



Prepared by  
Directorate of Literacy & Non Formal Education, Balochistan



**Directorate of Literacy & Non Formal Education**

Social Welfare, Special Education, Literacy/Non  
Formal Education and Human Rights Department,  
Government of the Balochistan.

## 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 Balochistan. 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, Directors and Senior Officers of Directorate of Literacy and NFE Balochistan. 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

Directorate and stakeholder organizations, in collaboration with JICA have 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

Social welfare, Special Education,  
Literacy/Non-Formal Education & Human Rights  
Government of Balochistan.

## User

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



- All leaders and officers, especially Director/ Deputy Director of the Directorate of Literacy & NFE
- Assistant Director / Programme Officer – M&E
- District Literacy Officers (DLOs)
- Field staff of the directorate at district-level

## Purpose

This manual is to provide the users with concrete and specific framework about who is supposed to take what action by which day of the month systematically.

Based on monthly feedback on the progress of NFE Centres and projects, it aims at strengthening and institutionalizing evidence based/data driven management of non-formal education interventions. It promotes integration of participatory planning, implementation and monitoring with realistic & measurable plans and well-coordinated actions to ensure the delivery of quality non-formal education in the province.

## 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

Secty.	Secretary
ALP	Alternative Learning Pathway
Dy. Dir.	Deputy Director
DLO	District Literacy Officer
FS	Field Supervisor
Com. Opr.	Computer Operator
DL&NFE	Directorate of Literacy and Non Formal Education
M&E	Monitoring and Evaluation
NFEC	Non Formal Education Centre
NFEMIS	Non Formal Education Management Information System
NFE	Non-Formal Education
JICA	Japan International Cooperation Agency
UNICEF	United Nations Children Fund
AQAL	Advancing Quality Alternative Learning

**FS****Visit NFEC/ALP/ALC****3-24**

Every month, Field Supervisors (FS) have to make at least one monitoring visit to all the Non-Formal Education Centres (NFECs) and Alternate Learning Pathway (ALPs) 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 Village Education Committee is strongly recommended.

**FS****Submit Monitoring Proforma****by 25**

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

FSs have to submit Monitoring Proformas of all the schools and centres to District Literacy Officer (DLO) by the 25<sup>th</sup> 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.

**DLO****Verify Monitoring Proforma****by 26**

Once DLO receives Monitoring Proforma from FSs, he has to peruse and endorse thorough and accurate data collection immediately. If some items are left blank, each concerned FS is required to fill them up. Any obvious mistakes such as existence of Package-A learners in an Adult Literacy Centre should be corrected. The verification should be done by 26<sup>th</sup> day of the month. 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 DLO to input all 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 the 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)

**DLO**  
& District  
Staff

## Review Monitoring Results

2

On the 2<sup>nd</sup> day of the subsequent month, each District Literacy Officer should hold a meeting to review the monthly monitoring results with all major staff members including respective Field Supervisors. The reports generated from NFEMIS serve as a strong basis for discussion. Overall picture can be illustrated by examining "Field Monitoring Summary", whereas "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 DLO's directions. It has to contain timeline and responsible person(s) for each activity.

**DLO**

## Submit District Report

By  
6

On the basis of the discussion among district staff, DLO should compile a district progress report and submit it to the Assistant Director / Programme Officer (M&E) in the provincial office by 6<sup>th</sup> day of the month. Along-with

computer generated summary 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 DLOs to AD/PO (M&E) 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.

**DIRECTORATE**

## Compile overall Progress

by  
8

The district level progress reports drafted by the DLOs from different districts are to be consolidated in the form of provincial report by the Assistant Director & Deputy Director at directorate and submitted to the Director Literacy by the 8<sup>th</sup> day of the month. It should illustrate major achievements and shortcomings of the entire province's implementation to facilitate the decision makers' understanding of the provincial context.

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 provincial levels. The Programmer/Incharge of NFEMIS Cell produces the consolidated



report of provincial summary along-with required details and submits to AD-M&E at the Directorate. AD-M&E 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 Literacy.

The consolidated report of provincial level progress and proposed Actions should be submitted by Director to the Secretary before 10<sup>th</sup> day of the month.

**Secty**

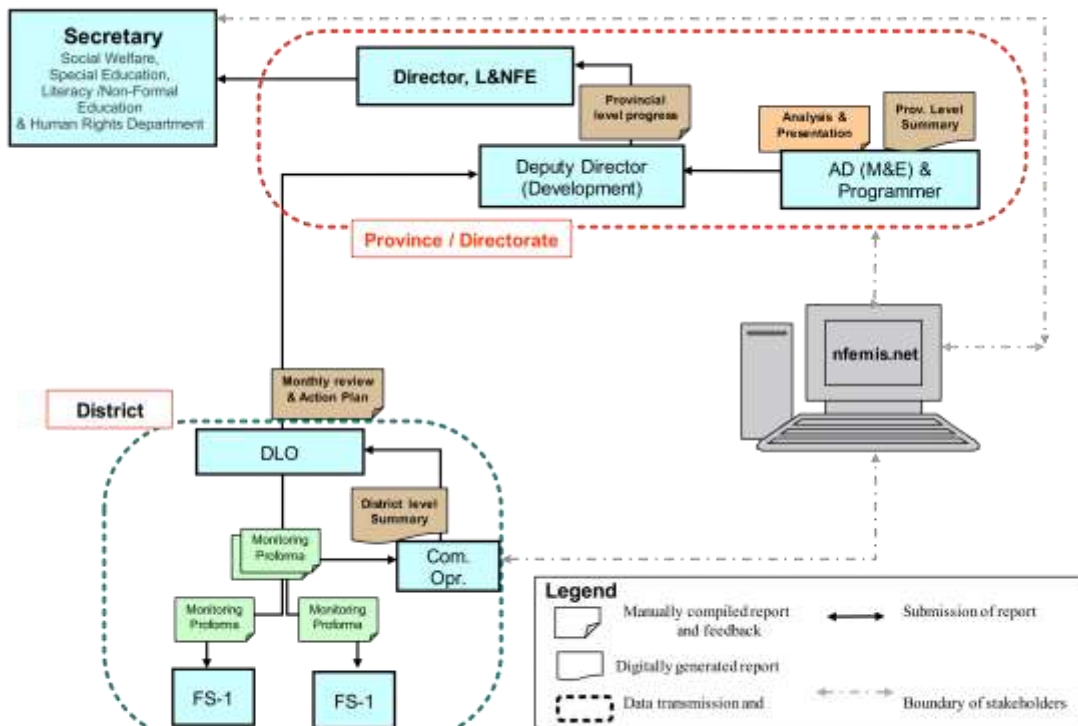
**Review and Make Decision**



On the 10<sup>th</sup> 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, Deputy Director, DLOs 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 has to be put into practice timely so that no delay should occur in the remedial actions.

# Flow of Reporting and Feedback



<b>FIELD MONITORING PROFORMA of Non Formal Education &amp; Adult Literacy Centers</b>	
District: _____	Tehsil: _____
UC Name & Number: _____	Village: _____

**Section (A) Basic Information**

1) Visit Date & Time	/ /	Arrival Time	Departure Time
2) Center Name			
3) Center Type	at Non-formal education	at Adult Literacy Center (ALC)	at Community School
4) Center Code			
5) Address of center			
6) Teacher Name			
7) M.F. D.D. W.D			
8) Center Route/Tillage	From	To	
9) Last Visit Date of Field Officer			

**Section (B) Center Administration Information**

10) Physical Condition of the Premises: 1) satisfactory, 2) (use asterisk), 3) (use slash)											
Light (either electric or natural)	1	2	Drinking Water			1	2	3			
Space (large enough for learners?)	1	2	Ventilation (temperature & hygiene)			1	2				
Washroom	1	2	3	Electricity			1	2	3		
Safety Condition of Classroom	1	2	Chairs/benches			1	2				
11) Availability of Teaching & Learning Materials: 1) Fully available, 2) Partially available, 3) Not available											
Teacher's Guide/Manual	1	2	3	Textbook			1	2	3		
Rate or Notebook	1	2	3	Teaching Learning Aid (e.g. 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		
Desk	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 record kept, 2) Registers available but records not kept, 3) Registers not available											
VC / Community Meetings Register	1	2	3	Attendance Register			1	2	3		
Lesson Planner / Teacher Diary	1	2	3	Vision Book			1	2	3		

**Section (C) Learner Information**

Number of Learners	Class Gender	Package-A		Package-B		Package-C		Adult	Total					
		Class I	Class II	Class III	Class IV	Class V	Class VI							
14) Enrolled (in the register, actual count)		M	F	M	F	M	F	M	F	M	F	M	F	
15) Recurred as Present (through a certificate)														
16) Present (monthly or not once)														
17) Dropouts (in the register, actual count)														
18) Motivated (in the register, actual count)														
19) Compliant (in the register, actual count)														
20) Specially Enrolled (in the register, actual count)														
21) Re-scheduled (in the register, actual count)														

**Section (D) Teacher Attendance and Change**

22) Is the teacher present at the time of visit?	Present	Somewhat Late	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	No
(If yes) Reason of change	Date of Change: _____		

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

VEC / EC		District Trainer / Academic Coordinator / NGO Supervisor				
25) Regular Meeting	Yes	No	26) Visit Status	Yes	No	
(If yes) Date of the last meeting: / /				Visit-I	Date: _____	Name of visitor: _____
26) Follow-up to the latest meeting (if visited)	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**

<b>Teaching Learning Process</b>				
28) Subject being taught: _____				
29) Topic: _____				
29) To what extent the topic is aligned to outcome of studies?	Good	Average	Poor	
30) To what extent the Lesson plan was applied during teaching?	Good	Average	Poor	
31) Did teacher link the topic and its objectives (SOs) to the learners?	Yes	No	No	
32) To what extent teacher integrated the topic with prior knowledge of the learners?	Good	Average	Poor	
33) Which teaching methods & activities were mostly (teacher's) / used (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	Chart	Slides	
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	
<b>Classroom Interaction</b>				
39) To what extent teacher maintained friendly behavior with learners during teaching?	Good	Average	Poor	
40) Did teacher ask learners to write in the workbook / notebook / Slides?	Yes	No	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 NIFEMS: \_\_\_\_\_ Name and Signature of Data Entry Operator: \_\_\_\_\_



## Annex: Keys to Accurate Data Collection Using LNFBED 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
<b>Light</b>	If every learner can read & write easily in classroom	If any learners fail to read and write because of low light	
<b>Drinking water</b>	Availability of clean drinking water	Insufficient availability of clean drinking water	
<b>Space</b>	If all learners can sit easily and read and write easily	If learners are unable to read and write easily	
<b>Ventilation</b>	Good cross ventilation	Average one window and one door	
<b>Washroom</b>	Available with water	Available without water	Washroom not Available
<b>Electricity</b>	Available		Not Available
<b>Safety condition of classroom</b>	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.)	
<b>Cleanliness</b>	Clean	Dirty and dusty	

### 11) Availability of Learning and Teaching Materials

	1. Fully Available	2. Partially Available	3. Not Available
<b>Teacher's guide/manual</b>	Available	Part of manual is available	Not Available
<b>Textbook</b>	If all students have textbooks	If one or more students do not have a full set of textbooks	If no students have textbooks
<b>Slate or note book</b>	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
<b>Teaching-learning aid</b>	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
<b>Sign Board</b>	Available & displayed	Available but not displayed	Not Available
<b>Blackboard</b>	If teacher and learners can read and write smoothly	If teacher and learners cannot read or write smoothly	Not Available
<b>Chalk</b>	If teacher and learners can write smoothly	If teacher and learners cannot write smoothly (ex. too short chalks)	Not Available
<b>Chair (for teacher)</b>	Available	Available but broken	Not Available
<b>Mat or Desk and chair (for learners)</b>	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

## Teaching Learning Process

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
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## Classroom Interaction

1. Good	2. Average	3. Poor
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

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Quetta, the 27<sup>th</sup> May, 2018

### NOTIFICATION

NO. SD/C/sect-4-JSW/2018/55-49. The Social Welfare, Special Education, Literacy and Non-Formal Education, Government of Balochistan is pleased to notify Non-Formal Education Monitoring and Evaluation mechanism. The said NFE monitoring and evaluation mechanism will be adopted by all Non-Formal Education programmes in the province to take informed decision and improve the delivery of Non-Formal Education programmes in the province.

SECRETARY

The Commissioner,  
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Balochistan, Quetta.

#### Distribution:

1. The Secretary, Education Department, Government of Balochistan, Quetta.
2. Additional Secretary/PPH, School Education Department.
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12. All Non-Formal and Adult Literacy Service Providers and NGOs.
13. The PS to Secretary, Social Welfare Department Balochistan.
14. M/F.

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