



Manual for

MONITORING & EVALUATION MECHANISM

of Non Formal Education
Institutions and Projects

Directorate of Literacy & NFE,
School Education Department, Government of Sindh



Prepared by:
Directorate of Literacy & Non formal Education, Sindh



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&
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Foreword

The Manual developed and customized by Sub-Committee on M&E of Directorate of Literacy and Non Formal Education (DLNFE), contributed by stakeholder organizations and facilitated by Japan International Cooperation Agency – Advancing Quality Alternative Learning Project (JICA-AQAL), is a landmark and maverick achievement primarily due to the fact that it is the first concise manual for provincial, district and lower formation educational managers for monthly monitoring of non-formal education institutions. The manual is essentially meant for the officers and staff of the Directorate of Literacy & NFE Sindh. It is a ready reference for those who have been assigned the crucial and onerous task of monitoring and evaluation, integrating the results of formative monitoring into the continuous improvement and enrichment of the literacy & NFE programmes. The manual has all the essential attributes required for monthly monitoring on account of periodic visits to Non-Formal Education and Adult Literacy Centers by field supervisors and District Officers. The manual identifies the timeline and calendar to be followed by different tiers in the organization for collection, submission, verification and regression of data to generate reports for the benefit of District Officers, Regional Directors and Senior Officers of Directorate of Literacy and NFE Sindh. The manual highlights the integration of the monitoring results for continuous improvement and submission of progress reports at district, project and Directorate level.

I urge the officers and staff of the Directorate to make use of the manual for preparation of monthly monitoring reports and accurate data flow for informed decision making. I am glad that all the colleagues working in the

been successful to prepare the manual through joint, concerted, coordinated and synergized efforts. I am sure that through our dedicated efforts, we will be able to eradicate the menace of illiteracy and ignorance. All the stakeholders in education, formal and non-formal sectors, will also find the document beneficial for monitoring purposes. The Sub-Committee on M&E from Directorate, members of partner organizations and JICA deserve appreciation for a wonderful endeavour.

May Almighty Allah continue blessing all of us and our beloved homeland Pakistan.

Secretary

School Education and Literacy Department,
Government of Sindh.

User



This manual is for the following personnel dedicated to the promotion of literacy and non-formal education in Sindh Province:

- All leaders and officers, especially Director/Additional Director of the Directorate of Literacy & NFE for non-formal education monitoring and decision making
- Deputy (Regional) Directors of the Directorate
- District Officers (DOs) – Literacy/NFEMIS
- Field staff of the directorate at district-level

Purpose

This manual is to provide the users with concrete and specific guidance about who is supposed to take what action by which day of the month so that Directorate's monthly monitoring & evaluation mechanism can function.

How to Use

The manual shows one whole cycle of monthly monitoring activities from data collection through decision making. The icon  leading each heading represents the person(s) responsible for the action described in the following paragraph(s). The number(s) in a calendar-shaped icon  indicate exact date (e.g. "2"), period (e.g. "3-24") or deadline (e.g. "by 7") for the activities to be carried out every month.

Abbreviations

Add Dir.	Additional Director
AD	Assistant Director
Secty	Secretary
ALP	Alternative Learning Pathway
Dy. Dir-Lit	Deputy Director – Literacy
DO-Lit	District Officer – Literacy
AFO	Assistant Field Officer
Com. Opr	Computer Operator
DL&NFE	Directorate of Literacy and Non Formal Education
M&E	Monitoring and Evaluation
MIS	Management Information System
NFEC	Non Formal Education Centre
NFEMIS	Non Formal Education Management Information System
NFE	Non-Formal Education
STEDA	Sindh Teacher Education Development Authority
JICA	Japan International Cooperation Agency
AQAL	Advancing Quality Alternative Learning
UNICEF	United Nations Children Fund
E&L	Education and Literacy
SEF	Sindh Education Foundation
SCDP	Sindh Capacity Development Program
SRP	Sindh Reading Program
USAID	United States Agency for International Development

AFO Visit NFEC/ALPC/ALC **3-24**

Every month, Assistant Field Officers (AFOs) have to make at least one monitoring visit to all the Non-Formal Education Centers (NFECs) and Alternate Learning Pathway Centres (ALPCs) in their assigned areas. They should meet teachers, interact with learners, observe and record teaching learning process. The purpose is to understand the current situation of centres so that prompt and appropriate actions for improvement can be taken. **“Monitoring is for supporting teachers and not investigating or criticizing them.”** Collaboration with local Education Committee (LEC) is strongly recommended.

AFO Submit Monitoring Proforma **by 25**

During their monitoring visits, AFOs should fill up the Field Monitoring Proformas. Since monitoring aims at criticizing no one, AFOs should enter correct data conforming exactly to the fact without anxiety. Keys to the accurate data collection are given in Annexure of this manual.

AFOs have to submit Monitoring Proformas of all the schools and centres to District Officer Literacy (DO-Lit/NFEMIS) by the 25th day of every month. However, there is no need to hold all documents until 25th; the filled forms may be submitted soon after monitoring visit.

DO-Lit/ NFEMIS Verify Monitoring Proforma **by 26**

Once DO-Lit receives Monitoring Proforma from AFO, he has to peruse and endorse thorough and accurate data collection immediately. DO Literacy/NFEMIS may be assisted by M&E officer (if exists at district office) for the purpose. If some items are left blank, AFO is required to fill them up. Any obvious mistake such as existence of Package-A learners in an Adult Literacy Centre should be corrected. The verification should be done by 26th. This should also be an opportunity of making decisions for remedial actions in case of emergency.

Com. Opr Input Data & Generate Reports **by 30**

After verification of the collected forms, computer operator is directed and guided by DO-Lit/NFEMIS to input the data into the web based NFEMIS. He should guide the computer operator in cross checking to avoid data entry errors.

By the end of month, data entry should be completed and the following reports should be generated:

- Field Monitoring Summary
- List of Schools with Issues to Be Addressed

- School Summary
- Teacher Summary
- Teacher Quality Summary
- Enrolment/Fresh Intake/Dropout Summaries
- Field Staff Summary
- Training Details Report
(If any training programmes are held)

DO-Lit/ NFEMIS Dist Staff

Review Monitoring Results



On the 2nd day of the subsequent month, DO Literacy/NFEMIS should hold a meeting to review the monthly monitoring results with all major staff members including AFOs. The reports generated from NFEMIS serve as a strong basis for discussion. Overall picture can be illustrated by examining "Field Monitoring Summary". "List of Schools with Issues to Be Addressed" can tell precisely what actions should be taken to improve the situation of individual centre.

A list of follow-up activities, being carried out before the next district meeting, should be developed and shared according to DO's direction. It has to contain timeline and responsible person(s) for each activity.

DO-Lit/
NFEMIS

Submit District Progress Report

By
6

On the basis of the discussion among district staff, DO should compile a district progress report and submit it to the Deputy Director (Dy. Dir) by 6th. In addition to those computer-generated reports, he needs to write a concise description on the following:

- Overall progress of the project in the district
- Human resource availability and performance
- Issues
- Recommendations

The reports may be sent by District Officer to Dy. Director in an electronic or printed form. NFEMIS reports are recommended to be converted into PDF files and archived by a compressing format such as ZIP for convenience of online submission.

Dy.
Dir

Compile and Submit Regional Report

by
7

The district level progress reports drafted by the DOs from different districts are to be consolidated in the form of regional report by the Deputy Director of concerned region and submitted to the Director Literacy by the 7th day of the month. It should illustrate major achievements and shortcomings of the entire region implementation to facilitate the decision makers' understanding of the regional context.

It is obvious that the regional progress report should also be used for decision making to improve the concerned districts' implementation within delegated power.

Directorate **Compile Overall Progress Report**

The data is entered into NFEMIS through an online web page/interface and is available to be viewed at all levels with conferred user permissions. Situation of each district can be viewed at regional & provincial levels. Regional level reports drafted by the Deputy Directors are useful data source for cross check and overall progress.

The Programmer / Incharge of NFEMIS Cell produces the consolidated provincial summary along-with required details and submits to M&E Focal Person at the Directorate. M&E Focal Person may also collect data from primary sources through monitoring visits to the fields as well as frequent communication with districts officers. M&E Focal person analyses and presents the provincial report to the Director/Additional Director Literacy by 9th day of the month.

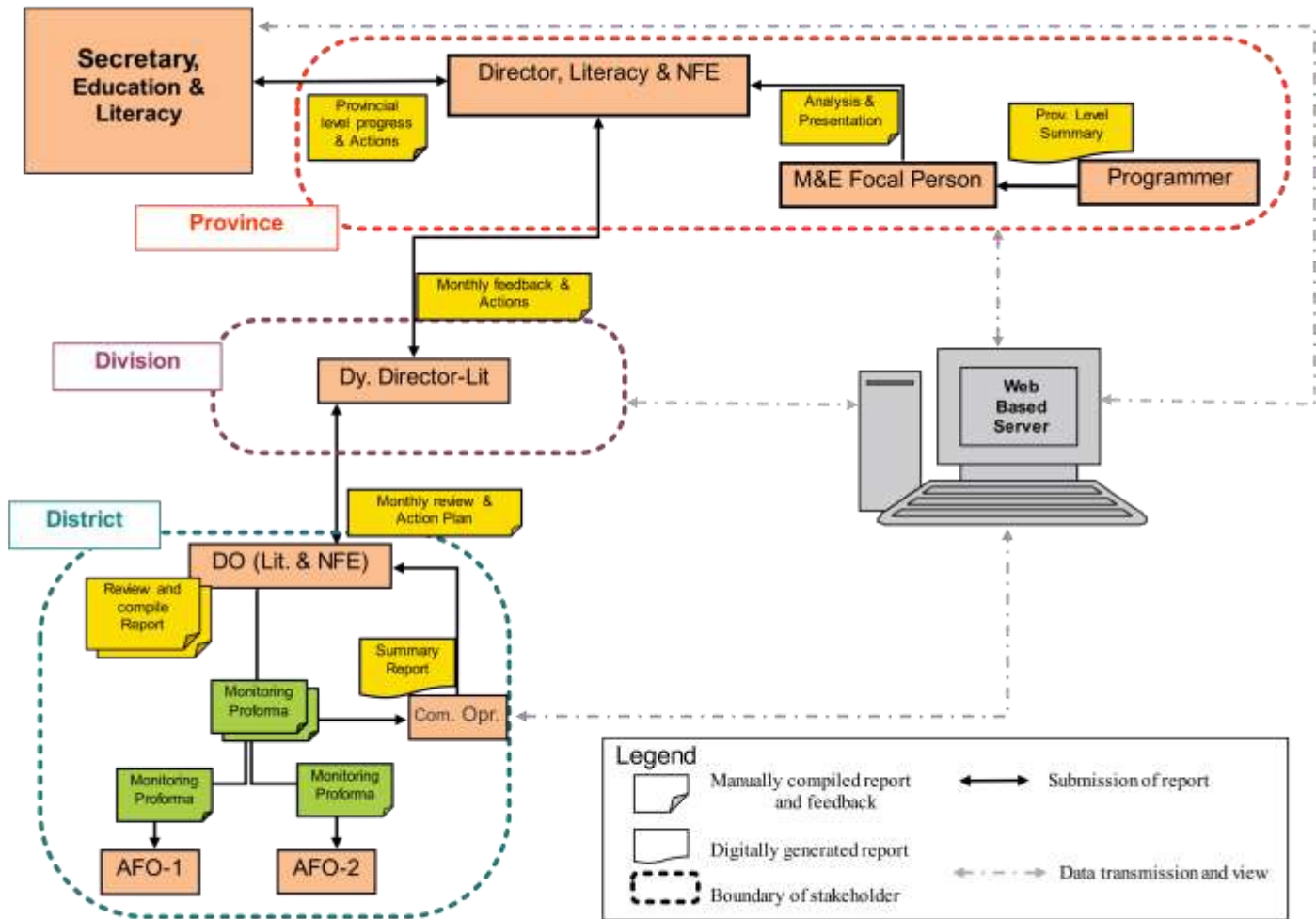
The consolidated report of provincial level progress and proposed actions should be submitted to the Secretary before 12th day of the month.

Secty **Review and Make Decision**

On the 12th day of each month, the Secretary and Director are supposed to jointly review the previous month's implementation. On the basis of the overall report submitted by the Directorate, comprehensive discussion should be made in a meeting among Director, Additional Director, Deputy Directors, DOs and other staff members considered as appropriate to participate.

As a result of the review meeting, the Secretary may be apprised on the feedback and decisions made to improve the implementation of each district. The decision have to be put into practice timely so that no delay should occur in the remedial actions.

Flow of Reporting and Feedback





FIELD MONITORING & ADULT LITERACY CENTERS

District: _____ Tehsil: _____

UC Name & Number: _____ Village: _____

Section (A) Basic Information

1) Visit Date & Time	/ /	Arrival Time	Departure Time
2) Center Name			
3) Center Type	a) Non-formal basic education b) Alternate Learning Center c) Community School d) Community Learning Center		
4) Center Code			
5) Address (Complete)			
6) Teacher Name			
7) S/O, D/O, W/O			
8) Center Hours/Timings	From: _____	To: _____	
9) Last Visit Date of APO			

Section (B) Center Administrative Information

10) Physical Conditions of the Premises (1: Satisfactory, 2: Unsatisfactory, 3: Totally absent)									
Light (either electric or natural)	1	2		Drinking Water	1	2	3		
Space (large enough for learners?)	1	2		Ventilation (temperature & hygiene)	1	2	3		
Washroom	1	2	3	Electricity	1	2	3		
Safety Condition of Classroom	1	2	3	Cleanliness	1	2	3		
11) Availability of Learning and Teaching Materials (1: Fully available, 2: Partially available, 3: Not available)									
Teacher's Guide Manual	1	2	3	Textbook	1	2	3		
Slates or Notebook	1	2	3	Teaching-Learning Aid (ex. Alphabet Chart)	1	2	3		
12) Availability/Functionality of Educational Equipment (1: Functional, 2: Available but non-functional, 3: Not available)									
Signboard	1	2	3	Blackboard	1	2	3		
Chalk	1	2	3	Chair (for teacher)	1	2	3		
Mat, or Desk and Chair (for learners)	1	2	3						
13) Record Keeping (1: Registers available and records kept, 2: Registers available but records not kept, 3: Registers not available)									
VLC (Community Meetings) Register	1	2	3	Attendance Register	1	2	3		
Lesson Planner / Teacher Diary	1	2	3	Visitors Book	1	2	3		

Section (C) Learner Information

Number of Learners	Class Gender	Package-A		Package-B		Package-C		Adult		Total
		M	F	M	F	M	F	M	F	
14) Enrolled (As of the previous month's only)										
15) Recorded as Present (As register at visit time)										
16) Present (Identifying only time)										
17) Dropout (As for the previous month)										
18) Misretained (As for the previous month)										
19) Completed (As for the previous month)										
20) Newly Enrolled (As for the previous month)										
21) Re-Admitted (As for the previous month)										

22) Is the teacher present at the time of visit?	Present	Someone Else	Absent
23) What is the regularity of teacher attendance?	A. Over 80%	B. 60-80%	C. Under 60%
24) Was the teacher changed last month?	Yes	No	
(If yes) Reason of change	Date of Change: ____/____/____		

Section (E) VEC/EC & Visitors/NGO Information

VECEC			District Trainer / Academic Coordinator / NGO Supervisor		
25) Regular Meeting	Yes	No	26) Visit Status	Yes	No
(If yes) Date of the last meeting: ____/____/____			Visit-1	Date: ____/____/____	Name of visitor: _____
26) Follow-up to the latest visit	Yes	No	Visit-2	Date: ____/____/____	Name of visitor: _____
27) Contribution to school/center management	Yes	No	Visit-3	Date: ____/____/____	Name of visitor: _____

Section (F) Classroom Observation

Teaching Learning Process

28) Subject being taught:	Topic: _____		
29) To what extent the topic is aligned to scheme of studies?	Good	Average	Poor
30) To what extent the Lesson plan was applied during teaching?	Good	Average	Poor
31) Did teacher tell the topic and its objectives (SLOs) to the learners?	Yes	No	
32) To what extent teacher integrated the topic with prior knowledge of the learners?	Good	Average	Poor
33) Which teaching methods and activities were used by the teacher? (select more than one)	Lecture	Discussion	Group Work
34) To what extent teacher followed instructions for the lesson?	Good	Average	Poor
35) To what extent teacher used teaching learning materials (Teacher Guide & Textbooks)?	Good	Average	Poor
36) Which teaching learning aids were used by teacher?	Blackboard	Charts	Others: _____
37) Which assessment methods were used? (Can select more than one)	Written	Oral	Other: _____
38) To what extent teacher concluded the lesson?	Good	Average	Poor

Classroom Interaction

39) To what extent teacher maintained friendly behavior with learners during teaching?	Good	Average	Poor	
40) Did teacher ask learners to write on workbook/notebook/Slate?	Yes	No		
41) How many learners were called to write on the blackboard?	None	1-5	6-10	10+
42) To how many learners, Teacher asked questions on the topic?	None	1-5	6-10	10+
43) How many learners gave answers?	None	1-5	6-10	10+
44) How many learners asked questions to the teacher?	None	1-5	6-10	10+

Section (G) Others

45) Describe your observations and remarks in addition to the above-recorded information.				
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Signature of Teacher: _____ Name, designation & Signature of Visiting official: _____

Date of entry into NFEMIS: _____ Name and Signature of Data Entry Operator: _____

Annex: Keys to Accurate Data Collection Using Field Monitoring Proforma

Refer to the following criteria so that you can select the most appropriate answers to the questions given in Proforma:

10) Physical Conditions of the Premises

	1. Satisfactory	2. Unsatisfactory	3. Totally absent
Light	If every learner can read & write easily in classroom	If any learners fail to read and write because of low light	
Drinking water	Availability of clean drinking water	Insufficient availability of clean drinking water	Unavailability of clean drinking water
Space	If all learners can sit easily and read and write easily	If learners are unable to read and write easily	
Ventilation	Good cross ventilation	Average one window and one door	
Washroom	Available with water	Available without water	Washroom not Available
Electricity	Available		Not Available
Safety condition of classroom	No risk of collapse of the classroom or of other physical damage to learners and teacher	Risk of collapse of the classroom or of other physical damage to learners and teacher (electric shock, disarranged furniture, etc.)	
Cleanliness	Clean	Dirty and dusty	

11) Availability of Learning and Teaching Materials

	1. Fully Available	2. Partially Available	3. Not Available
Teacher's guide/ manual	Available	Part of manual is available	Not Available
Textbook	If all students have textbooks	If one or more students do not have a full set of textbooks	If no students have textbooks
Slate or note book	If all students have a slate/notebook	If one or more students do not have a slate/ notebook	If no students have a slate/notebook
Teaching-learning aid	If all the teaching aids to be provided by the project are available (e.g. alphabet chart)	If some of the teaching aids to be provided by the project are missing (e.g. alphabet chart)	No teaching aids to be provided by the project are available

12) Availability and Functionality of Educational Equipment

	1. Functional	2. Available but non-functional	3. Not Available
Sign Board	Available & displayed	Available but not displayed	Not Available
Blackboard	If teacher and learners can read and write smoothly	If teacher and learners cannot read or write smoothly	Not Available
Chalk	If teacher and learners can write smoothly	If teacher and learners cannot write smoothly (ex. too short chalks)	Not Available
Chair (for teacher)	Available	Available but broken	Not Available
Mat or Desk and chair (for learners)	If the sitting mat is large enough or there are sufficient number of desks and chairs for learners to learn comfortably	If sitting arrangements are not satisfactory in quantity or quality for learners to learn comfortably	If any types of sitting arrangements are unavailable

1. Good	2. Average	3. Poor
29) To what extent, topic is aligned to the scheme of studies?		
Lesson conducted as per timeline in the syllabus division	Lesson conducted less than 01 month behind (as per timeline in the syllabus division)	Lesson conducted More than 01 month behind (as per timeline in the syllabus division)
30) To what extent the lesson plan was applied during teaching?		
Lesson plan developed and all its contents are followed	Lesson plan developed and some of its contents are followed	Lesson plan not developed
32) To what extent teacher integrated the topic with prior knowledge of the learners		
Repeatedly Integrated prior knowledge with topic and content throughout the lesson	Integrated only prior familiarity with the topic	Do not integrate prior knowledge with lesson
34) To what extent teacher followed instructions for the lesson?		
Instructions Fully followed as given in the Teacher Guide of the subject	Instructions Partially followed as given in the Teacher Guide of the subject	Do not followed instructions of Teacher Guide of the subject
35) To what extent teacher use teaching learning materials (Teacher Guide & Textbook)?		
Teacher uses both Teacher Guide and Textbook during teaching	Teacher uses some of the materials (e.g. only Textbook) during teaching	Teacher does not use any materials during teaching
38) To what extent teacher concluded the lesson?		
Fully sum-up all activities of lesson and connect with objectives	Partially sum-up activities of lesson	Does not conclude lesson
39) To what extent teacher maintained friendly behaviour with learners during teaching?		
Teacher remains polite and encouraging while all learners are relaxed	Teacher remains polite but less encouraging while some of learners are not relaxed	Teacher does not remain polite while learners are in trouble

No.	Name	Designation	Department/ Organization
1.	Mr. Muhammad Alam Thaheem	Director	Directorate of Literacy & NFE Sindh.
2.	Mr. Abdul Majeed Bhurt	Executive Director	STEDA, SELD Sindh
3.	Ms. Zeenat Raza	Program Co-ordinator (Adolescent & Adult Learning and Training Program)	Sindh Education Foundation
4.	Ms. Attiya Bhutto	Lead Component 4 (Literacy & NFE)	USAID-SRP
5.	Mr. Ghulam Nabi	ALP Specialist	USAID-SCMP
6.	Ms. Shama Sheikh	Advisor- community Mobilization	USAID-SCMP
7.	Mr. Muhammad Akram	Program Officer Education	UNICEF
8.	Mr. Abid Gill	Deputy Chief Advisor	JICA-AQAL
9.	Ms. Gulnaz Jabeen Khan	Provincial Co-ordinator Sindh	JICA-AQAL
10.	Mr. Mehboob Elahi	Program Officer	JICA-AQAL
11.	Iffra Khalid	Communication Officer	JICA-AQAL



GOVERNMENT OF THE SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT

Karachi dated August 26th 2017

SAY NO TO CORRUPTION

NOTIFICATION

No.SO(GHI)/E&L/SESP-NFE/M&E/2017. The Government of Sindh, School Education & Literacy Department is planned to notify Monitoring & Evaluation (M&E) Mechanism for Non Formal Education (NFE) which shall be an integral component of any planned NFE intervention and factored throughout the gestation of the projects and programs in order to ensure the right direction towards pursuing the set objectives of Literacy & Non-Formal Education.

The M&E Mechanism has been designed for use by decision makers and administrators to provide a systematic feedback mechanism from NFE Centers to the districts and the province. It also encompasses whole cycle of monthly monitoring activities from data collection through decision making and uses Non Formal Education Management Information System (NFE-MIS) as a computerized tool for proper record keeping and data analysis to support decision making for data driven management of non-formal education in the province.

- ABDUL AZIZ UQAILI -
SECRETARY

Copy to

1. Additional Secretary (GA), School Education & Literacy Department, Government Of Sindh
2. Chief Program Manager (CPM) RSU, School Education & Literacy Department, Sindh
3. PS to Secretary, Education and Literacy Department, Sindh.
4. P.A. to Special Secretary, School Education & Literacy Department, Sindh
5. Director Schools Education & Literacy Department Sindh (All)
6. Director - Literacy & Non-Formal Education Sindh
7. Provincial Director, BECS
8. Director Operations, NCHD
9. Chief Advisor of JICA-AQAL Project.
10. Education Specialist, UNICEF Sindh
11. Chief of Party USAID, SCDP Sindh
12. Chief of Party, USAID, SRP, Sindh
13. Provincial Coordinator, UNESCO Sindh
14. All Adult Literacy and Non Formal Basic Education Providers in Sindh.
15. All Concerned NGOs



SINDH EDUCATION &
LITERACY DEPARTMENT



Abdul Aziz Uqaili
SECTION OFFICER (G III)