



ADULT LITERACY & NUMERACY SKILLS (ALNS)

Assessment Report



ADULT LITERACY & NUMERACY SKILLS (ALNS)

Assessment Report

Sindh Union Council and Community Economic Strengthening Support
(SUCCESS)

ACKNOWLEDGEMENT

Devtrio Consultants take this opportunity to acknowledge and convey appreciation for contributions made by different people and organisations for the successful completion of this assignment.

We are thankful to RSPN for assigning this critical and important undertaking to Devtrio Consultants. The assessment of ALNS was funded by the European Union's SUCCESS programme of RSPN. We owe debt of thanks to RSPN team: Mr. Fazal Ali Saadi (Programme Manager, SUCCESS) and Ms. Tahira Tarique (M&E Officer, SUCCESS) for their continuous feedback and comments on the assessment methodology, tools and reviewed several drafts that's shaped here into a final report.

Research team from Devtrio, was technically led by Ms. Ayesha Kabeer, during the entire period of the assignment, who steered and provided technical and strategic inputs starting from the designing of the assessment till dissemination of findings, results and drafting of recommendations for future planning to RSPN. Ms. Kiran Simon from Devtrio Consultants diligently managed and coordinated the field work and data processing with her team and remained the focal person for all administrative activities as per the plan.

Since from initiation of the assessment exercise, RSPs (NRSP, TRDP and SRSO) and ALNS implementing partners (ECI, MDF, Momentum, NCHD, ZABIST) participated in meetings, coordinated and supported the DevTrio field team. They also shared their data, reports and feedback. They provided all administrative support to the field team which enabled them for timely completion of the data collection as per the schedule. We are thankful to Mr. Ghulam Mustafa Jamro (Regional Manager, NRSP), Ms. Nasreen Khan (District Manager, TRDP), Mr. Muzaffar Hussain Panhwar of SRSO for their coordination and support with the DevTrio team. We are thankful to all partners for their assistance and cooperation they extended during the assessment exercise and facilitated our teams in outreaching the selected ALNS centers. They also made available the staff members for sharing their views as part of interviews.

We acknowledge the hospitality and time spared by the in-charge of ALNS centers, learners and members of COs and VO's who participated in the interviews and focused group discussions. In selected districts the Government District Education Officers (Literacy) were also interviewed, we are thankful to them for recording their viewpoints.

Lastly, but not least, Devtrio Consultants would like to extend deepest gratitude to Mr. Enayatur Rehman, who played key role as lead monitoring and evaluation expert. He provided technical inputs in finalising methodology, prepared and tested data collection tools, trained and guided the field teams, provided feedback on the filled questionnaire. Mr. Rehman reviewed data files for quality assurance and prepared the tabulation and analysis plan. To draft the reports, he conducted data analysis and managed quantitative and qualitative data sets; that formed into this current final report. We would like to especially thank our field enumerators: Ms. Iqra Bachal, Mr. Suhail Ahmed, Ms. Sumand Panhwar and Mr. Bilawal Bajjeer. Without their efforts and diligence, timely completion of field work in the burning summer of Sindh in the month of June would not had possible.

Sidra Fatima Minhas
Managing Director
DevTrio Consultants

LIST OF ACRONYMS AND ABBREVIATION

Acronyms & Abbreviations	Description
ALNS	Adult Literacy & Numeracy Skills
BISP	Benazir Income Support Programme
CMST	Community Management & Skills Training
CO	Community Organisation
DEO	District Education Officer
ECI	Empowerment through Creative Integration
ESA	Education Sector Analysis
EU	European Union
EY	Ernest & Young
FGDs	Focused Group Discussions
IEC	Information, Education & Communication
IP	Implementing Partner
JICA	Japan International Cooperation Agency
KIIs	Key Informant Interviews
LAS	Local Area Supervisor
LSO	Local Support Organisation
MDF	Management Development Foundation
MoU	Memorandum of Understanding
NADRA	National Database & Registration Authority
NCHD	National Commission for Human Development
NFEMIS	Non-Formal Education Management Information System
NRSP	National Rural Support Programme
PSLM	Pakistan Social & Living Standard
RSPN	Rural Support Programmes Network
RSPs	Rural Support Programmes
SRSO	Sindh Rural Support Organisation
SUCCESS	Sindh Union Council and Community Economic Strengthening Support
TRDP	Thardeep Rural Development Programme
VO	Village Organisation

Contents

1. INTRODUCTION	5
1.1. Context	5
1.2. Need of ALNS	5
1.3. Brief of the ALNS	6
1.4. Study Purpose and Objectives	7
2. METHODOLOGY	7
2.1. Quantitative Methods	8
2.2. Qualitative Methods	8
2.3. Enumerators' Training & Pretesting the Tools	9
2.4. Data Collection and Quality Assurance	10
2.5. Data Entry and Analysis	10
2.6. Limitations	10
3. IMPLEMENTATION APPROACH	11
3.1. Canvas of ALNS	11
3.2. The Package-A	11
3.3. Signing of MOUs	12
3.4. Organised Communities	12
3.5. Technical Support	12
3.6. Consortium Partners	12
3.7. Role RSPs	13
4. FINDINGS	13
4.1. ALNS Centres	13
4.2. Establishment of ALNS MIS	16
4.3. Schedule Preparation	18
4.4. Community Engagement	19
4.5. Teachers	20
4.6. Learners' Perspective	22
4.7. Teachers' Perspective	23
4.8. Learners	25

5. CHALLENGES	30
5.1. Final Assessment & Certification	30
5.2. Sustainability	31
5.3. Female Teachers	31
5.4. Best Practices	31
5.5. Comparison of RSPs and IPs	32
6. LEARNING OUTCOME EXERCISE	34
6.1. MoU for Final Assessment	34
6.2. Ranking Method	35
6.3. Learning Ranking	35
6.4. Subject-wise	35
7.1. Contribution to Bigger Goals	39
7.2. Planning and Preparation	40
7.3. Teaching and Learning	40
7.4. Features of ALNS	41
7.5. Benefits of ALNS Course	42
7. CONCLUSION	45
8. RECOMMENDATIONS	48
Annex – I: MONITORING INDICATORS FOR ALNS CENTERS	51
Annex – II: SUMMARY OF QUESTIONS OF OUTCOME TOOLS	55

List of Figures

Figure 2-1: Sampling Approach	7
Figure 3-1: Organised HHs in Eight ALNS districts of Sindh	11
Figure 4-1: Teachers' Profile	20
Figure 4-2: Teachers Attendance - Last seven months	22
Figure 4-3: Learner's perspective about ALNS	23
Figure 4-4: Age Group of Learners by RSPs	25
Figure 4-5: Marital Status of Learners	26
Figure 4-6: Distributions of learners by RSPs	28
Figure 4-7: Learners who met the threshold of 80% attendance and above or lesser than 80%	29
Figure 6-1: Comparison NCHD & RSPN findings	39

List of Tables

Table 1-1: Adult literacy rate among 15 years and above population in Sindh-Rural and Overall	6
Table 2-1: Number of surveyed centres, teachers and learners	8
Table 2-2: Number of sampled units for qualitative data	9
Table 4-1: Number of centres & enrolled learners by RSPs	14
Table 4-2: Percent of centres equipped with essential facilities	16
Table 4-3: Number of master trainers trained by gender	17
Table 4-4: Number of teachers trained by gender	17
Table 4-5: Consultation during preparation of the schedule for the centre	19
Table 4-6: Teachers' qualification	21
Table 4-7: Teacher's perspective about ALNS	24
Table 4-8: Percent distribution of characteristics of learners	27
Table 4-9: CO membership of learner or her family by RSPs (%)	28
Table 4-10: Average number of students enrolled in the surveyed centres	29
Table 4-11: Number of enrolled and drop out learners by RSPs	30
Table 5-1: Percent distribution of various aspects related to IP, teachers, centre, learners a learning outcome	33
Table 6-1: Number of students participated in the outcome-learning assessment by subject.	35
Table 6-2: Percent distribution of learners' ranking of English subject by RSPs	36
Table 6-3: Percent distribution of learners' ranking of Maths subject by RSPs	36
Table 6-4: Percent distribution of learners' ranking of Sindhi subject by RSPs	37
Table 6-5: Percent distribution & average of learners' ranking consolidated by subject	37
Table 6-6: Ranking & Average of RSPs	38

EXECUTIVE SUMMARY

The Adult Literacy & Numeracy Skills (ALNS) initiative was designed based on the needs and gaps identified in the mid-term review of the European Union (EU) funded Sindh Union Council and Community Economic Strengthening Support (SUCCESS) Programme. The gender and geographic disparity in regards to education is vividly depicted as only 20% of the women, in rural areas are literate as compared to 52% literacy rate among men in rural Sindh. In other words, women of rural Sindh remain significantly deprived of socio-economic opportunities including education.

“In our area it is a prevailing culture that we have issue in getting permission and parents don't allow girls to go outside. Parents do not have any issue with our education but they think that our society is not good. So, when girls are grown up (reach puberty) parents think that it is better that they should stay at home.

I think the conservative thinking against the girls' education yet exists in the minds of our community.”

An ALNS learner, District Larkana

ALNS initiative is grounded on the already identified needs of adult literacy in rural Sindh. It has relevance to local needs, government's policies and plans and also adds value to the Government of Pakistan's strategic priorities at national level and international commitment. It is linked with the Sustainable Development Goals (SDGs) and contributes to the SDG-4 which is related to inclusive and equitable quality education and promote lifelong learning opportunities for all. ALNS is a unique intervention, where all of the adult learners and teachers are women and girls.

ALNS initiative was implemented by a consortium of partners engaged by each of the three Rural Support Programmes (RSPs) – National Rural Support Programme (NRSP), Sindh Rural Support Organisation (SRSO) and Thardeep Rural Development Programme (TRDP). The ALNS course 'Package A' spans over eight months and is based on the concept of 3Rs – Reading, Writing and Arithmetic skills. It was specifically initiated for the members of the community intuitions or their family members in the SUCCESS programme districts¹ to equip them with the skills on reading, writing and arithmetic by teaching the subjects of basic English, Sindhi and Mathematics – a curriculum developed by the Directorate of Literacy & Non-Formal Education, School Education Department, Government of Sindh in collaboration with JICA. It was launched in July 2021 and ended in June 2022 in eight districts of three RSPs. Overall 1453 centres were established and 35,530 learners were enrolled - on average 24 learners per centre. About 53% learners were in two districts of TRDP and 33% were in SRSO's two districts.

Overall, 16 ALNS centres and teachers were surveyed while 112 learners were interviewed for performance monitoring. For the study, qualitative data was also collected by conducting Focus Group Discussions (FGDs) and Key Informants' Interviews (KIIs) with the manager or president of Community Organisations (COs) or Village Organisations (VOs), Rural Support Programmes (RSPs) staff, staff of Implementing Partners (IPs), District Education Officers (DEOs). As part of the under-discussion outcome

1 The SUCCESS programme districts include Larkana, Qamber Shadadkot, Dadu, Jamshoro, Matiari, Tando Muhammad Khan, Tando Allahyar and Sujawal where according to Poverty Scorecard census conducted by the RSPs in 2016, 89.5% of female adults and 65.6% of male adults never attended school (<http://mis.rspn.org/success/psc/index>).

assessment study, 80 learners each were assessed for English, Mathematics and Sindhi subject. The centres were selected by RSPs, while the learners were randomly selected from different age groups by the assessment team. The findings were broadly grouped in two parts a) monitoring and b) learning outcome of each subject.

The implementing partners in collaboration with JICA, trained a cadre of master trainers who further trained the teachers for the target centres in July and August 2021. All of the centres were equipped with essential facilities – good physical condition (100%), floor mats (100%), drinking water (100%), latrine facility (94%), sufficient space for 20-25 persons (88%) and electricity (73%). All of the surveyed centres had sign boards and these were visible also.

Both teachers and learners (94%) confirmed that the schedule of ALNS was prepared through their consultation. About 75% of the timing of ALNS classes was scheduled after 1 pm or second half of the day, when learners and teachers both were free after performing their daily-routine chores in the morning.

A larger proportion of teachers (88%) engaged the COs in the ALNS activities. The role of these committees was reported as a) performance review and monitoring; b) social mobilisation for increasing demand for adult literacy; c) linkages and networking with organisations for adult literacy support; d) any in-kind support.

At least minimum qualification for teachers was to be 10th grade pass individuals and all of the surveyed teachers met the education criteria. There were 25% graduate, 56% intermediate and 19% matric passed teachers. Average attendance of teachers was 23.7 days against 24.2 working days. The attendance record of learners reveals that on average (98%) of the learners have (80%) or above attendance, which was one of the requirements for learners to appear in the final assessment to be conducted by the Directorate of Non-formal Education and Literacy Department, Government of Sindh.

The learners profile shows that 71.4% were unmarried, average age was 23.2 years, the married learners on average have five children, 96% have no formal schooling at all, 60% were engaged in domestic chores and 22% in agriculture or farming activities.

Learners were found “fully satisfied” about various aspects of teaching and teachers, when their satisfaction was asked through a questionnaire. They responded that 80% teachers used ample examples and exercises during teaching; while 73.2% used good teaching methodology, and 75% kept the course environment conducive for learners.

Teachers' capacity and equipping them with the required support was very much important to catch the timelines and deliver the course effectively. Overall, 16 teachers were interviewed and out of them 14 were fully satisfied with the training contents; 13 stated that the training enabled them to teach the course; 11 stated that learners with infant was a bit challenging; 10 and 19 stated that they promptly received support from IPs and RSPs respectively, whenever they requested.

The scoring of learners against each question and subject is ranked by categorising the obtained percentages into three distinguished categories – highest, medium and lowest. The percentages from 71% to 100% are labelled as “highest” and 70% to 41% as “medium”. The remaining are ranked as “lowest”.

Overall, the learner's performance was excellent, as majority of them have obtained more than 70% marks, which reflects the support provided during the learning process to the centres. The consolidated ranking

of all three subjects reflects that 91.3% of the surveyed learners fall in the highest-ranking category and 5.0% in the lowest ranking, whereas the consolidated average marks are 85.1%.

Both the consolidated ranking and average shows that learners of SRSO outshined the rest of the learners by achieving 91.8% average and all (100%) of them ranked in the highest category. The learners of TRDP slightly performed better than NRSP's learners, having about two percent more learners in the highest-ranking category, where 90% of TRDP learners placed their position in the highest ranking. An equal proportion of learners of TRDP and NRSP fall in the lowest ranking category i.e., 5%.

The learning outcome depicts that centre with teachers having higher education (graduate) and more years of experience performed well as shown in case of SRSO, where 50% of the teachers had bachelor's degrees.

The key benefits of ALNS counted by learners, teachers and community members are a) social prestige, as they live in communities having lowest literacy rate, makes the ALNS learners unique in having some sort of reading and writing skills and now they feel a social prestige in the community; b) daily life application - able to read the signboards particularly visiting an urban centre or a hospital etc.; reading the expiry dates on medicines and the required dose of medicine for a specific age; using mobile phone and its text features, increased safety due to privacy of message; c) Use in business and income generation activities - now can read the weight of selling and buying products, reading messages related to BISP, use of measuring tape for stitching clothes; d) Due to reading and writing skills, no one can cheat them in weighing and scales; can read receipts and bills etc. d) More empowered and independent and become able to be enrolled in formal schooling or skills development programme, if any opportunity arises.

The assessment also found some key features of ALNS centres, these include a) accessible centres; b) use of approved curriculum; c) flexible learning schedule in centres accommodating priorities of learners and teachers; d) equipped centres, where most of the teaching and learning resources and materials are available; e) socially acceptable venue: The family gave permission when they came to know that the centres are located in the community at the house of a female teacher.

The key challenges faced during implementation of ALNS initiatives are: a) The signing of MOUs with the Government of Sindh, that will enable the IPs to conduct final assessment and grant them certificates. Except of TRDP, the other two RSPs yet to sign an MOU till the date of the assessment b) sustainability: To a greater extent the learners have learned the intended skills, and majority are able to read and write. The notion of "sustainability" yet remain a question for the learners, teachers and RSPs to get into the next level of learning or getting admission in formal schools.

One of the key changes at the community level was establishing an ALNS centre. Its demonstration played and inspirational role in mobilising the community. The presence of a centre in a community where girls remained deprived of formal education just needed a triggering process of social mobilisation and enabling environment in a centre; and ALNS focused on both.

All of the RSPs had positively embedded the factors needed for a successful programme. These factors include teachers' qualification, experience and few more. These are described in the recommendations. That is why the outcome results of ALNS programme are more encouraging and have positive signs.

Based on the findings of the monitoring and learning outcome data, the following recommendations are proposed: a) A large number of the learners has shown significant learning outcome with "medium or high ranking". They may be engaged in development interventions as now they can read and write and may

qualify for basic skills-development and other income generating activities; b) A huge human resources in the form of trained teachers and master trainers have been prepared. It is a readily available resource at the district level. The dialogue with the government and other key stakeholders may be initiated to seek the utilisation of these already established centres, trained teachers and to further make progress on the already achieved "gains"; c) In designing of akin programmes, here are the key determinants: teacher's education and relevant years of experience, provision of support to a centre or teacher both quantitatively and qualitatively, the quality of monitoring based on "mentoring and facilitation" approach, a sound technically designed curriculum and course, need-based, quality of training and community engagement; d) a joint platform at the district for progress review and feedback; e) final assessment of learners to qualify for next level of learning; f) partnership with other organisations that adds value and brings relevant strengths and grounds the model on the RSPs approach of social mobilisation; e) The notion of "social acceptance" of a centre is an important factor. RSPs may practice and consider this factor while selecting a learning centre in future programmes and may integrate the ALNS in its social mobilisation approach.

1. INTRODUCTION

The Adult Literacy & Numeracy Skills (ALNS) initiative is part of the EU funded Sindh Union Council and Community Economic Strengthening Support (SUCCESS) Programme. The SUCCESS Programme was launched in October 2015 and expected to conclude in Feb 2023, however, this ALNS initiative was integrated in the programme in 2021 in eight districts of Sindh province based on the midterm review of the programme. The SUCCESS programme is a women led, multi-stakeholder development project focused on the goals of women empowerment and household poverty reduction. It is funded by the European Union (EU) and supported by the Government of Sindh. It is jointly implemented by the Rural Support Programmes Network (RSPN), NRSP, TRDP, and SRSO with the technical assistance provided by Ernest and Young (EY) - a private consulting firm engaged by the EU to support the government of Sindh in formulation and implementation of province wide Poverty Reduction Strategy and Community Driven Local Development Policy.

1.1. Context

The population of Sindh is affected by multiple forms of poverty and considerable disparities exist among districts. According to the Poverty Scorecard survey conducted by RSPs the in eight districts of ALNS, 55.93% of the household fall in the poor category - Poverty Score Card (PSC) .0-23 band), or 3.06 million people.

Over six million children between the ages of 5 and 16 years in Sindh are out-of-school. Low enrolment and poor student retention rates have made out-of-school children (OOSCs) a critical challenge for the education sector in Sindh. An estimated 54% of OOSC are never expected to enter primary school, and those who do, eventually attend school tend to be average, increasing the risk of dropping out over time. Similarly, 80% of the women and 48% of adult men in rural areas of Sindh are not-literate. The Sindh Non-Formal Education (NFE) Policy 2017 aims to ensure that dropout and over aged children are provided access to education again, by providing opportunities to complete primary and post-primary education through non-formal education programmes, or through regular schools via “catch up” accelerated programmes within the mainstream system.

The Education Sector Analysis (ESA) of Sindh, identified non-formal education (NFE) as a weak link in Sindh’s education sector and recommends the expansion to enhance access to NFE, including creating linkages with skills-based, trade-oriented technical training and certification. Effective implementation of the NFE Policy will be crucial in this regard.

1.2. Need of ALNS

In the absence of basic literacy and numeracy, the aim of poverty reduction and empowerment of communities especially women will remain a mere dream. A larger proportion of developing countries, are stuck in an education-based poverty trap. The socio-economic indicators depict that people living in rural areas have lesser access to social services including education. Low income and socio-cultural constraints further multiply the problems for women. The gender and geographic disparity with regards to education is vividly depicted as only 20% of the women, in rural areas are literate as compared to 52% literacy rate among men in rural Sindh. Similarly, women in urban areas have higher literacy rate (64%)

than women of rural dwellings having 20% literacy rate see Table 1-1². In other words, women of rural Sindh remain significantly deprived of socio-economic opportunities including education.

Table 1-1: Adult literacy rate among 15 years and above population in Sindh-Rural and Overall

Province /District	Sindh Rural (SUCCESS Data 2016)	Sindh - Rural (PSLM 2019-2020)	Sindh-Overall (PSLM 2019-2020)		
	Both (Male & Female)	Female	Male	Female	Total
Sindh	22.94*	20**	68	45	57
Dadu	22.58	40	73	46	60
Jamshoro	22.92	22	60	36	48
Shahdadkot	21.3	21	60	31	46
Sajawal	12.9	13	40	18	30
Tando Allah Yar	25.76	17	51	25	39
Tando M Khan	19.19	14	42	16	30
Matiari	29.2	29	59	32	47
Larkana	29.09	38	69	41	55

Note: (*) is total of eight districts only, not a total of Sindh-Rural; while (**) is the total of Sindh-Rural.

The inability to read, write and do basic calculations, restricts women's participation in activities related to their personal development and income generation. It confines them in the poverty loop for prolonged periods.

This need was also identified as one of the strategic inputs for women's empowerment in the mid-term review of the SUCCESS programme, with the aim to multiply the benefits derived from other interventions of the programme. Furthermore, during the assessment of ALNS, the beneficiaries and office bearers of the community organisation also pointed out the importance of women's literacy. One of the RSPs staff stated that "If a beneficiary has received a grant [under the SUCCESS programme] and unable to do the basic calculation "hisab kitab", she might be challenged with numerous issues and would be unable to track the profit and loss". The ALNS has direct impact on learners' lives and business.

1.3. Brief of the ALNS

The ALNS course spans over eight months and is based on the concept of 3Rs – Reading, Writing and Arithmetic skills. The course is designed by the Directorate of Non-Formal Education and Literacy Department of Government of Sindh in collaboration with JICA for out of school children and adults (to equip them with the skills on reading, writing and arithmetic by teaching the subjects of English, Sindhi and Mathematics. In SUCCESS it was specifically initiated for the members of the community intuitions or their family members. The course was embedded with an additional one week of training on Community Management Skills Training (CMST). It was launched in July 2021 and ended in June 2022 in eight districts, targeting 35,530 learners in 1453 centres.

2 Source: PSLM 2019-2020, Statistical Tables PSLM 2019-20 | Pakistan Bureau of Statistics (pbs.gov.pk)

1.4. Study Purpose and Objectives

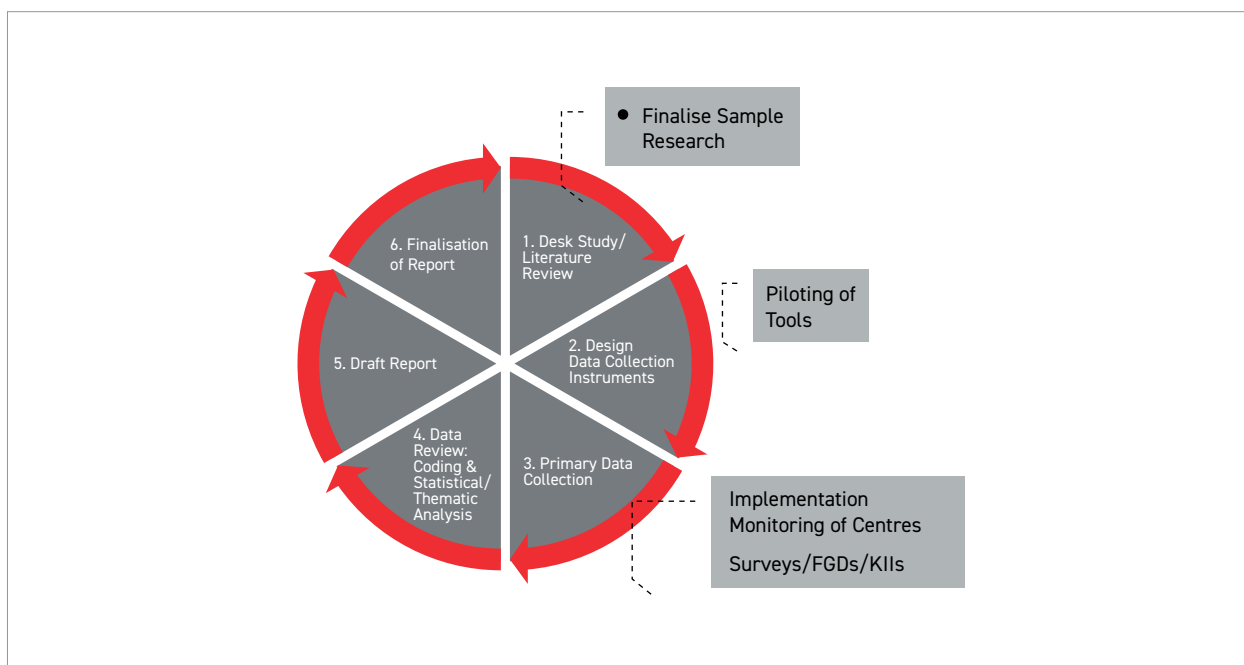
The ALSN initiate targeted and enrolled women adult learners only, who belonged to the organised households of the COs and VO. The primary purpose of the ALNS initiative was to help them learning the skills related to reading, writing and numeracy. This assessment report is structured in two distinct parts: a) monitoring part and b) learning outcome. The specific objectives of the ALSN assessment are:

- To assess implementation effectiveness of the ALNS component along with identifying issues and challenges faced.
- To assess the learning outcomes of the learners To assess the benefits of ALNS on the lives of the learners and its contribution to the overall objective of SUCCESS programme in empowering rural women documenting what did and did not work well.

2. METHODOLOGY

A mixed methods approach was used for conducting the final assessment and data collection. It employed both quantitative as well as qualitative data collection methods.

Figure 2-1: Sampling Approach



The key stages of the study are illustrated in figure 1.

2.1. Quantitative Methods

Sampling approach: Keeping in consideration the resource constraints (time in terms of lifeline of the ALNS centres and availability of the respondents) quota sampling approach is adopted to sample the respondents and centres for overall primary data collection.

The approach is used to cater to the exploratory nature of research objectives. To cater the heterogeneity of the target group(s) in terms of Implementing Partners, RSPs and geographical locations, the technique of purposeful sampling³ is used and ALNS centres were selected from all of the eight districts, considering that ALNS is being implemented in different socio-geographic settings by various implementing partners and RSPs.

Sample Size: In total, 16 centres - 2 from each of the eight districts were selected for quantitative data collection. In each of the 16 centres, 16 teachers (one teacher from each centre) and 112 learners (7 per centre) were interviewed, as reflected in table 2-1.

Table 2-1: Number of surveyed centres, teachers and learners

Districts	Centres	Teachers	Learners
Tando M. Khan	2	2	14
Sujawal	2	2	14
Matiari	2	2	14
Tando Allahyar	2	2	14
NRSP	8	8	56
Larkana	2	2	14
Qambar Shahdadkot	2	2	14
SRSO	4	4	28
Jamshoro	2	2	14
Dadu	2	2	14
TRDP	4	4	28
Total	16	16	112

Data Collection Tools: Three different quantitative survey tools were used to collect the quantitative data and record of various performance monitoring data. These include: a) Centres survey; b) Teachers survey and; c) Learner's survey.

A matrix of indicators used, is attached as Annex-1. The data collected on these indicators using the above-mentioned tools, to assess the extent of contribution of ALNS components towards the SUCCESS programme's objectives and measuring the ALNS implementation along with identifying the issues and challenges.

2.2. Qualitative Methods

The qualitative data was collected from the learners through by conducting Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs).

3 <https://www.formpl.us/blog/purposive-sampling>

A total of 16 FGDs were conducted with learners to understand their need, motivation and how the ALNS component meet their expectations. The FGDs also focused on understanding the challenges faced by the learners, the usefulness of the ALNS for them and its impact on their lives. The FGDs included a total of 128 participants with an average of 08 participants in each FGD.

KIIs were conducted with the staff members of implementing partners (IPs), RSPs, government district education officers, ALNS teachers and representatives of Community Organisations. At least two staff in each of RSPs and IPs were interviewed using the KIIs tool. These include the Project Mangers, Project Coordinators, Regional Managers, focal persons of ALNS and District Managers. The aim was to collect data about the implementation approach, coordination, monitoring and reporting, performance and future sustainability etc. KIIs were also conducted centre with representatives of Community Organisations' (COs). Table 2-2, present the number of FGDs and KIIs.

Table 2-2: Number of sampled units for qualitative data

IP/RSPs	FGDs		KIIs			
	Learners	IPs	RSPs		Govt. Officials	Teachers
			Staff	COs		
NCHD /TRDP	4	1	2	2	2	4
ECI /SRSO	4	1	2	2	2	4
MDF /NRSP	8	1	2	4	2	8
Total	16	3	6	8	6	18

2.3. Enumerators' Training & Pretesting the Tools

A three-day training for the data collection team was organised from May 30 to June 1, 2022 in Hyderabad. On day-one, four enumerators were trained on the tools, data collection methodology, explaining the questions and responses, the do's and don'ts, data management, voice recordings, transcriptions and quality control aspects. Each team was consisted of one male and one female enumerators.

On day-2, all the tools were pretested in the field at the two actual ALNS centres in district Jamshoro. Each enumerator was assigned two different tools for pretesting to go through quantitative and qualitative data collection. This allowed to complete the exercise in one day. It took about 3-4 hours to complete the exercise. The tools were tested in two different centres and the trainers observed the enumerators to provide feedback on the data collection protocols.

On the last day of the training, each of the enumerators was provided feedback on their tools and gaps identified. The issues related to tools, clarity and understanding, administering the tools were discussed with technical team members. Based on the pretesting exercise, the data collection tools were finalised after editing. The data collection protocols reviewed and finalised to ensure that each enumerator use standard processes, questions and methods to collect quality data.

After finalising the tools, a data collection schedule was prepared in consultation with the RSPs and IPs staff. The schedule was shared in advance with them to facilitate the team in outreaching the sampled centres and individuals.

2.4. Data Collection and Quality Assurance

In order to map the effectiveness of ALNS centres, centre in-charge, teachers and learners were interviewed in all 16 centres as per the field plan. RSPs and IPs facilitated the process by selecting 16 ALNS centres, 2 in each of the sampled districts on the basis of availability of centre in-charge, teachers, learners and member(s) of VO/CO/LSO, geographically closer and having all the record available at the centres.

The two teams of enumerators conducted the data collection with the facilitation of field focal persons of IPs. Each day began with an initial meeting with the focal persons about the day plan. Availability of centres in-charge, teachers, learners and members of COs were ensured. For the data collection through interviews and FGDs, learners were selected randomly by the enumerators in order to ensure that all age groups are included in the process.

Quality data collection was ensured at all stages through field monitoring, check-in calls during data collection, feedback calls with the enumerators at the end of the day. The focal persons of IPs and RSPs are provided continuous verbal and written feedback on the transcriptions and filled tools to ensure quality of data.

2.5. Data Entry and Analysis

Quantitative Data Analysis: After the data entry and cleaning, the data was tabulated to check the responses and quality for conducting analysis and report writing. In few cases, the data was reviewed and rechecked to enhance the quality of data analysis. Tables were generated with absolute numbers and percentages. In some cases, the data was cross-tabulated by RSPs and districts, to assess the differences and similarities among RSPs and districts. However, most of the responses were analysed using single frequencies, keeping in view the lesser number in some categories of districts or RSPs. The findings of some key indicators are also shown in graphical form.

Quantitative Data Analysis: Voice recorders were used to record the key informant interviews and focus group discussions. The enumerators /facilitators conducted the interviews using the open-ended questions which lasted for about 30-45 minutes. Each question was followed by respective relevant probes where required. The probe questions were used to gather all the required information in a more coherent and uniform manner. The data was later transcribed verbatim and the note takers recorded the important quotes from learners and community members afterwards.

During data analysis, the responses of each question were thematically grouped to assess the variations and uniqueness. The qualitative data complements the findings of the quantitative data using as quotes, confirmation and validation of findings or describing the larger canvas of varying responses.

2.6. Limitations

This assessment exercise was conducted at the end of the ALNS initiative. Almost, all of the centres were officially closed (14 out of 16).

Thus; the centres were not observed in routine functioning; however, the questions were contextualised to get the responses about the functions, facilities and other features of the centres, learning and teaching process.

The overall findings of each surveyed units are suitable for general assessment of the subject. But disaggregating it in multiple categories may need the reader to cautiously read and interpret the findings.

At the time of the Assessment, TRDP had only signed an MOU with the Directorate of Non-Formal Education and Literacy Department, Government of Sindh; though NRSP also signed the MOU but that was at the end of the project in June 2022, which was also a limitation to conduct interviews with government officials in NRSP and SRSO districts, as they were not very well aware of the project activities due to lack of MoUs.

3. IMPLEMENTATION APPROACH

3.1. Canvas of ALNS

The ALNS component of the SUCCESS project was formally launched in September 2021 on the eve of the World Literacy Day; however, its preliminary activities e.g., training of master trainers etc. were conducted earlier in July 2021. It was implemented in eight districts of three RSPs –SRSO, TRDP and NRSP. Overall, 1453 ALNS centres were established, targeting 35,530 learners. More than half i.e., 769 of the total centres and 19,200 (54.2%) of learners were in two districts of TRDP.

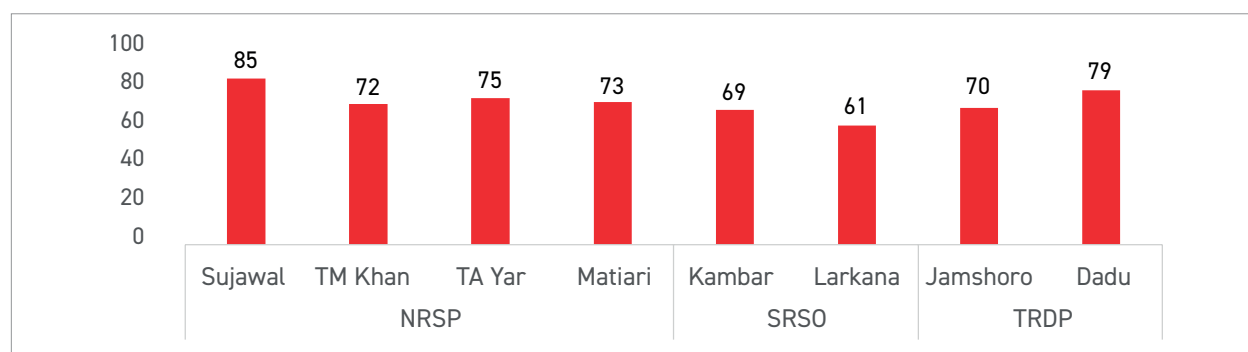
3.2. The Package-A

Package-A is consisted of the following courses and considered as equivalent of grade-2.

Sindhi: The development of language increases the ability to express and accurately comprehend language, communicate, develop the ability to think and imagine the sense of language. Furthermore, develop interest in language and an attitude of respect for the language.

Mathematics: The learners may understand numerical concepts, basic arithmetic operations, apply appropriate techniques, tools and formulae to determine measurements, collect, organise and analyse. This enables the learners to use numeracy skills in their day-to-day life orally as well as in written form.

Figure 3-1: Organised HHs in Eight ALNS districts of Sindh



English: English book is comprised of alphabets and simple words. After studying this book, the learners are able to understand some of the English words plus making simple sentences with comprehension.

3.3. Signing of MOUs

The signing a Memorandum of Understanding with the Directorate of Non-Formal Education and Literacy Department Government of Sindh, is a mandatory requirement for conducting the final assessment of ALNS learners. All of the three RSPs in the beginning of the ALNS project, had initiated and submitted their case for signing the MOU. TRDP and NRSP have signed an MOU in April and June respectively in 2022, while SRSO is yet awaiting to sign an MOU.

3.4. Organised Communities

In the eight districts of ALNS, poverty scorecard survey had been conducted with 5.6 million rural populations; out of which, 608,003 rural households (4 million population) were organised into 30,383 COs, 3,473 VOs and 314 LSOs, see Figure-2 for district wise details of rural organised households.

3.5. Technical Support

Overall technical assistance (TA) and support was provided by JICA's Sindh office to the ALNS implementing partners and RSPs. The TA included designing of the curriculum, books, teacher's guide, development of NFEMIS and training of the users of the NFEMIS, imparting training to the master trainers and assistance in conducting the certification of learners. They trained a pool of 124 master trainers of IPs. The aim of the training was to capacitate the teachers for teaching Package-A, that is consisted of the three subjects – English, Sindhi and basic Mathematics for the beginner.

3.6. Consortium Partners

The implementation of the Adult Literacy component was outsourced through competitive bidding process by each RSP to third party organisations having expertise in the field of education and adult training. In two districts of SRSO, Larkana and Qambar Shahdadkot, Empowerment through Creative Integration (ECI) led the implementation. Similarly, in four districts of NRSP - Matiari, Tando Allah Yar, Tando Muhammad Khan and Sujawal, Zulfiqar Ali Bhutto Institute of Science & Technology (ZABIST) and Management Development Foundation (MDF) were tasked for implementation. In two districts of TRDP – Jamshoro and Dadu, Consortium of Momentum Ventures and National Commission for Human Development (NCHD) implemented the ALNS initiative. The key role of these IPs included below:

- Training and Capacity Building
- Establishment of Centres
- Performance Reporting
- Performance and Quality Assurance
- Identification of Locations and Eligible Teachers

- Providing required learning, teaching, administrative resources to centers
- Assessment & Certification of the Learners

3.7. Role RSPs

Three RSPs – NRSP, SRSO and TRDP implemented the ALNS initiative, through IPs in their target communities. The role of RSPs included the following:

- Grants Management
- Support to IPs in Social Mobilisations
- Monitoring and Tracking of the Progress
- Signing of MOU

4. FINDINGS

The findings are based on the review of project documents, interviews of project staff (both of implementing partners and RSPs), the District Education Officers (Literacy), teachers, learners and office bearers of the community institutions.

4.1. ALNS Centres

Establishing the Centres:

The IPs were supported by RSPs in establishing the centres in the catchment area of their community institutions. They shared the list of the community institutions. According to the IPs, it helped them in swiftly identifying suitable venue or location for the ALNS centres.

The organised communities were their gateway to the entire village and union councils. “If we had not provided the support of social mobilisation, it would have taken us months, to identify the suitable venue and mobilise the communities and seek their willingness for establishing an ALNS centres” stated by one of the staff members of the IPs.

“In order to establish a community-based literacy centre, the involvement of the community is a must. However, the purpose was not only to establish a literacy centre but also to run it successfully, and then phased out.

Basically, this programme is aimed at bringing changes in mind sets and the attitudes of the community as well as teaching the basic Literacy and Numeracy Skills.

A sense of ownership of the programme is required to bring an attitudinal change in and make the community more responsive. Hence, the credit of the success of the programme goes to the community,”

Abstracted from the final report of IPs

These centres were mainly established in the house of teacher, a voluntarily donated space inside a house, "Outaq", or in a public school (after the school timings). Mainly these were in a rented portion of the house of a teacher or of a community member.

Overall, 1453 centres were established by the IPs in eight districts of RSPs. More than half of the centres & learners were in the two districts of TRDP and about one third were in four districts of NRSP, as reflected in below table.

Table 4-1: Number of centres & enrolled learners by RSPs

Description	No. of Centres	Centres (%)	No of learners	Learners (%)
Two districts of TRDP	769	54.0	19,200	52.9
Four districts of NRSP	484	34.1	12,100	33.3
Two districts of SRSO	200	11.9	4,230	13.8
Total	1453	100.0	35,530	100.0

Display of Signboard and visibility:

The sign boards were used for branding the facility as a learning centre. All of the 16 surveyed centres have received the signboard and those were also visible for visitors.

Tuition Fee:

In all of the 16 centres, both the learners and teachers reported that the learners were not charged any fee for tuition, admission or for any other purpose e.g., resource materials or books. So, all the cost was borne by the IPs under the ALNS budget of SUCCESS.

Support and Facilities:

All the 1453 centres were equipped with the essential facilities for creating an enabling environment for teaching and learning. Items listed in the text box were provided to each of the ALNS centres. In addition, SRSO distributed school bags among the learners and NRSP provided bags to teachers only.

List of materials provided to centres

- Set of books (one each of Sindhi, Math's and English) for learners and teachers
- Set of teacher guides for each of the subject
- Three notebooks
- Blackboards, chalks, duster
- Basic stationary for teachers & students
- Soaps or sanitizers and mask
- First aid box
- Registers (attendance & enrollment etc.)
- Water cooler & glasses
- Floor-mats
- Signboards and black boards

Centres' Conditions and Venue Selection:

Infrastructure plays an important role in attracting and encouraging children to stay in school. In Sindh, a large number of schools suffer from poor infrastructure, or missing basic facilities. As a result of missing facilities, these have a negative impact on participation, particularly for girls after primary grades.

Choosing a "socially acceptable" venue had also played an important role in convincing the male member of a family to allow women and girls for attending the ALNS classes. "In the beginning our male family members were not convinced, but when we told them that this centre is at our ALNS teacher's home then they happily gave us the permission to attend classes" stated by a learner from District Larkana.

General Centre Facilities:

To assess the actual learning environment and physical conditions of a learning facility it is necessary to visit the centres to observe its functions in its normal routine. However, majority 88% (14 out of 16) centres were officially closed after completing their courses. However, the learners and teachers were requested to attend the centre for this assessment exercise. The assessment tools were used in the ALNS centre during the survey they were asked about the essential facilities and support provided to these during the project life. All of the 16 centres had good or moderate physical conditions. None of these were reported as poor or very poor condition.

Learning Environment:

A conducive environment is key to sustain the enrolled learners and to facilitate them focusing on their learning process.

The ALNS centres were equipped with all the basic learning facilities required for a centre e.g., black board, mats, drinking water. Some had solar panels for provision of electricity during the classes. That is why a larger number (81.25%) of teachers replied that the centres had conducive learning environment.

Space of Class Rooms:

The teachers were asked about the space of the classroom for the enrolled learners. About 88% (14 out of 16) teachers reported that they had sufficient space for 20-25 participants of the class. This indicates that the training venue or locations were carefully selected keeping in view the intended numbers of the learners. The remaining (12% or 2 centres) were congested and over-crowded to accommodate 20-25 learners. All of the 16 centres used floor mats for the seating arrangement of the learners.

Whiteboard and Chalks:

A black board and chalks are the essential supplies for any learning centre. All of the 16 centres had received the black board and almost all (94% or 15 out of 16) had sufficient number of chalks.

Electricity:

Electricity is a fundamental need, which keeps other facilities in functional conditions e.g., fan, light and to pump water for latrine usage. Almost all of the communities (15 out of 16) were connected to the electric supply lines; however only 11 centres had the facility of electricity. Having electricity connection

is meaningless in case of frequent load shedding. All of the 11 centres, teachers reported that learning environment is moderately affected by load-shedding of electricity.

Drinking Water & Latrines:

According to the Sindh School Profile, only (42%) of the functional schools in Sindh have boundary walls, 84% have washrooms and (55%) have water and 70% have electricity, which have a negative impact on the participation, particularly for girls after primary grades.

Drinking water was available in all of the 16 surveyed ALNS centres reported having the drinking water facility in the centre. Similarly, availability of a functional latrine is a basic need particularly for the privacy and security of women. Except one, all of the remaining 15 centres had a functional latrine facility.

Table 4-2: Percent of centres equipped with essential facilities

Centres having basic facilities	Percentage
Good physical condition	100%
Conductive learning environment	81.25%
Classroom /sufficient space for 20-25 learners	88%
Mats for floor-sitting	100%
Blackboard	100%
Sufficient quantity of chalks	94%
Electricity in the village	94%
Electricity in the centre	73%
Drinking water facility	100%
Functional latrine	94%
Sign board of the centre	100%
Display and visibility	100%

4.2. Establishment of ALNS MIS

The implementing partners, initiated collection of basic data required for the MIS and other administrative and reporting purposes. Each RSPs developed its own data collection tool to gather information about centres, teachers and learners. It was reviewed, corrected and updated accordingly.

It consisted of names of villages, union councils, talukas, and district. Learners' data also consisted of code numbers issued to learners (being beneficiaries of the SUCCESS Program). The data also include last class studied along with the reason of school dropouts, age, address and the contact number etc. Training

Training of Master Trainers:

The JICA team trained a pool of master trainers for the implementing partners on the scheme of the course, syllabus, teaching methodologies and classroom management etc. Overall, 124 master trainers of IPs staff were trained these include 14 women.

They were trained on psychology of the adults – teaching methodology of the adults, andragogy, motivation of the learners, teaching methodology and use of teacher guide for each of the subjects – English, Mathematics and Sindhi. They were also trained on how to develop supplementary reading material or local instructions, literacy centre management, use of scheme of study and life skills.

Table 4-3: Number of master trainers trained by gender

Description	Male	Female	Total
Four districts of NRSP	25	1	26
Two districts of TRDP	82	1	83
Two districts of SRSO	3	12	15
Total	110	14	124

Training of Teachers:

The master trainers further trained 1,540 teachers – 81 men and 1,459 women. All of the 81 men-teachers were from NRSP's district, as they faced challenges in identification of women teachers fulfilling the criteria of ALNS teacher. This is also reflected from the districts' ranking and the literacy rate of women in these districts.

Keeping in view the drop-out or replacing a centre, a slightly higher number of teachers were trained than the required number.

Table 4-4: Number of teachers trained by gender

Description	Male	Female	Total
Four districts of NRSP	81	403	484
Two districts of TRDP	0	850	850
Two districts of SRSO	0	206	206
Total	81	1459	1540

Training Contents – for Teachers:

Besides of other factors, the learning outcome is also directly related with the quality of teachers and their training. As the ALNS course was specifically designed for adult learners, so its approach and methodology of teaching was different from those used in teaching of formal school children. The teachers training encompassed and organised in thematic sessions. These were: a) Learning approach for adult learning; b) an introduction of each subject, c) teaching methods, d) lesson preparation & planning, e) assessment techniques; f) subject based developed module practices and g) continuous professional development mechanism. Some specific session for English subject were also part of the teacher training e.g. vowels, consonants and teaching of phonemes with reading and writing etc.

Usefulness of Training:

The data from multiple sources (teachers, learners, IPs and RSPs) was triangulated to see the usefulness of the training and its application during teaching of the ALNS course. All of the teachers stated that the

training contents were useful and that the training enabled them to teach the course - 100% were “very satisfied or satisfied to some extent” about the upper mentioned aspects of the training.

“In those activities [group work & role play activities] they taught us about the sound [phonics] learning, how handle if learners feel boring, how to teach, and friendliness with learners. As this is non-formal education so it has its own way of teaching that we needed. Now, I am capable of teaching this course”.

A teacher from District Matiari

The teachers were equipped with the required knowledge and skills by attending the ALNS basic and follow-up training. The above-mentioned training contents were delivered by various activities and teaching approaches. During the training, teachers were given group work with instructions to follow and some of the teachers found this way of training useful in teaching the ALSN course. A teacher from district Dadu excitedly informed that “We exactly have taught learners in the same manner as we were taught by the trainers. We conducted some group activities and the trainer assessed our learning level to check whether we are capable or not. There were a lot of the activities and group discussions in our training which made us capable of teaching this course”. Another teacher commented that how these activities helped them in teaching the course, as given in the textbox.

Some of the learners also found the phonics way of teaching difficult to teach it effectively. Some of such teachers were mentored also; or they participated in the especially arranged refresher courses.

Learners' satisfaction about ALNS centre (including teachers and teaching) is another yardstick to measure the readiness of teachers for teaching and usefulness of the teaching process. Almost all of the learners were satisfied with the teaching methodology, teacher preparedness for teaching the course, learning resources, learning environment, course duration, grading and assessment and usefulness and relevance of the course.

4.3. Schedule Preparation

Consultation with Learners:

At the community level, the adult learning program's schedule needs to be aligned with the priorities and mutual convenience of teachers and learners. In rural areas, most of the women remain busy in domestic activities – managing livestock, farming activities or domestic chores and home making activities. Thus, they hardly can spare time to attend a learning centre.

The teachers were also asked “did you consult the learners while preparing the schedule”? Almost all teachers (15 out of 16 or 94%) reported that they had consulted the learners while preparing the schedule. Similarly, the same proportion (94%) students confirmed that they were consulted by their teachers while preparing the schedule. About the suitability of the timing, 95% stated that it suited them. Only 5% stated that the learning schedule was conflicting with their home schedule as at that time they remain busy in preparing meal (lunch time).

Table 4-5: Consultation during preparation of the schedule for the centre

Description	Percentage	N
According to teachers – Learners were consulted in preparation of schedule	94%	16
According to learners – They were consulted in preparation of schedule	94%	112
Learners who stated the schedule best suited them	95%	112
Best timing for learning at the centre – according to learners (112)		
Morning	21%	112
Noon	18%	112
Afternoon	29%	112
Evening	31%	112

Schedule and Timing:

All of the centres were functioning for three hours a day and six days a week. The daily timing ranges from 09:30 am till 5:00 pm during the day.

In majority (75%) of the centres, the classes were ending after 1 pm. In other words, these were scheduled for the second-half of the day. This reflects that the schedule was prepared keeping in view the learners' domestic roles e.g., farming and cooking etc. and was also suited for the female teachers. "We selected the timing according to the suggestions given by the learners. The learners said that in the morning, they are mostly busy in their domestic work e.g., cooking, cleaning and other household chores. They usually get free after the lunch time [noon] so they suggested and preferred the timing between 02:00 pm or 03:00 pm, so the classes were scheduled from 02:00 pm to 05:00 pm. It also suited me, as I teach in a private school and get free by 01:00 pm. We had never any disagreement related to timings of the centre", an ALNS teacher, district Qambar Shahdadkot.

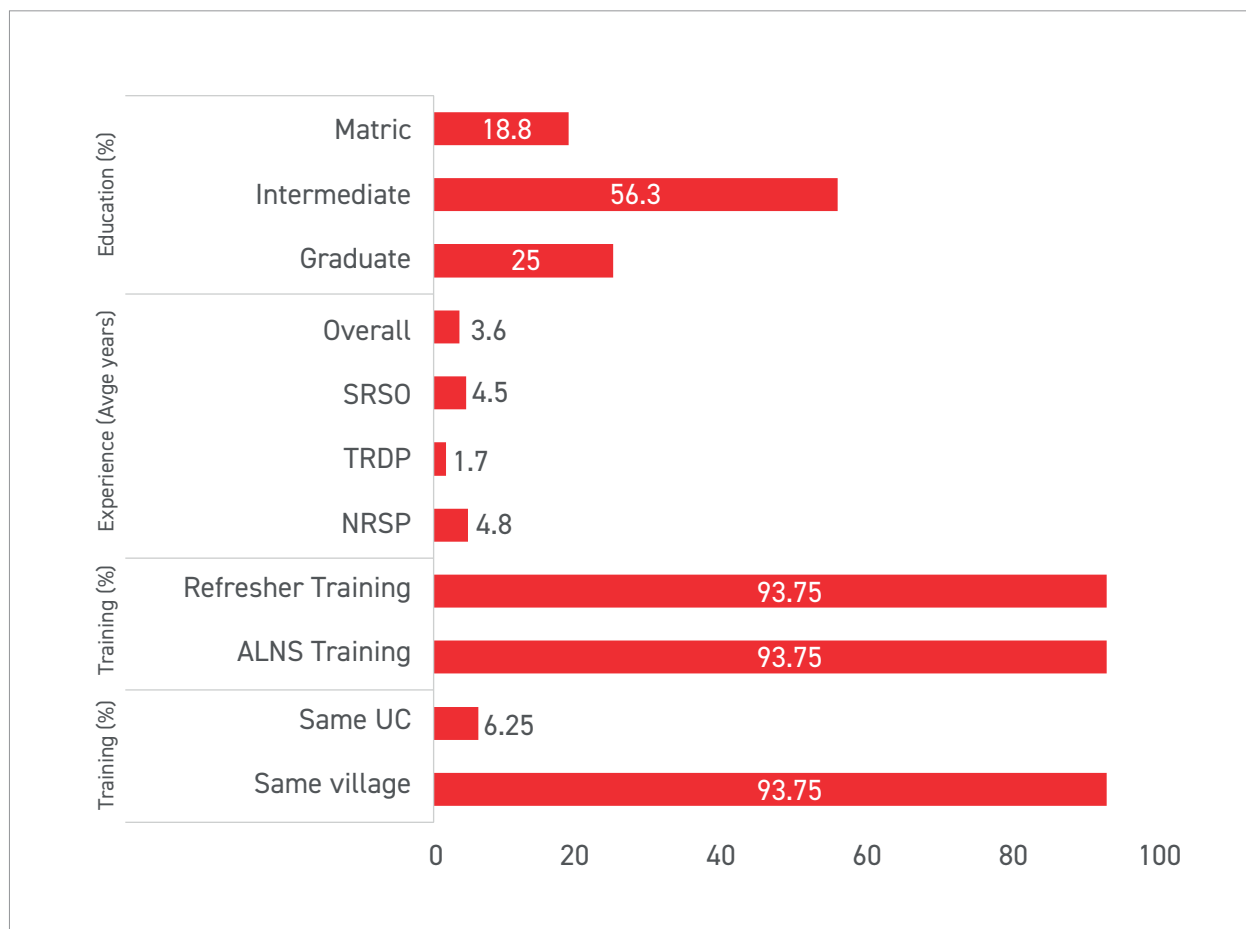
Only 25% of the centres had scheduled the classes in the morning and were ending on or before 1 pm.

4.4. Community Engagement

The community committee plays a pivotal role in monitoring the activities and providing feedback to the implementing partner of a development intervention.

Out of the total 16 surveyed centres, 14 (88%) of the teachers reported that they had community education committees. The centres where these committees were formed, it was found that (64%), 9 out of 14 had some kind of record about the committee. The role of these committees was reported as a) performance review and monitoring; b) social mobilisation for increasing demand for adult literacy; c) linkages and networking with organisations for adult literacy support; d) fund raising; and e) any in-kind support.

Figure 4-1: Teachers' Profile



4.5. Teachers

Educational Qualification:

In regards to the education qualification, at least 10 or above grade criteria was set for identification of a teacher. All of the surveyed (16) teachers met the criteria. Among them, (25%) of the teachers had graduate degrees and (56%) had passed 12th grade of schooling.

Table 4-6: Teachers' qualification

Description	Number	%
Graduate	4	25.0
Intermediate	9	56.3
Matric	3	18.8
Total	16	100

Teaching Experience:

The teaching experience adds value to effective teaching and results in improved learning outcomes. The IPs tried their best to select a teacher with at least some teaching experience. On average, the teachers selected for ALNS centre had at least 3.6 years of prior relevant experience - most experienced teachers were selected by NRSP and SRSO (4.8 and 4.5 years respectively).

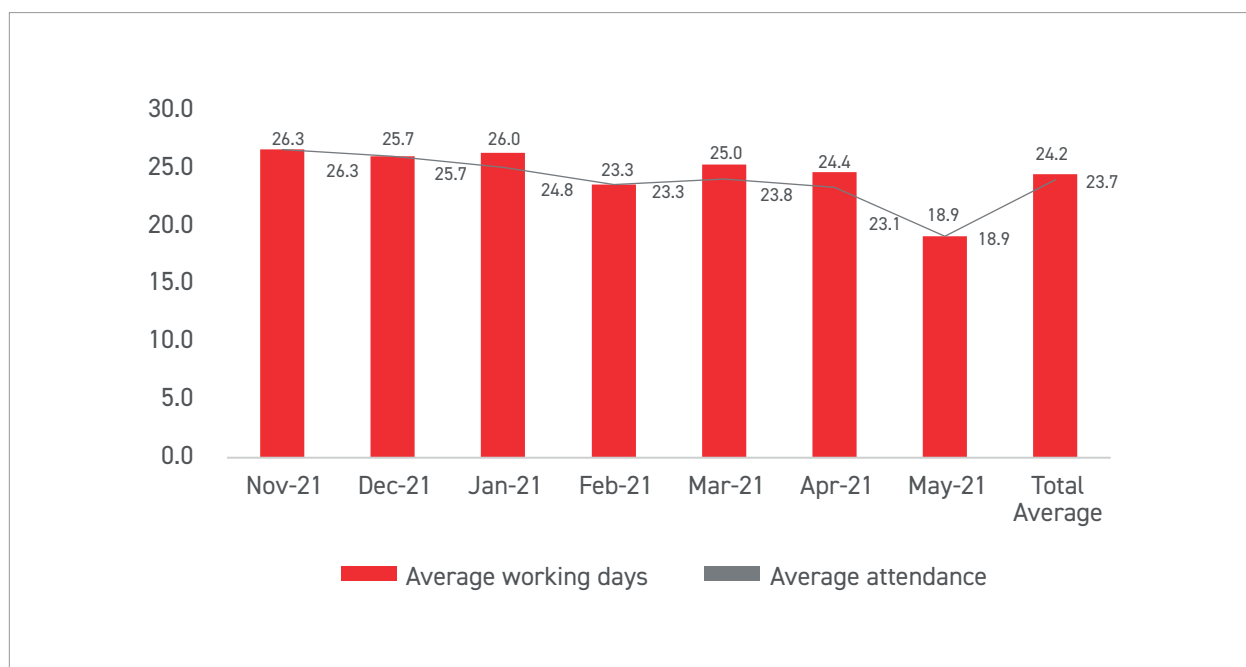
Role of Teachers:

The role of a teacher in the ALNS centre included the following:

- **Record Keeping:** The teachers used to keep record of all the essential data about the learners by maintaining record keeping register. They kept the log of the enrolled and dropped out learners. They also had to mark and maintaining the daily attendance record of each learner against their names in the attendance register; also, to mark the attendance register with monthly closing of each learner's attendance; and to maintain the completeness of the attendance register.
- **Teaching & Learners Assessment:** Ensuring the coverage of the syllabus as per scheme of study. Also, to conduct learning assessment for each subject on weekly /monthly basis using the standard assessment form of Package A.
- **Classroom Management:** Discuss issues with learners related to their learning, attendance and find out solutions with parents about the drop out of learners.
- **Teachers' Attendance:** If a teacher remains casual and irregular in attending the centre, it will also affect the learners' attendance and punctuality.

The teachers of ALNS centres were more regular and punctual as reflected from the findings. The teacher had marked their attendance in the attendance register. During the assessment all the data was collected from the attendance register of all of the 16 surveyed teachers. The teachers attended the centre on average of 23.7 days against the average of 24.2 working days in last seven months. A smaller proportion of working days were remained off for few days.

Figure 4-2: Teachers Attendance - Last seven months



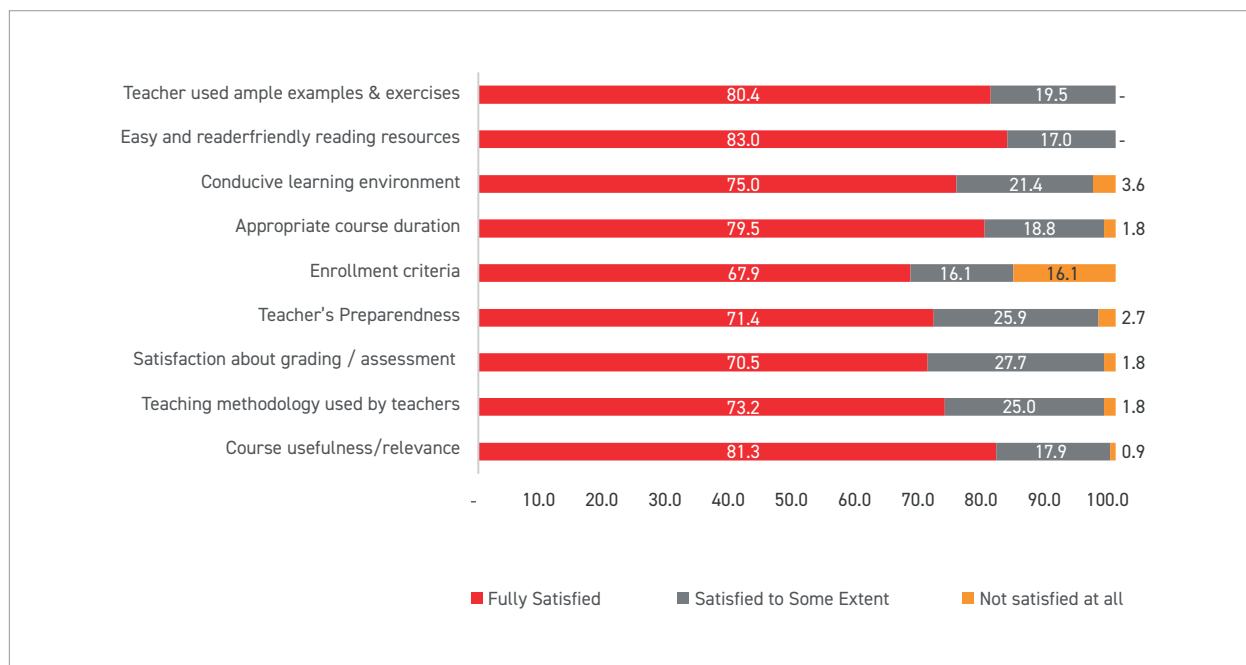
In the month of April and January, the teachers remained on leave for at least one day (1.3 day) or can be interpreted as four days in three months. If a teacher had remained on leave, she had covered the course during the next class or spread it on a week to cover it.

4.6. Learners' Perspective

Assessing the learners' perspective about the course, teachers, teaching and learning environment are important aspects to determine the level of satisfaction. These factors have an effect on enrollment, teaching, learning and learning outcomes.

The learners were asked various questions in the learners' survey tools with the aim to assess various aspects about the classroom, learning environment, teaching methodology and course duration. Overall, almost (96%) and above learners were satisfied or satisfied to some extent about the different aspects of the course. There were some learners who were "not satisfied at all". These include 16.1% of those who were not satisfied about the enrollment criteria of the learners and 3.6% were yet not satisfied about the learning environment of the centre respectively. Few of the learners faced issues and commented that they are not satisfied with the learning environment i.e., too humid and high temperature due to no electricity and that relative visit the owner of the house, where the centre is located.

Figure 4-3: Learner’s perspective about ALNS



4.7. Teachers’ Perspective

All of the 16 surveyed teachers were also asked various questions to assess their perspective about the course. These questions were given in statement form and they were asked to state their response in pre-defined categories “very much, to some extent and not at all”. For example, they were asked “The venue was suitable for learning” and they responded in the above-mentioned categories. In below table, the responses have been grouped under three main themes or titles – Training, Learners & community and feedback and support.

Training: About the training, all of the teachers stated that they are either “very much satisfied or satisfied to some extent” with the usefulness of the training contents and that it enabled them to teach the course effectively.

The overall quality of teachers was good but we did find some gaps. If we saw a weaker teacher, we developed her skills through refresher training and if they were not well enough, we changed them. We encouraged teachers who were working well and we made monitoring visits; took the good teachers to the centres of the weaker teacher to guide her in the field. So, they learn from each other”.

Project Manager of an IP

Feedback and Support: About the feedback and support, four different questions were asked in the form of statement. All of the 16 teachers stated that had “very much or to some extent” received feedback on the quality of teaching for further improvement. 93.7% stated that they had received the technical guidance.

Interestingly, an equal proportion of teacher (81.3%), replied that IPs or RSPs “very promptly or promptly received” to their request for support. About (18.7%) replied that neither RSPs nor IPs responded to their request at all.

Learners & Community: All questions related to teachers’ perspective about the support they received from the COs and venue suitability were grouped in this category. About 75% were agreed that the venue of the training was “very much” or “to some extent” suitable for learning. About one-fourth termed it not suitable at all. The reason they mentioned in the focus group discussions are – visits of relatives or guest to the house, where centre is located and absence of fan or electricity in the centre resulting bearing the hot weather.

Table 4-7: Teacher’s perspective about ALNS

Teachers’ Perspective Perspective	Percentage			Numbers			Total
	Very much	To some extent	Not at all	Very much	To some extent	Not at all	
Training							
Usefulness training contents	87.5	12.5	-	14	2	0	16
Training enabled to teach	81.3	18.8	-	13	3	0	16
Learners & community							
Regular learners	81.3	18.8		13	3	0	-
Learners with infant face challenges	68.8	18.8	12.5	11	3	2	-
Consideration of learner age	68.8	31.3	-	11	5	0	16
Venue suitability	56.3	18.8	25.0	9	3	4	16
COs support for ALNS	81.3	12.5	6.3	13	2	1	16
Support & feedback							
Received feedback during monitoring	75.0	25.0	-	12	4	0	16
Received technical guidance	68.8	25.0	6.3	11	4	1	16
IPs promptly responded the request	62.5	18.8	18.8	10	3	3	16
RSPs promptly responded the request	56.3	25.0	18.8	9	4	3	16

In summary, the teachers’ perspective had highlights three key areas of consideration, the request of the teacher that was not promptly responded (19%), the learners having infants or younger children faced challenges and difficulties in attending the course (13%) and (25%) stated that the venue was not suitable at all.

4.8. Learners

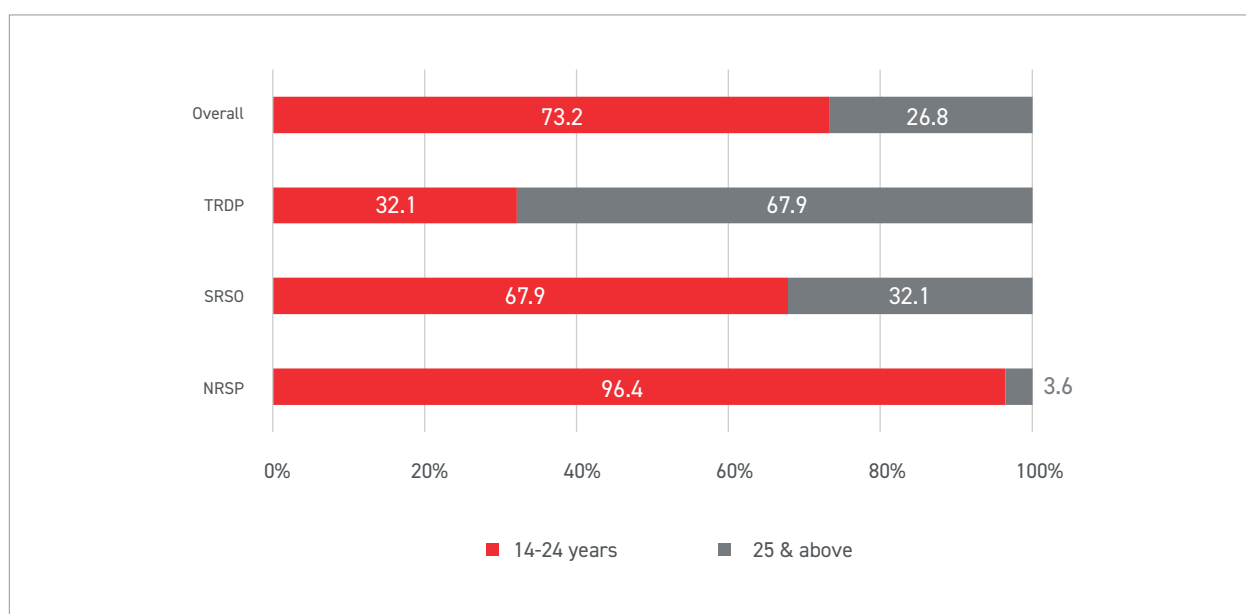
Education & Profession:

Almost all (96%) of the learners had no previous education at all. A larger proportion (60%) of the learners were home-makers or involved in domestic and household activities; (22%) were engaged in agriculture and farming related activities; while the rest (18%) were associated with handicraft or any other income generating activities.

Age:

Overall, the average age of learner is 23.2 years and (48%) fall in the age group of 14 to 18 years. Out of the total learners, (32%) were between 19 to 30 years old. In other words, (80%) were between 15 to 30 years of age that reflects a younger cohort were enrolled.

Figure 4-4: Age Group of Learners by RSPs



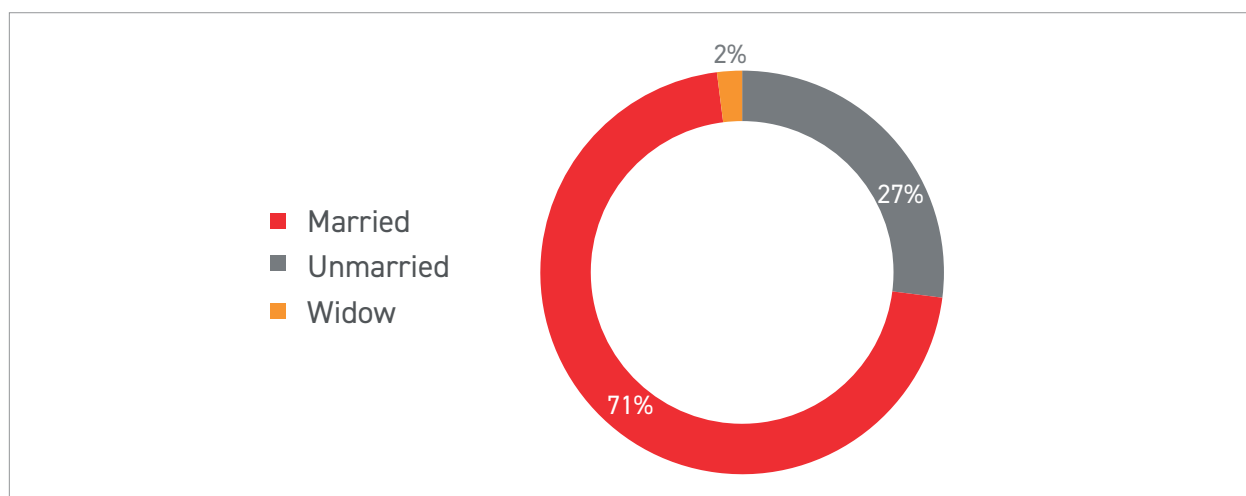
RSPs-wise comparison shows that the learners in NRSP districts were younger than other two RSPs – (96%) of the learners in NRSP districts were under 25 years of age, while (32%) and (68%) fall in the same age category in TRDP and SRSO districts respectively.

This is also reflected from the average age of learners – 17.6 years and 32 years in NRSP and TRDP districts respectively.

Marital Status:

Out of total 112 learners, a larger proportion of learners, i.e., 80 were unmarried, 30 were currently married and 2 were widow. The percentage is shown in the figure.

Figure 4-5: Marital Status of Learners



Number of Children:

The learners who were married, had an average (5) number of living children. About (84%) had 3 or more children and only (13%) had 1-2 children. Only a meager proportion (3%) had no child at all. This depicts that the learners are younger but have higher number of living children. It shows lack of awareness or access to family planning information and services in the ALNS communities.

Enrollment Criteria:

The criteria for selecting a learner were; a) the learner or any of her family person shall be member of the CO; b) age criteria slightly vary by RSPs (described below); and have not passed grade 5 of formal schooling.

NRSP focused to enroll the youngest learners and it set the criteria 16 to 24 years of age. However, later, keeping in view the higher age of the COs member, they increased it to 30 years. It is also reflected in the learners' survey, where the average age of learners was found 17.6 years.

TRDP almost followed the same criteria as of NRSP, however they relaxed the maximum age limit to 45 years and it is validated from the learners' survey, where the average age of learners is 32 years.

Learners might be found older in two districts of SRSO, as they had put the minimum age for enrolling learners was 18 years, contrary to other two RSPs where it was 16 years. SRSO had not fixed the upper age limit, while NRSP and TRDP had limited it to 30 and 45 years, respectively. The learner average age in SRSO districts was found 26, truly highlighting the threshold set by SRSO.

Table 4-8: Percent distribution of characteristics of learners

Description	Percent
Education	
No previous schooling at all	96%
Profession	
Home-making	60%
Farming /agriculture	22%
Handicrafts	12%
Own business	6%
Age (years)	
Up to 18	49%
19-24	25 %
25-30	7.2%
31-36	6.3%
37 & above	12.6%
Average age (years)	23.2 years
Average age of NRSP learners	17.6 years
Average age of SRSO learners	26.0 years
Average age of TRDP learners	32.0 years
Living children	
0	3.1%
1-2	12.5%
3-4	18.75%
5-6	37.50%
7+	28.13%
Average number of living children	5

CO Membership:

One of the basic criteria for enrollment of the learners was that the learner or her any family member shall be the member of the COs.

Overall, 16.07% learners were the members of CO and 83.93% learners were family members of CO members.

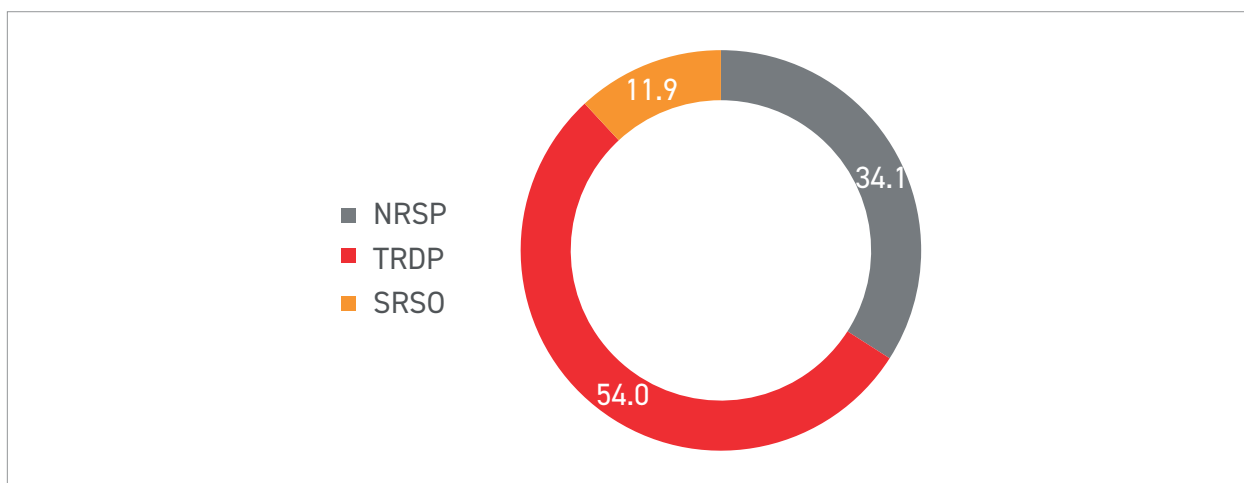
Table 4-9: CO membership of learner or her family by RSPs (%)

Description	CO members	Family members of CO members	Numbers
Four districts of NRSP	3.57	96.43	56
Two districts of TRDP	21.43	78.57	28
Two districts of SRSO	35.71	64.29	28
Total	16.07	83.93	112

Enrolled Learners:

In eight ALNS districts, there are 35,530 learners and more than half (54.2%) are in two districts of TRDP and one third were in four districts of NRSP, Figure 13.

Figure 4-6: Distributions of learners by RSPs



Overall, average number of learners per district are 4,460. The average number of learners per district was found 9,677, highest in TRDP districts, followed by NRSP, where the average is 3,025 and lowest in SRSO's districts with 2,115 learners per district.

Average Number of Learners in the sample centres:

The assessment data illustrates that on average 26 learners were enrolled overall in 16 surveyed centres.

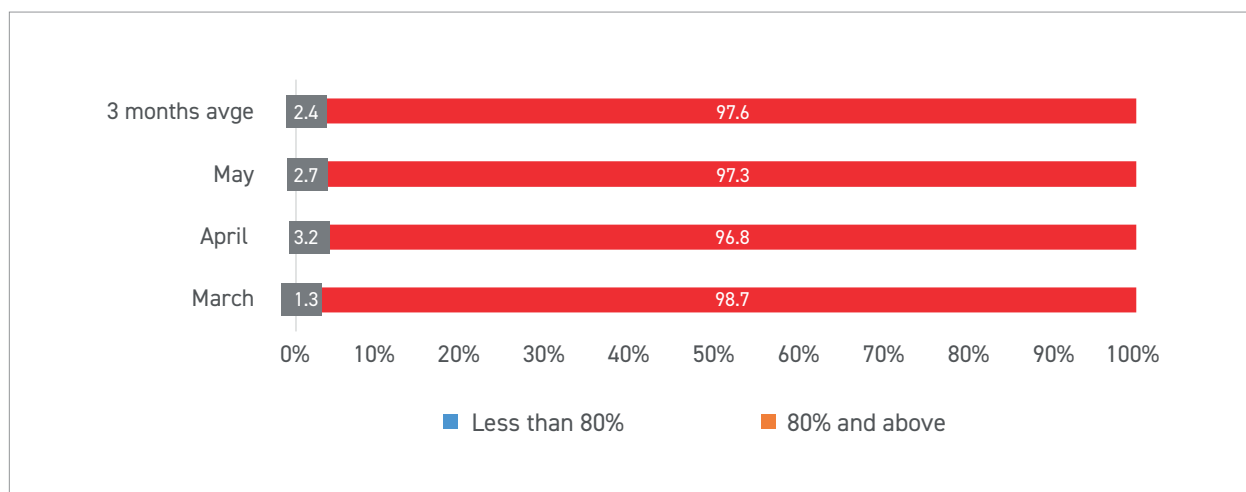
Table 4-10: Average number of students enrolled in the surveyed centres

Description	Total
Four districts of NRSP	28
Two districts of TRDP	25
Two districts of SRSO	23
Total	26

Learners' Attendance:

One of the basic requirements for a learner to appear in the final assessment is to have at least 80% attendance. The monitoring teams of IPs and teachers have stressed on the learners to regularly attend the centre as found in the qualitative findings. During the survey, the team checked the attendance register to calculate the threshold. The attendance record of last three months' reveal that on average (98%) of the learners have 80% or above attendance.

Figure 4-7: Learners who met the threshold of 80% attendance and above or lesser than 80%



Dropout:

A total of 411 learners were enrolled in the 16 surveyed centres. Out of the total enrolled learners - nine were dropped-out. Five of the learners dropped out in NRSP districts and four in SRSO districts. The overall drop out was found (2.2%), highest in SRSO and lowest in NRSP districts. The reason of drop-out include: family migration due to season, marriage of learner outside of the community and due to maternal health e.g. pregnancy or lactating mother etc.

Table 4-11: Number of enrolled and drop out learners by RSPs

Description	Enrolled	Dropout	% Of drop out
Four districts of NRSP	220	5	2.3
Two districts of TRDP	99	0	0.0
Two districts of SRSO	92	4	4.3
Total	411	9	2.2

Apart from the enrolled students, 70 extra learners were also attending the centres, without formal enrollment, as they did not meet the set criteria for enrollment as a learner, however they were interested to attend classes with the enrolled learners.

Attendance Record:

The attendance record of teachers and learners was maintained in the attendance register. It was provided to all of the centres as part of the standard resource kit.

Teacher’s attendance: In the centers’ surveys, the attendance registers were checked and data was validated for the last seven months accordingly. In the 16 surveyed centres – 14 centres (88% had well maintained register and data, while 1 centre (6%) had partially well maintained and the remaining 1 centre (6%) had no register /data to validate it.

Preparing Learners Profiles:

The NFEMIS also required the data about the learners’ profile. Majority 14 out of 16 (or 81%) of the teachers reported that they had maintained the learners’ profile as revealed in the survey of the centres. The remaining 2 (or 19%) might have prepared the profile but had not maintained it.

5. CHALLENGES

5.1. Final Assessment & Certification

The ALNS initiative envisaged that all the learners who complete Package-A, will go through a final assessment and the successful learners will be granted a certificate by the District Education Officer (DEO)-Literacy and will qualify for Package-B. The final assessment is conducted by the Directorate of Literacy through its DEO - literacy in collaboration with the JICA, RSPs and IPs. However, one of the pre-requisites for the final assessment is that RSPs must have a signed MOU with the Directorate of Literacy, Government of Sindh. All of the three RSPs had completed the due process and submitted the application with the required documents. As of June, 2022, NRSP and TRDP were successful in signing of MOU. In addition to that, a joint committee was constituted and the certification process was initiated in two districts of TRDP, in June 2022.

5.2. Sustainability

Sustainability of development projects always remains a question for its stakeholders. In case of ALNS, the aim was to enroll the COs members and their family persons by enabling them to read, write, learn numeracy skills and get maximum benefits from the SUCCESS programme and other development interventions. To a greater extent the learners have learned the intended skills, and majority will be able to read and write.

After learning “Package-A” most of the learners intend to be enrolled in the second phase of the learning known as “Package-B. This needed a dialogue with the concerned department of Government of Sindh for further sustaining the already tested and established model. RSPs have invested in a larger human resource i.e. trained female teachers, mobilised communities and graduated learners exist to further continue with Package-B and the demand has already been created to enroll new learners.

5.3. Female Teachers

Though all of the RSPs complied with the education criteria for hiring the teachers, but due to the lowest literacy in NRSP’s four districts, 81 male teachers were hired instead of female teachers due to the fact that these districts did not have educated or experienced teachers. They preferred to hire experienced and aged male teachers to adhere to the socio-cultural factors. This also reflects how RSPs and its partners, modified their approach by selecting socially acceptable male teachers.

5.4. Best Practices

Partnership:

The partnership to plan and implement the ALNS initiative was built on the existing capacities and expertise of RSPs and its implementing partners. RSPs had a wide network of organised communities where they were already implementing the SUCCESS programme and other development projects. The IPs brought relevant expertise related to adult education and thus the partnership was built on the already proven and tested model e.g. the NHCD a leading agency focusing on adult education in 124 districts of Pakistan. It has established 200,000 adult literacy centres and provided basic literacy skills to about four million persons. Similarly, the Momentum, ECI and MDF added value to the project by engaging JICA and the Directorate of Education. ALNS thus has gained greater acceptance of the key stakeholders by taking the ALNS approach a step further, if funds and resources allow.

Teachers’ Appreciation:

Each of the RSPs had initiated its own mode of teachers’ appreciation. In some districts, they identified the “best teacher of the month or quarter” and awarded them the “appreciation certificate; while in some districts they organised exposure visits to the best teachers and the low performance-teachers got an opportunity to learn from the peer teachers. On the other hand, the teachers being visited, felt honored for being considered the best or model teachers.

Some of the teachers innovated the use of WhatsApp group and it proved useful by promptly helping each other and sharing their experiences and good practices. Thus, an average teacher was also able to practice the best solutions for their challenges” stated staff member on an IP.

Flexible Schedule:

One of the key features of the ALNS was the flexible schedule, which was prepared in consultation with the learners. Almost all learners reported that they were engaged and the same response was recorded during the teacher interviews. As majority of the learners were either engaged in household chores or in agriculture activities and they had no spare timing in the morning and for them the best time was the afternoon.

The NFEMIS:

Another key aspect of the ALNS project was the creation of a Literacy Management System, which includes a data collection and reporting system. The IPs used the already developed Non-Formal Education Management Information System (NFEMIS) with the technical support of JICA, which is updated periodically by a trained focal person of the ALNS. The centres were regularly monitored on the basis of quantity, quality and management indicators developed for the purpose of data statistics and information uploaded were reported / shared with all concerned. It has separate sections for teachers, learners, centres and to the periodically update the progress about each learner.

Outreaching Learners:

As the IPs of the ALNS had no outreach at the community level and in the beginning, they were clueless to kick start the identification of appropriate venue for centre and mobilising the communities for enrollment of the eligible learners. The community institutions of RSPs helped them in identification of the learners who were member of the COs /VOs. One of the IPs narrated the role of RSPs in his own words as “One of the core values that added RSPs in our partnership for ALNS initiative, was their support of social mobilisation at the community level. It would have taken us months to identify the suitable locations for centres, prepare lists and finding out eligible teachers. In addition, the organised communities were relatively more convinced and mobilised for undertaking such initiative and encouraged the learners to enroll and attend the course”. The IPs valued the support of RSPs at the community level.

5.5. Comparison of RSPs and IPs

The study findings also helped assess the performance of IPs against the contractually agreed indicators; based on these a comparative analysis of all three IPs provide a snapshot of overall performance.

Table 5-1: Percent distribution of various aspects related to IP, teachers, centre, learners a learning outcome

Description	MDF-NRSP	NCHD-TRDP	ECI-SRSO
Readiness of implementing partners			
Technical support by JICA	Yes	Yes	Yes
Use of approved curriculum	Yes	Yes	Yes
Signing of MOU with Govt. of Sindh	No	Yes	No
Conducted learners' final assessment by the Government of Sindh	No	Yes	No
Established M&E system for ALNS	Yes	Yes	Yes
Readiness of teacher			
Graduate (%)	25%	0	50%
Matric and intermediate	75%	100%	50%
Resident of same village /UC (%)	87.5%	100%	100%
Experience (Average years)	3.9	1.8	4.5
Average attendance vs Average working days	22.4/24.5	23.7/23.7	24.3/24.3
Have IEC materials (%)	75%	100%	100%
Received ALNS training (%)	100%	100%	100%
Received refresher training (%)	87%	100%	75%
Usually received salary on time (%)	25%	50%	100%
Prepare lesson planning (%)	87.5%	100%	100%
Equipping centres			
Good physical conditions (%)	62%	100%	100%
Whiteboard	100%	100%	100%
Classroom sufficient for 20-25 learners	87.5%	100%	75%
Display of COVID message	37.5%	75%	100%
Centres had first aid kit	100%	25%	100%
Characteristic of Learners			
Course materials received (%)	100%	100%	100%
Average age (years)	17.6	32.0	26.0
Unmarried	91.0%	71.4%	32.1%
Learners' attendance 80% above	98.3%	95.25%	98.48%
Learning outcome			
% Of learners who obtained 71-100 percent marks			
English	93%	100%	90%
Sindhi	70%	90%	95%
Math's	88%	95%	100%
Average (% marks obtained in all 3 subjects)	85.9%	91.8%	86.8%

Readiness of Implementing Partners:

Table 5-1 shows the comparison of indicators among RSPs. All of the RSPs received technical support from JICA, they used the approved curriculum and had established M&E system. Unlike other RSPs, only TRDP was successful in signing the MoU and conducted the final assessment, which was one of the requirements of ALNS. The rest of two RSPs yet await to sign an MoU with the Government of Sindh that is a prerequisite for conducting the final assessment.

Readiness of Teachers:

Regarding the readiness of teachers, the comparison shows that ECI teachers had higher level of education, more years of experience and most of them reported having received their salary on time, unlike the teachers of rest of two implementing partners.

Equipping Centres:

By assessing the key support provided to centres, physical and learning environment of the centres, it reflects that the centres in two districts of SRSO had good physical condition and sufficient space for learners. It reflects that ECI had ensured that centres are well equipped with teaching aids and suitable venue for centres.

Characteristics of Learners:

Learners in NRSP and MDFD districts were younger than rest of the learners in other four districts of ALNS. They were about 14 and 8 years younger than the learners of TRDP and SRSO respectively. It depicts that there will be a large proportion to qualify for Package-B than rest of the learners. Overall, based on the learners' characteristics, NCHD and NRSP has distinguished performance.

6. LEARNING OUTCOME EXERCISE

As part of the learning-outcome assessment, five learners were randomly selected in each of the 16 sampled centers in eight ALNS districts. Overall, 80 learners in 16 centers were assessed using the subject specific assessment tools (Summary of the outcome assessment tools is given in Annex-II). This means that each of the five learners had to attempt all of the three subject tools. The break up by RSPs is given in Table 6-1.

6.1. MoU for Final Assessment

It is noteworthy to mention that the MOU is mandatory for conducting the final assessment of the learners through the office of the District Education Officer, Non-formal Education & Literacy. NRSP and TRDP have signed an MOU with the Directorate of Literacy, from the Government of Sindh. TRDP also completed the final assessment and initiated awarding certificates to the successful learners.

Table 6-1: Number of students participated in the outcome-learning assessment by subject.

Districts	Centers	English	Maths	Sindhi
NRSP	8	40	40	40
SRSO	4	20	20	20
TRDP	4	20	20	20
Total	16	80	80	80

6.2. Ranking Method

The scoring of learners against each question and subject is ranked by categorising the obtained percentages into three distinguished categories – highest, medium and lowest. The percentages from 71% to 100% are labelled as “highest” and 70% to 41% as medium. The remaining, 0-40% is ranked as lowest.

This section describes the a) overall ranking of each subject and the b) consolidated ranking of all three subjects. This summarises the learning outcome of learners which was one of the key purposes of this assessment.

6.3. Learning Ranking

The ranking is organised in two distinct types a) subject wise and b) consolidated. The subject wise ranking is the sum of numbers obtained by a learner in each subject and then they are placed in three broader ranking categories as mentioned above. The subject wise ranking by RSPs is given in tables 6-2, 6-3, and 6-4.

The consolidated ranking refers to the overall marks of a learners in all three subjects and then they are placed in the ranking categories. Table 6-5 shows the subject-wise and as well as the consolidated ranking. The consolidated ranking by RSPs are given in table 6-6. Thus table 6-5 and 6-6 are the summary findings of the learning outcome.

6.4. Subject-wise

English

Average of obtained marks: The average highest marks in English subject were obtained by SRSO learners (94.6) followed by TRDP and NRSP learners respectively obtaining almost equal marks (89.3 and 89.9).

Ranking of categories: The overall ranking of learners’ performance in English subject is encouraging as majority of them secured highest marks, as reflected from the average percentage ranging between 90 to 95. Almost all 94% of the overall learners fall in the highest ranking of category, who have secured 71% to 100% marks. Some of the learners were passionate and took keen interest to learn English and that is truly reflected from the overall ranking as well.

The learners of SRSO and NRSP have performed with excellent grades, where 100% and 93% respectively fall in the highest-ranking category.

Table 6-2: Percent distribution of learners’ ranking of English subject by RSPs

Overall ranking	NRSP	SRSO	TRDP	Total
Lowest	3%		5%	3%
Medium	5%		5%	4%
Highest	93%	100%	90%	94%
Average (of obtained percentage)	89.9	94.65	89.35	90.95

Mathematics

Average of obtained marks: The learners of SRSO, again scored highest average marks in Mathematics subject (92.6). The learners of TRDP and NRSP on average obtained 90.0 and 87.0 marks respectively.

Ranking of categories: The overall ranking of Mathematics subject shows that 93% learners have scored in the highest category, followed by 4% each of medium and lowest category. This depicts that a large proportion of the learner have learned the basic reading, writing and numeracy skills related to Mathematics, although these vary by thematic areas, however the findings are homogenous.

The findings of RSPs wise data show that the learners of TRDP and SRSO have performed well ranging between 91% to 93% respectively.

Table 6-3: Percent distribution of learners’ ranking of Maths subject by RSPs

Ranking	NRSP	SRSO	TRDP	Total
Highest	88%	95%	100%	93%
Medium	5%	5%		4%
Lowest	8%			4%
Average obtained percentage	87.0	92.6	90.9	89.3

Sindhi

The overall assessment is shown with average marks in the Sindhi subject and its ranking with various categories.

Average marks: The average obtained marks shows a bit scattered average of learners among RSPs, ranging between 80 to 93. The lowest average was recorded (80) for NRSP learners, followed by 87.6 of SRSO and 93.2 of TRDP. However, all these average shows that the learners fall in the highest category.

Ranking in categories: Majority of the learners of TRDP and SRSO fall in the high-ranking category (95% and 90%) and the remaining of both RSPs scored in the medium ranking. On the other hand, about 90% learners of NRSP were successful in achieving the “medium or high” ranking category, while the remaining 10% scored in the lowest category. Related to the overall ranking in Sindhi

subject, none of other two RSPs learners ranked in the lowest category. This depicts that the learners of other two RSPs shown excellent performance in Sindhi subject.

Table 6-4: Percent distribution of learners' ranking of Sindhi subject by RSPs

Overall Ranking of Sindhi	NRSP	SRSO	TRDP	Total
Highest	70%	90%	95%	81%
Medium	20%	10%	5%	14%
Lowest	10%	-	-	5%
Total	100%	100%	100%	100%
Average of obtained percentage	79.9	87.6	93.2	85.1

Consolidated ranking

The average of number of obtained percentage in each subject range between 85.0% to 90.9%. This portrays that majority of the learners obtained 85% and above marks. The percent distribution of learner's show that a larger number of students ranked in the highest category for English is 93.8% and Mathematics 92.5% and comparatively lesser proportion of learners for Sindhi subject (81%) fall in the highest-ranking category.

Table 6-5: Percent distribution & average of learners' ranking consolidated by subject

Subject	Ranking	% & Average
English	Highest	93.8%
	Medium	3.8%
	Lowest	2.5%
	Avg. obtained %	90.95
Mathematics	Highest	92.5%
	Medium	3.8%
	Lowest	3.8%
	Avg. obtained %	89.3
Sindhi	Highest	81.0%
	Medium	13.8%
	Lowest	5.0%
	Avg. obtained %	85.1
All 3 subjects	Highest	91.3%
	Medium	5.0%
	Lowest	3.8%
	Avg. obtained %	87.62

The comparison of learners who scored in the lowest categories of each subject depicts that more learners 5% were unable to score good grades (medium and highest) in Sindhi subject, followed by 4%

in Mathematics and 3% in English. The average of each subject also complements these findings (as the obtained % and averages were calculated from the same data, for each subject).

Overall Consolidated Ranking

The above Table-6-5, also shows aggregated percentage. This overall concludes the ALNS learning outcome. An overall result shows a higher proportion (91%) learners were able to obtain more than 70% marks; and a smaller number (3%) of learners obtained 40 or less than forty percent marks. The rest remained in the middle ranking. Overall average of the consolidated obtained percentage is 87.6, depicting excellent performance for majority of learners. However, the consolidated performance of learner's variates among RSPs, as described in next table.

Consolidated Ranking RSPs-Wise

The consolidated ranking of RSPs, illustrates that the learners of SRSO outshined the rest of the learners of two other RSPs having an average consolidated percentage of 91.8% and all (100) of the learners fall in the highest-ranking category. In term of average consolidated percentage, the learners of TRDP and NRSP almost performed the same (86.8 and 85.9 respectively). The learners of TRDP slightly performed better than NRSP's learners, having about two percent more learners in the highest-ranking category. An equal proportion of learners of TRDP and NRSP fall in the lowest ranking category e.g. 5%.

Table 6-6: Ranking & Average of RSPs

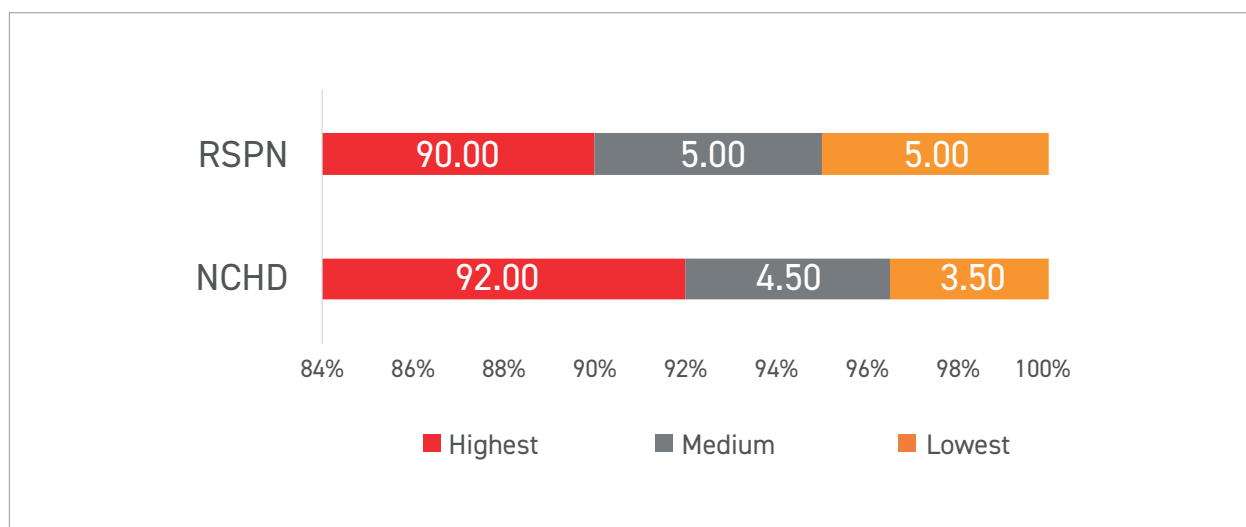
	Ranking & Average	NRSP	SRSO	TRDP	Total
Highest	88%	100%	90%	91.3%	
Medium	8%		5%	5.0%	
Lowest	5%		5%	3.8%	
Avg. obtained %	85.94	91.81	86.83	87.62	

Comparison NCHD & RSPN Findings

Below figure shows comparison of the results of two various learning assessment – conducted by NCHD in collaboration with JICA and the Government of Sindh and the assessment conducted by RSPN. Both were conducted at the end of the course. It is noteworthy that NCHD assessed 100% of the learners, while RPNS assessed some randomly selected learners. The findings are almost mirror reflection that portrays closest matching of all three categories, a slightly different in the highest ranking.

Note: The percentage of RSPN findings are actual percentages the two districts of TRDP, while the NCHD findings are the average of two district's parentage e.g. The average of the two values (the percentages of highest ranking of Dadu and Jamshoro) was taken and same was repeated for the other two ranks. Thus, the aggregate ranking of both districts was calculated.

Figure 6-1: Comparison NCHD & RSPN findings



DISCUSSION

7.1. Contribution to Bigger Goals

SDGs and Elimination of Gender Disparity: The socio-economic indicators of Pakistan reveal that women remain far behind with regard to access to opportunities, facilities and services as compared to men. Pakistan has committed to pursue the Sustainable Development Goals (SDGs) 2030, including SDG-4, which specifically aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. One of its targets' states that "By 2030, to eliminate the gender disparity in education and ensure equal access at all levels of education and vocational training..."

ALNS was a unique intervention, where all of the adult learners and majority of teachers were women and girls. This also has tested a model that will contribute to inclusive and equitable education for women, particularly in rural areas and those who remain in the poverty trap.

Complementing to SUCCESS Programme: The initiative was relevant to the local needs as basic literacy and numeracy skills are highly desirable for women in the rural Sindh, where out of five, only one woman can read and write. In the absence of basic literacy, it will be difficult to prepare a cadre of women community-activists and leaders to transform their lives by exploiting opportunities. Moreover, education and literacy are the strategic inputs to eradicate poverty and empower local communities; which enable them to participate in skills enhancement and income generation activities. The ALNS initiative focused on the neglected segment of poor households that remained less prioritised due to a number of reasons already described. Under the SUCCESS programme, which is focused on women empowerment, there are a number of interventions that now these learners can get benefit of. In addition, recognising the value and importance of education may increase the net enrollment and reduce dropout of children that will ultimately improve the overall education, particularly among rural and low-income communities and will result in improved quality of life and increased income status of women and their households.

7.2. Planning and Preparation

ALNS Centres: The change started with the establishment of the ALNS centres in communities, where girls and women were unable to attend formal schooling in the past. ALNS centres were established in communities where they were challenged with the barriers related to access, functionality, affordability and other socio-cultural reasons. In presence of functional and affordable schools, even then girls will remain deprived, due to lack of permission by a family member e.g. social attitude. Thus, ALNS it itself is an outcome or change, where parents allowed adult girls to enroll in the course.

Teachers' Education and Experience: The learning outcome depicts that centre with teachers having higher education (graduate) performed well as shown in case of SRSO, where 50% of the teachers had bachelor degrees. They also had more years of experience as compared to teachers of other RSPs. The teachers of SRSO were also more regular in term of attendance and all of the used to prepare lesson plans. All of them were had received basic ALNS and refresher training. Unlike the teachers of other RSPs, all of them received their salaries on time and thus were much satisfied. This explains that teachers with better education, training and practicing the training guidelines and satisfied with their remuneration are more likely to have better performance as reflected from the findings.

7.3. Teaching and Learning

Learning Determinants: Overall, the learners performed excellent as majority of them have obtained more than 70% marks, which reflects the support provided during the learning process to the centres. The outcome of learning is closely related to the qualification of teachers and their experience, provision of quality of training and learning resources, quality of monitoring focusing on the learning process and equipping teachers with the required support, mentoring and support by the IPs and RSPs and the support provided at the community's level - in identification of teachers, establishment of centres, feedback to IPs /RSPs and mobilisation for enrollment.

Perception about English: In the beginning it was a common perception among some of the learners that the English subject will be difficult and challenging to learn the alphabets, make words independently. They were also worried about passing the subject with at least some good grades. Some of them were also concerned that how the teachers will be able to teach them English in a shorter span of time. As the time passed, they shown some encouraging grades in the periodical assessment, due to their engagement in the activity-based learning process, as a result they had good progress than their expectations. It is also depicted from the findings of learning outcome data as well.

Lesson Planning: Some of the teachers also termed lesson planning as one of the best practices. The lesson planning enables a teacher to best prepare for the next class, having precise learning objectives and defined learning outcome. Two different tools validated about the preparation of lesson planning and both confirmed that these were prepared and practiced. The preparation of lesson planning is a key feature of ALNS. If these are prepared and followed in its true spirit these can significantly improve learning outcome. However due to the close of the centres, the hard copiers were witnessed with a slightly lesser number of teacher than those who had responded that they had prepared these plans. This is one of the limitations where the centres were officially closed and were not functioning its routine activity to assess the lesson planning for that particular day.

Phonics and Pictures: Another key feature of the ALNS course specially designed books for adult that had specific learning activities through phonics and pictures, particular of English subject. There were some mix views of the learners and teachers about the pronunciation and phonics. Some liked it the most and while other found it dull.

“No doubt the way in this course is understandable for the learners but it is very difficult to teach in this way because the learners are over age, we too had never used this type of education. As this course is benefiting the learners so we really worked hard to make it easy for learners”.

A teacher from District Dadu

This depended on the teacher, how did they involve the learners, whether they used a lecture method or taught it through activities, participation and group work. The engagement of teachers in new approaches was found somehow a challenging part of the teaching, as reported by teachers and learners, separately.

7.4. Features of ALNS

Selection of Training Venue: The selection of the venue for centre play an important role in sustaining the enrolled learners. Apart from the physical condition and available facilities, selecting a venue, at the community level may also be a sensitive matter. Some people may disapprove a location or venue and would not allow women of their family to attend classes. In such situation, a social-repute and perception is important and that the venue must be at a neutral and uncontroversial location. Some of the learners reported that their male members gave them permission only by knowing that the centre is located at Ms. X home (reflecting a perception of a neutral and uncontroversial venue). Thus, apart from the essential facilities, such social considerations are also important in selecting a centre. This would also help to avoid the abrupt closure, that may arise if a rumor or misperception spread.

Accessible Centres: Unlike the public schools, the ALNS centres were located at the door step and were easily accessible by girls and women without any restriction from their family members. Therefore; the girls mostly remained enrolled and faced lesser or no challenges in regards to attending the ALNS centres. One of the CO members in district Sujawal stated that, “Usually, girls are restricted by their parents, as girls have to go out of the village [for getting education] and they have to use local transport. If such projects are initiated at the local level, it can greatly benefit women and mainstreaming them in education and development opportunities”.

Equipped Centres: Any service providing facility requires to be equipped with the basic facilities and supplies to cater its clients' needs. In absence of essential facilities and supplies, the facility remains under-utilised. It can be understood from an example of a health facility. If a health facility lacks the essential supplies (basic medicines and presence of doctor), the patients prefer to seek health services from any other public or private facility. Similarly, the equipped ALNS centres were a confidence-booster for learners and teachers. They were equipped with the required books, teaching guidelines, IEC materials, and other essential facilities e.g., water and washrooms. These facilities enabled them to teach and learn effectively. The learners were engaged in group activities using the resources of charts and markers etc. Furthermore, the enabling learning environment, in most of the cases, was the source of inspiration and motivation to attend classes.

Use of Approved Curriculum: The ALNS initiative used the Government of Sindh approved curriculum and text books developed with the technical assistance of JICA. It was also confirmed during an interview with the Project Manager of an IP, who stated that “The text books and teachers’ guidelines were approved by the Government of Sindh”. These were in line with the recommended schemes of study. In addition, the IPs and RSPs had available technical human resource of JICA for conducting the training of master trainers. JICA also provided technical support to one of the RSPs in development of the final assessment tools and quality assurance during the final assessment.

Flexible Schedule: The roles and responsibilities of adult learners at the household or community level, also impede their participation in a learning programme. Apart from farming and agriculture activities, women unlike men, also remain engaged in rearing children, doing household chores and other community related activities. The teachers of ALNS, consulted and scheduled a mutually convenience timing. The finding also reveals that most of the classes were in the afternoon. Similarly, teachers and learners also confirmed that the schedule was prepared through a consultative process. This flexibility of scheduling classes at a convenient time, not only enabled the learners to balance their domestic priorities and attending the classes, but also helped the teacher to best utilise her time by teaching in a private school in the morning and visiting the ALNS centres in the afternoon for teaching.

Readiness of Teachers: All of the teachers were equipped with the required knowledge and skills by attending the ALNS basic training and follow-up training. During monitoring issues related to the quality of teaching were found and the IPs arranged mentoring and support process. The teachers were mentored by other experienced peer-teachers or the senior staff of the IPs. In some instances, the teachers were also replaced. Almost all of the teachers were either from the same village or the same union council. Keeping in view the time for commuting, transportation cost and fear of absenteeism, local teachers were preferred to hire. Teacher’s attitude and her skills of classroom management in some cases played vital role in engaging learners in the learning process.

7.5. Benefits of ALNS Course

Reading Test: Before we count the benefits of learning and its impact on learners’ life. You may attempt this reading test. Read the text given in the box. The purpose is to realise how does a person without reading skills feel? Once you have read the given text and found its answer, given on next page. Just imagine, how were you feeling when you were unable to read the given text? The learners remain deprived since their childhood some had recognised the value of education and were unable to read and write due to a number of challenges they were facing, while the others were mobilised and motivated by the RSPs about the importance of education.

Social Prestige: Keeping in view the socio-economic profile of the learners - poorest households, having least literate population, facing multifaceted challenges of access, affordability and cultural constraints and in such situation, having an opportunity to learn reading and writing skills is far important for the learners. Some of them had missed the opportunity and were hopeless that they will get a chance of learning in their life.

Test your reading skills

Just imagine!

- What language is it?
- What is written here?

中国国旗

Answer: See on next page.

Once they got a chance and became able to read and write, most of them are feeling now a social prestige in the community, where they can sign, read and write as part of their daily life and help others. Some even renewed their national identity cards to replace the thumb impression with a signature. In addition, some of the learners were so happy that were able to sign their marriage contract “Nikah Nama” instead of thumb impression. The assessment team noticed the happiness and confidence on the faces and eyes of learners, while they were expressing their achievement, a meager, but for them very big achievement that they became able to read and write.

Reading of Sign Boards and Directions: The learners apply the learned skills of reading and writing in their daily life. These skills may be used for little purposes but are important in their daily life. One of the important outcomes of the learning is the ability to read various “information and instructions”. These may include the sign board on roads, inside buildings, instructions & information in hospitals or other such facility, that guide the visitor to find a facility or services e.g., “Emergency, X-Ray department, children ward etc.”

Reading of Warnings and Instructions: In some instances, warning sign and instructions written to prevent the visitor of any danger or hazard or inform them about instruction to follow e.g. “No entry; get your report from Room No. 5; or visiting hours from 9 am to 3 pm” etc. Similarly, some medicines have warning messages e.g. “For external use only; dosage as per age or weight”.

In one of the communities, a woman before ALNS course gave a dose of expired syrup to her child. Due to the side effects, the child started vomiting and they rushed to hospital in the city. Thus, it can be imagined that how important is the ability of reading? And how the learners are applying the learned skills in their daily life? The reading ability not only facilitate and guide them in reaching an intended destination or help them in getting the right direction but also help and secure them against hazard and danger, as described above.

Checking Children Homework: Similarly, some of the learners were also hopeful that now, they would be able to check the homework of their younger siblings or their children, which are assigned in their schools. On different cultural events and occasions, they use to write their names on their palm using “Mehndi” cones. Parents of young children were unable to do such task in the past, but now at least some one can read and write in their family.

Answer:

- Language: Chinese
- Translation: Flag of China

Method:

English text was used to translate “Flag of China” into Chinese. The translated text of Chinese, was retranslated into English. Both were found consistent.

Disclaimer: The translation of this text is performed by Google Translate, which is a free online language translation service. DevTrio does not warranty the accuracy, reliability of the information translated by this system.

Use of Mobile Phone: At the household level, the foremost activity is reading and sending text messages or reading a mobile number or name. In the past, they were unable to do so. They used to ask someone in neighborhood or a relative. Thus, they used to expose their very private messages to others. In rural communities, if someone knows your private messages and even a phone number, the family remains at risk of certain mishaps – community conflicts, family dispute, financial losses, family security etc. But now the learners are able to read and send messages and reading the numbers and names for their family members and eliminated the dependency on others and minimised the above-mentioned risks.

Prevention of Minor Frauds: Now, the learners are not dependent on others to read and this has also prevented them against minor but frequent frauds or cheating. In the past they were unable to read and they had to sign and get any amount they were handed over by a clerk at a bank or a facility of BISP.

Using Daily Life Tools: Similarly, in some places digital weighing scale are used and they were unable to read, so they were cheated while buying and selling any commodities causing them financial loss on a regular basis. Now they are able to manage the basic accounts and calculations of their domestic affairs and minor business.

Basic Record Keeping The learners are now able to maintain record of expenditure and income enabling them to track the overall performance of their business affairs. In many instances, they used to forget the credit or debit amount of their business, resulting loss; in some instances, creating a conflict at the community level between the client and entrepreneur, e.g., a woman selling or buying milks on daily basis and she forgets the exact amount of milk sold or bought on a particular day; as she was unable to record the quantity of sold or purchased milk. Thus, it spoiled the mutual relationship. In other words, the reading, writing and numeracy skills are vital for any sort of business. It does protect both the client and entrepreneurs by having documented evidence of business or exchanged commodities, with measured units.

“My husband is a driver at a ‘Wadera’ (Landlord) house and he goes for their daily groceries but he always comes with a disorder calculation e.g. how much did he spend on each item and what is the remaining amount? He remains confused.

Now, I help him in calculations. This is a relief for him and he is very happy, now. That is only because of the ALNS centre that I attended”.

A learner from District Matiari.

Reading Measuring Tools: A very relevant use of the ALNS learning was in the home-based business. The learners now use the measuring tape for cutting, designing and stitching of clothes. They record the measurement of a client and stitches the clothes accordingly. Now they have satisfied clients as compared to the past. Similarly, in embroidery, now they can quantify the items required in units e.g. grams, meter, etc. This has reduced their level of efforts and cost of unnecessary traveling as compared to the past e.g. by repeating visits to the shops for returning or exchanging the purchased goods.

Only and First Literate Person in a Family: As these districts have the lowest literacy rate and the learners of ALNS are from the poorest households of the SUCCESS programme, besides women, men are also not able to read and write. In such cases, the ALNS learner is the only literate family member in a household. Data shows that 56% spouses of the married ALNS learners have no education at all. They also support their spouses and parents in maintaining record or doing basic calculations.

Empowered and Independent Learners: The discussion and example stated above, also reflect empowered and independent learners, which is one of the key aspects of the learning outcome. Prior of ALNS, they were dependent and used go get support of male or a literate family member whenever visiting a public or business-related facility in the city or town. Some even were facing challenges to reach the right destination, due to lack of reading skills.

Future Prospects: The enrollment of ALNS learners also opened an avenue for rest of youngsters to seek education and get permission in any public or private school. The value of education was recognised at the family and community level.

Inspiring Others: The social demonstration being witnessed in the communities e.g., girls attending an ALNS centre, inspired others to follow and seek admission. However, in some communities, the social attitude is yet to be changed towards girls and women education and villages.

In conclusion the benefits ALNS encompasses changes at various level including socio-cultural, economic, and individual behaviors towards girls and women education.

7. CONCLUSION

- Almost all of the beneficiaries reported that either they or any of their family persons are member of a CO. Thus, investing in them was relevant to the objectives of the SUCCESS programme. Creating a cadre of literate woman at the community level, will complement and impact the results of other SUCCESS interventions e.g., community investment fund, income generating grants and micro health insurance. Apart from the personal development, the literate women are a value addition for the COs to manage its activities and record keeping etc.
- The technical assistance and resources provided i.e., training of teachers, course books, teachers guide and final assessment & certification was robust and sound, reflected from various qualitative and quantitative findings.
- A large cadre of teachers was required in a shorter span of time and the IPs also had to ensure the minimum education and experience qualification. Interestingly, all of them had more than the required qualification and teaching experience. The continuous monitoring and refresher training gradually improved their teaching capacity. They were followed up against the agreed scheme of studies and periodical assessment of learners timely helped in identification of gaps and weakness of learners and

as well as of the teaching methodology. The implementing partners took necessary actions against the identified issues and gaps as described in the best practices and discussion.

- The centres were well furnished as per the requirement of a learning centre and had all the required basic facilities. The support provided to the teachers and learning centres by the community was adequate and valuable. In many places, they resolved minor and the day-to-day issues at the community level. Due to the social mobilisation and demand created, some of the communities asked to increase the number of enrollments in the centre or having multiple classes in a centre.
- One of the key changes at the community level was establishing an ALNS centre. Its demonstration played an inspirational role in mobilising the community. The presence of a centre in a community where girls remained deprived of formal education just needed a triggering process of social mobilisation and enabling environment in a centre; and ALNS focused on both.
- A key feature of the ALNS centre was the practice of mutually convenient schedule for the learners and teachers. Contrary to public or private schools, the timing and schedule of ALNS centres was flexible and accommodated the daily priorities of learners i.e. their household chores or agriculture related work.
- Learning outcome is closely related to the attendance of learners and teachers and in the case of ALNS, the teachers and learners were mostly regular. If for any reason, the teacher remained off, she covered the missing lessons on next working day or in that week. The monitoring of the scheme of studies and weekly assessment of the learners compelled both the learners and teachers to ensure the attendance.
- Most of the learners were young and unmarried, however, the average age of learners greatly varies among RSPs. If these centres are sustained and continued, a larger proportion can qualify for Package-B. This would eventually contribute to increased women literacy and reduce the out of school children particularly girls, leading towards women economic empowerment and personal development.
- Lesson planning was the key feature, found in ALNS centre and most of teachers and learners confirmed it during interview. These inculcate a culture of learning with clearer learning purpose and outcome. Though the quality of the lesson planning and its application in true spirit was not the focus of the assessment, nor possible to be done, as the centres were officially closed and teachers were not teaching as part of their routine schedule.
- The design of the course books and activity-based learning particularly related to English, was robust and innovative for teachers and learners. This changed the perception of learners about English subject which they taught was challenging, but due to the course design and activities, they liked the course.
- The social demonstration is also a vital feature to increase the enrollment and sustaining learners in a centre. If a centre is successfully being functioning, it does attract other learners who were not motivated in the begging but later inspired by other learners and became interested to get enrollment in the centre. Thus, the during monitoring the effective functions of the centres and learning process may be focused that will also result increasing the enrollment.
- All of the RSPs had positively embedded the factors reasonable for a successful programme– either fully or partially. These factors include teachers' qualification, experience and some more, and are described in the recommendation. That is why the outcome of ALNS in a piloting project was more than expectations.

- One of the attractions for learners and motivational source for teachers was the support and resources provided to the learners, teachers and centres. All of the learners and teachers were provided course books and teachers guide free of cost. In few places, some learners were provided books for the second time, in case they had lost or have damaged the book. The course books were especially designed for adult learners and had a Sindhi book as well. The teachers were also provided the scheme of study and they prepared their lessons-plan accordingly. Information, Education and Communication (IEC) materials were also provided to the ALNS centre. These materials were used for activity-based learning approach. These included charts and posters about – fruit, vegetable, counting & numbers, alphabets and basic shapes etc.
- The ALNS centres in some places were found a social-hub for women to gather and interact. Apart from learning, such centre can emerge as a social-hub for other community-based interventions e.g., awareness sessions related to public health, community-based skills centre or a designated place where women can be outreached by the health workers, Benazir Income Support Programme (BISP), National Database and Registration Authority (NADRA) and agriculture- extension workers etc.
- The ALNS initiative met the aspiration of the community and learners. They found it a useful intervention because that enabled them to learn the reading and writing skills and it was relevant to address their unmet need of education, at their doorstep in their community. Some of them also called a “dream come true” in shape of ALNS.
- Learners' satisfaction about ALNS centre (including teachers and teaching) is another yardstick to measure the readiness of teachers for teaching and usefulness of the teaching process. Almost all of the learners were satisfied with the teaching methodology, teacher preparedness for teaching the course, learning resources, learning environment, course duration, grading and assessment and usefulness and relevance of the course.
- The learners from SRSO and NRSP are yet to be assessed by the Directorate of Literacy, through the District Education Officer (Literacy) with the technical assistance of JICA and in collaboration with the RSP. The learners of TRDP have already been assessed and awarding the certificate is in process in with the support of the Government of Sindh.



Learners of NRSP, showing their ALNS certificates, awarded by the Government of Sindh

8. RECOMMENDATIONS

Based on the fact that the ALNS component of SUCCESS programme is ended, the recommendations are drafted in the light of assessment findings that will be of help for future planning of similar initiatives. In future, the community learning programs may focus on factors that contribute to improved learning outcomes. Although, these were positively found in case of ALNS initiative, either fully or partially observed. These factors are:

- **Programmes Integration with Adult Literacy:** Adult literacy and numeracy skills is one of the recognised need of the poorest of the poor communities. In programmes like SUCCESS, adult literacy may be integrated in the early stages to maximise the benefits of such programmes for the graduated learners of an adult literacy programme. They will have much greater chances to utilise their learned skills and improve their family income by participating in development interventions of a programme.
- **Pool of Potential Learners:** In some places due to the intense social mobilisation, there was imbalance of supply and demand. Some of the potential learners remained deprived to be enrolled in ALNS course. In future, the CRPs may conduct social mobilisation through a mass enrollment campaign. S/he may enroll all the eligible learners and prepare a list of potential learners to have pool learners for batch-wise enrollment. If the project life does not allow to enroll learners in follow up batches, if the list is prepared, multiple centers may be established in a village, keeping in view the public demand and motivation of the enlisted learners.
- **Teachers Selection:** Teachers may be selected for a cluster of centers, by taking their prior consent. This would enable the program managers to have extra trained teachers in a cluster and if one leaves, other may be engaged to avoid the time of the learners. Similarly, teachers with a bit of communication skills and using the activity based approaches for learning may be engaged. In ALNS some of the teachers were trained, but due to the new approaches, they were not effective in practicing those approaches and methodologies.
- **Master Trainers-Cum-Quality Monitoring:** In future programming, the mater trainers may be engaged as a Quality Monitor. A master trainer who has imparted the initial training to the teachers, will be more aware of the competencies and skills of teachers whom s/he has trained. S/he will also be the technical person to provide feedback, guide and mentor the teachers and identify the gaps and issues in teaching and learning process. Instead of general monitoring team, s/he will be more focused on the course scheme, learning outcome and quality of teaching and teaching methodologies.
- **Periodical External Learning Assessment:** Though ALNS had periodical assessment mechanism at place, but it varied among districts and RSPs. A uniform and planned external periodical assessment may be conducted through the Quality Monitors of the programme. This may be a rapid kind of assessment, but will gauge the level of learning and will help in identifying the issues related to teaching etc.
- **Coordination and Progress Review Platform:** The partnership with consortium organisations added value to the ALNS initiative by rigorous monitoring, teachers training, teaching resources, using approved curriculum and conducting final assessment. There may be a platform of all stakeholders including – District Education Officers, implementing partners, RSPs and a representative from the community to review the progress and performance of such project on periodical basis. A common platform is needed to share experiences, challenges, best practices and recommend joint solutions.

In some instances, online and IT application are the best way to be utilised e.g., WhatsApp groups and online meetings etc.

- **MOU and Ownership:** Signing an MOU at the early phase of the project sets the stage for more coherent and consistent coordination between the implementing agency and the government counterparts. Moreover, it also facilitates the IPs teams in seeking support and guidance from the government counterparts with a clearer and defined roles and responsibilities e.g. monitoring, final assessment, certification and stepping on next ladder i.e. Package-B etc. The presence of a signed document creates a strong sense of ownership, responsibility and accountability among the partners. In future, programme's planning, it may be envisioned as a key milestone for projects where the output (certification) is linked to it.
- **Socially acceptable venue /centres:** At the community level, social approval or disapproval play a key role in enrollment or sustaining the enrolled learners in a center. The social perception about a center i.e. "positive or good" or "negative or bad" may have the impact on the center. If the local influential are satisfied and convinced they will support girls to attended the centres, but if they oppose it, there will be troubles to have the required enrollment or sustain the center. Thus; centers may be established carefully after conducting an intensive dialogue and social mobilisation in such cases.
- **Use of Innovative Features:** Future adult community-based programme may be based on innovative approaches by engaging technical partners and key stakeholders as practices in ALNS initiative through a consortium partners, supported by JICA. Some of the key features were useful e.g. preparation of lesson planning, use of phonics and pictures, activity based learning, group works and periodical assessment of learning.
- **Integrating the feedback into Curriculum development:** There was a larger network of teachers and learners in ALNS centers. In future, such programmes may be opened to or linked with technical partners /organisations for conducting formal formative evaluation to feed into the review and further improvement of Package-A. This will evolve a package closer to the learners' and communities' inspirations and needs; connected with the national, sub-national policies and programmes; and ultimately contributes to the SDGs. Outreaching on such a large scale at the grassroots level remains a major challenge for many development partners; and thus, such programme will bridge this gap.
- **Engaging the Beneficiaries:** The contributions made through ALNS initiative were relevant to the government priorities & plan, community needs and has rightly addressed one of the existing gaps of women's literacy. A larger number of the learners have shown significant learning outcome with "medium" or "high ranking". They may be engaged in development interventions as now they can read and write and may qualify for basic skills development and other income generating activities. Most of them can be engaged as CRPs also. Engaging the beneficiaries will contribute to the objectives of the SUCCESS programme of empowering women in the target communities.
- **Sustainability:** A larger number of teachers have been identified, trained and are now ready to teach in the centres for adult and out of school children. Majority of them have twelve grades or more years of educational qualification and no one is below grade 10. Thus, a huge human resource has been identified and trained. Mapping, identification and training of teachers need a lot of resources in term of time, finance, technical and human to complete the exercise. In addition, the government departments are always challenged with the limited and scarce resources to conduct such exercises. Thus, it is a readily available resource at the district level. The dialogue with the government and

other key stakeholders may be initiated to seek the utilisation of these already established centres, trained teachers and to further make progress on the already achieved “gains”.

- **Final Assessment:** In some districts, the final assessment of learners has not been conducted. Although they were evaluated by the IPs and RSPs, they need to be evaluated by the certification authority, Government of Sindh, if they want to enroll in “Package-B”. Interestingly, the same proportion (4%) of learners (in TRDP’s districts) were found with “lowest ranking” in the independent assessment conducted by the government authorities and in the outcome assessment conducted by RSPN. This reflects that almost all had very good or good ranking.
- **Value Addition of Collaboration:** The ALNS initiative used the recommended course, syllabus, books and teacher guide. That was made possible through collaboration with technical agencies and added strengths to this initiative. The replication of such model in future may multiply benefits for the project’s beneficiaries.
- **Consideration of Social Acceptance:** The social acceptance and perception about a centre is also a key factor that may influence the enrollment, dropout, success or failure of the centre. This factor may be given a due attention in future, while selecting a venue for a learning centre. This notion was well demonstrated in the context of the ALNS centres, based on the initial challenges, transforming strategy based on the lessons learned and re-selecting a neutral and socially acceptable venue.

Annex – I: MONITORING INDICATORS FOR ALNS CENTERS

INQUIRY MATRIX Implementation Monitoring for ALNS Centers		
Thematic areas for monitoring	Indicators	Data collection method/ tools
Functionality of ALNS centers	<ul style="list-style-type: none"> ■ Records of the centre (updated (a) learners' profile as per the certification authority and contracting authority (b) attendance record, dropout record; teachers and learner leave record; learner assessment record, community education committee meeting record, material record and other relevant records/documents in accordance with project compliance to be submitted to the contracting authority on monthly basis on an agreed upon prescribed format) ■ Duration and timing of the centre (working hours and days to be decided in consultation with the potential learners; members of the facilitating community institution and community education committee.) ■ % of working days a center remained open for learning activities during last two months (out of the total working days) (average will be calculated for the district /RSP). ■ % of learners attended the center during last three months (against the working days). ■ % of drop out at the end of completion of the last completed batch (difference of each batch i.e. students enrolled and student attended the last month). ■ % of teachers attended the center during last three months (against the working days). ■ % of centers where the schedule was prepared in consultation with the students. ■ Average hours working hours of the center. 	<ul style="list-style-type: none"> ■ Document review: ALNS facility logs, record logs ■ KIIs with Teachers ■ FGDs with learners ■ KIIs with RSPs and IPs

<p>Quality of ALNS centers</p>	<ul style="list-style-type: none"> ■ Learning Space (ventilation, WASH facilities, COVID-19 SOPs, class size; learning period; equipment and furniture; IEC material, inclusive environment addressing health and emergency concerns etc.) ■ % of centers have the following basic facilities with the following basic facility ■ % of centers with a proper learning space & appropriate building /shelter ■ % of centers with availability of drinking water facility. ■ % of centers with availability the electricity facility. ■ % of centers with any functional latrine. ■ % of centers with the sign board with logo of EU. ■ % of center charging no fee /any fee? ■ Visibility (Display prominently banners/ sign boards along with logos of EU/RSPs as per EU guidelines in each ALNS centre ■ Fees (Learners charged any participation fee or learning material costs in any form (cash or kind) 	<ul style="list-style-type: none"> ■ Center survey ■ KIIs with Teachers ■ FGDs with learners ■ FGDs with community rep. (CO/VO/LSO) ■ KIIs with RSPs and IPs
<p>Assess and identify capacity gaps pertaining to service provider</p>	<ul style="list-style-type: none"> ■ Learning Facilitator (teacher) ensuring regular assessment with follow up training, coaching and mentoring of the facilitators) ■ % of teachers who had received any training as part of the ALNS initiative ■ % of teachers who had received any follow up (refresher training) training as part of the ALNS initiative. ■ % of teachers who received any guidance or mentoring related to his role /performance during this initiative. 	<ul style="list-style-type: none"> ■ Document review: Lesson plans/ Activity logs kept by teachers, learners or administrators; ■ Learner Survey ■ FGDs with learners ■ KIIs with Teachers ■ FGDs with community rep. (CO/VO/LSO)

<p>Comparison of agreed course curriculum specifications and their actual implementation</p>	<ul style="list-style-type: none"> ■ % of centers that have received course books as part of the ALSN initiatives. ■ % of centers where IEC materials were observed by the assessment team? ■ % of centers in possession of any learning aid, as observed by the assessment team. ■ % of centers in possession of any learning aid for special needs as observed by the assessment team. ■ Provision of learning materials (provision of course books, stationery and other learning material, according to the approved curriculum of the government of Sindh and the certification authority, for each learner and teaching aid/material for facilitator (teacher) in each centre before start of the first class; Provision of learning aid for special need learners) 	<ul style="list-style-type: none"> ■ Document review: Lesson plans/ Activity logs kept by teachers, learners or administrators; ■ Teacher survey ■ Learner Survey
<p>Monitoring of attendance of teachers and learners, their capacity, motivation to engage learners and achieve objectives, their dropout rates</p>	<ul style="list-style-type: none"> ■ Learning Facilitator (teacher) (With 95% attendance, preferably qualified local female facilitator for teaching with minimum qualification of matriculation along with some teaching experience of primary education. In exceptional cases, male learning facilitator can be hired) ■ % of centers with local resident of the village OR of nearby village (within the UC). ■ % of teachers with the required qualification of matric or above? ■ % of teachers with 95% attendance or above (observed in last completed batch). (This will be different from the attendance rate, as the attendance rate will be calculated for the last three months) 	<ul style="list-style-type: none"> ■ Document review: ALNS facility logs, ■ Center survey ■ Teacher survey ■ Learner Survey ■ FGD with learners ■ KII with teachers

Monitoring of learner's attendance and drop-out ratio as well as the reasons for dropping out	<ul style="list-style-type: none">■ Learner attendance: (learners with at least 80% attendance each month as pre-requisite to appear in written test which to be administered by Certification Authority.)■ % of teachers with 80% attendance or above, (observed in last completed batch). (This will be different from the attendance rate, as the attendance rate will be calculated for the last three months)	<ul style="list-style-type: none">■ Document review ALNS facility logs,■ Center survey■ Teacher survey■ Learner Survey■ FGD with learners■ KII with teachers
--	---	---

Annex – II: SUMMARY OF QUESTIONS OF OUTCOME TOOLS

As part of the outcome assessment, three different tools were used – each was specifically designed for English, Maths and Sindh. The summary of questions is given below:

Questions in maths tool: The maths tool was consisted of basic questions about the recognition of numbers, writing numbers, writing the missing number before and after a given number, ascending and descending order of two digit numbers, concept of large and small, basic shapes of circle, triangle etc. A question related to recognition of currency note was asked as part of the oral assessment.

Questions in English tool: The English tool was comprised of question to assess the reading and writing skills of letters and words etc. The learners were given pictures with to recognise it sounds e.g. Picture of Fish to recognise the sound of “F”. They were also given a question to write the missing letters in the given space from A to Z. The purpose was to assess their understanding and learning of English letters. In addition, they also attempted to complete a word with the missing number e.g. C____T; to complete the word “CAT”. The viva-voce was consisted of mix letters and the readers were asked to read it for the survey monitoring staff.

Questions in Sindhi tool: The Sindhi tool was consisted of writing the missing letter to complete a word, reading and writing of simple words and sentences, drawing a flag using dotted line, use of basic Sindhi language preposition and writing feminine of simple masculine words. The learners were asked to read and write basic words and sentence of Sindhi langue as part of the viva-voce.

REFERENCES (Please follow the properly reference style- You could pick APA/Chicago/Harvard or any other style but please use the same format throughout the report).

- i. Government of Pakistan, 2020, Pakistan Social & Living Standards Measurement (PSLM), 2019-2020,
- ii. Note: Except of some teachers, where men were recruited instead of women, due to lack of educated girls as teachers.
- iii. SUCCESS website accessed online on Aug 5, 2022, <https://success.org.pk>
- iv. Government of Sindh, 2019, Education Sector Plan and Road Map, 2019-24, Karachi.
- v. Government of Pakistan, 2020, Pakistan Social & Living Standards Measurement, 2019-2020, Islamabad.
- vi. Government of Pakistan, 2020, Pakistan Social & Living Standards Measurement, 2019-2020, Islamabad.
- vii. Accessed online on August 11, 2022: URL SSMS-Portal (seld.gos.pk)

All pictures used in this publication are the property of SUCCESS and its partners.
© 2022 Rural Support Programmes Network (RSPN). All rights reserved.



EUROPEAN UNION

"This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of Rural Support Programmes Network (RSPN) and can in no way be taken to reflect the views of the European Union."

More Information about the European Union is available on:
Web: <http://eeas.europa.eu/delegations/pakistan/>
Twitter: @EUPakistan
Facebook: European Union-in-Pakistan-269745043207452



SUCCESS

SINDH UNION COUNCIL AND
COMMUNITY ECONOMIC
STRENGTHENING SUPPORT
PROGRAMME

3rd Floor, IRM Complex, Plot # 7, Sunrise Avenue,
Park Road, Near COMSATS University, Islamabad, Pakistan
Phone: +92-51-8491270-99
Web: <http://www.success.org.pk>
Twitter: @successprog
Facebook: successprogramme