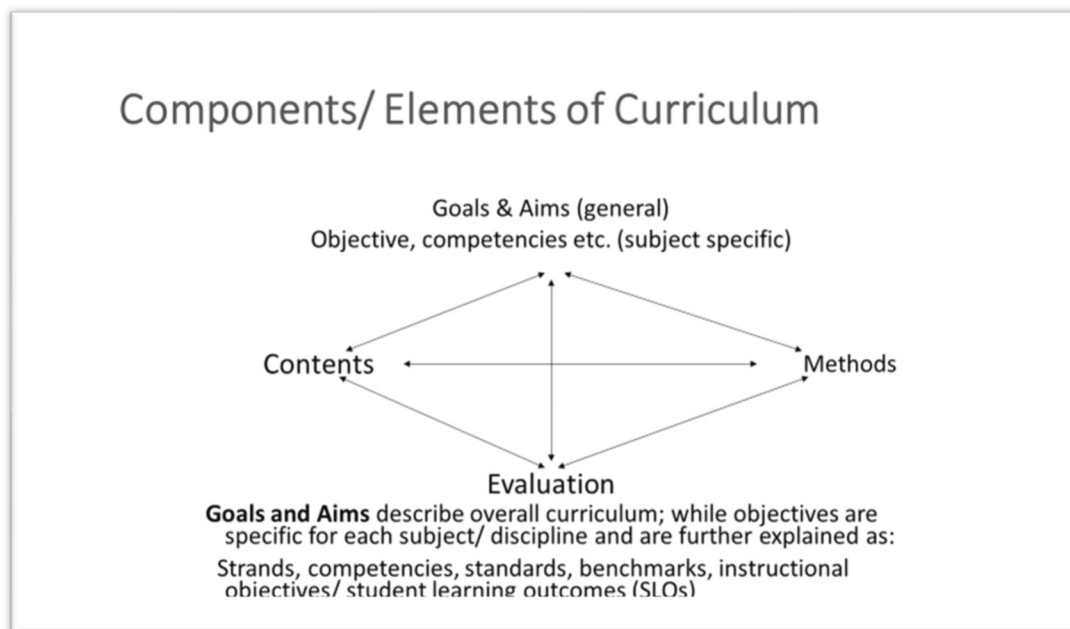


Figure 7. Components/ Elements of Curriculum

The ALP Curriculum in each place were designed with the following key features.

1. Equivalent to formal primary curriculum in each place.
2. Provides general curriculum goals and aims for primary level education

3. Provides subject specific objectives and elaborates the standards, competencies, learning standards, benchmarks and SLOs.
4. Provides scheme of studies
5. Delineates accelerated, alternative and flexible learning characteristics that suit to the learning needs of diverse, marginalized and complex group of OOSC and youth.
6. Provides a significant shift in pedagogical paradigm in teaching and learning and suitable modification in textbook writing, instructions and delivery and assessment.
7. Promotes learners' intellectual, aesthetic, emotional social and physical development.
8. Is competency based and link with prior knowledge and experience of OOSC and promote activity-based learning.

Other unique features of ALP curriculum are

1. Provision of guidelines for material/ learning resource developers: it assures
 - compliance with national/ provincial curriculum, goal and objectives
 - quality of content languages and logical organization
 - quality and support for instruction
 - assessment; opportunities for assessing learning (formal and informal manners)
2. Teaching strategies
 - Role play as well as group work
 - Do, talk and record
 - 'Directed activities, related to text (DARTs)'
 - Use of local poetry, and developing stories on local contexts, as well as about pictures
 - Invite professionals (both male and female) in a classroom from local context etc.
3. Assessment strategies: explain different types of assessments (e.g. formative and summative/ technique of assessment) and its processes

<Teaching-learning material development: NFBE/ ALP>

ALP curriculum primarily addresses the needs of children age group of around 7-16 years that demands educational materials appropriate to their mental level, knowledge, experience and practices. The materials also should be based on the principles of relevance, integration, recognition of learners' prior knowledge and experience, participation and gender equity.

1. Prior Knowledge: The contents and method of teaching in ALP to be based on the respect and recognition of the vast body of knowledge children possesses even before coming to the non-formal education centre. Their knowledge and use of the languages they speak at home their pragmatic understanding and skillful use of mathematical concepts and their communication skills in the realm of interpersonal relationships are profound.
2. Relevance: The ALP materials are designed to be cognizant of the ground realities; socio-economic fabric of society, cultural experiences, occupational and professional life at the level of NFBE learners, the problems, issues and challenges, the learning needs with correspondence to livelihood, health, environment, citizenship and social values.
3. Integration: As all academic division are for cognitive purpose, it is imperative to build linkages between various subjects of teaching. One and the same lesson can and does contribute in achieving multiple competencies and skills. For instance, certain learning outcomes of Urdu, Mathematics, General Science, Social Studies and Islamic studies can be addressed through one intervention. Also, an appropriate method of teaching sensitive of the inter linkages can easily achieve integration of various disciplines in teaching and learning both.

AQAL developed NFE curriculum by the following integration strategies. One is through vertical

integration lens: the formal education curriculum, which has 5 grades, was examined by integrating and deleting its SLOs without harming acquisition of competencies. The other is through horizontal integration lens: different subjects in formal education curriculum are merged by integrating SLOs. Further strategies show in the following column.

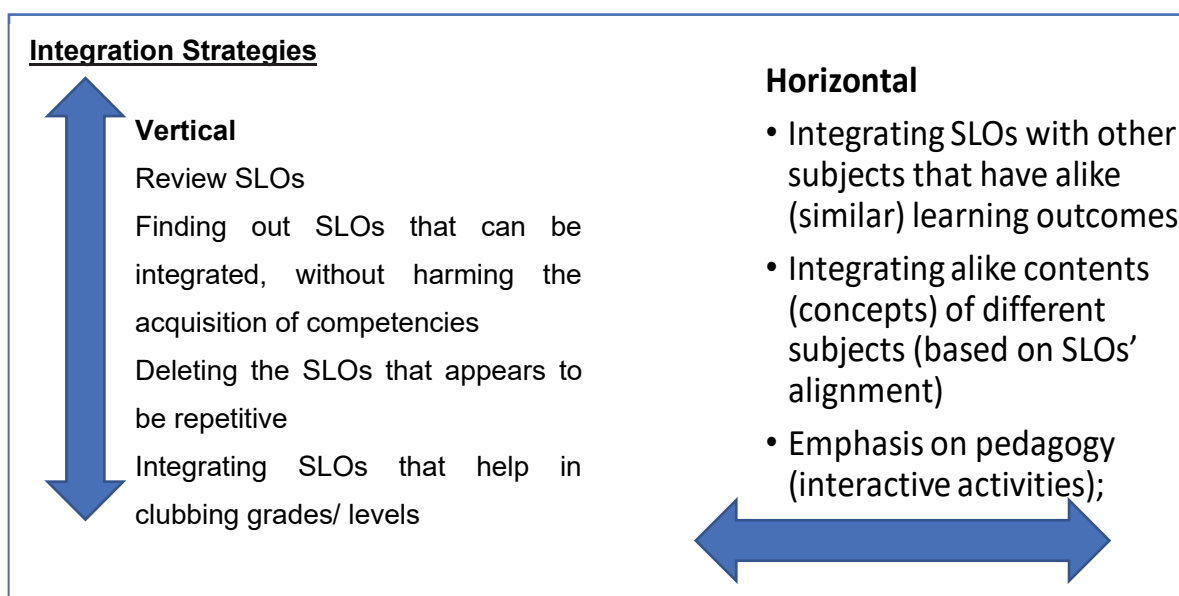


Figure 8. Integration Strategies for Curriculum Development

4. Gender Equity: As ALP/ NFBE materials need to be designed more concern of gender equity, which must lead to equitable gender roles and recognition of gender justice among learners.

The methodology of teaching-learning material development is:

1. Developers thoroughly study the curriculum guidelines and the Student Learning Outcomes (SLOs) of Social Studies, General Science, Islamic studies and Life skills, that be integrated and grouped in to topics and themes.
2. Then, these topics would be integrated into the scheme of teaching Languages (Urdu, Sindhi, etc.)
3. Once the themes of teaching and learning are identified a list of words would be drawn which represents the selected topics and can be used to give phonic awareness and phonic understanding.
4. Developer would carefully select the words as every new key not only has to address a certain theme but also must contain new phonemes to impart literacy skills.
5. The first ten to twelve key words would contain the ten vowel sounds and the consonant sounds which are used in most common and high frequency words in Urdu.
6. Developer developed a template for teacher's guides to ensure the standardized format.
7. The materials would be developed in a way that ensures activity based and joyful teaching-

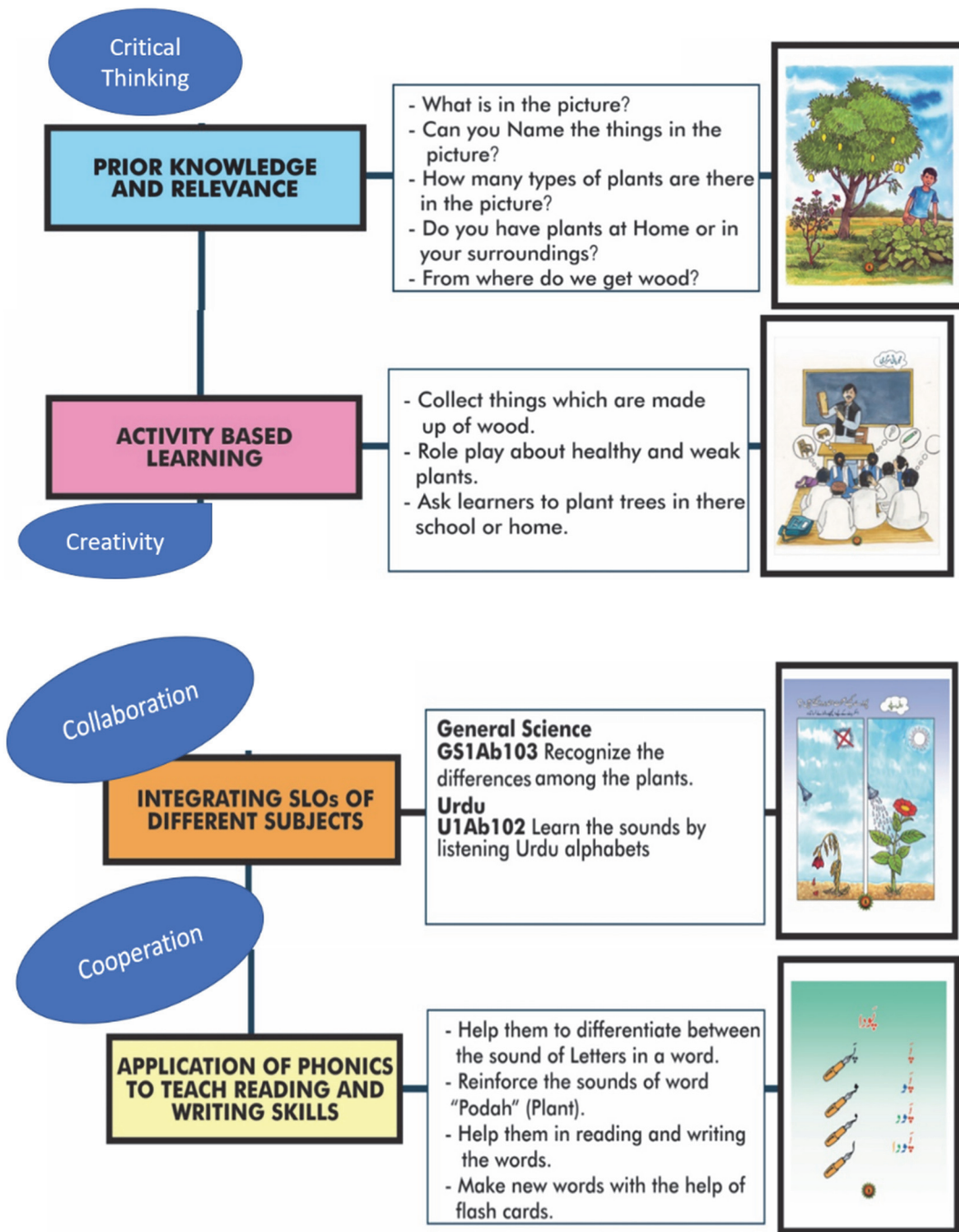
learning.

8. In order to impart messages of General Knowledge stories, poems and role plays would be liberally used.
9. Information handouts on various topics like plants, animals, seasons, Earth and Sun, would be written to facilitate teachers and to fill information gap.
10. Handouts would be included in the teacher's guides.
11. All suggested content for activities (e.g. stories, poems, and role plays) would be included in the guide so that all resources required by teachers are available at one place.

The following chart shows an example of Urdu book, integrated with Social studies, Science and Language (Urdu). The theme of this page is 'Tree'. First of all, teacher ask learners 'What is this picture?' to make learners link to their prior knowledge and relevance experience in their daily life to enhance their critical thinking and creativity through several questions as follows. In the teaching-learning process, activity-based learning is recommended. For example, teacher ask learners to collect things are made by wood or point out materials which developed with wood in a classroom. Role plays and practical exercise are also used frequently in the classroom. Then, learners can learn the word Tree by phonics approach and understand how to write the word in Urdu scripts.

This approach provides learners not only knowledge on subject, but also creative, applicable thinking, creativity and communication capacity and competency in the teaching-learning process.

Figure 9. Example of the integrated approach in Urdu, Package A



Although this programme was designed for OOSC and youth, it is also used for adult literacy courses in different places. Sindh Education Foundation use Package A for their literacy and skills programme and some Hazara community in Balochistan use Package A, B and C for their continuing education after literacy classes. These cases show that ALP can be used in different age groups.

<NFBE- Accelerated Learning Programme (ALP)- Elementary>

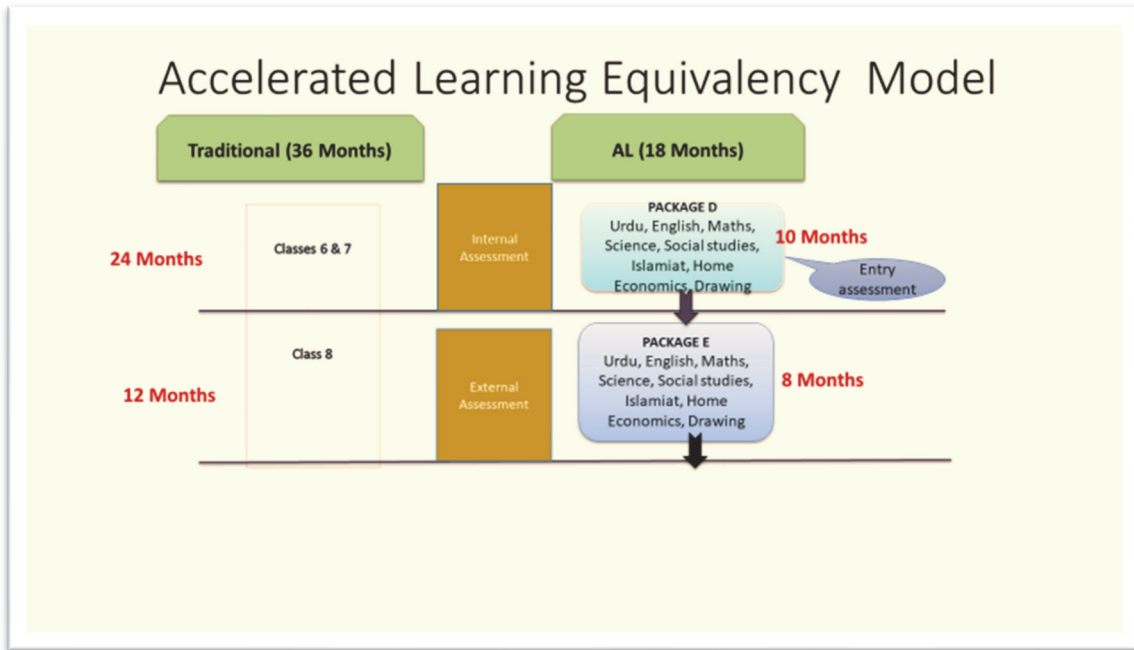


Figure 10. ALP - Elementary Equivalency Model

The key feature and process of curriculum and material development are basically same as the ALP/NFBE primary level. Due to high demands from federal and provincial governments, the Project has revised and developed NFBE elementary level education programme in accelerated learning manner with Allama Iqbal Open University and Plan International from July 2018. This was originally for Punjab as one of the pending activities of PDM for Punjab is the development of elementary NFE curriculum and materials Later this elementary NFE curriculum and material development were extended to Balochistan, Sindh and KP provinces.

The process of development had started with examining formal elementary education curriculum and materials/ scheme of studies of AIOU NFE elementary education. The curriculum of Package D (grade 6 and 7) and E (Grade 8) was designed for education system of grade 6-8 in formal education system. As for integration in elementary education, a key point was how to make integration of pre-vocational skills and with academic curriculum of elementary education but other integration and development process of materials are as same as primary level ALP.

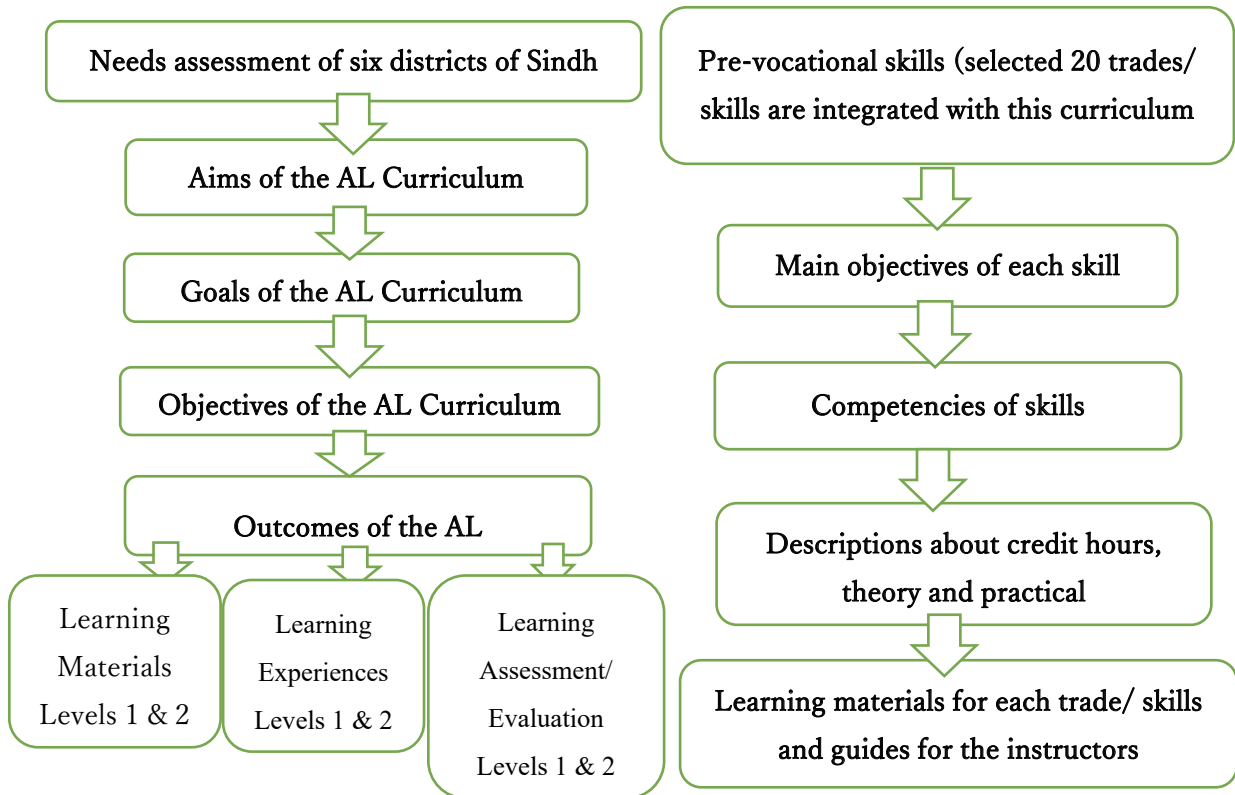
<Curriculum development- Adult Literacy>

In Pakistan, article 37 (b) of the constitution says ‘promote, with special care, the educational and economic interests of underdeveloped classes or areas; and remove illiteracy and provide free and compulsory secondary education with minimum possible period’, and curriculum for Adult Literacy

(AL) is being developed to fulfil the constitutional commitment. The curriculum in each area becomes a guiding document to provide literacy, numeracy, life and income generation skills to 10 years and older out-of-school and illiterate population. The newly developed adult literacy curriculum in each areas stress integration of literacy and life skills for the accommodation of circumstantial realities and local wisdom for a better impact and rapid internalization of concepts. These documents, in addition, also encapsulates the vital component of income generation skills which are formulated after a careful thorough needs analysis of districts of each area, due to geographical and socio-economic diversity of Pakistan. Since income generation skills are incorporated for a rapid change and situation of economic activities for both men and women, AL curricula in different provinces are designed that leaners would learn some specific work related knowledge and take hands-on training, together with literacy and life skill preparation, so that they can actively pursue careers and add to economic development of the country.

No 3 of Table 5 is the basic model of Adult Literacy curriculum, which includes basic literacy & numeracy, Life skills and Income generation skills. Developed Adult Literacy Curricula are competence-based education (CBE). It was designed that education standards should be measurable and a set of skills that learners can depart with, so that youth and adult learners, who are above 10 years of age, CBE suites them the most as this age group requires a set of competencies which they can learn in a stipulated time and apply readily for rapid socio-economic growth. Based on these concepts, the curriculum was developed with the following model. (This is a model of Sindh Province)

Figure 11. Development process of Curriculum for Adult Literacy and competencies of vocational skills



Basically, AL curriculum consist of three domains as follows. However, literacy and life skills can be merged as both complement each other. Income generation skills can be dealt with separately as the focus is market driven.

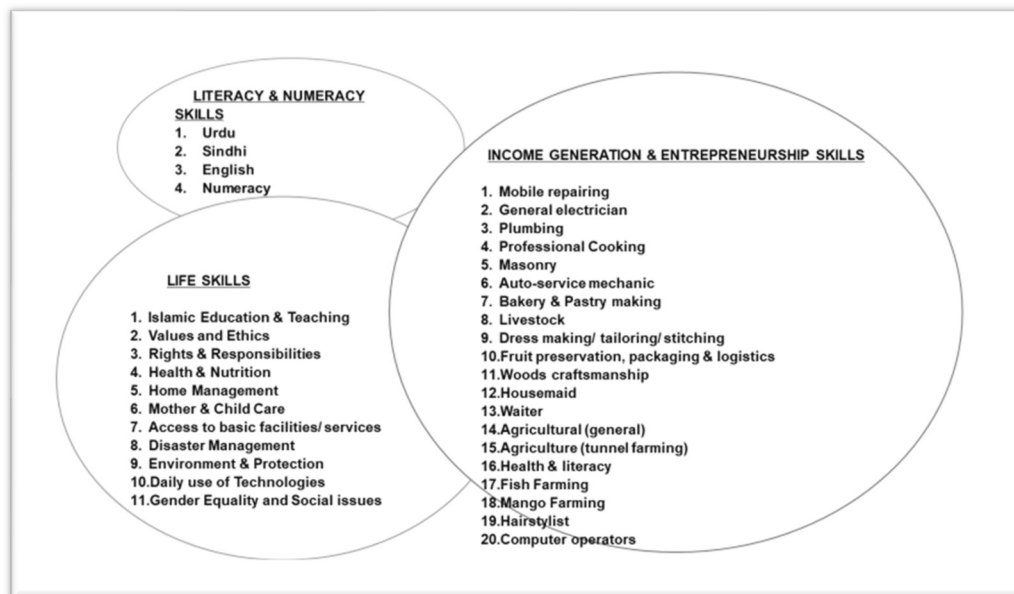


Figure 12. Example of curriculum with 3 components (Sindh)

The project also emphasized on the equivalency on adult literacy and skills with formal education as well as with vocational skills that was defined by the National Vocational Qualification Framework (NVQF). The equivalency, levels, duration and continuing education & training of adult literacy and skills curriculum is given as below.

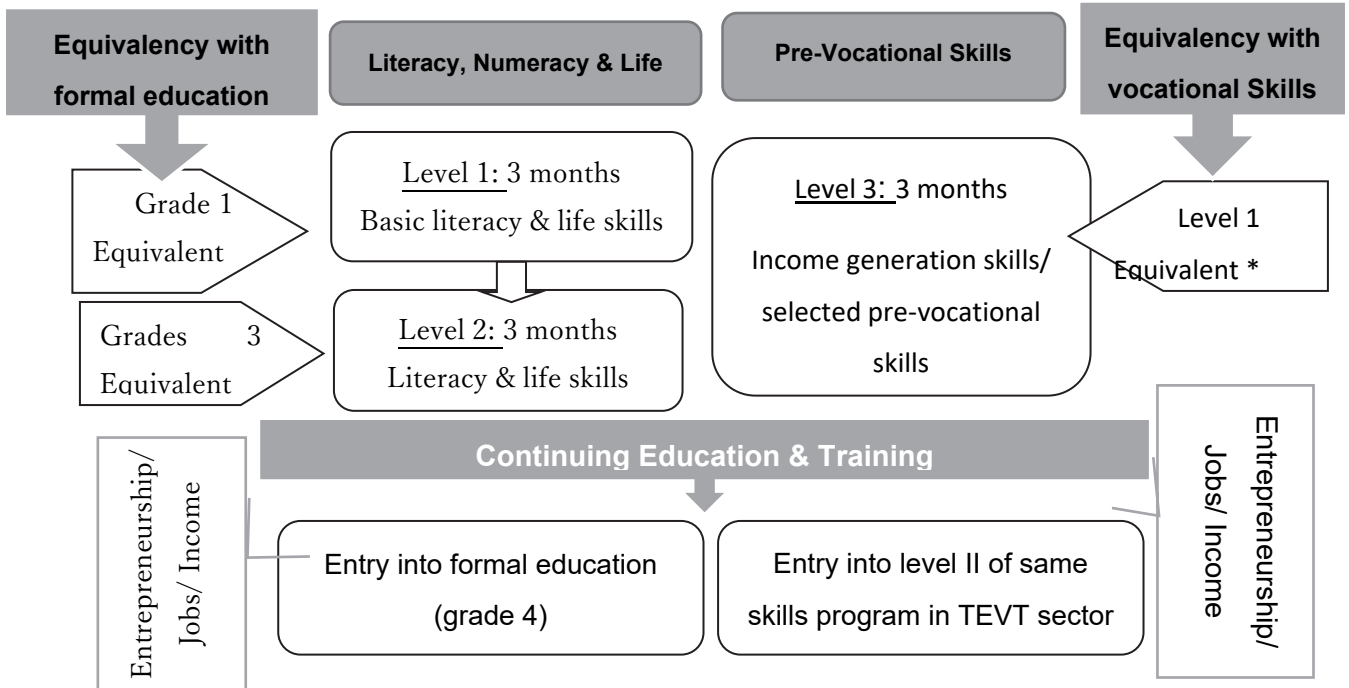


Figure 13. Equivalency among School Education, Literacy and Vocational Training

Level 1

Level 1 will target community who needs some basic literacy together with income generation skills/selected pre-vocational skill so that they can raise their economic standards by effectively partaking in local industrial work. It is hoped that the foundation laid through literacy can ease out the development of income generation skills. Basic literacy in languages and numeracy can facilitate and smoothen the learning of the defined technical skills. ENGRO Thar coal project is one example, where basic literacy is needed to prepare labour for better masonry, pipefitting and scaffolding work required in local coal mining. The literacy development, very specifically, will take place at Grade 1 level.

Level 2

Level 2 will be a continuation of Level 1 and all those who further want to upgrade their literacy skills and further improve their capacity to earn through better knowledge and practice of income generation skills/selected pre-vocational skill will move on to this level. Level 2 will be juxtaposed with Grade 3 in terms of literacy output.

Level 3

Level 3 will be a continuation of Level 2 (completion of reading, writing & numeracy) especially for those who intend to learn pre-vocational/vocational skills to further improve their capacity to earn through better knowledge and skills of income generation skills/ selected pre-vocational skill (any of the skills given in the curriculum). Level 3 is equivalent to level 1 of the National Vocational Qualification Framework (NVQF) of the National Vocational and Technical Training Commission (NAVTTTC) and will allow the pass-outs of level 3 to register in level II of the relevant NAVTTTC skill programme or any other private skill provider (TEVT actor).

<Other teaching-learning material development- Adult Literacy >

In addition to the Basic Literacy Programme (No. 3 in Table 5), the Project developed some innovative approaches; Integrated Literacy and Skills Programme (No.4 in Table 5) and Integrated Literacy and Health Programme (No. 5 in Table 5.)

《Adult Literacy—Integrated Literacy and Skill Programme (ILS) materials》

The integrated literacy programme aims to improve trade specific skills (masonry, agriculture and Livestock), life skills with basic literacy and numeracy skills by integrating methods.

- 1) **Masonry:** developed in cooperation with ENGRO Thar project to enhance literacy skills by learning masonry skills for daily workers. ENGRO has already developed training manual and JICA-AQAL examined their manual and developed integrated among literacy, life skills and masonry skills by using their technical inputs as well as literacy experts.
- 2) **Livestock:** JICA has been implementing livestock project in rural Sindh and developed appropriate technology methods with no-cost, low-cost intervention towards increasing productivity. Based on their 8 themes of appropriate technology, literacy and numeracy, as well as life skills are integrated and developed a literacy program for livestock. Though this integration approach was experience in Sindh, SWD, Balochistan, Livestock Department in Balochistan and JICA-AQAL signed Letter of Understanding for Balochistan version of Livestock cum Literacy programme. The Livestock department Balochistan had examined the Livestock material based on Sindh circumstance and customized into Balochistan context, and approved.
- 3) **Agriculture:** The Punjab agriculture department planned to launch a new programme on digital information sharing for farmers. However, due to high illiterate and neo-literate rate among Punjab, farmers cannot get appropriate information through mobile. Thus, the Agriculture Department asked JICA-AQAL to co-develop agricultural integrated literacy programme for

their intervention. Though the Programme was not approved due to the political change, the material is widely shared in other provinces and its pilot testing has been started in different places.

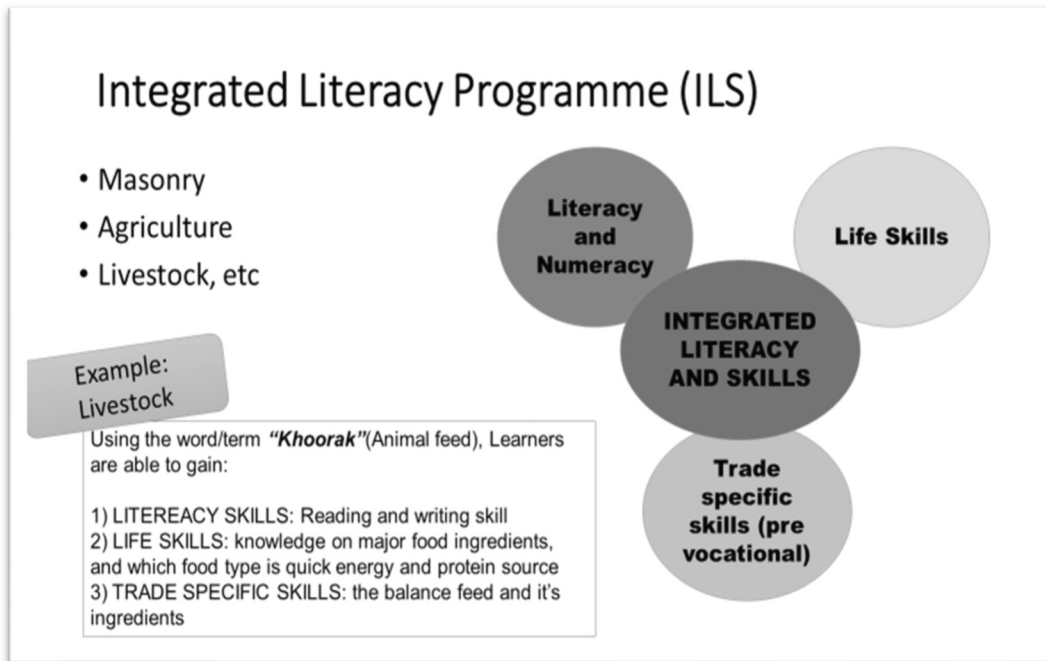


Figure 14. Model of Integrated Literacy Programme (ILS)

«Literacy and Health Programme»

Teaching tool for Literacy and Health Programme

This programme was piloted in 3 Basic Health Units (BHUs) in Balochistan through collaboration between SWD, Balochistan, People’s Primary Health Care Initiative (PPHI) and JICA-AQAL, since July 2019. The programme was designed to use existing health facility and human resource for education delivery and so improving basic literacy skills as well as enhancing knowledge and practice on health and nutrition. The materials used in this pilot are from existing health materials developed by PPHI and other health related organizations, and literacy textbooks.



< Assessment >

For formative assessment in the classrooms, AQAL developed assessment tools for mid-term and final

of Package A and B and used in ICT, Sindh, and Balochistan. For summative assessment and equivalency, please refer to 1.5: Facilitate in establishing accreditation and certification mechanism for NFE.

It is worth mentioned that AQAL used its strength points: multi-province implementation for assessment tool development. The Project conducted workshops for item bank development for assessment in NFBE (Package ABC) for all the target areas together. As Balochistan Assessment and Examination Committee (BAEC) had received capacity building training from UNICEF, they shared their learning and experiences; this increases motivation of each participants and involvement as well as saved cost and time. This inter-provincial collaboration has been active and expected to continue.

3.1.2 Processes and authorities of approval

The development of curricula and materials were initiated with the provincial Bureaus of Curriculum (BoC) in Sindh and Balochistan. In addition to the provincial BoCs, experts and subject specialist from respective textbook boards, experts from training institutes and assessment institutions as well as academia were engaged in development and review. Similarly, in Federal area, the National Curriculum Council (NCC) took a initiative for the development

<Curriculum>

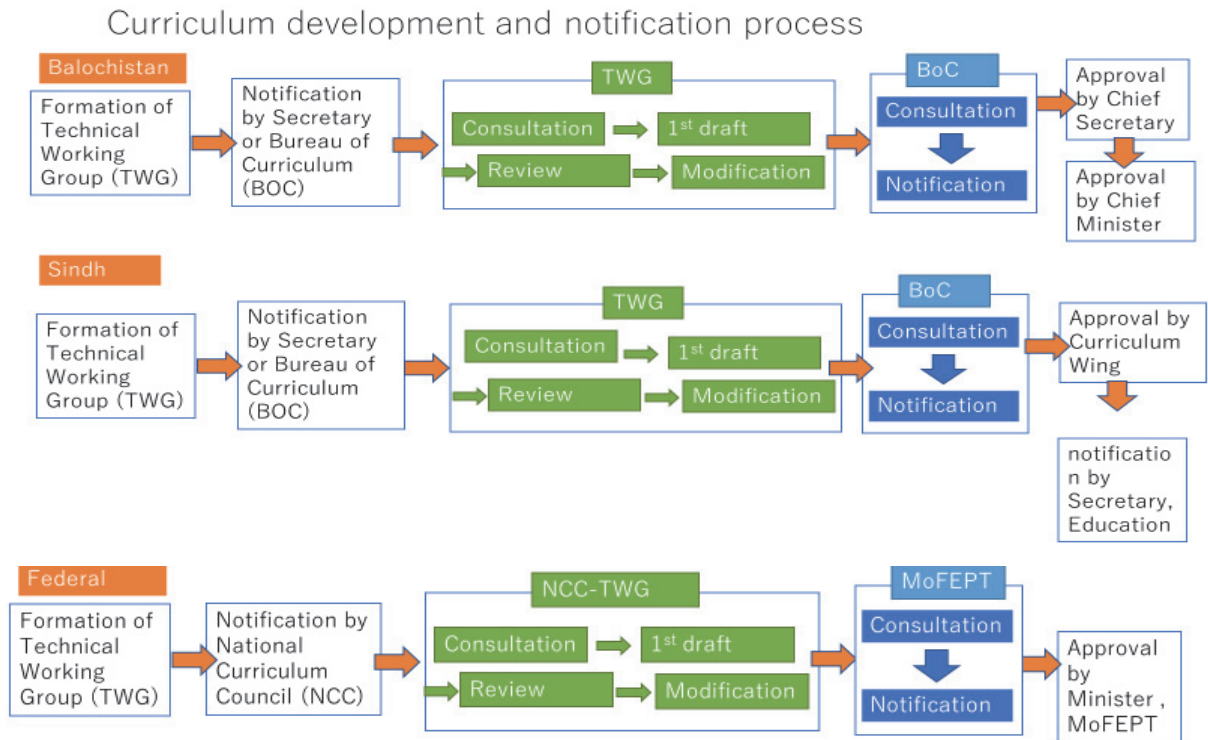


Figure 15. Curriculum development and notification process

<Teaching- learning materials>

Material development and notification process

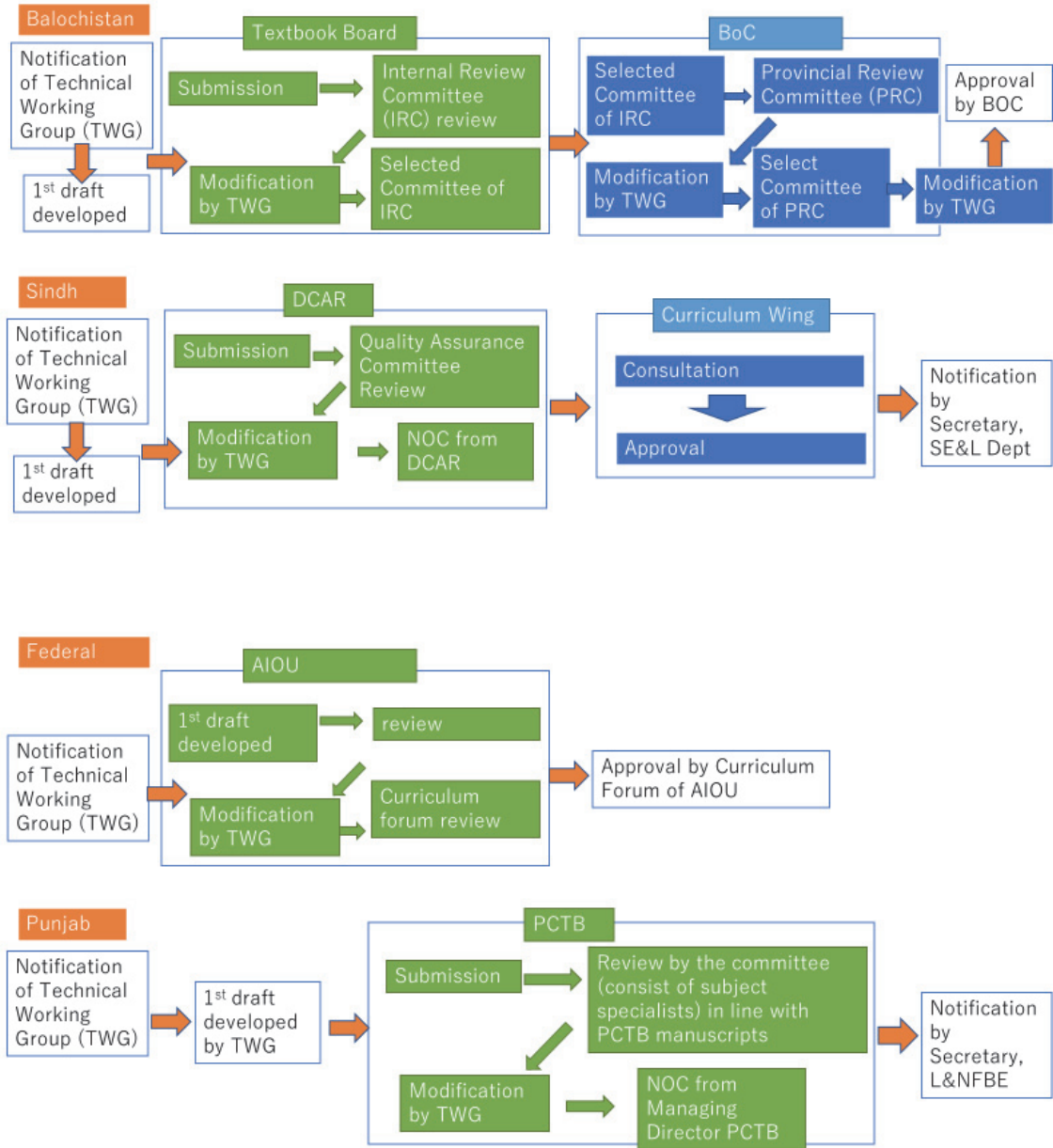


Figure 16. Material development and notification process

3.1.3 Approval

The timing of approval of curriculum and materials in NFBE and Adult Literacy in Federal and respective province are as follows;

Table 6. Approval of NFBE / ALP Primary curriculum and materials

	Curriculum	NFBE material Package A	NFBE material Package B	NFBE material Package C
Federal ⁷	May 2017	May 2019	May 2019	May 2019
Balochistan	2016	Nov. 2017	Nov. 2017	March 2020
Sindh	2016	March 2018	March 2018	March 2019
Punjab	(2015: previous project)	March 2020	March 2020	March 2020

Table 7. Approval of Adult Literacy curriculum

	Curriculum
Federal	(2007)
Balochistan	2016
Sindh	March 2020
Punjab	(2015: previous project)

3.2 Customize training modules of NFBE and adult literacy

<Federal>

The module for NFBE teachers in ICT were developed with Federal Ministry of Education and Professional Training and experts from NCHD in 2016. The modules include concepts of content mastery (a subject including English, Urdu, Mathematics, General Knowledge, Social/ Islamic studies and general science). The modules aims to enhance capacity of teachers on classroom management, interactive and enabling teaching methods, lesson planning and conducting classroom based assessments.

<Balochistan>

Teacher Training Mechanism

- Technical working group for NFE wing under the Provincial Institute for Teacher Education (PITE)⁸) and its Terms of References (ToRs) were notified by the Secretary of Secondary Education Department in September 2018. AQAL and PITE had developed teacher training framework and strategies to enhance NFE personnel in PITE.

⁷ In case of ICT/ Federal territory, ALP curriculum was approved by NCC and Package A, B C materials were approved by Board of studies of AIQU.

⁸ PITE is under Secondary Education Department, Balochistan

- The members of technical committee on NFE teacher training mechanism were from PITE, JICA-AQAL, DL&NFE of SWD, Deputy focal person of PPIU, Bureau of Curriculum and Extension Centre (BoC & EC) and representatives from the NGE service providers and NGOs. In the series of meeting/ workshops, the guidelines for NFE teachers training were formulated, and NFE teacher recruitment and capacity building.

Teacher Training Manual/ Modules

- Teacher training manual (Package A, B and general pedagogy) was finalized by the technical committee and the Secondary Education Department approved the manual.

<Sindh>

Teacher Management Mechanism

- NFE teachers' management system in Sindh was developed jointly with Sindh Teacher Education and Development Authority (STEDA). The process of development of teachers' management system was participatory where relevant experts contributed to the potential. The system has been officially approved and launched in the end of 2016.
- The teachers' management system provides standards for NFE teachers, recruitment and management rules, and continuing capacity development (CPD) options for NFE teachers.

Teacher Training Manual/ Modules

- Teacher training manual (Package A, B and general pedagogy) was finalized by STEDA in December 2018 and notified by the Curriculum Wing of SELD.

3.3 Train federal, provincial and district officers, and selected teachers

The project has trained following three targets audiences to enhance their capacity in implementing NFE activities;

- 1) Build capacity of staff of the Literacy and NFE Directorate in target areas (key training topics include training teachers, subject mastery, interacting classroom teaching & management, lesson planning etc)
- 2) Develop capacity of master trainers on training the NFE teachers in target areas
- 3) Build capacity of NFE teachers on subject mastery and enabling teaching methods (key training topics include subjects' mastery, interacting classroom teaching and management lesson plan etc)

In Federal area, 18 training was conducted and total 447 people get training.

In Sindh Province, 37 training was conducted and total 1610 people get training.

In Balochistan Province, 11 training was conducted and total 303 people get training



For further detailed information of these trainings (contents, duration, venue, participants and key discussion points) are mentioned in the Annex 3:

Information of the meetings conducted in AQAL project under different outputs/ activities.

3.4 Pilot-testing of customized standards, curricula, assessment and learning materials of NFBE and adult literacy in selected areas

<Community-based NFBE/ ALP model in Islamabad>

	items	explanation
1	Objectives of the pilot	To examine and improve customized standards, curricula, assessment tools, learning materials and teacher guide for NFBE To examine and improve teaching-learning process To examine and improve community mobilization strategy and implementation To provide show case of accelerated education approach to relevant people
2	Duration	December 2016 – March 2020
3	No. of schools and their characteristics	12 schools in 2016 -> 9 schools in 2020
4.	Partners	NCHD
5	Process	<Classroom implementation> <ul style="list-style-type: none"> ● Package A: December 2017- July 2017 ● Package B: August 2017- March 2018: final assessment with 263 learners in April 2018 ● Package C: April 2018- August/ September 2019 <ul style="list-style-type: none"> ➤ Based on final assessment of Package B and classroom observation by NFBE teachers, majority of learners go

		<p>to Package C, while some learners have continued Package A and B (repeater/ new learners) ; Package A 23, Package B 14, and Package C 174 learners. Among nine schools, seven schools are implemented in multi-grade classroom.</p> <p>➤ 121 (81 girls and 40 boys) learners completed Package C appeared terminal examination by FDE in February 2020 and await for the result in the end of March 2020.</p> <p><Community Mobilization></p> <ul style="list-style-type: none"> ● Formulated Union Council Education Committee ● Campaign for enrolment ● Develop UC Education Plan ● Monitor and regular back up support by the committee members.
6	Results/ Lesson learnt	<ul style="list-style-type: none"> ● 121 learners (boys 40 and girls 81) were appeared in the terminal examination of Package C, conducted by FDE in February 2020. ● Monthly teachers’ training⁹ was useful for assessing capacity of teachers and mentoring their teaching-learning process. Teachers, as well as learners, became understanding SLOs and objectives of learning everyday. ● The pilot schools were located nearby capital, various stakeholders; federal and provincial government officers, development partners (DFID, UNICEF, UNHCR, JICA) and other organization visited and learn ALP approach.

<School based NFBE/ ALP model in Islamabad>

	Items	Explanation
1	Objectives of the pilot	Under the campaign for OOSC in ICT by the MFEPD, JICA-AQAL has contributed through provision of ALP to 8-16 years old

⁹ NFE Teacher training/ capacity building in Pakistan is often only pre-service training. Since lack of teachers’ capacity is one of the bottleneck of quality in NFE, the Continuous Professional Development (CPD) is essential. The Project has organized monthly teachers training as called ‘Professional Day’ once a month to assess the progress of teaching-learning and provide technical and mental back up support for NFE teachers. This meeting also provide interactive communication between teachers and useful to share their ideas and innovative approaches to teach on same themes and subjects.

2	Duration	March 2019- March 2020
3	No. of schools and their characteristics	62 ALP classes
4	Partners	FDE and other NGOs under the OOSC campaign by MFEPT
5	Process	<p><ALP school for children age 8-16-year-old implementation></p> <ul style="list-style-type: none"> ● Development of survey tools, analysis mechanism to collect data of out of school children in ICT, their age appropriate and prior knowledge-based placement in FDE schools' morning and afternoon shifts. (March-May 2019) ● Provision of specialized teaching learning resources of ALP -Package A (up to Grade 1) along with school bags to around 1500 students in two phases 22 ALP schools initially followed by 39 ALP schools during afternoon in selected FDE schools in Tarnol, Sihala, Bhara Kahu, Nilore and Urban sectors. (May-June, 2019) ● Provision of Teacher Guides to all ALP teachers. (May-June, 2019) ● Text books along with teachers' guides of Package B and C were area wise distributed for 62 schools. ● <Capacity Enhancement on ALP (training mechanism and continuous professional development) ● 15 master trainers from all areas were trained on ALP in a one-week workshop in May 2019. ● 62 ALP teachers were trained on Package A of ALP in May and June 2019 ● 15 Master trainers and 62 ALP teachers were trained on Package B and C of ALP in January 2020. ● Provision of training manuals and other supportive materials to master trainers. ● Cluster/Area wise professional days were conducted during July, September and November with all ALP teachers in presence of concerned AEO and Mater trainers to know and resolve teaching, learning related issues. ● Introduced a smart phone App by all 62 ALP teachers, concerned head teachers and concerned officials to enhance effective monitoring and data driven decision making.

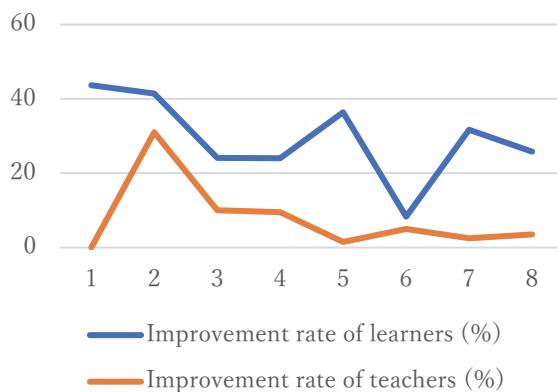
		<p><Assessment Mechanism-ALP></p> <ul style="list-style-type: none"> ● Baseline assessment of prior learning, placement and reasons of being out of school children enrolled in ALP. ● Development and notification of Assessment framework for Non-Formal Education in ICT at all three stages A, B and C where A and B are internal school level assessment while C through central examination by FDE. ● Development of test items bank for ALP package A, B and C has been completed by engaging assessment experts and subject specialists from FDE.
6	Results/ Lesson learnt	<ul style="list-style-type: none"> ● Students of 22 ALPs have been assessed in the end of December 2019. ● Assessment of remaining Package A students was conducted in February 2020. ● Around 150 students of ALP appeared in very first ALP central exam by FDE in February 2020. The results were expected to announce in the end of March 2020, after the project completion.

<Action Research with AKU-IED for examining ALP Package A process and outputs in Karachi, Sindh>

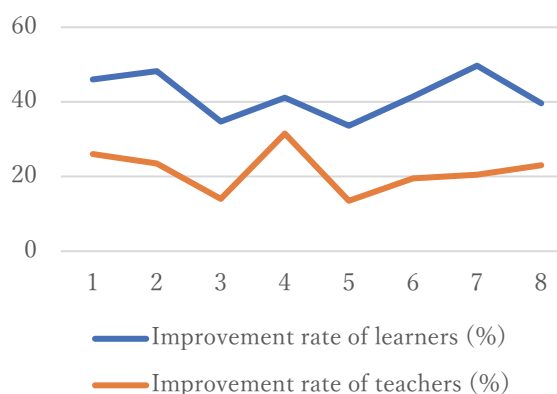
No	items	explanation
1	Objectives of the pilot	To examine effectiveness and efficiency of Primary Accelerated Learning Model to improve materials and approaches, and increase its reliability through the research.
2	Duration	02 2018 - 02 2019 (including prep time)
3	No of schools and their characteristics	16 schools (8 schools use ALP model that AQAL and stakeholders developed curriculum, teaching-learning materials teacher standards, teaching- learning materials, and methods, and the other 8 schools use the formal education

		curriculum and materials in NFE setting.)
4	Partners	AKU-IED (action research), The NGO World (mobilization, M&E), ARC (salary provision)
5	Process	<p>02-06/2018: Preparatory period</p> <ul style="list-style-type: none"> ● Launching ceremony of the action research ● Teacher selection/ school selection ● Finalization of pilot testing tools ● Preparation of school setting, collection of learners ● Pre-service teacher training ● Baseline conducted <p>07/2018 – 02/2019: Implementation period</p> <ul style="list-style-type: none"> ● School started (both IC/ NIC) ● Scheme of study for end line assessment (Oct) ● Technical inputs on mentoring NFE teachers (Oct) ● Mid-term Assessment on Package A (Nov) ● Multi-grade teaching (Package A&B) started in several ICs. Learners to take Package B were chosen based on result of mid-term assessment (Nov) ● Completion of the Package A in the ICs. (Feb) ● End-line survey <p>After intervention After completion of Package A in 8 ISs and Grade 1 in NISs, JICA-AQAL provided teacher training to continue both schools and all schools have been continued.</p>
6	Results/ Lesson learnt	<p><Main Findings></p> <ul style="list-style-type: none"> ● Learners in intervention schools have shown better learning outcomes than their counterparts in non-intervention schools, especially in English, Math, and Urdu. Also, the result showed that the dropout rate in IC is almost 6 % less than NIC. ● Improvement rate of learners is proportionate to the one of teachers in the intervention schools, but not in the non-intervention schools.

Non-Intervention schools



Intervention schools



- 10-13 year-old learners in the intervention schools and ones in the non-intervention schools have maintained higher scores than 7-9 year old learners both in baseline and endline; however, the performance gap in the intervention schools reduced.

<Other findings- Learners>

Baseline	Endline
<ul style="list-style-type: none"> • Individual learning • Gender segregation in classrooms 	<ul style="list-style-type: none"> • Development of group-work culture • Collaborative attitude with teachers and peers • Mix gender groups

			formation
		<Teachers>	
		Baseline	Endline
		<ul style="list-style-type: none"> • Little understanding NFE and its learners • Manage classrooms with strict discipline • Reading aloud and making learners to memorize without understanding. 	<ul style="list-style-type: none"> • Better understanding of NFE potentials for their learners (e.g. flexibility of time, place and low-cost) • Support learning process for all the learners • Activity-based and learner-centred teaching • Use of various teaching techniques and eagerness to improve learning skills. • Proud of being a teacher
7	Advocacy	<ul style="list-style-type: none"> - Dissemination seminars were conducted two times. - The process and results were shared in different forums including National NFE forum. 	

AQAL and People's Primary Health Care Initiative (PPHI) developed MoU to start a pilot of health literacy in 3 Basic Health Units (BHUs) in April 2019.

<Health and Literacy intervention in cooperation with PPHI in Balochistan>

	Items	Explanation
1	Objectives of the pilot	To examine effectiveness and efficiency of Literacy and Health programme: In Pakistan, health as well as education indicators are low and integrated approach using existing resources can be proposed.
2	Duration	01 2019- 01 2020
3	No of schools and their characteristics	3 Basic Health Units (BHUs) in Killi Ahmad Khanzai BHU in Quetta, Killi Muhammad Shahi in Mastung District, and Sar Khanzai BHU in Pishin District
4	Partners	PPHI
5	Process	01-06/ 2019: Preparatory period

		<ul style="list-style-type: none"> ● Development of implementation framework, curriculum and baseline framework and tools (Jan-Feb) ● Teaching-learning materials developed based on health department's materials and reviewed by PPHI (Mar) ● Training for Lady health visitors (LHVs) on questionnaires of baseline research on 120 learners (April) ● Conduct baseline survey/assessment of learners (Apr-May) ● Teacher training for health and literacy (June) <p>07/2019 – 01/2020: Implementation period</p> <ul style="list-style-type: none"> ● Classroom was started from July 2019 ● Mid-term assessment cum focus group discussion on progress held ● Learners assessment completed
6	Results/ Lesson learnt	<p>Against the baseline survey, the following changes are observed by learners and communities:</p> <ol style="list-style-type: none"> 1. Reading, writing and numeracy skills are improved 2. Females have realized importance of routine medical check ups & started visiting nearby medical facilities 3. Learners have increased personal hygiene frequency e.g. frequent baths, hand washing habits improved and are washing their personal clothes 4. Use of clean drinking water increased (boiling technique is preferred) 5. Solid and liquid waste disposal habits improved among the learners <p>In addition to this, PPHI has planned to scale up this model in their BHUs in future.</p>



3.5 Support Punjab Literacy and NFBE department in development of training framework

The Technical Working Group (TWG) on Teacher training framework was formulated and notified by the Secretary, Punjab L& NFBE department in October 2019. The meeting was held in November (Chaired by Additional Secretary of L&NFBE, School education department, JICA-AQAL and L&NFBE department were participated). After the discussion of issues of quality education in NFE (e.g. multi-grade teaching), it was decided to formulate sub-committees on the following topics.

- 1) Minimum standards for NFE teachers
- 2) Teacher recruitment criteria and process of teachers
- 3) Capacity development module framework

In December 2019, a meeting on draft teacher training framework was conducted with L&NFBE and JICA-AQAL experts.

3.6 Facilitate Punjab Literacy and NFBE Department in development of non-formal elementary & vocational education

The Project had coordinated a meeting between L&NFBE Department and Allama Iqbal Open University (AIOU) on 6th February 2020. Since AIOU has worked with JICA-AQAL for development of non-formal elementary & vocational education curriculum and materials, they explained following features of Non formal elementary education to the L&NFBE department members (Secretary, Project Director of TSKL, and Project Manager of HRDI are participated from the L&NFBE)

- Certified teachers training programme for NFE teachers
- Multi-grade teaching

- Information regarding technical courses offered by AIOU
- Explore options for collaboration at the primary and elementary level
- Social mobilization / community mobilization modules
- Adult Literacy Curriculum, textbook and other issues.
- Life skill modules

After the discussion, it was agreed to make collaboration between two parties and L&NFBED Punjab will use NFE elementary level curriculum and materials developed by AIOU for their intervention and get support from AIOU to train their NFE teachers.

3.7 Facilitate Punjab Literacy and NFBE Department in programme at Primary level

The Project Steering Committee was formulated and notified by the Secretary of L&NFBED department on 8th October with 8 committee members. Under the Steering Committee, technical working group for curriculum and material development was formulated on the same day and first TWG meeting on Curriculum and Material Development for ALP-Primary.

<1st TWG> 18 October 2019

In the meeting, the following outline and strategies to develop ALP materials were agreed among the participants.

- 1) Objectives and TORs of the TWG
- 2) Timelines and strategies of the development
- 3) Process of material development: The Material Development Wing of the L&NFBED Department would review the approved ALP-Primary materials in Federal, Balochistan and Sindh and develop a zero draft for Grade 1-5 in NFE.

<2nd TWG> 4 November 2019

2nd TWG decided to organize internal review on existing ALP materials based on the prescribed format of L&NFBED. To do so, it was agreed to formulate sub-committee to extensively review the zero draft of the materials. PCTB, School Education Department, Quaid Academy and PEC would be members of subcommittee.

<Material Development sub-committee meeting> 12-14 November 2019

Sindh, Balochistan and ICT package A, B and C books and teacher guides were reviewed by the Curriculum Material Development Unit (CMDU) of L&NFBED as per Punjab NFE curriculum.

Through the review, missing SLOs in Punjab curriculum are incorporated and started preparation of the first draft.

<Internal Material review Committee Meeting> 12 December 2019

The first internal material review committee in the L'NFBED was organized for the reviewing the first draft. PCTB previous review comments were also discussed and incorporated.

<Finalization of the materials in L&NFBE Department and submission to Punjab Curriculum and Textbook Board (PCTB)> 1st January 2020

The internal review committee of the L&NFBE Department was organized and finalized. The materials would be submitted with L&NFBE Department's cover letter to the Punjab Curriculum and Textbook Board (PCTB).

<ALP-Primary Material Review Committee Meeting> 20-21 February 2020

The committee was notified by PCTB to review the submitted materials and teacher guides by L&NFBE Department. 8 experts from PCTB, 4 experts from L&NFBE and 5 experts from JICA-AQAL were participated. There are some observation and feedback from the committee on the submitted materials and these would be revised.

<Material Finalization Meeting> 24-27 February 2020

The comments feedback received by PCTB were examined among L&NFBE and JICA-AQAL team. Experts revised materials in line with the feedback and finalized. The final copies were submitted to PCTB on 27 February.

<Approval of the materials by PCTB> 6 March 2020

The Director Manuscript of PCTB issued clearance certificate for ALP- Primary materials and teacher guides to be used in Punjab. Based on this clearance certificate, Managing Director (MD) of PCTB issued NOC for these materials and teacher guides. Thus, these materials were officially approved in Punjab. It was agreed between LNFBE and JICA-AQAL to pilot these materials in targeted areas/ population first.

<Handing over ALP materials> 16th March 2020

Though the launching ceremony of ALP-Primary material in Punjab was planned on 16th March, it was canceled because Punjab Government notified not to organize any meetings due to the COVID-19 crisis. Instead, L&NFBE, MD PCTB and JICA-AQAL organized handing over ALP materials at the Department conference room.

3.8 Facilitate Punjab Literacy and NFBE Department in development of income saving/ income generation, functional Literacy Programme

JICA-AQAL has developed literacy material and skills-based primers (agriculture, livestock and masonry) and awareness raising material based on health hygiene and life skills. These materials were shared with L&NFBE and its staff members for better understanding and adaptation for newly planned literacy and skill programme, 'ILMO-HUNAR'.

The new project 'ILM-O-HUNAR' (Literacy and Skills in Urdu) under the Punjab L &NFBE Department is in the process of approval. For the coordination of the project, the consultative stakeholder round table was held on January 27th 2020 with the following objectives.

1. Identify area appropriate and market relevant skills that may be integrated with literacy & life-skills programme
2. Discuss the level of skills-based competencies that have the potential to be integrated with literacy and numeracy competencies
3. Discuss potential threats of integrating skills with literacy with particular reference to:
 - a. Availability of instructors
 - b. Availability of laboratory and equipment as an essential requirement for practical
4. Discuss technical and logistical arrangements regarding coordinating with local TVET actors that are required to impart skill-based programmes
5. Find out solutions that will lead to effective trainings of teachers, assessment and certification

20 Government and Private organizations were participated in the meeting. They have shared their organizations strategies for illiterate youths and adults and possible coordination with L&NFBE Department in future.

2. Achievements of the Project

2-1 Outputs and indicators

Output 1: Platform for facilitating NFE is strengthened in the Target Areas
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Output 1 was achieved.

[Indicator 1.1] *National/provincial NFE policy widely supported by NFE providers including civil*

society organizations

1. National Education Policy Framework 2018 mentioned NFE is one strategy to decrease Out-of-School Children (OOSC).
2. NFE policies (Sindh, Punjab and Balochistan) were notified.
3. Action Plan of NFE policy (Sindh) was notified.

The number of organizations concluding a relevant memorandum of understanding (MOU) with NFE authorities or that of DPs participating in meetings organized within the platforms are increasing (currently total 49 institutions are positive with the NFE policy). (refer to annex 4-1) Therefore, the Indicator 1.1 is considered to be achieved. Donors actively investing to NFE, civil organizations, academic institutions, and enterprises participate in the platform. The NFE policy and the practice of accelerated learning are more and more largely supported because the policy is clearly formulated in a participatory manner with the support of the official notifications and the Project's ardent advocacy.

[Indicator 1.2] Official document (approved sector plans/ notifications) that legitimize the non-formal education is in the priority of respective provinces

1. NFE implementation framework in Sindh was notified.
2. National Action Plan on Literacy was published (NCHD).
3. Education Sector Plan in Sindh (2014-2018) and Balochistan (2013-2018) include NFE as priority area.
4. Draft of Education Sector Plan Balochistan (2020-2025) includes NFE as priority area.
5. Report of evaluation mission on Global Partnership for Education (GPE) Education Sector Plan Implementation Grant in Sindh and Balochistan mentioned the importance of NFE.
6. Local Education Group in Balochistan put NFE as a regular agenda in meetings.
7. NFE Policy Framework (Federal) includes NFE as one strategy to reduce the number of Out-of-school children (OOSC).

Total 17 policies and related documents are developed and/or notified (refer to Annex 4-2). NFE policies, being unavailable before the Project implementation, have been developed and notified in Sindh and Balochistan through the discussions of the stakeholders participating in the platforms. At the federal level, too, the National Education Framework was issued in 2018. In addition to the policies, different official notices crucial for their materialization are given. Therefore, the Indicator 1.2 is considered as achieved.

Output 2: Data driven management for NFE is institutionalized in the Target Areas

Output 2 was achieved.

[Indicator 2.1] *Action (XXX, XXX, XXX) taken by federal/provincial department as a response to the NFEMIS report*

1. NFE Policies and Education Sector Plan in Sindh and Balochistan were developed based on the data of NFEMIS.
2. DL&NFE in Sindh and Balochistan planned NFE projects based on the data of NFEMIS.
3. NFEMIS data report was shared among stakeholders.
4. 13 actions by the governments, 4 action in ICT, 6 actions in Sindh and 3 actions in Balochistan, were taken (refer to Annex 4-3). One of these actions is establishment of NFBE schools in formal schools by the Federal Directorate of Education (FDE), which is in charge of the educational administration of Islamabad Capital Territory (ICT). Considering the fact that there were no statistical data about NFE before AQAL started, it is extremely significant that the Project constructed NFEMIS that brought fundamental improvement of NFE administration by evidence-based activities in a short period of 4 years.

The Project developed further NFE Management Information System (NFEMIS) inherited from the previous project and constructed and upgraded system that can produce reports on the analyzed data useful for making policy decisions as well as data collection. The system in which the information is promptly updated by switching it from the software version to the online one (web version and mobile version). With the mobile version, data input can be done offline and the data are uploaded when the network is available, which allow teachers to input information in their centres even if without internet. This reduces burden for data-entry and is expected to contribute to increase in the number of schools and centres participating in the system. Currently 60 NFE implementing organizations (refer to Annex 4-4) use the NFEMIS and take part in NFEMIS trainings¹⁰.

The secretariat managing NFEMIS is Academy of Educational Planning and Management (AEPAM) of the federal government. An NFEMIS cell is installed in NCHD as well as in each of provincial NFE authorities such as directorate or related agencies. They have been establishing required minimum conditions for operation with equipment and staff.

Output 3: Delivery of Quality NFE is improved in the Target Areas

Output 3 was achieved.

[Indicator 3.1] *The level of environment, teachers, and learning are improved based on the customized standards at XX% of the pilot NFBE schools/centres*

<Teacher>

¹⁰ Training program on the use of NFEMIS through verifying and inputting the data.

(comparison of Action Research by Aga Khan University between baseline and endline¹¹)

Teaching knowledge and skills 21.4% Increased (53.4% =>74.8%)

<Learning>

(comparison of Action Research by Aga Khan University between baseline and endline)

Learning achievement 33% Increased (34.3% =>67.3%)

Standards about learning environment are being established at present. Results of an action research carried out by Agha Khan University Institute of Education Development (AKU-IED) in NFBE pilot schools proved that accelerated education may bring about greater effects on learning than former NFE programme did.

[Indicator 3.2] *Number of NFBE & adult literacy schools/centres which introduce customized standards, curricula, assessment and learning materials*

Total Number: 2,242

Federal: 82

Sindh: 1405

Balochistan: 755

The number of NFBE and adult literacy centres that have adopted standards, curricula, assessment tools and teaching-learning materials developed in the Project is 2,242 as of the end of March 2020. Comparing with the situation in which no centre had such elements when the Project started, one can conclude that a considerable improvement in NFE delivery mechanism is observed because 2,242 centres in the target areas have provided quality NFE. (This output has an indicator of “number of centres” but a due consideration is required on the fact that it is a proxy indicator to measure the output on the “delivery mechanism” and the increase of the number of centres is not the principal objective.)

2-2 Project Purpose

Non-formal education system is strengthened in the Target Areas.
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The Project Purpose was achieved.

¹¹ For the details of the results, please refer to the report of Action Research by Aga Khan University.

[Indicator 1] *Number of NFE providers that provide service aligned to the agreed standards, curricula, assessment and learning materials of respective areas*

Total Number: 39 (refer to Annex 4-5)

Federal: 3

Sindh: 30

Balochistan: 6

[Indicator 2] *Number of NFE agenda discussed in the inter provincial education ministers' conference is increased*

Total Number: 4

Outputs 1 to 3, which are a very solid foundation to promote NFE in Pakistan, were constructed. As described above, policy environment and policy implementation mechanism was built as Output 1; data-driven decision making cycle to promote NFE was established by introducing NFEMIS in Output 2; and Output 3 includes materialization of curricula, teaching-learning materials, teacher training mechanism, classroom standards enabling to provide accelerated learning while NFBE equivalency to formal education is ensured. Furthermore, in adult literacy, literacy programmes (6 months) were realized, where learning contents were well arranged in accordance with learners' interest such as financial education and trade-specific courses. Overall, all the outputs were well achieved.

The indicator 1 is considered to be achieved because tools that were developed by AQAL and NFE stakeholders are implemented by principal providers operating and managing a great number of schools and centres including governmental organizations such as SEF and DPs such as UNICEF and USAID, and NGOs. Current total number is 44 institutions.

The indicator 2 is considered to be achieved because after the Project started, NFE has placed permanently on the agenda of the Inter Provincial Education Ministers' Conference (IPEMC) and Local Education Groups (LEGs), and been discussed in all the meetings. In addition, besides IPEMC and LEGs, various opportunities such as National and Provincial NFE Forums were established and developed to assemble all the NFE related administrations, so that NFE promotion mechanism was also strengthened at the practical level.

3. History of PDM modification

Table 8. Comparison of PDM before and after modification

PDM Version 1 (2015-August 2019)	PDM Version 2 (August 2019 till date)
2.5 Integrate NFEMIS with National EMIS (Punjab)	2.5 Integrate NEFMIS with National EMIS
3.5 Support Punjab Literacy and NFBE department in development and implementation of training mechanisms	3.5 Support Punjab Literacy and NFBE Department in development of training framework
3.6 Facilitate Punjab Literacy and NFEBE department in development of Non Formal Elementary Education	3.6 Facilitate Punjab Literacy and NFBE Department in development of Non-Formal Elementary & Vocational Education
3.7 Support Punjab Literacy and NFBE department in development and implementation of R&D mechanism	3.7 Facilitate Punjab Literacy and NFBE Department in customization/ development of accelerated learning programme at primary level
	3.8 Facilitate Punjab Literacy and NFBE Department in development of income saving/ income generation Functional Literacy Programme

4. Others

4-1 Results of Environmental and Social Considerations (If applicable)

N/A

4-2 Results of Considerations on Gender/ Peace Building/ Poverty Reductions (If applicable)

<Gender>

NFE provides 'Door-Step' or outreach approach for girls and women who are not able to go out of their communities. NFE schools/ centers, either NFBE or Adult Literacy, the classroom are in the community and parents and families feel conformable to send girls/ women to schools/ centers. Also, the time of classrooms are depending on availability of learners so that illiterate women who are busy for household works also ease to come to centres. As a results, girls and women are equally participated in NFEschools/ Centres. Also Majority of teachers are females from their own villages and NFE provide working opportunities in rural/ remote areas in Pakistan. These teachers can be good models of career development for girls in classrooms as well as community people. In the classroom, boys and girls sit separately at beginning, but gradually they worked together during activity and group work in the classrooms. Not only females, but also males have less

opportunities to learn and think about gender considerations at home and in society in Pakistan, teaching-learning materials were designed in their contents and illustrations. For example, leadership roles, vocational choices and social roles of men and women tried to be neutral in these materials.

AQAL raises awareness of gender equality and equity among local developers/subject specialists/reviewers/educationists as well as among learners and teachers through teaching-learning materials development and implementation.

For example, during development/review of teaching-learning materials, some developers/reviewers have gender-biased consideration such as all girls/women should not drive a car. AQAL respects cultural common sense according to each area; at the same time, AQAL promotes gender equality. Changing the mind-set of people who involve education is a key to raise awareness of gender equality in a country.

<Poverty Reduction>

The target beneficiaries of NFE are more socially and economically vulnerable such as OOSC and illiterate youths and adults, and all project activities; policy, formation of NFE programmes (areas and target groups), curriculum and materials, community mobilization, are considered with poverty reeducation.

- Learning environment of NFE is designed for the poor to empower by getting learning opportunities and graduation certificates and it learning environment made them to get education without economic burden.
 - 1) Economic consideration: uniform free classroom, provision of textbook, note books and other stationaries.
 - 2) Time and place consideration: Open classroom based on needs of learners. E.g. afternoon and night classrooms for working children, establish classrooms in their working places and/ or accessible location.
- Curriculum and teaching-learning materials for Adult Literacy includes income saving and income generation knowledge and skills.

- The Trade-specific Adult Literacy materials and Elementary level NFE curriculum and materials are designed to accommodate employability and vocational linkages, as well as improvement of productivity and quality of products.
- The discussion with the World Bank on JSDF fund has started to make stronger linkage between literacy/ basic education and Human Capital Development.

III. Results of Joint Review

The Joint Review meeting on AQAL project was organized between JICA and CPs from Federal and Provincial governments with external evaluator in August 2019 when the Project Terminal Evaluation Mission survey were sent from Japan to Pakistan. This part is mainly based on the result of the joint review meeting in August 2019 and some additional results of activities, which were done during September 2019 – March 2020, were added.

1. Results of Review based on DAC Evaluation Criteria

(1) Relevance: Very High

The relevance of the Project is very high. The number of OOSC in Pakistan, 22.8 million children aged 5-16, is the second largest in the world, and there is a big gender disparity. There is limited access to the basic education for over-age children under current education regulation, especially girls. The Government of Pakistan sets its literacy target in “Vision 2025” and exhibits its commitment for improvement of access and quality of education in “Education 2030”. The Project Purpose and the Overall Goal are consistent with the such policies in Pakistan.

Japan’s Country Development Cooperation Policy (2018) stipulates its commitment toward “improving the quality of, and access to education” under its priority area “Ensuring human security and improvement of social infrastructure”. The Project is included in the educational assistance programmes in the Rolling Plan (2018) as one of the strategies of government of Japan to contribute to SDG 4 and to “support girls’ education and NFE in order to improve the access to and quality of education”. From JICA’s two Position Papers in Education Cooperation (2015) and on SDGs Goal 4 (2016), it is clear that JICA is committed to solving educational problems by providing NFE opportunities including literacy, life skills and alternative education programmes in countries facing such education challenges as a high proportion of OOSC and adult illiteracy, especially in South Asian countries.

The Project is also consistent with the strategies and the objectives of the Provincial Education Sector Plan of Punjab (2013), Sindh (2014) and Balochistan (2013), which place importance on promotion of NFE. In 2015, starting the Project, there was no consolidated effort observed to promote NFE, or to develop a consolidated NFE system in any of the Target Area. There were several NFE authorities who were in charge of promoting NFE, but the effort was somehow scattered. This may be resulting from general lack of trust in the potentiality of NFE.

The Project design aims to establish education environment that enables NFE stakeholders to provide NFE with high quality as a part of the education system. Outputs 1 to 3 cover the necessary ingredients for promotion of NFE such as establishment of NFE governance system (policies and platforms), establishment of data-driven management system, and development and approval of NFE quality learning packages to secure high quality of education. The Project is designed to make synergy among these outputs. For these reasons, we observe relevance of the Project is very high.

(2) Effectiveness: Very High

Effectiveness of the Project is also very high. Output 1 to 3 were well designed to strengthen the NFE system in the three Target Areas. The Project developed comprehensive NFE system that assures equivalency to the formal education and meet needs of people in Pakistan, as mentioned in “Relevance”. Through implementation and evaluation of educational attainment, significance of the NFE and its value have been recognized in the target and even other areas. When the Project started, NFE had been underestimated and never considered as one proper educational strategy. Stakeholders in the education sector have started to re-assess the NFE as an important tool that need to be implemented parallel to the formal education. This transition of mindset for NFE that put a path for NFE to be one option in the education system is significant.

The Project focus was on enhancement of NFE governance and delivery. The Project succeeded to involve various NFE stakeholders to the platforms to ensure achievement of the project purpose “Non-formal education system is strengthened in the target areas.” Bringing stakeholders such as DPs, universities, research institutes, CSOs, community and private sector on board is one of the biggest challenges in the previous project Non-Formal Education Promotion Project (NFEPP) according to the ex-ante evaluation of the Project; however, the Project overcame the challenge. Thus, we observe effectiveness of the Project is very high.

(3) Efficiency: High

It was confirmed that all inputs (planned financial and human resources) were used effectively, and in particular, contributed to the achievement of Output 1, 2 and 3.

The project experts (Japanese and Pakistani) were highly specialized in the NFE field and were able to provide C/Ps with required technical advice and support. The allocated number of project local experts increased more than the original plan; however, it did not have significant impact on the project cost. Rather, implementation of project activities was accelerated by those local experts. The local experts were familiar with local circumstances, had a wide network with stakeholders, and faced no language barrier with the C/Ps. The allocation of local experts greatly increased efficiency of the Project.

The Project utilized resources such as standards, curriculum, teaching and learning materials, and assessment tools that were developed in the previous projects as well as those from other JICA’s projects such as “Sustainable Livestock Development for Rural Sindh (from 2014 February to 2020 June) and other sectors’ materials of the Pakistan government such as agriculture and health. That saved cost, time, and human resources significantly compared to development of materials from scratch. Also, the Project carried out activities for each output simultaneously and utilized and shared information and knowledge gained among all the target provinces. This strategy accelerated knowledge and experience accumulation among the Project experts and the stakeholders as well as saving time, cost and human resources. Moreover, NFE activities of each province stimulates the other provinces and that positive competition promoted NFE activities. As a result, this practice has contributed to various and enormous results in the minimum time and cost.

The project period was extended until March 2020, in order to support the federal government to reinforce its NFE implementation arrangement after governmental reformation. The Project will also resume and promote some activities that were postponed due to the reformation.

(4) Impact: Very High

Impact of the Project was also considered very high because the achievement degree of the overall goal is high and impacts of the Project including ripple effects were observed. Please refer to IV. 1 for the details of the achievement degree of the overall goal.

Area

Khyber Pakhtunkhwa (KP) is raising their interest in NFE through provincial interactions. They are working for development and approval of NFE policy and curriculum (primary and elementary education) supported by UNICEF¹² with AQAL's technical assistance. This is a good example of ripple effect of the Project to the other provinces.

Expansion to elementary education

Expectation for further educational opportunities after the completion of NFBE has been growing in the target areas. The development of NFE curriculum and materials for elementary level has started in the Federal, Sindh, Balochistan and KP provinces. It proved that NFE is one of the educational options in Pakistan, where the number of secondary schools is extremely insufficient compared to the one of primary school.

Expansion to another sectors

Furthermore, the Project extended its activity even to collaboration with other sectors. The Project advocated to other departments or companies of agriculture, masonry and livestock in order to collaborate with them in their interventions by including literacy programme to make it more effective than only their own interventions. The Project has developed literacy programmes with trade-specific knowledge to produce a synergistic effect. These innovations have potential to nurture NFE as lifelong learning opportunity. As another example, AQAL conducted a pilot project of literacy-cum-health integrated course at 3 basic health units in Balochistan. It is expected that women who learn literacy while acquiring knowledge of nutrition and basic home-based health management may take better care of her family members and support learning of her children. If this pilot scales up to the provincial or national level, the impact for both education and health sector will be significant. Through these collaborations, the Project is expanding its contributing to “health”, “decent work”, “poverty alleviation” and “gender” which are stipulated in SDGs as well as “education”.

¹² UNICEF supports KP through “the Project for Enhancement of Non-Formal Education” (Japanese grant assistance to UNICEF)

(5) Sustainability: High

We observed high sustainability of the Project from several dimensions below.

Policy/System

The legitimacy of implementing NFE has been assured through the NFE policy and issuance of notifications on various NFE related issues including establishment of the NFE Forums led by the relevant NFE authorities. The policies mentioned in “Relevance” remain valid, and the governments have launched initiatives for school enrolment of OOSC in 2018; this illustrates that the governments’ commitment to resolve the problems is strong.

Platform

The NFE forums set thematic task groups, which allows members to align activities with the policy and action plans and monitor progress. The platforms aim to share information and knowledge and support NFE activities each other instead of competing each other. This increases sustainability of each province. In sum, it can be said that the rightful and functional implementation environment is prepared.

Finance

It was confirmed that the C/Ps have been increasing their provincial budget for NFE since the Project started. It is anticipated that the budget will be secured constantly even in future, considering that the project proposals have become more persuasive due to data (evidence) and the perception on NFE among the CPs has been improving.

Moreover, C/Ps began raising external funds because of growth of interests in NFE among DPs. Currently, with application for a fund by GPE in mind, NFE is expected to be set as a priority area in the education sector plans in the process of formulating in each province. Support for OOSC is one of the important pillars in the latest five-year plan of UNICEF13. Other donors such as World Bank, EU and DFID are also likely to start their activities in the NFE sector.

Human Resource

The shortage of human resources for NFE in CPs and relevant literacy and NFE authorities has been substantially improved compared to the beginning of the Project. Also, organizational structures were revised and the required number of human resources are assigned both at the provincial and district level, which technical positions have rarely been deployed.

On the other hand, capacity development of CPs is a continuous exercise. The Project has developed human resources of the partner organizations by on-the-job and off-the-job trainings. One of the key important issues is ability to identify problems and propose solutions based on data analysis from NFEMIS; skills for data driven management among all the NFEMIS users especially district level, and also the capacity of the NFE authorities to secure financial and human resources, to materialize the policy, and to keep coordinating the platform. Also, at the qualitative part, skills of master trainers who develop teaching skills of teachers continuously and monitoring person who keep support quality of NFE teachers need continuous support. For these reasons, sustainability of the Project, we can say, is high.

¹³ Country Programme of Cooperation between the Government of Pakistan and UNICEF (2018-2022)

2. Key Factors Affecting Implementation and Outcomes

As any project faces, some daily challenges were met to progress the Project though there has been no significant factor observed. It can be mentioned that a frequent change at the top-level personnel in the governmental institutions sometimes challenges a smooth transition and keeping momentum of the on-going project activities.

3. Evaluation on the results of the Project Risk Management

AQAL keeps updated human resource information of each government and have a meeting with new secretary as soon as possible after the secretary was dispatched to make a briefing about the Project and discuss direction of the Project. This quick action was very important to work with the CPs.

The ex-ante evaluation mentioned that the previous project faced a challenge in ownership of the CPs in their activities and recommended to conduct the third country visit at the beginning of the Project. JICA-AQAL conducted the third country visit twice in 2017 and 2019. Participants of the third country visit played a great role to promote and coordinate NFE activities in each target area and among the areas. The participants observed good practices in Thailand, Indonesia and Japan and discussed how they can apply the good practices in Pakistan. This discussion motivated the participants and JICA-AQAL team and became one of the promoting factors of the Project.

4. Lessons Learnt

- 1) Holistic approach contributed to acceleration and expansion of quality NFE provision in the target areas.

The Project took the holistic approach both vertically and horizontally; vertically, the Project has implemented upstream policy making down to NFE provision at the community level holistically as one package. To promote this approach, the Project has facilitated collaboration among stakeholders since its early stage. The stakeholders in the NFE sector have been thereby shared the same goal and purposes, understood their roles to play and cooperated to one another to establish the NFE system. Horizontally, the Project has taken action within and beyond the education sector to make more benefits in other sectors and to provide more effective supports to the beneficiaries than working separately.

All development processes are in participatory and evidence-based manner. Policy, Curriculum, Materials, NFEMIS were developed based on the statistics, case studies of other countries' intervention on NFE/ALP and discussion among different stakeholders (e.g .formal education, TVET sector, private sector academia etc.) The processes took longer time to get consensus and agreement, but in the end various stakeholders' ownership have been grown in NFE.

- 2) Long-term commitment generates a greater achievement with accumulated knowledge and network

As a result of the cooperation for more than 15 years between JICA and Pakistan in the NFE sector, the project team has accumulated deep understanding and knowledge on actual condition of the sector, established a wide range of personal/institutional networks and succeeded to establish credibility among CPs and DPs. Such assets enabled the Project to advocate NFE and accelerated learning through various channels. As the result of the diverse activities, the Project has achieved the enormous results only during four years of the implementation period.

- 3) NFE's high potentiality as the first option equally to schooling

The potential of NFE as equally valid as school education systems has been underestimated in Pakistan; however, the Project proved that it could contribute to achieve SDG4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The Project caused shift in the perception of NFE from the second option to an effective method. Some empirical studies have already suggested that NFE can be as effective as school education in terms of student learning achievements. It is necessary to revisit a role of NFE in achieving SDGs from the global context as well as the Pakistan one.

IV. For the Achievement of Overall Goals after Project Completion

1. Prospects to achieve Overall Goal

The project is expected to achieve the overall goal eventually because of achievement degree of two indicators for the overall goal and other factors below.

Indicator 1: The total number of schools using the accelerated learning programme developed is 2,242 schools as of the end of the Project. NFE providers are the government/ semi-governmental agencies, civil society organizations, and DPs. There is an increasing interest among the private sector.

Indicator 2: 121 learners in NFBE pilot schools in ICT completed course of the Package C, the last component of the primary level NFBE material and took the primary completion examination in February 2020. In addition, learners in NFBE schools in Sindh managed by TWG took the primary completion examination and almost 500 learners passed the examination. They are the first NFBE learners who were certified by the government in Pakistan. This produced the first NFBE completers around October 2019. A total of 1,431 learners passed the assessment of the adult literacy course in Balochistan.

Many DPs have become interested in promotion of NFE having a common understanding about the NFE Policy and needs. The NFE working group has been established as a sub-group of the National Education Development Partners Group (NEDPG). It organizes regular meetings and collaborative advocacy meetings. It can be said that a seed of the impact which is expected to extend the project results has been planted. With this regard, it is likely to obtain support from the Global Partnership for Education (GPE), the World Bank's new intervention on Human Capital and others. It is also expected that the number of international organizations and CSOs to make MOU with government

organizations (CPs) will increase. When this expectation become materialized, it will certainly be a contributing factor to achieve the overall goal.

Moreover, we can expect that the education system that the Project established will continue and develop because of its sustainability (please refer to III. 1 (5) Sustainability for the details). Many challenges of projects/programmes face after completion is budget and human resources; however, the Project worked on increase of budget and human resource for NFE and also NFE platforms that can support CPs to continue their work. That is why we can say prospect to achieve the overall goal is high.

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

JICA-AQAL strengthened governance including of implementation structure of the governments and plan of operation to achieve the overall goal in the target areas. Balochistan and Sindh has developed the education sector plans, which include NFE as well as formal education. The sector plans cover plan of operation and implementation structure of NFE stakeholders including human resource and performance evaluation framework. The education sector plans guide NFE stakeholders, especially CPs to achieve overall goals because PDM of JICA-AQAL is along with the education sector plans and NFE policy in the target areas. Currently Balochistan and Sindh are on progress of development the next education sector plans. Moreover, AQAL worked on increase in budget and human resource to expand the scale of NFE in the target areas and both are expected to keep increasing. Therefore, we can say that plan and operation and implementation structure of the Pakistan side to achieve overall goal is assured.

3. Recommendations

3-1 Recommendations for the Pakistan side

1) Advocate NFE as the first option, equally to school

It is time to shift from the conventional perception of NFE as the second-best option for learners to another perception that both NFE and school education are equally the first-best option. It is not financially feasible to reach all OOSC only by formal education; with NFE, we can go faster to provide education for all if we utilize both formal education and NFE. For this reason, it is necessary to establish mechanism for learners to choose ideal learning opportunities from formal education or NFE.

2) Extend NFE packages upward

Each province already started to extend NFE up to the elementary level (Package D14 and E, and vocational literacy). As it is an important move to bridge the NFE learners to the tertiary

¹⁴ The education system in Pakistan is divided into primary education (1st to 5th grade), lower secondary education (6th to 8th grade), and higher secondary education (9th to 10th grade). While Package A to C covers primary education, Package D and E covers lower secondary education.

level, it is recommended for the NFE department to expand NFE packages to the tertiary education and the world of work.

3) Continuous capacity enhancement for the NFE departments and its projects

It is remarkable that every NFE department has managed to materialize the fully fledged NFE provision projects. As the implementation stage is about to come, further enhancement of institutional capacity is vital to provide quality NFE, in particular, but not limited to, the following aspects:

- Teacher recruitment and training, including master trainers
- Monitoring and support to teachers / NFE providers
- Accreditation of NFE providers
- Development and revision of NFE quality learning packages

4) Accelerate Data Driven Management

Now foundation to provide quality accelerated education packages has established; R&D is indispensable to ensure and even to enhance quality of NFE in a long run. Some studies were conducted and their results indicated that NFE was effective to increase learning achievement. It is recommended for a range of stakeholders to accumulate qualitative and quantitative data and its analysis to utilize lessons learned into practice. Both learning achievement and school completion rate are crucial factors to make NFE more attractive.

5) Extend collaboration for expansion of functional literacy (adult literacy)

Youths and adults can acquire literacy more easily than learning literacy itself if the learning is related to their daily lives and/or trade specific areas. To match life skills to needs of learners such as health is one of the suitable methods for collaboration. Further, work-place literacy is promising as it can generate benefits for both learners and employers. It is recommended to communicate with other governmental departments than education and stakeholders (including private companies) to discuss possible collaboration.

(6) Expand NFE through PPP

The government of Sindh has created a paradigm shift in the NFE implementation framework. They have incorporated privately owned education management organizations in collaboration with community-based organizations to enter into a legal partnership. The management of NFE centres is undertaken jointly by the government and private partners. This PPP node is only at the starting point and will be a living experience that can be utilized in the other provinces.

3-2 Recommendations for the Japanese side

1) Conduct research on global trend of NFE provision (JICA)

The Project has conducted some researches that confirmed that learning achievement of learners who studied under accelerated education is almost equal to learners who studied under formal education; however, challenges remain globally in the places where children do not have access to quality education. The problems of OOSC and school dropouts should be mitigated with innovative ideas. The role of NFE needs to be revisited including accelerated education in the education sector. It is recommended to conduct researches of the global experiences with focus on effectiveness of NFE, especially accelerated education, skill-cum-literacy and lifelong learning.

2) Support NFE in other countries (JICA)

It is recommended for JICA to support other countries with the idea of NFE as the first-best option equivalent to schooling from lessons learnt from the Project. Potential recipient countries can be identified based on their interests in consideration of the statistics on literacy, school dropout and OOSC as well as participation in JICA's knowledge co-creation programme on NFE. Once JICA's support in NFE/adult literacy in other countries is materialized, Pakistan could provide its rich practical knowledge with NFE/adult literacy.

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

(If the Project will be continuously monitored by JICA after the completion of the Project, mention the plan of post-monitoring here.)

JICA Pakistan office is expected to monitor if the platforms such as NFE forums, task force groups in each province and NFE sub-group for development partners are implemented regularly. JICA-AQAL established NFE platforms in the target areas. Currently, NFE stakeholders and even other sectors also pay attention to NFE to improve the educational situation and economic situation in Pakistan; NFE movement is happening in Pakistan. In order to keep this momentum with CPs and DPs and to achieve the overall goal, the platforms need to keep active to update and develop NFE activities in the target areas.

ANNEX

Annex 1: PDM

Annex 2: PO

Annex 3: List of Activities

Annex 4-1: List of NFE providers

Annex 4-2: Policies and related documents that legitimize NFE
as a priority in the education sector

Annex 4-3: Decisions made based on the data of NFEMIS

Annex 4-4: Organizations that utilize NFEMIS

Annex 4-5: NFE providers that utilize NFE package

Annex 1: PDM

Annex 1: PDM

Project Design Matrix

Project Title: Advancing Quality Alternative Learning Project (AQUAL Project)

Implementing Agency: Ministry of Federal Education and Professional Training, Literacy and Non-Formal Basic Education (NFBE) Department Punjab, Education and Literacy Department Sindh, Social Welfare, Special Education and Literacy & NFBE Department Balochistan

Target Group: [Direct Beneficiary] 1) Federal Government and Provincial Governments (Punjab, Sindh and Balochistan) in charges of Non-Formal Education
2) District officers in Punjab, Sindh, Balochistan and Federal areas
3) Teachers of Non-formal basic education schools and Adult Literacy/community learning centers

[Indirect Beneficiary]

1) Learners of pilot Non-formal basic education schools and Adult Literacy/community learning centers
2) Non Formal Education Providers (Private Sector, Development Partners and NGOs/CSOs)

Period of Project: September 2015 to October 2019 (50 months)

Project Site: Federal area, Balochistan, Punjab, Sindh.

Version 8

Dated 8th May 2020

Narrative Summary		Model Site:			
Overall Goal	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
Access and quality of Non-formal education (NFE) improved through alternative learning paths in federal area, Balochistan, Punjab and Sindh (the Target Areas)	1. Number of centers/schools that implement customized standards, curricula, assessment methods/tools, and learning materials in the Target Areas is increased 2. Number of NFE and adult literacy learners who completed NFBE and Adult literacy in the Target Areas is increased	1. Interview with C/P organization 2. NFEMIS		1. Total 2,242 Federal/ICT:82 Sindh:1,405 Balochistan:755 2. Total 2,052 NFBE:ICT 121 Sindh:500 Adult Literacy:Balochistan 1,431	
Project Purpose Non-formal education system is strengthened in the Target Areas	1. Number of NFE providers that provide service aligned to the agreed standards, curricula, assessment and learning materials of respective areas 2. Number of NFE agenda discussed in the inter provincial education ministers' conference is increased	1. Plan document of the NFE provider 2. Conference agenda	1. Public security does not get worse 2. There is no significant policy change in non-formal education sector	1. Total 39 Federal/ICT:3 Sindh:30 Balochistan:6 2. 4	
Outputs Output 1: Platform for facilitating NFE is strengthened in the Target Areas	1.1 National/provincial NFE policy widely supported by NFE providers including civil society organizations 1.2 Official document (approved sector plans/notifications) that legitimize the non-formal education is in the priority of respective provinces	1.1 Interview to NGO NFE providers 1.2 Official document		1.1 49 1.2 17	
Output 2: Data driven management* for NFE is institutionalized in the Target Areas *Cycle of data collecting/updating, analysing, planning, implementing, monitoring and evaluating	Action (XXX, XXX, XXX) taken by federal/provincial department as a response to the NFEMIS report	NFEMIS Report Project document Interview with C/P organizations		The number of actions: 14	

Annex 1: PDM

<p>Output 3: Delivery of Quality NFE is improved in the Target Areas</p>	<p>3.1 The level of environment, teachers, and learning are improved based on the customized standards at XX% of the pilot NFBE schools/centers 3.2 Number of NFBE & adult literacy schools/centers which introduce customized standards, curricula, assessment and learning materials</p>	<p>3.1 NFEMIS, interview with C/P organizations 3.2 NFEMIS, interview</p>	<p>3-1 Learning: 33% Improved. (Source: AKU-IED Action Research) Teacher: 21.4% Improved (Source: AKU-IED Action Research) Environment: 14% Improved (Source: FBE pilot schools (ICT)/NFEMIS) April 2017 - June 2019 3.2 2,242</p>
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Activities	Inputs	The Pakistan Side	Important Assumption
<p>1.1 Support national and provincial coordination forums to increase coordination among NFE providers 1.2 Facilitate to develop NFE policy framework/action plans (Federal, Sindh and Balochistan) 1.3 Improve the administrative structure of NFE directorates (Federal, Sindh, and Balochistan) 1.4 Support for design and approval of projects for expansion of NFE (Federal, Sindh and Balochistan) 1.5 Facilitate in establishing accreditation and certificate mechanism for NFE</p> <p>[Federal, Balochistan, Sindh] 2.1 Introduce Non-Formal Education Management Information System (NFEMIS) 2.2 Customize and introduce guidelines on utilization of NFE-MIS for data driven management 2.3 Conduct training for staff at federal, provincial and district level to utilize NFEMIS 2.4 Update data of NFEMIS through pilot projects 2.5 Integrate NFEMIS with National EMIS</p> <p>[Punjab] 2.6 Advise for the data driven management</p> <p>[Federal, Balochistan, Sindh] 3.1 Customize and introduce standards, curricula, assessment and learning materials of NFBE and adult literacy 3.2 Customize training modules of NFBE and adult literacy for federal, provincial, district officers and teachers 3.3 Train federal, provincial and district officers, and selected teachers 3.4 Pilot-testing of customized standards, curricula, assessment and learning materials of NFBE and adult literacy in selected areas</p> <p>[Punjab] 3.5 Support Punjab Literacy and NFBE Department in development of training framework 3.6 Facilitate Punjab Literacy and NFBE Department in development of Non-Formal Middle & Vocational Education 3.7 Facilitate Punjab Literacy and NFBE Department in customization/ development of accelerated learning programme at Primary level 3.8 Facilitate Punjab Literacy and NFBE Department in development of income saving/ income generation Functional Literacy Programme</p>	<p>The Japanese Side 1) Expert (Japanese and National) 2) Office (Lahore) 3) Training in Pakistan, third country or Japan 4) Equipment 5) Other expenditure for project activities</p>	<p>The Pakistan Side 1) Counterpart personnel 2) Project offices in Islamabad, Sindh and Balochistan 3) Non-formal education schools/centers</p>	<p>Pre-Conditions Public security does not get worse.</p> <p><Issues and countermeasures></p>

Tentative Plan of Operation

Version 8

Dated 8th May 2020

Project Title: Advancing Quality Alternative Learning Project

Activities	Year	1st Year (2015)				2nd Year(2016)				3rd Year(2017)				4th Year(2018)				5th Year (2019)				Achievements	Issue & Countermeasures
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV		
<p>Output 1: Platform for facilitating NFE is strengthened in the Target Area</p>																							
1.1 Support national and provincial coordination forums to increase coordination among NFE providers	Plan																					National-N. Federal government, Sindh's, Balochistan-B, Punjab =P. Khyber Pakhtunkhwa =K ●# of NFE related forums that governments notified publicly and established such as Steering Committees, Coordination Committee, Technical Committees and Coordination Sub-committee by development partners Total 32 (Fx5 /Sx12 /Bx7 /Px5 /Kx3) ●# of implementation of NFE National Forum, Accelerated Education Workshop Total 3 ●NFE Policy Development 4 areas(S/B/P/K) ●NFE Policy Strategic Plan Development 2 areas(S/B) ●NFE Implementation Framework development 1 area(B) ●Provincial Education Sector Plan 2 areas(S/B) ● increase of human resource for NFE in counterparts 3 areas (S/B/K) ● Establishment of directorate of NFE fare at(K) ● increase of budget for NFE in C/P 3 areas (S/B/K) ●Development of Equivalency mechanism 3 areas (F/S/B) ●Development of Assessment Mechanism 3 areas (F/S/B)	National-N. Federal government, Sindh's, Balochistan-B, Punjab =P. Khyber Pakhtunkhwa =K ●# of NFE related forums that governments notified publicly and established such as Steering Committees, Coordination Committee, Technical Committees and Coordination Sub-committee by development partners Total 32 (Fx5 /Sx12 /Bx7 /Px5 /Kx3) ●# of implementation of NFE National Forum, Accelerated Education Workshop Total 3 ●NFE Policy Development 4 areas(S/B/P/K) ●NFE Policy Strategic Plan Development 2 areas(S/B) ●NFE Implementation Framework development 1 area(B) ●Provincial Education Sector Plan 2 areas(S/B) ● increase of human resource for NFE in counterparts 3 areas (S/B/K) ● Establishment of directorate of NFE fare at(K) ● increase of budget for NFE in C/P 3 areas (S/B/K) ●Development of Equivalency mechanism 3 areas (F/S/B) ●Development of Assessment Mechanism 3 areas (F/S/B)
Actual																							
1.2 Facilitate to develop NFE policy framework/action plans (Federal, Sindh and Balochistan)	Plan																					●NFE Policy Development 4 areas(S/B/P/K) ●NFE Policy Strategic Plan Development 2 areas(S/B) ●NFE Implementation Framework development 1 area(B) ●Provincial Education Sector Plan 2 areas(S/B) ● increase of human resource for NFE in counterparts 3 areas (S/B/K) ● Establishment of directorate of NFE fare at(K) ● increase of budget for NFE in C/P 3 areas (S/B/K) ●Development of Equivalency mechanism 3 areas (F/S/B) ●Development of Assessment Mechanism 3 areas (F/S/B)	●NFE Policy Development 4 areas(S/B/P/K) ●NFE Policy Strategic Plan Development 2 areas(S/B) ●NFE Implementation Framework development 1 area(B) ●Provincial Education Sector Plan 2 areas(S/B) ● increase of human resource for NFE in counterparts 3 areas (S/B/K) ● Establishment of directorate of NFE fare at(K) ● increase of budget for NFE in C/P 3 areas (S/B/K) ●Development of Equivalency mechanism 3 areas (F/S/B) ●Development of Assessment Mechanism 3 areas (F/S/B)
Actual																							
1.3 Improve the administrative structure of NFE directorates (Federal, Sindh and Balochistan)	Plan																					● increase of human resource for NFE in counterparts 3 areas (S/B/K) ● Establishment of directorate of NFE fare at(K) ● increase of budget for NFE in C/P 3 areas (S/B/K) ●Development of Equivalency mechanism 3 areas (F/S/B) ●Development of Assessment Mechanism 3 areas (F/S/B)	● increase of human resource for NFE in counterparts 3 areas (S/B/K) ● Establishment of directorate of NFE fare at(K) ● increase of budget for NFE in C/P 3 areas (S/B/K) ●Development of Equivalency mechanism 3 areas (F/S/B) ●Development of Assessment Mechanism 3 areas (F/S/B)
Actual																							
1.4 Support for design and approval of projects for expansion of NFE (Federal, Sindh and Balochistan)	Plan																					● increase of budget for NFE in C/P 3 areas (S/B/K) ●Development of Equivalency mechanism 3 areas (F/S/B) ●Development of Assessment Mechanism 3 areas (F/S/B)	● increase of budget for NFE in C/P 3 areas (S/B/K) ●Development of Equivalency mechanism 3 areas (F/S/B) ●Development of Assessment Mechanism 3 areas (F/S/B)
Actual																							
1.5 Facilitate in establishing accreditation and certificate mechanism	Plan																					●Development of Equivalency mechanism 3 areas (F/S/B) ●Development of Assessment Mechanism 3 areas (F/S/B)	●Development of Equivalency mechanism 3 areas (F/S/B) ●Development of Assessment Mechanism 3 areas (F/S/B)
Actual																							
<p>Output 2: Data driven management for NFE is institutionalized in the Target Areas</p>																							
2.1 Introduce Non-Formal Education Management Information System (NFEMIS)	Plan																					●Development of NFEMIS(Non Formal Education Management Information System) (web-version) 2 versions(N) ●NFEMIS(mobile version) 1 version(N) ●# of NFEMIS Coordination& Technical Committee 2 times per year (N)x3 years ●Establishment of NFEMIS cells 3 places (F/S/B) ●Development of NFE data card(draft) 1 version (N)	●Development of NFEMIS(Non Formal Education Management Information System) (web-version) 2 versions(N) ●NFEMIS(mobile version) 1 version(N) ●# of NFEMIS Coordination& Technical Committee 2 times per year (N)x3 years ●Establishment of NFEMIS cells 3 places (F/S/B) ●Development of NFE data card(draft) 1 version (N)
Actual																							

Annex 2: PO

Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	
2.2 Customize and introduce guidelines on utilization of NFEMIS for data driven management.																
2.3 Conduct training for staff at federal, provincial and district level to utilize NFEMIS																
2.4 Update data of NFEMIS through pilot projects																
2.5 Integrate NFEMIS with National EMIS																
2.6 Advise for the data driven management (Punjab)																
Output 3: Delivery of Quality NFE is improved in the Target Areas																
3.1 Customize and introduce standards, curricula, assessment and learning materials of NFBE and adult literacy																
3.2 Customize training modules of NFBE and adult literacy for federal, provincial, district officers and teachers																
3.3 Train federal, provincial and district officers, and selected teachers																
3.4 Pilot-testing of customized standards, curricula, assessment and learning materials of NFBE and adult literacy in selected areas																
3.5 Support Punjab Literacy and NFBE Department in development of training framework (Punjab)																

Annex 3: List of Activities

Annex 3: List of Activities

Output 1: Platform for facilitating NFE is strengthened in the target areas.

Activity 1.1: Support national and provincial coordination forums to increase coordination among NFE providers

Federal

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	28 th March 2016	Meeting with officials of Ministry of Federal Education	1 day	Education Ministry, Islamabad	6	Inter-provincial coordination forum concept and planning to establish NFBCE centres in ICT
2	25 th May 2016	Meeting with JICA Pakistan	1 day	JICA Islamabad office	8	Discuss the importance of NFE, and map education development partners planning to invest in NFE in Pakistan or have already been investing in NFE
3	29 th July 2016	Meeting with JICA Pakistan	1 day	JICA Islamabad office	8	Development of work plan and donor coordination matrix
4	Sep 2016	Meeting with JICA Pakistan	1 day	JICA Islamabad office	7	Confirmation of previous minutes of the meeting and discussion on donor coordination matrix and their inputs in NFE sub-sector in Pakistan.
5	11 th November 2016	Meeting regarding alignment of NF-EMIS with indicators of SDGs	1 day	AEPAM, Islamabad	20 UNESCO, UNICEF, AQAL, AEPAM staff	To discuss the alignment of the SDG (Sustainable Development Goal) indicators with NF-EMIS and mechanism to develop monitoring report against SDG indicators

Annex 3: List of Activities

6	December 2016	Meeting regarding alignment of NF-EMIS with indicators of SDGs	1 day	AEPAM, Islamabad	15 AEPAM, AQAL, NCHD, BECS, PSL/ PBS	To discuss SDG-4 with respect to PSLM and other surveys being planned or executed in Pakistan
7	20 th January 2017	Meeting with JICA Pakistan	1 day	JICA Islamabad office	6	Progress sharing on donor coordination matrix and discuss concept note to organize national NFE forum under larger NEDPG
8	14 th February 2017	National forum under NEDPG	1 day	Serena Hotel, Islamabad	50	The objective of the forum was to provide an avenue for dialogue among relevant stakeholders on the issues related to NFE paving the way forward developing a national NFE policy within the context of the on-going national education policy development process. UNESCO, UNICEF, World Bank, DfID and INGOS participated the forum
9	7 th June 2017	Meeting with JICA Pakistan	1 day	JICA Islamabad office	11	Progress sharing by each participant. Discussion on NFE forum report and actions planned in post forum scenario. Next meeting planned in July end 2017.
10	7 th September 2017	First NFE Forum Meeting	1 day	National Commission for	20 UNESCO,	First meeting of Islamabad (ICT) Forum on Non-Formal Education was held with the main

Annex 3: List of Activities

11	January 2018	(Islamabad)		Human Development (NCHD), Islamabad	UNICEF, NCHD, BECS, ARC, AQAL, AIOU, CADD	objective to improve coordination, share the good practices and consultation for promotion of Non-Formal Education in Islamabad Capital Territory.
		Second NFE Forum Meeting (Islamabad)	1 day	Allama Iqbal Open University (AIOU)	35 UNESCO, NCHD, BECS, DFID, ARC, AIOU and Ministry of CADD	To review, follow up of first meeting and discussed the importance of data sharing platform along with other good practices of NFE.
12	May 2018	Third NFE Forum Meeting (Islamabad)	1 day	AEPAM Building	22 UNESCO, DFID, NCHD, ARC, AIOU, Ministry of Human Rights and CADD	Third meeting of Islamabad Forum on Non-Formal Education was held to review, follow up second meeting and discuss the study on out of school children in ICT by Ministry of Human Rights. Deliberations were made on importance and mechanism of mapping of existing NFE initiatives in ICT and how to enhance collaboration among various stakeholders.
13	July 2018	Accelerated Education Programme Workshop	1 day	Margala Hotel, Islamabad		Accelerated Education Programme Workshop was organized in collaboration with UNHCR. The NFE stakeholders were participated to learn 10 principles of NFE programming.

Annex 3: List of Activities

14	July 2018	core group meeting regarding monitoring of article 25-A in ICT	Half day	Ministry of Human Rights Islamabad.	6	AQAL staff participated in core group meeting regarding monitoring of article 25-A in ICT by Ministry of Human Rights, Islamabad.
15	August 2018	Meeting of core group to discuss and plan way forward for development of federal literacy curriculum.	Half day	NCHD/NTI,	5	To take on-board representatives from NCHD/NTI, JICA-AQAL and curriculum expert/s to discuss and plan way forward to proceed for development of federal literacy curriculum.
16	August 2018	Meeting with Joint Educational Advisor	Half day	Pak Secretariat	3	Coordination meeting with Joint Educational Advisor (JEA), Ministry of Federal Education and Professional Training.
17	7 – 8 th September 2018	International Literacy Day	2 days	Hotel Margalla	142	A seminar along with exhibition on theme of ILD 2018 ‘Literacy and Skills Development’ in collaboration with NCHD and UNESCO Islamabad.

Annex 3: List of Activities

18	9 th October 2018	4th Meeting of NFE Forum	1 day	Conference Hall, NCHD Islamabad	31 NCHD, JICA-AQAL, JICA Head Quarter Mission	Foundation, National Vocational & Technical Training Council and others.	Displayed of advocacy banners, steamers on main roads/points of Islamabad. Advocacy walk led by Federal Education Minister was conducted.
19	10 th October 2018	2nd Meeting of Joint Coordination Committee (JCC)- JICA AQAL Project	1 day	AEPAM, Islamabad	29	Meeting was chaired by Joint Secretary Administration and Coordination of Ministry of Federal Education and Professional Training. Participated by national and provincial partners and stakeholders. Progress reports were presented and annual workplan of the project was approved.	
20	Sep- Oct 2018	Conducted a core group	Half day	AIOU	5 AIOU, JICA-AQAL and Plan Pakistan	For follow up and strategize to complete the remaining tasks due to special situation because of winding up Plan Pakistan offices	

Annex 3: List of Activities

21	Sep- Oct 2018	Coordination meetings with Joint Educational Advisor	Half day	Pak Secretariat	4	Meeting participated by JEA, concerned Section Officers of Ministry of Federal Education and Professional Training.
22	27 th November 2018	Coordination meetings with Joint Educational Advisor (JEA), concerned Section Officers of Ministry of Federal Education and Professional Training to contribute for launching of National Education Policy Framework 2018 and Enrollment Campaign for out of school children in ICT	1 day	National Library Auditorium, Islamabad	250+	<p>. Launching ceremony was held on 27th. November 2018 by Ministry of Federal Education and Professional Training where Minister of Ministry of Federal Education and Professional Training was chief guest.</p> <p>Presented 'ALP Model for OOSC in Pakistan' during a panel discussion on National Education Policy Framework by Hashoo Foundation Pakistan on November 12, 2018.</p>

Annex 3: List of Activities

23	27 th December 2018	A Citizens Dialogue on 25-A, Right to Education for Sustainable Development'	1 day	Margalla Hotel, Islamabad	Around 100	Article 25-A of the Constitution of Pakistan regarding free and compulsory education for all children from age 5-16. Policy recommendations to the government to enforce Article 25-A and to proceed for SDGs especially SDG 4.
24	17 th January 2019	Consultative Meeting chaired by Minister of Federal Education and Professional Training	1 day	Committee Room, Ministry of Federal Education and Professional Training	24	Literacy Movement in Pakistan
25	18 th January 2019	Meeting of oversight committee chaired by Minister of Federal Education and Professional Training	1 day	Committee Room, Ministry of Federal Education and Professional Training	27	Provision of basic education to out of school children in ICT through Federal Directorate Education (FDE). Major areas of support from JICA-AQAL: <ul style="list-style-type: none"> • NFEMIS (To start with planning module for profiling and placement of out of school children in ICT). • ALP teaching learning resources • Training mechanism, ToT etc. Assessment mechanism

Annex 3: List of Activities

26	25 th February 2019	A national seminar on Education: The Way Forward	1 day	The President of Pakistan House, Islamabad	Around 300	A national seminar on 'Education: The Way Forward' by the Ministry of Federal Education and Professional Training where the President of Pakistan was the Chief Guest, Minister of Federal Education and Professional Training, Chairman of Higher Education Commission (HEC) and some well-known representative from private and corporate sector were among key speakers.
27	23 rd April 2019	Fifth meeting of NFE Forum	1 day	Committee Room, NCHD Head Office, Islamabad.	27	Main focus on campaign to provide primary education to out of school children in ICT led by Federal Directorate of Education (FDE) and possible collaborative role of the members.
28	19 th September, 2019	Observance of International Literacy Day, 2019	1 day	Auditorium, V.C Secretariat, Allama Iqbal Open University (AIOU), Islamabad	Around 150	A seminar on 'Literacy and Multilingualism' in observance of International Literacy Day, 2019. Participants from public, private, development partners, NFE Forum members, academicians, NFE practitioners and media representatives participated.
29	29 th October 2019	ICT NFE forum	1 day	NCHD	Around 30	In addition to general progress review, the participants discussed NFE assessment with reference of its technical areas such as test items,

Annex 3: List of Activities

30	15 th January 2020	NFE sub-group	1 day	UNHCR office	Around 10	<p>question papers and marking and also how to conduct the same that leads to valid certification. Also, the forum members' expansion of out of school children campaign to address the issue holistically.</p> <p>The NFE sub-group members such as JICA, UNICEF, UNHCR, ILO, USAID, World Bank, UNESCO and DfID discussed primarily the arrangements for national NFE forum. In addition, the forum members discussed to meet the federal education ministry to formalize the arrangements of the forum and suggest some strategies to promote NFE in ICT in particular. Also, contribution to the education sector plans and GPE were discussed.</p>
31	4 th February 2020	Meeting with the Ministry of Federal Education & Professional Training	1 day	MFEPT office	Around 6	<p>The new team of the MFEPT was introduced with the NFE sub-group and its function and major activities that it conducted. In addition, the chief guest and agenda of the national NGE forum was discussed and finalized.</p>
32	18 th and 19 th February 2020	International conference on education:	2 days	Allama Iqbal Open University (AIU)	300 (approx.)	<p>JICA supported the conference by providing international experts from JAPAN and Thailand and presented AQAL project as best practices in</p>

Annex 3: List of Activities

33	21 st February 2020	research and practices	National NFE forum	1 day	Hotel Marriot	Around 100	education and research and practices in education. Mr. Kiichi Oyasu presented various international models/ practices on NFE and Ms. Punramol Suttirit shared Thailand as one of the good NFE examples with reference to equivalency. The national NFE forum was aimed at learning from international best practices on non-formal education (NFE) in the Asia Pacific region, including Pakistan and to inform policy priorities on non-formal education and highlight the way educational problems have been addressed in widely differing contexts. International Best Practices: The Government of Thailand's Non-formal and Informal Education System and delivery and Role of Community Based Learning by international experts followed by Question and answers. In addition, a panel discussion was held on challenges and solutions in NFE in Pakistan.
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Sindh

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	5 th November	Introductory Meeting of NFE	1 day	Avari Towers Karachi	30 Members of NFE	Introduction of all NFE Stakeholders with each other.

Annex 3: List of Activities

2015	Task Force and 5 Sub Committees			Task Force, and of all the 5 Sub Committees, representatives of NGOs, RSU	Mapping of services and experiences provided by different stakeholders regarding NFE sector. Preparation of recommendations for promotion of NFE by the Sub committees on 1) Policy Development, 2) Strengthening of Directorate, 3) Curriculum Development, 4) Teachers Management and 5) Monitoring & Evaluation.
6 th November 2015	Meeting of NFE Task Force to present Action Plans of the 5 Sub Committees	1 day	Directorate Literacy & Non-Formal Education (DL&NFE), Sindh	30 Members of NFE Task Force, and of all the 5 Sub Committees, representatives of NGOs	Endorsing the Minutes of Meeting held on 5 th November 2017 Presentation of the Action Plans of the 5 Sub Committees
3	Progress Review Meeting of NFE Task Force and 5 Sub Committees	1 day	DL&NFE Sindh	30 Members of NFE Task Force, and of all the 5 Sub Committees including UNICEF,	Designing the matrix for review of NFE Policies of different countries, as part of process of developing Sindh NFE Policy. Nominations from the Directorate of the Focal Persons to coordinate with 5 Sub Committees

Annex 3: List of Activities

4	7 th December 2015	Mapping Exercise of NFE Stakeholders.	1 day	School Education Department, Sindh	USAID, and JICA , representatives of NGOs 15 USAID-SCDP, USAID-SRP, JICA AQAL, DL&NFE, Secretary School Education Department, UNICEF	Preparing a Profile of the DL&NFE Sindh Mapping and deciding the role and responsibilities of the Development Partners in the development of the NFE Policy Sindh. Developing a concept Note on the same.
5	16 th December 2015	Preparatory Meeting for development of NFE Policy Sindh	1 day	DL&NFE Sindh	10 Sub Committee on the Development of NFE Policy	Review and analysis of the Policies of Pakistan, Nepal, China, Japan, India, Afghanistan to decide which one to adapt considering the Sindh context. Finalizing the roles & responsibilities of different stakeholders of NFE Discussion on the TORs of the Sub Committee on Strengthening of the Directorate & NFE Sindh.
6	14 th January 2016	Progress Review Meeting of 5 Sub Committees on	1 day	DL&NFE Sindh	20 Members of 5 Sub Committees	Progress sharing of the sub committees

Annex 3: List of Activities

		NFE						
7	12 th May 2016	Mid Term Seminar of the NFE Task Force	1 day	Avari Towers Karachi		25 Members of NFE Task Force, and of all the 5 Sub Committees, representatives of NGOs, RSU	Mid-term seminar for the NFE Task Force Review of the progress	
8	27- 28 th September 2016	Joint Education Sector Review 11	2 days	Marriotts Karachi	Hotel	100 All stakeholders of Education	Joint Education Sector Review 11. Progress on implementation of SESP 2014-18 by all the Education stakeholders shared. Recommendations were drafted for improving and expediting the implementation of SESP.	
9	21 st March 2017	Workshop – “Achieving SDGs through establishment of Community Learning Centres”	1 day	Marriotts Karachi	Hotel	32 DL&NFE Sindh, Department of Education, Health, Social Welfare, & Agriculture, RSU, STEDA, DCAR, PITE, SEF, ENGRO, TCF,	Briefing the participants on the global concept of Community Learning Centres (CLCs), their scope and its relevance in Pakistan’s context Sharing the international best practices on NFE especially CLC models of different countries Establishing inter linkages of SDGs for Education with others, especially	

Annex 3: List of Activities

							UNICEF, USAID, UNESCO, NGOs, and JICA	Health, Poverty eradication, Gender Equality, Clean Water & Sanitation, Climate Action and partnership for Goals. Brainstorming on the customized and workable model of CLCs in Sindh considering the local need, SDGs requirement and international best practices, with a special focus on NFE.
10	24 th April 2017	LOU Signing Ceremony	3 hours	Sindh Education Foundation, Karachi	DL&NFE, SEF, JICA AQAL			Signing of LOU with SEF for promotion of NFE in Sindh
11	25 th May 2017	Meeting to revise the members and TORs of the NFE Task Force	1 day	Deloitte, Karachi	USAID-SCDP, USAID-SRP, JICA AQAL, DL&NFE Sindh			Revision of the Members and TORs of the NFE Task Force to encompass the latest developments in the NFE Sector
12	20 th June 2017	Meeting to review and improve the draft NFE Act.	1 day	School Education & Literacy Department (SELD) Committee Room	Sub Committee on NFE Act 2017			Discussion and review of the draft NFE Act.
13	21 st July 2017	Meeting to review and improve the draft NFE Act	1 day	SELD Committee Room	Sub Committee on NFE Act 2017			Discussion and review of the draft NFE Act.
14	24 th July	Meeting of NFE	1 day	DL & NFE Sindh	DL&NFE, USAID-			Presentation on NFE Policy for the

Annex 3 : List of Activities

2017	Stakeholders to finalize presentation on NFE Policy, and Concept Note on establishment of NFE Centres in Sindh.			SCDP, JICA-AQAL	Secretary SELD finalized. Concept note for establishment of NFE Centres by the Directorate developed.
15 25 th 2017	Meeting to present NFE Policy Sindh to the Secretary SELD Sindh	1 day	PMIU	SELD Sindh, DL&NFE, USAID-SCDP, JICA-AQAL	NFE Policy presented.
16 27 th 2017	Meeting to Review draft NFE Act	1 day	SELD Committee Room	Sub Group on NFE Act 2017	Finalize the draft NFE Act 2017
17 21 st 2017	Meeting to improve and finalize NFE Policy Sindh	Half day	Deloitte Office Karachi	UNICEF, USAID-SRP, USAID-SCDP, JICA	Review the final draft of the NFE Policy Sindh
18 28 th 2017	Meeting with the PPP Node for establishing PPP Forum for NFE.	3 hours	DL&NFE	DL&NFE, Director PPP Node, PC Sindh JICA AQAL	Strategizing the support of the PPP Node in establishing a PPP Forum for NFE Sector Sindh
19 29 th August	Meeting with the	3 Hours	USAID-CMP	Director L&NFE,	Strategizing the support of the PPP

Annex 3 : List of Activities

20	2017	PPP Node & USAID CMP for establishing PPP Forum for NFE.	Notification - M&E for NFE Sindh	NA	Secretary SELD Sindh	Director PPP node, USAID CMP, PC Sindh JICA AQAL	Node in establishing a PPP Forum for NFE Sector Sindh
21	30 th August 2017	International Literacy Day 2017	4 hours	Chief Scouts Office	Directorate and all invited 150 guests	Celebrations of International Literacy Day 2017	Monitoring & Evaluation Mechanism for NFE Sindh notified
22	8 th September 2017	Meeting with the PPP Node & USAID CMP for establishing PPP Forum for NFE	3 hours	USAID-CMP	Director L&NFE, Director PPP node, USAID CMP, PC Sindh JICA AQAL	Strategizing the support of the PPP Node in establishing a PPP Forum for NFE Sector Sindh	
23	5 th October 2017	Meeting with the PPP Node & USAID CMP for establishing PPP Forum for NFE	2.5 hours	USAID-CMP	Director L&NFE, Director PPP node, USAID CMP, JICA AQAL Team	Strategizing the support of the PPP Node and Corporate Sector in establishing a PPP Forum for NFE Sector Sindh	
24	10 th October 2017	Session to Review and Improve draft NFE Act	Half day	Committee Room, SELD Sindh	Directorate, JICA, USAID-SCDP, USAID-SRP,	Review and revise the draft NFE Act 2017	

Annex 3: List of Activities

25	27 th October 2017	LOU signing ceremony with ENGRO Thar Foundation	1 day	ENGRO Thar Foundation Office, Thar	UNICEF DL&NFE	LOU Signing with ENGRO Thar Foundation for collaboration in promoting NFE in remote areas of Sindh
26	18-22 nd March 2018	Visit of Professor Ryuhei Ishiyama, Tohoku University	5 days	various	JICA-AQAL, SEF, DL&NFE, TNW	Meetings with SEF, TNW, and IP of SEF, as well as with Director L&NFE for assessing overall situation of NFE, and identifying potential areas around which JICA should organize trainings for stakeholders of NFE
27	3 rd 2018	Launching Ceremony of Japanese grant by UNICEF	1 day	Committee Room, Tughlaq House, SELD Sindh	Counsel General Japan, Secretary SELD Sindh, CFO UNICEF Sindh, DL&NFE, Head Curriculum Wing, Directors STEDA, DCAR, JICA-AQAL	The Secretary highlighted that JICA is doing excellent work in all fields, especially in Education, which must be show cased and projected for information of all.
28	2 nd April 2018	Visit of Ms. Rie Mihara (Entrepreneur)	1 day	Ms. Rie Mihara (Entrepreneur), SEF, and JICA-AQAL	2 schools of SEF	Visited two schools of SEF as she was interested to explore the avenues here, especially for the Youth, regarding ways and strategies that lead them to sound

Annex 3: List of Activities

29	3 rd May 2018 -	Meeting /Interview with GPE Mission	1 day	Reform Support Unit (RSU), SELD, Govt. of Sindh	Reform Support Unit ,SELD, Govt. of Sindh	entrepreneurship opportunities at local level, utilizing minimum resources, and how NFE can be used to as a medium to work on it further. Presented the progress and achievements of NFE and support of JICA-AQAL in achieving the strategic objectives of SESP 2014 – 18.
30	11 th May 2018	Meeting with Habib University	1 day	JICA-AQAL, CEO of Habib University and his team	Habib University	To explore avenues for seeking support for promotion of NFE in Sindh. The CEO invited that after the vacation JICA-AQAL may organize an orientation on NFE for the students and the faculty, and seek inputs on possible interventions
31	24 th May 2018 –	Meeting with ARC and SEF	1 day	Sindh Education Foundation Office	JICA-AQAL, ARC, SEF	To introduce ARC with SEF was conducted. Both organizations shared their portfolios
32	June 2018	Signing of tripartite LOU between JICA AQAL, ARC and TNW.	Half day	Islamabad	JICA AQAL, ARC and TNW.	LOU signed on 28 th June 2018
33	5 th June 2018	Meeting with World Learning on	3 hours	Directorate of Office of Head of	L&NFE, Curriculum Wing, of	World Learning briefed that they implemented Post Primary programme in

Annex 3: List of Activities

34	6 th June 2018	Meeting with SENSEA DFID	1 day	Pearl Continental Hotel Karachi	JICA AQAL and World Learning.	KPK, and were interested to replicate in Sindh in coordination with the Directorate, JICA and UNICEF. It was made clear to them by all that NFE Policy, NFBE Curriculum and Learning Materials are already approved. The Directorate will only build on the work already undertaken.
35	25 th June 2018	Visit of Machar Colony Karachi	1 day	Machar Colony, Karachi	Ms. Michiko and JICA AQAL	It was an introductory meeting with the new team of Sindh Education Non State Actors (SENSA). The participants were briefed on NFE achievements, with an aim to advocate the use of NFBE Curriculum and Learning Materials in DfID supported NFE centres. Ms. Michiko visited Machar Colony to assess the status of education in that very marginalized area. There is a great need of establishing NFE Centres there as about 80% children are out of schools. Some locals are undertaking own initiatives to arrange some kind of schooling for the

Annex 3: List of Activities

36	27 th June 2018	Monitoring activities related to Action Research	1 day	NFE Centres established by TNW to carry out Action Research	Ms. Watanabe from Japan Consulate and Ms. Michiko, PC of JICA-AQAL, TNW representatives, NFE Teachers	children, but that caters to only a hundred or two children. We initiated advocacy with ARC to include Machar Colony in their list of target areas to implement their project. Ms. Watanabe from Japan Counsellate and Ms. Michiko visited the NFE Centres TNW. They were briefed in detail on the achievements of AQAL project.
37	3- 4 th July 2018	Visit of Ms. Watanabe to the NFE Centres of SEF in Sukkur and Khairpur districts respectively	2 days	NFE Centres Khairpur and Sukkur districts	Ms. Watanabe (Japan Embassy), SEF regional coordinator and his staff	She observed how the NFE Curriculum, learning materials is being used in the centres, and how effective are the Teachers Guides, as well as the training provided to teachers resulting in improved teaching by teachers, and learning outcomes.
38	14 th July 2018	Seminar on PPPs for better service delivery in government schools	1 day	Hotel Beach Luxury Karachi	SELD, STEDA, PITE, DCAR, Education Policy & Research, USAID-SCDP, USAID - SRP, Curriculum	USAID SCDP shared the findings of the study conducted. It was concluded that the initiative of involving PPPs in managing government schools yielded improved results in all aspects.

Annex 3: List of Activities

39	17 th July 2018	Meeting between UNICEF, USAID - SRP, JICA AQAL and the Directorate	1 day	UNICEF Office Karachi	Wing, CFC, IRC, UNDP, RSU, JICA AQAL UNICEF, USAID-SRP, JICA AQAL and the Directorate	Strategies to ensure continuity of the 350 NFE Centres of SRP, as well as 150 Centres of Directorate were discussed. UNICEF shared that a firm will be conducting assessment for setting up centres on agreed criteria. SRP and Directorate can share the list of their centres, and they will be included in the assessment exercise, and those fulfilling the criteria will be taken
40	30 th July 2018	SENSA Workshop (DFID)	1 day	Moven Pick Hotel, Karachi	JICA-AQAL, partners of SENSA – SEF, TCF, BRAC	Review and experience sharing were conducted. JICA AQAL presented the achievements of NFE vis a vis the huge challenge of the colossal caseload of OOSC in Sindh.
41	10 th September 2018	Meeting with Habib University (HU) Karachi	1 day	Habib University, Karachi	Representative of Habib University, JICA-AQAL and DL&NFE	Meeting conducted. Decisions/proposals were that there can be a Structured Internship Programme for students, with clear cut objectives, HU & JICA AQAL explore collaboration for Thar, HU students help to design programme, HU students can

Annex 3: List of Activities

42	11 th September 2018	International Literacy Day organized	1 day	Scouts Quarters Karachi	Head Quarters Karachi	More than 130 participants.	have a Thesis topic – Issues & Challenges in NFE to help the NFE Directorate to improve its functioning by planning better JICA AQAL can prepare a Concept Note on this.
43	11 th September 2018	Review Meeting with Action Research Team	Half day	Scouts Quarters Karachi	Head Quarters Karachi	AKU-IED, TNW, DL&NFE, and JICA AQAL	The speakers highlighted the importance of the day and inter linkages between literacy and skill development. Progress Review Meeting was conducted. AKU-IED, TNW, DL&NFE, and JICA AQAL participated
44	3 rd October 2018	NFE Stock-Take Exercise	1 day	Hotel PC, Karachi		Heads of allied government institutions, development partners and NGOs	The meeting was participated by Heads of allied government institutions, development partners and NGOs who presented their present work, and future plans in the realm of NFE
45	23 rd October 2018	Visit of World Bank team to NFE Centres	1 day	Gaddap Karachi	Town, Karachi	World bank team, SEF staff, JICA-AQAL	World Bank Team visited two centres of SEF (Adult & Adolescent Learning Training Programme-AALTP) run by Sindh Madrassa Board in Gaddap Town and one centre of TNW (NFBE) to form an idea how NFE in its different forms is actually implemented on ground

Annex 3: List of Activities

46	25 th October 2018	Meeting with the Secretary SELD	1 day	The Directorate of Literacy & NFE Sindh	JICA AQAL, USAID-SRP, USAID-SCDP, UNICEF, Directorate of Literacy & NFE, the Secretary SELD Sindh	Secretary SELD was presented overall progress of the NFE Sector so far. The Secretary appreciated the achievements, but stressed upon implementation in the field and reaching out to maximum number of OOSC. He was briefed about the SRP and UNICEF model of setting up NFE Centres by engaging NGOs. He directed to submit plan using the same strategy of reaching to maximum OOSC.
47	13 th October 2018	Visit of Evaluation Mission from JICA Head Quarter	1 day	Gaddap Town, Karachi	JICA-HQ mission, AQAL team, TNW, SEF representatives, NFE Teachers	Three membered Mission visited NFE Centres of SEF at Gaddap Town run by Sindh Madrassa Board, and two centres by TNW (One Intervention and the other Non-Intervention Centre)
48	8 - 9 th November 2018	International Conference at AKU-IED	2 days	AKU-IED	Various	JICA AQAL participated in the Panel Discussion, "Is Assessment fundamental to success of Non Formal Basic Education Programmes in Pakistan" and Initiatives in different domains leading to quality education.
49	27 th November	Regional NFE Stock Take at	Half day	Sukkur	District Officers Literacy from 10	All stakeholders presented the situation and plans of their respective

Annex 3: List of Activities

2018	Sukkur				districts and staff of IRC, SEF, UNICEF, JICA AQAL and the Directorate of Literacy & NFE Sindh	districts/organizations in terms of NFE provision.
50	19 th November 2018	Exposure Visit of DfID team to NFE Centres of TNW	1 day	The NFE Centres established by TNW at Karachi	SENSA-DfID, TNW	SENSA-DfID team comprising two members visited the TNW Centres. They have not shared any report or comments. Email sent to them for their observation and way forward.
51	10 th December 2018	Meeting of the Sub Committees – Discussion on NFE Facilitators' Management Framework, Strengthening of Directorate, and NFE Assessment Mechanism	1 day	Karachi	Sub-committee members and development partners	NFE Facilitators' Management Framework, NFE Assessment Mechanism, and Standards for NFE Facilitators were discussed in detail, comments noted, and incorporated in the documents. Roles and responsibilities of various stakeholder in NFE Assessment Mechanism, as well as Facilitators Management were finalized.

Annex 3: List of Activities

52	December 2018	Meeting with SENSEA DfID and BRAC to explore how they can align their programme with latest developments in NFE Sector	Half day	Directorate of Literacy & NFE Karachi	AQAL representatives, Director lit & NFE, BRAC Project Manager	Given a detailed briefing on salient features of NFBE Curriculum and TLMs, as well as NFE Facilitators Management Framework, M&E guide, social mobilization guide, and invited DfID to adopt them through their Implementing Partners like BRAC. It was made clear to them that NFBE Curriculum is derived from formal one, and NFE stream is regarded as complementary to formal.
53	26 th December 2018	JICA-AQAL Meeting with SEF	Half day	Committee Room of SEF, Karachi	JICA-AQAL, MD SEF and her senior Programme officer	<p>Following agreements were made:</p> <ul style="list-style-type: none"> - JICA will provide the final soft version of Package C to SEF in January, 2019 - JICA will extend support to SEF for organizing two orientations - one on social mobilization and the other one teachers' capacity building. - JICA will conduct classroom observations in the clusters of North and South Sindh in January 2019. - SEF will conduct assessment of left out learners under AALTP. - JICA will organize a meeting with Assessment Committee for learners'

Annex 3: List of Activities

54	28 th February 2019	Inauguration of JICA supported UNICEF NFE Centre (IRC as IP) at Mehran Town.	Half day	Mehran Town	Council General of Japan, JICA-AQAL Chief & Deputy Chief Advisor & PC, Education Specialist-UNICEF, IRC, Local Community	Council General, His Excellency Ashida Noori was the chief guest. JICA-AQAL, Secretary SELD, Director L&NFE, Head of UNICEF MS. Christina, CEO IRC and other staff of UNICEF, IRC and community was present.	certification and SEF will participate. - JICA will share skill primers with SEF - SEF will share translated version of Financial Literacy material. - JICA will provide copies of Social Mobilization Guide for SEF Partners; the quantity will be shared by SEF. - SEF will update data on NFEMIS and upload assessment results as well. JICA will ask Directorate NFE to extent support in this regard.
55	22 nd February 2019	Meeting with SENSAs (DFID) Education Advisor	Half day	Office of Director Lit. & NFE, Karachi	Director NFE, Chief Advisor JICA-AQAL, Deputy Chief Advisor	DFID Education Advisor Ms. Mahjabeen visited Non-Formal Centres and had meeting at Directorate. Abid sb made a brief presentation on the	

Annex 3: List of Activities

56	4 th March 2019	Stock Meeting “Dialogue to Scale Implementation of Non-Formal Education Within the framework of Roadmap of School Education & Literacy Department”	1 day	PC Hotel, Karachi	AQAL and PC-Sindh 40 participants (SELD, NFE, JICA-AQAL, USAID, UNICEF, NGOs and NFE stakeholders)	current situation of Education in the country and Sindh province. He explained the philosophy of NFE, its relevance to the need and also shared the aligned interventions of JICA-AQAL. JICA-AQAL model was shared and appreciated by the Secretary SELD After all the partners shared their NFE models, Recommendations were drafted for scaling up NFE as per the roadmap of SELD.
57	12 th March 2019	Development Partners’ Meeting with IIEP-UNESCO Mission	1 day	Board Room, RSU, Karachi	World Bank, UNICEF, EU, JICA met with Ms. Mariela at RSU Karachi	Purpose was to include these in SESP draft (2019-2023) to be presented and discussed in the 29th LEG meeting to be held on 28-03-2019 at RSU. Detail was provided to RSU regarding the Objectives and Actions the partners plan to

Annex 3: List of Activities

58	6 th March 2019	Meeting with chairman Sindh Textbook Board for putting up request to print 60,000 sets of Package A&B Books.	2 hours	Office of the Chairman STBB, Jamshoro	Director NFE, PC-AQAL, Chairman STBB	-Handed over soft data of PackageA&B (USB) -Briefed Chairman STBB for purpose of printing.	support in 2019-2023, and what their Outputs and Outcomes are expected to be, as well as the budget for the actions along-with documents of operational / action plans, corresponding PCIs, etc."
59	28 th March 2019	29 th LEG meeting held at RSU	Half day	Board Room, RSU, Karachi	LEG members	Latest draft of SESP was presented by Ms. Maierala Education Sector Analyses shared. Participants commented and pointed out to include some missing links in SESP.	
60	9 th April 2019	Greenhouse Education (CEO) visited the Directorate and had meeting with	2 hours	Office of the Director NFE, Karachi	4 Director NFE, PC-AQAL, CEO Greenhouse Education and M&E	Director and the CEO conducted presentation each other. The CEO offered her volunteer services for up-coming/any NFE tasks to be executed.	

Annex 3: List of Activities

61	11 th April 2019	Director & PC-AQAL Follow-up visit and meeting with Chairman STBB for printing of 60,000 sets of Package-A&B	1 hour	Office of the Chairman STBB, Jamshoro	Chairman STBB, Director NFE, PC-AQAL	-Chairman STBB was met to know the update on printing of books. -He asked for a direction from Secretary SELD in the form of some written letter mentioning the budget head for expense of printing. -Secretary SELD was then apprised on the requirement and necessary action.
62	19 th April 2019	LEG Meeting (UNICEF Nepal Mission) on adopting Delivery Approach in Education	Half day	Board Room, RSU, Karachi	25, LEG members	-UNICEF presented Delivery Approach in Education. -CPM of RSU made a comparison of Sindh provision and other areas like Punjab to implement the strategies like Delivery Approach.
63	25 th April 2019	ACTED team meeting with Director Literacy & NFE and JICA-AQAL representative.	2 hours	Office of the Director NFE, Karachi	4 Director NFE, PC-AQAL, Project Manager & M&E Officer of ACTED	ACTED (NGO) requested to sign MOU with Directorate for technical assistance and adoption of NFE curriculum, materials and Mechanisms for their almost 220 NFE Centres at Jacobabad and Kashmore districts.

Annex 3: List of Activities

64	May 2019	Ghazali Education Foundation visited Directorate	2 hours	Office of the Director NFE, Karachi	4 Director NFE, representatives of Ghazali Education Trust, PC-AQAL	Ghazali Education Trust met with Director and shared their strengths and desire to work for NFE Sindh. Director literacy & NFE shared upcoming plan of 1000 NFE Centres and asked them to participate in bidding to adopt the NFE Centres.
65	1- 4 th May 2019	Exposure Visit of KP Education Department	4 days	SELD, Directorate of NFE, SEF, NFE Centres	Secretary KP Education and his team, SELD, Directorate of NFE, SEF, TNW, Teachers of NFE Centres	<p>-Mission Lead by Secretary Education KP along with his 6 officers and Representative of UNICEF Peshawer.</p> <p>-Main objective of the mission was to learn about NFE System in Sindh and borrow different mechanisms and good practices of Sindh</p> <p>-The mission had meetings with Secretary SELD, Directorate of Literacy & NFE</p> <p>-Mission also visited NFE Centres to learn the Teaching Learning processes on NFE Accelerated (Package system) curriculum & materials</p> <p>-All the NFE documents (Curriculum, Policy, Package-A & B Books, Social Mobilization Guide, M&E, Assessment, and Facilitators' Management Mechanisms etc.)</p>

Annex 3: List of Activities

66	15 th May 2019	Meeting with SEF on technical support for NFEMIS implementation and CPD for NFE Facilitators	2 hours	Meeting Room of SEF, Karachi	Senior Programme Officer of SEF, PC-AQAL and NFE Supervisor	<p>along-with notifications have been shared with Secretary KP.</p> <p>-It was decided that an orientation with SEF IT team will be conducted for NFEMIS things and an action plan will be developed and followed.</p> <p>-For CPD, it was decided that SEF will share the Status of Scheme of Studies coverage in Package-B Centres, upon that AQAL-Programme Officer Training will facilitate in reviewing and strategizing action plan for accelerated scheme of studies to be covered till 1st week of July.</p>
67	27 th May 2019	Meeting with World Bank Consultant on development of draft Sindh Education Sector Plan (SESP) 2019-23	3 hours	Board Room of RSU, Karachi	5 Consultant of World Bank, Rep from ITA, IRC, JICA-AQAL	<p>The world bank consultant conducted external appraisal of the SESP draft.</p> <p>- As part of the appraisal plan, individual meeting with NGOs have been conducted, where JICA also participated.</p> <p>-The SESP 2019-23 needs and JICA's contribution and alignment, to meet the SESP objectives, were shared with the Consultant.</p>
68	17 th June	Meeting among	2 hours	Office of Director	4	--AZ Corps' Director Programmes presented

Annex 3: List of Activities

2019	Director NFE, JICA-AQAL and AZ Corps' Director Programmes (Ms. Madiha Rehman)	L&NFE. Karachi	Director NFE, Director AZ' Cops & her officer, PC-JICA-AQAL	their objectives of supporting students in learning crisis to understand the difficult concepts of Science Maths etc. through stories, pictorials and discussions. --She presented the 04 issues of their story books on science subject concepts. --She briefed that Formal schools as well as AALTP schools of SEF have already been using these books and got good results in learning outcomes of students.	
69	28 th June 2019	7 hours	Agha Khan University – Institute of Education Development, Karachi	More than 100 participants from SELD, Directorates of Literacy NFE, DCAR, PITE, STEDA, TTIs, SEF, UNICEF, USAID, IRC, AKU, Students, NGOs and Universities, academia and media etc.	--Ms. Chiho Ohashi presented the situation analysis of Literacy & OOSC in the country and specifically in Sindh. She emphasized on the need of NFE interventions as priority envisaged in SESP 2019-23. --A detailed presentation by Dr. Dilshad was made on objectives, methodology, findings, learning and recommendations for policy makers, directorates and implementing organizations. -- Panelists from Dir of L&NFE, DCAR, UNICEF, IRC and TNW gave their insight of the relevance of such research and way

Annex 3: List of Activities

70	22 June 2019	Video Documentary for shooting Advocacy & NFE Promotion	2 days	NFE Centres district Korangi	8 NFE Teachers, Learners and field supervisors of TNW	<p>forward of NFE in the province.</p> <p>--Secretary SELD Mr. Qazi Shahid Pervaiz gave his positive remarks and appreciated the NFE endeavors in the province. He said that NFE is going to be the major shareholder in addressing the issue of Out of School children, Quality of Teaching Learning and so on.</p> <p>--Communication team of JICA AQAL (Mr. iffra and Farhan) visited and shoot at NFE Centres. Teachers, learners and field staff of TNW were Interviewed</p> <p>-- Sea-view and indigenous street life of the Karachi sub-urb in Korangi district was also shoot in video.</p> <p>--Some part of shooting was also added for the documentary to be shown at AKU-IED Seminar held on 28-06-2019.</p>
71	8-16 th July 2019	Facilitation for Evaluation Mission (AQAL Terminal Evaluation)		Karachi	20	<p>The evaluation mission was well received and facilitated their visits and Meetings with:</p> <p>1) AQAL staff at AVARI Hotel</p> <p>2) Directorate of L&NF staff</p>

Annex 3: List of Activities

72	31 st July & 1 st August 2019	Evaluation Mission Feedback Meeting and Signing of updated ROD at	2 days	JICA Pakistan Office	20 JICA Tokyo, JICA Islamabad, JICA-AQAL, Sindh Education Secretary & Director NFE, Punjab Secretary & NFE Director	<p>3) NFE Sub-Committees</p> <p>4) Sindh Education Foundation</p> <p>5) UNICEF</p> <p>6) Visit to TNW NFE Centres and SEF AALTP Centres</p> <p>SELD, the Signer organization for AQAL project</p> <p>-JICA's Evaluation Mission presented very good face of the project achievements and officers from JICA Headquarter Tokyo appreciated the excellent work done by the project.</p> <p>-Deliberations were made for next future plans, integration and sustainability of the project outcomes.</p> <p>-ROD was amended and got signed by the Secretaries.</p>
73	19 th August 2019	34 th LEG meetings and other forums in the province	Half day	Board Room of RSU, PECHIS Society, Shahrah-e-Faisal, Karachi	25 LEG members including SELD, RSU, STEDA, PITE, TTIs, DCAR, DL&NFE, PPP	<p>-- 34th LEG meeting was held to consolidate SESP 2019-24 draft.</p> <p>-- After the meeting some required Information was also given to IIEP Consultant.</p> <p>-- A follow-up meeting was also participated</p>

Annex 3: List of Activities

74	26,27,28 th August 2019	Mr. Nagase (JICA) visit to NFE Directorate and NFE Centres	3 days	Directorate of NFE, Mehran Town Korangi, Ali Nawaz Jokhio Malir.	Node, UNICEF, USAID, JICA, Right to Play,, IRC, ITA etc.	at RSU for informing SELD about up- coming contribution of JICA in SESP objectives and targets. -Meeting held with Director L&NFE at his office -Field visits carried out to NFE Centres of SEF (SMB), TNW and IRC.
75	2 nd September 2019	LEG Meeting for consultation on preparation of Education Conference in the Province.	Half day	Board Room of RSU, PECHIS Society, Shahrab-e- Faisal, Karachi	Around 20 LEG members including SELD, RSU, STEDA, PITE, TTIs, DCAR, DL&NFE, PPP Node, UNICEF, USAID, JICA- AQAL, IRC, ITA etc.	-Secretary SELD call upon a consultative meeting with all LEG members for preparing the briefing on Education Sector to be presented in Education Conference to be Chaired by Chief Minister of Sindh in near future. -The Conference would be focusing on SELD Vision, Goals, Work done so far, challenges, Collaboration of partners so far and donors as well as the future planned partnerships of the donors. -Abid sb. and other LEG members suggested that SELD should make a Theme wise agenda for the conference and contributions of all members and partners should be

Annex 3: List of Activities

76	26 th September 2019	Consultative workshop on “Education Sector Plan Implementation Grant (ESPIG)”	1 day	Marriot Karachi Hotel,	Around 40 LEG members including SELD, RSU, STEDA, PITE, TTIs, DCAR, DL&NFE, PPP Node, UNICEF, USAID, JICA-AQAL, IRC, ITA etc.	consolidated under themes for presenting it into the conference. --SELD held 2 nd consultative workshop on setting up priorities for SESP to implement GPE Grant. --CPM-RSU and World Bank Team presented the process and contents of SESP and asked the participants to give their input in setting up priorities for SESP implementation especially with GPE Grant of Rs. 31 Million. --AQAL Chief Advisor, Deputy Chief Advisor and PC Sindh participated and suggested for NFE models to meet the challenges of Access, Quality and Governance. A special mention was made about setting up a Data Management System for Monitoring, Assessment, CPD and Tracking of Learners.
77	2 nd September 2019	Meeting with Mr. Shafiq Paracha for Facilitation to Sindh Madrassas	2 hours	Karachi Gymkhana club, Karachi	3 Shafiq Paracha (SMB), Abid sb and Mehboob Elahi of	--Meeting held to share the best practices on impact of strong Social Mobilization. --The tools for data collection through community driven NFE approach has been

Annex 3: List of Activities

78	24 th September 2019	Board for implementing Data Driven and Community based NFE in Sindh	2 hours	Office of the Director NFE, Sindh Secretariat Karachi	JICA-AQAL	<p>shared along with case study of ICT UC Education Plan development process.</p> <p>--it was decided that SMB team will be facilitated to learn about our model of Data Driven Management of NFE</p> <p>--A visit will be paid to SMB Centres; The team will be oriented on Household survey and development of Education Plan at Villages.</p> <p>--A Meeting held between PC-AQAL and Taqi Shaheen media group to discuss the opportunities and strengths to develop videos.</p> <p>--Taqi Shaheen was briefed on NFE philosophy and implementation procedures.</p> <p>--Taqi shared their strength of Education Artist to engage with teachers and learners for creative activities to accelerate learning based on local context and prior learning of the learners.</p> <p>--A meeting was planned to be held with JICA-AQAL Chief Advisor and Deputy Chief Advisor for more in-depth</p>
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Annex 3: List of Activities

79	1 st October 2019	Visit of CPM-RSU to NFE Centres	1 hour	Mehran district Karachi	Town, korangi, Karachi	6 CPM-RSU, TNW, JICA-AQAL, NFE Teacher	understanding of role and strengths of organizations and exploring opportunities in this regards. --CPM-RSU Mr. Zubair Channa visited NFE Centres at Mehran Town Korangi to develop understanding of NFE Models. -- CPM appreciated the teaching learning process adopted at NFE Centres as well as community contribution and teacher's capacity building and on-job support mechanism.
80	2 nd October 2019	Meeting with new Secretary SELD for apprising him on current developments and future plans	2 hours	Office of the Secretary SELD Sindh, Taghluq Houuse, Sindh Secretariat, Karachi	4 Secretary SELD, Abid Sb, Director NFE & PC-AQAL.	--The newly appointed Secretary SELD was briefed on the existing situation of OOSC and efforts of NFE Directorate & JICA as well as role of other development partners in assisting the Directorate and SELD. The plan was shared for utilizing allocated budget of Pkr. 600 Million. A special mention was made regarding institutionalization of NFE through policy, curriculum and equivalency mechanism notified.	
81	3 rd October	Lecture at AKU-	3 hours	AJU-IED, Karachi	35	--Upon request of Dr. Dilshad of AKU-IED,	

Annex 3: List of Activities

2019	IED with M.Phil Scholars on Education & Development Theories (JICA's contribution and philosophy in Education & Development; Case of NFE-AQAL Sindh)			Mphil Scholars of AKU, Director of IED, PC-AQAL	the JICA's vision and mission for human development and relating promotion of Education in Pakistan and Sindh was presented before the M.phil Scholars in Education. A detailed contribution of JICA-AQAL for Sindh has been shared connecting Human Capital Development and advancement in providing alternative learning opportunities for the marginalized segment especially children, youth and women.
82	9 th October 2019 Coordination Meeting with Sindh Education Foundation (SEF)	2 hours	Committee Room, Sindh Education Foundation, Karachi	2 SEF Programme Officer, PC-AQAL	Meeting held with Bilal Lashari on 09-10-2019 and following areas were discussed with Action Plan: 1) Assessment of Package-B in NFE Centres at District Tando Ala yar. SEF will write a letter to Directorate for support to develop assessment tools and conduct of assessment as per guidance of notified NFEAC 2) NFE Directorate and JICA-AQAL Training section will provide Technical Assistance in preparing Module and

Annex 3: List of Activities

83	14 th October 2019	Meeting with Sindh Madrissa Board (Shafiq Paracha sb.) on Facilitation for implementing Data Driven and Community based NFE in Sindh	3 hours	Karachi Gymkhana club, Karachi	2 Shafiq Paracha sb, PC-AQAL	orientation of IBA Master Trainers to conduct an effective Package-C Teachers' Training planned Dec-2019. 3) SEF will visit TNW to learn about implementation of Monthly M&E mechanism and CPD activities based on monthly feedback. SEF then will implement that M&E in NFE Centres with 01 IP. --Shafiq Paracha sb. Stressed on sustainability of NFE interventions and commented that Govt. itself should allow abounded resources e.g. Non-functional School Buildings to run NFE models at larger scale. -- it was agreed that one village in Lyari will be taken (next month) for initiating community profiling for future plans in education and vocational skills for youth men and women of that village.
84	24 th October 2019	Secretary SELD visit to NFE Directorate and hold of meeting	2 hours	Meeting room of NFE Directorate, Old KDA Building, Sindh Secretariat,	15 SELD Secretary, Add. Secretaries, Director NFE, Add	--Secretary SELD visited Directorate of NFE and held a meeting with Directorate staff. --Secretary listened to the functions and

Annex 3: List of Activities

85	25 th October 2019	Meeting with TCF Karachi on viability of NFE Materials to adopt for learners at TCF Mirthi district	1 hour	Meeting room, Directorate of NFE, Old KDA building, Sindh Secretariat, Karachi	5 Ms. Chiho, Abid Sb, Director NFE, DD NFE, PC-AQAL	Director NFE and DDs, JICA-AQAL	<p>progress of the Directorate.</p> <p>--Director NFE apprised Secretary on the collaboration of different stakeholders to assist NFE achievements as well as future plans of establishing NFE Centres.</p> <p>--Director NFE also pointed some challenges and issues related to office space, less no. of staff and facilities.</p> <p>--The TCF Programme Lead for NFE, Literacy & Life Skills Ms. Hina Saleem and her team visited Directorate and held meeting with JICA-AQAL (Ms. Chiho san & Abid Sb.) to discuss up-coming project and feasibility to adopt NFE Materials for that project.</p> <p>--TCF team was provided one copy of Curriculum, Books & primers to review and analyse for possible adoption of NFE materials.</p>
86	13 th November 2019	LEG meeting for Endorsement of SESP 2019-24	Half day	board room of RSU, Karachi	Around 25 LEG members including SELD, RSU, STEDA,	Around 25 LEG members including SELD, RSU, STEDA,	<p>--LEG meeting was participated (Sajjad sb, PC) when held with an agenda to present the final draft of Education Sector Plan & Roadmap for Sindh 2019-24</p>

Annex 3: List of Activities

87	26 th November 2019	Dissemination Workshop by DFID/SENSA on “Qualitative Study on Mainstreaming in Non-Formal Education”	Half day	Marriot Karachi Hotel,	25 DFID, HANDS, OPM, TCF, FESF, Directorate of NFE, SELD, SEF, IRC, JICA-AQAL	<p>(SESP&R) and get endorsed by all LEG members.</p> <p>--A comprehensive brief of SESP was presented by RSU. Members endorsed principally with a few amendments in some paragraphs required.</p> <p>--LEG members were told the next action for Dissemination of SESP&R as well as District/Micro Planning of SESP&R.</p> <p>--World Bank representatives also briefed members on Updates on Education Sector Plan Implementation Grant (ESPIG).</p> <p>--The said workshop was participated at Marriot Hotel.</p> <p>--Oxford Policy Management (OPM) presented the research findings that they mainstreamed over 5000 learners who passed primary education from DFID/SENSA Implementing Partner (BRAC/HANDS) Schools in 2017, 2018 & 2019 cohorts at districts of Kashmir and Jacobabad.</p> <p>--Learning from the process of</p>
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Annex 3: List of Activities

88	3-5 th December 2019	Delegation from Literacy & NFBE Punjab (Minister, Secretary & her officers) visit to Sindh NFE for observing NFE and sharing experiences.	3 days	1. Teachers Training Centre Gaddap, 2. NFE Centres Mehran Town 3. SMB office a Quaid-e-Azam Public School 4. AKU-IED Karachi	18 7 Officers from Punjab (Minister, Secretary and officers) 3 from JICA 5 from Directorate of NFE Sindh	mainstreaming and issues were highlighted. --Participants appreciated the efforts in mainstreaming and encouraged to include mainstreaming in each of the programme as proper KPI and sustainability of the programme. -Visit TNW NFE Centres district Korangi, Karachi -NFE Teachers' Training on Package-B by UNICEF at Gaddap. -Meeting with Sindh Madrassa Board at Quaid-e-Azam Public School. -Visit to SEF/SMB NFE Centre at Ali Nawaz Jokhiyo, district Malir. -Courtesy Dinner at Kolachi Sea View. -Seminar at AKU-IED on Viability of ALPs in Pakistan. -Coffee Meeting with Secretary Lit & NFBE Punjab.
89	5 th December 2019	Seminar on Viability of ALPs in Pakistan.	1 day	Agha Khan University – Institute of Education Development	More than 60 (Minister and Secretary Literacy Punjab along-with	-Education and NFE Stakeholders were attended to discuss the Viability of ALPs in Pakistan. -Govt. departments, INGOs, Dev Partners,

Annex 3: List of Activities

90	2 – 6 th December 2019	Facilitaion to JICA Mission Education Sector Assessment (through SEMIOtics consultants)	5 days	Directorate of NFE, SELD, STEVTA, SEF, AVARI	02 consultants & local representatives from Line departments	officers. Secretary SELD Sindh, Line Departments, Dev. Partners, Academia, IPs, AKU faculty and students, JICA- AQAL)	IPs, NGOs, academia and civil society organizations shared their views and experiences on NFE Viability. -The Punjab Minister and Secretary for Literacy department also appreciated such dialogue to mark the development so far and the need for developing synergies and collaborations for promotion of NFE in the country. -Academia representatives gave stress on knowledge creation out of NFE efforts and programmes carried out so far.
91	17 th December	Meeting for Development of	Half day	Office of the Director Lit. & NFE	3 (Director NFE, SEF, JICA)	As per the desire of Secretary SELD, a Meeting held with SEF (Bilal Lashari) at	-The consultants' team were facilitated/accompanied to hold Meetings with Secretary SELD, Advisor Curriculum Wing, Director NFE and Director DCAR -Plan was chalked out for interviews with rest of the stakeholders of the sector. -Deputy Director Mr. Imtiaz Qureshi was associated to further facilitate the team in the field for whole week.

Annex 3: List of Activities

2019	specification for Directorate of Lit & NFE under PPP models		Sindh, Karachi		Directorate of Lit & NFE to discuss the experience of SEF for engaging IPs. -Per learner subsidy model was deliberated and appreciated by Director L&NFE.
92	Meeting with Secretary SELD on Specifications for NFE and feasible model to be adopted for establishment of NFE Centres by NFE Directorate	Half day	Meeting room of SELD, Tughlaq House, Sindh Secretariat Karachi	12 (Secretary SELD, Additional Secretary, De. Fouzia, Director NFE, Additional Director, DDs, AD and PC JICA)	-Meeting with Secretary SEELD held after meeting among Director PPP Node, Director, Additional Director and DDs of NFE. -Secretary was appraised on the understanding of NFE Directorate for implementing NFE programme in the field. -Secretary desired to select minimum 05 districts to start the intervention. These districts may be geographically clustered as Thatha, Badin, Sajawal, Tharparker and Tando Alla Yar. -Secretary advised to strengthen district structure of NFE first. -He instructed to make a separate PC-1 for scheme and utilize the regular budget allocation separately.
93	Participation in	Half day	Federation House,	More than 50 (ARC,	-ARC/AIght Pakistan held a seminar to

Annex 3: List of Activities

December 2019	Seminar on OOSC issues and School infrastructure (organized by ARC/Alight Pakistan)	Karachi	NGOs, NFE Teachers, Deputy Chief Advisor and PC Sindh JICA-AQAL)	discuss the issues of Out of School Children in relation to the schools' infrastructure. -Abid sb. spoke on the diversity of children, their special needs for education and role of formal and non-formal schools to provide with access and conducive environment in classrooms to ensure retention as well as quality teaching learning.
94	Meeting with NCHD Sindh for deliberations on Madrassa Project and support role of NFE Directorate	Office of Director NFE, Karachi	4 (Director NFE, Deputy Director & Deputy Director of NCHD Sindh, PC AQAL)	-NCHD Sindh briefed about their upcoming NFE intervention in existing Madrassas, objectives, selection of districts and funding source. -Deliberations made for needed resource an support for training of Master Trainers, Teachers as well as books availability for 200 learners. -it was told to NCHD that NFE Directorate will provide master trainers from the pool and the NFE Textbooks as well.
95	Meeting with HANDS	Office of Additional Director NFE Sindh, Karachi	3 (HANDS Consultant, Additional Director, PC AQAL)	-HANDS briefed their opening of 300 NFE Centres for Package-C. -They asked Directorate for support in printing of Package-C Books for around

Annex 3: List of Activities

96	10 th January 2020	Orientation Meeting with SMB on Local Education Planning & NFE	3 hours	Meeting Room, SMB Liyari Campus, Karachi	6 (Secretary SMB & his 02 officers, 02 Supervisors of TNW, PC AQAL)	<p>9000 NFE Learners.</p> <p>-Director NFE guided HANDS to write a letter to Secretary SELD for directions and then NFE Directorate may give soft copies for printing.</p> <p>-Orientation was given to the team on Social Mobilization process and engaging the local people in educational development process.</p> <p>-Example of Sarai Kharbooza Union Council Plan was referenced and a deliberation was made on feasibility to develop Village Education Plan at Gaddap Town communities.</p> <p>-Secretary SMB desired the team to identify one village and implement the tools.</p>
97	21 st January 2020	Meeting with UNICEF Karachi for plan for impact Video Shooting	1 hour	Office of Education Specialist UNICEF Karachi	4 (PC and Com officer of JICA AQAL, UNICCEF Education Specialist and Education Officer)	<p>-UNICEF was briefed on the concept note for Video shooting on impact of NFE in Sindh.</p> <p>-UNICEF appreciated the concept and ensures the provision of their support in the field through their IP Indus Resource Centre.</p> <p>-3 Towns of IRC selected as Gaddap, Bin Qasim and Kimari for visiting NFE Centres</p>

Annex 3: List of Activities

98	21-23 rd January 2020	Video shooting for impact stories of NFE in Sindh	3 days	Gaddap, Bin Qasim, Kimari and Ibrahim Haidri	8 JICA & IRC officials + 04 Teachers + 6 Community members	& surrounding communities for the said video shooting. -Video shooting done with NFE Learners, Teachers, Community members and staff of Implementing Partner organization. -interviews and live recordings of teaching learning was done and saved.
99	30 th January 2020	36 th LEG Meeting to discuss and endorse ESPIG-SESLECT Project	Half day	Board Room, RSU, Karachi	30 (LEG Member organizations)	-The newly appointed CPM-RSU gave a detailed presentation on priority areas from SESP 2019-23 and incorporation on these in SELECT project to be submitted for GPE. -Secretary SELD briefed on new recruitment policy for teachers as well as cluster schools for Teachers Training Resource Centres for improving Teaching Learning Quality and stopping drop outs.
100	7 th February 2020	JICA Mission on Education Sector Assessment Meeting with Secretary SELD & P&D Officers	Half day	Office of Secretary SELD	12 (Secretary SELD, Director NFE, Chief Advisor Curriculum wing, Chief Economist & Chief Education, 05 JICA Mission)	-Secretary was apprised on JICA's collaboration areas with Education Sector in Sindh especially NFE since last 04 years and the capacity built for NFE Directorate to allocate regular funds and plans for implementation in coming months through PMIU and PPP Node.

Annex 3: List of Activities

101	13 th February 2020	JICA Mission (Education Sector Assessment) Meeting with STEVTA	Half day	Meeting room, STEVTA Provincial Office Karachi	6 (Deputy Directors of STEVTA, JICA consultant, PC AQAL)	<p>-A special mention was made on AQAL phase-2 priority areas and PDM to be endorsed</p> <p>-It was told that all the provincial secretaries will sign the Record of Discussion on 24th Feb at JICA Islamabad office.</p> <p>-Technical and vocational skills need and available capacity of STEVTA has been briefly described by Director and Deputy Director Dr. Lubna.</p> <p>-Field level facilities and relevant trades have been discussed.</p> <p>-Consultant was convinced that the formal education needs to be coupled with Vocational skills and role of STEVTA has been marked as very high for producing graduates from schools on market needs of the province.</p>
102	13 th February 2020	JICA Mission (Education Sector Assessment) Meeting with SABAQ	Half day	Multimedia Hall, SABAQ, district Korangi, Karachi	5 (JICA Consultant, PC AQAL, CEO and 2 team member of SABAQ)	<p>-SABAQ presented their product on Gamifying the Primary content for children.</p> <p>-CEO shared that many organizations are working with them e.g. SEF, TCF, DFID etc. and has been using their application</p>

Annex 3: List of Activities

						<p>“MUSE” for enhancing interest of children and quality of education in schools.</p> <p>-Consultant appreciated and held that the application has very relevant content and can also be customized for NFE Learners along-with manuals for teachers to make learners use these gadgets.</p>
	18 th February 2020	JICA HQ Tokyo Mission (AQAL impact and new phase priorities) Meeting with NFE Stakeholders Sindh	Half day	AVARI Towers, Karachi	30+ NFE Stakeholders Sindh	<p>-Directorate of NFE presented the situation of literacy and education in the province, AQAL-1 progress and governance mechanism to support the working.</p> <p>-All the stakeholder organizations shared their views on collaboration, progress and appreciated the JICA’s methodology of Technical Assistance and cooperation in Sindh.</p> <p>-JICA mission presented and shared their understanding on the situation and progress so far especially of NFE.</p> <p>-JICA mission also shared their assessment of priority areas for future cooperation in the field of Education and NFE.</p>
103	20 th	Meeting with JICA	1 Hour	PC AQAL office,	3 (PC AQAL, Gen	-The JICA rep Ms. Hara San asked for

Annex 3 : List of Activities

	February 2020	Gender Project at Women Development Department		NFE Directorate, Karachi	Coordinator and Coordinator of JICA Gender Project)	literacy course to be developed for illiterate female beneficiaries of their skill project. She shared formats used for record keeping and financial matters of those female workers as reference. -JICA AQAL committed to support them in developing some crash programme or Provision of Package-A textbooks as may be thought feasible in next month.
104	4 th March 2020	Inception Meeting at UNICEF on Developing Education Strategy for Urban Slums	2 hours	UNICEF Field office, Karachi	10 (UNICEF, Consultants, Directorate of NFE, PC AQAL)	-UNICEF presented their plan and objectives to conduct a 04 months study to formulate Education Strategy for Urban Slums. -Consultant company for the assignment presented the detailed work plan from inception to completion. -Directorate of NFE and PC AQAL gave their input on the proposed indicators. -Directorate of NFE and PC AQAL was requested to support in contacting field level schools and communities for data collection on selected indicators.
105	5 th March	Meeting among	3 hours	Gymkhana club,	6 (President and	-Meeting held to welcome the trainer (Ms .

Annex 3: List of Activities

2020	Sindh Madrassa Board, IT Trainer and PC AQAL for BootCamp training for ECE teachers of SMB	Karachi	Secretary of SMB, Principle & Coordinator of SMB Liyari campus, BootCamp Trainer, PC AQAL)	Uroosa Alam) came from Japan. -SMB President and Secretary guided on the objectives and capacity of the trainees as ECE Teachers. -A WhattsApp group was made to remain connected for the final plan and arrangements accordingly.
106	12 th March 2020 Launch of Adult Literacy and Skills Curriculum Sindh	AVARI Towers, Karachi	70+ (Minister Education, Secretary SELD, Directorate of NFE, Line Departments, Civil Society, Dev. Partners, IP NGOs, NFE Teachers and Learners, Media)	-Adult Literacy Curriculum was launched. -Minister appreciated the progress made so far under NFE in the province. He realized and endorsed the due importance of NFE sector to cope with the OOSC challenges of the province. He assured the full support politically for implementation of NFE plans. -Secretary also appreciated and endorsed NFE as a way forward in the province. -Minister and Secretary presented Souvenirs to recognize the efforts and role of Line Departments, Development Partners, IPs, NGOs as well as JICA AQAL.
107	12 th March 2020 37 th LEG Meeting on endorsement of Quality Assurance	UNICEF Field office, Karachi	30+ LEG member organizations	-SELECT draft proposal appraisal done and have previously been reviewed. -WB team incorporated the suggestions of

Annex 3: List of Activities

		of SELECT (GPE) project				members for quality assurance. -Revised draft proposal for SELEECT has presented and got endorsed by LEG members. -The relevance of using ICT and MIS to ensure quality teaching has been pronounced. -CPM of RSU requested JICA to support in integration of education data. -Deputy Chief Advisor JICA AQAL assured support.
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Balochistan

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	15 th November 2016	10 th Local Education Group (LEG) Meeting	1 day	Boy Scouts Balochistan	48 UN, CIDA, PRP, I/NGOs, Civil Society organizations, JICA, DL&NFE and Education department.	LEG is a provincial forum of all education partners. It is convened at the highest level and chaired by Minister Education and participated by secretary Education department and head of various UN, JICA, International/local organizations and NGOs and civil society organizations and officials of Education department. The purpose of the forum is to increase coordination among various stakeholders working in

Annex 3: List of Activities

2	22 nd November 2016	2 nd Education Sector Review	Joint	1 day	Quetta Serena Hotel	150 UN, JICA, world bank, EU I/NGOs, Civil Society Organizations, Education department officials	education sector. Non-Formal Education is one of the key agenda point of Local Education Group Meeting and is led by DL&NFE and JICA. Shared and discussed NFE related progress, new initiatives and way forward. Joint Education Sector Review is a provincial forum and is convened by Education department and UNICEF. JESR reviews the achievements of Education department and other Non-formal and skill development organizations against the targets set in Balochistan Education sector Plan. Non-formal education is one of the key Thematic area of the Balochistan Education Sector plan. It is a good forum for the advocacy of NFE, Non-Formal Education related achievements updates and way forward is shared and appreciated by all key stakeholders.
3	14 th November, 2017	11 th Meeting	LEG	1 day	Boy Scouts Balochistan	48 UN, CIDA, PRP, I/NGOs, Civil Society	LEG is a provincial forum of all education partners. It is convened at the highest level and chaired by Minister Education and participated by secretary Education department and head of various UN, JICA,

Annex 3: List of Activities

					organizations, JICA, DL&NFE and Education department.	International/local organizations and NGOs and civil society organizations and officials of Education department. The purpose of the forum is to increase coordination among various stakeholders working in education sector. Non-Formal Education is one of the key agenda point of Local Education Group Meeting and is led by DL&NFE and JICA. Shared and discussed NFE related progress, new initiatives and way forward.
4	March 2018	Local Education Group (LEG) meeting	1 day	Hotel Serena Quetta	67 Education Dept. BRSP, Societies, UNCIEF, JICA, UNESCO, DFID, Minister of Education, GPE Programme, etc.	To discuss the progress (Evaluation & Key areas of focus) of Balochistan Education Sector Plan (BESP) 2013-18.
5	May 2018	Local Education Group (LEG) meeting	1 day	Boy Scouts, Quetta	49 Education Dept.BEF, Private Schools Association,	To share the progress against BESP and highlight the significance of NFE. GPE mission endorsed the importance of NFE as to keep it as top priority for next GPE funding.

Annex 3: List of Activities

6	2 nd 2018	July	Consultative Meeting with ALP team	Half day	ALP team office, Directorate of Education	5	the Provincial coordinator ALP, Director LNFE and JICA	Evaluation Mission of GPE, BRSP, Societies, UNICEF, JICA, UNESCO, DFID, Minister of Education, GPE Programme, etc.					
7	10 th 2018	July	Meeting with UNICEF	Half day	UNICEF office	4	UNICEF team responsible for implementing UNICEF JICA joint NFE promotion project	To identify districts where ALP and DLNFE will be implementing NFE and Adult literacy programme and mechanism for coordination to ensure smooth implementation of project activities in collaboration with each other.					
8	16 th 2018	August	Orientation meeting with Secretary SWD	Half day	Civil Secretariat Office	3	Secretary, DL&NFE, PC	UNICEF was requested to provide textbooks to DLNFE which they promised after discussing with their senior officers. Secondly regarding NFE Item bank development they shared that BEAC team is on hands on training and when they will complete their training. They will start developing the item bank.					

Annex 3: List of Activities

		regarding AQAL activities.			JICA-AQAL	activities and achievements.
9	8 th September 2018	Celebration of International Literacy Day at provincial and district level	1 day	Boys Scouts, Head Quarter Quetta	230 UN/INGO/ Local NGOs, social society organizations and Government officials from education, Social Welfare, Agriculture and Livestock department. Directorate of Literacy and other NFE service providers in the province	At Quetta, the event was attended by more than 200 participants from various displayed various stalls on which literacy material was displayed. The event was chaired Minister Engineer Zamarak Khan, Minister for Agriculture and a vibrant member of the provincial cabinet. The Minister assured his cooperation in taking up the issues and challenges of literacy and NFE in the cabinet.
10	11 th September 2018	Meeting to develop and Notify NFE Forum	1 day	Civil Secretariat	3 Secretary SWD, Director Social Welfare, PC	Detailed meeting was conducted with the secretary regarding the need and objectives of the formation of Provincial NFE Forum.

Annex 3: List of Activities

11	17 th September 2018	Develop and notify NFE Teacher Training working group by Secondary Education department	Half day	PPIU, Civil Secretariat	5 Additional Secretary SWD, Deputy Focal Person NFE PPIU, PC AQAL, Director DL&NFE	<p>The draft Notification was submitted through directorate of LNFE which was approved and accordingly notified by the Secretary, SWD. The copies of the notification were disseminated among the NFE providers and concerned departments.</p> <p>Meeting was held with Additional Secretary Education regarding establishment of NFE Teacher Training wing in PITE and Notification of the Technical working Group and its ToRs. The same was then discussed with the secretary SWD. A draft notification was forwarded to Secretary Education Through Secretary SWD. The notification was followed up with the Education department. Resultantly Secondary Education department notified the Technical working group. Copies of the notification were accordingly shared with all the members and PITE.</p>
12	18 th September 2018	Conduct Meeting with the Director PITE	Half day	PITE office	4 Director PITE, Deputy Director Planning, PITE,	<p>After the notification of the Technical working Group on NFE Teacher Training, a meeting was conducted with the newly appointed Director, PITE. He was briefed on the notification and way</p>

Annex 3: List of Activities

13	2 nd October 2018	Participation in the JCC meeting of AQAL project	1 day	MFEPT, Islamabad	20 DL&NFE, Secretary SWD, PC AQAL, JICA-AQAL Team, JCC participants, participants from Sindh DLNFE, BECS, NEF, AEPAM	Director LNFE, PC JICA-AQAL	forward on the establishment of Teacher training wing at PITE. Director, PITE was requested to nominate 5 to 10 subject specialists in the NFE wing and space for the establishment of NFE wing in PITE. Presentation on the Progress of DLNFE under JICA-AQAL project was prepared discussed and finalized with DL&NFE and secretary Social Welfare and LNFE. Successfully participated and Secretary SWD presented and discussed the progress of DLNFE under JICA-AQAL project.
14	5 th October 2018	Signing of MoU Between SWD and BRSP	Half day	Civil Secretariat, office of the Secretary SWD	3 Secretary SWD, Rep. from L&NFE and Balochistan Rural support programme	MoU was signed between the Secretary SWD, L&NFE and Balochistan Rural support programme for initiation of Adult Literacy programme in 7 districts of Balochistan. BRSP will utilize the Adult literacy material, NFEMIS, Monitoring and evaluation and Examination and Assessment Mechanism developed by DLNFE Balochistan under JICA-AQAL project and approved and notified by	

Annex 3: List of Activities

15	18 th October 2018	Participation in 14 th Local Education Group Meeting	1 day	Boys Head Quarter, Quetta.	25 Secretary Secondary Education, Additional Education, DL&NFE, UNICEF, GPE Rep., PC- AQAL and other partners and Govt. officials	Govt. of Balochistan. The 14 th Local education group meeting was held on 18 th October, 2018 chaired by Secretary education department and facilitated by UNICEF Quetta. GPE representative shared their progress, while a study on Teacher Assessment was also shared later on Secondary Education department shared their approved schemes under provincial PSDP. Initiation of activities under new sector plan were also discussed. The Secretary and facilitator of LEG was asked to include NFE/ALP as regular agenda of every LEG which the Secretary Secondary education and UNICEF acknowledged and assured that NFE will be a permanent agenda of all future LEG meetings.
16	October 2018	Graduation ceremony of ALP Graduates	1 day	Serena Hotel, Quetta	145 UNICEF ALP, Governor Balochistan, Minister Education Balochistan, JICA-AQAL, NFE Partners etc.	UNICEF celebrated the Graduation ceremony of their ALP learners. Governor Balochistan along-with Minister Education and other parliamentarian participated in the event. Mr. Abid Gill, deputy Chief Advisor JICA-AQAL also shared his views on the situation of out of school children in Balochistan and requested government and other partners to join hands in the provision and continuation of education of out of schools children in Balochistan.

Annex 3: List of Activities

17	25 th October 2018	NFE Technical Working Group Meeting	1 day	PITE office	20 JICA-AQAL (Sajjad sb. And Asif Kasi). Director LNFE, Deputy Focal person PPIU, BoC&EC, PITE, and representatives from the NFE service providers and NGOs	<p>The meeting was chaired by Director PITE (Provincial Institute of Teacher education)</p> <p>The initial Guidelines for NFE Teachers training were formulated and further two groups were formed i.e. NFE Teacher recruitment and Capacity building were formed to work separately on the two major components of NFE Teacher Training mechanism.</p>
18	October 2018	Meeting with the EU delegation	1 day	office of the Director Literacy & NFE	6 Director DLNFE, Deputy Director DLNFE, Sajjad sb, Asif Kasi and EU delegates	<p>Detailed presentation was made on the educational situation of Balochistan along with the achievements of JICA under AQAL project.</p> <p>The delegation was sensitized on the need of alternate education strategies to provide education opportunity and ensure continuity of education of nearly 1.9 Million Out of school children in Balochistan. Apart from this Literacy based skill education and Non Formal Elementary Education programme was also discussed in detail.</p>

Annex 3: List of Activities

19	November 2018	Project Briefing to Newly appointed Secretary SWD	Half day	Civil Secretariat, Quetta	3 Secretary SWD, Director LNFE and PC JICA-AQAL.	Mr. Noor-Ul-Haq Baloch assumed the charge of Secretary Social welfare Department. A detailed meeting session was conducted in which Secretary was briefed about the Progress and way forward of JICA-AQAL Project. The secretary appreciated the role of JICA in the promotion of Literacy and NFE Sector in Balochistan.
20	13-15 th November 2018	JICA-AQAL Mission visit to Quetta				
21	13 th November 2018	Meeting with PPHI	Half day	PPHI office	6 AQAL Mission, CEO of PPHI along with key staff of PPHI	Health literacy was discussed in detail. It was decided that LoU will be signed among PPHI, JICA and DLNFE for conducting a Health literacy pilot in three BHU's of PPHI.
22	14 th November 2018	Meeting with Secretary Education	Half Day	Civil Secretariat, Secretary Secondary Education department.	6 AQAL Mission, Secretary Education, Representatives of L&NFE	JICA-AQAL project progress and activities were discussed and it was decided to notify a Technical Working group to discuss and finalize the curriculum and textbooks for Elementary level ALPs.
23	14 th	Meeting with	Half day	Civil	6	A detailed meeting was held with the secretary SWD.

Annex 3: List of Activities

24	November 14 th	Meeting with Minister Livestock	Half Day	Civil Secretariat, Minister Livestock and dairy development office.	11	AQAL Mission, Minister Livestock, Secretary, DG and other key officials of Livestock department.	Secretary appreciated the role of JICA and requested JICA mission to support the department in scaling up Non formal basic education programme in the province. Livestock based literacy and Primer was discussed and it was decided that Livestock department will review the Livestock Primer and will suggest improved in the context of Balochistan. It was also agreed that livestock-based literacy programme will be carried out in the Directorate of LNFE Adult Literacy centres in Balochistan.
25	November, 14 th	Visit to JICA funded ALP Centres in Quetta	1 day	Madrassa Wahdat Colony	9	AQAL Mission, UNICEF staff, DLNFE	JICA funded ALP centres in Quetta were visited and observed the teaching and learning process.
26	November, 15 th	Meeting with UNICEF	1 day		10	UNICEF Quetta Team, ALP team members of Islamabad	Progress and challenges of JICA funded ALP centres were discussed. It was agreed that UNICEF will expedite the process to transfer funds to DLNFE for printing of NFBE textbooks.
27	November 2018	2 nd Meeting of Technical	1 day	PITE office	20	Director PITE,	Director PITE chaired the meeting. After the recap of the previous meeting detailed

Annex 3: List of Activities

		working group on NFE Teacher Training				Director DLNFE, Deputy Director PITE, members of NFE training working group	discussion was held the framework of Teacher management. Moreover, it was decided that PITE will nominate their Subject specialist to review and contextualize the already developed NFBE and Adult Literacy Teacher Manuals.
28	November 2018	Mid-term review EU funded Balochistan Education programme	1 day	Boys Scouts Head Quarter, Quetta	25	EU consultants, UNICEF, JICA-AQAL, officials from Secondary education department, DLNFE, NFE Service providers in Balochistan.	EU consultants conducted the Mid-term Evaluation of EU funded Balochistan Education programme implemented by UNICEF. During the debriefing session the consultants emphasizes the role of NFE in catering the need of out of School children in Balochistan. Moreover, Thematic groups were formed to suggest the future intervention to improve the education indicators in Balochistan. JICA team highlighted the role of NFE in both the groups.
29	November 2018	Signing of LoU among DLNFE, PPHI and JICA-AQAL	Half day	PPHI office, Samungli road Quetta.	6	Representatives of PPHI, SWD and JICA-AQAL	LoU was signed among PPHI, SWD and JICA-AQAL to pilot Health Literacy in three locations of Balochistan. Roles and responsibilities of all the three parties were mutually agreed. JICA-AQAL with the support of PPHI health experts will design the tools for conducting health and Literacy survey before the intervention and then

Annex 3: List of Activities

30	November 2018	Preparation of Summary for rolling out NFE in remaining 18 districts of Balochistan	Half day	DLNFE office, Secretary SWD office civil secretariat	4 Secretary SWD, Additional Secretary SWD, Director DLNFE, PC JICA-AQAL	So far, Directorate of Literacy and NFE is operational in 15 districts of Balochistan. After the discussion with Secretary SWD a detailed summary was drafted for Chief Minister Balochistan for the allocation of funds to expand NFE in the remaining 18 districts of Balochistan.	health and literacy survey will be gauged after the intervention to observe the impact of the intervention. This intervention will be further expanded to Adult Literacy centres of DLNFE in 15 districts of Balochistan.
31	21 st February 2019	Consultative Meeting with PPHI on Health Literacy Implementation Plan	1 day	PPHI Head office	5 PPHI Health Literacy staff, JICA-AQAL, Director DLNFE.	One day Consultative meeting was conducted with PPHI staff where detailed implementation plan for implementation of Pilot Health Literacy programme was shared and agreed.	
32	22 April 2019	Meeting with Secretary Secondary Education regarding notification of	Half day	Civil Secretariat	3 Secretary Education, Director LNFE, JICA-AQAL	Meeting with Secretary Secondary Education regarding notification of focal persons in BoC&EC, BEAC, BTBB and PITE.	

Annex 3: List of Activities

33	23 rd April 2019	focal persons in BoC&EC, BEAC, BTBB and PITE	Half day	Civil Secretariat	3 Secretary SWD, Director LNFE, JICA-AQAL	A letter was formally forwarded to secretary Secondary education for the notification of focal persons in BoC&EC, BEAC, BTBB and PITE.
34	20-23 rd May 2019	Participation in Non-Formal Education Thematic working group and TVET working group	Half day	PPIU	16 PPIU staff members, consultant and his team, IDSP, BoC&EC, DLNFE, JICA-	Secondary Education department with the support of UNICEF/GPE is revising the Education Sector Plan for 2019-2023. Various thematic groups have been formed to deliberate on the particular area of Education and come up with the suggestion for the improvement of that particular sector to promote education and reduce the numbers of out

Annex 3: List of Activities

35	8 th 2019	July	15	Local Education Group meeting	Half day	Boys scout Head Quarter, Balochistan.	AQAL, UNICEF. 14 Consultant, SCSPEB facilitating the Thematic Group discussion/PPIU team, NAVTEC, Govt. Technical Training institute, Agro-Tech institute, DLNFE, JICA-AQAL	of school children in Balochistan. JICA-AQAL has been included in two thematic areas i.e. Non formal education and TVET. Non Formal education is one of the priority area of Balochistan education Sector Plan. Detailed discussion was conducted on the initial processes for the conduction of Education Sector Analysis. Similarly, in the TVET thematic group a detail situation of the TVET sector was shared and as in NFE Sector analysis of TVET component will also be carried out. Key issues and problems faced by TVET and its linkage with education was discussed in detail.
							30 Secondary Education, DLNFE, UNICEF, JICA, GPE, NGOs and NFE Service providers.	15 LEG meeting was conducted on 8 th July 2019 in which LEG members from Secondary education, DLNFE, JICA, UNICEF, GPE, NGOs and NFE Service providers participated. A part from the update regarding Balochistan Education Sector Plan, Progress regarding UNICEF education supported projects in Balochistan were shared. Deputy Chief Advisor JICA pointed out

Annex 3: List of Activities

36	19 August 2019.	Thematic working Group Meeting of Technical vocational group.	Half day	PPIU	20 Thematic working group members from NAVTEC, BTEVTA, PPIU, JICA, DLNFE	that the LEG should focus on all the Education related progress and issues in Balochistan and should not be limited to UNICEF education intervention and NFE is an integral component of Balochistan education Sector Plan and should be an agenda point in every LEG meeting. The point was endorsed by secondary Education department.
37	28 August 2019	Consultative meeting with Sector Plan Development Team	1 day	SCSPEB (Society office)	7 Consultants, SCSPEB, JICA.	Thematic working group meeting of Technical and Vocational Education was conducted in PPIU. Major Problems, and cause keeping in view the Participation, Quality, relevance and Governance faced by TVET sector was discussed. Linkages between Technical vocational and NFE were also discussed and agreed. A day- long session was conducted with Balochistan Education sector Plan development Team in SCSPEB office on the Non formal Education Components of the sector Plan 2019-23. Various components of Non formal Education component on participation, Quality, relevance and Governance were discussed. JICA-AQAL team discussed their experiences of NON formal education. Sector Plan devolvement

Annex 3: List of Activities

38	14-17 th October 2019	3 day workshop on Sharing of Balochistan Education Sector Analysis for Balochistan Education Sector Plan.	3 days	Officer's Club, Quetta.	20 NFE Education Thematic working Group	<p>A three days detailed meeting was conducted from 14-17 October, 2019. Secondary Education department lead by PPIU and the Sector Plan consultant shared the detailed Education sector Analysis regarding each thematic group. JICA-represented in both Non Formal Education and Technical and vocational group. After sharing the analysis and problems faced by Non Formal and technical and vocational group overall objectives and strategies were discussed and finalized to overcome the issues and problems faced by NON formal Education and technical and vocational sector in Balochistan. Each group then shared their objectives and strategies to the larger group. PPIU in collaboration with the consultants will then consolidate and will share the first draft in February, 2020.</p>	<p>team requested few documents to be shared with the team which will be part of the sector plan. Moreover, the team also agreed to share the draft of the sector plan with JICA-AQAL for their review and feedback before sharing with the larger group.</p>
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Annex 3: List of Activities

39	14 th November 2019	1 day Seminar on” Out of School Children Challenges, Solution and Way forward” arranged by ARC in coordination with DLNFE and JICA.	1 day	Boys Scouts Head Quarter	150 ARC provincial and Field teams, NFE Service providers, DLNFE, Secondary education department, Educationists, JICA team	ARC in coordination with DLNFE and JICA arranged one day seminar on “Out of School Children Challenges, Solution and Way forward”. Secretary SWD and Deputy Chief advisor JICA shared detailed presentation on out of school children statistics in Balochistan and shared that Non formal Education is the way forward if such a huge target has to be achieved. Secretary SWD shared the measures and projects under taken by DLNFE in collaboration with JICA-AQAL to contribute in the provision of education to out of school children in Balochistan and promote literacy in the province.
40	15 th November 2019	16 th Local education Group Meeting	1 day	Boys Scout Head Quarter, Quetta	30 Directors of all the wings of Secondary Education Department, PPIU, JICA, DLNFE, GPE, UNICEF, UNHCR, NGOs, etc.	16 th meeting was held on 15 November, 2019 at Boys Scouts Head Quarter. The meeting was organized by Secondary Education Department in collaboration with UNICEF. The training started with the presentation and updates of the Balochistan Education Sector plan, PPIU shared that the Education Sector Analysis has been completed and they will share the first draft of Balochistan Education Sector Plan in the first Week of February. All the wings of the secondary . Education department i.e. School Education department, PITE and GPE funded

Annex 3: List of Activities

41	15th November 2019	Half Day Meeting with Sector Consultant and his Team.	Half Day	Quetta Serena Hotel Hall	05 Consultant, JICA-AQAL Team	<p>Balochistan Basic Education programme shared their progress. Deputy Chief Advisor shared a detailed presentation of the NFE sector along with the achievement of JICA-AQAL project in Balochistan.</p> <p>A detailed meeting was held with the Sector Plan Consultant team on the Developing the problem and Solution Tree along with the proposed strategies. Major problems of the NFE sector in Balochistan pertaining to Quality, relevance, access and participation and Governance and Financing were discussed in detail. A compressive plan was devised for NFE sector. The consultant will share the draft of NFE component to JICA-AQAL team once it is drafted for their feedback and suggestions.</p>
42	28-29 January 2020	NFE Thematic working Group meeting on Balochistan Education	Half Day	BoC&EC	10 , DLNFE, PPIU, BoC&EC, BAEC, BTBB, SCSPEB	<p>A meeting of NFE thematic working group on Non-Formal education was held on 28th January, 2020 in the meeting room of BoC&EC. The draft interventions on NFE component of BESP, 2019-2023 were shared. Detail discussion on the draft NFE intervention was held in which the feedback from the NFE thematic group were recorded which would further be incorporated to finalize the NFE component of BESP.</p>

Annex 3 : List of Activities

43	10 th March 2020	Provincial Non-Formal Education Forum Meeting	One day	Boys Scouts Head Quarter	45 Director LNFE, CEO BAEC, officials from PPIU, BoC&EC, PITE, NFE Service providers i.e. BRSP, ESP, NCHD, BECS, ARC, IRC, BEF, SCSPEB, DLNFE, Mercy Corps, UNHCR, JICA	The first meeting of provincial NFE forum was conducted on 10 th March, 2020 in which the participants from DLNFE, Education department and all NFE service providers in the province participated. Organization presently working on NFE sector in Balochistan shared their progress and issues they were facing. Director LNFE assured of full cooperation in the smooth implementation of their NFE programme in the Province. The participants requested to ensure the membership of the organization who have recently initiated their activities in Balochistan, Moreover, they were of the view that all the organization should share their strength, expertise and resources so that they can mutually share their expertise and resources in strengthening and improving NFE programme in The province. The forum mutually agreed to rotate the hosting and each organization on rotation basis will Co-host the provincial forum with DLNFE.
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Punjab

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	8 th October	Formation/notification	-	L&NFBFBE		Project Steering Committee formed and

Annex 3 : List of Activities

2019	of AQAL Punjab Project Steering Committee		Department Punjab	officially notified by L&NFBE department, Government of Punjab. This committee is headed by Secretary L&NFBE Department and include 8 members from different departments and JICA AQAL project
2	8 th October 2019	Formation/ notification of TWG for materials development	L&NFBE Department Punjab	4 Technical working Groups formed and officially notified
3	3-5 th December 2019	Exchange Visit of Punjab L&NFBE department to Karachi, Sindh to visit NFBE ALP centre, Orangi, NFE –ALP Teacher Training event, Near Hub Chowki, Women Skill cum Literacy Centre, Karachi 5 th December 2019 DIALOGUE / PANEL DISCUSSION ON	Karachi, Sindh	-To sensitize Punjab L&NFBE department minister, secretary and officials about successful implementation of Accelerated Learning initiative in Sindh -To have first-hand knowledge of ALP application in field through visit of different centres in Karachi -Meeting with learners to have insight of effective learning process, gauge learning achievement through interaction with learners and teachers and community members. -Interaction with civil society involve in running community based non-formal education centres -Meeting with Literacy and Non-Formal

Annex 3: List of Activities

4	6 th February 2020	VIABILITY OF ACCELERATED LEARNING PROGRAMME (ALP with Stakeholders, in (AKU-IED), Karachi			<p>Education Sindh directorate officials to acquire knowledge, best practices and procedures to replicate in Punjab</p> <p>-Participate in one day dialogue/panel discussion to discover the underlying barriers causing out-of-school situation in selected (Punjab and Sindh) areas with particular emphasis on barriers that restrict children from schools</p> <p>-Get an insight into the perceptions of key stakeholders about the effectiveness of accelerated learning programmes (ALPs).</p>
		Visit of L&NFBE Department officials to AIOU Islamabad. JICA facilitated this trip.	AIOU, Islamabad	5 from L&NFBE and 1 from JICA	<p>The following agenda points are proposed for the visit to Allama Iqbal Open University (AIOU), Islamabad on 6th February 2020 in collaboration with JICA.</p> <p>-Certified teachers training programme for NFE Teachers</p> <p>-Multi-grade teaching strategies</p> <p>-Information regarding technical courses offered by AIOU</p> <p>-Explore options for collaboration at the primary & elementary level</p>

Annex 3: List of Activities

									-Social mobilization / community mobilization modules -Adult literacy curriculum, textbooks and other issues -Life skills modules
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Activity 1.2: Facilitate to develop NFE policy framework/action plans (Federal, Sindh and Balochistan)

Federal

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	25 th August 2016	Meeting with officials of Ministry of Federal Education	1 day	Federal Ministry	7 Ministry and AQAL	To discuss inter-provincial coordination forum, and federal policy concept paper. The concept paper was agreed and got a go ahead signal
2	21 st September 2016	Meeting with officials of Ministry of Federal Education	1 day	Federal Ministry	7 Ministry and AQAL	To discuss inter-provincial coordination forum, and federal policy concept paper
3	21 st June 2017	Initial meeting regarding NFE policy for KPK and FATA	1 day	AEPAM, Islamabad	10 UNICEF, UNESCO, AQAL team	Discussion notification of KP NFE policy and inclusion of FATA as part of the KP policy and its connection with federal initiative of education and NFE policy
4	11 th January 2018	Orientation of Consultants on	1 day	AEPAM, Islamabad	4 UNICEF,	Orientation of Consultants on Formulation of KPK/FATA NFE Policy

Annex 3: List of Activities

		Formulation of KPK/FATA NFE Policy					AQAL	
5	14 th February 2018	Meeting on sharing of feedback on draft National Education Policy focusing on Literacy &NFE	1 day	AEPAM, Islamabad			7 UNESCO, NCHD, AQAL, MoFET	Sharing of feedback on draft National Education Policy focusing on Literacy & NFE
6	March 2018	Meeting on NFE Policy Federal	Half day	NCHD Office			3 NCHD, JICA-AQAL	Negotiation with NCHD to jointly work on formulation of Federal Areas NFE Policy while NCHD will host the proceedings/meetings as well.
7	27 th November 2018	Launching of National Education Policy Framework	Half day	National Library Auditorium, Islamabad			Around 300	National Education Policy Framework is focusing on five key priority areas where Non-Formal Education/Accelerated Learning Programmes is one of them.

Sindh

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	29 th February 2016	Meeting to explore equity and inclusion aspects in NFE	1 day	AKU-IED, Karachi	25 AKU, AQAL, SCDP, USAID-SRP, DL&NFE, UNICEF	Addressing equity and inclusion in non-formal education; and responding to the diversified and complex learning needs of learners
2	1 st March	Preparatory	1 day	Karachi,	25	To develop concrete Sindh NFE policy contents by

Annex 3 : List of Activities

2016	meeting for development of Sindh NFE Policy		Sindh	RSU, SED, DL&NFE, UNICEF, UNESCO, AQAL team	learning from the wealth of international and national experiences, best practices and successful models in non-formal education sector.
3	31 st May 2016 First Round Table for development of Sindh NFE Policy	1 day	Executive Development Centre, IBA Sukkur	50 including Provincial divisional and district staff of L&NFE Sindh, SED Sindh, USAID-SCDP, USAID-SRP, UNICEF, ITA, SRSO, JICA and other stakeholders	First Round Table on Consultation for the development of the NFE Policy Sindh
4	14 th July 2016 Second Round Table for development of Sindh NFE Policy	1 day	Committee Room of School Education Department Sindh	30 including DL&NFE Sindh, Schools Education Department Sindh, NCHD, USAID-SCDP, USAID-SRP, UNICEF, UNESCO, JICA-AQAL, SPO,	Second Round Table for Consultation on the zero draft of the NFE Policy Sindh

Annex 3: List of Activities

5	10-11 th August 2016	Third Round Table for development of Sindh NFE Policy	2 days	Hotel Beach Luxury Karachi	STEDA, DCAR, RSU, BISP, BISE Sindh 25 BISE Hyderabad IED-AKU, Karachi, USAID-SRP STEDA, SEF, Karachi SZABIST, JICA,AQAL M&E Directorate , ITA, BRAC UNICEF, NCHD, UNICEF, STEDA, RSU, PD&R, BC&EW, PITE, Directorate Literacy &NFE, Karachi, USAID-SCDP	Third Round Table for Consultations on the draft NFE/ALP Policy Sindh
6	5 th October 2016	Meeting to review draft	1 day	Committee Room,	25 JICA-AQAL,	Review of the draft policy by the closed Group

Annex 3: List of Activities

		Sindh NFE Policy		DL&NFE Sindh	USAID-SRP, USAID-SCDP, RSU, UNICEF, SEF, DL&NFE Sindh	
7	7 th December 2016	Introduction of the Sindh NFE Policy to wider stakeholders, prior to its launch.	1 day	Avari Towers Karachi	30 SED Sindh, DL&NFE Sindh, STEDA, PITE, DCAR, BISP Sindh, BISE Sindh, RSU, AKU-IED, SZABIST, JICA AQAL, USAID-SCDP, USAID-SRP, UNICEF, SPO, ITA, NCHD, SEF	Conference titled Moving Towards Sindh NFE & Alternative Learning Pathways Policy. It was an event to mark headway into laying a solid foundation for NFE in Sindh. The Policy promised a comprehensive legislative oversight, which has to be backed by adequate funding for NFE.
8	25 th May 2017	Meeting to finalize basic structure and layout of NFE Policy Implementation Framework	1 day	Deloitte Office Karachi	15 USAID-SCDP, USAID-SRP, JICA AQAL, DL&NFE Sindh	Basic structure, layout and contents of the NFE Policy implementation Framework was discussed, finalized and agreed

Annex 3: List of Activities

9	2 nd June 2017	Review of Sindh NFE Policy Implementation Framework.	1 day	DL&NFE Sindh	15 DL&NFE Sindh, JICA AQAL, USAID-SCDP, USAID-SRP, UNICEF.	Word by word Review of the draft NFE Policy Implementation Framework Sindh
10	12 th July 2017	Review of Sindh NFE Policy Implementation Framework.	1 day	DL&NFE Sindh	15 DL&NFE Sindh, JICA AQAL, USAID-SCDP, USAID-SRP, UNICEF.	Word by word Review of the draft NFE Policy Implementation Framework Sindh
11	14 th July 2017	Review of Sindh NFE Policy Implementation Framework.	1 day	Deloitte Office Karachi	15 JICA AQAL, USAID-SCDP, USAID-SRP, UNICEF.	Word by word Review of the draft NFE Policy Implementation Framework Sindh
12	20 th July 2017	Review of Sindh NFE Policy Implementation Framework.	1 day	USAID-SRP Office	JICA AQAL, USAID-SCDP, USAID-SRP, UNICEF.	Word by word Review of the draft NFE Policy Implementation Framework Sindh, and finalizing it.
13	21 st July	Review of	1 day	DL&NFE	DL&NFE Sindh,	Endorsement of the amendments in the draft

Annex 3 : List of Activities

2017	Sindh NFE Policy Implementation Framework.		Sindh	JICA AQAL, USAID-SCDP, USAID-SRP, UNICEF.	Policy Implementation Framework
14	5 th October 2017	Approval of Sindh NFE Policy	2 hours	Cabinet Session	NFE Policy approved by Cabinet
15	24 th October 2017	Meeting of NFE Task Force	Half day	Committee Room, SELD Sindh	Discuss and brainstorm on prioritizing the activities of NFE Policy Implementation Framework in phased manner, and decide roles and responsibilities.
16	24 th October 2017	Meeting to review NFE Act	Half day	Committee Room SELD Sindh	Review NFE Act 2017
17	27 th October 2017	Meeting to review NFE Act	Half day	DL&NFE Sindh	Review NFE Act 2017 and discuss the activities and sub activities included in the NFE Policy Implementation Framework Sindh
18	2 nd November 2017	Meeting to review NFE Policy Implementation Framework	Half day	DL&NFE Sindh	Discuss and finalize the activities and sub activities included in the NFE Policy Implementation Framework Sindh

Annex 3 : List of Activities

19	27 th November 2017	Meeting to review NFE Policy Implementation Framework	Half day	DL&NFE Sindh	JICA AQAL, USAID-SCDP, USAID-SRP, UNICEF, DL&NFE	Discuss and finalize the activities and sub activities included in the NFE Policy Implementation Framework Sindh
20	21 st December 2017	Meeting to review NFE Policy Implementation Framework	Half day	DL&NFE Sindh	JICA AQAL, USAID-SCDP, Director and Additional Director of the directorate	Discuss and finalize the activities and sub activities included in the NFE Policy Implementation Framework Sindh
21	Weekly (Feb 2018)	NFE Implementation Framework meeting	Weekly-basis	DL&NFE Karachi	JICA-AQAL, USAID -SCDP, DL&NFE Sindh, and stakeholder organizations	Weekly basis NFE stakeholders conducted to finalize the arrangements for launching of NFE policy. -Implementation Framework being finalized in terms of timelines and costing
22	27 th February 2018	Launching ceremony of NFE Policy	1 day	Pearl Continental Hotel, Karachi	JICA-AQAL, USAID-SCDP, DL&NFE Sindh, and NFE stakeholder organizations in the province of Sindh	NFE Policy Sindh was launched by the Minister of Education for Sindh
23	7 th May 2018	NFE Implementation	1 day	Office of	JICA-AQAL, USAID-SCDP,	To finalize the NFE Policy Implementation Framework as well as discussion on "NFE

Annex 3: List of Activities

					Deloitte – USAID SCDP	DL&NFE Sindh, and stakeholder organizations	Assessment Mechanism”: - Costing model was discussed, as well as Timelines of activities and sub activities were assigned. - Draft NFE Assessment Mechanism was presented, and was agreed and submitted for notification.
24	10 th May 2018	Meeting on development of Sindh Education Sector Plan (SESP) 2019-2034	1 day	Reform Support Unit, SELD, Govt. of Sindh	Meeting with World Bank, UNICEF and UNESCO	The meeting was first step towards development of SESP 2019 – 2023. It started with analysis of situation of Progress on implementation of SESP 2014 – 18 shared, gaps explored. The team shared that the meeting is intended to take stock of the progress in terms of achieving targets of SESP 14-18, identify gaps in service delivery, and explore reasons for gaps. Next meeting will be scheduled in July 2018.	
25	16 th May 2018	NFE Policy Implementation Framework Meeting	1 day	Office of Deloitte USAID-SCDP	JICA-AQAL, USAID SCDP, UNICEF, DL&NFE Sindh, and stakeholder organizations	Costing and Timelines of various activities were discussed	
26	29 th May 2018	NFE Policy Implementation Framework	1 day	Office of Deloitte –	JICA-AQAL, USAID -SCDP, UNICEF, DL&NFE	Costing and Timelines of all activities were finalized	

Annex 3: List of Activities

		Meeting		USAID SCDP	Sindh, and stakeholder organizations	
27	11 th July 2018	Meeting to finalize Costing Model of NFE Policy Implementation Framework	1 day	Deloitte Office Karachi	USAID-SCDP, USAID-SRP, UNICEF, JICA AQAL and Directorate	The meeting participants reviewed and finalized the costing model.
28	5 th March 2019	Meeting of NFE Task Force (Review of Policy Implementation Framework)	1 day	PC Hotel, Karachi	30 (Task Force Members and civil society representatives)	Task Force meeting was chaired by Secretary SELD and participated by the Member organizations and development partners. Director, Literacy & NFE shared the objectives of the Task Force and progress so far was shared JICA-AQAL and SCDP-USAID presented the NFE Policy Implementation Framework. Secretary appreciated the vision put-in the policy pointed out the need to add some clauses (PPP node, etc.) in the draft and hold a review meeting again to get it approved.
29	15 th April 2019	Meeting with USAID-SCDP	Half day	Office of the Director NFE, Karachi	6 Director NFE, PC-AQAL, Deputy	Incorporating Secretary's directions regarding Organogram and role of line departments/directorates in NFE Policy Implementation Framework

Annex 3 : List of Activities

30	17 th April 2019	Meeting with USAID-SCDP	Half day	USAID-SCDP office, Karachi	Chief of party SCDP, Team Lead SCDP, M&E Officer 6 Director NFE, PC-AQAL, Team Lead SCDP, NFE Expert, M&E Officer	To review the revised NFE Policy Implementation Framework.
31	18 th April 2019	SCDP-USAID	Half day	Office of the Director NFE, Karachi	6, Director NFE, Director PPP Node, PC-AQAL, Team Lead SCDP, NFE Expert, M&E Officer	Brief of the NFE Policy Implementation Framework draft and plan to organize Task Force Meeting on agendas of NFE Policy Implementation Framework and PPP.
32	21 st May 2019	Meeting of Task Force	Half day	Mehran Hotel, Karachi	26 Task Force Members	-The NFE Policy Implementation Framework was presented and got approved from Secretary SELD. -Strategy for feasibility study for selection of 1000 NFE Sites has been presented and discussed -Secretary SELD directed to hold another meeting and develop Summary for CM to establish a Monitoring & Coordination Cell in Directorate. -Secretary SELD directed to develop a Piloting

Annex 3: List of Activities

33	27 th May 2019	Meeting at Directorate on drafting summary for CM on Establishment of Monitoring and Coordination Cell	Half day	Office of the Director Lit. & NFE, Karachi	USAID-SCDP team, Director PPP Node, Director Lit. & NFE, PC-AQAL	Package for PPP. Secretary SELD desired JICA to discuss and develop Learners' Tracking Module for Formal Education as developed for NFE. As per the directions of worthy Secretary SELD in Task Force Meeting, summary has been prepared for CM on Establishment of Monitoring and Coordination Cell at Directorate for 1000 NFEs scheme.
34	24 th December 2019	TWG Meeting to review draft NFE Act & Rules	2 hours	Committee Room, Directorate of Lit. & NFE, Karachi	8 (Director & DDs of NFE, UNICEF, RSU, JICA)	-The draft of NFE Act and Rules was reviewed thoroughly by the participant. -Suggestions/corrections have been spotted, endorsed and incorporated on spot. -The incorporated draft then has been shared with all the TWG members for any further clarity. -UNICEF asked for some clarity on definitions of NFE target group. -After consulting JICA Programme specialist and

Annex 3: List of Activities

							Director NFE, the required clarity has also been provided to UNICEF for endorsing the draft to be finalized.
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Balochistan

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	2 nd December 2015	2 nd NFE working Group Meeting	1 day	PPIU Meeting Hall, Quetta	14 participants including representatives from UNICEF, UNESCO, NGOs, Education department, JICA, DL&NFE and PPIU	Detailed discussion on the Progress of Directorate of literacy and NFE. Discussion to make NFE policy in the Education policy of Balochistan. Discussion on the role of JICA to support in the development of NFE Policy. Discussion to revise the ToRs and objectives of the working group and widen the scope of existing NFE working group which focuses only on ALP activities.
2	1 st January 2016	3 rd NFE working Group Meeting	1 day	PPIU Meeting Hall, Quetta	17	Discussed and shared NFE policy development processes. Detailed discussion on Situation Analysis framework, policy review matrix and capacity Assessment tools. Discussion a development of detailed action plan for development of Non-formal Education policy.

Annex 3 : List of Activities

3	2 nd March 2016	National Level Consultation on Balochistan NFE Policy	1 day	AEPAM, Islamabad	23 participants including UNICEF, UNESCO, International Consultant, Secretary Federal Education Ministry, JICA, DGAEPAM, and NFE working Group members	Shared and discussed progress of DL&NFE against the Balochistan Education sector plan. Detailed discussion on Situation analysis, Capacity and Need assessment of DL&NFE. Discussed and Shared general overview of NFE in the region and best practices in NFE sector were shared. Draft outline of Balochistan NFE Policy was discussed and shared. Feedback of the participants on the draft outline were discussed and finalized.
4	12 th May 2016	5 th Meeting of NFE Working Group meeting on NFE Policy.	1 day	BRSP Hall, Quetta	25	Detailed Discussion and orientation on policy, strategy and action plan. Shared and discussed Situation analysis of NFE in Balochistan Basic components of Balochistan NFE policy considerations were shared which were discussed by the participants in Groups and recommendations were shared by the participants.
5	2 nd June 2016	Consultation on Draft Balochistan NFE Policy	1 day	BRSP Hall, Quetta	24	Shared and discussed the significance of NFE to improve education statistics in Balochistan Share and discussed the draft of Balochistan NFE policy. Review of Balochistan NFE policy

Annex 3: List of Activities

6	23 rd April 2017	Advocacy Meeting with the Cabinet member and other key stakeholders	1 day	Quetta Serena Hotel	12 including federal Secretary Education, Minister and Cabinet Member, Secretary SWD, Additional secretary and focal person PPIU and officials from JICA, DL&NFE and Education department.	<p>Detailed discussion was conducted to link Balochistan NFE policy with overall education policy of Balochistan.</p> <p>It was decided by the NFE working Group that the draft NFE policy will be shared individually with educationist of Balochistan for their feedback and finalization.</p> <p>1day advocacy meeting was conducted with the Cabinet member, as NFE policy was awaiting Cabinet approval.</p> <p>Informal discussion was conducted with the Cabinet member and newly appointed secretary SWD on the salient features of NFE policy and its role in improving education and literacy statistics in the province.</p> <p>Discussion was also generated on the link of NFE with CPEC and improvement of socio-economic indicators of the province.</p> <p>Cabinet member assured their cooperation in the approval of NFE Policy.</p>
7	23 rd May 2017	Launching of Balochistan Non-Formal	1 day	Serena Hotel Quetta	125 representatives of all UN, INGO, JICA,	<p>Launching and dissemination of the NFE policy</p>

Annex 3: List of Activities

		Education Policy.				officials from DL&NFE, SWD, UNICEF, UNESCO, UNHCR, WFP, NCHD, Education department officials, BECS local organization etc.	
8	23 rd November 2017	NFE Working Group Meeting on Development of Balochistan NFE Plan	1 day	DL&NFE		27 including the members of NFE working group comprising of UN, NFE providers BRSP, ESP, NCHD, Society, Education department, DL&NFE, JICA and BEAC	Consultant on the development of National NFE plan, shared salient features and statistics for the development of provincial literacy plan. The participant suggested to form sub group comprising of the members from each department to develop the provincial plan and share with the NFE working group. The working group after the review will submit it for formulation of National NFE plan.
9	10 th December 2018	Meeting with Secretary SWD	Half day	Civil secretariat		3 Secretary SWD, Director Literacy, PC JICA-AQAL	A meeting was conducted with Secretary SWD in the secretariat along with the Director LNFE on 10th of December, 2018 where tentative schedule of the 02 days consultative workshop was discussed and he was requested to participate as well. Secretary was satisfied

Annex 3: List of Activities

10	12-13 th December 2018	2 days Consultative workshop on development of Literacy and Non- Formal Education Directorate 5 year Strategic Plan.	2 days	Boys Scouts Head Quarter Balochistan	33 Participants, Secretary SWD, PPIU, UNICEF, NCHD, BECS, GPE, Finance, DLNFE, and JICA-AQAL	with the schedule and appreciated the effort of developing Strategic plan for the DLNFE and promised to participate. Detail discussion and presentation on the need and situation of Literacy and Non formal Education in the province was discussed. Letter on group work on various components of Situation analysis was conducted and presented by the participants. Major components of the Strategic plan were discussed and finalized. Letter on Vision, Goal, Mission and Objectives of the strategic plan were discussed and were finalized accordingly. The feedback on various components of Situation analysis will be incorporated from various sources and another meeting will be conducted to share the draft strategic plan which will be then refined and will be then finalized and notified accordingly. The strategic plan will further contribute and will be incorporated in the NFE Section of next Balochistan Education Sector Plan.
11	January 2019	Situation analysis for strategic Plan for DLNFE	2 days	Individual interviews	6 PPIU, NAVTEC, B- TEVTA, Finance, labour and industries	Individual meetings were conducted with the officials of PPIU, NAVTEC, B-TEVTA, Finance, labour and industries department for collecting data for situation analysis for developing strategic plan for DLNFE.

Annex 3: List of Activities

						department.	
12	April 2019	Presentation to secretary regarding JICA-AQAL and NFE	Half day	Briefing presentation	15	Secretary SWD, DG and other officials of SWD, LNFE officials and JICA-AQAL	A detailed briefing was given to Secretary SWD regarding NFE and achievements of the DLNFE under JICA-AQAL. Secretary, SWD, appreciated the sincere efforts of JICA-AQAL for supporting DLNFE and for the promotion of Literacy and NFE in Balochistan.

Activity 1.3: Improve the administrative structure of NFE directorates (Federal, Sindh and Balochistan)

Federal (NA)

Sindh

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	February 2016	Assessment and Capacity Development Plan for NFE Sindh	1 day	DL& Sindh NFE	10 Directorate of Literacy & director and additional director and AQAL team	To discuss the existing structure, functional capacity and funding status of the NFE in Sindh. This meeting led a clear way to develop capacity assessment and capacity development plan.
2	11 th April 2016	Assessment and Capacity	1 day	DL& Sindh NFE	15 DL&NFE Sindh	To discuss the capacity assessment findings and develop institutional development plan for the

Annex 3: List of Activities

		Development Plan for NFE Sindh				(selected officers), and JICA AQAL team	DL&NFE.
3	26 th August 2016	Restructuring of Directorate - Brainstorming session	1 day	DL& NFE Sindh	20 DL&NFE Sindh, all officers, and JICA AQAL team	To brainstorm on the composition of the proposed functional units, as well as to decide on their roles and responsibilities.	
4	14 th June 2017	Meeting with the Secretary SELD Sindh.	1 session	Secretary's Office	Secretary SELD Sindh, DL&NFE, JICA AQAL	Advocacy and seeking support for provision of resources to the Directorate at Districts' level for implementing NFE in the field	
5	20 th June 2017	Issuance of Notification.			Secretary SELD Sindh	Notification of the Administrative Control of the District Officers' Literacy in 15 districts, and District Officers (SEMIS) in all districts to the Director	
6	10 th October 2017	Advocacy Meeting with the Secretary SELD Sindh	1 session	Secretary's Office	Secretary SELD Sindh, JICA AQAL	Advocacy and seeking support for establishment of NFE Units at STEDA, DCAR, STBB, PITE	
7	7 to 9 th February 2018	Capacity Building workshop of DL&NFE	3 days	AEPAM building, Islamabad	8 officials from the Directorate of Lit &NFE (1 Director, 3 Deputy Directors, 2 Assistant Directors, 2 Assistants)	Capacity building of DLNFE enhanced regarding NFE needs, scope and opportunities of funding. Field/Exposure visit to learn the good practices of NFE at ICT.	

Annex 3 : List of Activities

							Team building to develop synergies and perform the tasks effectively.
8	1 st February 2018	Meeting with Sindh TEVTA	Half day	STEVTA, Karachi	JICA-AQAL, Directorate, STEVTA	To explore their work for establishing synergies, and leveraging on STEVTA resources and processes	
9	1 st February 2018	Meeting with BRAC	Half day	BRAC, Karachi	JICA-AQAL, BRAC representatives	Getting briefed on BRAC's activities & interventions, briefing them on NFEMIS as DFID is interested that BRAC initiates reporting data on NFEMIS	
10	1 st February 2018	Meeting on Assessment Mechanism	Half day	SEF, Karachi	JICA-AQAL, SEF representatives	Presenting the draft concept Note on Assessment Mechanism for comments & recommendations for improvement	
11	19 th February 2018	Meeting on DFID resource mobilization	Half day	DFID, Karachi	JICA-AQAL, DFID representatives	Exploring possibility of resource mobilization for NFE	
12	12 th February 2018	Meeting on Financial Literacy programme	Half day	SEF, Karachi	JICA-AQAL, SEF representatives	Discussion on Financial Literacy Booklet, and how it will be used	
13	20 th February 2018	Meeting with a Japanese company for resource	1 day	Karachi	JICA-AQAL and Marubeni	Meeting with Japanese company Marubeni for resource mobilization.	

Annex 3: List of Activities

14	21 st February 2018	mobilization Launching Ceremony of M&E mechanism	1 day	SEF office, Karachi	JICA-AQAL, SEF, USAID, UNICEF, other Stakeholders	Launching of M&E Mechanism and brief orientation of NFE Stakeholder
15	8 th February 2019	Meeting with Special Secretary-1 on sharing current progress of NFE and challenges (SNE approval, Office Space etc.)	Half day	Board room of SELD, Sindh Secretariat Karachi	SELD staff, JICA-AQAL, SEF, USAID, UNICEF, other Stakeholders	JICA-AQAL briefed on the Development and needs as following: 1) Development of NFE Policy, curriculum, Materials, NFEMIS, Teachers Management Framework, M&E Mechanism, Social Mobilization and so on) by the Directorate and JICA-AQAL along-with development partners. 2) Need to strengthen the Directorate by adding more technical staff and space for officers as well as allocation of regular budgets. 3) AQAL-II 4) Counter Value Fund 5) SESP for GPE Grant Special Secretary appreciated the contribution of JICA and collaboration of Development Partners. He desired to visit some NFE Centres to understand the ground realities.
16	21 st February	Meeting with Secretary SELD to	2 hours	Office of the Secretary,	Secretary, JICA-AQAL	Secretary was appraised on 1)AQAL Progress so far 2)Missing Areas of the Project like Strengthening of

Annex 3: List of Activities

	2019	<p>apprise the Secretary SELD about the progress so far and discuss the challenges and needed support for NFE in Sindh</p>		SELD		<p>Directorate, Vacant Positions, Approval of Scheme for 1000 NFE Centres, Allocation of more budgets for NFE, Need for Physical space for NFE Officers 3) Policy dimensions and Quality NFE 4) Learners' Tracking System and NFEMIS 5) Need for putting SESP to win GPE Fund 6) Study visit to Indonesia, its purpose and relevant nominations form Sindh. The Secretary held that "NFE is the only way forward to achieve the education indicators in Sindh" and SELD is allocating more resources to open thousands of NFE Centres in collaboration with CBOs and NGOs. The technical work done by JICA is much appreciable and other development partners are doing commendable. We request our development partners to take NFE as priority and divert their available resources towards Non-Formal Education for their future interventions. We are hopeful to fill the vacant positions on immediate basis for strengthening of the Directorate.</p>
17	26 th February 2019	Follow Up and Support to the Directorate in	Half day	Office of the Minister Education,	Minister Education and his staff, Secretary SELD,	<p>Minister was briefed on the Current situation of Education and OOSC in the province A presentation was made by Deputy Chief Advisor of JICA-AQAL</p>

Annex 3: List of Activities

		presenting the strategic NFE IP to the Minister and CM for approval.	Sindh	CPM-RSU, Deputy Chief of Party USAID-SCDP, UNICEF-Education Specialist, Save the Children, Director NFE, JICA-Chief Advisor, Deputy Chief Advisor and PC-Sindh	on Directorate's scheme of 1000 NFE Centres. Minister appreciated the contribution of development partners especially JICA for promotion of NFE. Secretary and Minister assured that the needed HR and budget will be allocated to NFE for establishment of 1000 NFE Centres. But the Secretary also held that we encourage the donors on first priority to come forward and fully take up all the finances for these 1000 Centres.
28 th October 2019	Orientation of DDs & AD of NFE Directorate on their role of thematic areas (especially linked with AQAL outputs)	Half day	Meeting room, Directorate of NFE, Old KDA Building, Sindh Secretariat, Karachi	7 Director, Add. Director, DDs, Ad of NFE Directorate, PC-AQAL	-Meeting held with all NFE Directorate Staff in chair with Director NFE. -3 Deputy Directors were assigned specific roles pertaining to AQAL outputs. -TORs drafted for each DD and handed over the ongoing activities against each theme. -It was decided that Programme Specialists of AQAL will formally hand-over all the relevant files, data, notifications to each DD who will be taking these forward independently in future.

Balochistan

No	Date	Title	Duration	Venue	Participants	Key discussion points
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Annex 3: List of Activities

1	13 th May 2016	Consultation on strengthening /restructuring of Directorate of Literacy and Non-formal education.	1 day	BRSP Hall	11 participants including representatives from Finance, JICA, P&D and S&GAD, education department, NCHD, BRSP etc.	Shared and discussed analysis on capacity assessment of DL&NFE. Detailed discussion on Geographical and socio-economic importance of Balochistan in the region and its important role in the coming years. Sensitized the participants on the importance of increasing literacy with skills development with need-based education through NFE to enable the people to participate and benefit from CPEC and other developmental interventions. Discussion and finalization of short and long term plan to strengthen DL&NFE to achieve literacy and NFBE related national and global targets. Social Welfare Assured for the provision of Human Resource for operationalizing key units of DL&NFE.
2	21 st April 2017	2 nd consultation on strengthening and restructuring of DL&NFE.	1 day	PPIU Meeting Hall	15 Participants Including Additional Chief Secretary Balochistan, 1 secretary for education Planning and professional secretary Training, secretary	Additional Chief Secretary Balochistan and Federal secretary for education Planning and professional Training were among the participants of the restructuring meeting. Shared and discussed restructuring of the Directorate Plan. Shared and discussed Literacy Council Act.

Annex 3: List of Activities

3	February 2018	Capacity Building workshop of DL&NFE	3 days	AEPAM building, Islamabad	8 officials from the Directorate of Lit &NFE (1 Director, 3 Deputy Directors, 2 Assistant Directors, 2 Assistants)	Additional education, officials of Education department, JICA, UNICEF and UNESCO	Shared and Discussed NFE policy, which was supposed to be discussed the same day. ACS asked Secretary SWD to submit Schemes related to NFE, literacy council Act. and restructuring Plan. Capacity building of DLNFE enhanced regarding NFE needs, scope and opportunities of funding. Field/Exposure visit to learn the good practices of NFE at ICT. Team building to develop synergies and perform the tasks effectively.
4	February 2018	Meeting with Secretary Social Welfare on formation of Provincial Literacy Council	Half day	Office of Secretary Social Welfare	Provincial Coordinator (AQAL Balochistan), Director (L&NFE), Secretary SW		Some renowned educationists were identified and planned to get their consent for meeting.
5	February 2018	Meeting for SNE 2018-2019	1 day	DL&NFE office	DL&NFE		To discuss and develop SNE for year 2018-19. Document was finalized and submitted to

Annex 3: List of Activities

6	May 2018	Meeting for teacher training mechanism	1 day	PITE office	Director DL&NFE, Director PITE and other officials	Secretary Social Welfare for further submission to Finance Department. -Technical committee will be notified on Teachers Training -PITE will identify HR and physical resources for NFE Wing in PITE - Technical Committee will finalize Teachers minimum Standards, Teachers Recruitment and Teachers CPD. -All NFE provider in the province will follow the same Teacher Training/Management Mechanism.
7	June 2018	Meeting with PITE on Teacher Training Component	1 day		AQAL staff (Abid sb, Sajjad sb), Director PITE, D Director and Assistant Director PITE, ALP staff and Deputy Director LNFE	Detailed discussion was made on Teacher Management framework and the action points to move forward with the establishment of NFE Teacher training wing in PITE. PITE agreed to provide space, nominate staff for the NFE Teacher Training wing and will notify the Technical Committee who will work on the development of NFE Teacher Frame work and NFBE manuals.
8	17 th June 2019	Meeting of the Technical Working group	Half day	PITE office	35 PITE, JICA and NFE service providers	Consultative meeting of the Technical Committee on NFE teacher training was conducted at PITE in which Director PITE, Director LNFE, subject

Annex 3 : List of Activities

		on NFE Teacher Training				<p>specialist of PITE and NFE service providers participated. Draft NFE Teacher Management framework was chalked out and it was agreed that PITE will finalize and notify NFE Teacher standards and CPD related matters while administrative matters like NFE Teacher Qualification, Honorarium, recruitment Criteria and the like will be finalized and notified by SWD.</p> <p>Moreover, the Technical working group also endorsed the NFBE teacher Training manuals for Package A&B which will be sent to Secretary Secondary Education for notification.</p>
9	July 2018	Meeting with PITE on Teacher Training Component	Half day	PITE	<p>Director PITE, deputy Director and Assistant Director Training, ALP staff, Director Literacy and NFE and JICA</p>	<p>PITE has identified space for NFE wing and has also nominated focal person and other members of the NFE wing in PITE.</p> <p>Discussions were held on the Notification of sub- committee that will be notified by Secretary education department. It was finalized that JICA will share the draft Notification and then PITE will forward it to Secretary education department for formal approval.</p>

Annex 3: List of Activities

10	3-6 th September 2019	4 days training of the Field Supervisors on the Implementation of Quality NFE programme in Balochistan.	4 day	Directorate of Literacy and Non Formal education, SWD complex Quetta.	30 (10 field office, 10 provincial office, 5 NFE service providers, 5 JICA-AQAL staff)	<p>4 day training workshop of the newly appointed District Field Supervisors was held from 3-6 September, 2019.</p> <p>Apart from the DLOs from the 10 districts of DLNFE field staff of other Non-Formal Education supervisors who have recently signed MoU with DLNFE participated. The purpose of the training workshop was to build the capacity of field supervisors in implementing quality Non Formal Education programme in the province. The training contents were developed keeping in view the role and responsibilities of Field supervisors which were Importance and role of NFE, NFE curriculum orientation, hands on training on NFEMIS, Monitoring and Evaluation, Social Mobilization and NFBTE Teaching and Learning material Package A&B.</p> <p>At the end of the workshop Secretary Social Welfare, Literacy and Non Formal Education distributed the certificates among the participants and encouraged the participants to apply what they have learnt in the field to improve NFE programme in the province.</p>
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Annex 3: List of Activities

11	17-20 th September 2019	4 days training of the District Literacy officer of DLNFE on NFE programme implementation in Islamabad.	4 days	AEPAM, Islamabad	25 (9 DLOs, 7 DLNFE Provincial office, 9 JICA-AQAL staff)	4 days training workshop of the newly appointed District Literacy Officers, DLOs, was held in Islamabad from 17-20 th September, 2019. DLNFE provincial staff, DLOs and JICA-AQAL staff were among the participants. The purpose of the training was to build the capacity of DLOs on all aspects of planning, implementing, monitoring and evaluating Non-Formal Education programme. The contents of the training were Need and importance of Non formal education programme and role of DLOs, NFE curriculum, NFEMIS and data Driven Management, NFBFE and Adult Literacy Teaching and learning material, Monitoring and Evaluation, Social Mobilization and field visit to monitor the pilot NFBFE centres in Islamabad. The training was good exposure for the newly recruited DLOs in improving their knowledge and skills and mobilizing them to implement Non formal Education programme in the province. It was the first time in the history of DLNFE that the newly recruited staff went under a detailed capacity building programme.
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Annex 3: List of Activities

12	20-23 rd November 2019	4 day Training workshop of the Supervisors and DLOs on NFEMIS and monitoring and Mentoring.	4 days	SWD Child Protection Hall	35 DLNFE provincial office, Supervisor and DLOs from 12 Districts, BRSP, IRC, SEHAR, ESP and JICA-AQAL Team	A four-day training workshop was organized for the supervisors and DLOs of DLNFE along with the participants from NGOs working on NFE. The basic purpose of the training workshop was to build the capacity of NFE supervisors, DLOs and service providers on monitoring and mentoring to improve the quality of NFE programmes in Balochistan and to ensure data entry of all the districts where DLNFE is implementing their NFE programme and to orient and train the staff of the NGOs who have recently signed MoU with DLNFE. Detailed hands on training along with the field visits were made to ensure hands on training of the participants both on Monitoring and mentoring and NFEMIS through entering their Teacher, Learner and Centre data. At the end of the workshop DLNFE supervisors entered complete data of their NFE programme in NFEMIS.
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Activity 1.4: Support for design and approval of projects for expansion of NFE (Federal, Sindh and Balochistan)

Federal

Annex 3 : List of Activities

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	22 nd March 2017	One day workshop at AIOU for the consultation on course outlines of NFE one year diploma	1 day	AIOU, Islamabad	30	One day workshop at AIOU for the consultation on course outlines of NFE one-year diploma
2	24 th March 2017	Seminar on CLCs	1 day	AIOU, Islamabad	25	Develop the outline of CLC model considering the local need, SDGs requirement and international best practices Prepare recommendations for submission to Government for piloting and up-scaling the CLC model in Pakistan
3	19 th March 2019	Launching of NFE Teachers' Certificate Course by Department of Literacy and NFE Allama Iqbal Open University	Half day	AIOU, Islamabad	Around 100	Launching of NFE Teachers' Certificate Course by Department of Literacy and NFE Allama Iqbal Open University (AIOU) Islamabad in collaboration with AQAL Project which was attended by over 100 academicians, practitioners of NFE from various organizations and beneficiaries of the course.

Annex 3: List of Activities

		(AIJU)					
4	1 st April 2019	Signing of LoU with Federal Directorate of Education (FDE)	Half day	FDE Islamabad	16		to clarify areas of mutual cooperation to support provision of Non-Formal, ALP opportunities to out of school children in ICT by provision of teaching learning resources, trainings, tracking through NFEMIS and assessment mechanism.

Sindh:

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	11 th May 2017	Inauguration Ceremony of NFE Centres in 5 Districts under ADP Scheme 2016-17	1 day	Hotel Crown Hyderabad,	150 at Hyderabad, including DL&NFE, SED, JICA AQAL, USAID-SCDP & USAID-SRP, and NFE Facilitators in 5 districts	Opening / Inauguration Ceremony of Non-Formal /Adult Literacy Centres in 5 districts of Sindh Orientation/Training of NFE Facilitators on Social Mobilization and Teaching methodologies.
2	12 th May 2017	Inauguration Ceremony of NFE Centres in 5 Districts under ADP Scheme 2016-	1 day	Mirpur Khas	40 at Mirpur Khas, including DL&NFE, SED, JICA-AQAL, USAID-SCDP & USAID-SRP, and NFE	Opening / Inauguration Ceremony of Non-Formal /Adult Literacy Centres in 5 districts of Sindh Orientation/Training of NFE Facilitators on Social Mobilization and Teaching methodologies.

Annex 3: List of Activities

3	13 th May 2017	17	Inauguration Ceremony of NFE Centres in 5 Districts under ADP Scheme 2016-17	1 day	Thatha	Facilitators in 5 districts 40 at Thatha including DL&NFE, SED, JICA AQAL, USAID-SCDP & USAID-SRP, and NFE Facilitators in 5 districts	Opening / Inauguration Ceremony of Non-Formal /Adult Literacy Centres in 5 districts of Sindh Orientation/Training of NFE Facilitators on Social Mobilization and Teaching methodologies.
4	April - May 2017		Meetings with the Directorate to develop PC-1	1 day	DL&NFE, Sindh	10 DL&NFE and AQAL team	Regular meetings to develop and advocate/ follow up for PC-1s to set up NFBEs and literacy centres in Sindh.
5	20 th June 2017		Discussion on draft NFE Act	1 day	Committee room, Secretary SED, Sindh	10 Secretary SED, head curriculum wing, SCDP, AQAL	Discuss draft NFE ACT/ BILL and improve the same for furtherance
6	21 st June 2017		Meeting to develop PC-1 for setting up NFE Centres in Prisons	1 day	DL&NFE, Sindh	AQAL and DL&NFE team	Develop/ refine PC-1 for setting up NFE centres in Sindh prisons
7	24 th July 2017		Consultative Session to	1 day	DL&NFE Sindh	DL&NFE, USAID-SCDP, JICA-AQAL	Concept Note to establish NFE Centres in Districts and in Central Jails in 5 districts,

Annex 3: List of Activities

		develop Concept Note on setting up NFE Centres in Prisons					developed.
8	4 th - August 2017	Two Days' Orientation Session of DO s (L) and DO s SEMIS at Sukkur	2 days	Sukkur	DL&NFE Sindh, JICA, Dos Literacy & DO SEMIS	Orientation of DOs on JDs, NFE, SESP 2014-18, District Education plans, and development of District NFE Plans.	
9	22 nd September 2017	Review Meeting with the DO s (L) and DO s SEMIS at Hyderabad	Half day	Hyderabad	District Officers Literacy and DO SEMIS of 5 districts, DL&NFE Sindh, USAID-SRP and JICA AQAL	Updates on progress, provision of data, directed to physically verify the locations and sites shared with the Directorate for establishing NFE Centres.	
10	9 th October 2017	Assessment Exercise in Central Prison Karachi	Half day	Central Prison Karachi	DL&NFE, JICA AQAL	Assessment for establishment of NFE Centres in Prisons	
11	12 th October	Assessment Exercise in	Half day	Central Prison Hyderabad	DL&NFE, JICA AQAL	Assessment for establishment of NFE Centres in Prisons	

Annex 3 : List of Activities

2017	Central Prison Hyderabad								
12	22 nd November 2017	Written Tests for selection of NFE Facilitators under ADP Scheme 2017-18	1 day	Mir pur Khas	DL&NFE Sindh, JICA AQAL	Conduct of Written Tests of NFE Facilitators for hiring in the NFE Centres to be established under the ADP Scheme 2017-18			
13	13 th March 2018	Meeting with TCF	Half day	Office of DL&NFE Sindh	5 (TCF, JICA-AQAL, DL&NFE Sindh)	Meeting with TCF to explore the avenues for future partnership.			
14	3 rd April 2018	Meeting with TCF	Half day	Office of DL&NFE Sindh	TCF Staff, JICA-AQAL, and DL&NFE Sindh	It was decided that JICA-AQAL will share hard copies of Package A and B with TCF for review and comments, package C will also be shared once the amended version is available.			
15	4 th April 2018	Meeting on Japanese Grant	Half day	UNICEF Field Office	UNICEF, JICA-AQAL, DL&NFE Sindh	To discuss the details on how to roll out the Japanese Grant by UNICEF			
16	4 th April 2018	Meeting with O&A	Half day	Office of O&A	O&A CEO, JICA-AQAL	To brief activities by AQAL and discuss the possibility of collaboration			

Annex 3: List of Activities

17	16 and 17 th April 2018	Sindh Education Development Forum	2 days	Moven pick Hotel Karachi	All departments of Government of Sindh that is part of the Sindh Development Forum	Successful advocacy with the forum to include NFE as one of the priorities of Education sector in the next ten years development agenda
18	3 rd 2018	Meeting with UNICEF	1 day	UNICEF Sindh Office	DL&NFE, JICA-AQAL, UNICEF	To discuss the details of Japanese grant by UNICEF
19	28 th 2018	Meeting for AQAL II	1 day	Old Building, Officer of the Director, Literacy &NFE Sindh	JICA-AQAL, DL&NFE	To explore possible strategies and area of intervention for AQAL II.
20	29 th October 2018	Meeting with USAID- SCDP, USAID-SRP and Directorate	1 day	Old Building, Officer of the Director, Literacy &NFE Sindh	DL&NFE, JICA AQAL, USAID-SCDP & USAID –SRP	Meeting was convened as a follow up to the meeting with the Secretary SELD, to discuss the basic layout of the Proposal, the targets to be set, and selection of districts for the implementation of the project.
21	30 th 2019	Meeting with Chief Education for submission of AQAL-2	Half day	Office of the Chief Education, P&D Department, 3 rd Floor, Taghluq	Chief Education P&D and his planning officer, Chief Advisor JICA- AQAL, Director NFE, PC-AQAL	Chief Education (Mr. Ghulam Muhammad Shaikh) was visited to learn how to send the proposal to EAD. JICA-AQAL Chief Advisor along-with Provincial Coordinator and Director Literacy & NFE held

Annex 3: List of Activities

22	13 th June 2019	Meeting at USAID-SCDP office on PPP Package development for NFEs	3 hours	USAID-SCDP Office, Deloitte, Shahrach-e-Faisal, Karach	house, Sindh Secretariat, Karachi	meeting with Chief Education. A healthy discussion was carried out regarding NFE and role of JICA in promotion of NFE in Sindh as well as the need to have phase-2 of AQAL project.
23	20 th June 2019	Meeting with Director PPP Node for discussing modalities of PPP for NFE	2 hours	Office of Director L&NFE, Karachi	5 Director PPP, Director NFE & his officers, JICA-AQAL	SEF model was presented by Bilal Lashari and feasibility was discussed for adopting possible components of SEF model especially baseline survey. Per Learner cost has been focused to finally reach any model. It was also discussed that we need to develop specifications for NFE Centres' establishment by CBOs under PPP Node. It was deliberated that for first year there will be around 05 districts to establish NFE Centres and the cost of 600 million will be incurred to open maximum Centres in the selected 05 districts in first year and the cost will eventually be increased for next years to cater the existing Centres as well as for opening of the new NFE Centres in same and some other districts next phases.

Annex 3 : List of Activities

24	27 th September 2019	Meeting for deliberations for the process of PPP specification development	Half day	Office of Director L&NFE. Karachi	4	<p>NFE Directorate, JICA-AQAL and PPP node</p> <p>It was decided that after approval by Policy Board, the file will be submitted to Secretary SELD for review and approval to go ahead.</p> <p>-Secretary SELD Qazi Shahid Pervaiz transferred in Sep. 2019.</p> <p>-In a meeting, New Secretary was briefed about PPP modality planned for NFE Directorate implementation. Secretary asked for more time in developing more understanding to decide on PPP.</p>
	4 th & 19 th November 2019	Meeting with Director PPP-Node, Legal Consultant and PPP officer on feasibility of PPP Programme for NFE	2 hours	at Finance Department	5	<p>Director PPP, Legan Consultant, Finance officer, PC-AQAL, DD NFE</p> <p>First meeting held at Finance department at PPP office (Fahad Ansari) for orientation on need of NFE, different model on ground and to discuss feasibility for development of PPP Programme for NFE.</p> <p>PC-AQAL, DD Manzoor Uqaili, Director PPP Node, Legal Consultant for PPP and PPP Officer was the meeting participants.</p> <p>An understanding on NFE was developed to draft TORs of a Transactional Advisor who will further work on feasibility of NFE PPP Programme development.</p> <p>Second meeting held at Directorate of NFE for review of Director sb. and fine tuning the draft</p>

Annex 3: List of Activities

							TORs and RFP to be submitted to Secretary SELD.
27 th November 2019	Director PPP and Node consultant visit to NFE Centre	3 hours	NFE Centre Gulshan-e-Johar Karachi	7	Director PPP, Legal Consultant, Finance Officer, Programme Officer SEF, CFC, PC-AQAL	Visit to NFE Centre run by SEF at Gulshan-e-Johar was paid to understand NFE modalities on ground.	
27 th November 2019	Meeting with Sindh Education Foundation	2 hours	Committee room, SEF office, Karachi	5	Director PPP, Legal Consultant, Finance Officer, Programme Officer SEF, PC-AQAL	After visiting NFE Centre, the PPP team also held meeting with SEF at their office for further clarity and understanding of feasible options for NFE in Suburb areas as well.	

Balochistan

No	Meeting date	Title	Duration	Venue	Participants	Key discussion points
1	February 2017	Consultation meeting on DL&NFE BESP targets,	1 day	DL&NFE	7 JICA, DL&NFE and SWD	Discussed in detailed the current activities of the Directorate regarding NFE. Identification of gaps and key areas of intervention. Discussed NFE related interventions of the

Annex 3: List of Activities

		current activities and gaps					Directorate in BESP.
2	March 2017	One day meeting to develop PC1 and SNE for fiscal year 2017-18 DL&NFE	1 day	DL&NFE	5 JICA, DL&NFE and SWD		Discussion on the present and future requirement of HR in the DL&NFE. Preparation of SNE for the new positions. Discussion and preparation of PC1 regarding expansion of NFE through provision and establishment of Adult literacy and NFBE schools.
3	December 2017	one day meeting to develop PC1 and SNE for fiscal year 2018-19 DL&NFE	1 day	DL&NFE	JICA, DL&NFE and SWD		Discussion on the present and future requirement of HR in the DL&NFE. Preparation of SNE for the new positions. Discussion and preparation of PC1 regarding expansion of NFE through provision and establishment of Adult literacy centres. Develop and submitted project proposal on the establishment of NFBE schools in 34 districts of Balochistan and submitted to P&D department.
4	March 2018	Launching Ceremony of Japanese grant by UNICEF	1 day	PPIU office Civil Secretariat	13 JICA, UNICEF, Secretary SW, Secondary		To launch the Japanese grant by UNICEF and brief presentation was delivered on the joint activities. -it was decided to include Secretary Social Welfare in the member list of LEG.

Annex 3 : List of Activities

5	April 2018	Meeting with UNICEF	1 day	ALP Office UNICEF	Education, Add Sec. 6 JICA, Directorate, UNICEF, ALP team	To discuss the details of ALP and NFE schools
6	May 2018	Meeting with UNICEF	1 day	UNICEF Office	4 JICA, UNICEF	To discuss the details of ALP and NFE schools
7	May 2018	Consultation for meeting for AQAL II	1 day	DL&NFE office & Secretariat	JICA, DL&NFE, Secretary of SWD	Consultation with DLNFE and Secretary SWD on AQAL II project proposal
8	January 2019	Finalization of LoU with Livestock Department on Livestock Literacy	Half day	DLNFE, Livestock Directorate	3 Director Planning Livestock, Director Literacy, PC JICA	In continuation with the meeting conducted with Minister, Secretary, DG and Livestock department on joint Livestock literacy programme. A meeting was conducted with DG Livestock on draft LoU with Livestock, Social Welfare and JICA AQAL. The draft has been finalized and has been submitted to Secretary Social Welfare and Secretary Livestock for formal Signature.
9	February 2019	Consultation Meeting with director literacy for SNE 2019-20	Half day	DLNFE office	3 JICA-AQAL, Director DLNFE, Deputy Director DLNFE	Detail discussion was conducted with Director Literacy regarding the upcoming SNE 2019-20. Major schemes and positions required were discussed and finalized.
10	5 th March	Discussion on	Half day	DLNFE	3	After the discussion proposed organogram of the

Annex 3 : List of Activities

2019	the finalized SNE 2019-20			JICA-AQAL (Asif Kasi, Sajjad Haider), Director LNFE	directorate of literacy was discussed along with the ToRs for each proposed positions and justifications were finalized and shared with Director LNFE to submit it through secretary SWD.
11	April 2019	Discussion and Submission of AQAL II proposal	Half Day	Civil Secretariat	3 AQAL II proposal document was discussed in detail with Secretary SWD. After the approval of the secretary the proposal was submitted to P&D for further submitting it with EAD.
12	April 2019	Meeting with Chief Secretary Balochistan regarding DLNFE PSDP scheme	Half day	Chief Secretary Balochistan Office	8 A detailed Presentation was given to Chief Secretary Balochistan regarding NFE and achievements of the Directorate of LNFE under JICA-AQAL. PSDP scheme of the Directorate of LNFE for the establishment of 3400 NFBE schools in all the districts of Balochistan was discussed. The Chief Secretary appreciated the efforts of JICA and the proposed project and directed to include in the top priorities and send the scheme to P&D for 2 nd round of review.
13	26 th April 2019	Meeting with IRC for initiation of NFBE programme in	Half day	DLNFE office	4 A meeting was conducted with the provincial head of IRC regarding IRC project of "Leave no girl Behind" which is implemented by IRC through Balochistan education foundation and DIL. Detailed discussion regarding

Annex 3: List of Activities

14	May 2019	Balochistan	PSDP review committee meeting under the chairmanship of Chief Secretary Balochistan.	Half day	Chief Secretary Balochistan Office	12 Chief Secretary Balochistan, Additional Chief Secretary, Finance, Deputy Secretary P&D, Secretary S&GAD, Secretary SWD, Director LNFE, PC JICA-AQAL, DC,	<p>implementation of NFBE project was held. IRC was of the view to complete the NFBE in 24 months with 5 hours daily class. Scheme of study on 24 month and 5 hours daily class along with all the necessary documents i.e. Curricula, NFE Policy, 1 set of NFBE Package A&B books and notifications were shared.</p> <p>A sample copy of MoU with DLNFE was also shared. IRC will soon be signing MoU with DLNFE for initially opening 50 NFBE schools in Balochistan.</p> <p>Detailed presentation was given to the PSDP review committee on Access to education through accelerated education in 34 districts of Balochistan. Chief secretary Balochistan and the review committee appreciated the scheme but requested to revise the scheme and pilot it in few districts of Balochistan and include Elementary and secondary level stream to provide continuing education opportunity to out of school children.</p>
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Annex 3 : List of Activities

15	3 rd May 2019	Request for Partnership			JICA-AQAL, Chief secretary staff officer	NRSP is implementing EU funded BRACE (Balochistan rural development and Community Empowerment) project in District Turbat. NRSP aims to educate 2250 female in next two years and for the purpose has requested DLNFE Social Welfare department for partnership by using the curriculum and teaching learning material and the NFE mechanism developed by the DLNFE under JICA-AQAL project. NRSP will soon sign MoU with DLNFE, SWD for the above-mentioned project.
16	8 th May 2019	Meeting with IRC regarding IRC consortium on NFE and adult literacy	Half day	DLNFE office	6 DLNFE, IRC, JICA- AQAL	The national programme manager of IRC briefed regarding the leaving no girls behind consortium in Balochistan in which IRC will lead the consortium while BEF, DIL and KTF are the other consortium members. Through this consortium they have two initiatives ALP/Non formal Basic Education through which 39,000 10-14 years age out of school girls will be enrolled in 5 districts of Balochistan and Basic Literacy and numeracy programme age 15-19

Annex 3: List of Activities

17	16 th May 2019	PSDP proposed scheme review committee under the Chairmanship of Chief Secretary, Balochistan	Half day	Chief secretary Office	8 Chief Secretary, Additional Secretary, Deputy secretary P&D, staff officer, Chief Secretary, Deputy Secretary Finance, Secretary SWD, Director LNFE, PC JICA-AQAL	A detailed presentation was given to the review committee on the SWD proposed scheme” Access to Education through Accelerated education”. Chief Secretary appreciated the concept and request to revise the scheme and link it with Elementary and propose a model in few districts of Balochistan and also include the Madrassas so the children in Madrassas could also be mainstreamed and ensure the continuity of education of the learners.	where 9000 adults will be provided with Basic Literacy and Numeracy. IRC will initiate the programme in July, 2019. IRC lead consortium will soon sign MoU with DLNFE.
18	19 th May 2019	Final review of PSDP schemes under the chairmanship of Chief Secretary Balochistan.	Half day	Chief Secretary Balochistan Office	12 Chief Secretary Balochistan, Additional Secretary, Secretary Finance, Deputy Secretary P&D, Deputy Secretary	A detailed presentation was given to the PSDP review committee on “Access to education through Accelerated education “. The review panel appreciated the PSDP Scheme as it has covered both primary and secondary and will be piloted initially in 12 districts of Balochistan after which it will be expanded to all 34 districts of the province. The Chief Secretary requested to pilot it in few Religious	

Annex 3 : List of Activities

19	19 th May 2019	PSDP proposed scheme review committee under the Chairmanship of Chief Secretary, Balochistan	Half day	Chief secretary Office	10 Chief Secretary, Additional Chief Secretary, Secretary Finance, Deputy secretary P&D, staff officer, Chief Secretary, Deputy Secretary Finance, Secretary SWD, Director LNFE, DCA and PC JICA-AQAL	S&GAD, Secretary SWD, Director LNFE, DC, JICA-AQAL, PC JICA-AQAL, Chief secretary staff officer	Madrasa as well. The total worth of the scheme is 2.221 Billion PKR and the proposed duration is 4 years.
20	27 th August 2019	Meeting with BEAC team	Half day	BEAC office	7 BAEC, JICA	Meeting with BEAC was held and item bank development of all the three packages was discussed and agreed. A National level workshop will be conducted in which item bank development team	The proposed scheme was accordingly revised as suggested by the Chief Secretary and presented before the review committee for their approval. The Chief Secretary and other members appreciated JICA efforts in the promotion of literacy and Non formal education and appreciated the incorporation of feedback in the scheme as suggested by the Chief Secretary and the review panel. The proposed scheme would be piloted in 12 districts of Balochistan with both basic and elementary education within 04 years with an estimated cost of 2.221 Billion PKR.

Annex 3 : List of Activities

21	27 th August 2019	Meeting with PITE team	Half day	PITE office	5 PITE, JICA	Meeting was conducted with the Director PITE in which NFE teacher training mechanism was discussed in detail. It was agreed that the draft Teacher Training mechanism will be shared for review with PITE and Director PITE will also visit ICT schools to observe Teacher training, mentoring and professional day activities and then share his feedback to finalize and accordingly notify.	from all the provinces and areas will participate to finalize the item bank for NFBE and Adult literacy programme.
22	7 th October 2019	Meeting with Additional secretary Education on Mercy Corps Education and Non Formal education in Balochistan	1 day	PPIU, Civil Secretariat	20 Mercy Corps, PPIU, Secondary education officials, DLNFE, UNICEF, BRSP	A meeting was conducted with Additional secretary Education on Mercy Corps education Intervention in Quetta with The Afghan refugees and host community children both on Formal and Non Formal Education in Afghan Refugee concentrated population in Quetta. Mercy Corps has planned to open 15 NFBE schools. A separate meeting was then conducted with Director Mercy Corps and his team implementing NFBE component in their office along with the	

Annex 3: List of Activities

23	18 th November 2019	Meeting with SEHAR for the implementation of their NFE in Balochistan.	Half day	Directorate of LNFE	8 DLNFE Team, JICA-AQAL, SEHAR team	<p>Director LNFE Balochistan. Detailed presentation on NFBE school Planning, implementation, M&E and Examination and Assessment mechanism was discussed.</p> <p>A copy of the MoU was also shared with Mercy Corps which they will finalize and formally forward to the Secretary SWD for signatures.</p> <p>A half Day meeting was conducted with the CEO and Programme Director of SEHAR, NGO working on NFE. The CEO SEHAR shared their project activities on NFE. A detailed presentation was shared by the Director Literacy and NFE on various components of NFE sector and draft MoU was shared which will be signed between the SEHAR and Directorate of LNFE. SEHAR will initially open 30 NFBE schools in two refugee concentrated district of Balochistan i.e. Pishin and Dalbandin.</p>
24	26-28 th November 2019	Facilitate in Arranging and conducting meetings of JICA consultant with	4 days	PPIU, EMIS, PITE, BOC&EC, BAEC, BTBB, Non formal education,	10 PPIU, EMIS, PITE, BOC&EC, BAEC, BTBB, Non formal education, Special education, Technical	<p>Detailed meetings / interviews with all stakeholders of Education PPIU, EMIS, PITE, BOC&EC, BAEC, BTBB, Non-formal education, Special education, Technical and vocation training institutes and organizations in Balochistan were arranged for JICA consultant to enable him to have a holistic view of</p>

Annex 3: List of Activities

25	9 th March 2020	Education and NFE and Technical and Vocational institution on Education Sector Need Assessment.	Half Day	Special education, Technical and vocation training institutes and organizations in Balochistan.	and vocation training institutes and organizations in Balochistan.	education sector in Balochistan.
		Meeting with Secretary Finance regarding SNE DLNFE 2020-21		Civil Secretariat, Quetta.	Secretary Finance, Director LNFE, Abid Gill, Asif Kasi	An Advocacy meeting was conducted with Secretary Finance, Noor-ul-Haq Baloch, to mobilize him to expand NFE in the remaining 12 districts of Balochistan. Literacy and Non Formal education progress along with the need to expand the programme in the remaining district was Balochistan was discussed. Secretary finance was convinced and requested Director LNFE to revise the SNE 2020 and include all districts along with the revised budget.
26	10 th March 2020	SNE (Schedule of New Expenditure) meeting 2020-21	Half day	Civil Secretariat, Quetta	Secretary Finance, Secretary SWD, Director LNFE, Abid Gill, Asif Kasi,	SNE meeting of DLNFE was held in the office of Secretary Finance to discuss DLNFE SNE 2020-21. As per the directions of the secretary Finance SNE and Budget of DLNFE was revised and shared with Finance department. Secretary Finance assured the

Annex 3: List of Activities

								funds for the expansion of NFE in all the 34 requested will be provided for the fiscal year 2020-21.
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Activity 1.5: Facilitate in establishing accreditation and certificate mechanism for NFE

Federal

No	Meeting date	Title	Duration	Venue	Participants	Key discussion points
1	23 rd January 2018	Signing of LoU, AIOU and JICA-AQAL	2 hours	AIOU Islamabad	35	Signing of LoU, AIOU and JICA-AQAL
2	January 2018	Meeting on Accreditation and Certificate Mechanism for NFE	Half day	Ministry of CAD	4 Meeting with Secretary Ministry of Capital Administration and Development (CAD)	To brief proposed accreditation and certificate mechanism for NFE through Federal Directorate of Education (FDE) in collaboration of other stakeholders especially AIOU. Both agreed to work jointly.
3	19 th March 2019	Launching of NFE Teachers' Certificate Course by Department of Literacy and	Half day	AIOU, Islamabad	Around 100	Launching of NFE Teachers' Certificate Course by Department of Literacy and NFE Allama Iqbal Open University (AIOU) Islamabad in collaboration with AQAL Project which was attended by over 100 academicians, practitioners of NFE from various organizations and beneficiaries of the course.

Annex 3: List of Activities

		NFE Allama Iqbal Open University (AIOU)						
4	April 1 st 2019	Signing of LoU with Federal Directorate of Education (FDE)	Half day	FDE Islamabad	16		To clarify areas of mutual cooperation to support provision of Non-Formal, ALP opportunities to out of school children in ICT by provision of teaching learning resources, trainings, tracking through NFEMIS and assessment mechanism.	

Sindh:

No	Meeting date	Title	Duration	Venue	Participants	Key discussion points
1	16 th June 2017	Meeting with the Director DCAR on proposed NFE Assessment Mechanism	1 hour	DCAR Jamshoro	Director DCAR, JICA AQAL	Discussion on the concept of Assessment and Certification in NFE Sector, explore the possibilities.
2	15 th December 2017	Meeting with the Director DCAR on proposed NFE	1 hour	DCAR Jamshoro	Assistant Director PEACe, JICA-AQAL	Discussion and review on the concept of Assessment and Certification in NFE Sector, explore the possibilities.

Annex 3: List of Activities

3	19 th December 2018	Assessment Mechanism	Meeting with DCAR regarding Assessment Mechanism and Test Item Bank Development	Half Day	DCAR, Jamshoro	Directorate, DCAR, JICA-AQAL	Assessment Mechanism was presented in detail, and discussed. It was decided to call the Technical Working Group for Assessment as NFEAC (Non-Formal Examination & Assessment Committee). Regarding the proposed District Examination Committee, the Director DCAR shared that DEC's for formal education already exist, and membership and TORs of the same can be revised to include DOL's literacy and TORs to include conduct of NFE Assessment. It was also decided that an exposure visit be planned to Islamabad (or Punjab) to orientate the Test Item Bank development process, and other technical details, as was done in Punjab.
4	29 th January 2019	Assessment Mechanism	Meeting of NFE Stakeholders to review/endorse the draft Assessment Mechanism to be presented to Secretary	2 Hours	Directorate of Literacy & NFE, Karachi	Directorate, JICA-AQAL, UNECEF, USAID, members of NFEAC etc.	The meeting was conducted at the Directorate. Members discussed TORs and suggested amendments were incorporated and amended.

Annex 3: List of Activities

5	29 th January 2019	Meeting with Special Secretary to present the draft Assessment Mechanism	2 hours	Board Room, SELD, Sindh Secretariat, Karachi	Special Secretary SELD and his staff, Directorate, JICA-AQAL, UNICEF, USAID, members of NFEAC etc.	The meeting was conducted with Special Secretary who was presented the Assessment Mechanism and the NFEAC with its TORs. The chair expressed satisfaction and gave go-ahead with the Notification. The Directorate will now submit the file again for secretary's signature.
6	January 2019	Workshop cum Exposure Visit to Islamabad regarding Assessment mechanism, and test item bank development.	3 days	Islamabad	DCAR, Directorate of Lit. & NFE, SEF, PC-JICA AQAL	10 people from Sindh visited Islamabad to attend the workshop as well as exposure visit to relevant organizations and NFE Centres. Report was prepared, as well as an Action Plan was prepared to further work on development of item bank and software application for the item selection form the bank.
7	1-3 rd July 2019	Participation of Sindh in 3 day workshop on "Development of NFE Examination and Assessment Mechanism"	3 days	Boys' Scout, Quetta. Balochistan	30 JICA-AQAL, BAEC, Directorate of NFE, UNICEF Quetta and Sindh DCAR & NFE Directorate	- 3 Deputy Directors from DCAR Sindh, 1 Deputy Director and Additional Director from the Directorate of Literacy & NFE were facilitated to participate in the workshop. - The framework was presented and existing assessment arrangements were shared by all provinces and areas.

Annex 3: List of Activities

8	3 rd August 2019	Planning meeting for Development and digitization of NFE Test Item Bank	2 hours	Office of Director NFE, KDA Building, Sindh Secretariat, Karachi	6 Director DCAR, Director D&LNFE, UNICEF, Deputy Chief Advisor and Provincial Coordinator of JICA-AQAL	<p>- It was decided that this framework will be followed and next step will be development of Test Item Bank for NFE Sindh and its digitization.</p> <p>- The meeting held among to discuss the modalities for test item development workshop.</p> <p>-it was decided that DCAR nominates 2 persons for each subject.</p> <p>-The team of each subject starts process of items development and completes the task in one week approximately.</p> <p>-SLOs based Test items will be developed and digitized as well.</p> <p>-After the teams complete their task, a workshop will be held to consolidate all the work.</p>
9	15-18 th Oct 2019	NFE Package-C Test Item Writing Workshop at DCAR Jamshoro.	4 days	Committee Room, DCA R- Jamshoro	18 Director DCAR/PEAC and Subject Specialists, Directorate NFE, JICA-AQAL, UNICEF	<p>--Workshop for writing test items for Package-C held from 15-18 October 2019.</p> <p>--Programme Specialist and PC-Sindh form JICA-AQAL participated in the workshop and ensured the due process followed by experts.</p>

Annex 3: List of Activities

10	8th February 2020	Facilitation in – Orientation Workshop on Assessment Mechanism (NFEAC) and its rollout	1 day	Committee Room, IRC office Clifton Karachi	14 (10 officials of IRC, 1 UNICEF, 1 Additional Director & Deputy Director NFE, PCAQAL)	-Orientation on Assessment & Certification Mechanism was given to the participants -Experience sharing was carried out on the existing understanding and assessments carried out so far -The notification was shared and discussed for understanding the scope (NFBE, Elementary vocational and Adult Literacy) and support by Directorate of NFE Sindh.
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Balochistan

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	10 th January 2017	Consultative workshop on NFE Assessment mechanism	1 day	BEAC Office	12 JICA, DL&NFE and BEAC staff	Discussed and finalized the concept Note on NFE Assessment and Certification mechanism already shared with BEAC. Discussed various modalities of NFBE and Adult literacy. Discussed and developed Action plan to develop NFE Assessment and Certification mechanism.
2	5 th May 2017	1 st Meeting of the Technical working Group on NFE	1 day	Bureau of Curriculum and Extension Centre,	23 representatives from BEAC, BoC&EC, DL&NFE, UNICEF, UNESCO, BEAC, NCHD, B-	Detailed discussion on various component and modalities of Non-formal education Assessment Mechanism notified by the Secretary Secondary Education. Department.

Annex 3: List of Activities

		Assessment and certification		Auditorium	TEVTA, Technical Training, Education department, ESP, officials from education department etc.	Development of separate Assessment mechanism and tools for NFBE and Adult Literacy. Discuss and agreed to constitute a separate sub working group to develop Assessment tools and overall NFE Assessment frame work and share with the Technical committee. Discussed to conduct capacity Assessment of DL&NFE and BEAC staff. Capacity Building of the Concerned staff.
3	10 th May 2017	Meeting of the sub group on development of Assessment Tools for Adult Literacy	1 day	BEAC office Quetta.	15 representatives from BEAC, NCHD, SCSPEB, JICA, BTEVTA, DL&NFE	Representatives from NCHD, B-TEVTA, SCSPEB and JICA shared assessment tools for Adult Literacy. Detailed discussion was done one various Assessment tools. It was agreed that keeping in view the assessment tools BEAC will develop Adult Literacy Assessment tool and will conduct the assessment of literacy centres of the DL&NFE
4	April 2018	Meeting with UNICEF and AKU Team regarding NFBE and	1 day	Hotel Serena	7 JICA, UNICEF, AKU, Directorate	To discuss the process of item bank for assessment (NFBE and Adult Literacy) -AKU team will look into the NFBE curriculum and will inform UNICEF team whether could be covered in the existing ongoing programme or require

Annex 3: List of Activities

	Adult Literacy items bank development				separate programme.
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OUTPUT 2: Data driven management for NFE is institutionalized is the target areas.
(cycle of data collecting/ updating, analyzing, planning, implementing, monitoring and evaluating

Activity # 2.1: Introduce Non-Formal Education Management Information System (NFEMIS)
 Activity # 2.2: Customize and Introduce guidelines on utilization of NFE-MIS for data driven management
 Activity # 2.3: Conduct training for staff at federal, provincial and district level to utilize NFEMIS
 Activity # 2.4: Update data of NFEMIS through pilot projects
 Activity # 2.5: Integrate NFEMIS with National EMIS

No	Date	Title	Duration	Place	Participants	Training organization
1	18-19 th February 2016	Training workshop on installation & use of NFEMIS	2 days	Sukkur	15	USAID-SRP and its partner organization staff, Sindh
2	17-18 th March 2016	1 st Coordination & Technical Committee (NF-EMIS) meeting	2 days	Islamabad	35	Coordination and Technical committee members from all the Provinces and region of Pakistan, NCHD, BECS, AEPAM and other organizations.

Annex 3: List of Activities

3	30-31 st May 2016	Training Workshop on Annual School Census 2016 for Non-Formal Education	2 days	Peshawar	15	EMIS / Education Department staff FATA
4	3-4 th June 2016	Training Workshop on Annual School Census 2016 for Non-Formal Education	2 days	Muzaffarabad	20	EMIS / Education Dept & NCHD. staff AJK
5	18-19 th July 2016	Training Workshop on Annual School Census 2016 for Non-Formal Education	2 days	Peshawar	48	EMIS / Education Dept staff KP
6	25-26 th July 2016	Training Workshop on Annual School Census 2016 for Non-Formal Education	2 days	Karachi	21	DL&NFE, Education staff / DO SEMIS and NGOs staff, Sindh
7	1-2 nd August 2016	Training Workshop on Annual School Census 2016 for Non-Formal Education	2 days	Quetta	42	NCHD, DL&NFE and NGOs, Balochistan
8	16-17 th August 2016	Training Workshop on Annual School Census 2016 for Non-Formal Education	2 days	Gilgit	35	EMIS / Education Dept & NCHD. staff Gilgit Baltistan
9	30-31 st August 2016	Training workshop on installation & use of NFEMIS	2 days	Karachi	25	NCHD Staff, Sindh

Annex 3: List of Activities

10	10-11 th August 2016	Training workshop on installation & use of NFEMIS	2 days	Peshawar	35	NCHD Staff, KP& FATA
11	25-26 th August 2016	Training workshop on installation & use of NFEMIS	2 days	Lahore	35	NCHD Staff, Punjab
12	26 th October 2016	Follow up meeting & training of NCHD AJK staff	1 day	Muzaffarabad	10	NCHD staff AJK
13	14& 16 th December 2016	Training workshop on installation & use of NFEMIS	1 day	Mardan & Abbottabad	10	Elementary Education Foundation KPK
14	30 th January 2017 & 2 nd Feb 2017	Training workshop on installation & use of NFEMIS	1 day	Lahore & Multan	40	Basic Education Community Schools (BECS) Punjab
15	27 th February 2017	2 nd Coordination & Technical Committee (NF-EMIS) meeting	1 day	Islamabad	40	Coordination and Technical committee members from all the Provinces and region of Pakistan, NCHD, BECS, AEPAM and other organizations.
16	2 nd March 2017	Training workshop on Social Mobilization and Data Driven NFE using NFEMIS	1 day	Sukkur	15	USAID-SRP and its partner organization staff, Sindh
17	27 th April	Training workshop on	1 day	Peshawar	20	Basic Education Community Schools (BECS)

Annex 3: List of Activities

	2017	installation & use of NFEMIS				KPK
18	2 nd May 2017	Training workshop on installation & use of NFEMIS	1 day	Karachi	21	Basic Education Community Schools (BECS) Sindh
19	25-26 th May 2017	Consultative Workshop on Education Atlas 2017 – AJK	2 days	Muzaffarabad	24	Representatives from Education Department, EMIS / PPIUC /PMU, donor agencies, NGOs, private sector and NFE department
20	11-12 th July 2017	Consultative Workshop on Education Atlas 2017 – KPK	2 days	Peshawar	24	Representatives from Education Department, EMIS / PPIUC /PMU, donor agencies, NGOs, private sector and NFE department
21	17-18 th July 2017	Consultative Workshop on Education Atlas 2017 – Sindh	2 days	Karachi	24	Representatives from Education Department, EMIS / PPIUC /PMU, donor agencies, NGOs, private sector and NFE department
22	3 –4 th August 2017	Consultative Workshop on Education Atlas 2017 – Baluchistan	2 days	Quetta	26	Representatives from Education Department, EMIS / PPIUC /PMU, donor agencies, NGOs, private sector and NFE department
23	31 July - 1 st August 2017	Consultative Workshop on Education Atlas 2017 – Punjab	2 days	Lahore	24	Representatives from Education Department, EMIS / PPIUC /PMU, donor agencies, NGOs, private sector and NFE department
24	3 - 4 th October 2017	NFEMIS training of staff of Sindh Education Foundation and its implementing	2 days	Karachi	35	Sindh Education Foundation and its partner organizations

Annex 3: List of Activities

		partners organizations						
25	16 th October 2017	Consultative Session on Social Mobilization Guide Sindh	1 day	City Links Karachi	22			
26	20 - 21 st Feb 2018	Launching of Web Version of NFEMIS& Orientation of Stakeholders Sindh	1 day	SEF head office, Karachi	25			
27	19 th March 2018	Launching Ceremony of NFEMIS WEB Version and Website of Directorate of Literacy and Social Welfare department Balochistan, Quetta	Half day	Conference Hall, P&D Department, Quetta	32			
28	19 th March 2018	Training workshop on NFEMIS Web version	Half day	Conference Hall, P&D Department, Quetta	21			Technical training workshop for NFE Providers and IT officials
29	16 th May 2018	Meeting on NFEMIS web-version and integration with EMIS	Half day	Office of DG-AEPAM, Islamabad	7			Meeting with the DG-AEPAM and higher management to brief them on Web Version of NFEMIS and possibilities & impact of integration with National EMIS through devising a comprehensive data collection and

Annex 3: List of Activities

30	9 th May 2018	Ministry of Human Rights Forum	Half day	Ministry of Human Rights, Islamabad	22	consolidation mechanism Presentation was made on how NFEMIS can support in planning, monitoring, assessment and mainstreaming of out of school children.
31	12-13 th November 2018	TOT of DEOs and Field Staff of IRC-UNICEF on Social Mobilization, NFEMIS, M&E and Assessment Mechanism	1 day	STEDA Conference Hall, Karachi	20	A full day session (TOT) with Master Trainers was held on briefing about NFEMIS modules and their utilization in ensuring Data Driven Management of NFE.
32	6 th June 2018	Orientation of AKU-IED officials on web version of NFEMIS	Half day	AKU-IED	8	A brief cum comprehensive orientation have been conducted including NFEMIS as general as well as detail of its relevant modules being utilized for data driven management of NFE
33	22 - 23 rd October 2018	Meeting with RSU for housing the NFEMIS at their Server	Half day	RSU	6	Met with CPM RSU for integration of NFEMIS with SEMIS, and advocacy for housing the NFEMIS on the server of RSU for sustainability. He agreed and offered to explore the possibility with his team.
34	16 th January 2019	Meeting with RSU for housing of NFEMIS	Half day	RSU	8	In to continuation of the previous meetings for hosting of NFEMIS at RSU server, technical details and requirement for hosting of NFEMIS are exchanged with RSU team. Furthermore

Annex 3: List of Activities

35	28 - 29 th March, 2019	Training of the staff assigned by UNICEF to Elementary & Secondary Education Foundation (ESEF) Khyber Pakhtonkhwa	One & half day	Peshawar, KP	6	Meeting held with the staff assigned by UNICEF to Elementary & Secondary Education Foundation (ESEF) KP. Orientation on the different modules of NFEMIS is given to them. Data collection tools used for NFEMIS are also shared and discussed with them. Draft action plan for further implementation of NFEMIS in ESEF, KPK is prepared.	database file, SQL server 2014 and deployment files are shared with them. RSU technical team will installed the pre-requisites and NFEMIS software and shared the progress.
36	2 - 3 rd May 2019	Joint meeting of Coordination & technical committee of NFEMIS & NEMIS	2 days	AEPAM	30	Data for Annual School Census finalized. Mechanism is proposed for continuous data collection & entering in NF-EMIS and integration of NF-EMIS with National & Provinces level EMISs Future Data Requirements for Reporting at National, International Forums & SDGs are discussed. Additional Secretary from Federal Ministry of Education ensured to further strengthen the	

Annex 3: List of Activities

37	18 th June 2019	Meeting on Data Challenges and its solutions with Additional Secretary, Ministry of Federal Education	2 hours	Secretary office Ministry of Federal Education Islamabad	5	A detail presentation on the current challenges in data and its solution through NFEMIS its reports and android versions is given to him. The progress of data in NFEMIS is shared with him that more the 45 organizations are currently using it. After having detail orientation, he also suggested some modifications in it which are agreed by the AQAL team. Further he proposed to launch the smart phone version of NFMEIS after its completion at National level.	NFEMIS developed with the support of JICA-AQAL. And for sustainability NFEMIS, it will be shifted to department server.
38	28 th June 2019	Presentation of Tracking module of NFEMIS to Secretary School Education & Literacy Department, Sindh	Half day	Secretary office, School Education & Literacy Department, Sindh	12	Directorate of Literacy & NFE Sindh and JICA-AQAL gave a detailed presentation to the Secretary School Education and Literacy Department (SE&LD), Government of Sindh on (NFEMIS), as too to Data Driven Management to collect, store, analyze, report and use data for decision making to improve non formal education programmes. Qazi Shahid Pervez, Secretary SE&LD appreciated	

Annex 3: List of Activities

						<p>the NFEMIS and its features and encouraged its extensive use for managing NFE programmes. He appreciated the child tracking component of NFEMIS and agreed to use this for tracking of all children in Formal Education system as well. He further said that that there are multiple data management tools in Sindh education, such as SEMIS, software for private schools and a couple of others used by SEF etc. He said all these softwares are disjointed and needs to be integrated for joint use and reporting. He asked JICA to extend technical and financial support to develop a system to integrate all such data base software that will help in synchronization of different data sets especially in effectively tracking the children. The JICA staff agreed to the proposal and assured support in this area as well.</p>
39	10 th July 2019	Presentation to Secretary Literacy & Non-Formal Education Department, Punjab	Half day	Literacy & NFE Department, Lahore	10	Detailed presentation to the Secretary Literacy & NFE Department, Government of Punjab on Non-Formal Education Management Information System (NFEMIS). Importance of

Annex 3: List of Activities

40	3 rd September, 2019	Training of newly recruited field staff of DLNFE Baluchistan on NFEMIS	One day	DLNFE Quetta	20	<p>Data driven management, how NFEMIS will be supportive to collect, store, analyze, report and use of data for decision making to improve non formal education programmes. Discussion on training, assessment, procurement, tracking and monitoring components of the NFEMIS. Secretary appreciated the NFEMIS & its features and shows interest to take benefit from the software for his department. He further said that IT technical team of Literacy department & AQAL project check and compare the software use in the department and NFEMIS. Department also share the software use by them.</p> <p>Introduction and Functioning of the NFE-MIS. Data Collection and Data entry of Centres, Teacher, Learners, Monitoring, Assessment, Learners tracking & Procurement from NFE-MIS. Reports generation from NFEMIS. Main Interface of NFE-MIS web version (login screen, users, main dashboard, menu bar & menu items)</p>
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Annex 3: List of Activities

41	21 st October, 2019	First meeting of technical working group on Non-Formal Management Information System	One day	Literacy & NFE Department, Lahore	8	<p>Purpose of establishing TWG & discuss objectives of TWG and introduction of NFEMIS.</p> <p>Participants agreed to carry out comparative study to find out commonalities of NFEMIS and L&NFBE MIS through a joint exercise by JICA and L&NFBE department. Aspects of integration and merging of data sets discussed and JICA was requested to make comparison of both data sets for data integration. Also discuss that L&NFBE department data should be part of formal EMIS system for better projection and planning at national as well as provincial level.</p>
42	28 th October, 2019	Second meeting of technical working group on Non-Formal Management Information System	One day	Literacy & NFE Department, Lahore	10	<p>JICA presented Field-wise analysis of all the tables/major components of both the NFEMIS of (JICA-AQAL & Literacy Department)</p> <p>A mutually agreed mechanism of reporting discussed and finalized. It was agreed that L&NFBE Department will share updated data on prescribed excel format to be merged at federal NFEMIS</p> <p>Also discussed way forward to integrate</p>

Annex 3: List of Activities

43	22 nd & 23 rd November, 2019	Training of DLOs of Directorate of Literacy & NFE Baluchistan and staff members of BRSP, Saher & Mercy Corps	One & half day	Quetta	20	<p>agreed NFE-MIS with Formal School Education EMIS. PMIU representative assured full support for integration of Punjab NFE-MIS with provincial EMIS for better projection. L&NFBE department has provided data to AEPAM through JICA for analysis and publishing of a national level report on formal and non-formal education statistics of public as well as private institutions. Other partners and NGOs involved in setting up non-formal schools have also provided data for projection and planning.</p> <p>Introduction to Data Driven Management through NFE-MIS. Main Interface of NFE-MIS web version (login screen, users, main dashboard, menu bar & menu items) Introduction and Functioning of different modules of the NFE-MIS. Planning module (Survey form). School, Teacher & Learner module. Assessment, Monitoring & Tracking and Procurement module. How to generate reports form NFE-MIS. Orientation on the NFE-MIS mobile version. Completion of data</p>
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Annex 3: List of Activities

								for newly open centres under the Directorate of Literacy & NFE.
44	4 th March 2020	Training of FDE teachers and head teachers on using NFEMIS mobile version	1 day	Resource centre, Islamabad Model school, G-9 (III)	More than 130	NFEMIS specialist trained the teachers and head teachers on using the mobile version of NFEMIS to enter data of learners enrolled in FDE-ALP.		
45	11 th March 2020	Launching of NFEMIS mobile version and handing over of NFEMIS cell to AEPAM	Half day	AEPAM	70 (approx.)	Launch of NFEMIS mobile version was officially done by the Secretary Ministry of Federal Education & Professional Training (MFEPT). In addition, the National NFEMIS cell was formally handed over to AEPAM, who will carry out NFEMIS activities in future.		

Output 3: Delivery of Quality NFE is improved in the Target Areas

Activity # 3.1: Customize and introduce standards, curricula, assessment and learning materials of NFBE and adult literacy

Federal

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	October 2016	Review and customize NFBE/ ALP curriculum in close consultation with	10 days	AEPAM Islamabad	8	Workshop on customization of NFBE/ ALP curriculum

Annex 3: List of Activities

		experts of NFE and key subject specialists						
2	13-15 th December 2016	Consultative workshop of review of NFBE curriculum for ICT	3 days	Federal Ministry of Education at National Curriculum Council, Islamabad.	12			
3	19-20 th December 2016	Consultative workshop of review of NFBE curriculum for ICT	2 days	Federal Ministry of Education at National Curriculum Council, Islamabad.	11			
4	26-27 th December 2016	Consultative workshop of review of NFBE curriculum for ICT	2 days	Federal Ministry of Education at National Curriculum Council, Islamabad.	12			
5	4 th May 2017	Launch of NFBE/ ALP curriculum	1 day	Hotel Serena, Islamabad	60			
6	29 th September 2017	The first meeting of the Technical Committee to oversee development of teaching learning resources for Accelerated Learning Programme (ALP)	1 day	AEPAM, Islamabad	21 Members of Technical Committee			The first meeting of the Technical Committee to oversee development of teaching learning resources for Accelerated Learning Programme (ALP) was held to elaborate Terms of Reference of Technical Committee, strategies, examples,

Annex 3: List of Activities

							roadmap for development and approval of teaching learning resources for ALP.
7	23 rd January 2018	LOU ceremony on development of ALP and Elementary Curriculum and materials	Half day	AIOU, Islamabad	20		Letter of Understanding (LOU) was signed between JICA-AQAL and AIOU for development of ALP and Elementary Curriculum and Materials
8	8 th March 2018	Second meeting of technical committee for development of Teaching-Learning Resources (TLRs) for accelerated learning programme (ALP)	1 day	NCHD Islamabad	20		To discuss strategy and subject specialists/material developers to customize/develop teaching learning materials in-line with federal ALP curriculum.
9	13 th March 2018	Planning meeting of Sub-Committee on teaching-learning materials	Half day	AIOU, Islamabad	12		To plan/organize workshop to customize/develop teaching - learning materials
10	26-31 st March 2018	customize/development workshop of teaching learning materials Package A&B	6 days	AIOU	22		To customize/develop teaching-learning materials in line with federal ALP curriculum

Annex 3: List of Activities

11	20 th July 2018	First meeting of Technical Committee on ALC curriculum development	1 day	NTI-NCHD,	7	To finalize overall curriculum framework and way forward
12	July 2018	Briefing meeting with DG FDE, Director Examination and Director Admin Assessment Mechanism for ALP	Half Day	Federal Directorate of Education (FDE)	5	To present, the proposed Assessment Mechanism for ALP, to DG FDE, Director Examination and Director Admin on the details of
13	10-12th July 2018	3-Day Expert Review Workshop to Develop Accelerated Education Curriculum for Elementary Level	3 days	BUESP – Allama Iqbal Open University, Islamabad	26	To get the Experts' Review on the zero draft Elementary curriculum on Accelerated Education

Annex 3: List of Activities

14	8-10th August 2018	Workshop to Customize/Develop Teaching Learning material of Package C	3 days	BUESP – Allama Iqbal Open University, Islamabad	23	To Customize/Develop Teaching Learning material of Package C in line with Federal ALP Curriculum.
15	16th August 2018	Briefing meeting with relevant officials of Federal Directorate of Education (FDE) regarding proposed Assessment Mechanism for ALP at ICT level	Half day	Federal Directorate of Education (FDE)	6	Meeting with relevant officials of Federal Directorate of Education (FDE) including Director Examination & Research, Deputy Director Academics, Deputy Director Training and Focal person of Cell for enforcement of Article 25-A, regarding proposed Assessment Mechanism for ALP at ICT level. They agreed to conduct separate terminal assessment for NFBE students and requested us to share statistics of number with age group of students studying in equivalent to Grade IV and V in NFBE centres of ICT through various organizations.

Annex 3: List of Activities

16	August 2018	Meeting of the core group for follow up of first expert Review to Develop Accelerated Education Curriculum for Elementary Education	Half day	at AIOU	6 AIOU, JICA-AQAL and Plan International Pakistan	They also expressed their concern before taking any decision keeping in view the merger of FDE with Ministry of Federal Education and Training due to proposed dissolution of Ministry of Capital Administration and Development (CAD). Meeting of the core group (comprising AIOU, JICA-AQAL and Plan Pakistan) held for follow up of incorporation of feedback of first expert Review Workshop to Develop Accelerated Education Curriculum for Elementary Education. Brain storming carried out on how to integrate existing selected technical and vocational skills related courses with low laboratory requirements. A three members working group with one member from AIOU, JICA-AQAL and Plan Pakistan was
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Annex 3: List of Activities

17	15-20th October 2018	Workshop to Develop ALP Curriculum of Basic Education for KP province	5 days	AIOU	26	formed to work closely on proposed integration. One-week Workshop was held in collaboration with Directorate of Curriculum and Teachers' Education (DCTE) KP province.
18	15th October 2018	Follow up meeting of core group (on literacy curriculum)	Half Day	NTI, Islamabad	5	To discuss and plan the way forward to proceed for development of federal literacy curriculum. Representatives from NCHD/NTI, JICA-AQAL and curriculum expert/s
19	12-23rd November 2018	Two Weeks workshop for finalization of Accelerated Elementary Education Curriculum	Two weeks	AIOU, Islamabad	25	The two weeks long workshop held to finalize the Elementary curriculum embedded with pre-vocational skills and review of teaching learning resources.
20	29-30th November 2018	Meeting with AQAL experts/colleagues to incorporate technical vocational skills	2 days	AQAL Office Lahore	3	Meeting held at Lahore with relevant colleagues to incorporate technical vocational skills in the curriculum of Accelerated Elementary Education. Programme Specialist (Adult Litreacy), AQAL Colleagues from Lahore office

Annex 3: List of Activities

21	16-18th January 2019	Review of teaching, learning materials of Package A, B and C	3 days	Allama Iqbal Open University (AIOU), Islamabad	21	Review and customization of teaching, learning materials of Package A, B and C
22	7-8th February 2019	Two days review for finalization of teaching, learning materials of Package A, B and C	2 days	Allama Iqbal Open University (AIOU), Islamabad	23	Finalization of teaching, learning materials of Package A, B and C
23	19-22nd March 2019	Review for finalization of teaching, learning materials of Package A, B and C before submission to the Board of Studies of AIOU	4 days	Allama Iqbal Open University (AIOU), Islamabad	21	Review for finalization of teaching, learning materials of Package A, B and C before submission to the Board of Studies of AIOU
24	21-23rd May 2019	Meeting of Board of Studies to review and propose for approval of teaching, learning materials of Package A, B and C.	3 days	Allama Iqbal Open University (AIOU), Islamabad	16	Review and propose for approval of teaching, learning materials of Package A, B and C.
25	13th June 2019	Materials of Package A printed and distributed in ALP schools of FDE While B.	1 day	Federal Directorate of Education (FDE), Islamabad		1800 books of Package A along with 100 teachers guides for out of school children in ICT.

Annex 3: List of Activities

26	23rd July 2019	Launching of ALP Centre in FDE by Federal Minister of Education and Professional Training while JICA country chief was as guest of honor.	1 day	Islamabad Model School for Girls, G-7, Islamabad	100+	Formal launching of ALP centre functional in formal school during afternoon for out of school children campaign in ICT.
27	8th August 2019	Notification of Assessment and Examination Framework for NFE/ALP in ICT by Federal Directorate of Education.	1 day	Federal Directorate of Education (FDE), Islamabad		To conduct assessment and examination of NFE/ALP students in ICT by Federal Directorate of Education and issuance of equivalence certificate of completion of primary education.
28	9-13 th September 2019	Expansion of ALP curriculum, teaching learning resources and assessment mechanism through Group Development Pakistan (GDP) and Al-Qalam organization of students of various universities of	5 days	Committee room of Islamabad Chamber of Commerce and Hotel Grand Islamabad	10	Negotiations to finalize modalities, roles and responsibilities for expansion of ALP curriculum, teaching learning resources and assessment mechanism in ICT.

Annex 3: List of Activities

	Islamabad.							
29	17-20 th September 2019	Training of DLOs on using NFEMIS, social mobilization and teaching & learning materials under ALP in FDE, Islamabad	4 days	Resource Islamabad school, G-9 Islamabad	Centre, model III,	16	The DLOs were given a detailed orientation on NFEMIS, its features and how to collect, analyse and use the data for decision making. At the same time, the participants were trained on the significance of social mobilization and teaching & learning materials being used in ALP in ICT FDE.	
30	21 st October 2019	Orientation to the assessment experts from FDE and started development of test items c	1 day	Islamabad School, Islamabad	Model G-9/3,	22	To start development of test items of ALP Package A, B and C.	
31	21 st November 2019	Completion, collection and consolidation of final test items of ALP Package A, B and C	1 day	Islamabad School, Islamabad	Model G-9/3,	18	To collect, completed and consolidated final test items of ALP Package A, B and C	
32	26 th February to	Training of teachers on Package A & B (Mashal	6 days	Islamabad		32	Teachers of Mashal School Imam Bari were trained on Package A & B	

Annex 3 : List of Activities

	4 th March 2020	School Imam Bari)					curricula, contents, pedagogy and other areas including classroom management strategies. These teachers will be using the Package A in their centres.
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Sindh

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	28 th September-3 rd October 2015	Workshop for Trans-adaptation of NFE Curriculum and Materials	5 days	GCET Collage, Haiderabad, Sindh	13	NFE curriculum and Material Trans adaptation workshop
2	1-4 th November 2015	Meeting of Sub Committee for Sindh NFE Policy	4 days	USIAD-SRP Karachi	15	Orientation on Urdu alphabets sounds and finalization of sounds of Sindhi language & list of supporting key words with Teachers Guide
3	19 th November 2015	Meeting of the Sub Committee for Restructuring of the Directorate of Literacy & NFE Sindh	1 day	DL&NFE Sindh	16	Task Force subcommittee for the development of NFE Policy for Sindh
4	20 th	Workshop for	1 day	DL&NFE Sindh	20	Review meeting of sub-committee of

Annex 3 : List of Activities

	November 2015	Trans-adaptation of NFBE Curriculum and Materials				capacity building of Literacy and non-formal education directorate of Sindh
5	1-4 th December 2015	Workshop for Trans-adaptation of NFBE Curriculum and Materials	4 days	Hyderabad- Sindh	25	Workshop on review of NFBE material Package A by the experts of Bureau of Curriculum and Text Book Board Sindh
6	14-18 th December 2015	Workshop for Trans-adaptation of NFBE Curriculum and Materials	5 days	USAID-SRP Office Larkana	14	Material development workshop (Trans-adaptation) of Package B
7	7-9 th January 2016	Meeting of the NFE Task Force and 5 Sub Committees	3 days	GCET Hyderabad	18	Package B material review workshop
8	14 th January 2016	Meeting to finalize NFE Teachers Standards	1 day	DL&NFE Sindh	16	TF Sub-committee meetings (NFE Policy, Data Driven management, M&E, curriculum and material development & Teachers recruitment and training) at DL&NFE Karachi
9	15 th January 2016	Workshop for Trans-adaptation of NFBE Curriculum and Materials	1 day	STEDA Karachi	10	Meeting with STEDA for the planning of NFE teacher standards and capacity building workshop

Annex 3 : List of Activities

10	21 st January 2016	Teachers standards workshop	1 day		USAID-SRP Office Karachi	7	Meeting with experts of English subject on NFB E Material of package-B(English)
11	19 th April 2016	Curriculum workshop for Expert Opinion	1 day		STEDA Office Karachi	28	
12	20-22 nd April 2016	2 nd Task Force Meeting Sindh	3 days		AKU-IED Campus Karachi	12	
13	29 th November 2016	inauguration ceremony of NFB E curriculum & Facilitator Management Framework Sindh	1 day		Avari Tower Karachi	42	
14	26 - 28 th January 2017	Orientation and Planning meeting with Material Developers for Package C development	1 day		PC Hotel Karachi	100	
15	26 -28 th January 2017	Mid review of material	3 days		GCET Hyderabad	23	

Annex 3 : List of Activities

16	10 February 2017	development Package C	2 days	GCET Hyderabad	22	
		Review with material developers for Package C development				
17	1-2 nd March 2017	2 days TOT on Social Mobilization & NFEMIS for data driven management of NFE Sindh	2 days		20 DL&NFE Sindh USAID-SRP district managers and Computer operators Sindh	Social Mobilization Bottom-up Education Planning NFEMIS for data driven management
17	6 -11 th March 2017	Material review workshop of Package C	6 days	GCET Hyderabad	26	
18	23 -24 th May 2017	Orientation to the Internal Review Committee members of BoC Sindh of package A	2 days	Crown Hyderabad Hotel	26	

Annex 3: List of Activities

		& B							
19	2 nd June 2017	Internal Review Committee (IRC) of package A & B	1 day		Bureau of Curriculum Jamshoro Sindh	17			
20	5-16 th June 2017	Final Technical Review of Package A & B Learning Material	10 days		Bureau of Curriculum Jamshoro Sindh	14			
21	17- 20 th July 2017	Final review of Package A & B	4 days		DL&NFE Sindh and USAID-SRP	13		Review of the Report from IRC on Package A & B, distribution of work for incorporating comments of IRC	
22	7- 10 th August 2017	Quality Assurance of Packages A & B	4 days		USAID-SRP	10			
23	18 -21 st October 2017	Signing of LOU, and Assessment for development of Adult Literacy Material for Sindh	4 days		DCAR (Former Bureau of Curriculum) Jamshoro	18			
24	25 - 28 th October 2017	Workshop for Trans-adaptation of NFBE Curriculum and Materials	4 days		ENGRO Thar Foundation Camp Office				

Annex 3: List of Activities

25	2 nd November 2017	Workshop for Trans-adaptation of NFBE Curriculum and Materials	Half day	DCAR (Former of Bureau Curriculum) Jamshoro	4	Meeting to brief the Director DCAR on the updated Packages A and B, and submit the same for review by subject specialists in General Science, Social Studies and Islamiyat to verify the integration of critical SLOs and authenticity of information in the subject matter of Sindhi and Urdu subjects
26	3 rd , 6 th and 7 th November 2017	Final Review of Packages A & B	3 days	DCAR (Former of Bureau Curriculum) Jamshoro	16	Meeting to review Urdu and Sindhi Learning Material of Packages A & B by subject specialists in General Science, Social Studies and Islamiyat to verify the integration of critical SLOs and authenticity of information in the subject matter before issuance of NOC
27	18 th December 2017	Final Review of Package A&B	1 day	DCAR (Former of Bureau Curriculum) Jamshoro	18	Final Review of Packages A and B for ensuring incorporation of all comments, recommendations and suggestions in the material, for issuance of NOC.
28	14 th February 2018	Final Review of Package A&B	1 day	DCAR (Former of Bureau Curriculum) Jamshoro	10	Review of Package-A & B for getting NOC and approval

Annex 3 : List of Activities

29	22 nd February 2018	Final Review of Package A&B	1 day	DCAR (Former of Curriculum) Jamshoro	10	Review of Package-A & B for getting NOC and approval
30	26 th February 2018	Final Review of Package A&B	1 day	DCAR (Former of Curriculum) Jamshoro	10	Review of Package-A & B for getting NOC and approval Letter of NOC written by DCAR to the Curriculum Wing
31	19 – 23 rd March 2018	Final Review of Package A&B	5 days	DCAR (Former of Curriculum) Jamshoro	25	Review of Package C: The Reviewers reviewed the books and Teacher Guides developed by the material developers in the subjects of English, Urdu, Sindhi, Mathematics, Science and Social Studies. Editing and corrections were done side by side. At the end of fifth day timelines were agreed that Material Developers will amend the material and share by 1st week of April, then composing, layout and designing. The second review can be conducted in the second week of May 2018
32	1 - 5 th October 2018	Review of Package C	5 days	DCAR, Karachi	32	Reviewers' comments were incorporated there and then by the composers.

Annex 3 : List of Activities

33	6 - 7 th November 2018	Follow Up Meeting with the Reviewers of Social Studies to receive the reviewed material, and decide on way forward.	2 days	GECE Hyderabad	(M)	6	At the end of One and half day, the status was that 3 to 4 lessons in Social Studies needed to be almost re-written, whereas many of the lessons in TG (Urdu) needed to be written as the Translator earlier has left untranslated almost 70% of the activities in 4 to 5 lessons. Ms. Nadia was given the assignment to complete the task in 3 weeks.	Social Studies could not be completed so the Reviewers took it as home assignment. Sindhi Language also needed major re-doing, so that was also handed over to Ms. Attia to complete the work.
34	21- 23 rd January 2019	Three days' Session at DCAR - Quality Assurance of Package C from	3 days	DCAR, Jamshoro		10	Experts reviewed the drafts and ensured that the quality of textbooks is assured. Subjects of Social Studies and Sindhi could not be completed fully during these days, and will be completed by experts PC will again take the books to DCAR in second week of February	Experts reviewed the drafts and ensured that the quality of textbooks is assured. Subjects of Social Studies and Sindhi could not be completed fully during these days, and will be completed by experts PC will again take the books to DCAR in second week of February
35	24 th -25 th	Two days Review	2 days	BARAC	office,	9	The zero draft developed previously by	The zero draft developed previously by

Annex 3: List of Activities

36	11- February 2019	15 th	January 2019	of Adult Literacy Curriculum and Materials		Karachi		<p>the consultant was presented by AQAL representatives and reviewed/deliberated for each subject.</p> <p>Participants suggested some amendments.</p> <p>Amended draft will be put for comments by 1st February, for further improvements.</p> <p>Held a review meeting with reviewers for 5 days.</p> <p>-A brief meeting was held with Director, DCAR on the updated status of Package-C review.</p> <p>-Director was told that the Package-C books reviewed in Quality Assurance workshop held in Jan 2019.</p> <p>-The books were provided to the reviewers to tally the incorporation of suggested changes during quality assurance workshop.</p> <p>-Reviewers marked some of the missing points. The points were</p>
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Annex 3: List of Activities

37	11 th 2019	April	Preparatory meeting for planning a workshop on Development of Adult Literacy Curriculum Sindh	Half day	Office of the Director DCAR, Jamshoro	3 Director DCAR, Director NFE, PC- AQAL	<p>incorporated at DCAR by the JICA communication team and local facilitators.</p> <p>-Reviewers committed to draft the reports when these errors will finally be removed and the updated books produced before them again.</p> <p>-A Preparatory meeting with Director DCAR (Mr. Ghulam Asghar Memon) was held to discuss the arrangements for a workshop for ALC Curriculum development.</p> <p>-2 days' workshop has been planned to be held on 23-24 April at DCAR Jamshoro with proposed participation of experts from JICA, DCAR, Directorate of Lit & NFE, NCHD, BRAC and SEF</p>
38	23-24 th 2019	April	2 days ALC Curriculum Review and finalization workshop at DCAR, Jamshoro	2 days	Committee Room, DCAR, Jamshoro	16 Director DCAR & his experts, AQAL Deputy	<p>-AQAL representatives and Directorate of Literacy & NFE presented Draft of curriculum along-with its objectives for Adult Literacy cum skill training in the province.</p> <p>Experts from DCAR, NCHD, SEF and</p>

Annex 3 : List of Activities

39	30 th September 2019	Curriculum Meeting with Director STEVTA Regarding vocational part of Development of Adult Literacy Curriculum	3 hours	Office of Director STEVTA, near NIPA Churangi, Karachi	Chief Advisor and Programme specialist PC-Sindh, Director NFE, SEF, BRAC, NCHD	5 Director STEVTA & his 2 academic offices, Director NFE, PC-AQAL	BRAC reviewed the draft and suggested subject wise changes to align the curriculum with said objectives. -Curriculum and materials available with STEVTA will be included and the draft will further be analyzed to make it finalized. -Inclusion of vocational skills in ALC Curriculum has been discussed. Director STEVTA appreciated the ALC strategy and offered his full support in development of ALC curriculum as well as implementation stage of Vocational Skills integration. -He suggested to link Vocational skills via TVET institutions for male Adolescents as well as trades at AL Centres for entrepreneurship for female learners. -A future meeting has been proposed between JICA-AQAL curriculum
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Annex 3 : List of Activities

40	18 th September 2019	Participation in Development of Temporary Scheme of Studies for Grade-VI for running of elementary schools at district Shikarpur by IRC-Save the Children project.	1 day	DCAR, Jamshoro	Director DCAR, Subject Specialists of DCAR, Save the Children, IRC, Director NFE, PC-AQAL	specialist with Director STEVTA to finalize the suggested models. -IRC and Save the Children organized a 5 day workshop at DCAR Jamshoro to develop a scheme of study and choose topics from Textbooks of grade-VI. -The workshop was participated for the day 1 and the participants were guided to consider SLOs based topics picked from books to develop condensed scheme of study -They were also suggested to consider a different teachers' training for condensed and accelerated scheme of study for grade-VI -It was also told that Non-Formal Elementary Curriculum development is in our plan and it will be initiated very soon through the Task Force and relevant Sub-Committee notified for curriculum and materials development. It will then be easy for everyone follow the NFE Elementary curriculum and materials
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Annex 3 : List of Activities

41	25 th October 2019	1 st Meeting of Technical Working Group (TWG) for Development of NFE Elementary level Curriculum & Materials	2 hours	Meeting room, NFE Directorate, Old KDA Building, Sindh Secretariat, Karachi	12 NFE Directorate, Curriculum Wing, DCAR, UNICEF, STEEVTA, TTI, SEF, JICA-AQAL	approved by SELD. -First meeting of TWG for Post Primary Curriculum Development held at Directorate of NFE Sindh and an Action Plan drafted to be followed for the said purpose. It was decided that 3 workshops will be organized at DCAR where Subject Specialists from DCAR and TTIs will be guided and would develop, review and finalize the said Curriculum till January 2019. -Action plan was shared with TWG members via email.
42	11 th December 2019	1st Workshop on NFE Elementary Curriculum Development	5 days	Meeting Room, Directorate of Curriculum, Assessment & Research)	26 21 Experts from DCAR, 3 AQAL, Director NFE, Additional Director & Deputy Director	-5 day workshop held at DCAR Jamshoro -21 Subject Specialists from DCAR and TTIs worked on drafting subject wise curriculum - AQAL participated (11 & 12 Dec). - AQAL made a comprehensive brief and a presentation on the need for NFE Elementary in Sindh. - Programme Specialist oriented the experts on the curriculum framework and

Annex 3 : List of Activities

43	24 th December 2019	2 nd Meeting of TWG on NFE Elementary Curriculum Development	Half day	Committee room, Directorate of Lit. & NFE Sindh, Karachi	14 Directorate of NFE, JICA- AQAL, DCAR, TTL, TWG Member Dev Partners, IPs)	<p>key considerations</p> <ul style="list-style-type: none"> -Fayyaz Uddin Afridi sb. of UNICEF urged for a relevant framework for local needs of the adolescents especially integration of Life Skills and vocational training as incentives for the marginalized communities. -Draft NFE Elementary curriculum was developed. -2nd meeting of TWG held at Directorate of Lit. & NFE. -The draft curriculum was presented with its components worked so far and the missing links were identified and narrated by M. Younus sb. -Director DCAR Stressed on including Life Skills in the curriculum as relevance and need of the Adolescents of Sindh. -Abid sb. urged that It should foresee the needs of our industries as well as promote entrepreneur at local levels. -Members decided to invite experts from AIOU (ICT), KP and Balochistan to share
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Annex 3: List of Activities

44	13 th January 2020	TWG Meeting to finalize Adult Literacy Curriculum (endorsement of skill component incorporated)	2 hours	Meeting room, Directorate of Lit. & NFE Sindh, Karachi	8 Director STEVTA, Director NFE, DDs NFE, Deputy Chief Advisor, Programme Specialist and PC AQAL)	<p>their experiences and give input to guide Sindh for a more relevant and needed curriculum developed.</p> <p>-It was also urged that DDs from NFE Directorate should be fully engage, conversant in these developments and take up/initiate these tasks by them.</p> <p>-Members (Ms. Sadiqa of IRC) urged for piloting of curriculum through materials to mark its authentication.</p> <p>-Director STEVTA endorsed the Level-1 & 2 of skills incorporated in Adult Literacy & Skill Curriculum</p> <p>-He also appreciated the authenticity of 24 trades identified through research study in Sindh regions.</p> <p>-It was decided to send the draft curriculum to DCAR for NOC and then to Secretary through Curriculum wing for approval & Notification.</p>
	14-16 th	2 nd Workshop on	3 days	Meeting Room,	26	-3 day workshop held at DCAR Jamshoro

Annex 3: List of Activities

January 2020	NFE Elementary Curriculum Development		Directorate of Curriculum, Assessment & Research	21 Experts from DCAR, 3 JICA-AQAL, Director NFE, Additional Director & Deputy Director (NFE)	-21 Subject Specialists from DCAR and TTIs worked on reviewing the 1st draft and identifying if anything is missed or contradictory. - AQAL stressed on ensuring relevance part of curriculum local needs of the adolescents especially integration of Life Skills and vocational training as incentives for the marginalized communities. - AQAL worked closely with experts for ensuring that the framework and key considerations are met fully. -Guidelines were added for Content developer and assessment with.
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Balochistan

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	8 th December 2015	1st Meeting of the Technical Committee for Developing/Customizing Curriculum for Adult Literacy	1 day	Bureau of Curriculum and Extension Centre	22	-Orientation regarding the importance of NFE in Balochistan. -Formed working groups on Adult Literacy and Non formal Basic

Annex 3: List of Activities

2	28-30 th December 2015	and Non-Formal Basic Education. 3day Workshop on Review and Development of NFBE and Adult Literacy Curriculum	3 days	Balochistan Scouts Boys Head Quarter, Quetta	34	Education. -Developed Action Plan for development of curriculum for Adult Literacy and NFBE. -Detailed orientation on Non-Formal Education Philosophy. -formed subject wise groups to align and customize NFBE and Adult Literacy Curricula and ensured participation of Assessment, Teaching Methodology and content and curriculum experts in each group. -Selected Standard, benchmark and SLOs from the base document of Literacy and Non-Formal Curriculum Punjab and reference ALP, Balochistan and National curriculum 2006. -Aligned draft curriculum as per the need of AL and NFE in the context of Balochistan. -Developed basic draft of NFBE and Adult Literacy Curricula.
3	13 th January	2nd Meeting of the Technical	1 day	Balochistan Boys	22	Draft Curriculum was shared with the

Annex 3: List of Activities

2016	Committee to review the draft curriculum for Adult literacy and Non-Formal Basic Education		Scouts Quarter, Quetta	Head	Technical Committee. Technical Committee reviewed the draft curriculum in different groups. Technical Committee recommended to conduct a thorough review of the draft curriculum in which the experts from BTBB, BoC, PITE, BEAC and other NGOs and NFE providers be involved.	
4	3-5 th February 2016	3day Expert review workshop on curriculum for Adult Literacy and Non-Formal Basic Education	3 days	Balochistan Scouts Quarter, Quetta	Boys Head	35 -Invited experts from BTBB, BoC&EC, BEAC and PITE to review various components of the draft curricula. -Adult literacy and Non Formal Basic Education Curriculum Methodologies, Assessment techniques and tools subject wise were reviewed and incorporated accordingly by the experts of various department and a draft curricula was finalized.
5	25 th February 2016	3rd Technical Committee on Adult Literacy &NFBE Curriculum-Balochistan	1 day	Balochistan Scouts Quarter, Quetta	Boys Head	22 Draft Curriculum was shared with the Technical Committee and it was suggested to incorporate the detailed

Annex 3 : List of Activities

						feedback of the committee before submitting the curriculum to BoC for approval. Scheme of study should be more elaborated. Assessment mechanism and guide lines must be incorporated into the curriculum document. Subject wise aims and objectives to be inculcated to assess the package wise achievements. Guidelines on teaching methodologies and instructional material should be incorporated. Review panel of BoC should be oriented on NFE and Adult Literacy to develop and enhance understanding.
6	21- 23 rd March 2016	3 days TOT on Social Mobilization and Data Driven NFE Planning & Management in Baluchistan	3 days	District Loralai, Qallat, Jafarabad, Khuzdar, Gawadar, Bolan, Awaran	District Literacy Officers, Balochistan	- Social Mobilization - Bottom-up Education Planning - Hands on training for HH data collection
7	13 th April	4th Meeting of the Technical	1 day	Balochistan	Boys	Incorporated Feedback and

Annex 3: List of Activities

2016	Committee for Development/Customization of Adult Literacy and Non Formal Basic Education Curriculum		Scouts Head Quarter, Quetta		recommendations of the previous technical committee were discussed and reviewed. Technical Committee approved and requested to submit it to BoC&EC for further review and approval.
8	8-12 th August 2016	5 days	Bureau of Curriculum and Extension Centre	37	Detailed orientation on NFE and its Philosophy. NFBE and Adult Literacy Curriculum development process. Curriculum review processes and tools were explained and shared Subject wise groups were formed to review the draft curricula and then incorporate the suggestions accordingly to finalize both NFBE and Adult Literacy curricula.
9	8 th September 2016	1 day	Quetta Serena Hotel	200+	NFE Curricula was formally launched and disseminated.
10	20 th May 2016	1 day	BRSP Hall	14	- Action plan for development of NFBE material discussed, agreed and finalized. -It was decided that already available

Annex 3: List of Activities

11	25-28 th July 2016	4 Days Review and Adaptation workshop of Non-Formal Basic Education Material	4 days	Bureau of Curriculum and Extension Centre	25	<p>material on NFBE, will be reviewed and the most appropriate will be customized in the context of Balochistan.</p> <p>-Pool of experts on NFE to be developed.</p> <p>- Activity based material with pre-vocational/skills be included.</p> <p>-Proposed Action Plan</p> <p>Letter to nominate experts, BoC, PITE, BTBB, BEAC, Education department.</p> <p>a. Orientation session for the head of institution.</p> <p>b. 4 Days workshop for material development.</p> <p>Detailed orientation on NFBE Text books philosophy.</p> <p>Shared Standards of Text book Development.</p> <p>Subject wise groups were formed to review NFBE books and identify gaps and missing SLO's</p> <p>Shared feedback and recommendations to improve/ customize NFBE Teaching and Learning material in the context of</p>
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Annex 3: List of Activities

12	1-9 th March 2017	10 days Internal Review of NFBE teaching and Learning material Package A&B	10 days	Balochistan Book Board	Text	20	Balochistan. Internal Review Committee formed by Chairman Balochistan text Book Board to conduct IRC of NFBE Teaching and Learning Material developed. IRC members conducted a thorough review of English, Urdu and Maths Package A and B Books and Teacher guides in the light of the approved curriculum and in the context of Balochistan. Shared subject wise feedback and recommendations to improve NFBE teaching and learning material for Package A & B.
13	3 -6 th April 2017	4 days Select Review of NFBE Teaching and Learning material	4 days	Balochistan Book Board	Text	12	Select committee was formed by Chairman Text Book Board to review NFBE Books and ensure to incorporate the recommendations of IRC. Members of the Select Committee Thoroughly reviewed NFBE Teaching and Learning material of Package A&B. The reviewed books were submitted to

Annex 3: List of Activities

14	5 th 2017	May	One day Consultative meeting on implementation of NFE Examination and Assessment mechanism in Balochistan	1 day	Bureau of Curriculum and Extension	22	Bureau of Curriculum and extension centre for conducting Provincial review committee. Technical Working group meeting was conducted in which the members of the working group from UNICEF, NCHD, BECS, Society, BTEVTA, BRSP, BEAC, ESP and other service providers participated. Approved NFE Assessment mechanism was shared. It was agreed to form sub group to develop item bank for Adult literacy and NFBE.
15	6 th 2017	July	One day orientation session to PRC review members on NFE Teaching and learning material Review	1 day	Bureau of Curriculum and Extension centre	20	Detailed orientation and discussion on NFE curriculum, Text book Development and review Process to the members of PRC Review Committee. PRC Review tools and Guidelines were discussed and shared. NFE Text books development philosophy and Teaching and learning strategy was discussed.

Annex 3: List of Activities

16	10 -21 st July 2017	Provincial Review Committee of NFBE Teaching and Learning material (Package A&B)	10 days	Bureau of Curriculum Extension centre	15	Provincial Review Committee reviewed the Teaching and learning, material of Package A&B and shared their recommendations.
17	25 -28 th October 2017	SELECT Committee of NFBE Teaching and Learning material (Package A&B)	4 days	Bureau of Curriculum Extension centre	18	SELECT Review Committee reviewed the Teaching and learning, material of Package A&B and shared their recommendations which were incorporated accordingly and then NoC for NFBE Package A&B T/L Material was issued.
18	20 th November 2017	Capacity Building of District NFE Assessment and Examination Committee regarding NFE Assessment and Examination mechanism	1 day	Bureau of Curriculum and Extension	38	District NFE Assessment and Examination committee members from the targeted eight districts i.e. Zhob, Loralai, Ziarat, Bolan, Sibi, Jafferabad, Kalat and Gawader were briefed regarding NFE Assessment and Examination mechanism and role and coordination among the members of the Assessment and examination committees at the district level. The participants were the DEOs, DLO's, DOE Female and district EMIS personnel of the

Annex 3: List of Activities

19	26 th February- 3 rd March 2018	6 day workshop on Customization and development of Package C	6 days	DL&NFE	26	corresponding targeted districts of Directorate of Literacy and Non-Formal Education. The committees were asked to nominate DTEs who will be then trained on NFE Assessment and examination and will then conduct the Assessment and examination of NFE in their respective districts in coordination with District committees and BEAC.
20	April 2018	Internal Review Committee (IRC)	4 days	DL&NFE, Textbook board	30	Based on the materials Package C developed in Sindh, developers customize/develop the materials comparing with NFBE curriculum. Review of Package C (English, Urdu, Maths, Social Studies & Science) materials by Internal Review Committee (IRC) held.
21	June 2018	2 days workshop for Incorporation of IRC feedback on NFBE Teaching and Learning material package C by the developers	2 days	BOC&EC		The team who developed/customized NFBE Package C reviewed the feedback of the IRC in their respective subjects. The Developers then addressed all the feedback provided by the IRC which

Annex 3: List of Activities

22	August 2018	Select Review of NFBE Package C by BTBB				<p>were then incorporated by the composers. The incorporated textbooks were reviewed again by the developers before submitting it with BTBB for conducting SELECT committee review.</p> <p>Select Committee Review of English, Urdu and Maths conducted.</p> <p>Science 2nd IRC conducted</p> <p>Social Studies desk review completed shared back to incorporate few IRC feedback and resubmit for 2nd IRC.</p>
23	30 th January 2019	Consultative Meeting with PPHI staff on Framework, Curriculum and Baseline Questionnaire for Health Literacy Piloting	1 day	PPHI Office	12	<p>JICA-AQAL, PPHI and DLNFE has signed LoU to pilot Health literacy in three BHUs belonging to three districts of Balochistan. In this regard a one day consultative meeting was conducted with PPHI Technical and field staff to share the draft Framework, Curriculum and Baseline Questionnaire of Health Literacy. Feedback of PPHI team was incorporated. Which will be then be consolidated to finalize all the above documents and initiate preparatory</p>

Annex 3 : List of Activities

24	30 th January 2019	Meeting with BoC&EC Director regarding Elementary Curriculum	Half day	BoC&EC office	4 Director BoC&EC, 3 JICA-AQAL	activities of the piloting. A meeting was conducted with Director BoC&EC regarding curriculum development for NFE Elementary level. BoC&EC has already negotiated with UNICEF for development of accelerated Elementary Education. Director was told that JICA has already worked at ICT level and has completed the Elementary Level accelerated curriculum which will be shared with them as guideline and will assist BOC&EC in the development of Elementary level accelerated curriculum
25	31 st January 2019	Submission of Social Studies Package C for 2 nd IRC	Half day	BTBB	3 Secretary BTBB, Director LNFE, PC JICA	NFBE Social Studies Package C was resubmitted to Balochistan Text Book board for 2nd IRC which will start from 4th till 10 February, 2019.
26	4-9 th February 2019	2 nd IRC of NFBE Social Studies package C	6 days	BTBB office	5 Reviewers BTBB	2 nd IRC of NFBE Social Studies package C was conducted. The committee review the Teaching and Learning material and shared their feedback which will be

Annex 3: List of Activities

27	11-14 th February 2019	Select review of Science package C	3 days	BTBB office	3 Reviewers BTBB	incorporated soon. Select review of Science package C was conducted and the feedback was shared to improve the textbooks and Teacher Guides.
28	11 th February 2019	Review of Livestock based Literacy material	Half day	Livestock and Dairy development office	7 Director General, Director Planning, Director LNF, PC JICA, Livestock officials	A meeting was conducted with the Director General Livestock and Dairy development department Balochistan where they were requested to review and improve the livestock-based literacy material. The Livestock based literacy have been reviewed and improved which has been shared with Lahore for further printing.
29	18-19 th February 2019	Two days Consultative meeting with Bureau of Curriculum and Extension for development of Elementary level ALP curriculum	2 days	BoC&EC Auditorium	29 Director and subject specialists of BoC&EC, UNICEF education officer, ESP,	In continuation of the meeting with Director BOC&EC by Deputy Chief Advisor and Provincial Coordinator, a two days consultative meeting was conducted with the Director and all concerned subject specialist of BOC&EC to review the Elementary Level ALP curriculum developed by

Annex 3 : List of Activities

30	26 th February 2019	Meeting with Industries department regarding review of masonry-based literacy material	Half day	DG Industries office	3 Deputy Director Industries, PC JICA, Director LNFE	BoC&EC with the support of UNICEF/JICA funded. The curriculum was reviewed and JICA-AQAL team shared their feedback to improve the curriculum. A frame work of the curriculum was also agreed and BoC&EC will arrange a workshop in which the curriculum on the agreed framework will be developed and shared for further improvement. Meeting was conducted with Deputy Director Industries department in which they were requested to review the masonry based Adult Literacy material. The deputy Director agreed to review and improve the same which will then be used in Adult Literacy programme in Balochistan.
31	26 th February 2019	Meeting with Agriculture department regarding review of Agriculture based literacy material.	Half day	Agriculture Extension office	3 Director Agriculture, Director LNFE, PC	A similar Meeting was also conducted with Director, Agriculture Extension department Balochistan to review and improve Agriculture based literacy material by Agriculture Extension

Annex 3: List of Activities

32	5 th March 2019	Health Literacy material review with PPHI staff	1 day	PPHI office	JICA	<p>department. The material is under review and will share the improved version during the 1st week of March, 2019.</p> <p>A one-day consultative meeting was conducted on 5th March 2019 in PPHI head office Quetta. The Health Literacy material developed by JICA were shared and the participants were asked to share their feedback on the hardcopies so that the health literacy material could be improved.</p> <p>After the incorporation of the feedback the revised material were shared with Lahore office to improve the Health literacy material to be used in the three pilot BHUs of PPHI.</p>
33	19 th March 2019	Submission of Social Studies Package C for Select review by BTBB	Half day	BTBB	2 Secretary BTBB, JICA-AQAL	<p>NFBE Package C Social studies after incorporation of the 2nd IRC feedback has been submitted to Balochistan Textbook board for conducting SELECT review. BTBB requested few corrections in the textbooks which were incorporated and the improved version will be</p>

Annex 3: List of Activities

34	19 th March 2019	NFBE mathematics and Science Package C submitted to Balochistan Textbook Board for further submission to BOC&EC for PRC.	Half day	BTBB	2 Secretary BTBB, JICA-AQAL	resubmitted to BTBB for conducting SELECT review, which has been planned in the 2nd week of April, 2019 NFBE Package C Mathematics and Science were submitted to BTBB for forwarding to BOC&EC for conducting PRC. Few corrections were suggested which were shared with Lahore Team. The improved textbooks of Science and Mathematics will be resubmitted to BTBB for onward submission to BOC&EC for PRC
35	20 th March 2019	Review and Finalization of Health Literacy Baseline Questionnaire.	Half day	PPHI office	3 PPHI Health Literacy staff, JICA- AQAL	Health Literacy baseline questionnaire was revised and translated into Urdu. The Finalized version has been shared with PPHI
36	20 th March 2019	Meeting with PPHI for Conducting baseline survey of Health Literacy intervention.	Half day	PPHI office	3 PPHI Health Literacy staff, JICA- AQAL	A meeting was conducted with the focal person PPIU for Health Literacy intervention. It was agreed that LHV's posted in the targeted BHUs will carry out the baseline survey and a meeting of the LHVs will be conducted on the Health

Annex 3: List of Activities

37	15-16 th April 2019	Select Review of Social Studies package C	2 days	BTBB	3 Reviewers of BTBB	Literacy tool already prepared by JICA-AQAL. Select review of Social Studies package C was conducted. The Suggestion and recommendations of Select Committee were incorporated.
38	18 th April 2019	PRC of NFBTE Teaching and Learning material Package C				BTBB submitted Science, Social Studies and Urdu to BoC&EC for PRC. English and Mathematics Package C has already been sent earlier to BoC&EC
39	19 th April 2019	Conducting of Health Literacy survey in targeted three BHU's	Half day	PPHI office	2 PPHI, JICA	The Trained LHV's were given three weeks to complete Health Literacy survey in their corresponding areas of BHUs in the targeted districts of Pishin, Quetta and Mastung.
40	29 th July -3 rd August, 2019	PRC of NFBTE Teaching and Learning material Package C. 29th July-03 August, 2019	6 days	BoC&EC	BoC&EC subject specialist and reviewers	06 days PRC of NFBTE Teaching and learning material Package C, English, Urdu, Maths, Social studies and Science was conducted by the subject specialists of BoC&EC. NFBTE Teaching & Learning material of Package C were reviewed and recommendation and suggestion for the improvements of the material against

Annex 3 : List of Activities

41	21-23 rd October, 2019	ALP Elementary Accelerated Curriculum review.	3 days	PPIU, Secretariat	Civil	54 BoC&EC subject Specialist, Reviewers, PPIU, UNICEF, JICA, DLNFE, BTBB	<p>each subject were shared. The revised material along with the reports were shared with material development team who after incorporation of suggestion will share the improved material of Select review.</p> <p>A three days ALP Elementary Accelerated curriculum Review workshop organized by PPIU was held from 21-23 October 2019. The developers of each subject shared the curriculum development process and the Number of SLOs they have merged, integrated and reduced in their particular subject. Abid sb. Facilitated a small session in which he shared that how with adding few SLOs in science we can easily add the vocational part as well. Apart from this, there were few repeated SLOs in few subjects which were accordingly pointed out and shared with the Developers for their review and incorporation.</p>
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Annex 3: List of Activities

42	19 th November, 2019	Submission of NFBE Package C Textbooks and Teacher Guide for Select Review to BoC&EC	4 days	BoC&EC		NFBE Textbooks and Teacher Guides of Package “C” were submitted to Balochistan text Book Board, after incorporation of PRC feedback, for onward submission to BoC&EC for conducting final Select review. The Select will be conducted in the first week of December, 2019 by BoC&EC.
43	3 rd – 6 th December 2019	Select Review of NFBE Package C Textbooks and Teacher Guide for Select Review to BoC&EC	4 days	BoC&EC	15 Reviewers BoC&EC	SELECT review of NFBE Package C Teaching and learning material conducted. The Reviewers verified the recommendations of PRC.
44	22 nd January 2020	Issuance of NoC for NFBE Package C Teaching and Learning material				After the satisfactory comments of SELECT review committee on NFBE package C Teaching and Learning material, BoC issued NoC for NFBE Package C English, Urdu, Mathematics, Science and Social Studies along with Teacher Guides.
45	5 th March 2020	Sharing of NoC, 3 hard copies and Soft copies of NFBE Package C Textbooks and Teacher Guides with		BTBB		NoC, Hard copies of the final set and soft copies of NFBE Package C Textbooks and Teacher Guides were shared with BTBB for printing and their record.

Annex 3: List of Activities

		Balochistan Textbook Board for Printing					DLNFE has already provided funds for the printing of Package C to BTBB for printing.
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Punjab

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	8 th October 2019	Formation/notification of AQAL Punjab Project Steering Committee	-	L&NFBE Department Punjab		Project Steering Committee formed and officially notified by L&NFBE department, Government of Punjab. This committee is headed by Secretary L&NFBE Department and include 08members from different departments and JICA AQAL project
2	8 th October 2019	Formation/ notification of TWG for materials development		L&NFBE Department Punjab		4 Technical working Groups formed and officially notified
3	18 th October 2019	1 st TWG meeting on Curriculum and Material development	1 day	L&NFBE Department, Punjab	15	Organized first meeting of TWG and developed action plan and discussed probability of using existing materials (TLMs) of Federal, Sindh and Baluchistan to develop materials on the basis of approved curriculum of Punjab. Following was discussed; - Objectives and TORs discussed

Annex 3: List of Activities

4	4 th November	2 nd TWG meeting on Material Development	1 day	L&NFBE department	10	<ul style="list-style-type: none"> - JICA made a presentation of its accelerated learning material and highlighted need and importance of accelerated learning for drop outs and never attended children. curriculum and learning material including teachers guides and text books were also discussed - Also proposed strategies and process of material review and development - Action plan for way forward chalked out and agreed - Decided to review JICA AQAL project curriculum and learning material of Balochistan, ICT and Sindh - L&NFBE department material development wing will review the existing material and develop a zero draft for Grade-I to grade 5. 	<p>Meeting was chaired by Additional Secretary. JICA-AQAL gave presentation on status</p>
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Annex 3 : List of Activities

5	2019	Steering Committee Meeting and AQAL	1 day	Royal Palm Golf and Country	75	<p>OOSC of different age cohorts and highlight the need of accelerated learning for specific age group (above 10) JICA material development process and learning packages explained. Skill based adult literacy programme also explained. The following decision were made;</p> <ul style="list-style-type: none"> - Internal review of JICA material by L&NFBE department on prescribed format to prepare zero draft of Punjab material - Formation of sub-committee to extensively review the zero draft of AQAL material (textbooks and teachers guides) as well as other material - PCTB, SED, Quaid Academy and PEC will be members of sub committee - Subcommittee will develop 1st draft for PCTB review <p>AQAL-JICA Punjab Project kick start cum 1st steering committee was held which was</p>
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Annex 3 : List of Activities

2019	project – Punjab kick Start Meeting	Club, Lahore	<p>attended by representatives of different government departments, NGOs, private sector and donors/partners working in education sector.</p> <p>Minister for Literacy and Non-formal Education was chief guest and Secretary Literacy chaired the meeting.</p> <p>the following agenda points were discussed in details;</p> <ul style="list-style-type: none"> - Introduction and updates of Literacy and NFBE Department by Project Director PNFEEL, Literacy and NFBE Department Punjab - ToRs of Steering Committee of AQAL by project Additional Secretary Literacy and NFBE Punjab - Project brief and key deliverables of JICA-AQAL project by Chief Advisor JICA-AQAL - Situation of OOSC in Punjab, Accelerated way of learning and
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Annex 3 : List of Activities

6	12 th November 2019	Material Development sub-committee meeting	3 days	JICA Office	10	<p>way forward by Deputy Chief Advisor, JICA-AQAL</p> <ul style="list-style-type: none"> - JICA, s current role in NFE sector and future interventions by Country Chief JICA Pakistan - Concluding remarks by Minister for Literacy and Non-Formal Basic Education, Punjab - <p>Review of ALP packages by Curriculum Material Development Unit (CMDU) L& NFE department along with JICA team.</p> <ul style="list-style-type: none"> - Reviewed Sindh, Balochistan and ICT packages A, B, C (books and teacher guides) as per Punjab NFE curriculum to develop learning material (books) for Punjab - Incorporation of missing SLO and develop material on. - Prepared draft for internal review
7	6 th November 2019	Steering Committee Meeting and AQAL project – Punjab kick	1 day	Royal Palm Golf and Country Club, Lahore	75	<p>AQAL-JICA Punjab Project kick start cum 1st steering committee was held which was attended by representatives of different</p>

Annex 3 : List of Activities

	Start Meeting		<p>government departments, NGOs, private sector and donors/partners working in education sector.</p> <p>Minister for Literacy and Non-formal Education was chief guest and Secretary Literacy chaired the meeting.</p> <p>the following agenda points were discussed in details;</p> <ul style="list-style-type: none"> - Introduction and updates of Literacy and NFBE Department by Project Director PNFEF, Literacy and NFBE Department Punjab - ToRs of Steering Committee of AQAL by project Additional Secretary Literacy and NFBE Punjab - Project brief and key deliverables of JICA-AQAL project by Chief Advisor JICA-AQAL - Situation of OOSC in Punjab, Accelerated way of learning and way forward by Deputy Chief Advisor, JICA-AQAL
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Annex 3: List of Activities

						<ul style="list-style-type: none"> - JICA, s current role in NFE sector and future interventions by Country Chief JICA Pakistan - Concluding remarks by Minister for Literacy and Non-Formal Basic Education, Punjab
9 th December 2019	Meeting to discuss Adult Literacy Material Distribution at district level	1	L&NFBE department Punjab	3	from department and 1 from JICA	List of material shared (posters &NFE monitoring guide). Districts selected for material distribution.

Activity # 3.2: Customize training modules of NFBE and adult literacy for federal, provincial, district officers and teachers

Federal

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	September 2016	Internal meeting to customize training contents for ICT teachers' training	2 days	Islamabad	5	

Sindh

No	Date	Title	Duration	Venue	Participants	Key discussion points
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Annex 3: List of Activities

1	1-4 th March 2016	Trans-adaptation workshop of Package A Training Manual into Sindhi Language	3 days	USAID-SRP Office Karachi	8	
2	19 -20 th July 2016	Review and development of Package B guides	2 days	USAID-SRP Office Karachi	10	Review and development of Package B guides i-19 July review of English teacher guide, ii-20 July review of math teacher guide
3	18 th May 2017	Meeting with sub-committee members on teachers' management to finalize the outline of NFE training Manual	1 day	Directorate of Literacy and NFE-Sindh	11	
4	2-3 rd April 2018	Final Review of Training Manuals of Package A&B	2 days	USAID - SRP	UNICEF, USAID-SRP, JICA-AQAL, SEF, TNW, Reviewers	

Annex 3: List of Activities

5	18 th July 2018	Meeting with STEDA on review of Social Mobilization Guide	1 day	STEDA Karachi	5	from DCAR&PITE	Social Mobilization Guide was reviewed by the notified Committee. NOC for approval was issued conditional on incorporation of the suggestion/recommendations and comments shared by the committee		

Balochistan:

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	November 2016	2 days consultative training for Adult literacy teacher training contents	2 day	Lahore	5	Internal meeting to customize training contents for Balochistan adult literacy teachers' training
2	3-6 th December 2018	4 days review of NFBE and Adult Literacy Teacher Training manuals	4 days	PITE, Quetta	20 PITE Subject Specialist, NCHD, Secondary Education, IDSP, NCHD, DLNFE, JICA	NFBE and Adult Literacy Teacher Manuals were reviewed. Feedback for the improvement of NFE Teacher Training Manuals were suggested which will be incorporated and will be finally reviewed for finalization.

Annex 3: List of Activities

3	17-18 th December 2018	Review and Finalization of NFBE and Adult Literacy Teacher Training manuals	2 days	PITE Quetta	10 PITE Subject Specialist, NCHD, Secondary Education, IDSP, NCHD, DLNFE, JICA	The Suggestions and recommendation of the NFE Teacher Training Manuals review committee were incorporated and were again shared with the Training review committee. The Manuals were thoroughly reviewed and were shared for finalization and approval.
4	20 and 26 th August, 2019	Health Literacy Centre Visits in Mastung and Pishin. 20 and 26 August, 2019.	2 days	Mastung, Pishin	3 PPHI, JICA	Pilot Health Literacy centres in Mastung and Pishin were visited. The learners in both the centres were taking keen interest in their studies and the learners appreciated and shared their satisfaction over the Health Literacy programme. Similarly, 2 Case studies on Health Literacy centres were also compiled and shared with the Head office for further sharing with the HQ.
5	24 th September 2019	Visit to Health Literacy Centre, Quetta	1 day	Quetta	4 PPHI, JICA	A field visit was planned with PPHI focal person for Health Literacy Piloting Dr. Mukhtar Zehri. The purpose of the visit was to monitor the teaching and learning process of Health literacy centres. Killi Ahmad Khanzai is located in the rural area of Quetta

Annex 3: List of Activities

						<p>city, with a total population of around 14,000 people. There is no proper water supply scheme in the area and the inhabitants of the village bring water from the neighborhoods. Moreover, there is no sanitation and waste disposal facilities and people throw their waste in open streets, due to which the people especially children are suffering from various diseases. Majority of the population in the area are the refugees from Afghanistan along with local Baloch and Pashtun. Girl's education is not encouraged in the locality that is the reason that being in Quetta most of the girls have never been to school. The Health literacy centre is a good opportunity for them to acquire literacy skills along with Health and hygiene education. There were total 35 learners enrolled in the centre whose ages vary from 14 to 40 years of age. There were instances where mother carried their infants in the class and in other case mother and her daughter both were enrolled in the same</p>
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Annex 3: List of Activities

6	26 th September 2019	Visit to NFBE centre Hazara community and handing over of mid-term Assessment tools.	Half day	Essa Khan Girls High School, Alamdard road Quetta	4, JICA, Centre Teacher	<p>centre. The centre was started from 1st July, 2019 and has been running for the last three months. The learners have almost covered the literacy component of the health literacy programme and is about to start the health component. Ms. Sajida, is the teacher in the centre who regularly conducts health session with the women in the community. The centre operates from 12.00 P.M to 3.00 P.M.</p> <p>A visit was planned with Muhammad Younas JICA-AQAL to observe the teaching and learning activities in NFBE centre Hazara community, Quetta.</p> <p>Students enrolled in all the three packages were visited and teacher was asked if they feel any difficulty in Teaching any subject or topic. All the learners enrolled were outstanding and in a few areas where the teacher and student requested were facilitated. The teacher shared that soon they will be having their mid-term examinations of all the three packages.</p>
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Annex 3: List of Activities

7	1 st October 2019	Conduction of Mid Term Examination of Hazara Community.	Half day	Essa Khan Girls High School, Alamdar road Quetta.	4 JICA, DLNFE, Teacher	The Assessment tools developed by JICA-AQAL for all the three packages and all the subjects were handed over to the teacher. Mid term examination of Hazara community NFBCE centre was conducted on 01 October, 2019. Examination conduction tools were provided to all the learners. Teachers of the NFBCE centre will compile and share the result.
8	8 th October 2019	Focus Group Discussion with the Learners of Health Literacy Centres	1 day	Health Literacy centre, Ahmad Khanzai, Quetta.	6 JICA, DLNFE, PPHI	A detailed Focus group discussion activity was conducted with the learners of Health Literacy Centre in Ahmad Khanzai Quetta. Apart from the JICA staff, DLNFE and PPHI focal person participated in the activity. The other two centres imparting Health Literacy in Pishin and Mastung will be visited later in the month with the officials of DLNFE and PPHI.
9	23-24 th October 2019	Visit to DLNFE run NFBCE and Adult Literacy Centres in	2 days	District Ziarat	4 JICA, DLNFE	In order to support DLNFE in the implementation of their NFE programme in Balochistan. A two-day visit was planned to observe the teaching and learning process in

Annex 3 : List of Activities

		District Ziarat.			<p>the DLNFE run centres in District Ziarat. Three NFBE centres and one Adult Literacy Centre in Tehsil Chautair and Tehsil Sanjavi of district Ziarat were visited. It was observed that teachers were not following scheme of studies and the instructions in the teacher guides and in most of the centres very young kids of the age of 3 to 5 were enrolled, although there were older out of school children in the community. Feedback with the teacher and supervisor were shared and later on detailed meeting was conducted with the DLO in which comprehensive feedback regarding the visit observation were shared. It was also observed that Literacy supervisors need refresher training on both NFEMIS and Mentoring so that he could improve the teaching and learning process in all these centres.</p>
10	11 February 2020	NFBE Package A and B Teacher Training Manual Notified			<p>After the review and incorporation of feedback from PITE Teacher Training experts. The Package A and B Teacher Training Manual were submitted to</p>

Annex 3: List of Activities

11	24-25 th March 2020	Review of NFBE Package C Teacher Training Manual	2 days	PITE conference room	14 PITE subject specialist and Teacher Training Experts	<p>Secondary Education Department for formal approval. Secretary Secondary Education department formally notified Package A and B Manual along with General Manual for administration and Management of NFE programme.</p> <p>A two days review of NFBE Package C Teacher Training Manual was conducted from 24-25 March 2020 in the conference room of PITE. 02 reviewers for each subject English, Urdu, mathematics, Social Studies, Science were nominated to review the Manual. The reviewers thoroughly reviewed the Teacher Training manual in line with Teacher Guide and Textbooks and shared their feedback and suggestions to improve the manual. The suggestions/recommendations of the reviewers have been incorporated and will be shared with the department for approval and formal notification.</p>
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Annex 3 : List of Activities

Punjab

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	4 th November 2019	1 st TWG meeting on Teacher training framework	1 day	L&NFBE Department	12	Additional Secretary of L&NFBE chaired the meeting. JICA -ALP teacher training assessment, teacher standards, teacher recruitment process, issues of multi-grade teaching were shared and discussed with participants. It was decided by participants to form sub-committees (consists of SED and L&NFBE department and JICA) for recommendation on following; 1. minimum standards for NFE teachers 2. recruitment criteria and process of teachers 3. capacity development module
2	27 th November 2019	Introductory meeting with Department	1 day	L&NFBE department Punjab	9 department and 2 from JICA)	JICA developed Literacy material and skills based primers (agriculture, livestock and masonry) and awareness raising

Annex 3: List of Activities

									material based on health hygiene and life skills was presented and explained to Director L&NFBE and staff for a better understanding and adaptation for newly coming project Ilm o Hunar. Posters and other material developed and printed by JICA will be handed over to L&NFBE department for onward distribution to NFE centres across Punjab.
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Activity # 3.3: Train federal, provincial and district officers, and selected teachers

Federal

No	Date	Training Title	Duration	Training Subject	Target Audience	Participants	Department/NGOs	Area/District
1	26 September 2016	2 days Orientation workshop for NFBE Teachers	2 days	Package A	ICT Teachers	10	JICA ICT Piloting	AEPAM Islamabad
2	14 -19 th	6 days	6 days	Package A	ICT Teachers &	14	JICA ICT Piloting	AEPAM Islamabad

Annex 3 : List of Activities

	November 2016	Training of NFBE Teachers for the Piloting							
3	January-March 2017	3 days monthly Progress Review	1 day each	Package A	ICT Teachers	37	JICA ICT Piloting	AEPAM Islamabad	
4	26 th April 2017	1 day Refresher Programme	1 day	Package A	ICT Teachers	14	JICA ICT Piloting	AEPAM Islamabad	
5	January-May 2017	Professional Day with ICT Teachers 5 training sessions	1 day	Package A	NFE Teachers	67	JICA ICT Piloting	AEPAM Islamabad	
6	July November 2017	Professional Day with ICT Teachers 5 training sessions	1 day	Package B	NFE Teachers	79	JICA ICT Piloting	AEPAM Islamabad	
7	24 - 27 th July 2017	4 days Training of	4 days	Package B	NFE Teachers	20	JICA ICT Piloting	AEPAM Islamabad	

Annex 3: List of Activities

8	2017 (every month)	ICT Teachers for the piloting Package B	1 day		NFE Teachers	13	JICA ICT Piloting	AEPAM Islamabad
9	26-27 th December 2017	Monthly Teachers' Professional day Refresher Training on Package-B	2 days	Package-B	NFE Teachers	15	JICA ICT Piloting	AEPAM Islamabad
10	10-13 th April 2018	Teachers training workshop	4 days	Package-C materials	NFE Teachers	13	JICA ICT Piloting	AEPAM Islamabad
11	July - November 2018 (5 months)	Monthly Teachers' Professional day	1 day		NFE Teachers	16	JICA ICT Piloting	AEPAM Islamabad
12	24-28 th September 2018	5 day teachers Training on Package C	5 days	Package-C materials	NFE Teachers	16	JICA ICT Piloting	AEPAM Islamabad
13	December 2018 - May 2019	Monthly Teachers' Professional	1 day		NFE Teachers	15	JICA ICT Piloting	AEPAM Islamabad

Annex 3: List of Activities

14	13-17 th May 2019	Training of Trainers on ALP	5 days	Islamabad Model School	27 Teachers of Federal Directorate of Education (FDE), 5 trainers from Development Alternative and 5 ALP teachers from American Refugee Committee (ARC) to train as Master Trainers on ALP	37	Federal Directorate of Education (FDE), Ministry of Federal Education and Professional Training.	ICT
15	June to October 2019	Monthly Teachers' Professional day	1 day	Mentoring session	NFE Teachers	15	JICA ICT Piloting	AEPAM Islamabad
16	5-9 th July 2019	Training of ALP teachers for second	5 days	Training on ALP specially	ALP teachers - FDE	24	ICT Out of School Children Campaign by FDE	Islamabad Model School, G-9/3

Annex 3 : List of Activities

17	17-20 th September 2019	batch -FDE Cluster based professional day of ALP teachers and trainers	4 days	Package A Issues, challenges relating to quality of education and remedial measures	ALP trainers	65	ICT Out of School Children Campaign by FDE	Area Education Offices of Sihala, Tarnol, Nilor and Bhara Kahu
18	17-20 th September 2019	Training workshop for District Literacy Officers of Baluchistan	4 days	Training of newly inducted DLO s on management of NFE/ALP, Literacy projects at district level	District Literacy Officers of Baluchistan	28	Directorate of Literacy and NFE Baluchistan	AEPAM Islamabad

Sindh

No	Date	Training Title	Duration	Training Subject	Target Audience	Participants	Department/NGOs	Area/District
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Annex 3: List of Activities

1	9	-10 th March 2016	2	day workshop Package-A for piloting	TOT	2	days	Package (TOT)	A	Trainers, USAID- SRP&SRSO staff	14	USAID-SRP	Sakhar
2	15	-16 th August 2016	2	day Teacher Refresher Courses	Teacher	2	days	Package A		Teachers	50	USAID-SRP	Dadu
4	18	-19 th August 2016	2	day Teacher Refresher Courses	Teacher	2	days	Package A		Teachers	60	USAID-SRP	SRSO, Sukkur
6	14	-15 th October 2016	2	day Teacher Training	TCF	2	days	Package C		Teachers	6	TCF	Karachi
9	7	-9 th November 2016	3	day TOT of Package B Material	TOT	3	days	Package B		TOT	20	DFPs, Assistant director, Project Coordinators USAID-SRP	SRSO, Sukkur
12	20	-22 nd April 2017	3	day TOT of Package A Material	TOT	3	days	Package A		Training of Trainers USAID- SRP& BOC	17	USAID-SRP –BOC	SRSO, Sukkur
13	11 th	May 2017	1	day Orientation of	day	1	day in each area	Package &ALC	A	NFE&ALC Teachers	104	Directorate NFE& AL	Hyderabad

Annex 3: List of Activities

14	12 th May 2017	NFE and ALC teachers	1 day Orientation of NFE and ALC teachers	1 day in each area	Package A & ALC	A	NFE & ALC Teachers	41	Directorate AL	NFE & AL	Mirpurkhas
16	13 th May 2017	NFE and ALC teachers	1 day Orientation of NFE and ALC teachers	1 day in each area	Package A & ALC	A	NFE & ALC Teachers	65	Directorate AL	NFE & AL	Thatta
17	16 -17 th May 2017	5 day NFE Teachers Training Programme	5 day NFE Teachers Training Programme	5 days	Package A		NFE Teachers	85	USAID-SRP		Karachi
18	22 -23 rd May 2017	2 day NFE Teacher Training	2 day NFE Teacher Training	2 days	Package A		NFE Teachers	41	The NGO World		Korangi, Karachi
19	24 -25 th May 2017	2 day NFE Teacher Training	2 day NFE Teacher Training	2 days	Package A		NFE Teachers	36	The NGO World		Korangi, Karachi
20	13 -16 th September 2017	Training of Teachers of SEF	Training of Teachers of SEF	4 days	Package A		NFE Teachers of SEF	38	SEF		Hotel Mehran Karachi

Annex 3: List of Activities

21	20 - 22 nd September 2017	Training of Teachers of SEF	3 days	Package A	NFE Teachers of SEF	42	SEF	Hotel Crown Hyderabad
22	4 - 8 th December 2017	Training of Teachers of NFECentres at Thar	5 days	NFE Package A & Adult Literacy Material	NFE Teachers of ENGRO Thar Foundation	14	ENGRO Foundation	Camp Office Thar
23	7 - 9 th March 2018	3 day TOT of Master Trainers (MTs) of PITE, DCAR and TTIs	3 days	Package A Materials	12 MTs, DL&NFE Sindh, JICA-AQAL Team	14		GECE (Male) Hyderabad
24	14 - 17 th March 2018	Training of Teachers of NFBE Centres established under the ADP Scheme 2017-18 in five districts	4 days		150 NFBE teachers and about 80 teachers of ALCs (Districts Hyderabad, Jamshoro, Tando Allah Yar, Mirpur Khas, Thatta)	150		Hyderabad Hotel, EDO Education office Mirpur Khas

Annex 3: List of Activities

25	31 March - 1 st April 2018	Orientation of Teachers of Thar Foundation (4 NFE (Adult Literacy) Centres)	2 days	Orientation on using Livestock Charts, Stories, Literacy & Numeracy Primers.	10 (JICA-AQAL, Thar Foundation, and 4 teachers along with 2 volunteers)	10 (JICA-AQAL, Thar Foundation, and 4 teachers along with 2 volunteers)	Site Office Thar Foundation
26	10 April (for Non-Intervention Centres) & 23 rd April 2018 (for Intervention centres)	Orientation and training for teachers (Action Research)	3 days		Action Research teachers, AKU-IED team	20	JICA-AQAL, AKU-IED, TNW AKU-IED
27	14- 15 th May 2018	Teachers Training Workshop for Intervention Centres	2 days		NFE Teachers of intervention centres under Action Research	12	AKU-IED, TNW, JICA-AQAL, DL&NFE Sindh

Annex 3: List of Activities

28	14 -16 th May 2018	Training of Teachers of The NGO World on Package B	3 days	linked TNW with the Master Trainers of TTIs to conduct training on Package B for 75 teachers teaching in the NFBECentres of TNW.	75 teachers teaching in NFBE Centres of TNW		TNW, TTIs, DL&NFE Sindh, JICA-AQAL
29	29 and 31 st May 2018	Content Based Training for Intervention Centres (Action Research)	2 days		8 NEBE teachers of intervention centres	8	AKU-IED, JICA-AQAL& DL&NFE Sindh
30	4 th July 2018	1 day Workshop on Accelerated Education.	1 day	Global Accelerated Education Principles & Guidelines	All Stakeholders	42	Ms. Martha Hewison – UNESCO, was the main facilitator, who oriented the participants on the 10 Principles of

Annex 3: List of Activities

31	13 and 14 th September 2018	Professional Development Sessions for 8 Intervention Centre Teachers	2 days	Development of Teaching Learning Resource Material	8 NEBE teachers of intervention centres	8	AKU-IED, TNW, JICA AQAL	AE through interesting activity-based sessions. The Directorate also presented how they are already using and contributing to the 10 principles, and it was interesting to note that almost all are addressed in varying degrees.
								The focus of the session: -reinforcement of the learnt concept – TLR development for learning corners -share preparation

Annex 3: List of Activities

32	12 - 13 th November 2018	2 day Training of Trainer on NFEMIS, Social Mobilization, M&E Assessment Mechanism	2 days	NFEMIS Web version, Social Mobilization Guide, M&E Mechanism, NFE Assessment Mechanism	Master Trainers of DO s Literacy of 10 Districts, IRC Staff, D L&NFE Sindh	22	District offices, Specialists of TTIs, IRC, AKU-IED, and the Directorate	22 participants from District Literacy offices, Subject Specialists of TTIs, IRC, AKU-IED, and the Directorate were trained as Master Trainers on Social Mobilization, NFEMIS, M&E and NFE	details of mid- term administration (mock for oral and written test administration) review scheme of study for final term.
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Annex 3: List of Activities

33	27 - 29 th November 2018	3 day Training of 100 Teachers on NFEMIS, Social Mobilization, M&E and Assessment	3 days	NFEMIS Web version, Social Mobilization Guide, M&E Mechanism, NFE Assessment	100	100 Teachers of NFE Centres established by IRC with support from UNICEF	100 Teachers of NFE Centres established by IRC with support from UNICEF	Assessment Mechanism, with an objective to develop a pool of Master Trainers for NFE, and also to further train 100 teachers engaged by IRC with support from UNICEF at Ghotki and Khairpur.
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Annex 3: List of Activities

		Mechanism at Khairpur and Ghotki districts		Mechanism					Master Trainers. The teachers developed School Development Plans, Assessment Tools, and filled all required Modules of NFEMIS as practice
34	December 2019	ToTs for 12 master trainers		Package A&B and general pedagogy	STEDA, TTIs, NGOs including IRC	12			Trained 12 master trainers on Package A&B and general pedagogy.
35	22-26 th July 2019	5 day TOT on Package-C	5 days	Package-C	NFE Directorate, TTIs, SEF, IBA, TNW,	25			Session planning, Pedagogy, Assessment

Annex 3: List of Activities

36	11-13 th November 2019	TOT of HANDS Master Trainers on Package-C	3 days	Package-C	IRC, UNICEF, JICA-AQAL MTs of HANDS, OPM, HANDS, JICA-AQAL, Consultant	20			and On-job support to teachers
37	December 2019	ToTs for 12 master trainers		Package A&B and general pedagogy	STEDA, TTIs, NGOs including IRC	12			Trained 12 master trainers on Package A& B and general pedagogy.

Balochistan

No	Training Dates	Training Title	Duration	Training Subject	Target Audience	Participants	Department/NGOs	Area/District
1	24-26 th November 2016	3 day TOT on Adult Literacy Material	3 days	Adult Literacy	NCHD, Directorate, BOC, NGOs	20	Directorate Staff of Development	Directorate office Quetta
2	December 2016	4 day Training on Adult	4 days	Adult Literacy	Directorate	80	Directorate Staff of Development	Loralai, Ziarat, Zhob, Sibi, Bolan,

Annex 3 : List of Activities

		Literacy Material										Jafarabad, Kalat, Gawadar
3	25-29 th September & 15-19 th October 2017	4 day Training on Adult Literacy	4 days x 2times	Adult Literacy	Adult Literacy Teachers DL&NFE	72	Directorate of Development	Loralai, Ziarat, Zhob, Sibi, Bolan, Jafarabad, Kalat, Gawadar				
4	2-3 rd July 2018	2 day training workshop on Accelerated Education.	2 days	NFE principles	NFE Actors in Balochistan	30	Directorate, NFE Actors Balochistan	Balochistan				
5	16-19 th July 2018	4 day Capacity Building on Enhancement of NFE /ALP in Balochistan.	4 days	Targets and activities of the joint project. the components of NFE i.e. NFE need and importance, NFE policy, Curriculum, Textbooks, NFEMIS, Monitoring	ALP Balochistan Team, Secondary Education department officials, Director LNFE Balochistan	21	ALP team for implementing JICA-UNICEF joint project	AEPAM, Field Visit Islamabad				

Annex 3: List of Activities

6	August 2018	2 day training of DLOs on the Implementation of NFE programme in Districts.	2 days	Mechanism, Assessment Mechanism	Principles of Implementation of NFE programme in Districts.	District Literacy Officers	15	DL&NFE	15 districts
7	7-10 th January, 2019	4 day ToT of BRSP Master Trainers on Adult Literacy	4 days		Adult Literacy	Master Trainers of BRSP	20	BRSP	8 Districts
8	21-31 st January 2019	11 day ToT on Package A, B and Adult Literacy Teacher Training Manuals	11 days		NFBE Package A, B and Adult Literacy	Master Trainers, PITE, Districts Education Subject specialist, NCHD, Education	28	DLNFE, PITE, Secondary education, NCHD	15 Districts

Annex 3 : List of Activities

9	10 th April 2019	Orientation of LHV's on Health Literacy questionnaire (Piloting in three BHUs)	1 day	Health Literacy Questionnaire	PPHI Health education staff	5	PPHI, DLFE, JICA-AQAL	3 districts
10	18-20 th June 2019	Teacher Training of Health Literacy teachers on Adult and Health Literacy	3 days	Health Literacy	PPHI Health Literacy Teachers	3	PPHI, DLNFE, JICA-AQAL	3 districts
11	12-14 th March 2020	Teacher Training of Health Literacy teachers on Adult and Health Literacy	3 days	Health Literacy	PPHI Health Literacy Teachers	9	PPHI, DLNFE, JICA-AQAL	District Quetta

Punjab

No	Training	Training Title	Duration	Training Subject	Target	Participants	Department/NGOs	Area/District
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Annex 3: List of Activities

	Dates			Audience		
1	4-10 th January 2020	TOT for madrassa Schools	1 day	Master Trainers		NCHD

Activity # 3.4: Pilot-testing of customized standards, curricula, assessment and learning materials of NFBE and adult literacy in selected areas

Federal

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	September 2016	Internal meeting to tailor piloting tools for ICT NFBE centres	1 day	Lahore Office	5	
2	31 st January 2018	Orientation session for CLCs in ICT	1 day	ICT Office	6	Orientation session held for field staff of NCHD and AQAL ICT on concept, planning, facilitation and sustainability of CLCs. Potential sites for piloting of CLCs were identified.

Sindh

No	Date	Title	Duration	Venue	Participants	Key Discussion Points
1	20 th December 2017	Launching Ceremony of Action Research with AKU	1 day		35	

Annex 3: List of Activities

2	10 th March 2018	Orientation Session with AKU and TNW Action Research Team	1 day		8 (Action Research Team of AKU-IED, and TNW, JICA-AQAL)	Introduction to NFBE Curriculum, and Learning Materials. Content and pedagogy of NFE
3	16 th March 2018	Meeting for Action Research via Skype			8 (JICA-AQAL, AKU-IED Action Research Team and The NGO World)	Skype meeting with AKU-IED, and TNW for progress updates on the Action Research
4	16 th May 2018	1st Quarterly Meeting of Action Research			12 (JICA-AQAL, AKU&TNW)	To discuss strategies employed for activities, identifying issues and challenges. Future Plan was also presented
5	22 nd May 2018	Internal meeting of Action Research			6 (AKU-IED, TNW and JICA-AQAL)	- Research Team pointed out some issues that they observed during their class room observations -learners attendance and teacher's role was reviewed to be strengthened.
6	5 th July 2018	Visit of Ms. Noreen and	Half day	8	UNESCO, (AKU-IED,	AKU-IED and TNW presented the findings of the Baseline Exercise

Annex 3: List of Activities

		Mr. Hafeez Kakar to NFE Centres of TNW Followed by Review Meeting with AKU-IED			TNW and JICA-AQAL)	
7	20 th September 2018	Meeting with TNW to finalize Scheme of Studies	1 day	6	TNW and JICA AQAL	Full day session to enlist SLOs of Package A and selection of corresponding SLOs in STBB class 1 books so that Non Intervention Centres also cover essential SLOs for standardized End line Assessment in Maths, English, Urdu and General Knowledge
8	25 th September 2018	Meeting with AKU Action Research Team and TNW	Half day	8	AKU-IED, TNW, JICA AQAL	Meeting was conducted to share and compare the Scheme of Studies developed by TNW. It was observed that AKU team was not very clear about the Package A, its contents, the integration, and proper use of the

Annex 3 : List of Activities

9	27 th September 2018	Meeting of AQAL Experts (Ms. Kayoko and Mr. Sajjad) with Action Research Team	Half day	8	AKU-IED, JICA AQAL	Teacher Guide. Meeting was conducted to brief the Action Research Team on the philosophy, pedagogy and NFE Delivery, also explained the integration and equivalency levels contained in the Packages A and B. They were also briefed on the effective use of the TGs
10	22- 25 th October 2018	Visit of Training officer to monitor Action Research Centres	4 days	12 staff, 6 NFE Teachers, and Various Learners	Ms. Memoona of AQAL ICT, PC, AKU-IED Action Research Team, TNW team, Teachers	A detailed meeting was conducted with Action Research team to get updated status on implementation and use of Package A TLMs in field. Rest of three days were spent in observing the Action Research Team in the field, and kept debriefing them. Training officer oriented the Action Research Team on multi-grade Teaching as some of the teachers will be taking up Package B with selected learners.
11	22 nd November 2018	Skype Meeting with AKU-IED to discuss	Half day	6	PC AQAL, AKU representatives	Skype meeting was conducted in which different aspects regarding the

Annex 3: List of Activities

12	6 th December 2018	the details of possible extension of Action Research. Centre based professional development and reflective session: Meeting with teachers (ICs)	1 day	8	NFE Teachers of Action Research intervention Centres	possible extension of the Action Research were discussed and decided. Professional Development day was conducted on behalf of the feedback collected and consolidated through monthly visits and observations of the supervisors
13	8 th , 15 th and 29 th December 2018	Teachers Training for 8 Non-Intervention Centres	3 days	8	NFE Teachers of Action Research intervention Centres	
14	19 - 20 th December	First aid training for youth (male) from Mehran Town & Bilal Colony	2 days (Half day each)	12	Youth volunteers from Mehran Town and Bilal Colony (areas of Intervention Centres)	
15	24 - 27 th December 2018	Mid Term Assessments in Non-Intervention Centres	2 days (Half day each)	228 (Learners and Teachers)	NFE Learners of 08 Centres	
16	27 - 28 th December	Monitoring of Action	2 days	11	NFE Teachers of	-Capacity Building session by

Annex 3: List of Activities

		NFECs update				from these Centres. TNW also requested JICA for support to facilitate adult illiterates of nearby factories to learn reading writing and numeracy.
20	April 2019	Meeting with AKU-IED Research End-line Report	Half day	4	Programme specialist & Project Coordinator of AQAL, Dr. Dilshad of AKU and her 2 team members for Action Research	-AQAL visited AKU-IED and held a meeting with Dr. Dilshad to discuss the outline of End-line report and its contents in detail. -An advocacy seminar was also planned to be held at AKU in June 2019.

Balochistan (NA)

Activity # 3.5 Support Punjab Literacy and NFBF Department in development of Training Framework						
No	Date	Title	Duration	Venue	Participants	Key discussion points
1	October 2019	Formation and notification of TWG				

Annex 3: List of Activities

2	November 04, 2019	Ist TWG meeting on Teacher Framework training	1 day	12	Additional Secretary of L&NFBE chaired the meeting. JICA -ALP teacher training assessment, teacher standards, teacher recruitment process, issues of multi-grade teaching were shared and discussed with participants. It was decided by participants to form sub-committees (consists of SED and L&NFBE department and JICA)for recommendation on following; 1. minimum standards for NFE teachers 2. recruitment criteria and process of teachers 3. capacity development module
3	16 th December 2019	Meeting to discuss Draft Teacher Framework Training	1 day	5	Additional Secretary and Director Capacity Development participated. Draft teachers training framework concept paper presented and requested for feedback.

Annex 3 : List of Activities

Activity # 3.6: Facilitate Punjab Literacy and NFBE Department in development of Non Formal Elementary and Vocational Education

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	27 th November 2019	Introductory meeting with Department	1 day	L&NFBE department Punjab	7 from department and 2 from JICA	JICA developed Literacy material and skills based primers (agriculture, livestock and masonry) and awareness raising material based on health hygiene and life skills was presented and explained to Director L&NFBE and staff for a better understanding and adaptation for newly coming project Ilm o Hunar. Posters and other material developed and printed by JICA will be handed over to L&NFBE department for onward distribution to NFE centres across Punjab.
2	17 th December 2019	-Visit of Masood Textile Mills, and Meeting with, Director Industrial	1 day	Faisalabad	3 from JICA-AQAL	-Orientation of JICA skill based Adult Literacy Programme to management of Masood Textile Mills (MTM) -Discuss need and demand of literate skills based labour especially female in garments

Annex 3: List of Activities

		Management, Faisalabad -Meeting with Chairman Faisalabd Garment City Company, Faisalabad				industry -Development of joint skill cum literacy pre vocational programme with MTM as MTM extended full support (development of training programme for illiterate workers inside mill and outside in nearby village/localities) -Chairman garments city also showed interest in setting up literacy cum skill-based centres
3	27 th January 2020	Roundtable meeting on ILM-O-Hunar project	1 day	Flatteti Lahore	Hotel, 50	Discussed elementary and vocational training with various department as well as L&NFBE

Activity # 3.7: Facilitate Punjab Literacy and NFBE Department in customization/development of Accelerated Learning Programme at Primary Level

No	Date	Title	Duration	Venue	Participants	Key discussion points
1	8 th October 2019	Formation/notification of AQAL Punjab Project Steering Committee	-	L&NFBE Department Punjab		Project Steering Committee formed and officially notified by L&NFBE department, Government of Punjab. This committee is headed by Secretary L&NFBE Department and include 08members from different departments and JICA AQAL project
2	8 th October	Formation/ notification		L&NFBE		4 Technical working Groups formed and

Annex 3 : List of Activities

2019	of TWG for materials development		Department Punjab	officially notified
3	18 th October 2019	1 day	L&NFBE Department, Punjab	Organized first meeting of TWG and developed action plan and discussed probability of using existing materials (TLMs) of Federal, Sindh and Baluchistan to develop materials on the basis of approved curriculum of Punjab. Following was discussed; - Objectives and TORs discussed - JICA made a presentation of its accelerated learning material and highlighted need and importance of accelerated learning for drop outs and never attended children. curriculum and learning material including teachers guides and text books were also discussed - Also proposed strategies and process of material review and development - Action plan for way forward chalked out and agreed

Annex 3 : List of Activities

4	4 th November 2019	2 nd TWG meeting on Material Development	1	L&NFBE department	10	<p>- Decided to review JICA AQAL project curriculum and learning material of Balochistan, ICT and Sindh</p> <p>- L&NFBE department material development wing will review the existing material and develop a zero draft for Grade-1 to grade 5.</p> <p>Meeting was chaired by Additional Secretary. Mr. Abid Gill, JICA gave presentation on status OOSC of different age cohorts and highlight the need of accelerated learning for specific age group (above 10) JICA material development process and learning packages explained. Skill based adult literacy programme also explained. The following decision were made;</p> <p>- Internal review of JICA material by L&NFBE department on prescribed format to prepare zero draft of Punjab material</p>
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Annex 3: List of Activities

						<ul style="list-style-type: none"> - Formation of sub-committee to extensively review the zero draft of JICA material (textbooks and teachers guides) as well as other material - PCTB, SED, Quaid Academy and PEC will be members of sub committee - Subcommittee will develop 1st draft for PCTB review
5	12-14 th November 2019	Material Development sub-committee meeting	3 days	JICA Office	10	<p>Review of ALP packages by Curriculum Material Development Unit (CMDU) L&NFBE department along with JICA team.</p> <ul style="list-style-type: none"> - Reviewed Sindh, Balochistan and ICT packages A, B, C (books and teacher guides) as per Punjab NFE curriculum to develop learning material (books) for Punjab - Incorporation of missing SLO and develop material - Prepared draft for internal review
6	6 th November	Steering Committee Meeting and AQAL	1 day	Royal Palm Golf and Country	75	<p>AQAL-JICA Punjab Project kick start cum 1st steering committee was held which was</p>

Annex 3 : List of Activities

2019	project – Punjab Kick-Start Meeting	Club, Lahore	<p>attended by representatives of different government departments, NGOs, private sector and donors/partners working in education sector.</p> <p>Minister for Literacy and Non-formal Education was chief guest and Secretary Literacy chaired the meeting.</p> <p>the following agenda points were discussed in details;</p> <ul style="list-style-type: none"> - Introduction and updates of Literacy and NFBE Department by Project Director PNFEEL, Literacy and NFBE Department Punjab - ToRs of Steering Committee of AQAL by project Additional Secretary Literacy and NFBE Punjab - Project brief and key deliverables of JICA-AQAL project by Chief Advisor JICA-AQAL - Situation of OOSC in Punjab, Accelerated way of learning and
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Annex 3 : List of Activities

7	12 th December 2019	Material Review Committee Meeting	1 day	JICA Office	4 from L&NFBE and 3 from JICA	<p>way forward by Deputy Chief Advisor, JICA-AQAL</p> <ul style="list-style-type: none"> - JICA, s current role in NFE sector and future interventions by Country Chief JICA Pakistan - Concluding remarks by Minister for Literacy and Non-Formal Basic Education, Punjab <p>-Internal Review of NFE material 1st draft. -Process of material review explained checklist of reviewed material discussed and 1st draft of material reviewed. -PTCB previous review comments discussed and incorporated -Proof reading of material done before submission to PCTB experts</p>
8	20 th December 2019	Meeting with Minister & Secretary Literacy, Punjab	1 day	L&NFBE deptt, Lahore	2 from JICA and 3 from Department	<p>-Progress review -Orientation on Human Capital Summit, Islamabad -Discussion on revival of Literacy council in Punjab -Low-cost NFE School Structure bt Alight</p>

Annex 3: List of Activities

9	23 rd December 2019	Meeting with Secretary Sports and Culture	1 day	L&NFBE	2 from JICA, 4 from L&NFBE	<p>Pakistan</p> <ul style="list-style-type: none"> -Strategy to mainstream underage learners -Donors Coordination -Discussion on Round Table conference – ILM O Hunar <p>Secretary Sports briefed role of sports department in provision of sports facilities to NFE learners. Future possibilities of L&NFBE Deptt. Involvement for promotion of sports activities to NFE learners in different districts discussed</p> <p>Draft MOU discussed and finalized for signing</p> <p>Date of MOU signing agreed. JICA requested to be part of MOU with UNICEF</p>
10	1 st January 2020	Meeting with AS, &NFBE, Punjab	1 day	L&NFBE	1 from JICA and 2 from L&NFBE	<p>Final draft of ALP material submitted to L&NFBE department and requested to further submission to Punjab Curriculum and Textbook Board for final review and approval.</p> <p>Material with covering letter submitted to PCTB for review</p>
11	7 th Jan 2020	NCHD TOT of Mater Trainers (Madrassa)	4 days	NCHD Lahore office	2 from JICA and 15 from NCHD	<p>Orientation on ALP background, need and material to participants by Abid sb.</p>

Annex 3 : List of Activities

12	8 th January 2020	Meeting with Chairman PCTB and MD PCTB	1 day	PCTB office	2 from JICA and 2 from PCTB	Chairman PCTB was informed about ALP Textual material submitted to PCTB by L&NFBE department for review and approval. He assured his support to early review by manuscript department	NCHD has been assigned to open 15 schools in Madrassas of Punjab. NCHD requested for JICA ALP material and training for master trainers
13	8 th January 2020	Meeting with Minister L&NFBE	1 day	L&NFBE deptt	2 from JICA	Purpose of meeting was to request minister to contact with PCTB for early approval of ALP material Discussed concept of development of Assessment department inside L&NFBE department.	
14	8 th January 2020	Meeting with Additional Secretary L&NFBE	1 day	L&NFBE	1 from JICA	Project Progress sharing with AS and process of approval of ALP material discussed	
15	14 th January 2020	MOU signing ceremony L&NFBE deptt and sports and culture deptt	1 day	Sports and Culture department	2 from JICA, 25 from other departments	MOU signed between L&NFBE department to provide recreational activities to under privileged children of Literacy department. JICA as partner participated. print and electronic media highlight the role JICA to	

Annex 3: List of Activities

16	17 th January 2020	Meeting with Secretary Literacy	1 day	L&NFBDE deptt	2 from JICA, 3 from L&NFBDE	support L&NFBDE department in eradication of illiteracy Purpose of this meeting was to discuss teacher training concept, linkage development with AIOU and a possible meeting with AIOU faculty to discuss Elementary level NFE skill- based curriculum, teacher accreditation and certification. JICA role to facilitate this trip and meeting facilitation discussed.
17	17 th January 2020	Meeting with Progressive Education Network (PEN) official and visit	1 day	PEN Lahore	3 from JICA and 2 from PEN	Purpose of this meeting was to linkage development with private sector organizations working for betterment of education and literacy. PEN has been working with formal education sector in public private mode. PEN also developed digital lectures for school children and learners to facilitate in distance learning.
18	22 nd January 2020	Visit of NFE centres with Japanese Students	1 day	L&NFBDE centres	4 from JICA and 2 from L&NFBDE deptt	Purpose of this visit was to orientate Japanese students studying in Pakistan regarding efforts made by JICA and Literacy department for out of school children. Three basic education centres were visited.
19	28 th January	Meeting with Secretary	1 day	L&NFBDE Deptt	4 from JICA and	Purpose of this meeting was to discuss PDM

Annex 3 : List of Activities

20	2020	Literacy				3 from L&NFBE	for AQAL-2 and get feedback from literacy department. Ms. Nazia from JICA explained the proposed activities and get initial feedback. Copy of PDM given to Secretary for further internal discussion and finalization before signing which is scheduled on Feb-24 in Islamabad
21	28 th January 2020	Meeting with Secretary Planning and Development Board	1 day	P&D Board		3 from JICA, 1 from L&NFBE	Purpose of this meeting was to share draft PDM with P&D board and get their feedback. Secretary P&D gave feedback to strengthen the monitoring mechanism and capacity building of literacy department officials. He agreed with the proposed components/activities of PDM
21	3-4 th February 2020	Meetings with Secretary Literacy and officials of L&NFBE	2 days	L&NFBE		2 from JICA and 4 from L&NFBE	Draft PDM discussed in detail and feedback from Secretary L&NFBE incorporated
22	6 th February 2020	Meeting with UNICEF, Punjab	1 day	JICA Office Lahore		1 from UNICEF and 4 from JICA	Purpose of this meeting was to share progress review of activities with Literacy department and to find out possible areas of cooperation. Following were discussed. -NFE teacher standards developed by JICA -Certification and accreditation of teachers

Annex 3 : List of Activities

23	10-12 th February 2020	JICA consultant's meetings with different stakeholders of Punjab to conduct education sector analysis and PDM	3 days	Different offices of stakeholders	2 from JICA and 14 from different departments	<p>-Strengthening of monitoring mechanism</p> <p>-Usage of JICA NFE material books and teacher guides in UNICEF sponsored centres in Punjab</p> <p>-Development of mainstreaming strategy for underage learners</p> <p>-Establishment of NFE coordination group for Punjab</p> <p>Purpose of this mission was to conduct education sector analysis and find out ways and means for future collaboration with different stakeholders for AQAL-2 project. The following stakeholders were consulted;</p> <ol style="list-style-type: none"> 1. Secretary L&NFBE deptt. Punjab 2. Minister for L&NFBE Punjab 3. Additional secretary School Education Department 4. Programme Director PMIU and team 5. Director Quaid Academy of teachers development 6. Director Assessment, PEC Punjab
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Annex 3 : List of Activities

24	Feb 2020	MOU signing with Ghazali Education Trust (GET)	1 day	GET Office	3 from JICA 4 from GET	<p>7. Manager small and medium enterprise authority, Punjab</p> <p>8. Director, Punjab small industries and handicraft</p> <p>9. Director Information, Agriculture department</p> <p>10. Senior Manager Curriculum, PVTTC</p> <p>11. Director Apprenticeship Training, TEVTA, Punjab</p> <p>12. Chief Executive, PEN Foundation</p> <p>13. Director, Hunar Foundation</p> <p>Chief Executive Punjab Skill Development Fund</p> <p>MOU with GET signed by JICA. Ghazali Education Trust will open 10 NFE centres in District Muzafargarh. while using JICA material. It would be an action research to prove effectiveness of JICA learning material in Punjab. JICA will assist in training and monitoring and provide textual material for learners and teachers.</p>
25	20-21 st February	ALP Material Review by PCTB and L&NFBE	2 days	JICA Office	8 from PCTB and 4 from L&NFBE	Textual material developed by JICA and L&NFBE already submitted to PCTB

Annex 3 : List of Activities

	2020	Experts				and 5 from JICA	reviewed by L&NFBE review committee. This committee was notified by PCTB
26	24-27 th February 2020	Material finalization meeting	5 days	JICA Office		3 from L&NFBE and 4 from JICA	Comments feedback received by PCTB experts incorporated and material finalized. Final copies submitted for issuance of clearance certificate
27	28 th February 2020	Meeting with Secretary Literacy	1 day	L&NFBE department		1 from JICA 2 from L&NFBE	Purpose of meeting was to approach PCTB for approval of ALP learning material (Textbooks and teacher guides) secretary literacy
28	28 th February 2020	Meeting with Director Manuscript, PCTB	1 day	PCTB		2 from JICA 2 from PCTB	Director Manuscript finally issued clearance certificate for ALP textbooks and teacher guides to be used in Punjab
29	16 th March 2020	Meeting with Literacy Department – handing over ALP material (Textbooks and teacher guides)	1 day	L&NFBE		40 from L&NFBE and 5 from JICA	Purpose of this event was to formally hand over textual material (Textbooks and Teacher guides). Secretary literacy, Minister literacy, Chairman PCTB, MD PCTB and L&NFBE officials etc. participated.

Activity # 3.8 (Punjab): Facilitate Punjab L&NFBE Department in development of income saving/income generation Functional Literacy Programme

Refer to #3.

Annex 4-1 : List of NFE providers

Annex 4-1 : List of NFE providers

	Area	Institutions/Organizations
1	ALL	UNICEF
2	ALL	USAID
3	ALL	UNHCR
4	ALL	ILO
5	Balochistan	Balochistan Rural Support Programme
6	Balochistan	Directorate of Literacy & Non Formal Education Balochistan
7	Balochistan	Education Support Programme
8	Balochistan	Society for Empowering Human Resources (SEHER)
9	Balochistan	Mashal
10	ICT	Alright
11	ICT	Developer Testing Agency
12	ICT	Federal Directorate of Education
13	ICT	Japan International Cooperation Agency
14	ICT	National Commission for Human Development
15	Punjab	Literacy and Non Formal Basic Education Department
16	Punjab	Sanjh Preet
17	Sindh	Agency for Technical Cooperation and Development
18	Sindh	Amal-e-Danish
19	Sindh	Badin Rural Development Society
20	Sindh	Basic Urban Services for Katchi Abadies
21	Sindh	Charter for Compassion
22	Sindh	Community Development Foundation
23	Sindh	Dhartee Development Society
24	Sindh	Directorate of Literacy & Non Formal Education Sindh
25	Sindh	Gorkah Foundation
26	Sindh	Green Rural Development Organization
27	Sindh	Human Development Foundation
28	Sindh	Idara-e-Taleem-o-Agahi
29	Sindh	Indus Crafts Foundation
30	Sindh	Indus Resource Centre
31	Sindh	Institute of Rural Management
32	Sindh	Kashf Foundation
33	Sindh	Management and Development Foundation

Annex 4-1 : List of NFE providers

34	Sindh	National Education Foundation
35	Sindh	National Rural Support Programme
36	Sindh	Pakistan Fisher Folkman
37	Sindh	Pakistan Institute of Labour Education and Research, Karachi
38	Sindh	Path Development Network
39	Sindh	PLAN
40	Sindh	Root Work Foundation
41	Sindh	Serve Foundation Pakistan
42	Sindh	Sindh Madressa Board
43	Sindh	Sindh Community Foundation
44	Sindh	Sindh Development Society
45	Sindh	Sindh Rural Partner Organization
46	Sindh	Sindh Rural Support Organization
47	Sindh	Strengthening Participatory Organization
48	Sindh	Thardeep Rural Development Programme
49	Sindh	The NGO World

Annex 4-2: Policies and related documents that legitimize NFE as a priority

Annex 4-2 : Policies and related documents that legitimize NFE as a priority in the education sector

	Area	Policies and related documents
1	Federal	National Action Plan on Literacy published in 2018
2	Federal	National Education Policy draft
3	Federal	National Education Policy Framework,
4	Federal	Notifications of platforms/ forums/ TWGs.
5	Sindh	Sindh Education Sector plan [chapter of NFE] 2019-2024
6	Sindh	Sindh NFE Policy
7	Sindh	NFE Policy implementation framework
8	Sindh	Budgetary documents
9	Sindh	Draft Sindh NFE Act
10	Sindh	Notifications of platforms/ forums/ TWGs
11	Balochistan	Balochistan Literacy Act
12	Balochistan	Draft of Balochistan Education Sector plan [chapters of NFE] 2020-2025
13	Balochistan	Balochistan NFE Policy
14	Balochistan	NFE Policy implementation framework
15	Balochistan	Budgetary documents including HR
16	Balochistan	Notifications of platforms/ forums/ TWGs
17	Punjab	NFE Policy

Annex 4-3: Decisions made based on the data of NFEMIS

Annex 4-3: Decisions made based on the data of NFEMIS

	Area	Decisions
1	Federal	OOSC enrollment strategy was developed by Federal Directorate of Education based on OOSC data of NFEMIS
2	Federal	Basic facilities were provided to NFBE centers using NFEMIS data
3	Federal	Trainings and On-job support were provided in 13 NFBE pilot centers on the basis of NFEMIS reports
4	Federal	NFE providers are developing and implementing their Continuous Professional Development plans using NFEMIS based monthly monitoring data
5	Sindh	NFBE centres have been established using NF-EMIS planning module reports
6	Sindh	USAID-SRP made key policy decisions about enrollment after studying learners' reports
7	Sindh	Sindh Education Foundation (SEF) provided stipend to learners through NFEMIS report on learners' profile
8	Sindh	SEF used Learners Tracking Report in NFEMIS to calculate the number of dropouts
9	Sindh	SEF used reports of NFEMIS regarding Grade 5 learners for assessment preparation
10	Sindh	NFBE centres have been established using NF-EMIS planning module reports
11	Balochistan	Directorate established Adult literacy & NFBE centres by NF-EMIS planning module of NFEMIS
12	Balochistan	UNICEF manages NFBE centres by using NFEMIS data
13	Balochistan	Directorate checks NFE teachers' activities by reports of NFEMIS

Annex 4-4 : Organizations that utilize NFEMIS

Annex 4-4 : Organizations that utilize NFEMIS

	Institutions/Organizations
1	National Commission for Human Development
2	Basic Education Community Schools
3	Elementary & Secondary Education Foundation KPK
4	Directorate of Literacy & Non Formal Education Balochistan
5	Indus Resource Centre
6	Education Support Programme
7	Directorate of Literacy & Non Formal Education Sindh
8	Sindh Reading Project –USAID
9	Strengthening Participatory Organization
10	The NGO World
11	Pakistan Fisher Folkman
12	Idara-e-Taleem-o-Agahi
13	Gilgat Education Department
14	Federal Directorate of Education
15	Balochistan Rural Support Programme
16	Pakistan Institute of Labour Education and Research, Karachi
17	Alight
18	Sanjh Preet
19	National Rural Support Programme
20	Sind Madressa Board
21	National Education Foundation
22	Charter for Compassion
23	Sindh Development Society
24	PLAN
25	SEHER
26	Japan International Cooperation Agency
27	Institute of Rural Management
28	Agency for Technical Cooperation and Development
29	Indus Crafts Foundation
30	Kashf Foundation
31	Root Work Foundation
32	Serve Foundation Pakistan

Annex 4-4 : Organizations that utilize NFEMIS

33	Sindh Rural Support Organization
34	Amal-e-Danish
35	Basic Urban Services for Katchi Abadies
36	Dhartee Development Society
37	Gorkah Foundation
38	Green Rural Development Organization
39	Human Development Foundation
40	Management and Development Foundation
41	Path Development Network
42	Sindh Rural Partner Organization
43	Thardeep Rural Development Programme
44	American Refugee Committee
45	Badin Rural Development Society
46	Community Development Foundation
47	Sindh Community Foundation
48	Group Development Pakistan
49	Sindh Education Foundation
50	Maymar Welfare Society
51	Newly Merged Districts (FATA)
52	Institute of Development Studies & Practices
53	Allama Iqbal Open University
54	Ministry of Human Rights
55	Solidar Switzerland and Group Development Pakistan (GDP)
56	Taaleem Foundation
57	Mercy Corps
58	Literacy & NFBE Department
59	Mashal
60	Ghazali Education Trust

Annex 4-5 : NFE providers that utilize NFE package

Annex 4-5: NFE providers that utilize NFE package

	Area	Institutions/ Organizations
1	Balochistan	Balochistan Rural Support Programme
2	Balochistan	Directorate of Literacy & Non Formal Education Balochistan
3	Balochistan	Education Support Programme
4	Balochistan	Society for Empowering Human Resources (SEHER)
5	Balochistan	Mashal
6	Balochistan	People`s Primary Health Care Initiative (PPHI)
7	ICT	Federal Directorate of Education
8	ICT	National Commission for Human Development /AQAL
9	ICT	Alright
10	Sindh	Agency for Technical Cooperation and Development
11	Sindh	Amal-e-Danish
12	Sindh	Badin Rural Development Society
13	Sindh	Basic Urban Services for Katchi Abadies
14	Sindh	Charter for Compassion
15	Sindh	Community Development Foundation
16	Sindh	Dhartee Development Society
17	Sindh	Directorate of Literacy & Non Formal Education Sindh
18	Sindh	Gorkah Foundation
19	Sindh	Green Rural Development Organization
20	Sindh	Human Development Foundation
21	Sindh	Indus Crafts Foundation
22	Sindh	Indus Resource Centre
23	Sindh	Institute of Rural Management
24	Sindh	Kashf Foundation
25	Sindh	Sindh Reading Project -USAID
26	Sindh	National Rural Support Programme
27	Sindh	Pakistan Fisher Folkman
28	Sindh	Path Development Network
29	Sindh	Root Work Foundation
30	Sindh	Serve Foundation Pakistan
31	Sindh	Sindh Madressa Board

Annex 4-5 : NFE providers that utilize NFE package

32	Sindh	Sindh Community Foundation
33	Sindh	Sindh Development Society
34	Sindh	Sindh Reading Project -USAID
35	Sindh	Sindh Rural Partner Organization
36	Sindh	Sindh Rural Support Organization
37	Sindh	Thardeep Rural Development Programme
38	Sindh	The NGO World
39	Sindh	UNICEF

Annex 5 : List of Products

	Product	ICT	Sindh	Balochistan	Punjab	KP
Output 1	NFE Policy		○	○	○	○
	NFE Strategic Plan		○	○		
	NFE Policy Implementation Framework		○			
	NFE Policy Action Plan			○		
	NFE Act (Draft)			○		
	Education Sector Plan (2020-2025) Draft		○	○		
	Assessment Mechanism	○	○	○		
	Equivalency (notification)	○	○	○		○
Output 2	NFEMIS web version and mobile version			○		
	NFEMIS User manual			○		
	National Education Statistic Report 2016年-2019 (NFE section)			○		
	NFEMIS data card report (Draft)			○		
	M&E guidebook		○	○		
	NFEMIS Brochure			○		
Output 3	Curriculum (NFBE)(Primary)	○	○	○		○
	Curriculum (NFBE)(Middle)	○	△	○		○
	Curriculum (Adult Literacy)		○	○		
	Teaching-learning materials (NFBE Package ABC)	○	○	○	○	○
	Teaching-learning materials (NFBE Package DE)					○
	Teaching-learning materials (Adult Literacy)(Agriculture)		○	○		
	Teaching-learning materials (Adult Literacy)(Masonry)		○	○		
	Teaching-learning materials (Adult Literacy)(Livestock)			○		
	Teaching-learning materials (Adult Literacy)(Health)			○		
	Teacher Training Manual		○	○		
	Facilitators` Management Framework (framework for training&employment of teachers)		○	○		
	Assessment item tools (NFBE PackageABC)	○	○	○		○
	Assessment item tools (Adult Literacy)			○		○
	Union Council Education Plan	○				
	Social Mobilization Guide		○	○		
Others	Infographs /Project Brochure			○		
	AQAL Adovocacy Video			○		
	Action Research with Aga Khan University Summary sheet	○				
	Action Research with Aga Khan University Video	○				
	Comparative Research with NEAS Summary Sheet	○				
	Comparative Research with NEAS report	○				

