

Inauguration



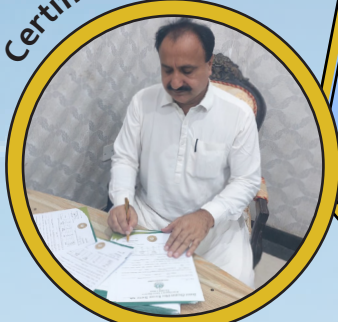
Certification



Teacher Training



Certificates Signing



قدم قدم روشنی

ALNS Centre



Learners Assessment



Monitoring & Evaluation



Adult Literacy & Numeracy Skills (ALNS) Project Completion Report June 2022

ALNS PROJECT COMPLETION REPORT JUNE 2022

Implemented by: **Momentum & NCHD**

Supervised by: **TRDP**

sponsored by: **European Union**

A Component of SUCCESS Programme

**Adult Literacy & Numeracy
Skills (ALNS) Project
Completion Report
June 2022**

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LIST OF ACRONYMS

SUCCESS	Sindh Union Council & Community Economic Strengthening Support Programme
ALP	Accelerated Learning Program
ALNS	Adult Literacy and Numeracy Skills
ALCs	Adult Literacy Centers
EU	European Union
NCHD	National Commission on Human Development
MV	Momentum Ventures Private Limited
TRDP	Thardeep Rural Development Programme
PSLM	Pakistan Social & Living Standards Measurement Survey
JICA	Japan International Cooperation Agency
RSPN	Rural Support Programmes Network
NFEMIS	Non-Formal Education Management Information System
SZABIST	Shaheed Zulfiqar Ali Bhutto Institute of Science & Technology
IRM	Institute of Rural Management
SEF	Sindh Education Foundation
SELD	Sindh Education and Literacy Department
SRSO	Sindh Rural Support Organization
NRSP	National Rural Support Programme
COs	Community Organizations
VOs	Village Organization
LSO	Local Support Organization
TOT	Training of Trainers
MIS	Management Information system
PMU	Project Monitoring Unit
ED	Executive Director
TNA	Training Need Assessment
DG	Director General
LAO	Local Area Officers
GRN	Good Received Note

EXECUTIVE SUMMARY

The socio-economic and educational indicators of district Jamshoro and Dadu are very low. The women adult literacy rate of both districts is around 20-23 percent. Literacy provides Women Economic Empowerment a solid foundation for inculcation of moral and ethical values, poverty reduction and sustainable development in pursuit of a democratic and stable society. It provides a basis for the respect for human rights, the universalization of basic education, conflict resolution, nutritional sufficiency, and for an overall improved quality of life. It is through literacy that Covid-19 and other diseases may be prevented and that gender equality may be achieved. Literate mothers tend to make responsible decisions on matters affecting their families, children and themselves, such as health practices, home income, education and the welfare of the children. Literate farmers are likely to be more productive and open to further learning. Literacy is, indeed, a first major step to most other forms of learning. When effectively designed and delivered, literacy Programmes can be a powerful tool for individual empowerment and social development.

It was strongly realized at a later stage, that in order to strengthen sustain as well as effectively utilize the income generation skills taught under the SUCCESS Programme, adult literacy and numeracy skills are important and imperative. In order to address the said need ALNS project was initiated in the eight Programme districts of Sindh including district Jamshoro and Dadu implemented by TRDP, NCHD and Momentum consortium

The SUCCESS Programme was launched in eight districts of Sindh under the supervision of TRDP, SRSO, NRSP & RSPN with financial assistance of the European Union. The Programme is mainly aimed at socio-economic empowerment of women in rural Sindh. In District Dadu and Jamshoro, NCHD and Momentum implemented the ALNS project. The other support partners of ALNS project were JICA and the Sindh Education and Literacy Department (SELD).

The ALNS was aimed at teaching literacy and numeracy skills to rural women of Dadu and Jamshoro in eight months. For this purpose, a total of 769 ALNS Centres were established.

The project was formally inaugurated on 9th September 2021 on the eve of world literacy day in the presence of all the above cited partners and supporters.

Prior to that, training of master trainers was conducted in Hyderabad. Around 40 master trainers from Dadu and Jamshoro participated. The Master Trainers Workshop was organized by Momentum and NCHD and Resource Persons were provided by JICA. The main focus of Training of Trainers (TOT) and orientation sessions was imparting pedagogical as well as andragogical skills with reference to teaching of Sindhi language, English language and basic Mathematics. The training of Master trainers was followed by orientation trainings of the Master trainers in Jamshoro and Dadu separately. The main objective was to plan the training of teachers. The master trainers workshop & orientation trainings were followed up with teacher's training at the cluster level. Almost all the 769 ALNS teachers were trained to enable them to teach textbook of Sindh Government package "A" i.e. Sindhi, English and Mathematics, Life Skills as well as Use of mobile phone, and calculator along with financial literacy. The training also included the capacity building of administrative and monitoring staff hired for the project. In order to teach the above-mentioned subjects and concepts, a scheme of study was developed.

An extensive social mobilization process was undertaken to mobilize, motivate and to create a sense of

ownership for the learners and communities. The targeted number of ALNS Centres (769) were established in consultation and collaboration with the community organizations (COs), village organizations (VOs) and local support organization (LSO) Organized by TRDP, these organizations played a key role in the mobilization of learners and their enrollment as well as the identification of teachers. Out of total 769 Centres 269 were established in Jamshoro and 500 in Dadu. A total of 19352 learners (on the average 25 learners per Centre) against the target of 19200 were enrolled.

The learner achievement assessment tests were developed in order to ensure and improve quality of learning. A technical support unit was established. The main focus of this unit was periodic assessment of learning achievement of learners and teaching practices. The unit assessed the teaching needs of teachers addressed through refresher courses. The scheme of studies also focused on life skills and digital literacy.

The creation of a Literacy Management System, which includes a data collection and reporting system was another important aspect of this project. The already developed Non-Formal Education Management Information System (NFEMIS) was used with the technical support of JICA. 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.

For quality assurance of the through peer training the monthly meetings of the teachers were organized at their own cluster comprising of 15-20 Centres. The coordination meetings and monitoring visits were regularly conducted. The learning performance of the learners was monitored. The corrective measures were adopted to address the issues highlighted through monitoring visits. The monitoring and supervision system of the ALNS project was very strong and effective. Each cluster of the Centre was monitored by the Local Area Supervisor (LAS) at least once in a week. Monitoring visits were conducted daily, weekly, and monthly. Quantity (enrollment and dropout etc.), quality of learning (academic supervision) and management of the centre were monitored by LAS and other monitoring teams.

The roles, service and contribution of the implementation partners and supporters is appreciable for this noble cause promotion of literacy and alleviation of poverty amongst the rural women of Sindh.

The Major accomplishment of the project inter-alia include mobilization of communities' learners and teachers for promotions of literacy and capacity building training of 40 master trainers, training of around 800 female teachers, provisioning of job opportunities to 875 personals including ALNS teachers, strengthening of coordination, cooperation, and linkages amongst the stakeholders of literacy graduation of around twenty thousand learners. Above all it includes the promotion of the cause of literacy and non-formal education at local as well as provincial level which will lead to women empowerment.

The monitoring results indicate that the overall performance of learners in Sindhi language is better than that of basic Maths and English language. The strict monitoring and supervision resulted in high attendance rate of learners, regularity and punctuality of teachers and performance/achievement of encouraging

A total number of 19304 learners successfully completed the literacy course, out of these around 6685 learners are from Jamshoro ALNS centres and 12619 learners in district Dadu completed the literacy course. As per final assessment 11969 (95%) learners passed in "A" grade, 401 (3%) scored "B" grade and 249 (2%) learners scored "C&D" grade in district Dadu. Whereas, in district Jamshoro 5910 (88%) got "A" grade, 420 (6%) learners secured "B" grade and 355 (5%) learners secured "C" in the final assessment.

1.2 Need and Rationale of ALNS Project

According to a household survey conducted in eight districts of the SUCCESS Programme, out of 850,000 households, 56% were in the 0-23 poverty scorecard range. Among school going children (5-6 years), on the average 66% boys and 75% girls were out of school in the eight districts. Basic literacy and numeracy are highly desirable skills for women in the rural areas of Sindh. ALNS project can help in achieving the objectives of the SUCCESS Programme as well. In the absence of these skills, it is difficult to prepare women community activists and leaders to address their financial, economic, and social issues and challenges both at personal and community levels. Moreover, education and literacy are the major tools and strategies to eradicate poverty, sensitizing and empowering local communities as well as facilitating skills enhancement for income generation. Resultantly, awareness raising may increase the net enrollment and reduce dropout of children, Ultimately, enhancing the overall education standard and status.

1.3 Introduction of ALNS Learning Package

As mentioned above the main objective of the project is to teach Literacy and Numeracy Skills. The subject wise introduction of the Literacy Course designed by the Sindh Government for the purpose is given as under:

a. Sindhi Book:

The development of language increases the ability to express and accurately comprehend language to 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.



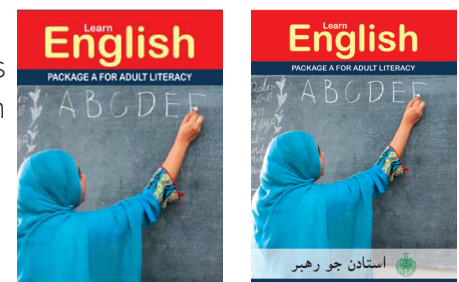
b. Mathematics:

The learners may understand numerical concepts, basic arithmetic operations, apply appropriate techniques, tools and formulae to determine measurements, collect, organize and analyze. In short, the learner may use Numeracy in their day-to-day life orally as well as in written form.



c. English:

English book consisting of Alphabets and simple words. The learners after studying this book may have some understanding of the English words plus making simple sentences with comprehension.



Through education all the other 17 SDG goals will be addressed it would be worthwhile to mention that all three books of package A, there is a teacher guide. i.e.

1. Teacher guide Sindhi
2. Teacher guide Math
3. Teacher guide English

The teaching methodology of these books are given in the teacher guides. Momentum provided these teacher guides to all 769 plus monitoring staff of the ALNS project.

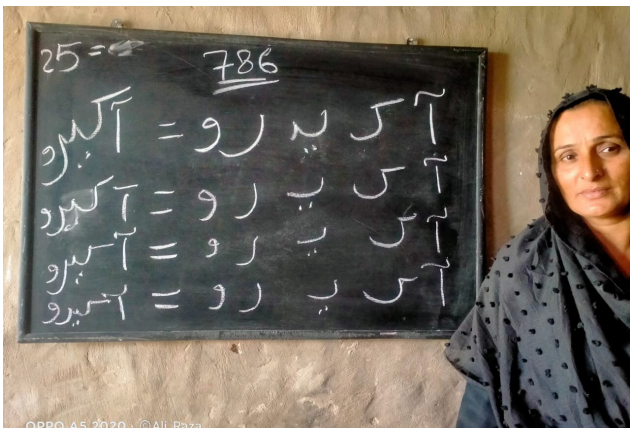
The scheme of study was provided by the Directorate of Literacy and NFE Sindh. The scheme of study was given to all the ALNS centers with the instruction for strict compliance. Moreover, the teachers have been given appropriate training on the scheme of study.

1.4 Introduction of ALNS Project

SUCCESS Programme aimed at opening of 769 women literacy centres with an enrollment of 19352 learners.

ALNS project is significant in a sense that it considerably improved the literacy rate, particularly female literacy rate, in both districts. Besides, it was helpful in women empowerment and poverty alleviation. Life skills literacy has improved the quality of life. Numeracy, Financial and Digital literacy will not only create opportunities for improving their enterprise but also enhance and improve communication skills of women folk. Literate mothers will ensure a literate family, rather literate nation. It is hoped that after completion of this project the enrollment rate of school age children will improve and dropout rate reduce significantly. The literacy rate of the rural women of Sindh is very low at around 25%. Initiatives such as ALNS can bring in positive attitudinal changes in favour of education and literacy.

The ALNS learners have shown keen interest in attaining the basic literacy skills in Sindhi language so



that they could easily communicate and get information required in their daily lives. Given the said need, the Momentum technical unit introduced required content in the life skills component of the project. ALNS will result in bringing peace, harmony and tolerance among communities. Based on the findings of the project, it may be expanded to other parts of Sindh Province.

1.5 Objectives of ALNS Project

The following are the main objectives of the project:

General Objectives

1. To improve the literacy rate of the females of the area/locality
2. To mobilize the local communities for promotion of literacy
3. To ensure capacity building, women empowerment and poverty alleviation

Specific objectives

1. To enable the learners to recognize the alphabets, read and write the beginning and ending sounds of the words.
2. To understand the basic arithmetic concepts, read and write numbers, counting of Pakistani currency, perform basic functions of calculator and make simple calculations.
3. To teach the basics of English as a second language i.e., reading and writing.
4. To teach life skills (Financial Literacy, Use of Mobile Phones and Civic Education) etc., etc.
5. To enable the learners to use their literacy skills in their daily lives especially for problem solving
6. To enable learners to make and keep their financial records of their small enterprise/home expenditure
7. To ensure that learners can use their literacy skills in acquiring information of their interest from newspaper, books and electronic media etc.
8. To teach the learners moral, cultural and ethical values
9. To create and inculcate in learners the civic sense
10. To build the character and improve the attitude of learners

2. SITUATION ANALYSIS:

2.1 Jamshoro District

a. Demography

Jamshoro became a district in 2004 when it was carved out of Dadu. Situated on the west bank of River the Indus, the district is spread over 11,402 sq km. It has four talukas (tehsils), 30 union councils, 157 revenue villages, and 103,986 households. Estimated population of Jamshoro is 1,018,634, with most of the people (71%) living in rural areas.

Agriculture is the main source of livelihood - 21% of the households own agricultural land while 44% own farm animals/livestock. Rice, cotton, sugarcane, bajra and maize are the main kharif crops while wheat, barley, gram, pulses and oil seeds are the common rabi crops. The district is also rich in minerals such as limestone, gravel and marble.

Most of the households in Jamshoro are connected to the electrical grid, but only 68% have television. Only 1.7% households have access to internet connection. However, 79% households have at least one member owning a cell phone.

In the public sector the district has 745 primary level, 20 middle, 10 elementary, 36 secondary and 8 higher secondary level schools. Gross enrollment ratio at the primary level is 93% while literacy rate for ten-year-old and above is 60% (In rural Jamshoro this literacy rate drops to 40%). School enrollment is, however, heavily skewed in favour of boys - compared to 32,485 boys in primary schools, there are only 20,748 girls. Overall, 63% of the population of the district has attended school and 55% have completed primary or higher-level education.

Jamshoro has six public hospitals along with 20 BHUs, five RHCs, nine TB clinics, two MCHCs and one tertiary hospital. In children aged five or under, rates of underweight, stunting, and wasting prevalence – moderate and severe - are 51%, 54%, and 24% respectively. A majority of children (74%) aged five or under do not have birth certificates.

Jamshoro has four tehsils /talukas.

1. Kotri
2. Manjhand
3. Sehwan
4. Thana Bula Khan

Figure 1: Jamsharo Distric Map

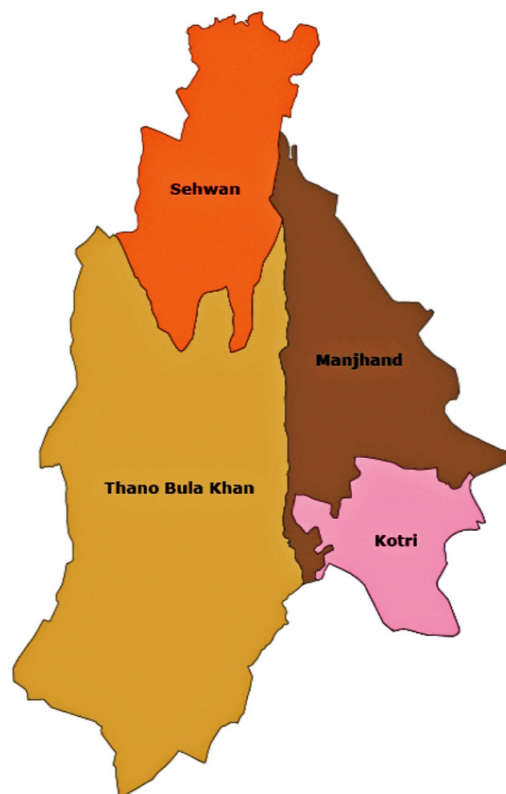


Table 1: Population Jamshoro

District-Rural/ Urban	Area (SQ, KM)	Population	Male	Female	Average HH size
Total	11,204	993,908	523,069	470,702	5.37
Rural		561,287	297,130	264,113	5.25
Urban		432,621	225,939	206,589	5.54

Source: Population Census Province of Sindh- Year 2017

Table 2: Adult Literacy Rate of Jamshoro -Population 15 Years and Older (%)

Urban			Rural			Total			Total
Male	Female	Total	Male	Female	Total	Male	Female	Total	
80	58	69	48	22	36	60	36	48	42

Source: PSLM 2019-2020

Table 3: Gross Enrollment Jamshoro

Education Level	Male	Female	Total
Primary (Age 4-9)	80	66	74
Middle (Age 11-13)	50	37	46
Matric (Age 14-15)	46	22	36

Source: PSLM 2019-2020

Table 4: Net Enrollment Ratio Jamshoro

Education Level	Male	Female	Total
Primary (Age 4-9)	46	50	48
Middle (Age 11-13)	31	24	29
Matric (Age 14-15)	16	9	13

Source: PSLM 2019-2020

b. Educational Status

Overall adult literacy rate in Jamshoro is 42% - male 60% and female 36%. In rural parts of the districts, the women literacy rate falls to 22%. After primary schooling, the female GER and NER see sharp decline. Females are lagging far behind the male in gross and net enrollment ratios in the district.

2.2 Dadu District

a. Demography

Dadu was declared a district in 1931. In 2004 it was bifurcated to establish the district of Jamshoro. Home to Manchar Lake and Kirthar National Park, Dadu has four talukas, 52 union councils and 355 revenue villages, with 108 males per 100 females. The population of Dadu is 1,550,390, as 79% of the population is rural. The river Indus flows along the eastern boundary of the district.

One-third of the households in the district own agricultural land while 62% own farm animals/ livestock. The main kharif crops are rice, cotton, sugarcane maize while wheat, barely, gram, pulses and oil seeds are rabi crops.

Households (96%) have electricity and 60% own a television. previously at least one member in 85% of the households had a cell phone, though only three percent had an internet connection.

Dadu has 1966 primary, 49 middle, 10 elementary, 65 secondary and 15 higher secondary public sector schools. Overall literacy rate (10 years and above) is 65% and adult literacy (15 years and above) is 62%.

The district has four public and 48 private hospitals along with 70 dispensaries, 10 MCHCs, 46 BHUs and three RHCs. Around 85% of children under five years of age do not have birth certificates.

Figure 2: Dadu Distric Map

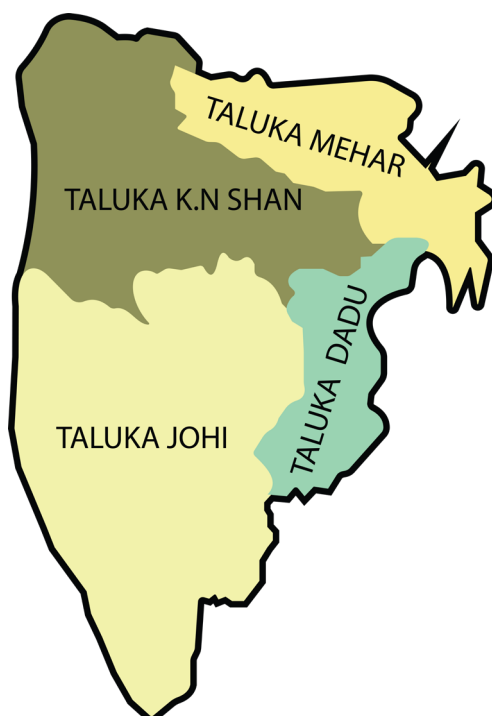


Table 5: Population Dadu

District-Rural/ Urban	Area (SQ, KM)	Population	Male	Female	Average HH size
Total	7866	1,550,390	795,700	754,480	5.38
Rural		166,984	599,120	567,705	5.35
Urban		383,406	196,580	186,775	5.48

Source: Population Census Province of Sindh- Year 2017

Stunting (moderate and severe) is 58%, which is higher than the provincial level of 48%. Wasting (moderate and severe) in the district is 14.5%.

The main source of drinking water for 40% households is hand pumps followed by motor pumps 33%. 33 Half of the households are without drinking water on premises. Nearly half of the total households (47%) have flush latrines; 45% have non flush latrines, and eight percent did not have a latrine.

The district prone to natural disasters was hit by heavy floods in 2010, 2011, and 2012. Epidemics are seasonal with low intensity. Out of 609,722 registered voters in Dadu before the 2013 General Elections, 326,463 were male and 283,256 female registered voters. The district has two National Assembly and four Sindh Assembly seats.

The district has four tehsils / talukas and 66 union councils. The tehsils/talukas are as follows;

1. Dadu
2. Johi
3. Khairpur Nathan Shah
4. Mehar

b. Educational Status

Adult literacy rate (15+ age group in the district is 48% (male 60% and female 36%). As in Dadu, the female adult literacy rate in rural areas of the district is lower (22%) than in urban areas (58%).

In Dadu also, females are lagging behind males in GER and NER. Both GER and NER of female students decrease considerably at the tenth-grade level in the district

Table 6: Adult Literacy Rate of Dadu -Population 15 Years and Older (%)

Urban			Rural			Total			Total
Male	Female	Total	Male	Female	Total	Male	Female	Total	
88	64	77	68	40	55	73	46	60	62

Source: PSLM 2019-2020

Table 7: Gross Enrollment Dadu

Education Level	Male	Female	Total
Primary (Age 4-9)	97	79	88
Middle (Age 11-13)	60	47	54
Matric (Age 14-15)	49	25	40

Source: PSLM 2019-2020

Table 8: Net Enrollment Ratio Dadu

Education Level	Male	Female	Total
Primary (Age 4-9)	66	56	61
Middle (Age 11-13)	45	39	42
Matric (Age 14-15)	20	12	17

Source: PSLM 2019-2020

3. INTRODUCTION OF IMPLEMENTATION CONSORTIUM (MOMENTUM AND NCHD)

Momentum organized an Implementation consortium of related Organizations with an objective to ensure coordinated and collaborative effort of all concerned stakeholders to achieve the goals and targets in planning and implementation of the project. National Commission for Human Development which has its offices and manpower in almost all the districts of Pakistan including District Jamshoro and District Dadu is one of the important implementation partners.

3.1 Introduction of NCHD and Momentum

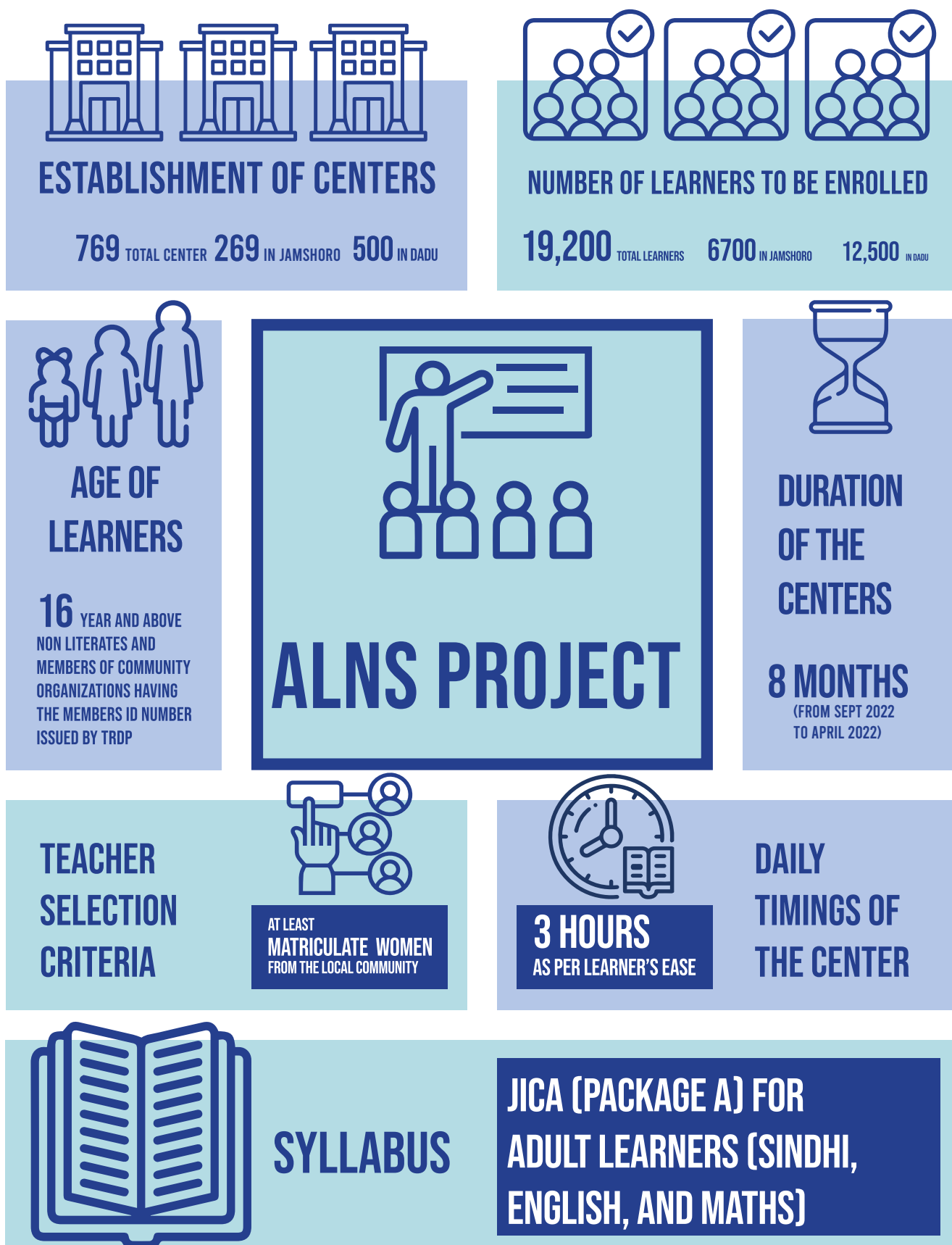
National Commission for Human Development (NCHD) was established by the Government of Pakistan in 2002 as an autonomous statutory Federal body, mandated with the role to support and augment human development efforts in Pakistan. NCHD was established under the Presidential Ordinance No. XXIX of 2002. The mission of NCHD is to transform lives by improving access to basic education and healthcare in the country's poorest communities. NCHD is the leading agency fighting illiteracy in 124 districts of Pakistan and helping people to find routes out of ignorance. It had so far established around 200,000 Adult Literacy Centres and provided basic literacy skills to around four million persons in more than 100 districts of Pakistan.

Momentum Ventures Pvt Ltd (MV) is a premier Organizational Development, Management & Technology consulting organization, with distinguished capabilities & a cross industry/ multi-sector experience, which has guided a number of organizations to thrive & go beyond excellence.

Momentum provides consulting solutions and services in wider sectors including Health & Epidemiology, Nutrition, Education and Literacy, WASH, Poverty Alleviation, Micro & Macro Economics, Agriculture and Food Safety etc. etc.

Jamshoro and Dadu district staff of NCHD assisted in implementation of the subject project. Besides, Directorate of Literacy and NFE Sindh supported the use of its Non-Formal Education package (A), JICA provided technical assistance through provision of Resource Persons for the training of master trainers on the package A. TRDP shared its Data Base which greatly helped in opening of the ALNS Centres and identification of the genuine illiterates from the communities. Moreover, the Sindh Education and Literacy Departments assessed the learners of ALNS Centres and issued graduation certificates to the successful learners.

Figure 3: Salient Features of the Project



3.2 Project Management Structure

Effective, productive and efficient management and administrative system and structures is imperative for effective project implementation Momentum set up a full-fledged and effective management systems and structure from top to bottom up to grassroots level. The said system manages the following important functions.

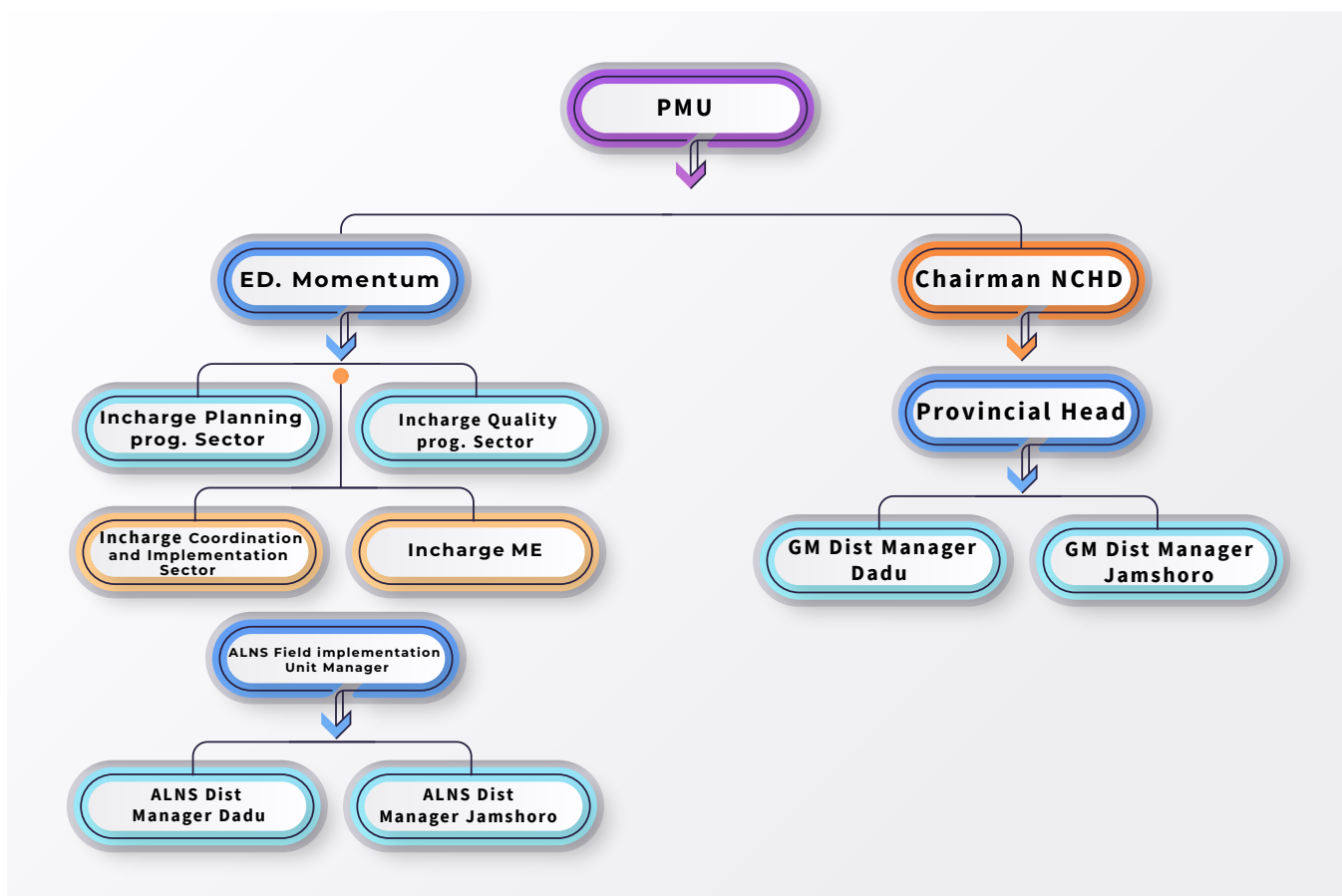
- Administrative Project Management System
- Project Planning and Implementation
- coordination and networking
- quality assurance
- monitoring and supervision
- Evaluation, assessment and examination

3.2.1 ALNS Project Implementation Structure and Organogram is as follows

The Project Management Unit is divided into two sections given as under:

1. Project Technical Support Unit
2. Project Implementation Unit
3. Project Quality Assurance at the field level

Figure 4: Salient Features of the Project



1. Project Technical Support Unit:

The said Unit was headed by the Executive Director Momentum supported by Director Programmes Momentum. The main functions of this section were as follows;

- Review of the Sindh Literacy Curriculum and the ALP Package “A” and suggest the value addition in the Scheme of Study.
- Suggest the topics and the contents of the Life Skills needed to be included in the course based on their needs and requirements.
- Conduct Training Needs Assessment and design training/ Refresher courses for the Supervisory staff as well as for the teachers.
- Design the agenda and the contents of the monthly meetings of the teachers in their clusters.
- Design monthly, midterm and final assessment questionnaires/ question item banks.
- Analysis of the learning achievements of the learners through monitoring reports from the field and suggest remedial measures for the slow learners.
- Value addition in the Programme e.g., financial and digital literacy, linking literacy with the daily life of the learners etc.



2. Project Implementation Unit

Project Implementation Unit was consisting of the following five categories of personnel:

1. ALNS Programme Manager 1
2. District Managers 2
3. Taluka Managers 12
4. Local Area Supervisors 60
5. Literacy Teachers 769

The main responsibility of the Project Implementation Unit was the overall execution of the activities of the ALNS Project, which, inter alia, include:

- Identification of the Learners, teachers and the venue of the ALNS Centre through a comprehensive Social Mobilization Process.
- Conducting Training Needs Assessment for the teachers.
- Organizing teacher’s trainings/ refresher courses
- Monitoring of the Literacy Centres.
- Organizing Monthly Meeting of the teachers in their respective clusters.
- Formation of the Literacy Management Committees
- Dropout prevention
- Provision of substitute Literacy Teachers as and when required.



3. Project Quality Assurance at the Field Level

The district team of National Commission for Human Development (NCHD) was assigned the responsibility of quality assurance. The team was consisting of the following Officials:

1. Deputy Director 2
2. Assistant Director 2
3. Field Officers 25

The major functions of the teams were given as under:

- Monitoring Visits of the Literacy Centres
- Conducting trainings and Refresher Courses for the teachers
- Monthly Meetings with the teachers in their clusters





4. EXECUTION OF THE ALNS PROJECT

The followings were the process and methodology of the project;

4.1 Preparatory Implementation Meeting

Preparatory meeting was held on 7th August 2021 at TRDP head office Jamshoro. Iqbal-ur- Rehman, Ghulam Shabbir and Tanveer-ul-Hassan represented Momentum in the meeting. TRDP team was headed by Jai Parkash. The Momentum representatives shared the main implementation strategies. There was detailed discussion on implementation strategies/mechanism, social mobilization and reporting mechanism. The TRDP Programme Manager stressed on making ALNS a real success and expected high expectations from Momentum and NCHD. In this regard, he was assured that Momentum would put up its best effort, to come up to these expectations.



4.2 Establishment of ALNS Centres (Access)

4.2.1 Issuance of NOC by District Authorities (Jamshoro and Dadu)

The process of issuance of NOC to open and run the ALNS Centres in the districts of Jamshoro and Dadu was initiated at the beginning of launching of this project.

The case of NOC proceeded with the relevant Government departments and organizations including the police Department, District Management, District Education Officer and Social Welfare Department. Almost all the concerned departments gave their consent. Based on the consent of concerned departments, the District Administrations of Dadu and Jamshoro issued NOC to Momentum to open and run ALNS Centres. (Attach both NoCs)

4.2.2 Orientation Session with TRDP and JICA

During the first session held at Tando Jamshoro on 27 July 2021 the details of Package “A”, of the SELD which consists of books on Sindhi language, English, and Mathematics was discussed. On behalf of Momentum and NCHD Consortium, Iqbal-Ur- Rehman Programme Director Programmes and Ghulam Shabbir Chief Operating Officer attended the session. The salient features and teaching methodology of the books was discussed. Afterwards, the representatives of RSPN and IPs presented their viewpoints on the Government of Sindh Literacy Package A books and teaching/learning material. In the light of the discussion, JICA team experts

agreed to make urgently needed changes in the books. Moreover, JICA extended its support to conduct the Training of the Trainers (ToT) workshop. The workshop was conducted from 23-27 August 2021.

4.2.3 Process and proceedings of Establishment of ALNS Centres

The success of literacy Programme always depends on a good quality Social Mobilization Process. 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 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 them and make them more responsible. Hence, the credit of the success of the Programme would go to the community.

A major support in this regard was provided by TRDP. TRDP has been organizing communities of Jamshoro and Dadu for the last five years. The TRDP outreach in the two districts consists of:

– Community Organizations (COs):	10,075
– Village Organizations (VOs):	1,075
– Local Support Organizations (LSOs):	94
– Households organized:	186,402

The Social Mobilization Process (SMP) is based on the active role of local organizations and the households organized by the TRDP. The main objectives of the Social Mobilization Process are:

1. Identification of a group of illiterates of 15+ age group (25 to 30 in number) in a geographical proximity (who could jointly learn the literacy skills in a common Venue).
2. Identification of a Local teacher at least matriculate and willing to teach for 08 months i.e., 6 days a week and 3 hours daily.
3. Identification of the Venue conducive for learning and easy to access.
4. Formation of Literacy Management Committee consisting of the local influential which could facilitate the learning process.

The process for establishment of a Literacy Centre comprised of the following steps:

- i. Hiring of staff for social mobilization and monitoring activities.
- ii. Developing tools for the data collection of the SMP.
- iii. Training of the staff on social mobilization and imparting skills communicate with the local communities and to fill the SMP formats.
- iv. Area demarcation for the staff (hired from the same union council where the Literacy Centres have been established).
- v. First village visit for a reconnaissance survey to analyze the rate of illiteracy, availability of illiterates (15+ age group) in a group of 25 to 30 persons willing to attend Centres for 03 hour daily, attitudes of the locals, availability of the local teacher having at least matriculation qualification, and availability of suitable space where literacy Centres may function for three hours a day for eight months. The survey included the number of COs, VOs, and LSOs in the village along with obtaining the contact numbers of the key persons of the local institutions.
- vi. Identify volunteers to arrange meetings i.e. to set date, day, time, and venue of the meeting with the key persons of local institutions.
- vii. Arrange meetings with the key persons and other members of the COs, Vos, and LSOs.

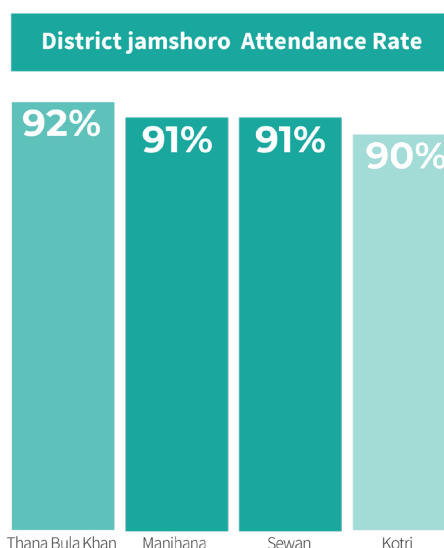
viii. Staff introduced ALNS Project management, NCHD, Momentum and TRDP, and seek participants’ support for this endeavor. The monitors asked the following questions:

- a. How many women in COs/VOs and LSOs are illiterate?
- b. Do you agree that illiterate women to acquire literacy skills to improve their living standards?
- c. If yes, what support could you provide us?
- d. Additionally, what support do you want from us?
- e. The staff member’s interaction revolved around the following points:
 - We are thankful to all for showing keen interest in this significant endeavor. Now we need certain information from you, will you provide us?
 - Names of Non-Literate women (age 16 & above) in your village.
 - List of Women/ girls with qualification of matriculation or above
 - Potential space for setting up a literacy Centre.
 - The staff member informed the community
 - The staff collected relevant information from the field and the local institutions and arranged a meeting with the learners and interviewed potential teachers. The teachers with higher qualification were selected. subsequently, the teachers were briefed about the ALNS project.
 - Meeting was held with the learners at the Literacy Centre in order to solicit their commitment to spare three (3) hours daily to learn reading, writing and numeracy skills.
 - The daily timings of the literacy Centre finalized with mutual consultation and consensus.

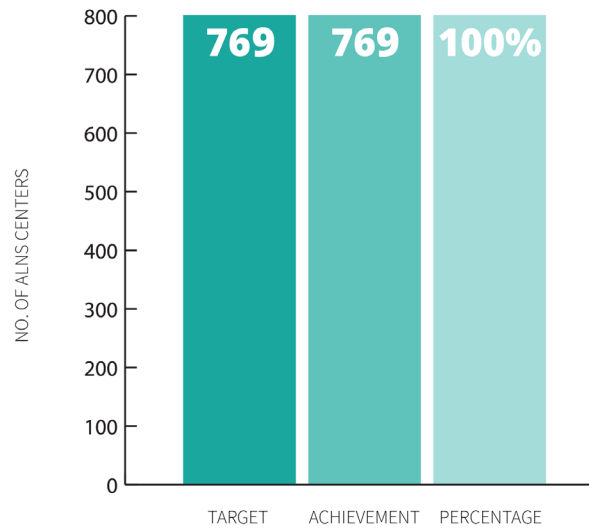
The Social mobilization Process (SMP) continued for more than two months in Jamshoro and Dadu. The details of the activities undertaken are given in the following table.

Table 9: Social Mobilization Details

S.No.	Activity	Jamshoro	Dadu	Total
01	Staff Hiring	35	50	85
02	Staff Briefing	35	50	85
03	First Contact Meetings	450	925	1375
04	Meetings with CO/VO/LSO	300	650	950
05	Meetings with Teachers and Learners	350	800	1150
06	Data Collection on the Prescribed Format	300	650	950



Total ALNS Centers Established in Dadu and Jamshoro



5. DATABASE MANAGEMENT

5.1 Data Collection & Data Entry

The Social Mobilization Process (SMP) ended after the finalization of the Adult Literacy Centres. This meant finalization of learners, teachers and venues of the Literacy Centres. All the information, data and statistics were reported on a prescribed format, filled in by the local area supervisors. It was submitted to the respective Taluka In-charge, who reviewed it and updated it, if needed. On a number of occasions, the forms were returned to the LASs in case of inadequate data. The same format was submitted to the District Manager. Few of the sites of social mobilization were also monitored by the District Managers and Supervisory Staff of Momentum in order to assess the quality of Social Mobilization activities. After thorough analysis, it was sent to the MIS Section. In case of incorrect or insufficient data, it may be returned to the Taluka In-charge.



The data collected was about the village, union council, taluka, and district. Learners' data consisted of code numbers issued to learners (being beneficiaries of the SUCCESS Programme) by TRDP. The data so collected included last class studied (for school dropouts), age, address and the contact number etc. The main sites for the venue were common Outaq, a school (after the school timings), house of teacher, or a voluntarily donated space. The information collected regarding teachers included qualification, willingness to teach, teaching experience, age, etc. All data were entered in the NFEMIS.

The data was entered under the guidance and supervision of a focal person from JICA, who provided technical assistance as and when needed. The second phase aimed at entering the same data of the learners in the TRDP MIS. Many issues and bugs were faced in matching the data of two MISs. It took two months to harmonize the data. However, the Momentum data team succeeded and ensured the whole exercise was completed in due course of time.

The key information of the NFEMIS and TRDP MIS related to “the target beneficiaries for the ALNS members of the Community Organizations, beneficiaries of Community Investment Fund (micro loans), Income Generating Grants, Micro Health Insurance, Technical and Vocational Skills Training, and women who either never attended school or dropped out before completing the 5th grade. In all those villages where the Adult Literacy Centre (ALC) opened, at least one member from each CO of that village was enrolled for adult literacy and numeracy skills. After the completion of the course, these women were expected to read and write basic sentences in Sindhi and will be able to perform basic arithmetic functions. Trainers/ facilitators were selected from local communities. The following data entry staff was hired.

Table 10: **Social Mobilization Details**

S.No.	Designation	Jamshoro	Dadu	Total
01	Data Manager	1	1	2
02	Key Punch Operators	4	6	10
Total		5	7	12

Database is considered as the lifeblood of any organization, project or Programme. It gives a lot of information about processes, methodology, beneficiaries, budget/ funds, utilization of the budget, quantitative expansion, qualitative improvement and output/outcome and impact etc.

The Data Base of the ALNS project is very extensive, comprehensive, multi-dimensional and complete in almost all respects. An overview of the ALNS project database created, managed, maintained and supported is as follows:

5.2 TRDP MIS

The TRDP MIS created for the SUCCESS Programme was comprehensive and extensive. It contains plenty of information about households of district Jamshoro and district Dadu. The said data includes the socio economic, educational and literacy status and situation of the household. The TRDP MIS greatly helped in planning, implementation, monitoring and evaluation of the ALNS project. In Particular, the said MIS helped in identification of ALNS Centre learners and teachers, selection of appropriate site of Centre, mobilization of local communities, and beneficiaries of success Programmes etc. etc.

5.3 Non-Formal Education Management Information System (NFEMIS)

NFEMIS of Directorate of Literacy and non-formal Education Sindh was used to covers the indicators and parameters related to education and literacy (both quantity and quality) and selection of learners, ALNS project implementation team used the NFEMIS software to collect, manage and report the data and information about ALNS Centre learners and teachers etc.

The data collectors and Local Area Supervisor ALNS were given training in data management. The “Form” designed for the purpose was used for data collection and reporting etc.

5.4 Detail of Data Collection Managed and Reported:

All the data collected related to Learners, centres, teachers and pre-service and in-service training details were maintained/updated and reported through TRDP MIS and NFEMIS is as Follows:

i. Centres:

Complete information about the ALNS Centres in terms of name of the Centre, address, number of learners

enrolled etc. facilities, services and equipment provided.

ii. Teachers:

Complete data and information about ALNS teachers i.e., name of teacher, father/husband name, CNIC No, academic qualification address and contact number etc.

iii. Learners:

Data/information about each learner of the Centre. It included the name of the learner, Father/guardian/husband name, age of the learner, ID/CNIC No and Complete address etc.

5.5 Assessment Data:

The assessment data included the data about;

1. Mid - term Assessment Data.
2. Final term Assessment Data.

In-terms of Subject wise (Sindhi Language, English Language and Basic Math's) marks obtained by each learner.

3. Performance of learners in life Skills.
4. Pass/Fail Status.
5. etc. etc.

5.6 Attendance Data:

1. Learners' attendance Centre taluka wise and district wise
2. Teachers' attendance Centre wise

Data Collection Process and Methodology includes;

3. Data Collection
4. Data Cleaning
5. Data verification
6. Data analysis
7. Data Reporting



Adult Literacy and Numeracy Skills (ALNS) Project

Learner's

Attendance Register



Sindh Union Council and Community Economic Strengthening Support Programme
SUCCESS is funded by the European Union



6. TRAINING OF MASTER TRAINERS, ALNS TEACHERS AND ADMINISTRATIVE STAFF

6.1 Training of Trainers (ToT) Workshop

The first TOT workshop, held in Hyderabad from 23-27 August 2021, was attended by more than 25 participants from Momentum and NCHD. Shabnam Farid, Prem Sagar, and Attiya Bhutto conducted the workshop. In the first session on the state of education and literacy, Prem Sagar said that the literacy rate in Sindh is stagnant. He pointed out that a huge number of out of school children and mothers' illiteracy are the main causes of low literacy. Female literacy rate in Sindh is 23%, he added. Describing the ALNS as the right call at the right time, he asked implementers to take full advantage of the support offered by TRDP.

In the second session on teaching methodology and adult psychology, Shabnam Farid discussed with the participants the knowledge adults already possess and their independent role. She added that adults often possess a lot of information and knowledge, despite being weak in reading, writing and numeracy skills. Different teaching methodologies and learning styles were shared and discussed with the participants.



Resource Person explained the teaching techniques to teach English alphabets, consonants, and vowels in the post-lunch session focused on the teaching of English Package "A". The participants were asked to study the English book and the teacher guide thoroughly and highlight strengths and weaknesses. Some other topics of the English language teaching were allotted to participants to assess their teaching methodology. Similarly, in the mathematics book Package "A", Shabnam asked the participants to share their strengths and weaknesses. The session was followed by sharing the teaching methodology of other concepts such as unit, tens, and hundreds as well as addition and subtraction etc.

The next two days were utilized for the teaching of Sindhi language. Miss Attiya Bhutto the resource person stressed on teaching the Sindhi language through the phonics approach and the keywords. Later, these words may be broken into simple syllables and alphabets. The session included a number of group activities.



In the end, the participants were awarded participation certificates. The District Education Officer Literacy was the Chief Guest on this occasion.

6.2 Orientation Session for the Master Trainers In Jamshoro

The TOT workshop conducted by JICA was followed by the Master Trainers' orientation workshop conducted by Momentum and NCHD from 27-30 September 2021 in Jamshoro. The objective was to prepare the Master Trainers for the teacher's training. The first session was on TRDPSUCCESS Programme. The TRDP introduction and its approach were shared by Abdul Samad and the details of SUCCESS Programme were explained by Ashok Kumar. The concept of community organization and the formation of local institutions like COs, VO, and LSOs was explained. In the last session, various themes such as andragogy (teaching methodology of adults), learning disabilities of adults, and setting up the Literacy Management Committee were explained by Mr. Iqbal-Ur-Rehman.

On the second day, teaching Mathematics, the use of learning aids for activity-based learning, and the introduction of numbers from 1 to 9, and the concept of zero were explained. The third day was devoted to the teaching methodology of the Sindhi language. It was a refresher of the previous ToT workshop. On the last day, the overall training plan for the teachers and lesson planning were discussed. The Master Trainers selected training venues for the upcoming teacher's training in their respective clusters.

6.2.1 Teachers Training in Jamshoro

The teacher's training workshops of 300 teachers from 20 union councils of Jamshoro were organized in the field in at 15-18 venues from 5-9 October 2021.

The expertise and services of 12 Resource Persons were the Field Officers of NCHD having more than 10 years of experience in training literacy teachers were utilized for the purpose. The Momentum staff in consultation with the TRDP Unit Office along with COs/VOs and LSOs finalized the training venues.

The criteria for the selection of venue were:



- Enough space to accommodate 25 to 30 teachers, where the Resource Person can conduct activity-based training without any hurdle.
- Availability of electricity
- Comfortable atmosphere
- Easily accessible
- Undisputed
- Availability of washroom.
- etc. etc.

Training material—whiteboards, markers, charts, flashcards, colors, writing pads, ballpoints, attendance sheets, and agenda – was provided at the venue in advance.

The topics of the teacher training sessions were:

- Psychology of the adults
- Teaching methodology of the adults/ andragogy
- Motivation of the learners
- Teaching methodology of the Sindhi book and use of teacher guide
- Teaching methodology of the Math book and use of teacher guide
- Teaching methodology of the English book and use of teacher guide
- How to develop supplementary reading material or local instructional materials
- Literacy Centre Management
- Use of Scheme of Study.
- Life skills

6.3 Orientation Session for the Master Trainers in Dadu

The main objective of the training in Dadu from 20-23 October 2021 was to prepare the Master Trainers for the teachers' training. The objectives, processes, and themes were almost the same as that of Jamshoro training.

The first session was on TRDP SUCCESS Programme. Ms. Humaira, an officer from TRDP Dadu, told the participants about TRDP and its approach, along with the concept of COs and their formation. Mr. Iqbal-Ur-Rehman explained the teaching methodology for adults, learning disabilities, and the establishment of a management committee.

On the second day, the participants were briefed about teaching Mathematics, the use of learning aids for activity-based learning, and the introduction of numbers from 1 to 9, and the concept of zero. Mr. Nabi Bakhsh conducted a refresher on the teaching methodology of Sindhi Language. On the last day, the training plan for the ALNS Centre teachers



and lesson planning were discussed. The Master Trainers selected training venues. Complete plan of training of teachers in 18 to 25 clusters, which include list of teacher’s clusters wise, venue of the training, training kit and Resource Person of the cluster.

6.3.1 Teachers Training in Dadu

The training workshop of 550 teachers from 25 union councils of Dadu was organized at 18-25 venues from 25-19 October 2021. Resource Persons 18-25 were the Field Officers of NCHD having more than 10 years of practical experience in training of the Literacy Teachers. The LASs attended the training and facilitated bringing in all trainee teachers. The Momentum staff in consultation with the TRDP Unit Office along with COs/VOs and LSOs finalized the training venues.

The criteria for the selection of venues were:

- i. Enough space to accommodate 25 to 30 teachers, where the Resource Person can conduct activity-based training without any hurdle.
- ii. Availability of electricity
- iii. Comfortable atmosphere
- iv. Easily accessible
- v. Undisputed
- vi. Availability of washroom.
- vii. etc. etc.

Training material - whiteboards, markers, charts, flashcards, colors, writing pads, ball points, attendance sheets, and agenda – was provided at the venue in advanced.

The topics of the sessions were:

- a. Psychology of the adults
- b. Teaching methodology of the adults/ andragogy
- c. Motivation of the learners
- d. Characteristics of the learning package of Sindh Government i.e., Package A of ALP
- e. Teaching methodology of the Sindhi language book and use of teacher guide
- f. Teaching methodology of the Maths book and use of teacher guide
- g. Teaching methodology of the English book and use of teacher guide
- h. How to develop supplementary reading material or AV aid



- i. Literacy Centre Management
- j. Use of Scheme of Study
- k. Life skills

some details about teacher training on terms of number of training and number of trainees teachers are given in the following table, also Training of Management Staff (LAS, M&E staff Data Collectors, NFEMIS staff, etc.)

Table 11: **Teachers Training**

S. No	Name of Training	No. of Trainings	No. of Teachers	Training Delivered By	Dates of Training
1	ToT of Master Trainers	1	40 Master Trainers	JICA Team	23-27 Aug, 2021
2	Orientation of Masters Trainers In Jamshoro	1	18 Master Trainers	Momentum Team	27-30 Aug, 2021
3	Orientation of Masters Trainers In Dadu	1	25 Master Trainers	Momentum Team	20-23 Oct, 2021
4	Teachers Training Jamshoro	15	300 Teachers	Master Trainers, NCHD	5-9 Oct, 2021
5	Teachers Training Dadu	22	550 Teachers	Master Trainers, NCHD	19-25 Oct, 2021

6.4 Orientation Session on Non-Formal Education Management Information System (NFEMIS)

The orientation session on Non-Formal Education Management Information System (NFEMIS), developed by JICA, was held on 27 July 2021 at TRDP head office in Jamshoro. On behalf of Momentum, Tanveer Ul Hassan participated in this workshop. JICA's MIS expert Mr. Ilyas, who was the resource person, highlighted the key features of the NFEMIS and gave a brief orientation about data entry in MIS. He explained the process of getting customized reports from the data entered. He demonstrated the data entry process in the NFEMIS practically and highlighted common mistakes and errors often made in this regard. The workshop was productive and useful.

6.5 Monitoring Team for Teachers Training

The teachers were provided hands-on training and applied participatory techniques to involve them in the training practically. The outcome of the pre-assessment and post assessment tests showed significant improvement in their learning. The district teams from NCHD and Momentum monitored training activities. The Staff Involved in the monitoring of the training activities were:

- Mr. Iqbal-Ur-Rehman, Momentum

- Mr. M. Tanveer Ul Hassan, Momentum
- Mr. Saeed Ghangro, Momentum
- 4 Taluka In-charges
- Mr. Imtiaz Rind, Deputy Director NCHD
- Pehlwan Magsi-NCHD



6.6 Teacher's Refreshers

6.6.1 Training Need Assessment (TNA) for refresher course

Momentum initiated a cluster-based training to reinforce the implementation of Scheme of Study and use of Package A teacher's guide. Under the guidance and supervision of the Director, Momentum Technical Support Unit designed a Training Need Assessment (TNA) form based on Likert Scale 1-5. The assessment was conducted by 192 field staff including ALC teachers, Taluka officers, Local Area Supervisors and District Managers.

TNA results showed that:

1. 85% of the teachers were looking forward to a better understanding of the Scheme of Study and Teachers' Guide.
2. Most of the ALNS teachers were found weak in pedagogical skills and learners' psychology
3. Majority of teachers were found very weak in diagnosing learners' performance/ achievement
4. 92% of the field staff need the skill of using the mobile for data collection and monitoring of the ALCs.
5. 78% of the teachers need understanding of the concepts related to life skills and Financial Literacy.
6. 60% of the teachers wanted to learn how to teach creative writing skills.
7. 60% of the learners wanted to learn the Numeracy Skills as per their needs i.e., how to make household budgets and record keeping of the expenditure and income.

District and Taluka wise TNA sampling details are given in the table below;



Table 12: Training Need Assessment Sampling

District	Tehsil/Taluka	Total Assessee	Percentage	ALNS Sample for 25%
Dadu	Dadu	159	21	8
	Johi	78	10	2
	K.N Shah	176	23	10
	Mehar	87	11	2
Dadu Total		500	65	81
Jamshoro	Kotri	50	7	1
	Manjhand	97	13	3
	Sehwan	97	13	3
	Thana Bula Khan	25	3	0
Jamshoro Total		269	35	24
Grand Total		769	100	192



6.7 Teachers Refresher on Scheme of Study in Dadu

Momentum believes in continuous capacity building of the staff in order to ensure the best outcomes. During the monitoring visits of Momentum and NCHD staff, it was felt that the teachers were lacking in understanding of the Scheme of Study as per demand of the Sindh Government Package A. Similarly, the teachers were lacking in teaching of Sindhi and Maths as per the suggested methodology to teach the Adult Learners. To address these issues, a daylong refresher course was arranged for all teachers at their respective clusters. All teachers in Dadu, in total 500, were trained at 19 different locations.



6.8 Teachers Refresher on Scheme of Study in Jamshoro

A similar refresher course was also arranged for the teachers in Jamshoro. All 269 teachers were trained at 12 different locations/ clusters. The said refresher course was organized to address Training Need Assessment of teachers.



7. DISTRIBUTION OF LEARNING MATERIALS TO THE ALNS CENTRES

7.1 Books & Materials Supplied / Distributed

The Momentum consortium purchased, supplied and distributed textbooks, writing material, and other necessities required to run the ALNS Centres in Jamshoro and Dadu. All the materials were delivered to the district officers of Jamshoro and Dadu. Subsequently, the learning material was supplied to clusters (13 clusters in Jamshoro and 19 in Dadu). Then the said materials were delivered to the literacy Centres directly through proper logistics by using delivery chain strategy.

Following items and support was provided to the ALNS Centres:

1. Set of books, teacher guides and notebooks (set of books consisting of six books and two notebooks)
2. Blackboards, chalk, duster, and mats.
3. Water-cooler
4. Teacher's training
5. Monitoring support etc.



8. MONITORING MECHANISM OF THE PROJECT

8.1 Monitoring Mechanism, System and Process

8.1.1 MONITORING AND EVALUATION SYSTEM

Once the Centres have been established and started functioning it was important to carry out their regular monitoring and evaluation. To make a project regular, successful, efficient, and effective monitoring and evaluation is one of the key steps. The main purpose of monitoring is facilitation and guidance.

Once a Centre is established, baseline assessment of learners is to be carried out. Observation forms are to be filled at every visit. The details regarding methods of monitoring and assessment, monitoring and assessment tools and how to use them are described later. The formats are also given in the Annex.

The purpose of monitoring visits is to check the progress of teachers and learners. Momentum monitors are instructed to view monitoring visits as classroom facilitations and to maintain a friendly rapport with teachers and learners. These monitoring visits are very effective since they are a form of quality control for the Programme. Quality assurance at the grass root level is imperative not only for designing a standardized instructional system but also for long term sustainability and development.

8.1.2 Monitoring Schedule for ALNs Centres

Keeping in view the monitoring needs/requirements MV placed multiple tired field monitoring staff with well-planned and strict schedules so that all the deliverables could be delivered successfully or learning quality could not be compromised. The following visits was scheduled by the filed implementation staff on the field of ALNS project.

i. District Manager

- District managers visited LCs and LAS as per planned monthly itinerary.
- District managers conducted visits at least 02 LCs and 01 LAS every week and compiled a monitoring report.

ii. Literacy Coordinators

- Literacy Coordinators (LCs) visited each ALNS centre at least once a month.
- LCs conducted visits to every member of real time assessment staff at least once a week.

iii. Local Area Supervisors

- Local area supervisors (LAS) visited each ALNS centre at least once a week.
- LAS conducted real time assessment staff at least twice a week.

All the staff members deployed on monitoring fulfilled monitoring reporting related requirements as per the monitoring reporting structure.

The following activities are monitored with the help of specific checklists and formats developed particularly for this purpose.

- a. Basic Information of the ALC
- b. Administrative Information of the Centre
- c. Teachers' Training/ Refresher Training
- d. Syllabus Coverage as per Scheme of Study
- e. Observation Checklist for Teaching and Learning of Sindhi/ Mathematics/ English

Figure 5: **Administrative / Management Structure for ALNS Implementation**



8.1.3 Roles and Responsibilities for use of Monitoring and Assessment System:

8.1.3.1. ALC Facilitator/Teachers

a. Maintain attendance register by

- writing names of learners every month manually in the provided attendance register
- Mark attendance of learners daily
- Mark attendance register with monthly closing of every individual learner's attendance. Complete the attendance register manually.

b. Conduct Weekly Assessment for learning

- To conduct learners' assessment for the subject Sindhi, English and Mathematics on a weekly basis.
- Report expected dropout reasons with LAS on every Saturday.
- Discuss mitigation strategy for dropout recovery.
- Conduct meeting with expected dropout's family or CO or village committee members
- Discuss the weekly assessment results with learners for improvement
- Conduct Monthly Assessment for learning
- To conduct learners' assessment for the subject Sindhi, English and Mathematics on a monthly basis use monthly assessment from the course ALP Package A.

8.1.3.2. ALC Local Area Supervisor

- i. Visit at least 3 ALNS in the assigned Union Council of the respective Taluka of the district
- ii. Record ALNS monitoring form for the following information for each visited ALC by using monitoring formats
 - Basic Information of the ALC

- Administrative Information of the Centre
 - Teachers' Training/ Refresher Training Record
 - Syllabus Coverage as per Scheme of Study Information
 - Observation Checklist for Teaching and Learning of Sindhi/ Mathematics/ English
 - Discuss the monitoring report of the previous week for improvement with ALC Teacher
- iii. Following reports would be collected from the ALNS Centre.
- Weekly attendance record of ALC UC-wise
 - Weekly/ monthly/ Mid Term assessment results of ALNS Centres
 - Syllabus Coverage as per Scheme of Study Information
 - Observation Checklist for Teaching and Learning achievements of the learners in Sindhi/ Mathematics/ English
 - Expected dropout learners
 - Weak learners as per assessments reporting
- iv. Discuss the monitoring report of the month for improvement with ALC Taluka In-charge

The Project Management Unit oversees the monitoring and evaluation with the support of district managers and other team members including Literacy Coordinators, LASs plays a key role in implementing M & E and daily providing data to PMU. Apart from the proper use of facilities and services, teachers' presence and learners' attendance are monitored. Additionally, the quality of learning and achievements are also monitored throughout the project to keep the team on track. With the support of Literacy Coordinators, LASs conduct monitoring visits and report on daily, weekly, and monthly basis to DMs and PMU.

8.1.4 Corrective Measures adopted based on Monitoring Results

Based on the findings of the monitoring visits administration and management of the Centres improved; teachers' presence and punctuality, teachers' performance enhanced; learners attendance maximized; enrollment of learnedness increased; and dropout reduced; participation and involvement of community ensured; quality of learning enhanced overall performance of ALNS centres improved.

8.2 Findings of Monitoring

8.2.1 Facilitator/Teacher's Attendance

Strict and effective monitoring and supervision system of the project regulated and considerably improved the teacher's presence in the centre. The challenge of teachers' absence has been addressed satisfactorily in both districts, not only the presence of teachers but also the regularity and punctuality of ALNS centre learners was ensured through a strict monitoring system. The major and effective role in this regard was played by the Local Area Supervisor (LAS).

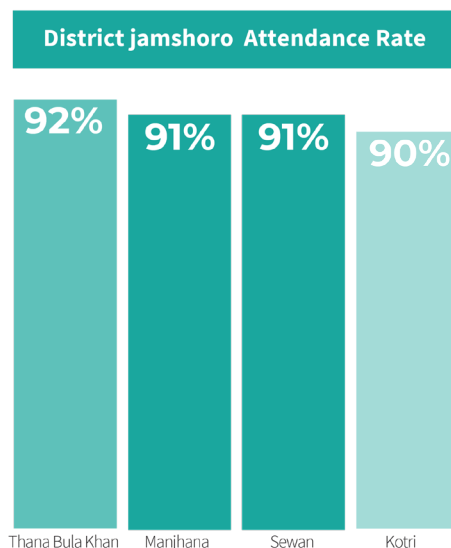
8.2.2 Monitoring of facilitator/teacher's attendance

The past experience provides convincing evidence that one of the major issues of adult literacy Centers opened in different provinces of Pakistan had been low attendance rate of learners particularly women learners due to various reasons and as factors such as loose and ineffective monitoring system and structure. However, it is very encouraging to observe that the average attendance rate of ALNS Centres learners have been the of 88 – 92% the district wise attendance situation remained as follows;

8.2.3 District Jamshoro Attendance Rate

In district Jamshoro the highest attendance rate was that of Taluka Thana Bula khan at 92% followed by the Manjhana and Sewan 91% each. The attendance rate of Taluka kotri was fairly high i.e., 90% very close to other Talukas of the district's as highlighted the attendance graph given below:

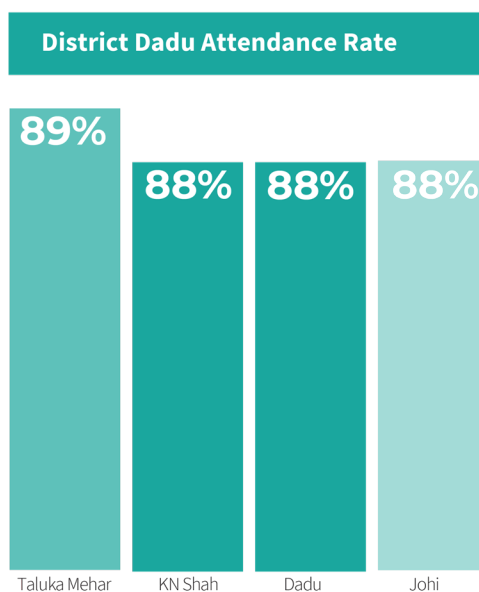
Overall, the attendance rate of Jamshoro ALNs Centres is better than the Dadu district learner's attendance. However, the difference is very nominal.



8.2.4 District Dadu Attendance Rate

In district Dadu overall average attendance rate of the learners has been 88% during the second quarter. Taluka Mehar attendance rate was the highest i.e., 89% followed by other three talukas (K N shah, Dadu & Johi) 88% each for details see the graph given below comparative analysis of attendance rate.

The impact of the strict and effective monitoring and supervision system is evident from the high attendance rate and performance achievement of the learners of ALNS Centres as highlighted above.



8.2.5 Taluka Wise District Dadu Material Availability

One of the main objectives of the monitoring team to ensure the supply and/ascertain the availability and utilization of the material supplied to ALNS Centres. The major findings are highlighted in the following graph.

The above graph indicates the supply, availability and utilization of the material supplied to ALNS Centres in district Dadu. The graph indicates the following status.

- Attendance register was available and found updated in almost all the ALNS Centres of Dadu.
- Sindhi, English and Maths books were also available and used in all ALNS Centres.
- Similarly, Blackboards, chalks, floor mats and water coolers were found available in all the Centres.
- scheme of study and teachers guide was also available and used for teaching-learning.
- Writing material such as writing notebooks, pencils, etc. were also available in all the Centres of Dadu districts.
- In a few cases the learners were found without pencils.

8.2.6 Taluka Wise District Jamshoro Material Availability

ALNS Centres were visited as well monitored by the MV monitoring team to ensure the availability and utilization of the learning material. The status of material supply, availability and use in district Jamshoro was cent per cent as was in good shape.

The graph indicates the following status.

- Attendance register was available and used in almost all the ALNS Centres of Jamshoro.
- Sindhi, English and Math books were also available and used in 100% ALNS Centres.
- Similarly, Blackboards, chalks, floor mats and water coolers were found available in all the Centres.
- scheme of study and teachers guide was also available and used for teaching-learning.
- Writing material such as writing notebooks, pencils, etc. were also available in all the Centres of Jamshoro districts. However, in a few Centres the learners were without pencils.

8.2.7 Taluka wise District Jamshoro Learners Performance

The monitoring team during the visit assessed the performance/learning achievements of the learners in the subjects of Sindhi language, Basic Maths and English language. The questions indicators on the basis of which performance was assessed along with the results were as follows;

Table 13: **Learner's Performance-Jamshoro**

Indicators	Talukas			
	Kotri	Manjhan	Sehwan	T.B.K
Percentage of learners who were able to read and write sindhi language alphabets	85%	88%	88%	87%
The percentage of learners who can read and write sentences in sindhi language	79%	85%	87%	87%
Percentage of learners who can identify numbers from 1 to 100	72%	87%	81%	85%
Percentage of learners who can write English Alphabets	74%	84%	76%	75%

8.2.8 Taluka wise District Dadu Learners Performance:

District Dadu also has four talukas i.e., Johi, Dadu, Sehwan K.N Shah and Mehar. The overall status of learner's ability/achievement of the district district Dadu is given as follows;

Table 14: **Learner's Performance-Dadu**

Indicators	Talukas			
	Johi	Dadu	Sehwan K.N. Shah	Mehar
Percentage of learners who were able to read and write sindhi language alphabets	85%	90%	88%	85%
The percentage of learners who can read and write simple sentences in sindhi language	84%	85%	84%	82%
Percentage of learners who can identify numbers from 1 to 100	87%	84%	90%	87%
Percentage of learners who can write English Alphabets	79%	83%	82%	80%

If we compare the subject wise performance of the learners, the above-mentioned data/statistics indicates that overall performance in all subjects is almost 85% which is fairly high. The performance of the learners of district Jamshoro is slightly better than the Centres/learners of the district Dadu. the overall performance of the learners in Sindhi language is better than basics Math and English Language. The overall achievement/performance in English language is comparatively lower than the other two subjects. After sindhi language the

next highest performance was found in the subject of basic maths. In short, learner's subject wise achievements where the highest score was in Sindhi language followed by Basic Math and the English language. The overall percentage wise score ranges between 72% the lowest in Basic Maths in Taluka Kotri to 90% in Sindhi Language in taluka Dadu as well as Basic Maths in Taluka Sehwan K.N.Shah.

8.2.9 Taluka Wise Teachers Performance/Contribution in District Jamshoro;

Table 15: **Teacher's performance -Jamshoro**

Indicators	Talukas			
	Kotri	Manjhan	Sehwan	T.B.K
Percentage of teachers who conduct literacy, numeracy and life skills based collective exercises	100%	100%	100%	91%
Percentage of teachers who follow the scheme of studies	100%	100%	100%	100%
Percentage of teachers who assessed and ensured that learners learned the lesson	79%	88%	86%	85%
Percentage of learners who were taking full interest in the lesson	83%	88%	87%	88%

The monitoring team also assessed teachers' performance. Indicator wise and taluka wise teacher performance of district Jamshoro teaches was as follows;

8.2.10 Taluka Wise Teachers Performance/Contribution in District Dadu;

The monitoring team also assessed teachers performance. Indicator wise and taluka wise teacher performance of district Dadu teachers was as follows;

Overall teacher performance of both the districts with respect to the above-mentioned indicators is appreciated. The facts and figures indicate that more than 80% of the teachers of both districts do conduct collective exercises; understand and follow the scheme of studies as well as interact with the learners to assess their interest in learning and ensure that learners understand and learn the lesson.

Table 12: **Teacher's Performance -Dadu**

Indicators	Talukas			
	Johi	Dadu	Sehwan K.N. Shah	Mehar
Percentage of teachers who conduct literacy, numeracy and life skills based collective exercises	82%	85%	86%	84%
Percentage of teachers who follow the scheme of studies	83%	84%	85%	83%
Percentage of teachers who assessed and ensured that learners learned the lesson	84%	85%	86%	85%
Percentage of learners who were taking full interest in the lesson	82%	85%	85%	84%

8.2.11 Overall Impact on the Performance of ALNS Centres:

The overall impact of effective monitoring and supervision systems on the performance of ALNS Centres can be access trained through the following success.

- i. Teachers' absenteeism minimized / reduced
- ii. The attendance of the learners substantially improved
- iii. The management and discipline of the Centres maintained
- iv. The cleanliness status of the majority of the Centres improved
- v. ALNS Centre teacher performance improved and the coverage of course curriculum as per scheme of studies ensured.
- vi. ALNS learners learning quality and reporting achievement performance improved, Coordination and communication at various level strengthened

9. COURSE COVERAGE AND QUALITY ASSURANCE

9.1 Establishment of Technical Support Unit to Ensure Learning Quality

In order to improve the quality of learning a Technical Support Unit was established. The main members of the said technical unit were as follows;

- Dr. Muhammad Saleem
- Mr. Iqbal ur Rehman
- Mr. Ghulam Shabbir
- Mr. Azmat Qazi
- Miss Saba Ishrat

The function performed of Technical Unit were as follows;

- Developed subject wise Scheme of studies
- Developed supplementary reading material (SRM) for learners
- Developed instructional material for teachers
- Developed assessment tools to assess the performance of learners
- Developed life skill activities performed in the ALNS Centres to enrich the literacy and numeracy skills of the learners
- Conducted monitoring visits of the ALNS Centres to ensure the quality of learning
- conducted training need assessment of the teachers
- conducted refresher courses for the teachers based on training need assessment



9.2 Curriculum & Course Content

9.2.1 Subject wise knowledge (Concepts and contents) Life skills and values Taught

The Curriculum or course covered/ thought in ALNS Centre is as given below

- i. Sindhi Language
- ii. English Language
- iii. Basic/ fundamental math
- iv. Life skills
- v. Imparted moral values
- vi. Financial literacy and skills

The details of the concepts, contents knowledge, skills and values as well as literacy tools such as literacy, numeracy, expression both oral and digital taught in the Centres are as follows;

9.2.2 Sindhi language Sindh Government Package (A) Book Content

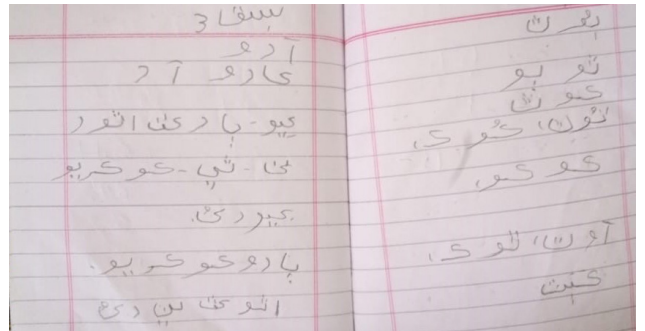
a. Reading

- Identification of sindhi language alphabets
- Expression of sound of alphabets
- Reading of compound words
- Reading of simple sentences
- Reading of compound word complex sentences
- Reading short paragraph



b. Writing

- Writing of sindhi alphabets
- Writing of simple small words syllable words
- Writing of counting from one to ten
- Writing of short sentences



9.3 Subject wise Learners Achievements/ Performance

Performance of ALNS Centres with respect to learners' achievement based on regular assessment learning contents such as knowledge, skills, values and attitude as well as learning tools i.e., literacy, numeracy and verbal expression is appreciable.

9.3.1 Sindhi Language

a. Reading Skill

- Almost all the learners can identify and read the Sindhi language alphabets
- Majority of the learners can read and make words using the alphabets
- More than 50% learners can read and make simple sentences

b. Writing Skill

- Majority of the learners can write Sindhi language alphabets
- Almost 50% learners can write simple words

9.3.2 Maths

- Almost all the learners can recognize / identify and count the digits from zero to 10.
- 50% of the learners can count from zero to hundred
- Most of the learners can do simple calculations i.e., sums such as one digit plus and minus without carry
- Learners have been taught tables from 2 to ten.

9.3.3 English Language

a. Reading Skill

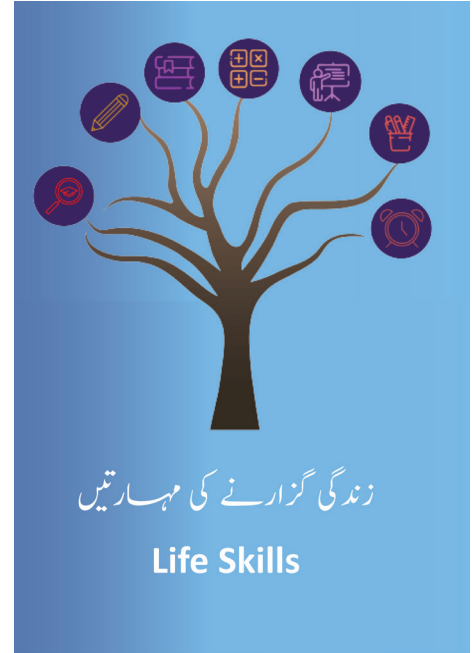
- Almost all the learners can identify/recognize and read the English alphabets (capital letters)
- Almost all the learners can identify/recognize and read English alphabets (small letters)
- Some of the learners can make and read simple words using the English alphabets

b. Writing Skill

- Majority of the learners can write English alphabets both capital and small
- Few of the learners can write simple words using English alphabets

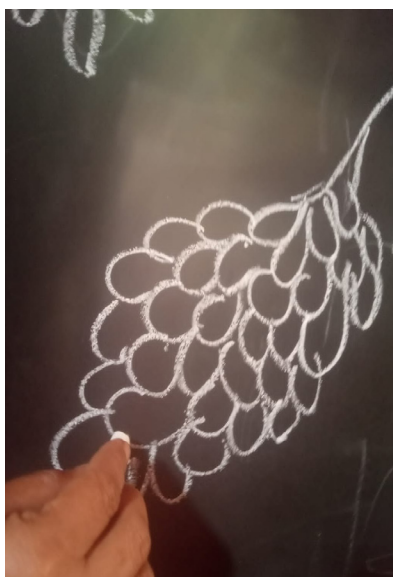
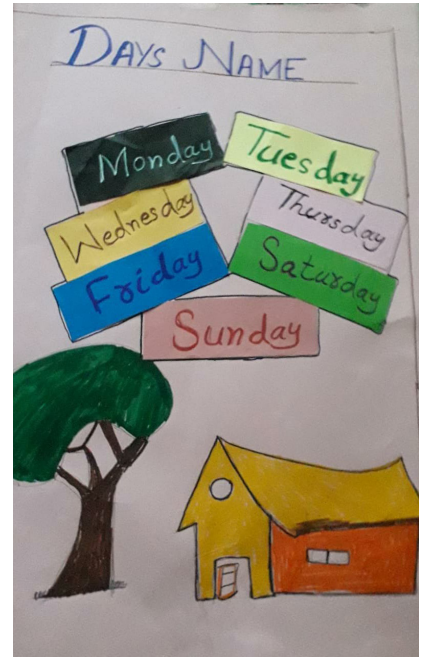
9.4 Life Skills and Character Building of Learners through Supplementary Materials

- Almost all the learners can write their names
- In this regard, almost all the learners can sign their names
- ALNS Learners have been taught about the use of calculators and mobile phones etc.
- A booklet consisting of around thirty life skill-based activities has been written and provided to ALNS Centres to perform and practice the said activities in the Centres and impart life skills as well as enrich the literacy and numeracy skills.
- Learners have been taught about cleanliness as well trained (practice as well)
- Learners have been taught and trained in various modes and methods of discipline.
- ALNS Centres also teach the basic concepts and knowledge of religion.
- Etc., etc.



9.5 Art Work

- The artwork of the learner is very interesting and impressive. It includes the following variety and kinds of things, shapes and models etc.
- Subject wise learners' performance is attached in pictures;



9.6 Measures Taken to Ensure & Improve Learning Quality

Along with access and quantity (number of learners), the quality of learning has been emphasized under the ALNS project. The major steps taken to ensure and improve the quality are;

1. Developed and practiced material and activities for moral education and character building of learners
2. Developed teaching learning and instructional materials such as charts, flashcards, audios, and videos etc. to ensure the quality of learning
3. Developed and launched comprehensive scheme of study for guidance of teachers
4. Developed a comprehensive document on life skills to be imparted / taught at the Centres
5. Established Technical Unit to monitor and guide Master Trainers and teachers to ensure and improve quality of learning
6. Developed a full-fledged teacher assessment, learner achievement assessment, and evaluation system
7. Devised Programme/ system to assess the Training Needs Assessments of ALNS teachers and fulfill the identified/ addressed needs through refresher courses
8. Capacity building of teachers in delivery of model lessons through use of audio-visual aids etc.

10. ASSESSMENT AND EXAMINATIONS

As per assessment requirement momentum has conducted 2 structured assessments (Apart from weekly and monthly assessment tests). The main assessments conducted;

10.1 Mid-Term Assessment

Mid Term Assessment conducted in February 2022 (After 4 months of establishments of Centres). Performance of ALNS Centres (as on 31st January) with respect to learners' achievement based on Mid Term Assessment learning contents such as knowledge, skills, values and attitude as well as in learning tools i.e., literacy, numeracy and verbal expression is approachable. As per weekly, monthly, and mid-term assessment a brief overview of the assessments findings is as follows;

10.1.1 Sindhi Language

a. Reading

- Almost all the learners can identify and read the Sindhi language alphabetic
- Majority of the learners can read and make words using the alphabets
- More than 50% learners can read and make simple sentences

b. Writing

- Majority of the learners can write Sindhi language alphabets

Almost 50% learners can write simple words

10.1.2 Math

- Almost all the learners can recognize and/identify and count the digits from zero to 10 (0-10)
- 50% of the learners can count from zero to hundred
- Most of the learners can do simple calculations sums such as one digit plus and minus with one carry
- Learners have been taught tables from 2 to up-to ten.

10.1.3 English Language

a. Reading

- Almost all the learners can identify/recognize and read the English alphabets (capital letters)
- Almost all the learners can identify/recognize and read English alphabets (small letters)
- Some of the learners can make and read simple words using the English alphabets

b. Writing

- Majority of the learners can write English alphabets both capital and small
- Few of the learners can write simple words using English alphabets



10.2 Final Assessment Process & Procedure

Final Assessments conducted after completion of course under the supervision of directorate of Literacy and Non formal Education Sindh Education and Literacy Department Government of Sindh. The steps and processes adopted for final assessment of ALNS centre learners were as given below:

As per project ToRs the Directorate of Literacy and Non-Formal Education Sindh was supposed to monitor the assessment process and procedure and issue the certificates to the successful learners.

The said Directorate and TRDP signed a Memorandum of Understanding (MOU). Subsequently, Deputy Director Literacy from Directorate of Literacy was deputed by the Government as focal person for final assessment.

As a next step, a coordination meeting of the representatives of Momentum, NCHD and Directorate of Literacy was held in Karachi on Monday 09 May 2022, Monday.

The major decisions made in the said meeting were as follows.

- i. The final assessment paper draft was discussed in detail. It was ensured that the paper was in line with the course / curriculum furthermore, the assessment also covered the concepts, contents and skills related to life skills, financial literacy and religious education and training.
- ii. The proposed work plan and strategy for conduction of final assessment was also discussed, reviewed and approved.
- iii. The answer sheets / paper will be marked by the respective ALNS centre facilitator (Teachers).
- iv. It was decided that score / marks of each learner will be entered in the NFEMIS and a consolidated taluka wise mark sheets will be prepared for each district i.e., Jamshoro and Dadu.
- v. Subsequently TRDP will submit marks sheets to the respective DEO Literacy in Jamshoro and Dadu through its Implementation Partners i.e., NCHD and Momentum Ventures Pvt Ltd. for consideration and signature.
- vi. It was also decided that the certificate of each successful learner will be signed by Programme Director Momentum Mr. Iqbal Ur Rehman and CO Signed by respective DEO of the District.
- vii. The above-mentioned decisions of the meeting were implemented verbatim.



10.3 Final Assessment Results

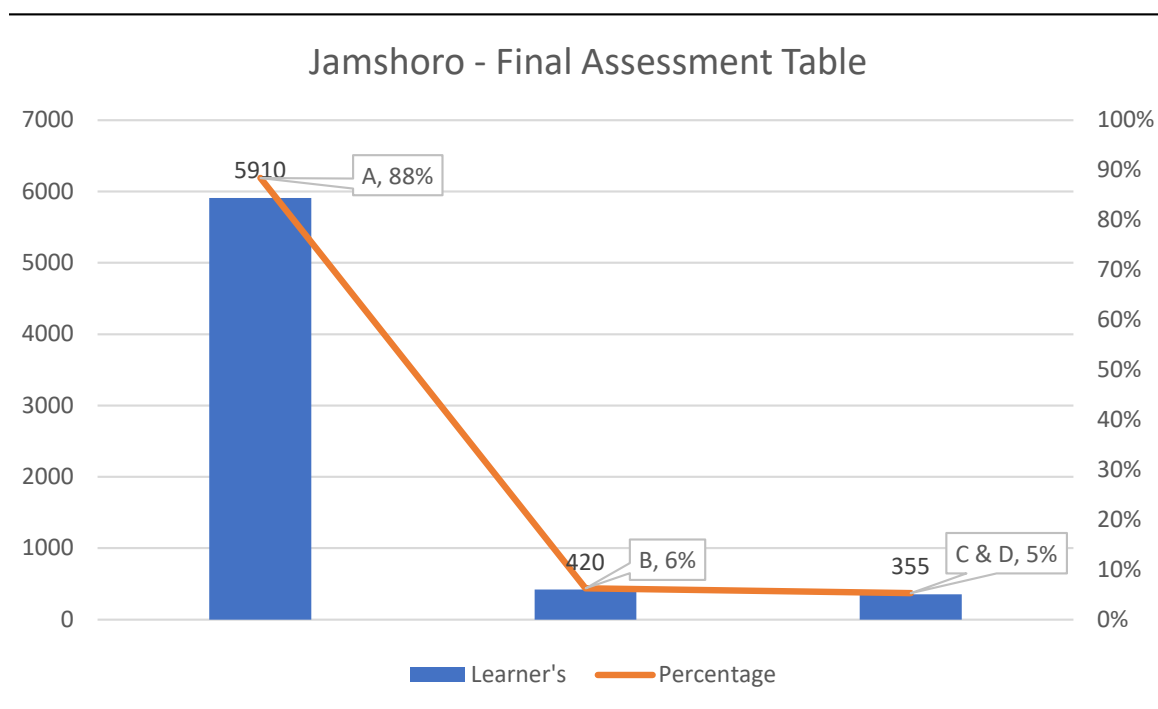
8. The final assessment paper was discussed in detail and approved by the competent authority. the majority focus of the paper was on reading and writing of Sindhi Language, alphabets, reading and writing of simple sentences in Sindhi; reading and writing of English language alphabets and identifications of numbers from 1-9 etc. etc. the results of Jamshoro ALNS Centres learners are as follows;

10.3.1 District Jamshoro

The total number of centres opened and run-in districts Jamshoro were 269 Whereas, the number of learners who completed the learning course were 6685 The final results have been reflected in the following graph.

- In district Jamshoro out of total 6685 learners 355 (5%) secured “C & D” Grades in the final assessment test.
- Whereas, 420 (6%) learners secured “B” Grade in the final assessment test.
- Out of 6686 total learners who completed the literacy course 5910 (88%) secured “A & A+” Grades in the final assessment test.

Figure 6: Final Assessment Result Jamsharo



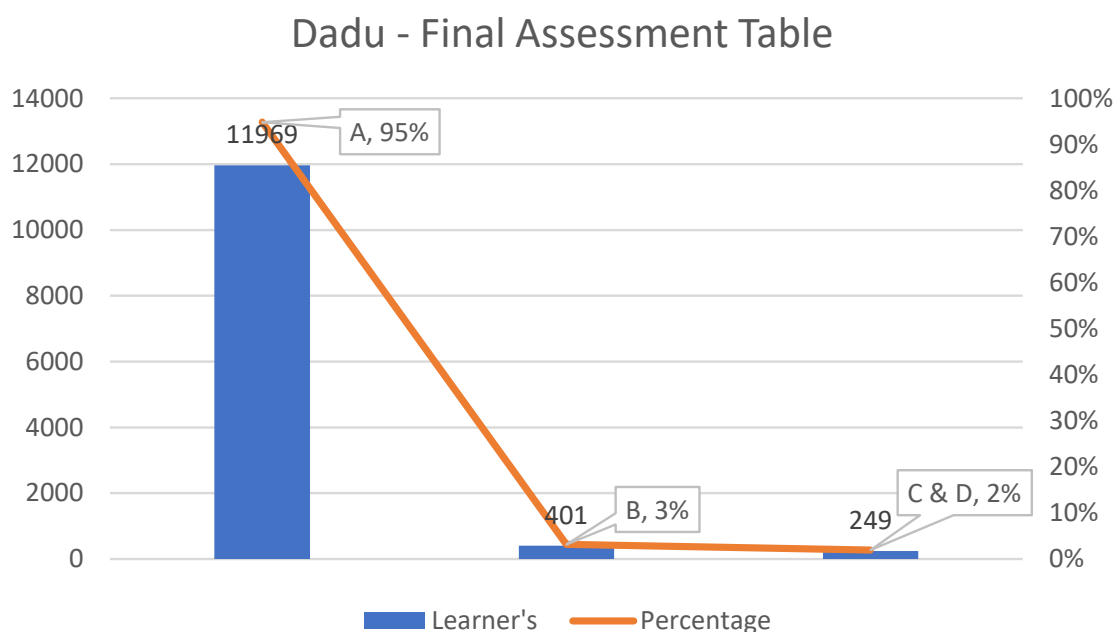
10.3.2 District Dadu

The total number of centres opened and run-in districts Dadu were 500 Whereas, the number of learners who completed the learning course was 12619. The final results have been reflected in the following graph.

As per above mentioned graph the districts wise results of learners are as follows;

- Out of total 12619 learners of Dadu 249 (2%) secured “C & D” Grades in in the final assessment test.
- Whereas, 401 (3%) able to secured “B” grade in the final assessment of literacy course.
- Almost, 11969 (95%) learners got “A & A+” grades.

Figure 7: Final Assessment Result Dadu



10.4 Comparative Analysis

Overall, most of the learners showed good performance and secured high grade. hardly, 7% learners showed low performance and secured “C & D” grades and 9% learners got “B” grade

11. CERTIFICATION OF THE LEARNERS OF ALNS CENTERS

As per ALNS Project one of the most significant deliverables was to issue Certificates to all the successful Learners of ALNS Project. The Certificate should be endorsed and signed by the Directorate of Literacy and NFE. The following steps were adopted for achieving the target of issuance of certificates to the learners.

- Preparation of MoU and Signing of MoU
- Meeting for finalization of the Questionnaire and schedule of conducting the Assessments and Certificate for the Learners to be issued to the successful learners.
- Monitoring of the Assessments in the field.
- Marking of the papers duly filled by the learners.
- Compilation of the Answer sheets and the whole data.
- Entry of the Assessment Data in the NFEMIS.
- Printing of Certificates
- Signing of the certificates by TRDP
- Signing of the Certificates by DEO Literacy
- Distribution of the certificates to the successful learners.



Preparation of MoU and Signing of MoU

The Provincial Government of Sindh is also a stakeholder of the SUCCESS Programme, the ALNS Project was also designed as per the standards and procedures of the Directorate of Literacy and NFE Sindh. The Literacy Course and the Assessments were also deliberated in line with their standard practices. In this regard a MoU was submitted to School Education and Literacy Department (SELD) Sindh by TRDP. Momentum and NCHD teams provided technical and administrative support to officially sign the document. Slight changes were made in the document and after numerous consultations and meetings the draft of the MoU was finalized and signed on March 08, 2022 at Islamabad in the presence of Secretary SELD Sindh.



Meeting for finalization of the Questionnaire and schedule of conducting the Assessments and Certificate for the Learners to be issued to the successful learners.

Many follow-up meetings were organized for the finalization of the Questionnaire of the final Assessment, schedule of the Assessment and monitoring of the Assessments by the DEO Literacy Jamshoro and Dadu.

The Assessment Questionnaire was prepared as per the required reading, writing and numeracy skills based on SLOs mentioned in the Curriculum.

The Certification of the Learners was also finalized in this meeting too with the technical support of the Directorate of Literacy and NFE headed by Deputy Director.

Monitoring of the Assessments in the field

The Assessment tests of the were conducted by the teachers under the supervision of Local Area Supervisors, for quality assurance the Taluka In charge and the District Managers and their teams visited the centers where the assessment was in progress.

The District Education Officer Literacy Jamshoro and Dadu also visited the Literacy Centers on their respective districts to supervise the final assessments of the learners in the field. Both of the honourable Government Officials expressed their complete satisfaction on the quality and the transparency of the final Assessments.

Marking of the papers duly filled by the learners

The teachers checked the papers and awarded marks in accordance with the answers of the learners. The papers were duly checked by the Local Area Supervisors and the District Managers. In few of the centers the district teams found ambiguity, the re-assessment was undertaken in order to ensure the quality and transparency.

Entry of the Assessment Data in the NFEMIS.

The data of the marks obtained by the learners were compiled and entered in the NFEMIS under the supervision of JICA focal person.

Printing and signing of the Certificates

The Certificates duly approved by the Directorate of Literacy and NFE Sindh were printed and submitted for signing it to the following Officers:

Jamshoro

- Signing of the certificates by TRDP Programme Manager on June 01, 2022
- Signing of the Certificates by DEO Literacy Jamshoro on June 02, 2022

Dadu

- Signing of the certificates by TRDP Programme Manager on June 02, 2022

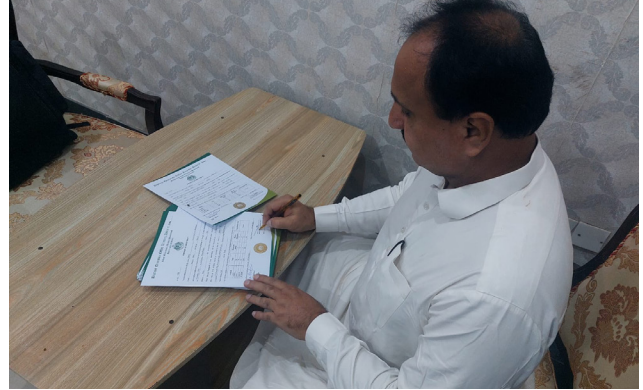
- Signing of the Certificates by DEO Literacy Dadu on June 03, 2022

Distribution of the certificates among the successful learners.

DEO Literacy Jamshoro Mr. Sahmas-ud-Din is Signing the Certificates



DEO Literacy Dadu Mr. Sarwar Babar is Signing the Certificates



Distribution of Certificates to the Learners

The certificates have been



distributed among the successful learners of the ALNS Project. It is an authentication that they are literate and use this certificate of skill training Institutes and other benefits they could receive.

12. EVENTS, COORDINATION MEETINGS AND VISITS

12.1 Inauguration ceremony of the ALNS Project

The Chairman NCHD was the chief guest at the launching ceremony of the ALNS project at Kalo Khan Palari on 9 September 2021. The main speakers at the ceremony included Saba Mehmood, Director Literacy and Non-Formal Education Directorate, Dr. Khadim Lakhair, Member TRDP Board of Directors, Allah Nawaz Samoo, CEO TRDP, Abid Gill, Deputy Chief Advisor JICA, Dr. M. Saleem, Executive Director Momentum, Abdul Qadir Iqbalani, Assistant Commissioner Thano Bula Khan, and Saima, Chairperson of a local support organization. The launching of project was also addressed by Fazal Ali Saadi, Programme Manager SUCCESS RSPN, Ghulam Mustafa Jamro, Programme Manager NRSP, Jamal Shoro, Programme Manager SRSO, Mehtab Memon, Deputy Director Social Welfare Department, and NCHD officials. The participants comprised representatives of the women community institutions, NCHD, JICA, MV, ZABIST, ZABTECH, IRM, SEF, civil society organizations, and senior officials of government departments, along with SUCCESS IPs including SRSO, NRSP, RSPN, and journalists. The honorable chief guest inaugurated the newly established Centre and met with enrolled learners. The inauguration was followed by the tree plantation in the Centre's courtyard.

Some of the glimpses of the inauguration ceremony are given below;



12.2 International Women Day Celebration of 2022

A two-day (March 8th and 9th 2022) event in connection with international Women Day celebrations was conducted at Lok Virsa Islamabad. The event was initiated, proposed by TRDP and organized by Momentum, NCHD and TRDP jointly. The objective of the event was to promote the cause of women literacy leading to women empowerment specially to highlight the need of women literacy in Sindh Province. The event was attended by the representative of government, EU, JICA, INGOs, NGOs, employees of NCHD including the founder of 1st chairman of NCHD experts of non-formal education, Secretary of Information Technology and others. The local number of participants including women was around 100. In the event the work of local artisans of Sindh province was also displayed for the purpose. Stalls were set in the premises of the event hall. The art work displayed includes applique work, traditional craft, clay pottery, climate smart related agriculture products, food security and nutrition, needle work etc.

The Programme included two panel discussions and solutions of women literacy, in general, and over all literacy in particular. The main focus of the panel discussion was use of the inter alia and communication technologies (ICT) for promotion of literacy as well as skill literacy, digital literacy and financial literacy.

valuable suggestions and strategies were recommended to promote female literacy to ensure women empowerment. These suggestions also involve approaches to be adopted to promote women literacy.





12.3 Coordination Meetings

Number of coordination meetings were held with the implementation partners. The main objective of these meetings was to ensure the coordination in planning and implementation of project activities and implementation of project activities, Orientation of master trainers; training of ALNS teachers, establishment of ALNS Centres and monitoring and supervision of Centres etc. A brief overview of coordination meetings held at the project preparation, learning, implementation and completion stages is as follows;

12.3.1 Coordination meeting with TRDP

The coordination meeting was held on 7 August 2021 at TRDP head office Jamshoro. Iqbal-ur-Rehman, Ghulam Shabbir and Tanvir-ul-Hassan represented Momentum at the meeting. The TRDP team was headed by Jai Parkash. The Momentum representatives shared the main implementation strategies. There was lengthy discussion on social mobilization and reporting mechanisms. The TRDP Programme Manager stressed for making ALNS a success and talked about high expectations from Momentum and NCHD. He was assured that Momentum would make every effort to meet these expectations.



12.3.2 Coordination Meeting between NCHD and Momentum Ventures

The coordination meeting between NCHD and Momentum was held in Hyderabad on 1 September 2021.

The participants of the meeting were:

a. NCHD

- Muhammad Riaz Ahmed, Focal Person ALNS project
- Tahir Zubair, National Programme Coordinator Islamabad
- Pehlwan Khan Magsi, Deputy Director Dadu
- Afshan Adeel, Deputy Director Jamshoro
- Muhammad Saeed, Assistant Director Dadu
- Mansoor Leghari, Assistant Director Hyderabad

b. Momentum

- Iqbal-ur-Rehman, Director Programmes
- M. Tanveer Ul Hassan, Project Manager, ALNS
- Hafiz Abdul Rehman, Reporting Officer

The agenda of the meeting was:

- Discussing the progress of the ALNS Project
- Defining roles and responsibilities of various stakeholders for ALNS project
- Discussing and finalizing progress reporting mechanism

The Project Manager from Momentum briefed the participants about the SUCCESS Programme and ALNS project. He informed the participants that the consortium of NCHD and Momentum will establish 768 Adult Literacy Centres in Dadu (500) and Jamshoro (268) and a total of 19250 learners will be enrolled. The learners are the illiterate women already registered with the TRDP under the SUCCESS Programme.

Iqbal-Ur-Rehman said the Master Trainers workshop was completed with the support of JICA and the launching ceremony will be on 9 September 2021 in Jamshoro. The Chairman NCHD and DG NCHD along with CEO TRDP will attend the event.

Riaz, Focal person of ALNS from NCHD, informed the meeting about the roles of the two organizations in the project.

NCHD is engaged with training, monitoring, conducting meetings of the LAS and reporting of the activities for the project. Whereas Momentum is responsible for technical backstopping, implementation, financial disbursements and reporting of the activities.

He stated that it would be a joint project and vowed to make it a success. He added that the chairman NCHD was taking keen interest in the ALNS and would allocate resources to make it a model project.



12.3.3 Meeting with CEO TRDP

A Momentum team visited TRDP office on 4 October 2021 in Karachi. Allah Nawaz Samoo, CEO TRDP, chaired the ALNS review meeting. Momentum team informed the meeting about the establishment of field offices in both districts, hiring of staff, identification of locations to establish ALNS Centres, and identification of teachers and learners. Overall, 9,135 learners and 540 teachers have been identified and registered in NFEMIS. The meeting discussed the mechanism for inputs of technical experts' team and on ground team. CEO TRDP emphasized the reporting must be valid and transparent.



12.4 District Level Coordination Meeting between NCHD and Momentum

A progress sharing meeting was held at Momentum Ventures Jamshoro Project Office on December 20, 2021. NCHD, Jamshoro and Momentum Ventures teams discussed the project implementation progress and requirements for the teacher's training.

Participants

- Afshan Deputy Director NCHD Jamshoro
- Mansoor Ali, Assistant Director (Literacy) NCHD Jamshoro
- Saba Ishrat, Assessment Specialist Momentum
- Saeed Ahmed, Dist. Manager ALNS Jamshoro
- Shahzad – MIS Officer ALNS
- Asifa Haider – Field Officer ALNS Jamshoro Tasawar, Reporting Officer ALNS

Agenda:

- Progress of the ALNS Centres
- Learners' dropout prevention
- Strategies to increase learners' attendance
- Master Trainers' session and planning of Teachers' refresher training
- Teachers Training strategies
- Monitoring mechanism of ANS
- Community mobilization tools

Discussion points

Saeed shared the progress of 269 ALNS Centres. Saba Ishrat presented the Master Trainer's TOT agenda. She highlighted that teacher's training is essential and the contents have been planned in accordance with the Training Needs Assessment (TNA) conducted in Jamshoro. She elaborated that the and responsibilities' role of NCHD for imparting quality trainings.

Afshan Adeel expressed satisfaction with the overall progress of the project and appreciated the joint efforts of the Momentum and NCHD team. She assured that NCHD will facilitate all the Programme activities and make it a real success. The meeting discussed and plan all the agenda items one by one and made and made important decisions in this regard.



12.5 Orientation/Meeting on ALNS field Monitoring

Dated: 8th January 2022

1st Venue: Khairpur Nathan Shah Taluka Office (Morning Session) Time: 10:00 AM.

2nd Venue: Momentum Distt Dadu Office (Second Session) Time: 2:00 PM

Participants

1. Muhammad Sohail Leghari, Distt Manager ALNS Dadu.
2. Zeeshan Panhwer, Training Facilitator Momentum.
3. Pahlwan Magsi, Deputy Director NCHD Dadu.
4. Saeed Ahmad, Assistant Director NCHD Dadu.
5. Sultan Shah, Field Officer NCHD, Meharr
6. Abdul Naveed Abro Field Officer NCHD, KN Shah.
7. Ghulam Mustafa Solangi, Field Officer NCHD, KN Shah.
8. Manzoor Ahmad Zounr Field Officer, NCHD Dadu
9. Ghulam Anwer Mirbhar, Field Officer, NCHD Dadu
10. Sajjad Ali Kolachi, Field Officer, NCHD Dadu
11. Muhammad Azam Memon Field Officer, NCHD Dadu
12. Aziz Akhter Abbasi, Field Officer, NCHD Dadu
13. Shahabuddin Mahesar, Field Officer NCHD, Mehar
14. Ghulam Mustafa Baber Field Officer NCHD, KN Shah
15. Aijaz Ali Abbasi, Field Officer NCHD, KN Shah
16. Amanullah Jamali, Field Officer NCHD, Johi
17. Naveed Ahmad Siyal, Field Officer Mehar
18. Syed Nisar Ahmad Shah, Taluka In-charge Momentum, KN Shah-1
19. Rafique Ahmad Lakhair, Taluka In-charge Momentum, KN Shah-2

Agenda

Orientation of the NCHD Field staff on Monitoring mechanism developed by Momentum technical unit

Sohail Leghari conducted the training/orientation of the NCHD and Momentum field staff in Dadu. Its purpose was to orient them on using the LMS. He explained the importance of monitoring data collection on web links and asked the participants/trainees to connect their gadgets/devices to the internet. All the trained participants were given IDs, passwords and internet facility

The staff was asked to carefully fill form, keeping in view the following instructions:

- Fill all required fields given in web-based form
- Correctly record present, absent, and dropout learners
- Carefully fill the administrative information of the Centre

- Use comment boxes for suggestions
- Follow the current lesson of the day as per Scheme of Study.
- Follow separately subjects of JICA Package A
- Note teacher's teaching methodologies and observation about andragogy
- Observe and note the SRM and quality of learning of within ALNS Centres
- Observation checklist for teaching and learning
- Reduce picture size for uploading on LMS

The trainer also explained in detail the method of mid-term test results by showing the samples of written and oral tests, samples of answer keys, and the recording sheets.

12.6 Progress Review Meetings with Provincial Director NCHD held at Momentum District Office Dadu

Dadu

Participants

- Iqbal u Rahman, Project Director MV
- Humaira Hashmi, Director Operation NCHD,
- Saeed Ahmed Khan, Assistant Director Dadu,
- Hamza Lashari, Deputy Director Literacy Sindh,
- Asif Ali Shah, Assistant Director Literacy Sindh,
- Sher Muhammad Mangrio, Assistant Director Sindh,
- Syed Sajjad Memon, Deputy Director (UPE) Sindh,
- Atta Muhammad Dhari, Assistant Director (UPE) Sindh.
- Pehlwan Khan Magsi, Deputy Director Dadu
- Sohail Khan Leghari, District Manager MV
- Abdul Rehman, Research Associate MV
- Tasawar Kasuri, Reporting Officer MV

Agenda: Progress of the ALNS Project

Discussion

Iqbal Ur Rehman informed the meeting about the progress, while Sohail Leghari explained the basic structure and the progress of ALNS in Dadu. Iqbal ur Rehman pointed out the change in dynamics of the literacy Programmes with emphasis on the community needs and need-based and target-based activities. Digital technology has now been made part of the learning process, he added.

Humaira Hashmi appreciated the efforts of Momentum and progress in imparting literacy and numeracy skills to females.



12.7 Special Visits

12.7.1 Visits of Executive Director

First Visit

Momentum ED visited Jamshoro on 9-10 September 2021 and monitored implementation progress of the ALNS.

Objectives:

- To observe the implementation of various components of the project, review of field implementation plans, teachers training Programme, learners' outcomes and future activities
- To interact with the project staff, field staff, taluka staff and local area supervisors
- To interact with the teachers and learners and
- share views about the benefits of education.
- To review the JICA Package A with the Technical Unit of MV
- To discuss and identify the future activities

- To share critical feedback on the outputs and outcomes of the project.

Activities:

- Briefing from the Project Manager on the
- progress of the project
- Question and Answer session with the project staff
- Review of future implementation planning
- Discussion on issues, problems, solutions and alternatives



12.7.2 Second Visit:

The ED visited the Momentum Dadu office on 25-26 October 2021. His main activities during the visit included:

- Monitored the implementation progress of ALNS project Dadu (second phase)
 - Reviewed the scheme of study
 - Discussed and provided guidelines to improve training of teachers
 - Discussed and initiated the process of establishment of a Technical Support Unit and in this regard met with the proposed experts. Shared strategies and activities to ensure and improve the quality of learning.
- The next day the ED visited and witnessed a teachers' training at a nearby Centre. He also assessed the priority learning needs of learners. It is to be noted that almost the whole class (31 teachers) stressed the need to teach learners about teaching of Islam as first priority, followed.

by literacy and numeracy skills. The ED also shared and discussed with trainee teachers some of the activities he designed with an objective to practice and learn some of the literacy, numeracy, and life skills through activity-based learning. Some of them were also shared with THARDEEP representatives in Dadu. Almost all of them appreciated the effectiveness and usefulness of these activities.

- During the visit to the Centre, the LASs ensures to collect data on listed prescribed monitoring tools to measure indicators:
- Output indicator 1- ALNS facilities are accessible with a flexible timetable for learners and the physical structures of the ALNS Centres are enabled.
- Output indicator 2-Documents are available, maintained and class space is enough for learners and weather protected.
- Output indicator 3-The Scheme of Study conducted as per the lesson plan with remedial measures for

- slow learners as and when needed.
- Output indicator 4-Teachers and learners were found to be comfortable in the class.
- Output indicator 5-Daily attendance ratio of learners was observed. Long absenteeism/ dropout prevention measures were adopted.
- Output indicator 6-Learning achievement of the learners during the current week was observed through reflection sessions with them.



12.7.3 Third Visit

Executive Director Momentum visited Dadu with an objective to assess the implementation progress, give orientation on undertaking the life skill activities in the ALNS Centre as well as to guide the management to resolve some of the management and administration issues and problems.

Momentum management staff at Dadu office

Presented to him implementation progress of the project activities as well as the monitoring and evaluation system, results and findings. He showed his satisfaction both regarding implementation progress and effectiveness of the monitoring and evaluation system.

Subsequently, ED gave a detailed orientation to some of the Momentum Taluka Coordinators, teachers, trainers and Area learning Coordinators on life skill activities to be performed in the ALNS Centres. The main objectives of the proposed activities are to enrich the literacy skill and life skills through practice and practical training. The ED also shared with participants the booklet comprising 30 activities, he wrote for the purpose.

ED Momentum also met the technical experts

Mr. Azmet and Ms. Saba recruited for the technical support Unit and discussed the TORs.



12.7.4 Visit Report of ALNS Centres in Distt Dadu by Ms. Humaira Hashmi

Director Operations Sindh NCHD

1. First Centre Visited

ALNS Centre	Lakha
UC & Village:	Pipri
Teacher:	Afshan
Learners Present:	25

The delegation from NCHD visited ALNS Centre Lakha in Dadu on 21 February 2022. All 25 learners enrolled at the Centre along with their teacher Afshan were present. The delegation checked the attendance register, learners' work on notebooks and asked students to write their names. The guests were impressed to see the mothers with their infants sitting in the Centre. Humaira Hashmi encouraged the learners to carry on their journey to literacy and assured facilitation with additional learning materials if needed. She left the Centre with an appreciation note on the attendance register.

2. Second Centre Visited

ALNS Centre	Ehsas.
UC	Pipri
Village	Nabi Bux Solangi
Teacher:	Saima
Learners:	25

The delegation reached the next Centre in the same union council where all 25 learners were present. The delegation observed the teaching through traditional storytelling methods, making the lesson interesting and easy for the learners.

3. Third Centre Visit

ALNS Centre:	Sindhu
UC:	Pipri
Village:	Nabi Bux Solangi
Teacher:	Sanam
Learners:	24

The delegation moved to the next Centre, Sindhu, which was well equipped with learning aids. Teacher Sanam was teaching the Sindhi book. She showed the delegation the Scheme of Study. Humaira Hashmi and other members of the delegation expressed satisfaction about the learning activities. The team appreciated the efforts of the field teams of Momentum and NCHD. She also requested all women present there to send their children to schools.

Jamshoro meeting on January 21, 2022

Participants

- Iqbal u Rahman, Project Director MV
- Humaira Hashmi, Director of Operation NCHD,

- Anwer Rajarr Deputy Director NCHD Jamahoro
- Saeed Ahmed, District Manager Jamshoro MV,
- Hamza Lashari, Deputy Director Literacy Sindh,
- Asif Ali Shah, Assistant Director Literacy Sindh,
- Sher Muhammad Mangrio, Assistant Director Sindh,
- Sajjad Memon, Deputy Director (UPE) Sindh,
- Atta Muhammad Dahri, Assistant Director (UPE) Sindh.
- Mansoor Ahmad, Assistant Director Jamshoro

Agenda: Progress of the ALNS Project

Discussion Points: The meeting reviewed the progress of the ALNS project. Iqbal Ur Rehman gave an overview of the ALNS methodology and discussed the challenges faced so far along with the achievements. District Manager Saeed informed the learners that they can now read, write, and calculate, besides recognizing alphabets and reading short words.

The ALNS implementation progress shared included;

- All 269 ALCs are effectively functioning in Taluka Sehwan, TB Khan, Kotri, and Manjhand
- Course of Sindhi language has been completed in all the above-mentioned Centres
- Now the focus is on the subjects of English and Mathematics in all Centres.
- Teachers are following the standardized Scheme of Study.
- Overall learners' attendance has been assured 88%
- Regular visits of monitoring teams have been ensured. Which has great positive impact in performance of the Centres
- As and when needed, refreshers' courses have been arranged for teachers, LASs and Staff
- Taluka In-charges and LSAs of Jamshoro conducted field-based trainings in training Centres.
- Community has been mobilized to ensure regular attendance of learners.

Humaira Hashmi, Director of Operation NCHD, expressed satisfaction about the implementation progress and appreciated the valuable performance of the district teams of NCHD and Momentum in Jamshoro.

Way forward

The District Manager Momentum and Deputy Director NCHD to meet to finalize the following:

- Clustering of ALNS coverage
- Joint Monitoring Mechanism
- Mid-term Assessment
- Training of teachers at cluster level

It was also decided that the components of financial literacy, digital Literacy and Life skills will be inducted in the ALNS course to improve the basic knowledge and skills of learners.

12.7.5 European Union Delegation visit to Dadu ALNS Centre

Dated: 18-11-2021
Distt & Taluka: Dadu
Union Council: Pipri

Centre Name: Zindagi
Teacher Name: Shakila
Learners: 25 Present

Visitors' list

- van Borisavljevic, Programme manager Rural Development of European Union to Pakistan
- Samiullah Nisar Sheikh, Deputy Commissioner Dadu.
- Jai Parkash, Programme Manager (SUCCESS)

Visitor Remarks/Views

Ivan Borisavljevic, Programme manager Rural Development of European Union to Pakistan, visited an ALNS Centre in UC Pipri in Dadu. He was accompanied by Deputy Commissioner Samiullah Nisar Sheikh and other officials. He observed the literacy activities in Zindagi Centre in village Ismael Kabooro.

Teacher Shakila welcomed the delegation and briefed about the Scheme of Study of JICA Package A. The delegation met with 25 learners at the ALC and observed the learning environment, SRM (Supplementary Reading Material) and the learners' level of learning interest.

Ivan Borisavljevic asked learners to write their names in their native language. He was happy to see that majority of learners wrote their names correctly.

He appreciated the efforts and the dedication of Momentum Ventures field team for successfully launching and running ALNS project.

12.7.6 Field visit of Jamshoro ALNS by EU delegation

The EU delegation headed, by Ivan Borisavljevic, and accompanied by the TRDP team, visited an ALC in the village Karo Kohli of Kotri Taluka of Jamshoro on 20th November 2021. The EU team took keen interest in teachers' training and teaching learning activities of ALNs learning Centres. There were 25 learners present at the time of visit. The delegation observed and as well as assessed the display of reading and numeracy skills of the learners and expressed satisfaction about the performance of the learners. See below the remarks of the head of delegation.



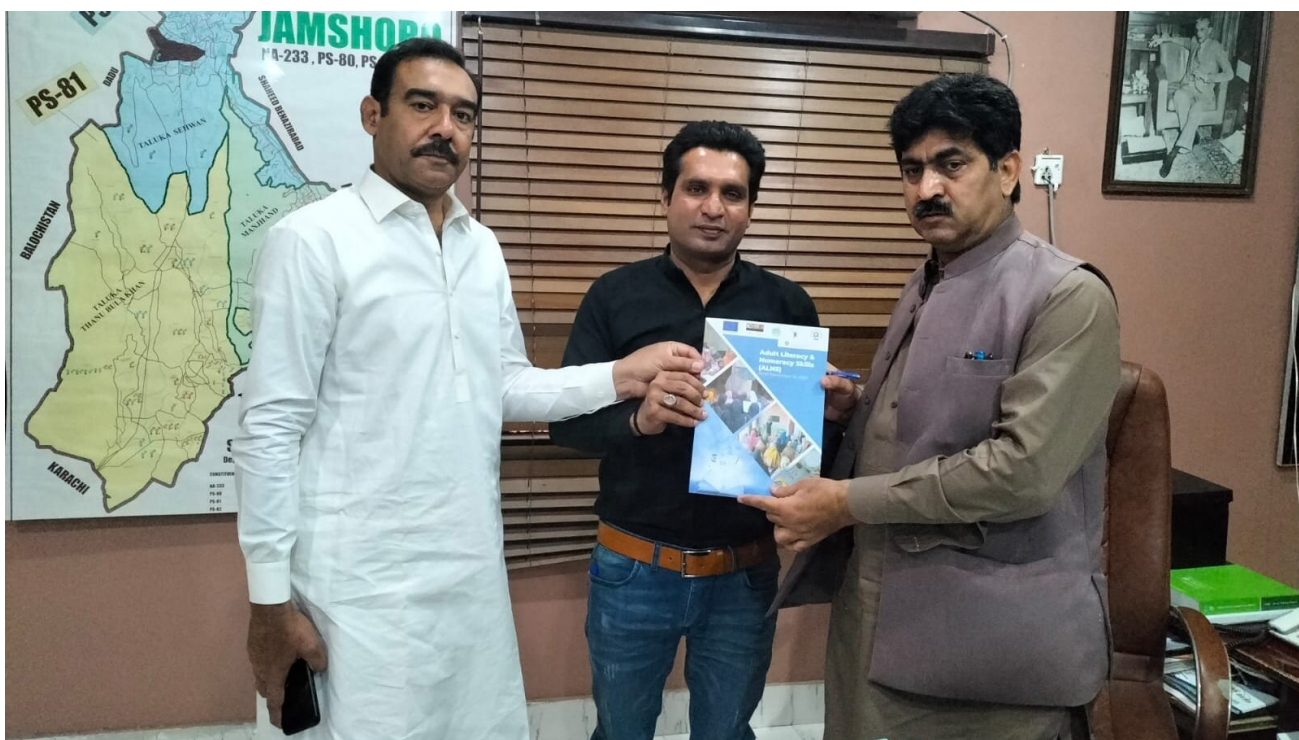
12.7.7 Field Visit of the Rural Support Programme Network Officials

Rural Support Programme Network team under EU funded adult literacy centres under Sindh Union Council and Community Economic Strengthening Support Programme- SUCCESS lead by Fazal Saadi Programme Manager SUCCESS visited Adult Literacy Centres in Jamshoro on 16-17 November, 2021 and appreciated the Momentum and NCHD efforts for the provision of literacy to empower rural women.



12.7.8 Meetings with Govt Stakeholders

Momentum team kept using coordination with district management offices fortnightly in both districts (Jamshoro & Dadu). Shared progress, issues, outcomes and discussed the inputs under the guidance of rule and laws. Frequently, participated in meetings of national programs like polio and other civil health, socio economic programs in both districts on short notice or calls. Momentum offered its services of field staff in term of social mobilization process amongst the hard areas of said districts and got the success.



13. FINANCIAL LITERACY

13.1 Transparency For Transfer of Funds Project Staff

With the financial literacy and awareness provided to the community and the project staff by ALNS project, consequently they learned financial literacy basics and financial inclusion in a conventional banking system to avail products such as basic savings/current accounts, use of debit/credit cards, government assistance cards, and personal/business loans will help women to get more empowered financially by managing their economic and financial cycle. The biggest advantage and learning provided to the ALNS project staff and most of the community is, they are at least for the first time equipped with the formalized and transparent conventional banking channel for streamlining their financial needs with introduction to different banking opportunities like small loans and financing entrepreneurship schemes for small and medium enterprise development specifically empowering women to start their own business and inclusion in sustained economic development process. Introduction of Life Skills in the ALNS Centres.

Around twenty thousand learners were trained through the life skills-based sessions, these sessions include the religious aspects of prayers, tolerance, patience etc., and preventive healthcare including how to take cautionary measures against the COVID 19. The services of Community Resource Persons and local Resource Persons have been utilized to undertake these sessions.



14. LESSONS LEARNED

14.1 Lessons learned during training and establishment of ALNS Centres are:

1. Majority of the teachers are very weak in context knowledge (academically) despite the fact that they do possess matriculation and inter certificates / degrees.
2. Out of 769 ALNS Centres, at around 79 locations even a matriculation pass teacher was not available.
3. Large number of children, both in Jamshoro and Dadu, are out of school.
4. Rural female literacy rate is very low.
5. Majority of the population is entangled in the vicious circle of poverty and illiteracy.
6. Remote rural areas of Jamshoro and Dadu are educationally backward.
7. Most learners and communities were not mobilized and interested in learning the literacy and numeracy skills.
8. In the vast majority of the communities there were no mutual conflicts and enmities.
9. Social organizations (COs, VO) were helpful in the identification of learners and teachers and in the establishment of ALNS Centres.
10. Majority of learners cannot read the Quran. Learners are more interested in getting the information and knowledge about Islam.
11. Overall, the people are polite, caring and cooperative.
12. Singing is one of the most favorite activities and interests of the learners.

14.2 Major Achievements of Implementers:

Despite issues and challenges, the accomplishments and achievements of the project are significant;

1. Mobilized the communities, learners and teachers for education and literacy
2. Trained 40 master trainers through ToT workshops (100% achievements) as well as trained 800 teachers in andragogy (100% achievements)
3. Recruited 58 LSAs, 12 Taluka Incharges (TIs) 4 monitors, 12 IT and admin district staff
4. Provided jobs to 875 personnel (ALNS Centre facilitators (teachers) included) including female teachers, managers, supervisors, IT experts, and others.
5. Opened 769 ALNS Centres (100% achievements)
6. Enrolled and graduated 19,344 learners against the target of 19,200 (103% achievement)
7. Established and strengthened close coordination with ALNS partners and the stakeholders.
8. Complete data record and entry in NFEMIS and its sharing with all concerned, the data has also been entered in the TRDPMIS.
9. Establish monitoring and supervision system at all level from ALNS Centre to Taluka and district level
10. In addition to literacy and numeracy skills the learners have been taught and trained in life skills.
11. Characterbuilding, values and basic religion were also included in the teaching and training inputs and interventions.
12. The cause of female adult literacy skill literacy, local artisan and women empowerment was effectively promoted through international women day celebration on 8th and 9th March 2022 was held at Lok Virsa Islamabad.
13. Training on community management skills.

15. MISCELLANEOUS SECTION

15.1 Issues and challenges

The ALNS is a demanding and challenging project. Some of the key issues and challenges faced were;

1. Opening of 769 Centres in remote rural areas of Sindh in a short period of two months was a gigantic task.
2. Along with lack of access to rural areas, the scorching heat of summer was a barrier.
3. The learner and teacher identification for the project initiation was a challenging task.
4. Unavailability of qualified teachers in some of the areas.
5. Suitable and accessible location of Centres was a major issue.
6. Lack of cooperation from some of the communities and individuals created problems.
7. Delay in issuance of NOC remained a concern.

15.2 Major Contributions of implementation partner

European Union

The European Union has funded the SUCCESS Programme, including the ALNS project, through THARDEEP.

TRDP

- TRDP provided administrative and technical guidelines for effective implementation of the project through frequent interactions and consultations with Momentum and NCHD.
- TRDP successfully launched the project on 9 September 2021 at village Karo Khan Palari in Jamshoro
- TRDP facilitated Momentum by sharing NFEMIS developed by JICA. It helped in collecting, entering, updating, reporting and analyzing project data.
- TRDP mobilized local communities under the SUCCESS Programme. These included COs, VO, and LSOs.
- These organizations helped Momentum in the identification and enrollment of learners, recruitment of local teachers and establishment of literacy Centres.

Sindh Education and Literacy Department

- The Sindh Education and Literacy Department participated in ALNS project's launching ceremony, appreciated the initiative, and committed full support and cooperation.
- Shared NFEMIS with the implementers in collaboration with JICA
- Helped in development of scheme of studies for ALNS Centres

Japan International Cooperation Agency (JICA)

JICA helped through:

- Technical support
- 5-day training of teacher (TOT)
- Offered use of textbooks of Sindhi, Mathematics and English, developed by JICA
- Technical support for the NFEMIS

NCHD

The role of NCHD in the implementation of ALNS as a co-partner is crucial. The sincere cooperation, active involvement and participation of Chairman NCHD, DG NCHD and Programme coordinator helped in launching and implementing the project. The contribution of staff at NCHD district offices of Jamshoro and Dadu, especially the Local Area Officers (LAOs) and Trainer's Services, is appreciable.

15.3 Lessons learned

- Some of the lessons learned during training and establishment of ALNS Centres are:
- Majority of the teachers are very weak in context knowledge (academically) despite the fact that they do possess matriculation and inter certificates / degrees.
- Out of 769 ALNS Centres, at around 79 locations even a matriculation pass teacher was not available.
- Large number of children, both in Jamshoro and Dadu, are out of school.
- Rural female literacy rate is very low.
- Majority of the population is entangled in the vicious circle of poverty and illiteracy.
- Remote rural areas of Jamshoro and Dadu are educationally backward.
- Most of learners and communities were not mobilized and interested in learning the literacy and numeracy skills.
- In vast majority of the communities there were no mutual conflicts and enmities.
- Social organizations (COs, VO) were helpful in the identification of learners and teachers and in establishment of ALNS Centres.
- Majority of learners cannot read Quran. Learners are more interested in getting the information and knowledge about Islam.
- Overall, the people are polite, caring and cooperative.
- Singing is one of the most favorite activities and interest of the learners.

16. RECOMMENDATIONS:

Issues and challenges faced in view of recent experiences research findings and future need the following proposal / recommendations are presented.

1. In order to avoid replace into illiteracy the ALNS centers learners should be continued to be provided the opportunities for practicing reading, writing and numeracy skills. They should be given learning inputs through mobile and other source and provided necessary guidance in this regard.
2. ALNS passed out learners should be provided opportunities to apply the reading, writing, and life skills learnt.
3. VO, CO, LSO should set up small libraries which are accessible to the new learners with an objective to provide opportunities for reading short books so as to develop reading habits. For this purpose, the necessary reading material should be provided to the learners. Government and local communities should arrange learning of package “B” of the literacy course to the ALNS learners.
4. The research indicates that overwhelming majority of the ALNS learners strongly desired to learn about basic knowledge about Quran and Islamic teaching. As such special Programmes should be launched to teach the learns about Islamic teachings Nazira and Quran & understanding of (Fahim-E-Quran) of Quran. Momentum is ready to extend technical support in this regard.
5. The resources created through ALNS project such as master trainer teacher trainers, teachers training, teachers, Supervisors administrators, NFFMIS by system and structure experts as well books teachers guide supplementary reading material (SRM) developed should be utilized to promote literacy in the project direction in specific and the province as a whole in general.
6. Necessary funds /resources should be mobilized the things different sources to scale up this project as well launch new and innovative project for promotion of women literacy and women empowerment
7. The events on the pattern of 8th and 9th March (international literacy day) should be organized at local provincial and national level to create awareness and mobilized the government and NGO international development partners and general public for promotion of literacy in the province and the country.
8. Use of IT and ICT especially SMS and WhatsApp for promotion of education and literacy should be ensured. Non formal education especially Non formal basic education should be expanded strengthened and to focused with all respect.

17. WAY FORWARD, SUSTAINABILITY & AVOIDING RELAPSE INTO LITERACY

The biggest challenge our literacy Programmes have been facing is the threat of relapse into illiteracy. The Literacy Programmes implemented are of short duration in which you inculcate the reading writing skills in the language as well as basic numeracy skills. But after the completion of the Programme the learners have little chance of continuing their literacy skills which they learnt from the literacy center. If they fail to practice the acquired literacy skills in continuity then it will not be possible to retain all these. So, there is a dire need to have certain remedial or continuous Programmes for the learners after the completion of basic literacy courses. Few of the suggested follow-up Programmes are given below:

1. Post Literacy Course links with life skills and income generation skills.
2. Continuous Literacy Programmes linking with the formal education Programmes to mainstream the learners.
3. Promoting Family and Intergenerational Literacy Programme.
4. Arrangements for practicing the literacy skills through online learning Programmes through use of ICT especially SMS and WhatsApp.
5. Establishing a small reading corner in their house.

1. Post Literacy Course:

It is advised to develop a short duration (may be for 03 to 05 months duration) Post Literacy Course for the Learners of ALNS Project. The course will consist of Life Skills and Income Generation skills. This will not only strengthen their literacy skills but they could also acquire the basic information of the income generation Programme of their own interest and relevance.

2. Continuous Literacy Programmes linking with the formal education Programmes to mainstream the learners.

In order to strengthen skill acquisition and the active utilization of the services by the rural communities of Jamshoro and Dadu collaboration between formal and non-formal education systems could be strengthened so that resources are shared and exchanged. Further, illiteracy being a socio-political issue, organizations operating under the framework of Human Development should impress upon Provincial government Sindh to set up advance course of Adult Literacy of ALP Package B and linking it with their skill development and the future support through ongoing Programmes of TRDP in Jamshoro and Dadu e.g. IGGP and Micro finance Programmes to establish their own income generation model towards self-reliance.

3. Promoting family and intergenerational literacy.

The learners who acquire literacy skills through ALNS Centers should be asked to support the children of their family studying in grade 1 to 3 in Sindhi and Mathematics. In this way the quality of education of their children will be improved and the literacy skills of the learners will be enhanced further. Through adopting this approach, the quality of learning of the small kids will also be improved considerably.

Literacy Materials should be made available for the Neo literates, which includes new or old newspapers, simple story books, Sindhi translation of Quran and Hadiths etc.

The Neo literates should be encouraged to write the meeting minutes of their own respective CO/ VO, ignore their mistakes but practice will certainly make these skills better.

Continuity of the sessions by the Community Resource Persons (CRPs), at least once in a fortnight. There is a good practice of sessions in the community by the CRPs, if reading, writing and numeracy skills are included it will strengthen the literacy skills among the learners for sustainable literacy.

4. Use of ICT especially mobile phone SMS

The use of mobile phones has been witnessed at the household level even in the poor communities. The SMS could be sent to the learners as per their level of interest and need of the communities on daily or weekly basis. It will strengthen the reading skills and through using the key to type their own messages will enhance the writing skills moreover use of calculators in the mobile phone will improve the mathematical skills of the learners. Momentum Ventures could provide technical support in this regard.

5. Establishing Learning Corners

Try to establish Learning Corners in the houses of Neo-literates. Learning corner means collection of few newspapers, old text books of grade 1 to 5, simple story books and religious materials including Holy Quran with Sindhi translation, Books of Hadith with Sindhi translation etc. (non-Muslims should keep their own religious books). In the presence of such materials the newly literates will definitely practice reading and writing skills.

18. SUCCESS STORIES OF ALNS PROJECT

فرزانہ کے تاثرات ---



تعلیم بالغاں ایک ایسا پروگرام ہے جو ضلع جامشورو اور دادو سندھ میں مومینٹم اور این-اسی-ایچ ڈی نے ٹی-آر-ڈی-پی کے پروگرام سکس کے تحت قائم کئے ہیں۔ جس کا مقصد ان عورتوں کو تعلیم دینا ہے جو اپنی زندگی کی مصروفیات اور ذمہ داریوں کی وجہ سے کبھی اپنی تعلیم حاصل نہ کر سکی فرزانہ جس کی عمر 18 سال ہے اور یہ تعلقہ سہون ضلع جامشورو سندھ کی رہنے والی ہے۔ یہ اس معاشرے کا حصہ ہے جہاں عورتوں کا گھر سے باہر نکلنا اور تعلیم حاصل کرنا ایک عیب یا گناہ سمجھا جاتا ہے۔ جس کی وجہ سے فرزانہ بچپن میں کبھی تعلیم حاصل نہیں کر سکی تعلیم بالغاں پروگرام نے لرنر جیسی کئی عورتوں کے پڑھنے لکھنے کے خواب کو حقیقت میں بدلنے جا رہا ہے۔

تعلقہ سہون ضلع جامشورو میں داخلہ لیا۔ اس یوسی میں مومینٹم کے کل 12 سینٹر موجود ہیں۔

لرنر اس سے پہلے کچھ بھی لکھنا پڑھنا نہیں جانتی تھی، لرنر نے اپنی تعلیم کا آغاز مومینٹم کے تعلیم بالغاں سینٹر سے کیا ہے۔

لرنر اپنے شوق سے سینٹر جاتی ہے، یہ سینٹر لرنر کے اپنے گاؤں یعنی اپنے گھر کے قریب ہے، اس سینٹر میں کل 25 لرنرز رجسٹر ہیں لرنر سے جب مومینٹم اور این-سی-ایچ ڈی کی ٹیم کی ملاقات ہوئی تو انھوں نے بتایا کہ اس پروگرام کی وجہ سے کئی ایسی عورتیں تعلیم حاصل کر رہی ہیں جن کو اب پڑھنا لکھنا اور اپنا نام لکھنا آگیا ہے۔ اس شوق اور لگن سے ہم ہر روز سینٹر آتے ہیں۔

بطور لرنر (فرزانہ) کا کہنا ہے کہ مجھے شروع میں لفظوں کی پہچان نہیں تھی لیکن اب میں مومینٹم اور این-سی-ایچ ڈی کی ٹیم کا شکریہ ادا کرتی ہوں جنہوں نے مجھے تعلیم دلائی اب میں الفاظ کو پہچانتی ہوں اور اب میں اپنا نام لکھنا سیکھ گئی ہوں۔

لرنر (فرزانہ) نے حال ہی میں نارہ آفیس جاکر اپنا شناختی کارڈ بنوایا ہے جس میں فرزانہ نے کارڈ میں اپنا گواہ لگانے کے بجائے اپنے دستخط کیے۔ تعلیم بالغاں پروگرام

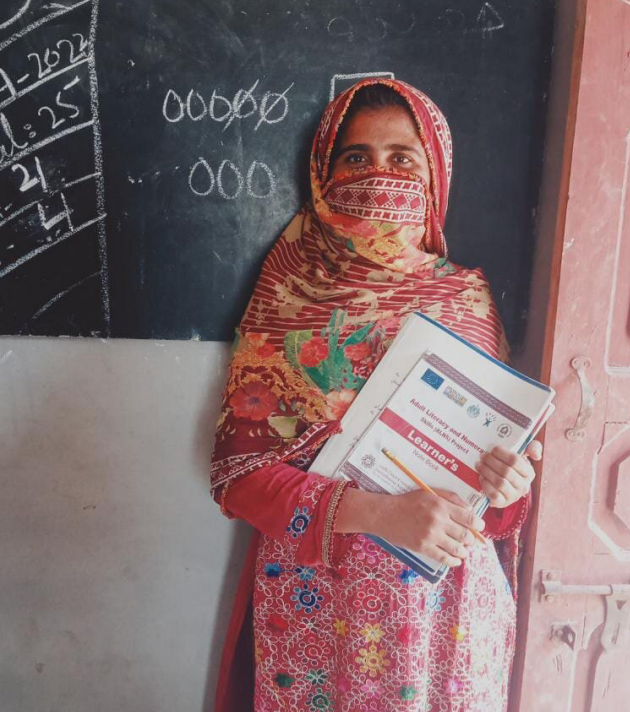
تعلقہ جامشورو میں فرزانہ جیسی عورتوں کے لیے ایک نئی امید کی کرن لے کر آیا۔



سیکنہ کے تاثرات۔۔۔۔۔

میرا نام سیکنہ ہے اور میں یونین کونسل الہ آباد ضلع دادو میں رہتی ہوں۔ میرا شوہر پھیری کا کام کرتا ہے۔ اور میں نے گھر میں کچھ بکریاں پال رکھی ہیں۔ بچپن سے مجھے میرے والدین نے گھر گرتی سکھائی۔ گھر کے تمام انتظامات کو بہتر انداز میں چلانا، بچوں کی پرورش کرنا ماں سے سیکھا۔ میرے تین بچے، دو بیٹے اور ایک بیٹی ہے۔ بڑا بیٹا درزی کی دکان پہ کام کرتا ہے۔ چھوٹا بچلی کے ورکشاپ پہ کام سیکھ رہا ہے اور بیٹی گھر کے کاموں میں میرا ہاتھ بٹاتی ہے۔ مجھے بکریوں کے چارے اور چولہے کے ایندھن کیلئے روزانہ گھر سے باہر جانا پڑتا ہے۔ ہمارے لیے دو وقت کی روٹی ہی زندگی کا محور ہے۔ میری ۱۹ سال کی عمر میں ہی شادی ہو گئی تھی۔ بچپن میں آبائی گاؤں میں سکول نہیں تھا۔ جس کی وجہ سے میں پڑھ نہ سکی۔ ویسے بھی ہمارے ہاں روایتی طور پر بیٹیوں کو پڑھنے کی اجازت نہیں۔

پہلا قدم



میرے اس سنٹر میں آنے کی وجہ کچھ یوں بنی۔ کہ میں بکریوں کے چارے کیلئے گھر سے باہر جا رہی تھی۔ راستے میں جاوید پنخور سپروائزر ملا۔ محلے دار ہونے کی وجہ سے حال چال پوچھا تو اس نے مجھے روک لیا۔ باتوں باتوں میں اس نے کہا کہ بہن آپ کو پڑھانے کیلئے ایک سنٹر بنا رہے ہیں۔ آج سے آٹھ ماہ پہلے مجھے اس بات کی اہمیت کا اندازہ ہی نہیں تھا۔ میں نے پوچھا کہ بھائی میں کیا کرنا ہے اب پڑھ کر۔ تو اس نے مجھے ٹیچر سے ملوایا۔ ٹیچر نے مجھے قائل کیا کہ گھر کے کاموں سے فارغ ہو کر آپ سہ پہر تین بجے پڑھنے کیلئے ماں بیٹی دونوں میرے پاس آیا کریں۔ اگلے روز گھر کے کام ختم کر کے میں اور میری بیٹی دونوں سنٹر چلی گئیں۔

پہلے دن ٹیچر نے ہمیں پڑھنے لکھنے کی اہمیت کے بارے میں بتایا۔ میری سات سالہ بیٹی نے اپنی دلچسپی کا اظہار کیا۔ اسکو بتائی گئی ہر چیز مجھ سے زیادہ جلدی سمجھ آنے لگی۔ کتابوں سے ہٹ کر ٹیچر نے روز مرہ مسائل اور ان کے حل کے بارے میں آگاہی دی۔ مجھے محسوس ہوا کہ میں اور میری طرح کئی مائیں جو تعلیم سے نابلد ہیں جدید زندگی سے کتنا دور ہیں۔ اس دور میں زندہ رہنے کیلئے تعلیم کی اہمیت سانس لینے جتنی ضروری ہے۔ میں نے اور میری بیٹی نے سنٹر میں کلمے اور نماز کی درسگاہی بھی کی۔

پروگرام کی کامیابی

سنٹر میں کچھ عرصہ پڑھنے کے بعد مجھے لگا کہ میرے دونوں بیٹے جو گھر کی مالی حالت بہتر بنانے کیلئے کام کر رہے ہیں۔ ان کی زندگی ابھی شروع ہو رہی ہے۔ کیوں نہ انہیں بھی پڑھنے کیلئے موقع دیا جائے۔ میرا شوہر دن بھر مشقت کے بعد گھر آیا تو میں نے اس سے بات کی۔ پہلے تو اس نے غصے کا اظہار کیا کہ گھر میں کھانے کے لالے پڑے ہیں اور تم پڑھنے لکھنے کی بات کرتی ہو۔ لیکن جب میں نے اس کو بتایا کہ ہمارے بچے مستقبل میں مشکل کا شکار ہوں گے تو اس میں نقصان ہمارا ہی ہے۔

یوں میں نے اپنے شوہر کو اس بات پہ راضی کر لیا۔ اور میرا گیارہ سال کا بڑا اور نو سال کا دوسرا بیٹا بھی اب سکول جاتے ہیں۔ میں چاہتی ہوں کہ مفت تعلیم سے ہر انسان کو فائدہ اٹھانا چاہیے اور ایسے پروگرام ہر گاؤں میں شروع کیے جائیں۔ کیونکہ تعلیم سے ہماری زندگی میں نظم و ضبط آیا ہے۔ اس کے ساتھ ساتھ گھر کے اخراجات کو کنٹرول کرنا، حساب کتاب رکھنا، بچت کرنا بھی سیکھ گئی ہوں۔ ادھار لین دین لکھ لیتی ہوں۔ بچلی کا بل خود پڑھ لیتی ہوں۔ ٹی وی پہ ہونے والی باتیں اب مجھے کافی حد تک سمجھ آ جاتی ہیں۔ مجھے اب اور زیادہ شوق ہونے لگا ہے کہ ہمیں پڑھنے کیلئے اگر کچھ وقت اور مل جائے تو شاید ہماری زندگی میں اور بہتری آجائے۔ میں آج جب اپنے گزرے وقت کی طرف مڑ کر دیکھتی ہوں تو مجھے احساس ہوتا ہے کہ دیر سے سہی لیکن میں نے کم از کم اپنے بچوں کیلئے بروقت صحیح فیصلہ کر لیا۔ اور نئی نسل کیلئے تعلیم بے شک سانس لینے جیسی اہم چیز ہے۔

روزینہ کے تاثرات۔۔۔۔۔

میرا نام روزینہ (فرضی نام) ہے اور میں گاؤں نبی بخش سولنگی یونین کونسل پھیری کی رہائشی ہوں۔ دس بارہ سال پہلے سیلاب آیا۔ جس کے باعث ہم بے گھر ہو گئے۔ بہت مشکل حالات تھے۔ میری نئی نئی شادی ہوئی تھی۔ میرا جینز اور گھر کا دیگر سامان درہم برہم ہو گیا۔ جو کچھ تھوڑا بہت بچا اس کے ساتھ اپنی جان بچا کر ہم محفوظ جگہ پہ پہنچے۔ یوں کہہ لیں کہ ایک بار نئی زندگی ملی۔ میرا شوہر کھیتی باڑی کرتا ہے۔ میں اور میرے شوہر دونوں ان پڑھ تھے۔ ہمارے باقی رشتہ دار حیدرآباد اور کچھ کراچی میں بہتر زندگی گزار رہے ہیں۔ چونکہ ہم ان پڑھ تھے۔ اس لیے گاؤں میں رہ گئے۔ مجھے ہمیشہ پڑھائی لکھائی کی کمی محسوس ہوتی تھی۔ کیونکہ باقی رشتہ داروں کی زندگی کا معیار اور اپنے گھر کا حال دیکھ کر مجھے افسوس ہوتا۔ پھر وقت کے



ساتھ میرے دو بچے ہو گئے۔ ان کی پرورش میں مصروف ہو گئی۔ میری ساس کافی تعاون کرنے والی خاتون ہیں۔ انہوں نے بچوں کی پرورش میں میرا ساتھ دیا۔

8 مہینے پہلے میڈم نانکھ ہمارے محلے میں آئیں۔ انہوں نے کافی ساری خواتین کو اکٹھا کر کے بتایا کہ ایک پراجیکٹ کے تحت ان پڑھ خواتین کو پڑھایا جائے گا۔ پڑھنے کیلئے کسی قسم کی کوئی فیس نہیں بلکہ کتابیں، کاپیاں اور پنسل تک ادارہ مہیا کرے گا۔ میں نے فوراً سے پہلے ہاں کر دی۔ انہوں نے اپنے ریکارڈ سے دیکھ کر بتایا کہ آپ پڑھ سکتی ہیں۔ کیونکہ میرا نام ان کے پاس پہلے سے لسٹ میں موجود تھا۔ میں نے سنٹر جانا باقاعدگی سے شروع کر دیا۔ یہ ایک نہایت اچھا تجربہ تھا۔ سنٹر میں نظم و ضبط اور صفائی ستھرائی کے کچھ اصول بنائے گئے۔ روزانہ تلاوت قرآن سے کلاس شروع ہوتی اور سندھی کی کتاب پڑھنے کے ساتھ ساتھ حساب کتاب اور انگریزی سے متعلق بھی بتایا جاتا۔

ٹیچر روزانہ ہمیں ذاتی صفائی ستھرائی، بچوں کی دیکھ بھال کے طریقے، گھریلو ٹولوں اور زندگی گزارنے کی مہارتوں کے بارے میں بھی بتاتی۔ مہینے کے آخر میں ٹیچر ہم سے ٹیسٹ لیتی۔ میں مبالغہ آرائی کے بغیر کہنا چاہتی ہوں کہ میں نے ہر ٹیسٹ میں پوزیشن لی۔ اس دوران مختلف افسران آتے اور سنٹر کی کارکردگی دیکھتے۔ ایک دفعہ ایک افسر نے مجھے بلک بورڈ پہ کچھ لکھنے کو کہا۔ میں بالکل ٹھیک لکھا۔ تو انہوں نے میری حوصلہ افزائی کیلئے انعام دیا۔ ہر آنے والے افسر نے ہمیں شوق سے پڑھنے کی تلقین کی۔

اس سال سردیوں کے شروع میں مجھے اتنا حوصلہ ہوا کہ میں اگر پڑھ لکھ سکتی ہوں تو میں کوئی چھوٹا موٹا کام بھی کر سکتی ہوں۔ میں نے اپنے شوہر مشورہ کیا کہ ہم کراچی سے دکان کی کچھ چیزیں لے آئیں اور یہاں اگر بیچیں۔ اس نے میری بات مان لی۔ ہم رشتہ داروں سے ملنے گئے اور واپسی پر کچھ سامان لے کر آئے۔ ہمیں کافی فائدہ ہوا۔ اور یہ تسلسل آج بھی برقرار ہے۔ مناسب منافع کما کر اپنا گھر بھی چلا رہی ہوں اور بچوں کو تعلیم بھی دلوا رہی ہوں۔ میں مشکور ہوں ان اداروں کی جنہوں نے تعلیم اور شعور دینے میں ہماری مدد کی۔ میری خواہش ہے کہ ہمیں اس طرح کے اور بھی پروگرام بھی دئے جائیں تاکہ میری طرح اور لوگوں کی زندگیوں میں مزید بہتری آئے۔

مجھے پڑھی لکھی خواتین پہ رشک آتا تھا۔ لکھے ہوئے کو پڑھ لینا اور سوچ کی بات کو لکھ لینا بہت بڑی نعمت ہے۔ لیکن مجھے بچپن میں پڑھنے لکھنے کا موقع نہ مل سکا۔ اور کم عمری میں ہی شادی ہو گئی۔ شادی کے بعد کئی مشکلات کا سامنا رہا۔ بیماری میں دوامی اور گھر کے اخراجات کا حساب کتاب رکھنا ناممکن تھا۔ اس دوران میرے ہاں پانچ بچوں کی پیدائش بھی ہو گئی۔ خانہ داری کے امور اور روزمرہ کے کاموں کے ساتھ بچوں کی پرورش میں مصروف رہی۔ لیکن پڑھنے لکھنے کی کمی بدستور رہی۔ اکتوبر 2021 میں ہمارے گاؤں کے ایک نوجوان نے میرے شوہر سے بات کی کہ ایک پراجیکٹ شروع ہو رہا ہے جس میں خواتین کو پڑھنا لکھنا سکھایا جائے گا۔ میرے شوہر نے بات سنی ان سنی کر دی اور جواب دیا کہ اب بھلا ہمیں اس کی کیا ضرورت ہے۔ لیکن اس نے قائل کیا کہ پڑھنے لکھنے کیلئے کتابیں اور سہولیات ہم خود فراہم کریں گے۔ خاتون خانہ کو صرف تین گھنٹے سنٹر میں حاضر ہونا ہوگا۔

فوزیہ کے تاثرات۔۔۔۔۔



یوں فوزیہ (فرضی نام) نے سنٹر میں آنا شروع کیا۔ ابتدائی کلاسوں میں حروف کی شناخت اور بھاری آوازوں کے بارے میں ٹیچر نے بتایا۔ بہت محنت اور لگن سے پڑھتے ہوئے ٹیچر نے میرے شوق کو ابھارا۔ آہستہ آہستہ سندھی زبان میں لکھنا اور پڑھنا سمجھ میں آنا شروع ہو گئی۔ ریاضی اور انگریزی سے متعلق شروع میں تھوڑی دقت ہوئی۔ لیکن دلچسپی کے باعث

حساب کتاب بھی آسان لگنے لگا۔ اب الحمد للہ میں فوزیہ زوجہ عمر حیات گوٹھ پریو جمالی یونین کونسل واہی پاندھی اس قابل ہوں کہ لکھا ہوا پڑھ سکتی ہوں اور ذہن میں آئے الفاظ کو لکھ سکتی ہوں۔ چھوٹا موٹا حساب کتاب کر سکتی ہوں۔ سنٹر میں پڑھنے لکھنے کی وجہ سے مجھے جو فائدہ ہوا۔ اس کے نتیجے میں میں نے قرآن پاک کے الفاظ کی شناخت کرنا شروع کی۔ حروف کے جوڑ توڑ اور زیر زبر پیش ٹیچر سے سیکھے۔ خوش قسمتی سے میں نے قرآن پاک کے دو سہ ماہ میں پڑھ لیے۔ اب اپنی دونوں بیٹیوں کو بھی قرآن پاک پڑھانا شروع کیا ہے۔ اب خوشی کی بات یہ ہے کہ میرے پاس میرے دیور اور میری بہن کے بچے بھی پڑھنے آتے ہیں۔ جبکہ میں پرانے اخبارات اور رسائل بھی پڑھ لیتی ہوں۔ جہاں سے مجھے دنیا بھر کی معلومات پڑھنے کو ملتی ہیں۔ اب لگتا ہے کہ کاش تعلیم کی یہ نعمت مجھے بچپن سے ملی ہوتی۔

Learning by a deaf Girl through Adult Literacy & Numeracy Skills (ALNS) Project

Momentum and NCHD is implementing the Adult Literacy and Numeracy Skills (ALNS) component under SUCCESS Programme. The adult literacy Centre established in Uc Khanoth Taulka Manjhand of district Jamshoro in Sindh. This Centre established with the efforts of the field team of Momentum. There are 25 learners enrolled in the Centre, with these Learners a young girl name Sohni also come to learn the literacy skills. She is deaf so she couldn't be enrolled in our Adult Literacy Centre. Because of her interest in education teacher allowed her to attend the Centre voluntarily and gives more attention to her. With the help of teacher, she is now able to write her name on the board as well as in the note book. She can also read and write English alphabets. Teacher teaches her through the language of signs or body gesture.

Now she is showing much more interest in adult literacy Centre and she comes regularly in adult literacy Centre. she wants to get more education. The adult literacy Centre established in her village was a ray of hope for her.

Story Of Zulekhan

Basic Adult Education plays an important role in overall educational continuity of the community and all adults should have equal access to educational opportunities. Momentum and NCHD is implementing the adult literacy and numeracy skills (ALNS) component under Success Programme. The adult literacy Centre established in UC Amri taluka Manjhand district Jamshoro Sindh.

This Centre established with the efforts of the field team of Momentum. There are 25 learners enrolled in the Centre with these learners an old women name zulekhan also come to learn the literacy skills.

She is overage so she couldn't be enrolled in our adult literacy Centre. Because of her interest in education teacher allowed her to attend the Centre voluntarily and gives more attention to her zulekhan is class monitor if any learner absents for some days zulekhan went to their homes and retain the learners through dialogue with their guardians. Zulekhan comes on board to write her name from her confidence the other learners got courage to write on board. Zulekhan tells the stories daily basis to build the interest of learners.

Zulekhan entertain the learners by telling some stories to increase the interest of learners. When the momentum starts their Centres of ALNS project Momentum team met with zulekhan she asked "I know I am aged but I came to the Centre because other women see and increase the interest for the education." Zulekhan is monitor of Centre. When (RSPN) team visited at this Centre zulekhan requested them to extend the project so that we can complete our education. RSPN team questioning from learners most of them answer the question but zulekhan give them all answers, she wrote her name on board she was spoken the sindhi poems, Zulekhan said I want to delivered this message to my family and neighbors the education is the way of life she asked many women who came to the Centre with interest when they see me at Centre. There are many women beside the Centre who inspired and come to the Centres.

Annex 1: **NOC by Deputy Commissioner Jamshoro**

OFFICE OF THE
DEPUTY COMMISSIONER
DISTRICT JAMSHORO

Office Add: Kotri Railway Crossing,
Near Technical Training Institute, Kotri. Tel: 022-3870135. Fax: 022-3871199.

No: DC-Jamshoro (J.B)/ **56** /2022, Dated: **19** /January/2022.

To,

**The Programme Director,
Momentum District Jamshoro.**

SUBJECT: **NO OBJECTION ON THE WORKING OF ADULT LITERACY AND NUMERACY (ALNS) COMPONENT UNDER THE SUCCESS PROGRAM.**

Reference: You're office letter No. MV/TRDP/ALNS/Jamshoro/2021/01, Date: 25-10-2021.

With reference to you're above referred letter and reports received from the Senior Superintendent of Police Jamshoro, vide his letter No. DIB/18031, Dated: 21-12-2021, and the Additional Director Social Welfare District Jamshoro under his letter No. ADDL.D/SW/JO/PF/2021/504 Dated: 21-12-2021, and Senior Superintendent of Police (Special Branch) Hyderabad, vide his letter No. SB/VB12/1289/21- 369 / 2022, Hyderabad, Dated: 17-01-2022, it is stated that this office has No Objection with regard to implementation of Adult Literacy Numeracy ^{Skills} Programme under Sindh Union Council and Community Economic Strengthening Support (SUCCESS) Programme in District Jamshoro by Thardeep Rural Development Program (TRDP) being "Contracting Authority" of the project subject to the adherence of all laws, rules, regulations, terms conditions and MOU signed between (TRDP), Momentum ventures Pvt Ltd and the Government of Pakistan / Sindh. Besides you shall comply with following terms and conditions:

1. All required codal formalities of the Project as per SOP / MOU shall be completed.
2. The activity report shall be submitted to this office regularly.
3. The Organization shall establish its office of the Project in District Jamshoro.
4. During course of appointment / recruitment of the Human Resources, preference will be given to the jobless persons of District Jamshoro and complete list / details of such appointment shall be submitted in Deputy Commissioner Office Jamshoro.
5. This office shall be kept informed about important matters & decisions related to Project.
6. There shall be no contradiction of Law, Rules, Government Policies, SOP and MOU.
7. Organization shall join DCCL (Focal Person Ali Zulifqar Memon Mobil. No. 0333-7226400), Deputy Commissioner Office Jamshoro, before starting work in District Jamshoro.
8. All the work done by the Organization must be in consultation / in knowledge of this office, Assistant Commissioners and Mukhtiarkars of concerned Taluka.
9. The Organization shall follow COVID-19 SOPs strictly.
10. Organization shall complete work within 08 months as shown in your above referred letter submitted to this office for record.



ADDITIONAL DEPUTY COMMISSIONER-I
FOR DEPUTY COMMISSIONER,
DISTRICT JAMSHORO

Ccto:-

01. The Senior Superintendent of Police District Jamshoro.
02. The Additional Director Social Welfare Department District Jamshoro.
03. The Assistant Commissioner, Kotri / Manjhand / Sehwan Sharif / Thano Bula Khan.
04. The Mukhtiarkar Kotri / Manjhand / Sehwan Sharif / Thano Bula Khan.

Annex 2: NOC by Deputy Commissioner Dadu



Tel. 025-9200250-51
Fax, 025-9200252

NO.442/DC/JB/- 14 OF 2022
OFFICE OF THE
DEPUTY COMMISSIONER, DADU
Dadu, dated 11 - 01 - 2022

To,

The Programme Manager SUCCESS,
Thardeep Rural Development Programme, Dadu. ✓

SUBJECT:- ISSUANCE OF NOC FOR WORKING OF ADULT LITERACY AND NUMERACY (ALNS) COMPONENT UNDER SUCCESS PROGRAM IN DISTRICT DADU.

Reference:- Your letter No: MV//TRDP/ALNS/Dadu/2021/01 dated 25.10.2021.

With reference to your above referred letter and reports received from the Senior Superintendent of Police Dadu vide his letter No:DIB/DU/ 13566 dated 3.12.2021 and the Additional Director Social Welfare Dadu under his letter No:261 dated 8.12.2021, it is stated that this office has No Objection with regard to implementation of Adult Literary Numeracy Skills Programme under Sindh Union Council and Community Economic Strengthening Support (SUCCESS) Programme. in District Dadu by Thardeep Rural Development Programme (TRDP), being "Contracting Authority" of the Project subject to the adherence of all laws, rules, regulations, terms & conditions and MOU signed between TRDP, Momentum ventures Pvt Ltd and the Government of Pakistan/ Sindh. Besides you shall comply with following terms and conditions:

1. All required codal formalities of the Project as per SOP / MOU shall be completed.
2. The activity report shall be submitted to this office regularly.
3. The Organization shall establish its office of the Project in District Dadu.
4. During course of appointment/ recruitment of the Human Resources, preference will be given to the jobless persons of District Dadu and complete list / details of such appointments shall be submitted in Deputy Commissioner office Dadu.
5. This office shall be kept informed about important matters & decisions related to Project.
6. There shall be no contradiction of Law, Rules, Government Policies, SOP and MOU.
7. Organization shall join DCCL (Focal Person Dr. Zahid Hussain Khahro 03003254849) Deputy Commissioner office Dadu before starting work in District Dadu.
8. All the work done by the Organization must be in consultation / in knowledge of this office, Assistant Commissioner and Mukhtiarkar of concerned Taluka.
9. The Organization shall follow COVID-19 SOPs strictly.
10. Organization shall complete work within 08 months as shown in your above referreed letter.
11. Project completion report alongwith other relevant documents related to the project shall be submitted to this office for record.

(SAMIULLAH NISAR ALI SHAIKH)
DEPUTY COMMISSIONER DADU

Copy fves for information to:

1. The Senior Superintendent of Police Dadu.
2. The Additional Director, Social Welfare Department, District Dadu.
3. The Assistant Commissioner Dadu/ Johi/ Mehar/ KN Shah.
4. The Mukhtiarkar Dadu/ Johi/ Mehar/ KN Shah.
5. Dr. Zahid Hussain Khahro, Focal Person of Deputy Commissioner Dadu.
6. The Deputy Director, NCHD Dadu.

(SAMIULLAH NISAR ALI SHAIKH)
DEPUTY COMMISSIONER DADU

Annex 3: Request Letter



Ph: 021-99211285
021-99217771

NO.EDU / LIT & NFE/ ——— / (153) - 1538) / 2022

E-mail :
literacy_sindh@yahoo.com

GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT
DIRECTORATE OF LITERACY & NON-FORMAL EDUCATION SINDH

Karachi Dated the 29/4, 2022.

To,

Mr. Jai Parkash Shivani,
Program Manager SUCCESS,
Thardeep Rural Development Project,
Tharparkar @ Mithi.

SUBJECT: REQUEST FOR FACILITATION OF FINAL ASSESSMENT AND CERTIFICATION OF LEARNERS FOR ADULT LITERACY AND NUMERACY SKILLS (ALNS). COMPONENT OF "SUCCESS" PROGRAM.

I am directed to refer your Email dated 22.04.2022 duly approved the case of assessment by the competent authority and to inform you that the District Education Officers (Literacy) Dadu and Jamshoro are hereby assigned to provide technical support and monitor the assessment process of the adult learners (women of age 30 plus) who are studying NFE Package "A" as alternate course of adult literacy in the centers running under your operational control at districts Dadu and Jamshoro with observation of following managerial conditions;

(a) Monitoring Conditions

1. That the age cohort of the learners will be 30 plus of age.
2. That the adult literacy centers have durable capacity of 30 learners.
3. That the centers have been arranged with proper sitting arrangement.
4. That the centers are provided all necessary facilities and Teaching and Learning Aid.
5. That the Taluka wise School General Register (GR) and Center wise Attendance Registers are properly managed.
6. That the teacher is qualified and capable to teach and properly handle the class of 30 adult learners.
7. That the teacher is attending the center regularly.
8. That the teacher is remunerated according to criteria of government rules.
9. That the all the centers have been provided female teachers because of adult women.

(b) Assessment Conditions

1. That the Question Paper should cover the NFE Package "A" of literacy and numeracy.
2. That the Question Paper will prefer to prepare in local language.
3. That the pattern of assessment will be MCQ and descriptive questions.
4. That the question paper will be provided by the NGO concerned and prepared in consultation with District Education Officers (Literacy) concerned.
5. That the District Education Officers (Literacy) concerned will properly monitor the assessment process in facilitation with the NGO concerned.
6. That the Directorate of Literacy & Non-Formal Education will randomly monitor the activity of assessment in facilitation with the NGO concerned.
7. That the Answers of the question should be assessed by the assessor thoroughly and properly marking be done.

8. That the NGO concerned will check answer copies, prepare and compile Taluka wise Result Sheet duly signed by the Head / Representative of the NGO before submitting to the District Education Officer (Literacy) concerned for counter signature.
9. That the certification of the successful adult learners will be guided later.

You are requested to submit the case to the District Education Officers (Literacy) District Dadu and Jamshoro for requirement / verification and to fulfill all codal formalities.

DEPUTY DIRECTOR

A Copy for forwarded for information to;

1. The Chief Advisor Curriculum Wing, SE&LD.
2. The Director Literacy & NFE Sindh, Karachi.
3. The District Education Officer (Literacy) District Dadu is requested to check the matter as per rule/policy following all codal formalities.
4. The District Education Officers (Literacy) District Jamshoro is requested to check the matter as per rule/policy following all codal formalities.
5. The P.S to Secretary School Education & Literacy Department GoS, Karachi.
6. Copy for Master / Subject File.


DEPUTY DIRECTOR

Annex 4: ALNS Scheme of Study



Sindh Union Council and Community Economic Strengthening Support Programme
SUCCESS is funded by the European Union

		سینٽر جو نالو		استاد جو نالو		
بنيادي خواندگي لاءِ تعليمي ڪئلينڊر						
مرڪزي اجزاء جي تاريخ	مرڪز جو وقت		ضلعو	يونين ڪائونسل	ڳوٺ / محلي جو نالو	
		تائين				
مڪمل ٿيڻ (ها) نه ريمارڪس	لکڻ جي مشق	زندگي گذارڻ جون مهارتون	انگريزي	رياضي	سنڌي	ڏينهن
		زندگي گذارڻ جون مهارتون بڻي مهيني کان شروع ٿينديون	انگريزي بڻي مهيني کان شروع ٿينديون	رياضي	پهريون ڏينهن-وارم اپ سرگرميون ڪرايو	1
					ٻيو ڏينهن-گرم وارم اپ سرگرميون ڪرايو	2
					ٽيون ڏينهن-وارم اپ سرگرميون ڪرايو	3
					چوٿون ڏينهن-وارم اپ سرگرميون ڪرايو	4
					پنجون ڏينهن-وارم اپ سرگرميون ڪرايو	5
					ڇهون ڏينهن-وارم اپ سرگرميون ڪرايو	6

Annex 5: Certificate of Adult Literacy

District Education Office Literacy, District _____

School Education & Literacy Department
Government of Sindh



Sr. No. _____

CERTIFICATE OF ADULT LITERACY

This is certified that the ALNS Learner _____ S/O D/O W/O _____

Caste _____ Religion _____ G.R / ID No: _____

admitted in eight months course of alternate Adult Literacy Package 'A' through IP / NGO: TRDP-NCHD & Momentum
on _____ at ALNS center _____ Taluka _____

District _____ has successfully completed eight months course of alternate
Adult Literacy Package 'A' in final examination held in the month of _____.

The date of birth of ALNS Learner as recorded by the IP / NGO is _____

(in words _____) born in village _____

Town / Taluka _____ District _____.

He / she has appeared in alternate of Adult Literacy course Package 'A' and secured following marks:

Subject	Total	Minimum Marks	Marks Obtained	Pass/Below Pass
Sindhi	50	17		
Math	50	17		
English	50	17		
G. Total	150	51		

Date of announcement of Result _____

Implementing Partner

PROJECT MANAGER
TRDP

Date of issue: _____

DISTRICT EDUCATION OFFICER LITERACY

District _____

Annex 6: Learners identification Form

ايرياسپروائيزر جو نالو _____ نمبر _____ تاريخ _____

_____ محلہ جو نالو _____

يونين ڪائونسل _____ تعلقو _____

ضلعو _____vo/co/lso نالو _____ رابطي جو نمبر _____

عورت استاد جو نالو _____ ڄم جي _____ تاريخ _____

_____ پيءُ يا مڙس جو نالو _____ cnic _____

_____ نمبر _____

_____ تعليم _____ تدریس جو _____ تجربو _____

_____ موبائل نمبر _____ تدریسی محلہ سینٹر جو نالو _____

_____ جنهن جي گهر ۾ مرڪز آهي جو هن جو _____ نالو _____

نمبر شمار	سڪنڊڙن جو نالو	پيءُ يا مڙس جو نالو	cnic نمبر	ڄم جي تاريخ	ميدمبر آءِ ڊي
1					
2					
3					
4					
5					
8					
9					
10					



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