

*Non-Formal Education (NFE)*

# ***FACILITATOR'S MANAGEMENT SYSTEM***

2024

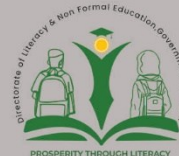
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## Acronyms

<b>ALP</b>	<b>Accelerated Learning Programmeme</b>
<b>AIOU</b>	Allama Iqbal Open University
<b>BCC</b>	Behavior Change Communication
<b>B.Ed.</b>	Bachelor in Education
<b>CBO</b>	Community Based Organization
<b>CDP</b>	Continuous Professional Development
<b>CSO</b>	Civil Society Organization
<b>CT</b>	Certificate in Teaching
<b>CV</b>	Curriculum Vitae
<b>CW</b>	Curriculum Wing
<b>DA</b>	Daily Allowance
<b>DCAR</b>	Directorate of Curriculum Assessment and Research
<b>DL&amp;NFE</b>	Directorate of Literacy and Non-Formal Education
<b>GoS</b>	Government of Sindh
<b>ICT</b>	Information Communication and Technology
<b>ILS</b>	Integrated Literacy and Skills
<b>JICA</b>	Japan International Cooperation Agency
<b>L&amp;NFE</b>	Literacy and Non-Formal Education
<b>M.Ed.</b>	Master in Education
<b>M&amp;E</b>	Monitoring and Evaluation
<b>NFE</b>	Non-Formal Education
<b>NFEMIS</b>	Non-Formal Education Management Information System
<b>NGO</b>	Non-Government Organization
<b>NVQF</b>	National Vocational Qualification Framework
<b>OOSC</b>	Out-of-School Children
<b>PC1</b>	Planning Commission Form 1
<b>PITE</b>	Provincial Institute for Teachers' Education
<b>PTA</b>	Parents Teachers Association
<b>PTC</b>	Primary Teacher Certificate
<b>SE&amp;LD</b>	School Education and Literacy Department
<b>SEF</b>	Sindh Education Foundation
<b>STEDA</b>	Sindh Teacher Education & Development Authority
<b>STEVTA</b>	Sindh Technical Education and Vocational Training Authority
<b>TA</b>	Travel Allowance
<b>TNA</b>	Training Need Assessment
<b>TOT</b>	Training of Trainers
<b>TEIs</b>	Teacher Education Institutions
<b>TVET</b>	Technical & Vocational Education and Training

# Preface

Education is both a fundamental right and a cornerstone for personal and societal development. For many communities, especially in marginalized and underprivileged areas, traditional education systems often fall short in reaching every learner. Non-Formal Education (NFE) has emerged as a vital mechanism to bridge these gaps, offering flexible, accessible, and inclusive educational solutions to children, youth, and adults who are unable to access formal schooling.

The NFE Facilitator Management System is a step toward transforming the educational landscape of Sindh by creating a robust framework for the recruitment, training, and professional growth of NFE facilitators. This system not only addresses the unique challenges of non-formal education but also provides facilitators with the tools, skills, and motivation to uplift learners in diverse and complex settings.

The vision of this framework is rooted in the principles of equity, inclusion, and excellence in education. It aligns with the Government of Sindh's commitment to Sustainable Development Goal 4 (SDG 4): "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." By equipping NFE facilitators with innovative teaching strategies, cultural sensitivity, and professional competence, this initiative aims to create learning environments where all learners feel valued, supported, and empowered.

The framework recognizes that NFE facilitators are more than just teachers—they are change agents. They engage with communities, address the unique learning needs of out-of-school children and adults, and promote values of tolerance, critical thinking, and lifelong learning. This document serves as a comprehensive guide to support facilitators in these endeavors, providing standards and processes to ensure quality and consistency.

The NFE Facilitator Management System includes:

- Standards for facilitators, covering teaching, assessment, values, and professional development.
- A well-defined recruitment process, ensuring transparency, equity, and alignment with community needs.
- A structured training and professional development framework to continuously enhance facilitators' capacity.
- Guidelines for community engagement, emphasizing collaboration with parents, local organizations, and other stakeholders.
- Monitoring and evaluation mechanisms to maintain accountability and encourage continuous improvement.

This initiative is the result of extensive collaboration among the Directorate of Literacy and Non-Formal Education (DL&NFE), the School Education and Literacy Department (SE&LD), and implementing partners. It reflects the collective vision of creating a literate and empowered Sindh, where no learner is left behind.

We extend our gratitude to all the individuals, institutions, and organizations that have contributed to the development of this framework. Their insights and expertise have shaped a document that is practical, adaptable, and aspirational. Special thanks go to the educators, community leaders, and facilitators who shared their experiences, enriching this framework with the realities of non-formal education on the ground.

As we implement this system, we call upon all stakeholders—educators, policymakers, community members, and development partners—to support and strengthen this mission. Together, we can ensure that Non-Formal Education in Sindh becomes a beacon of hope and opportunity for learners across the province.

With this framework, we reaffirm our commitment to transforming education in Sindh, ensuring that every individual, regardless of their circumstances, has the opportunity to learn, grow, and contribute to a better future.

## Acknowledgements

The development of the NFE Facilitator Management System would not have been possible without the invaluable contributions and unwavering support of various individuals and organizations. We extend our heartfelt gratitude to all those who have played a pivotal role in shaping this framework. We would like to express our sincere appreciation to the Chief Executive Advisor, Curriculum Wing, whose strategic guidance and vision laid the foundation for this initiative. Your expertise and commitment to quality education have been instrumental in defining the framework's standards and objectives.

Our deep gratitude goes to the Executive Director of STEDA, whose dedication to enhancing teacher education and professional development provided critical insights that enriched this framework.

We are immensely thankful to the Managing Director of SEF, whose leadership and innovative approaches to fostering education in Sindh have greatly influenced the design and implementation of this system.

A special acknowledgment is due to the Director of DCAR, whose expertise in curriculum development and alignment ensured that the framework is pedagogically sound and relevant to the needs of diverse learners.

We are profoundly grateful to the Executive Director of IRC for their commitment to advancing inclusive and equitable education, contributing valuable perspectives on community engagement and learner diversity.

Our appreciation extends to UNICEF, whose support and advocacy for children's rights and access to quality education have significantly shaped this initiative. Your dedication to empowering children and communities is deeply inspiring.

We also recognize the contributions of the JICA AQAL Project, whose innovative methodologies and focus on alternative learning have enriched the framework with practical and transformative approaches to non-formal education.

To all the contributors, stakeholders, and organizations involved, your collaboration and shared vision have been integral to the successful creation of this framework. Together, we are taking meaningful steps toward a more inclusive, equitable, and impactful education system for Sindh.

Thank you for your continued support and commitment to this mission.

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## Purpose of the Manual

The Non-Formal Education (NFE) Facilitator Management System Manual is a comprehensive framework designed to support the professionalization of Non-Formal Education in Sindh. This document serves as both a guide and a management system framework, providing practical strategies and standardized processes for the recruitment, professional development, and quality assurance of NFE facilitators. By addressing critical areas such as career progression, capacity building, and performance monitoring, the manual ensures that facilitators are equipped to meet the diverse and complex learning needs of out-of-school children, youth, and adults in non-formal settings.

The manual is structured to offer clear guidance on managing NFE facilitators, outlining processes for recruitment, training, monitoring, and professional growth. It is intended for use by policymakers, implementing partners, and education administrators as a management system document, ensuring consistency and quality across all non-formal education initiatives. By establishing clear benchmarks and standards, the document supports facilitators in achieving excellence in their roles while aligning their work with national educational goals.

This manual also reflects the evolving role of NFE facilitators, emphasizing the importance of their career progression and professional growth. Through structured induction programmes, ongoing professional development opportunities, and exposure to innovative teaching methods, facilitators are supported in continuously enhancing their skills. The framework ensures that recruitment and training processes are aligned with defined quality standards and linked to broader educational benchmarks, thereby fostering accountability and sustainability within the NFE system.

In addition, the manual empowers facilitators to serve as transformative agents within their communities. It equips them with tools, resources, and strategies to address the diverse learning needs of students and to foster an inclusive, equitable, and high-quality learning environment. By embedding facilitators into the broader education system, the manual also enables smoother transitions for learners from non-formal to formal education systems, ensuring their long-term success.

# Introduction

The Non-Formal Education (NFE) Facilitator Management System is a strategic initiative by the Directorate of Literacy and Non-Formal Education under the School Education and Literacy Department (SE&LD) of the Government of Sindh. It aims to establish a comprehensive framework for recruiting, training, and professionally developing NFE facilitators. These facilitators play a pivotal role in bridging educational gaps, particularly for out-of-school children (OOSC) and marginalized youth, through flexible and community-driven learning solutions.

This system aligns with the Government of Sindh's vision of creating a literate and prosperous province by promoting inclusive and equitable education. By addressing the diverse learning needs of children, youth, and adults in non-traditional settings, the framework emphasizes the critical role of community engagement, professional capacity development, and innovative pedagogical strategies.

## NFE Framework

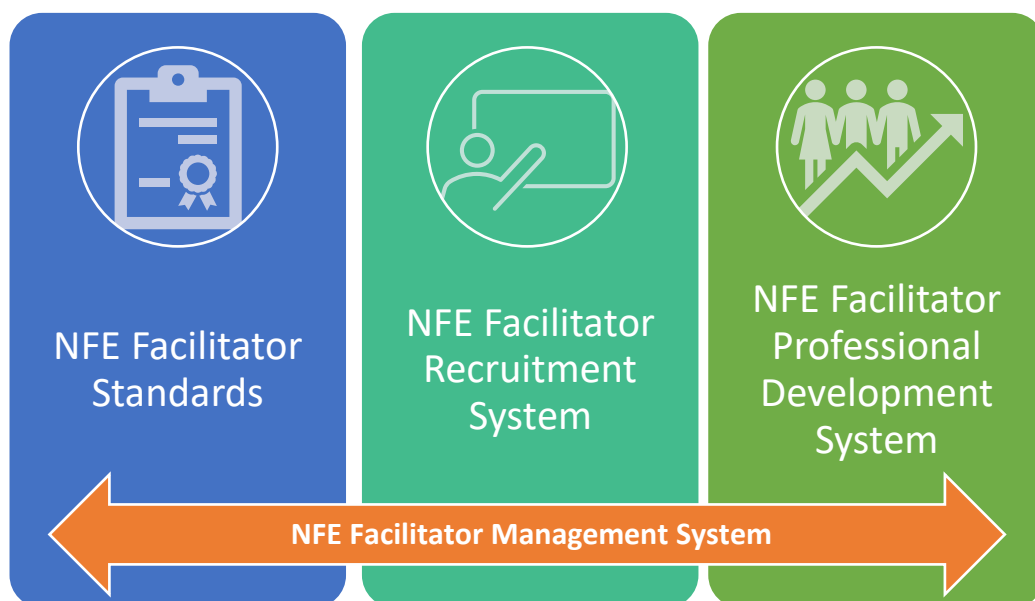
The Non-Formal Education (NFE) Facilitator Standards Framework included in your document is likely derived from or inspired by the Minimum Standards for Quality Education in Pakistan, a policy document aimed at setting benchmarks for educational inputs, processes, and outcomes. This framework provides guidelines for educational standards, ensuring equity, inclusivity, and quality, particularly in diverse contexts.

### Description of the NFE Facilitator Standards Framework

This framework aligns with the National Education Standards established in Pakistan and serves as a practical tool to ensure the delivery of quality education through non-formal settings. It emphasizes:

1. Professional Competencies: Outlining the knowledge, skills, and attitudes NFE facilitators must exhibit to provide quality education to marginalized groups.
2. Inclusivity: Catering to diverse learning needs, including those from socio-economically disadvantaged groups and remote rural areas.
3. Equity and Accessibility: Ensuring facilitators are equipped to support learners from varied backgrounds, including gender minorities and children with special needs.
4. Continuous Development: Advocating for regular professional training, monitoring, and improvement mechanisms to sustain and enhance teaching quality.

The Minimum Standards for Quality Education in Pakistan, approved in 2016, underline national cohesion, uniformity, and benchmarks that provinces can adapt to their unique challenges. Your document uses these standards as a basis for developing NFE-specific guidelines.



National Standards for Quality Education in Pakistan (2016). Minimum Standards for Quality Education in Pakistan. Ministry of Federal Education and Professional Training, Government of Pakistan.

**Indicator 1: Establishing a Professional Framework for NFE Facilitators**

this indicator highlights the development of a structured system to support the professionalization, career progression, and quality assurance of Non-Formal Education (NFE) facilitators.



## **STANDARDS FOR NON-FORMAL EDUCATION (NFE) FACILITATORS**

## Standards for NFE Facilitators

Measuring NFE facilitator's quality is a challenging task because the facilitators require a very wide range of competencies and skills which cannot all be tangibly observed. The following section lists the professional standards for Facilitators including the competencies, skills and behavior that are demanded of facilitators in Sindh.

There are eight standards for facilitators, each explained further in three domains of 1) knowledge and understanding, 2) dispositions, 3) performance and skills.

Standards are:

<b>Standard # 1</b>	Instructions, teaching and learning, and learning environment
<b>Standard # 2</b>	Development of Learners
<b>Standard # 3</b>	Values
<b>Standard # 4</b>	Assessment & Monitoring
<b>Standard # 5</b>	Professional Capacity Development
<b>Standard # 6</b>	Use of Information Communication Technology in NFE
<b>Standard # 7</b>	Community Participation
<b>Standard # 8</b>	Management and development of NFE facilities

**Standard 1: Instructions, Teaching and Learning and Learning Environment**

The facilitator has sound knowledge and understanding of the subject matter knowledge and delivery process of the subject particularly in relation to curriculum framework including subject standards, learning outcomes and pedagogy and or andragogy.

<b>Knowledge &amp; Understanding</b>	<p>Facilitators to know and understand:</p> <ul style="list-style-type: none"><li>• The Non-Formal Education (NFE) curriculum framework, its equivalency model, and its alignment with the national curriculum goals and objectives.</li><li>• Core concepts and subject matter knowledge, including the structure of NFE, learning materials (e.g., textbooks and facilitator guides), and instructional strategies for multi-grade or package classrooms.</li><li>• Integration of grades and subjects (vertical and horizontal) to enable effective and fast-track teaching that enhances practical usability in real life.</li><li>• Techniques for planning, developing, implementing, and adapting instructional strategies to address diverse learning needs, progress levels, learning styles, and social contexts of students.</li><li>• Use of varied instructional approaches, including the integration of digital and tech-based tools, to foster self-directed learning, critical thinking, and understanding.</li><li>• Principles of classroom management that promote a positive, interactive, and collaborative learning environment conducive to peer learning and meaningful dialogue.</li></ul>
<b>Dispositions</b>	<p>Facilitators to value and are commit to:</p> <ul style="list-style-type: none"><li>• Adopting diverse methods to impart knowledge and making it relevant to real-world scenarios.</li><li>• Supporting learners' diverse talents, fostering self-confidence, and enabling self-directed and subject-specific competence.</li><li>• Promoting positive attitudes and interest in subject areas while encouraging critical thinking, intellectual curiosity, and problem-solving skills.</li><li>• Creating an inclusive learning environment by instilling democratic values, mutual respect, fair participation, and fostering healthy competition.</li><li>• Implementing non-punitive discipline strategies, avoiding any physical, emotional, verbal, or psychological harm to learners.</li></ul>
<b>Performance &amp; Skills</b>	<p>Facilitators to demonstrate their knowledge and understanding through:</p> <ul style="list-style-type: none"><li>• Explaining content in diverse ways and relating it to relevant real-life applications.</li><li>• Linking prior knowledge with new content using effective tools and practical examples.</li><li>• Utilizing digital and conventional tools to plan, organize, and adapt lessons based on students' learning levels and needs.</li><li>• Reflecting systematically on teaching practices, incorporating feedback, and leveraging ICT tools to improve lesson delivery.</li><li>• Designing interdisciplinary learning experiences that integrate skills, knowledge, and methods across various subject areas.</li><li>• Establishing and maintaining a learning community where learners take responsibility, engage collaboratively, and exhibit patience, leadership, and self-control.</li><li>• Promoting self-directed learning and leadership by enabling peer group formation, goal setting, and utilizing resources that respect socio-economic and cultural diversity.</li></ul>

**Standard 2: Development of Learners**

Facilitators will identify learners' developmental and learning needs, address individual differences to maximize their learning potential, and create conditions for holistic social, intellectual, emotional, and physical development of children, youth, and adults.

<b>Knowledge &amp; Understanding</b>	<p>Facilitators to know and understand:</p> <ul style="list-style-type: none"><li>• How learners from diverse age groups, backgrounds, ethnic identities, nationalities, and with learning challenges or disabilities construct knowledge, acquire skills, and develop positive attitudes.</li><li>• The influence of learners' individual experiences, talents, prior learning, language, culture, family, and community values on their learning.</li><li>• The diverse needs of students, including those arising from cultural, socio-emotional, physical, or cognitive differences, as well as specific learning disabilities.</li><li>• Processes and strategies that enable reflective thinking and problem-solving both in and outside the classroom.</li><li>• The significance of life skills and career skills in fostering learners' interest in lifelong learning and their preparedness for practical life challenges</li></ul>
<b>Dispositions</b>	<p>Facilitators to value and commit to:</p> <ul style="list-style-type: none"><li>• Recognizing and nurturing the talents and strengths every learner brings to the classroom.</li><li>• Supporting the diverse learning styles and abilities of all learners, fostering self-confidence, independence, and subject competence.</li><li>• Believing in the potential of all learners to achieve success and pursue meaningful career paths.</li><li>• Treating all students equitably to positively impact their emotional and cognitive development.</li></ul>
<b>Performance &amp; Skills</b>	<p>Facilitators to engage in activities to:</p> <ul style="list-style-type: none"><li>• Promoting critical thinking, problem-solving, and decision-making through democratic classroom practices.</li><li>• Applying learning theories to accommodate individual differences in intelligence, perception, and learning styles.</li><li>• Encouraging cooperation and collaboration to improve communication and collective problem-solving.</li><li>• Fostering emotional intelligence, including empathy, resilience, self-awareness, self-control, and self-direction, to support consistent learning outcomes in and outside the classroom.</li><li>• Inspiring learners to set and pursue career goals by presenting relevant success stories and models from the local context.</li><li>• Demonstrating strategies for independent and collaborative learning, fostering peer learning beyond the NFE environment.</li></ul>

**Standard 3: Values**

Facilitators understand Islamic, ethical, social, and universally accepted values and the importance, to create harmonious teaching & learning environment.

<b>Knowledge &amp; Understanding</b>	<p>Facilitators to know and understand:</p> <ul style="list-style-type: none"><li>• The Islamic code of conduct based on the Quran and Sunnah, including principles of Maarooif (good) and Munkir (evil), as well as equality, justice, brotherhood, balance, tolerance, and peace.</li><li>• Globally accepted ethical values, factors influencing peace, and the causes of moral and ethical decline in society.</li><li>• The negative impact of prejudice, discrimination, social class, gender, and language on students' moral development and societal harmony.</li><li>• Strategies to incorporate Islamic and universal ethical values into learners' beliefs and practices to foster peace and harmony.</li><li>• How Islamic values are integrated into NFE textbooks, learning materials, and resources in both digital and print formats.</li></ul>
<b>Dispositions</b>	<p>Facilitators to value and commit to:</p> <ul style="list-style-type: none"><li>• Raising awareness among learners that the Quran and Sunnah are the primary sources for understanding Islamic values.</li><li>• Respecting individual and cultural/religious differences and appreciating the inherent worth of every individual and community.</li><li>• Promoting tolerance, diversity, and interfaith harmony while fostering understanding of conflict resolution and coexistence.</li></ul>
<b>Performance &amp; Skills</b>	<p>Facilitators to engage in activities and demonstrate understanding by:</p> <ul style="list-style-type: none"><li>• Creating a respectful and inclusive learning environment where all individuals and their opinions are valued.</li><li>• Modeling the Islamic code of conduct through their behavior and engaging learners in dialogue to practice these values.</li><li>• Applying Islamic principles to address issues related to human rights, social class, gender, race, ethnicity, language, age, and special needs.</li><li>• Establishing a safe and secure learning environment that attracts out-of-school children and improves retention rates for enrolled learners.</li></ul>

**Standard 4: Assessment and Monitoring**

Facilitators understand and apply various assessment and monitoring methods and strategies to evaluate learners' progress, leveraging feedback to improve teaching strategies and learning outcomes using conventional tools and technology-based resources.

<b>Knowledge &amp; Understanding</b>	Facilitators to know and understand: <ul style="list-style-type: none"><li>• Different types of assessments, including formative and summative, and their roles in evaluating student learning and guiding growth and development.</li><li>• The purpose and benefits of monitoring, including classroom-based monitoring and mentoring, in enhancing teaching and learning.</li><li>• How to utilize assessment and monitoring results to improve instructional strategies and support learning outcomes.</li><li>• The use of technology tools, such as digital gadgets, software, applications, and online/offline resources, for managing assessment and monitoring data effectively.</li></ul>
<b>Dispositions</b>	Facilitators to value and to commit to: <ul style="list-style-type: none"><li>• Viewing learning outcomes as indicators for growth, with deficiencies as opportunities for improvement.</li><li>• Ensuring fair, objective assessment and monitoring processes and providing accurate reporting to learners and their families.</li><li>• Helping learners perceive assessments as opportunities for growth rather than a source of fear or anxiety.</li><li>• Collaborating constructively with monitors and mentors, receiving criticism positively, and using feedback to improve their teaching practices.</li></ul>
<b>Performance &amp; Skills</b>	Facilitators to engage in activities and demonstrate their understanding by: <ul style="list-style-type: none"><li>• Developing and using both facilitator-created and tech-based tests for continuous assessment of student performance throughout the academic session.</li><li>• Effectively using systems such as the Non-Formal Education Management Information System (NFEMIS) and other digital tools for assessment and monitoring.</li><li>• Analyzing student performance data and adapting instructional plans to align with desired learning outcomes.</li><li>• Providing constructive feedback to students, encouraging them to engage with and respond to it.</li><li>• Accurately documenting and reporting assessment data, sharing ongoing student achievements with parents and professional staff.</li><li>• Encouraging students to engage in self-assessment activities to foster self-awareness and responsibility for their learning.</li><li>• Improving teaching and school conditions by incorporating feedback from monitoring and assessment processes into action plans.</li></ul>

**Standard 5: Professional Capacity Development**

Facilitators take responsibility for continuously updating their knowledge, adopting innovative and flexible learning models tailored to the needs of out-of-school children, low-literate youth, and adults, and effectively managing Non-Formal Education (NFE) facilities to uphold the right to education.

<b>Knowledge and understanding</b>	<p>Facilitators to know and understand:</p> <ul style="list-style-type: none"><li>• The importance of achieving a high level of mastery in subject matter knowledge and pedagogical skills to ensure effective learning outcomes.</li><li>• Self-assessment strategies to identify areas of improvement, using both personal reflections and learner outcomes as feedback mechanisms.</li><li>• Key learning theories, modern research findings, and their practical application in designing and delivering effective instruction within local contexts.</li><li>• The significance of creating and adhering to an Individual Professional Development Plan (IPDP) that includes setting career goals, identifying resources (including digital ones), and enrolling in professional courses.</li><li>• The code of conduct for Facilitators, principles of center improvement, and effective management of NFE facilities.</li></ul>
<b>Attitude</b>	<p>Facilitators to value and are commit to:</p> <ul style="list-style-type: none"><li>• Embracing the necessity of continuous professional development and reflective practices to improve their teaching and professional competence.</li><li>• Taking ownership of their professional growth through advanced learning and adherence to development plans.</li><li>• Engaging with educational literature, research reports, and resources produced by professional organizations and academia.</li><li>• Participating in training workshops and educational courses, and applying the knowledge and skills gained to classroom practices.</li><li>• Sharing successful professional experiences with colleagues to foster a culture of collaboration and peer learning.</li></ul>
<b>Performance and skills</b>	<p>Facilitators to engage in activities to and demonstrate understanding by:</p> <ul style="list-style-type: none"><li>• Engaging in reflective practices to critically examine their teaching methods, biases, and prejudices, and actively improving upon them.</li><li>• Demonstrating problem-solving, decision-making, critical thinking, and effective communication skills in teaching and classroom management.</li><li>• Applying learning from Continuous Professional Development (CPD) programmes to improve teaching practices and support school/center development.</li><li>• Collaborating with provincial, national, and international educational organizations and using resources from print, electronic, and social media to enhance their professional expertise.</li><li>• Participating in training workshops, educational courses, and informal learning sessions while seeking guidance and engaging in action research to refine teaching practices.</li><li>• Implementing the code of conduct to uphold ethical behavior in all aspects of teaching, learning, monitoring, and assessment.</li><li>• Managing NFE facilities effectively by fostering positive engagement with parents, local communities, and organizations, and implementing NFE center improvement plans.</li></ul>

**Standard 6: Use of Information, Communication Technology in NFE**

Facilitators effectively communicate with learners using diverse verbal and non-verbal techniques and integrate ICT tools and applications for data management, instructional planning, and decision-making to enhance the quality of Non-Formal Education (NFE).

<b>Knowledge and understanding</b>	Facilitators to know and understand: <ul style="list-style-type: none"><li>• The socio-economic and cultural contexts of learners, their individual learning needs, and preferred learning styles.</li><li>• Behavior Change Communication (BCC) as a tool for building linkages with learners, communities, professional organizations, NFE providers, and administrative departments.</li><li>• The application of ICT tools such as software and applications for word processing, research, data storage, and presentation, and their role in improving local-level NFE.</li><li>• Techniques for effective communication and the use of digital gadgets, software, and applications to enhance learning and data-driven management.</li></ul>
<b>Attitude</b>	Facilitators to value and commit to: <ul style="list-style-type: none"><li>• Enhancing learners' communication skills by building on their prior experiences and socio-economic and cultural strengths.</li><li>• Fostering and celebrating diversity of opinions among learners, preparing them to apply these skills in broader social contexts.</li><li>• Recognizing the potential of ICT tools to ensure uninterrupted learning during and after emergency situations.</li></ul>
<b>Performance and skills</b>	Facilitators to engage in activities to and demonstrate understanding by: <ul style="list-style-type: none"><li>• Designing and implementing participatory teaching methods that actively engage learners from diverse backgrounds.</li><li>• Using verbal and non-verbal communication, including body language, to build rapport with learners and reflect respect and inclusivity.</li><li>• Demonstrating high-quality interpersonal skills that foster a positive and collaborative learning environment.</li><li>• Effectively using ICT tools, including digital gadgets, software, and applications, for:<ul style="list-style-type: none"><li>◦ Data management within NFEMIS.</li><li>◦ Instructional planning, implementation, monitoring, mentoring, assessment, and evaluation.</li><li>◦ Data-driven decision-making to improve the performance of NFE centers.</li></ul></li><li>• Incorporating current and credible information from diverse sources (print, electronic, and social media) into lesson plans to complement textbooks.</li><li>• Modeling effective communication strategies, such as questioning techniques, to convey ideas, stimulate critical thinking, and foster problem-solving skills.</li><li>• Supporting learners to become self-directed learners in both traditional classroom settings and online/offline learning environments.</li></ul>

**Standard 7: Community Participation**

Facilitators collaborate with parents, families, professionals, and stakeholders—such as students, their employers, parent-tutor associations, and community members—to create and sustain an interactive, safe, inclusive, and joyful learning environment.

<b>Knowledge and understanding</b>	Facilitators to know and understand: <ul style="list-style-type: none"><li>• The roles and interests of various stakeholders in NFE centers, including parents, families, employers, community members, CSOs/CBOs, and PTAs, and how these groups contribute to learners' education.</li><li>• Effective communication strategies for engaging stakeholders in the development and improvement of NFE facilities.</li></ul>
<b>Attitude</b>	Facilitators to value and commit to: <ul style="list-style-type: none"><li>• Recognizing and appreciating the community's contributions and their meaningful participation in the development of NFE centers and the well-being of learners.</li><li>• Encouraging genuine community involvement to improve access, retention, and quality learning, while addressing dropout challenges.</li><li>• Actively engaging local communities, professional organizations, and volunteers to foster an inclusive learning environment and promote leadership, responsibility, tolerance, and democratic values among students.</li><li>• Facilitating the intellectual, physical, and psycho-social development of learners through cooperative interactions with families and community institutions.</li></ul>
<b>Performance and skills</b>	Facilitators to engage in activities and demonstrate understanding by: <ul style="list-style-type: none"><li>• Developing and implementing a plan for regular meetings with learners' families to discuss their progress, challenges, and solutions collaboratively.</li><li>• Organizing opportunities for community participation through local, national, and international events or cultural celebrations to enrich the NFE environment.</li><li>• Building cooperative partnerships with diverse families, educators, and community organizations, including microfinance linkages and rights-based institutions, to support student learning, rights, and well-being.</li><li>• Establishing connections between NFE centers and businesses, industries, community agencies, and civil society organizations working in areas such as education, child rights, disaster preparedness, health, and the environment.</li><li>• Equipping families and communities with strategies to support learners in managing homework and continuing their education independently at home.</li></ul>

**Standard 8: Management and Development of NFE facilities**

Facilitators manage the resources of NFE facilities effectively, ensuring consistent development, learner well-being, and positive engagement with the local community.

<b>Knowledge and understanding</b>	Facilitators to know and understand: <ul style="list-style-type: none"><li>• The basic functions of NFE centers, including community linkages, data management tools, resource management, and utilization of learning materials.</li><li>• The NFE strategic framework, including its vision, mission, goals, and targets for development plans.</li><li>• The importance of monitoring, feedback, and complaints mechanisms for continuous improvement of NFE facilities.</li><li>• The critical role of financial and human resources in the sustainable development of NFE centers.</li></ul>
<b>Attitude</b>	Facilitators to value and commit to: <ul style="list-style-type: none"><li>• Collaborating with local communities, professional organizations, and learners to develop a participatory strategic framework.</li><li>• Strategically improving the NFE center through regular updates to the center's development plan.</li><li>• Effectively managing data using ICT tools and applications such as NFEMIS for data-driven decision-making.</li><li>• Actively seeking additional resources to support the implementation of the center's development plan.</li></ul>
<b>Performance and skills</b>	Facilitators to engage in activities and demonstrate understanding by: <ul style="list-style-type: none"><li>• Adhering to the NFE center's strategic framework and regularly implementing and updating the center's development plan.</li><li>• Mobilizing and managing financial, material, and human resources to support the development plan effectively.</li><li>• Utilizing NFEMIS and other data management tools to collect, organize, and analyze data for informed decision-making and improvement of the center.</li><li>• Recruiting and engaging additional Facilitators as needed to accommodate increased enrollment of out-of-school children and low-literate youth and adults.</li><li>• Collaborating with professional organizations and experts to enhance the management and development of NFE facilities.</li><li>• Maintaining accurate records and implementing a transparent and efficient complaints mechanism to address stakeholder concerns.</li></ul>

**Indicator II**

This indicator outlines the comprehensive system for recruiting Non-Formal Education (NFE) facilitators, encompassing criteria, procedures, and rules that ensure transparency, fairness, and alignment with the goals of NFE programmes. It establishes a standardized approach to selecting qualified individuals capable of addressing the diverse and dynamic learning needs of non-formal learners.



## **NFE FACILITATOR RECRUITMENT SYSTEM CRITERIA, PROCEDURES & RULES**

## Objectives of NFE Facilitators' Recruitment

The objective is to recruit qualified, experienced, and skilled facilitators for Non-Formal Education (NFE) programmes who:

- Are capable of implementing NFE curricula using prescribed teaching and learning materials.
- Can adapt their teaching skills to meet the diverse and complex learning needs of learners in flexible NFE settings.

## Key Characteristics of the Prospective NFE Facilitators:

- Meet the minimum educational qualifications, experience, and other requirements, such as age and gender, as defined in the recruitment criteria.
- Are willing to participate in mandatory induction, refresher, and continuous professional development (CPD) programmes as part of pre-service and in-service training strategies.
- Demonstrate care for children by ensuring their protection and providing their fundamental rights to education and well-being.
- Possess the ability to manage diversity and complexity among learners from varied age groups, religious and ethnic minorities, low socio-economic backgrounds, and those with physical or cognitive learning challenges.
- Commit to completing at least one programme cycle of NFE or adult literacy without interruption.
- Comply with the instructions of the Directorate of Literacy & NFE and its implementing partners.
- Engage with local communities to improve the quality and effectiveness of NFE centers.
- Are eager to enhance their teaching and learning skills to meet the minimum standards set for NFE Facilitators.
- Understand the broader education system, enabling them to connect NFE programmes with other structural units to facilitate the mainstreaming and continuing education of learners enrolled in NFE systems.

## Recruitment Criteria

The recruitment criteria outline the minimum requirements for selecting Non-Formal Education (NFE) Facilitators for both NFE and Adult Literacy & Skill programme. These criteria include educational qualifications, experience, age, and other key considerations essential for identifying suitable facilitators to manage NFE programme in Sindh.

The criteria are as follows:

1. Minimum Educational Qualifications (General)
2. Minimum Educational Qualifications (Professional)
3. Work Experience
4. Operational Procedures

### 1. Minimum Educational Qualifications (General)

- **Preferred:** Intermediate (12 years of education).
- **Relaxation:**
  - Matriculation (10 years of education) may be considered if no candidate with 12 years of education is available.
  - Elementary/Middle level (8 years of education) may be allowed in remote rural areas under exceptional circumstances with strong justification.
- **Note:** Reducing educational qualifications is discouraged and should only be considered as a last resort in areas with no qualified candidates.

### 2. Minimum Educational Qualifications (Professional)

- No mandatory requirement for professional education, such as B.Ed. or M.Ed.
- **Priority:**
  - Candidates with professional qualifications (e.g., B.Ed., M.Ed., or other pre-service

education degrees/diplomas).

- While professional qualifications (e.g., B.Ed., M.Ed., or other pre-service education degrees/diplomas) are not mandatory, preference will be given to candidates possessing these qualifications, including phased-out qualifications like PTC and CT.

### 3. Work Experience

- **Not mandatory**, but preference will be given to:
  - Candidates with prior teaching experience in public, private, or non-formal schools.
  - Related experience in other professions such as social mobilization, marketing, or management, though it will carry less weight than teaching experience.
- **Weightage:**
  - More years of teaching experience will be rewarded with higher consideration compared to non-teaching experience.

### 4. Age Criteria

- **Minimum Age:** 18 years.
- **Maximum Age:** No upper age limit, but candidates must be physically fit to manage classrooms effectively.

### 5. Administrative Guidelines for Recruitment

- Preference will be given to local candidates to enhance community engagement.
- Recruitment is time-bound and project-based, with no entitlement for regularization.
- Recruited individuals will be designated as “Adult Literacy” or “NFE Facilitators” and will not hold a formal grade or scale.
- Facilitators will receive a fixed honorarium, as approved by the Directorate of Literacy & NFE or implementing partners.
- A waiting list will be maintained for each recruitment cycle to fill vacancies promptly.
- If the waiting list is exhausted, a fresh recruitment process will be conducted locally with community involvement.

#### Weightage

No	Description	Weightage	Details
<b>1</b>	<b>Educational Qualification (above minimum)</b>	<b>10</b>	
1.1	General Education	1-5	Explained below
1.2	Professional Education	1-5	Explained below
<b>2</b>	<b>Work Experience</b>	<b>10</b>	
2.1	Teaching (as teacher)	1-5	One mark for one year
2.2	Teaching (in administration, social mobilization etc.)	1-3	One mark for one year
2.3	Non-Teaching (other professions)	1-2	One mark for one year
<b>3</b>	<b>Candidates’ Locality</b>	<b>5</b>	Five marks for local Facilitators
<b>4</b>	<b>Written Test</b>	<b>25</b>	
<b>5</b>	<b>Interview</b>	<b>40</b>	
<b>6</b>	<b>Demonstration</b>	<b>10</b>	

#### Weightage Scheme

##### General Education

No	Education Levels	Numbers
1	Matriculation	1
2	F.A./F.Sc.	2
3	B.A./ B.Sc.	3
4	B.A./ B.Sc. Honors	4
5	M.A./ M.Sc.	5

	<b>Total</b>	<b>5</b>
<b>Professional Education</b>		
<b>No</b>	<b>Education Levels</b>	<b>Numbers</b>
1	ALP Training or any Training Workshop	1
2	CT/ PTC (old or phased out degrees)	2
3	B.Ed. (1 year)	3
4	B.Ed. (2 years or more)/ honors	4
5	M.A. Education/ M.Ed.	
	<b>Total</b>	<b>5</b>

### **Recruitment Process**

The process of recruitment includes following steps (this applies as per the approval of any project/ PC1 by the competent authorities), and that these steps are equally applicable for both NFE and adult literacy facilitators:

1. Formation of “Provincial level and District Level Recruitment Committees” to carry out recruitment related operations
2. Advertisement showing eligibility criteria (education, experience, age, gender, locations, last date of applications etc.
3. Development of test and interview questionnaires
4. Building capacity of the district level recruitment committee
5. Receiving and shortlisting of applications
6. Final list of shortlisted candidates for test and interviews
7. Conducting tests and interviews of the shortlisted candidates
8. Preparing list of candidates after test and interviews
9. Offer letters to successful candidates.
10. Appointment orders/ contracts

### **Formation of “Provincial and/or District level Recruitment Committees” to carry out recruitment related operations**

The Director L&NFE will constitute a recruitment committee that will comprise odd members from Directorate L&NFE and NFE implementing partner. The staff members from DL&NFE and NFE implementing partners can be from technical, admin or human resource sections. The committee will be comprised of at least three to five members and should be chaired by the DL&NFE representative. The recruitment committee will primarily perform the following activities and complete the process of recruitment. The representative of NFE implementing partner will be member secretary of the committee and will ensure all the process. Documentation required to complete the recruitment process. In case of hiring in multiple districts, DL&NFE can also form multiple district level committees to perform tasks simultaneously.

*Advertisement (showing eligibility criteria (education, experience, age, gender, locations, last date of applications etc.)*

The recruitment committee will designate staff members from the Directorate of Literacy & NFE and NFE implementing partner preferably from administration and finance/ accounts sections under the supervision of the Director to, prepare an advertisement for recruitment of NFE facilitators. The advertisement will necessarily show following information for the candidates:

1. Date of advertisement
2. Minimum criteria for age, educational qualification, work experience
3. Last date to apply.
4. Key instructions to apply (how to apply either through online or hard copies or both)
5. Address of website/ email for online or postal address of the office for hard copies of applications
6. Documents to be attached with the application (CV, certificates/ degrees etc.)
7. Nomenclature (name) and quantity of the posts being advertised.
8. Brief mention of the role expected from the facilitators.

#### 9. Other information and instructions as appropriate

It is suggested that the NFE implementing organization publish the advertisement in the newspaper. However, in case of budgetary constraints, the NFE implementers can opt for advertisement on the digital platforms, like [www.rozee.pk](http://www.rozee.pk), [www.brighspyre.com](http://www.brighspyre.com), the organization's own website or [www.linkedin.com](http://www.linkedin.com).

### **Development of test and interview questionnaires**

The recruitment committee will further designate a couple of technical staff members to develop questionnaires for test and interview. Key instructions to develop questionnaires for written test and oral interviews are given as:

#### **Written Test**

Written test will primarily test the ability of the candidate in 1) content mastery, 2) pedagogical skills, 3) others including classroom management, child psychology, significance of community participation and non-formal education. All these areas are further explained:

**Content Mastery:** Test the ability of the facilitators regarding their knowledge of different concepts of different subjects. It is suggested to ask for definitions of key concepts from languages including Urdu and English and some questions from science and mathematics.

**Pedagogical Skills:** This will test the ability of the candidates to transfer the contents using interactive and enabling teaching strategies to the learners in the classroom. A few questions about "effective teaching methods or strategies" may be included in the test.

**Others e.g., classroom management, child psychology etc.:** the test may include some questions asking definitions and the significance of knowing child psychology in classrooms. Similarly, significance of the non-formal education in Pakistani and Sindh context and why community participation is crucial in NFE in Sindh and what are different strategies to engage communities.

#### **Oral Interview**

Oral interview is the most effective strategy to identify suitable candidates for teaching, especially in non-formal education settings. The designated staff members will prepare a questionnaire for the interviewers and will include following key components:

1. Introducing oneself (the candidate will be asked to introduce himself/ herself)
2. Why the candidate has applied for a teaching job.
3. Ask about past experience and some examples regarding teaching.
4. What makes a good Tutor, qualities of an effective Tutor?
5. Ask the candidate about his/ her favorite subject with examples showing why.
6. What is curriculum, is it different from textbooks? And what is the scheme of studies and how does it differ from the curriculum?
7. Some questions about effective teaching methods/ techniques for children and adults.  
Difference between teaching children and adults
8. Why assessment is important and what are some effective ways of carrying out consistent classroom based assessment.
9. How the assessment can be used for improving teaching?
10. What is non-formal education and how it differs from formal education; why is it suitable in Pakistan and Sindh in particular
11. Significance of training in improving teaching and what are major methods of training in Pakistan? (Probe: pre-service, in-service, CPD, reading/ research, consultation with peers/ seniors etc.)
12. What are some doable strategies to involve communities?
13. Other questions as appropriate

#### **Demonstration**

The candidate will be asked to give a demonstration of teaching, which will be measured by the interviewers, or a designated person assigned with the task of gauging the demonstration with a checklist. The checklist will include following aspects of the teaching to be gauged:

- ✓ Organizing the class (grades/classes/ packages) (seating plan)
- ✓ Referring to the scheme of study / syllabus (which subject and topic is going to be taught today)
- ✓ Brief explanation of lesson/ topic objectives/ learning outcomes
- ✓ Choosing a specific teaching strategy that should be interactive.
- ✓ Brief mention of the formative assessment during the teaching
- ✓ Discussion on using positive discipline techniques to avoid punishment.
- ✓ How to deal with slow learners
- ✓ How to deal with naughty people or those who may cause trouble in the class.
- ✓ Concluding the lesson
- ✓ Homework (specific tasks for home)

### Receiving and Shortlisting of Applications

The recruitment committee will designate a person/ staff member to receive applications, make inventory in both hard and soft form. With active support from the IT section/ person, the designated person responsible for receiving and shortlisting of applications will develop an excel spread sheet to record key variables/ necessary fields of the applicants for shortlisting purpose and use the same for marking as per the shortlisting criteria/ weightage. Key variables of the spreadsheet are suggested as:

No	Name	Parentage/ spouse	DOB	Gender	Address				Qualification		Experience			Locality		Total Marks	Remarks
					Village	UC	Tehsil	District	General	Professional	Teaching	Teaching (admin/ mob)	Non-teaching	Local	Non-local		
1																	
2																	

This spreadsheet will be used to record data of applicants and shortlist the ones for interviews. The shortlisting will take place as per the weightage given above in the weightage section.

### Final list of Shortlisted Candidates for Tests and Interviews

After shortlisting the candidates using prescribed weightage criteria, a final list of successful and shortlisted candidates will be generated and be sent for the approval of the recruitment committee. After approval, the candidates will be called for test and interviews on an agreed date. In order to inform the shortlisted candidates, following means will be used:

- Official letter stating “call for test an interview” on a selected date.
- Phone calls to each candidate.
- Text message on candidates’ numbers stating “call for test an interview” on a selected date.
- Text message on WhatsApp number of the candidate stating “call for test an interview” on a selected date.

### Policy of Involvement of Local/ Area Education Committees in Selection of Facilitators

The policy for the recruitment of facilitators is “community based,” which means the community will be involved practically in the recruitment process especially after shortlisting in conducting test, interview, and demonstration. Collecting applications and the process of conducting test and interviews will primarily be carried out with the local communities or the local recruitment committee

will be regularly informed of these developments.

After completing the process of shortlisting, the recruitment committee will further constitute a “local recruitment committee” that will include selected community members in addition to District Officer Education Literacy – (DOE-L) and a representative from the provincial office of the Directorate of literacy & NFE and NFE implementing partner. Including selected community members on the recruitment committee will be done with a prominent level of care and consultation. The DOE-L and representative from the Directorate office, preferably the Director, and any representative from NFE implementing partner may allow a specific number of community members as per the area/ region and the number of posts available for that area/ region. In case the interview process is village based, community members from that village can be part of the committee. In other case, if the recruitment is decided to be conducted at Taluka or district level, the community members can participate in the selection/ recruitment of their village area.

### **Conducting Tests and Interviews**

Before conducting the test and interviews, the local recruitment committee will be trained in conducting test, interviews, and demonstrations, which will be carried out by any designated person/s from the Directorate of literacy & NFE and NFE implementing partner. The training process will ensure that the local recruitment committee members are able to manage the test and conduct interviews with the candidates and gauge the demonstrations using interviews questionnaire and demonstration checklist.

After that, each shortlisted candidate will be given a test, which they all will be supposed to attempt and hand over to the person responsible for managing the test. After that, the candidates will be called for oral interviews and the interviewers will conduct the interviews using an interview questionnaire, followed by demonstrations. At the end, the local recruitment committee, supported by the members of the overall recruitment committee, will check the tests, interviews, demonstration, and develop a final list for selecting the successful candidates.

### **Preparing List of Candidates after Test and Interviews**

The recruitment committee will prepare a final list of all candidates, confirming successful candidates who will be offered offer letter for the post of NFE facilitators for teaching. The designated members of the recruitment committee will sign the list.

### **Offer Letters to Successful Candidates**

Based on the final list, the successful candidates will be offered letters that will offer the candidate the post of NFE facilitator for the job of teaching in a specific area. The candidates will reply to the offer letter by giving a letter accepting the same against the offer letter, which will be used to prepare the contracts.

### **Agreements / Contracts with Successful Candidates**

The NFE implementing partner in coordination with the Directorate of literacy & NFE and based on the acceptance by the successful candidates, will prepare the contracts/ agreements stating all the terms and conditions, remuneration, duration, duty station, leaves, and other details. The contract will be signed by both the candidate and the NFE implementing partner and a copy of information about the recruited teachers will be shared with the Director for record purpose. It is apprised that the NFE implementing partner will prepare two original documents of the contract and that all will be signed by both candidate and the signatory by the competent authority of NFE implementing partner. One copy of the contract will be given to the candidate, one will be kept on the record of NFE implementing partners. The information about the Facilitators hiring will be uploaded on NFEMIS for record purpose and can be accessible to the office of the secretary SE&LD or the Minister for Education and Literacy, Government of Sindh, as appropriate.

# Management rules

Management rules for NFE Facilitators (both NFE [ALPs] and Adult Literacy) are given below:

## Work hours

Work hours for NFE/ ALPs and adult literacy programmes differ according to their job nature. Minimum working hours for NFE/ ALP Facilitators are three, however, extra hours may be required in unusual circumstances according to the instructions of the NFE project manager/ leadership of the Directorate of literacy & NFE and NFE implementing partner. These working hours are to be attended by the Facilitators on daily basis (six days a week from Monday to Saturday) except any other government announced holidays/ national holidays.

## Availability for trainings, refresher courses and for CPD events/ activities

The NFE Facilitators are expected to attend all the events organized for their capacity building and training. These events may include induction training, in-service trainings/ refresher course, other courses organized by the DL&NFE, SE&LD and other NFE implementing partners. It is also essential for facilitators to participate in other activities under Continuous Professional Development (CPD) programme for content enhancement, pedagogical and andragogic support. The NFE Facilitators may also be called to attend any other meeting that is in the interest of the state or the children.

## Conduct and behavior of NFE Facilitators

- Act in a manner which maintains the honor and dignity of the profession and respect the dignity and rights of all learners.
- Protect learners from conditions which interfere with their learning or are harmful to the learners' health, safety, and well-being.
- Not take advantage of their position for their own benefits/ profits and not engage in activities which adversely affect the quality of their profession/ teaching and their respect as Facilitators.
- Not sexually harass any learner nor have any manner of sexual relationship with a learner.
- Be a good and honest role model.
- Be always on time for class and duty and well prepared for their duty.

NFE Facilitators should have competencies in organizing the courses and community development. The following are some key competencies:

- Display a basic competence in educational methodology and their subjects.
- Display an understanding of children learning and adults.
- Promote a positive and safe learning environment with an atmosphere of trust and honestly represent each learner's performance and learning achievement.
- Take advantage of all professional development opportunities and use modern technology in combination with traditional methods.
- Promote learners' self-esteem, confidence, and principles of good citizenship, peace, and social responsibility.
- Encourage learners to actively learn and contribute to their community development.
- Mobilize community to support and participate in their own and their children's learning.

## Honorarium / incentives and other benefits

- Honorarium of NFE and adult literacy Facilitators varies, but it should range from PKR 15,000 to 25,000

- There are no other benefits/ allowances, however, other allowances/ benefits can be included in the project and may vary from one to the other.
- NFE Facilitators will be eligible for travel and daily allowance as appropriate and applicable for any event of training or their capacity building or on account of any other professional responsibility.
- Any other benefit, bonus, allowance as announced by the project/ scheme in which Facilitators are engaged. It is encouraged to include additional allowances/ benefits for NFE Facilitators to motivate them to retain their jobs and keep serving the children.

#### **Career development, continuity, and social recognition**

- Career development of NFE Facilitators lies in their will to grow as Facilitator and take advantage of the capacity building programmes offered by the DL&NFE or PITE, TEIs and STEDA
- Continuity is also linked to their performance, which will be evaluated by the project/ programme in which they are engaged through a system.
- NFE Facilitators are expected to adhere to code of conduct and values for social recognition as well as their service for the children will be rewarded by their parents.

#### **Leaves & holidays**

- NFE Facilitators are eligible to avail all Sundays during the academic year and all other gazetted holidays/ national holidays.
- Other leaves including annual, sick, and maternity are to be decided by the project management and the HR/ administration unit of the NFE implementing partners in consultation with DL&NFE Sindh

#### **Change in Management Rules**

The Directorate of literacy & NFE, will be authorized to change the rules as per the changing needs of the sector and benefit both NFE as sector and the candidates/ facilitators for better job prospects. The revised management rules will be duly endorsed by the competent authority and will be disseminated among all NFE stakeholders.

**Indicator III: NFE Facilitation Professional Development System**

This indicator emphasizes the structured professional development programmes designed for NFE facilitators to enhance their teaching, management, and community engagement skills. Additionally, it outlines capacity-building initiatives for NFE implementing organizations to ensure effective programme delivery and sustainability.



## **NFE FACILITATION PROFESSIONAL DEVELOPMENT SYSTEM**

## Continuous Professional Development (CPD) for NFE Facilitators

### 1. Rationale

Teaching and learning in Non-Formal Education (NFE) are conducted in highly flexible settings, where a single facilitator often manages a one-room learning space. These spaces are usually provided by the local community, and facilitators are selected from within the same community to ensure easy access for learners. This approach, while practical in enhancing local engagement and accessibility, poses significant challenges in identifying and recruiting qualified and experienced facilitators, particularly in remote and marginalized areas.

Facilitators in NFE settings are often required to meet diverse and complex learner needs. These include teaching children, youth, and adults from various socio-economic backgrounds, accommodating learners with disabilities, and addressing cultural and linguistic diversity. However, minimum educational and professional qualifications for facilitators are often compromised in regions where qualified individuals are scarce. This challenge is compounded by comparatively low remuneration rates for NFE facilitators, which further restricts the recruitment of skilled professionals. To address these limitations, professional development mechanisms are critical. Such mechanisms provide structured opportunities for facilitators to acquire the necessary knowledge and skills to perform effectively in their roles. Through induction training, refresher courses, and continuous professional development (CPD) programmes, facilitators are equipped to address the specific challenges of NFE classrooms. These programmes emphasize building competencies in subject mastery, classroom management, lesson planning, community engagement, and learner assessment. They also help facilitators adapt to dynamic teaching environments and employ innovative pedagogical and andragogic strategies.

Professional development for NFE facilitators is not just a one-time activity; it is an ongoing process aimed at fostering lifelong learning. Continuous and rigorous CPD initiatives ensure that facilitators stay updated with modern teaching methodologies and evolving educational needs. By investing in the professional growth of facilitators, NFE programmes can enhance the quality of education and ensure that learners receive meaningful and effective learning experiences.

#### Objectives of the Capacity Building Mechanism

The capacity-building mechanism for NFE facilitators aims to enhance their professional competencies, enabling them to deliver quality education in diverse and challenging settings. This mechanism focuses on developing subject mastery, effective pedagogical and andragogic skills, and the ability to create inclusive, adaptive learning environments. By fostering a culture of continuous professional development, it ensures facilitators are equipped to address the holistic needs of learners in non-formal education programmes.

Specifically, the mechanism seeks to:

1. Strengthen facilitators' content knowledge across all major subjects while enabling them to transfer this knowledge using interactive and enabling teaching strategies in diverse learning environments.
2. Equip facilitators with the skills to integrate digital, distance learning, and hybrid models into their teaching, especially during emergencies.
3. Build capacity to understand and address the psychological and developmental needs of children, youth, and adults, enabling effective classroom management and learner engagement.
4. Promote inclusive strategies that ensure equitable learning opportunities for marginalized groups, including those with special needs and minority backgrounds.
5. Develop the ability to adapt curriculum and instructional methods to suit learners' capacities and classroom dynamics.
6. Enhance the use of formative and summative assessment techniques to improve instructional quality and learner outcomes.
7. Empower facilitators to engage with local communities effectively, fostering collaboration for the betterment of NFE centers and learners' educational journeys.
8. Encourage facilitators to pursue lifelong learning, professional growth, and adherence to standards through participation in training and development opportunities.

## Elements of Capacity Building Mechanism for NFE Facilitators

The capacity building mechanism for NFE Facilitators is composed of following key elements:

1. Induction Training Programme
2. Contents and pedagogy (Package wise) Training Programme
3. Continuous Professional Development (CPD)

Brief description of the elements of the professional development system:

No	Elements of PD system	Need level	Frequency	Duration	Composition
1	Induction Training Programme	Mandatory	Before commencing the programme	1-2 days	Contract of NFE Facilitators, management rules, Introduction to NFE, content mastery, pedagogical skills, others
2	Contents Mastery & Pedagogical (Package wise) Programme	Mandatory	Before every package	4-5 days	Content mastery, pedagogical skills, others
3	Continuous Professional Development (CPD)	Optional (encouraged)	Periodic as per need of the NFE provider	Need based	Content mastery, pedagogical skills, others

## Induction Training Programme

### Purpose and Components:

The induction training programme is the foundation of professional development for newly recruited NFE facilitators. Its purpose is to familiarize facilitators with the fundamental concepts of non-formal education, classroom management, lesson planning, and teaching methodologies. It also introduces facilitators to their roles, management rules, and the principles of engaging with communities.

### Steps for Institutionalization and Coordination:

To institutionalize the induction programme, the Directorate of Literacy & NFE collaborates with provincial authorities like STEDA, TEIs and PITE. This coordination ensures the alignment of training content with national education standards. Key steps include:

1. Developing training manuals and modules tailored to NFE facilitators.
2. Identifying and training master trainers through Training of Trainers (TOT) programmes.
3. Conducting periodic reviews and quality assurance of training materials.

### Strengthening the Training System:

Collaboration strategies focus on leveraging existing training systems and integrating NFE-specific needs. This involves engaging private sector organizations, universities, and TVET (Technical and Vocational Education and Training) institutions to create a sustainable training framework.

## Content Mastery and Pedagogy Training Programmes

### Package-wise Training Details:

These training programmes are structured around specific learning packages, such as ALP Primary, ALP Middle-Tech, and Integrated Literacy. Each package is tailored to the curriculum and includes subject-specific mastery, pedagogy, and practical teaching strategies. For example:

- **ALP Primary:** Focuses on literacy and numeracy skills.
- **ALP Middle-Tech:** Integrates vocational and life skills.
- **Integrated Literacy:** Combines functional literacy with community engagement strategies.

### Training Needs Assessment (TNA):

TNA is a critical component that identifies the specific skill gaps and content needs of facilitators. It involves:

1. Document analysis of curricula and teaching materials.
2. Surveys or interviews with facilitators and stakeholders.
3. Using data to prioritize training content.

### Designing Training Content and Materials:

Training materials are developed collaboratively by subject experts, curriculum developers, and experienced facilitators. These materials align with the curriculum and include interactive teaching strategies, assessment techniques, and community engagement methods.

## Continuous Professional Development (CPD) Programmes

### 1. Refresher Courses:

These short-term courses revisit and reinforce previously learned concepts and skills. They address specific challenges facilitators encounter in their teaching practices, such as classroom management or difficult subject areas. Refresher courses are often informed by data from formative assessments and classroom observations.

### 2. Professional Development (PD) Days:

PD Days are collaborative sessions where facilitators come together to discuss academic challenges, share best practices, and explore solutions. These sessions often involve local experts or subject specialists and may be organized within cluster schools or learning centers.

### 3. Exposure Visits:

Exposure visits provide facilitators with opportunities to observe best practices in successful educational settings. For instance, facilitators might visit high-performing formal schools to learn innovative teaching methods, classroom management strategies, and learner engagement techniques.

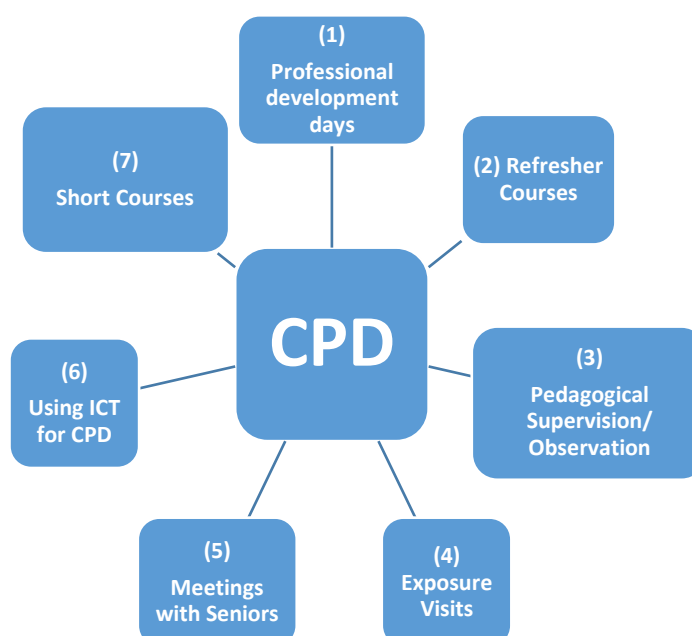
### 4. Meetings with Seniors/Subject Specialists:

These meetings create a platform for facilitators to interact with experienced educators and subject specialists. They focus on resolving pedagogical challenges, refining instructional strategies, and gaining deeper insights into subject content.

### Continuous Professional Development (CPD)

CPD involves following capacity building options for NFE Facilitators:

1. PD (professional development) events / days
2. Refresher courses
3. Pedagogical supervision/ support and follow up support (mentoring)
4. Exposure visits
5. Meetings with seniors/ subject specialists, trainers,
6. Use of information technology (IT) in capacity building of NFE Facilitators
7. Short courses



## Implementation Framework for CPD

No	CPD Options	Who Will Do It	How It Will Be Done
1	Professional Development (PD) Days	NFE providers and training authorities will develop SOPs to organize PD Days purposefully. Formal schools may also participate as cluster schools in this venture.	A cluster school or center will be identified within a 2-3 kilometer radius, and facilitators of surrounding schools/centers will be required to participate in the pre-defined PD Day agenda. Discussions will focus on academic challenges related to subjects and instruction. Solutions will be explored collaboratively. Local experts, including subject specialists and senior educationists, may also be invited to contribute.
2	Refresher Courses	NFE providers will organize refresher courses to refresh and update facilitators' knowledge and skills on specific topics.	Refresher courses will build upon prior training sessions. For instance, if facilitators attended training on interactive pedagogy but faced challenges implementing it, a follow-up course will revisit and improve upon those techniques. These courses typically span 3-5 days and are tailored to address specific teaching challenges identified through feedback or observation.
3	Pedagogical or andragogic Supervision	NFE providers will lead supervision and support activities. The Directorate can seek guidance from training authorities or development actors for tools and database development.	A classroom observation tool will be developed, and field officers will be trained to administer it in NFE centers. Observations will be followed by immediate feedback and guidance for facilitators. Data from these observations will be entered into a database, analyzed, and used to design further interventions to improve teaching practices and content delivery.
4	Exposure Visits	Primarily arranged by NFE providers but can also be facilitated by the Directorate or other organizations and departments.	Facilitators will visit high-performing educational institutions, such as from the private or public sector service providers. They will observe best practices in classroom management and pedagogy and interact with experienced educators and administrators. These insights will help facilitators adapt effective strategies to their NFE settings.
5	Meetings with Seniors/Subject Specialists	Organized by NFE providers with support from formal education departments, private sector schools, or self-driven initiatives.	Facilitators will meet senior educators and subject specialists to discuss challenges in delivery, classroom management, assessment, and learner interaction. These meetings may be standalone or integrated into PD Days. Facilitators will receive practical, actionable advice tailored to their teaching contexts.
6	Use of ICT for Capacity Building	Existing online and offline platforms for professional development will be used. ICT gadgets such as tablets, android devices, or laptops may be provided in centers or cluster schools.	ICT tools will provide facilitators with access to training modules, recorded lessons, and expert guidance. Platforms like eNFE, Knowledge Platform, Muallam (by ALIGHT), and AIOU's online learning resources will be utilized. Facilitators will be trained to use these tools to enhance their teaching and access real-time support for academic challenges. Online forums, WhatsApp groups, and digital checklists will also facilitate continuous learning and collaboration.
7	Short Courses / Certification Programmes	Short courses may be organized in collaboration with school education departments, PITE, TEIs, universities, or development actors.	Short courses, typically lasting 1-5 days, will address specific challenges such as classroom management or mathematics instruction. AIOU offers diploma courses for NFE Facilitators, including a 6-month programme, with a 1-year programme forthcoming. Facilitators will also be encouraged to register for professional development courses provided by other education departments or universities.

The Continuous Professional Development (CPD) framework for NFE Facilitators encompasses a series of activities designed to foster ongoing growth in teaching competencies, subject knowledge, and pedagogical techniques. This framework is integral to ensuring that facilitators are well-equipped to deliver quality education in NFE settings. Below is an improved description of each CPD component.

### **1. Professional Development (PD) Days**

- NFE providers and relevant training authorities collaborate to establish standard operating procedures (SOPs) for organizing PD Days, aimed at enhancing facilitators' professional skills. These PD Days are conducted within cluster schools or centers located within a 2-3 kilometer radius, allowing facilitators from neighboring NFE centers to convene and participate.
- Each PD Day follows a structured agenda to address instructional challenges, discuss subject-specific issues, and collaboratively develop solutions. Experienced professionals, including subject specialists and senior educators, may be invited to provide insights and share best practices with facilitators, thus enriching the learning experience.

### **2. Refresher Courses**

- Refresher courses are tailored to reinforce facilitators' knowledge and skills in specific areas, addressing any learning gaps identified during earlier training sessions. These courses build upon previous training content, providing updated information and advanced techniques.
- For instance, if facilitators previously attended a 3-day training on interactive pedagogy, but face challenges in applying these strategies in the classroom, a follow-up refresher course will be organized to revisit and enhance these methods.

### **3. Pedagogical and anagogical Supervision and Support**

- NFE providers are responsible for implementing pedagogical supervision and providing facilitators with structured support. The Directorate may also partner with training authorities or other organizations to develop effective supervisory tools and maintain a supportive database.
- Field officers administer a classroom observation checklist to assess teaching practices. Following each observation, facilitators receive immediate feedback and tailored guidance based on the findings. Observation data is systematically entered into a database, analyzed, and used to inform future training sessions, thereby improving classroom practices and instructional quality.

### **4. Exposure Visits**

- Exposure visits provide facilitators with opportunities to observe and learn from exemplary educational settings. These visits expose facilitators to effective teaching strategies and modern classroom management techniques used in established educational institutions.
- Organized by NFE providers or other relevant authorities, these visits enable facilitators to gain insights into best practices, which they can then adapt to suit the NFE context. Facilitators are encouraged to observe, interact with experienced educators, and apply their observations to improve their instructional techniques.

### **5. Meetings with Senior Educators and Subject Specialists**

- These meetings provide facilitators with access to the expertise of senior educators and subject specialists. By creating a collaborative environment, these sessions encourage facilitators to discuss classroom challenges and seek practical solutions.
- During these meetings, facilitators explore instructional methods, classroom management strategies, and approaches for assessing diverse learning needs. These interactions serve as a platform for facilitators to address complex classroom scenarios and refine their pedagogical skills.

## **6. Use of Information and Communication Technology (ICT) in CPD**

- ICT is leveraged to facilitate both in-class and remote professional development for facilitators. Tools such as tablets, laptops, and smartphones equipped with internet connectivity support facilitators by providing immediate access to instructional resources and expert guidance.
- Facilitators are introduced to e-learning platforms such as eNFE applications, the Knowledge Platform, Muallam (by ALIGHT), and AIOU's online platform for literacy educators. These resources offer a variety of educational materials, training modules, and support services, enabling facilitators to continue their professional development independently.

## **7. Short Courses and Certification Programmes**

- Short courses and certification programmes are available to enhance facilitators' competencies in specific areas. These courses are offered in collaboration with relevant educational authorities, universities, and NGOs, and are designed to address targeted challenges in the classroom.
- Short courses range from one-day sessions on classroom management to multi-week programmes covering subject-specific content and advanced teaching methods. Allama Iqbal Open University (AIOU) offers a 6-month diploma course, with a one-year programme soon to be available for NFE Facilitators. Facilitators are encouraged to enroll in these courses for professional growth and skill development.

### **Additional Guidelines for Effective CPD Days and Events**

- Forming WhatsApp groups or similar platforms allows facilitators to share classroom challenges, exchange solutions, and foster discussions on instructional improvements. Facilitators and field supervisors are encouraged to actively participate, sharing insights and addressing peers' questions.
- Based on group discussions, an agenda is developed for each PD Day to address the most relevant topics. Facilitators are invited to a central, accessible location where PD events can be held in a collaborative environment. When necessary, technology can facilitate virtual PD Days to increase accessibility.
- After each PD Day or training event, a comprehensive report is developed to document insights, challenges addressed, and outcomes. This serves as a valuable record for future reference and continuous improvement.

### **Effective Design and Implementation of Refresher Courses**

Refresher courses are organized based on data-driven needs and classroom observations. Each course is designed to address specific instructional challenges identified through the following sources:

1. If previously conducted, TNA results provide insight into facilitators' areas for growth.
2. Inputs from group discussions, mentoring sessions, and assessment findings guide the design of each refresher course.
3. Data from classroom observations and formative assessments further informs course content, ensuring that sessions address the real-time challenges facilitators face in the classroom.

Each refresher course is organized in clusters to optimize resources and foster peer learning among facilitators with similar developmental needs.

### **Pedagogical and Andragogic Monitoring, Mentoring, and Support**

Mentoring support is delivered through a structured framework involving regular classroom observations, mentoring checklists, and feedback sessions. Observers, typically trained mentors or experienced educators, utilize a classroom observation checklist to identify strengths and areas for improvement in instructional techniques. Observers provide immediate feedback and suggest adjustments that facilitators can implement to enhance student engagement and learning outcomes. Key considerations for monitoring and support include:

- Digital tools streamline data collection and analysis, enabling facilitators to receive timely, targeted feedback. This process helps identify recurring challenges and informs future training

needs.

- Data from observations is analyzed to assess trends and areas of need, ensuring that facilitators receive continuous support through targeted refresher courses and mentoring sessions.

### **Exposure Visits for Experiential Learning**

Exposure visits are designed based on specific instructional challenges and professional development needs identified through observation and feedback. Facilitators visit high-performing schools and observe best practices in real classroom settings. These visits are carefully planned to allow facilitators to gain practical insights that are relevant to the NFE context, and they are encouraged to apply these learnings in their own classrooms.

### **Utilizing ICT for Ongoing Professional Development**

ICT tools serve as a vital resource for ongoing professional development, offering facilitators easy access to teaching resources, instructional videos, and interactive learning modules. ICT integration includes:

- Facilitators use e-learning platforms and applications to enhance subject mastery and pedagogical skills.
- Digital platforms provide facilitators with a network for discussing challenges and seeking expert advice.
- Facilitators have continuous access to digital resources and training materials, enabling them to reinforce their skills as needed.

### **Short Courses and Certification Programmes for Specialized Training**

Short courses and certification programmes are offered as part of the CPD framework to develop facilitators' competencies in specific subjects or skills. These courses, which range from a few days to several months, provide facilitators with targeted, practical knowledge applicable to the NFE classroom.

Examples include:

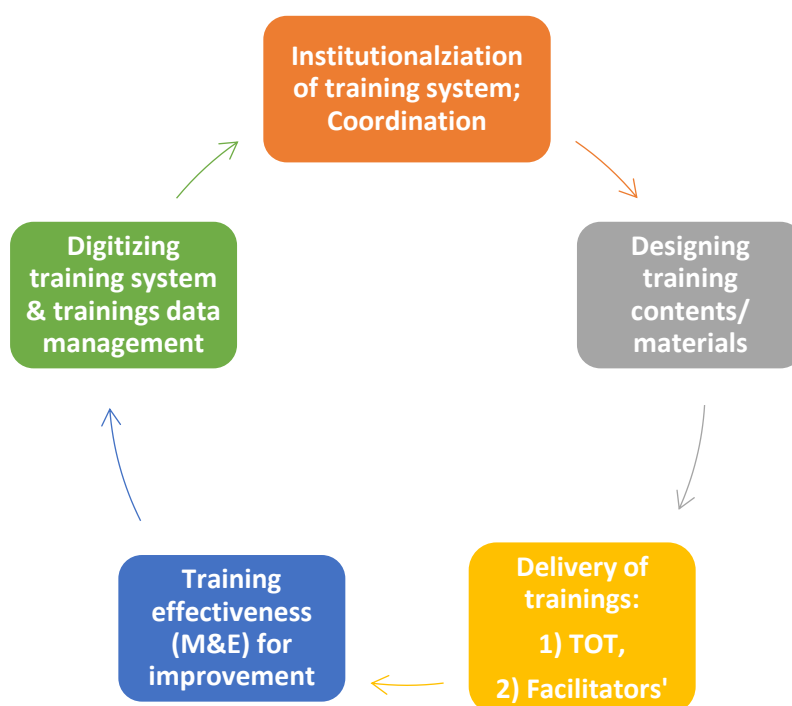
- Short courses on effective classroom management strategies help facilitators create inclusive and conducive learning environments.
- Extended courses on mathematics or literacy enable facilitators to deepen their subject knowledge, improving their confidence and effectiveness in teaching these core areas.

### **NFE Implementing Organisations (Protocols and Mechanisms)**

Non-Formal Education (NFE) implementing organisations play a pivotal role in bridging the educational gap for marginalized communities, out-of-school children (OOSC), and other underserved populations. To ensure the effective and sustainable delivery of quality education, these organisations must operate within well-defined protocols and mechanisms. This section outlines the standardized systems, processes, and collaborative approaches required for capacity building, professional development, and programme implementation in NFE settings. By establishing clear guidelines and leveraging partnerships with stakeholders, these protocols aim to enhance the skills and competencies of NFE facilitators, foster community engagement, and ensure alignment with broader educational goals and standards.

Mechanisms

1. Institutionalization of training system; coordination with provincial education/ training authorities for ownership and sustainable inputs and delivery
2. Design/ develop training materials (manuals/ modules) and schedule for TOT.
3. Deliver the Training in two steps.
  - I) TOT (Training of Trainers)
  - II) Facilitators training
4. Internal quality assurance & enhancement; Monitoring & Evaluation of training materials and its delivery (TOT and Facilitators' training) through monitoring, review, and follow-up for Improvement in training programmes.
5. Digitizing training mechanism; designing and delivering ICT/ tech-based trainings.



### **Institutionalization of Training System: Coordination with Education and Training Authorities**

The initial step in organizing induction training involves coordination with the relevant provincial education and training authorities. This ensures the programme is aligned with legal requirements and is sustainable, enabling it to be utilized by various NFE providers operating in the region. In most provinces, the Provincial Institute for Teacher Education (PITE) oversees teacher training programmes. In Sindh, in addition to PITE, the Sindh Teacher Education and Development Authority (STEDA), Teacher Education Institutions (TEIs) has been established to review training resources and provide quality assurance to training service providers.

Coordination with these authorities is managed by the training wing of the Directorate of Literacy & NFE. This collaboration involves the following key actions, which form the foundational elements of a sustainable training system:

1. Developing resources for TOT (Training of Trainers) and other training programmes, including induction training, package-specific training, and CPD for Facilitators.
2. Selecting qualified individuals to lead training sessions.
3. : Engaging identified master trainers to build capacity and cascade knowledge effectively.
4. Organizing training sessions for Facilitators, leveraging the expertise of trained master trainers.
5. Creating tools for assessing pre- and post-training effectiveness to ensure programme quality.
6. Evaluating training results to inform critical decisions and improve future programmes.
7. Providing NFE Facilitators access to programmes organized by other providers, including formal schools, private sector organizations, and NGOs.
8. Engaging with government authorities to enhance remuneration, career development opportunities, and employment terms for NFE Facilitators.
9. Identifying and implementing activities that support the professional growth of Facilitators.

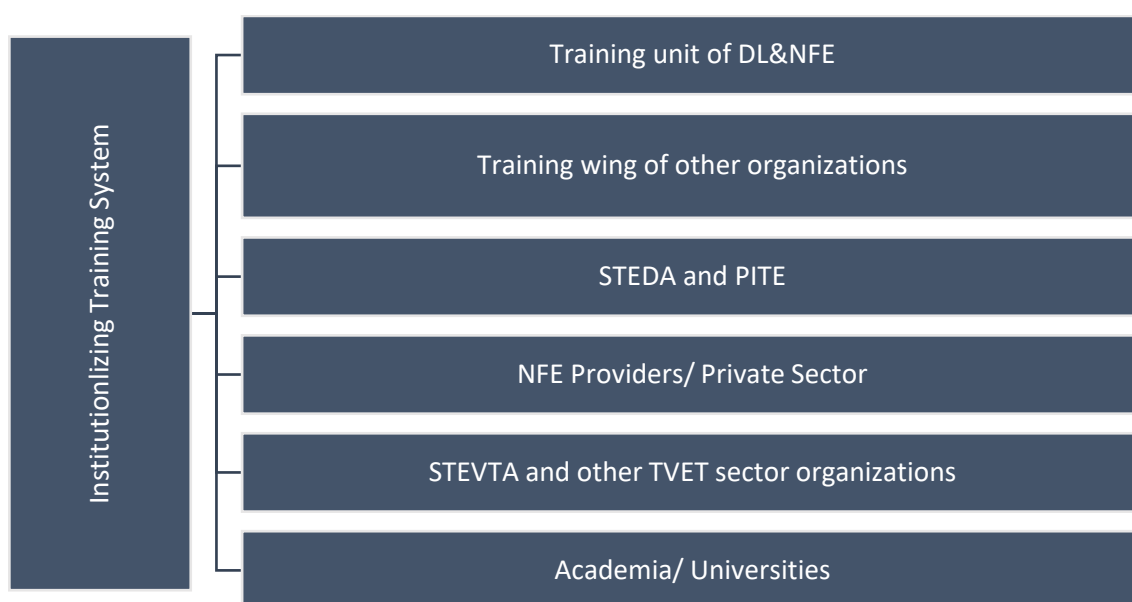
### **Strategies for Sustainable Design and Delivery of Trainings**

To establish a robust training system in collaboration with provincial education authorities, NFE providers, and other stakeholders, the following strategies will be employed:

1. Enhancing the capacity of training wings within the Directorate of Literacy & NFE and other implementing partners.
2. Working closely with these authorities to ensure standardized training practices and quality assurance.
3. Developing a cohesive training system with experienced organizations in the public and

private sectors.

4. Harnessing the expertise of Technical and Vocational Education and Training (TVET) institutions to integrate skill-based training with NFE programmes.
5. Partnering with universities and academic institutions to leverage their resources and expertise in developing a comprehensive training system.



### **Strengthening the Training Wing of the Directorate of Literacy & NFE**

The initial step involves fortifying the **training wing** of the Directorate of Literacy & NFE by integrating the training system into the existing policy framework. The staff of this wing should receive adequate training on the various elements of the system to ensure its effective implementation. Strengthening this wing is pivotal for executing subsequent steps in the professional development system.

### **Enhancing the Training Units of NFE Implementing Partners**

In addition to reinforcing the training wing of the Directorate, it is equally crucial to strengthen the training units of other NFE implementing partners and teacher capacity-building service providers. By integrating the professional development system into their policies, these organizations can enhance their capacity to deliver high-quality training. The training staff of these units should also undergo extensive training to ensure consistent implementation across all NFE partners, thereby fostering a ripple effect of quality delivery throughout Sindh.

### **Collaboration with Provincial Education Training Authorities (STEDA, TEIs and PITE)**

Collaboration with STEDA, TEIs and PITE is recommended, as these public-sector bodies are mandated to oversee teacher training and professional development for the formal education sector. A designated focal point for NFE should be established within these organizations to streamline coordination. This focal point will work with the training wings of the Directorate and NFE service providers to:

1. Identify and train master trainers.
2. Develop training materials for TOT and facilitator-level training.
3. Evaluate training effectiveness and recommend improvements.
4. Ensure alignment with provincial training standards.

### **Creating a Pool of Master Trainers and Developing an NFE Training System**

The Directorate of Literacy and Non-Formal Education (DL&NFE), in partnership with JICA, has already conducted multiple cohorts of Training of Trainers (TOTs) for ALP Primary and ALP Middle programmes, creating a pool of certified master trainers from the public and private sectors. A directory of these trainers has been prepared to enable NFE providers to access qualified trainers for

cascading training sessions.

Further efforts will focus on expanding this pool of trainers to cover all districts in Sindh. Regular updates to the trainer directory and capacity-building programmes for district-level staff will be prioritized. This approach will establish a sustainable and decentralized system for professional development across the province.

### **Partnership with NFE Providers and the Private Sector**

The Directorate will collaborate with NFE providers and private-sector organizations with proven expertise in non-formal education. These organizations will help identify and train staff involved in professional development. Field staff with relevant experience in training or continuous professional development will also be engaged to ensure the availability of qualified trainers.

### **Leveraging TVET Expertise for Skill-Based Courses**

The training system will engage TVET (Technical and Vocational Education and Training) entities to ensure that vocational skill courses integrated into ALP Middle-Tech and Integrated Literacy and Skills (ILS) programmes are effectively addressed. TVET organizations will:

1. Nominate focal points for ALP and ILS programmes.
2. Develop and deliver training materials.
3. Conduct follow-up support for implementing vocational and skill-based courses.

Public and private TVET organizations will be actively involved in this process to enhance the vocational skill components of NFE programmes.

### **Collaboration with Academia and Universities**

Universities offering pre-service or in-service teacher education programmes will be approached to contribute to the NFE training system. Academic institutions can provide skilled trainers and support the development of high-quality training materials.

A robust selection process will be established to ensure the inclusion of qualified master trainers, considering the following criteria:

1. Availability for future training programmes.
2. Expertise in major/core subjects.
3. Prior training experience under other projects.
4. Balanced representation from public, private, and development sectors.
5. Willingness to serve as master trainers and participate actively in TOTs.

### **Design and conduct Training Needs Assessment:**

Training needs assessment (TNA) is obviously the first step to start designing the training manuals and related system. The process of TNA will include the following:

1. Documents' inventory and analysis of ALP-P, ALP (Middle-Tech) and youth/ adult literacy & skill programmes [textbooks, guides, supplementary reading materials etc.]
2. NFE situation analysis (its significance, needs, the challenges that NFE will be responding such as illiteracy and OOSC)
3. Detailed study of target group (children, youth, and adults)
4. Recruitment criteria for NFE Facilitators (to know what type of Facilitators are recruited in NFE setting)
5. TNA exercise using a tool to interview prospective Facilitators, NFE providers/ managers, target group (children, youth, and adults) and others as appropriate.

It is prescribed to conduct TNA by developing an application which will be accessible for NFE Facilitators or prospective NFE Facilitators and that the said Facilitators will provide information about the difficult topics, chapters, subjects, why they are difficult, expertise (mastery) over these topics (Facilitators who know these topics well will mark as experts of these topics) etc. such information will not help in identifying trainings needs, but also provide basic information about the available solutions (indigenous solutions) available around.

### Designing Training Contents/ Materials

The process of designing materials/ contents of training of trainers/ Facilitators is all inclusive and is carried out with close collaboration of the counterparts and provincial education/ training authorities. Materials development / manual development process is commenced by engaging experts identified jointly by the Technical Working Group - TWG/ sub-committee (trainings/ PD), training wings of DL&NFE, STEDA & PITE, relevant NFE providers, private sector NFE providers and academia/ universities by engaging professionals and experts such as 1) Subject specialists, 2) NFE experts, 3) curriculum experts, 4) practicing Facilitators in NFE setting, 5) coordinators/ teachers belonging to private sector, 6) academia, 7) experienced NFE providers etc.

Identified experts develop training materials / manual by using curriculum, teaching & learning materials, supplementary reading materials, multi-grade/ package-based teaching & learning, previously developed concepts around child & adult psychology, classroom management in multi-grade conditions, positive discipline, community engagement, etc. learning standards, the respective education/ training authority of any specific province may include any special content or concepts that they feel are crucial and are generally prescribed to be incorporated in training materials.

Training materials, once developed, is placed for expert review, and is approved eventually for wide scale use. Training materials is printed as per the need of the NFE providers. Currently DL&NFE has prepared the training materials (manuals and handouts) for ALP Primary (Package A, B and C0, ALP Middle (Package D and E) and Integrated Literacy and Skill (ILS) Programmes. However, the periodic review, content digitization and value addition will certainly enhance the quality of the training programmes.

### Training Content

The training contents for TOT manual/ or training of Facilitators are proposed as under:

No	Domains (main themes)	Topics/ concepts
1	Induction	<p>Following are key concepts that are part of the induction training programme:</p> <ol style="list-style-type: none"><li>1. Introduction and significance of NFE including focus on innovation, flexibility, and integration of ICT in NFE</li><li>2. Fundamental concepts of education and teaching methods</li><li>3. Difference between Formal Education and NFE</li><li>4. Key institutions/ organizations engaged in NFE in Pakistan</li><li>5. Target group for NFE in Pakistan</li><li>6. Social mobilization in NFE</li><li>7. Administration of NFE centers<ol style="list-style-type: none"><li>a. NFE centers and Learning environment standards.</li><li>b. Classroom management</li><li>c. Record keeping in NFE.</li><li>d. Center protection and safe environment</li></ol></li><li>8. Child psychology and character building<ol style="list-style-type: none"><li>a. Convention of the rights of the child</li><li>b. Child and adult psychology</li><li>c. Child protection</li></ol></li><li>9. Role of facilitators / Facilitators in NFE<ol style="list-style-type: none"><li>a. Standards for NFE Facilitators</li><li>b. Duties and role of facilitators</li><li>c. Discipline/ code of conduct for NFE facilitators.</li></ol></li><li>10. Skills required for NFE facilitators.<ol style="list-style-type: none"><li>a. Different teaching methods and skills</li><li>b. Effective use of board</li><li>c. Multi-grade teaching</li><li>d. Lesson planning and its effective use</li></ol></li></ol>

		e. Assessment and techniques f. Creating child friendly environment g. Participation of community and parents in NFE centers
2	Contents mastery/ subject mastery	Mastery of subjects included for ALP (Primary) include: <ul style="list-style-type: none"> <li>• Brief on curriculum and syllabi</li> <li>• Sindhi (Languages) <ul style="list-style-type: none"> <li>○ <b>Sindhi alphabets basic concepts</b></li> <li>○ Recognizing sounds (light and heavy)</li> <li>○ Vowels</li> <li>○ <b>Sindhi textbook (overview)</b></li> <li>○ Sindhi textbook (an overview)</li> <li>○ Brief on other subjects integrated in Urdu language.</li> <li>○ <b>Basic concepts of Sindhi language</b></li> <li>○ Difference between formal education and NFE</li> <li>○ Difference between sounds based and conventional teaching methods.</li> <li>○ Sounds based teaching methods.</li> <li>○ Practice sessions (personal names)</li> <li>○ First activity in textbook of Sindhi</li> <li>○ Character building/ role play</li> <li>○ Disintegrating sounds</li> <li>○ <b>Shapes of words (writing)</b></li> <li>○ <b>Flash cards making.</b></li> <li>○ <b>Sindhi Grammar</b></li> <li>○ Sindhi planning</li> </ul> </li> <li>• Urdu (Languages) <ul style="list-style-type: none"> <li>○ <b>Urdu alphabets basic concepts</b></li> <li>○ Recognizing sounds (light and heavy)</li> <li>○ Vowels</li> <li>○ <b>Urdu textbook (overview)</b></li> <li>○ Urdu textbook (an overview)</li> <li>○ Brief on other subjects integrated in Urdu language.</li> <li>○ <b>Basic concepts of Urdu language</b></li> <li>○ Difference between formal education and NFE</li> <li>○ Difference between sounds based and conventional teaching methods.</li> <li>○ Sounds based teaching methods.</li> <li>○ Practice sessions (personal names)</li> <li>○ First activity in textbook of Urdu</li> <li>○ Character building/ role play</li> <li>○ Disintegrating sounds</li> <li>○ <b>Shapes of words (writing)</b></li> <li>○ <b>Flash cards making.</b></li> <li>○ <b>Urdu Grammar</b></li> <li>○ Urdu planning</li> </ul> </li> <li>• <b>English language</b> <ul style="list-style-type: none"> <li>○ <b>Basic concepts of English alphabets</b></li> <li>○ Language skills and uses.</li> <li>○ Overview of textbook and teacher guide of English</li> <li>○ English teaching (difference between formal and NFE)</li> <li>○ <b>Promoting creativity through English language</b></li> <li>○ English teaching techniques</li> <li>○ English Grammar (parts of speech, punctuation, articles)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ <b>Alphabets, words, sentence making.</b></li> <li>○ <b>English language planning</b></li> <li>● <b>Mathematics</b> <ul style="list-style-type: none"> <li>○ Introduction to textbook and teacher guide</li> <li>○ Basic concepts of mathematics (plus, minus, multiplications, division, counting, prices, shapes, directions etc.</li> <li>○ Planning to teach mathematics</li> </ul> </li> </ul> <p>Specific topics that are generally considered difficult are included in the training materials and trainees are trained in these concepts; their understanding is enhanced so as the trainees can teach well and accurately. (100% contents are covered) Use assessment results to identify contents (days of the trainings for subject)</p>
3	Pedagogical/ andragogic skills (teaching strategies)	Including skills to transfer knowledge and skills to the learners. These strategies are interactive and enabling and aim at involving learners positively and create a real learning climate that help in learners to acquire knowledge and skills. It is critical to narrate that Facilitators must learn and understand both pedagogy and andragogy as both are crucial in the classroom and facilitators may have to deal with and accommodate both children, young people and teach them using enabling and effective strategies.
4	Multi-Grade/Package skills	Skills that enable Facilitators to teach multiple grades and packages at the same time. This skill equips Facilitators to create peer groups using grades, packages and intellectual characteristics in the classrooms and make them learn to their potentials.
5	Managing diversity	This is crucial and enables NFE Facilitators to understand the diversity among learners of various age groups, socio-economic backgrounds, religious and ethnic traits, intellectual levels and learning difficulties. Facilitators who can understand such diversities are able to create logical peer groups and learn to the best of their potentials. Understanding psychologies of the children, youth and adults is equally important and enable Facilitators to deal with and accommodate such things in the classrooms.
6	Engaging local communities	The contents will enable Facilitators to understand the concept of local governance and support for the NFE centers by the local communities. After learning such concepts, Facilitators will be able to engage local communities in real spirit and have the best of the support for the NFE centers.
7	Other skills	May include positive disciplining (teaching children without any fear or corporal/ physical punishment). Other skills may include any other set of skills that any NFE provider would like to have in the training materials.

**Note:** The Directorate L&NFE will get all the training manuals reviewed by STEDA and later Secretary SE&LD. will notify these manuals. No NFE implementing partners and/or NFE training service provider will be authorized to conduct TOT and/or cascade training without SE&LD notified manuals.

## Delivering the Trainings (TOT)

Organizing and conducting Training of Trainer (TOT) is essentially done for the sake of the system and create a provincial level facilitators professional development system. TOT enables any province to have a pool of trained trainers (master trainers), who would remain available to cascade and train facilitators when and where required. After the TOT, inventory of the trainers is generated and kept at the office of the “training wing” so as to employ and use the expertise of the trained trainers at the time of need. Generally, NFE providers in any province are informed and advised to approach the provincial training authority to get their Facilitators trained before commencing the NFE/ ALP classes.

It is advised to develop a plan of action to deliver the trainings jointly with the “NFE Provider” as given under:

1. Allocation of days for the training
2. Training contents and handouts / other reference materials
3. Training aids/ AV aids
4. Tools (pre-test and post-test tools)
5. Monitoring checklist
6. Arrangements for the venue that is accessible and related logistics.
7. Director of master trainers/ trainers

### Delivering the Trainings (Cascading the Training to Facilitators)

Cascading the TOT is an essential step after conducting the TOT and that following decisions are made to discuss and plan the training of Facilitators:

1. Where the training will be held
2. Training contents (what contents will be prioritized and be imparted)
3. How many Facilitators will be trained?
4. How many days of the training will be held (considering availability of the budgets) and when it will be split?
5. Who will be included as master trainers?
6. Remuneration (honorarium, TA/ DA, etc.) of the trainers/ Facilitators
7. Other necessary considerations

After settling these areas, training of Facilitators is organized and the NFE provider is then supported in ensuring that the training techniques are used in classrooms.

Delivering training of Facilitators for ALP Primary, ALP Middle, Middle Tech, and Integrated Literacy is given below.

Level/ Programmes	Type	Duration	Contents	Delivery mode
<b>Training for Package A (ALP-Primary)</b>	Induction, contents mastery & pedagogical skills	4 days (Before commencing Package A)	Induction, Subject/ content Mastery & pedagogy	Face-to-face or distance through online mode
<b>Training for Package B (ALP-Primary)</b>	contents mastery & pedagogical skills	4 days (Before commencing Package B)	Package appropriate content expertise and pedagogy	Face to face/ online/ digital delivery
<b>Training for Package C (ALP-Primary)</b>	contents mastery & pedagogical skills	5 days (Before commencing Package C)	Package appropriate content expertise and pedagogy	Face to face/ online/ digital delivery
<b>Training for Package D (ALP-Middle-Tech)</b>	Induction, contents mastery & pedagogical skills	5 days (Before commencing Package D)	Induction, Subject/ content Mastery & pedagogy	Face-to-face or distance through online mode

<b>Training for Package E (ALP-Middle-Tech)</b>	contents mastery & andragogic skills	5 days (Before commencing Package E)	Package based on mastery of contents and pedagogical skills	Face to face/ online/ digital delivery
<b>Training for vocational skill courses (ALP-Middle-Tech)</b>	contents mastery, andragogic skills, and skill practical	3-4 days (along with the Package D or E, as defined in the scheme of studies)	Mastery of skills/ competencies Methods to transfer to learners and practical (tools/ equipment etc.)	Face to face/ online/ digital delivery
<b>Integrated Literacy and Skills</b>	contents mastery, andragogic skills, and skill practical	4 days (Before commencing ILS Programme)	Package appropriate content expertise and andragogy	Face to face/ online/ digital delivery

### Assessing Training Effectiveness; Monitoring & Evaluation of the Trainings

In order to monitor the TOT or trainings of Facilitators, observation of the training is suggested to be conducted by using structured or semi-structured tool. At the same time, pre-training and post-training tool for the purpose of evaluation of the training is conducted before commencing the training and at the end of the training. It is advised to carry out an analysis of the monitoring process and carry out an analysis of the pre and post training evaluation. The analysis results must be recorded and be used to make decisions and improve the training contents/ materials and delivery.

<b>M&amp;E</b>	<b>Frequency</b>	<b>Analysis</b>	<b>Remarks</b>
<b>Training monitoring/ observation checklist</b>	Once (During the training)		
<b>Pre-test</b>	Once (before training)	Results to be analyzed in relation to the demographic variables such as gender, age, education, experience, trainings attended	
<b>Post-test</b>	Once (after training)	Results to be analyzed in relation to the demographic variables such as gender, age, education, experience, trainings attended	Results of the post-test/ results to be communicated to the trainees and organizations to which they belong

### Multi-level Quality Assurance and Improvement

<b>Levels</b>	<b>Method</b>	<b>Tools</b>	<b>Responsibility</b>	<b>Analysis / results</b>
At the time of TOT	1. Monitoring 2. Pre-test and post test	<ul style="list-style-type: none"> <li>Monitoring checklist</li> <li>Pre-test (questions)</li> <li>Post-test (questions)</li> </ul>	<ul style="list-style-type: none"> <li>Designated monitors</li> <li>Trainers</li> </ul>	Results to be analyzed in relation to the demographic variables such as gender, age, education, experience, trainings attended
At the time of trainings	1. Monitoring 2. Pre-test and post test	<ul style="list-style-type: none"> <li>Monitoring checklist</li> <li>Pre-test (questions)</li> <li>Post-test (questions)</li> </ul>	<ul style="list-style-type: none"> <li>Designated monitors</li> <li>Trainers</li> </ul>	DO
At the time of classroom delivery	Classroom observation	<ul style="list-style-type: none"> <li>Classroom observation checklist</li> </ul>	<ul style="list-style-type: none"> <li>Trained Classroom observers</li> </ul>	DO

**Building Relationship with Data Management, Monitoring and Assessments (NFEMIS)**

Software for M&E and pre-test and post-test are provided in NFEMIS, and the data should be entered and analyzed in the given software and be used for decision making.

**With formative assessments**

Results of the formative assessment (if recorded and analyzed) must be seen by correlating with the results of monitoring results so logical conclusions may be drawn and used for decision making.

**With summative assessments**

Results of the formative assessment (if recorded and analyzed) must be seen by correlating with the results of monitoring results so logical conclusions may be drawn and used for decision making.

**Digitizing the Training System; Design & Deliver Tech-Based Trainings and data management.**

Following activities are proposed for digital training system including distance learning mode:

1. Generating e-books/ materials version of the training materials / manual
2. Digitizing scheme of studies and lessons plans and synchronizing these with the training materials.
3. Developing videos for specific concepts included in the training materials and synchronizing these videos with scheme of studies and lesson plans so as the Facilitators could access the right contents on a specific day.
4. Digitizing the tools (observation, monitoring, and evaluation) and synch with data base
5. Designing an application that offers digital materials, scheme of studies/ lesson plans, videos, and tools.
6. Making available the android/ iOS application for Facilitators
7. Data management of trainings (TOTs and Facilitators' trainings) using NFEMIS

**Package Wise Training Programmes**

No	Programmmes	Package wise Trainings	Timeline & Frequency
1	ALP (Primary)	Package A (TOT)	Before commencing the Package A/ Once
		Package A (Training of Facilitators)	
		Package B (TOT)	Before commencing the Package B/ Once
		Package B (Training of Facilitators)	
		Package C (TOT)	Before commencing the Package C/ Once
		Package C (Training of Facilitators)	
2	ALP Middle or ALP Middle Tech	Package D (TOT)	Before commencing package D
		Package D (training of Facilitators)	
		Package E (TOT)	Before commencing package E (after completing package D)
		Package E (training of Facilitators)	
		Training of vocational skill courses (selected trades) to be conducted by trade expert.	NVQF Level I at the time of package D NVQF Level II at the time of package E
3	Integrated Literacy & Skills	ILS Package TOT	Before inception of ILS Programme
		ILS Package TOT	

### Subject Wise Training Programmes

Subject Areas	Subjects	Levels	Prerequisite
<b>Languages</b>	Sindhi	A, B, C, D, E, ILS	<ul style="list-style-type: none"> <li>▪ Prior Academic Knowledge</li> <li>▪ Motivation for specialization</li> <li>▪ Suitable for Master Trainer(s)</li> <li>▪ Must be taken from beginner to intermediate to expert level.</li> <li>▪ Must be linked with certification.</li> <li>▪ Should be designed on separate manual or may be the excerpt of already approved manual (organized together).</li> <li>▪ SLO Based.</li> <li>▪ In case of science and vocational skills, it has to be lab based.</li> </ul>
	Urdu	A, B, C, D, E, ILS	
	English	A, B, C, D, E, ILS	
<b>Social Sciences</b>	Social Studies	A (Integrated)	
		B (Integrated)	
		C, D, E	
	Islamiyah	A (Integrated)	
		B (Integrated)	
	Religious Studies	C (Integrated)	
		D, E	
	Life Skills	ILS	
<b>Natural / General Science</b>	Science	A (Integrated)	
		B (Integrated)	
	Mathematics	C, D, E	
<b>Vocational Skills</b>	All notified trades	A, B, C, D, E, ILS	
		D, E	
		NVQF Level I & II	

For adult literacy and integrated literacy & skill programmes, package-wise training is not required. However, the NFE provider may organize any refresher course during mid-point of such programmes. The process of designing and delivering pre-package TOTs and training of Facilitators is given as under:

1. Coordination with Education/ Training Authorities
2. Designing Training Contents/ Materials
3. Delivering the Trainings (TOT)
4. Delivering the Trainings (Cascading the Training to Facilitators'/ Facilitators)
5. Monitoring & Evaluation of the Trainings
6. Digitizing Training System

Process adopted and described for induction training (TOT and Facilitators training) will remain same for package wise trainings.

# قومی ترانہ

پاک سرزمین شاد باد      کیشور حسین شاد باد  
تُونِشانِ عَزَمِ عالی شان      اَرْضِ پاکستان  
مرکزِ یقین شاد باد

پاک سرزمین کا نظام      قُوَّتِ اُخُوَّتِ عوام  
قوم، مُلک، سَلطنت      پائندہ تابندہ باد  
شاد باد منزلِ مراد

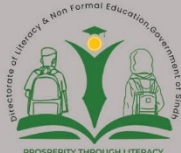
پرچم ستارہ و ہلال      رہبر ترقی و کمال  
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Sindh Teacher Education  
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