MONITORING MECHANISM

FOR NFE - KHYBER PAKHTUNKHWA

ELEMENTARY & SECONDARY EDUCATION FOUNDATION,
GOVERNMENT OF KHYBER PAKHTUNKHWA

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Acronyms & Abbreviations

AEP	Accelerated Education Programme
ALP	Accelerated Learning Program
ALP-P	Accelerated Learning Program-Primary
ALC	Adult Literacy Centre
AQAL	Advancing Quality Alternative Learning
ALP-E	Accelerated Learning Program- Elementary
BISP	Benazir Income Support Programme
CM	Compliance Monitoring
DCTE	ESEF of Curriculum and Teacher Education
DM	Diagnostic Monitoring
DPO	District Programme Officer
DY	Director Deputy Director
ESEF	Elementary & Secondary Education Foundation
KP	Khyber Pakhtunkhwa
JICA	Japan International Cooperation Agency
Middle Tech	Elementary level Education with level 1 vocational and technical skill
M&E	Monitoring & Evaluation
MO	Monitoring Officer
NFE	Non-Formal Education (this can be adult literacy center also)
NFEMIS	Non-Formal Education Management Information System
NGO	Non-governmental Organization
NSI	New School Initiative
OOSC	Out of School Children
PM	Performance Monitoring
PD	Day Professional Development Day
POHA	Participatory Online Home learning Alternatives
SM	Social Mobilization
VEC	Village Education Committee

1. INTRODUCTION

The Elementary & Secondary Education Foundation (ESEF) of the Government of Khyber Pakhtunkhwa, established under Ordinance No. XXX of 2002, aims to enhance education in the province by strengthening elementary and secondary education in the private sector. It also addresses the out-of-school children (OOSC) crisis through initiatives such as Girls Community Schools, Education Support Scheme, NSI program, and POHA. These programs aim to improve literacy rates, promote community participation, enhance education quality, and provide education opportunities for disadvantaged children, especially girls.

The data from BISP highlights a significant educational challenge in Khyber Pakhtunkhwa (KP), revealing that 4.7 million children aged five to sixteen are not enrolled in school, with one million of them from the merged districts. Of concern is the high proportion of girls among these out-of-school children. The population growth rate further exacerbates this crisis. Despite the absence of substantial government and international organizational programs, efforts by the Elementary and Secondary Education Foundation (ESEF) include initiatives like POHA, girls' community schools, NSI program, and others to combat the Out of School Children (OOSC) crisis. However, there's a need for precise annual targeting and transparency in Non-Formal Education (NFE) programs' outcomes. To address this, ESEF collaborated with NFE providers and received technical support from the Japan International Cooperation Agency's AQAL project to devise a unified monitoring mechanism. This joint effort aims to enhance education for low-literacy individuals through tailored NFE programs and improved delivery, outlined in a comprehensive document developed in consultation with stakeholders.

1.1 Performance based categorization of ALPs/NFEs

Green Category Centre Traits

- Centre is found open and functional
- Dropout rate is around 5%
- Community regularly conducts meeting/ take interest in the matters of school. Meeting record is available.
- Teacher is regular.
- Teacher demonstrates excellent performance in the teaching and learning process.
- 60% of the Learners perform well in tests/assessments.
- The physical condition/ school safety/ given items are functional and in good shape
- Learning environment is productive

Yellow Category Centre Traits

- Dropout rate is less than 20%.
- Regular meetings are in practice but with less participation and record is also not/fully maintained,
- Appointed teacher is regular but need improvement to perform well.
- 45% of the Learners performing well in the class tests/assessments.
- Physical condition / learning environment have room for improvement.

Red Category Centre Traits

- School was found closed. /Does not exist
- Dropout rate is more than 20%
- Community conflicts/ community not owning the school intervention/ VEC/PTA NON-FUNCTIONAL
- Appointed teacher was absent in last two visits. /Frequent turnover of the teachers.
- 75% Learners performing poorly in tests/assessments.
- Harassment/bullying/discrimination/favoritism found in the class
- The physical condition/ school safety/ given items are missing or in bad shape/non-functional.

The development of performance indicators for Non-Formal Education (NFE) centers and Alternative Learning Programs (ALPs) involved collaboration with providers, utilizing empirical evidence and adhering to standards. Three performance categories ('Excellent,' 'Satisfactory,' and 'Not Satisfactory') were established, color-coded ('green,' 'yellow,' and 'red' respectively) for clarity. These indicators empower providers to assess and rank their centers, integrated into monitoring checklists for evaluation. The system aggregates results, generating district-wise reports with recommendations. Additionally, the NFEMIS will establish revised calculations for reporting purposes, enabling alerts and detailed reports on center classification and action plan recommendations.

How these indicators will be used to categorize ALP/NFE centers, teachers and Responsible staff?

Green Centre Traits / Excellent	Definition/Scoring	Yellow Centre Traits / Satisfactory	Definition / Scoring	Red Centre Traits / Not Satisfactory	Definition/Scoring
The Centre is found open and functional	When the centre status is open and functional – means both teacher/s and learners are at the assigned centre place in the given time and busy in the teaching and learning process	The dropout rate is less than 20%.	Basic information section has the grade and status of learners, which will help calculate this in addition to the quarterly Learner's tracking tool	The school was found closed. /Does not exist	When the centre status is closed or does not exist in the basic information
The dropout rate is around 5%	Basic information section has the grade and status of learners, which will help calculate this in addition to the quarterly Learner's tracking tool			The dropout rate is more than 20%	Basic information section has the grade and status of learners, which will help calculate this in addition to the quarterly Learner's tracking tool
The community regularly conducts meetings / takes interest in the matters of the school.	Regular community meeting record is available. Absentees/dropouts followed up/ by community, and/or electricity/water/latrine/notebooks or any other resource availability problem resolved by them	Regular meetings are in practice but with less participation and the record is also not fully maintained.	When the record is not fully maintained but the teacher/ community claims to have regular meetings in the SM tool	Community conflicts/ community not owning the school intervention/ VEC/PTA NON-FUNCTIONAL	When a centre gets zero scores on the social mobilization tool
The teacher is regular.	From the basic information section if centre status is open and functional from last 2-3 visits mean the appointed teacher is regular	The appointed teacher is regular but needs improvement to perform well.	If teachers score between 46% to 74% in the teaching-learning process from a total of 35 points	The appointed teacher was absent in the last two visits. /Frequent turnover of the teachers.	If in the basic Information section 1) teacher was absent is coming or in comments, it is mentioned that turnover of teacher is frequent.
The teacher demonstrates excellent performance in the teaching and learning process.	If the teacher scores 75% and above, in the teaching-learning process tool from a total of 35 points				
60% of the Learners performed well in tests / assessments.	Data source is the results of Last Assessment. – if 60% of learners are among the achieved.	45% of the Learners performed well in the class tests/assessments.	Data source is results of Last Assessment. – if 45% of learners are among the achieved.	75% of Learners perform poorly in tests / assessments	Results of Last Assessment. – if 75% of learners are among the not achieved.

The physical condition/ school safety and given items are functional and in good shape	If the Learning environment is scored 75% and above, (means 21 or above out of 30 points of the sub section of learning environment related to facilities and given material).	The physical condition/learning environment has room for improvement.	If the learning environment tool scores the centre between 46% to 74% from the 45 points.	The physical condition/ school safety/ given items are missing or in bad shape/non-functional.	If on the Learning Environment section centre scores less than 45% from the 30 points of the sub section of learning environment related to facilities and given material).
The Learning environment is productive	If the class/Learning environment gets 8 or above points out of 11. (Means 75% and above)			Harassment/bullying/discrimination/favoritism found in the class.	If during the centre visit monitor observes/ or the learner/community reports that 1)any learner/s facing any kind of unwanted verbal or physical behavior from anyone in public or private in the centre could be included in harassment or bullying. 2) The teacher is observed giving unfair preferential treatment to one/ a few learners over others 3)Unjust or prejudicial treatment of different categories of learners, especially on the grounds of ethnicity, age, sex, or disability.

2. MONITORING MECHANISM OF NFE PROGRAMME KHYBER PAKHTUNKHWA

This section of the document outlines the purpose and scope of the monitoring mechanism of the NFE programme of KP. It further explains the monitoring indicators chosen to assess the compliance to the standards and inputs and quality of the delivery of NFE projects/ programmes. However, the tables of monitoring plan describe the indicator wise monitoring process recommended to the NFE providers and ESEF. Last but not least the responsibility matrix contains the roles and responsibilities, not only in the implementing of the monitoring mechanism but also to respond to the findings of the monitoring exercises.

2.1 Purpose and Scope of the Monitoring Mechanism

The purpose of developing a unified monitoring mechanism for the Non-Formal Education (NFE) program in KP is to standardize reporting for common indicators, facilitating consolidated provincial progress tracking and decision-making. Emphasis is placed on using monitoring for program improvement rather than solely for reporting. The mechanism aims to enhance coordination among local, national, and international actors, improve NFE programming, uphold accountability, and foster a culture of data-driven decision-making. It focuses on analyzing reasons for project success or failure to constantly improve programming, considering various quality aspects. The monitoring mechanism encompasses compliance, process, and performance monitoring to ensure quality education delivery.

Standardization

Learning & Improvement

Accountability

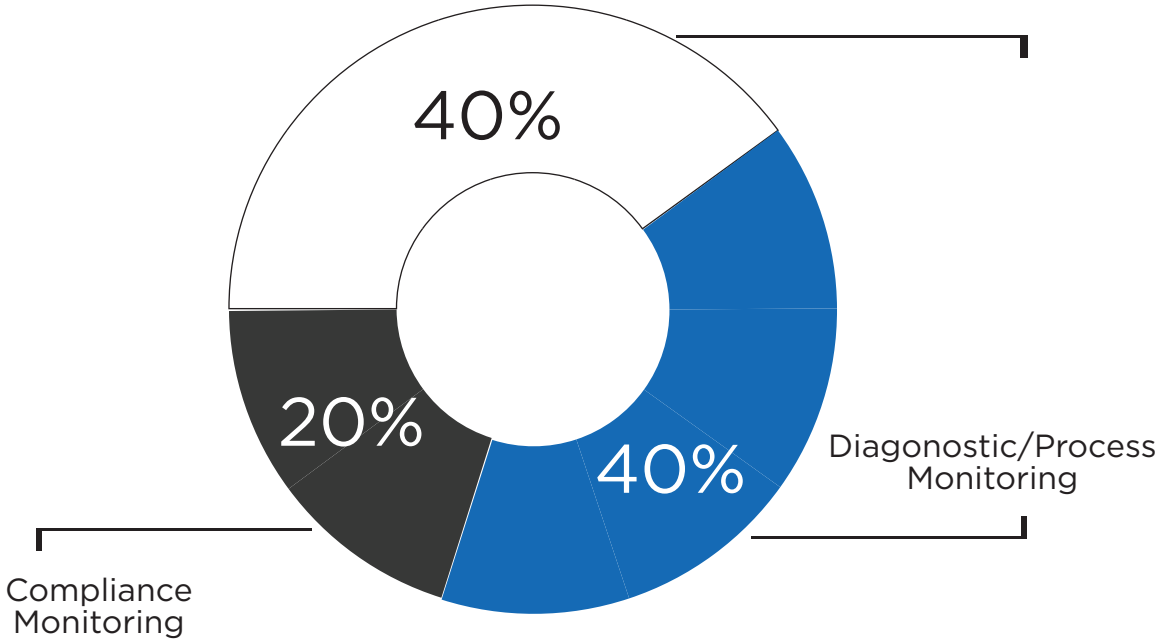
Track the progress

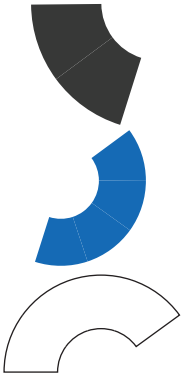
Accomplish Reporting Needs

Co-creation of DDDM culture

2.1.1 Compliance Monitoring – focusing on inputs

Compliance monitoring having an input-driven and traditional approach would look more at educational input of teachers, textbooks, classrooms, teaching equipment and completion of planned activities. It is about a predetermined set of quantitative indicators and a checklist against which the performance of the school/Centre will be monitored and measured.





Includes basic information of teachers, learners, VEC & centre, Condition of facilities and inputs provided to centre and learning material etc

Includes the teaching learning process and learning environment or class or class culture cultivated by teacher

Includes the learning outcome of the learners, results of midterm, promtional and final exams. Post test/Assesment results of teacher etc.

2.1.2 Diagnostic Monitoring – focusing on processes

This would focus on the activities/processes such as instructional processes relating to what happens in the classroom and whether the students have an appropriate learning environment and are, they learning, what they are supposed to learn. Since the teaching-learning process and learning environment are equally as important as input variables in education, having such monitoring would give insightful information and would help diagnose the key issues in achieving the quality of education provided by non-formal education and accelerated learning programmes.

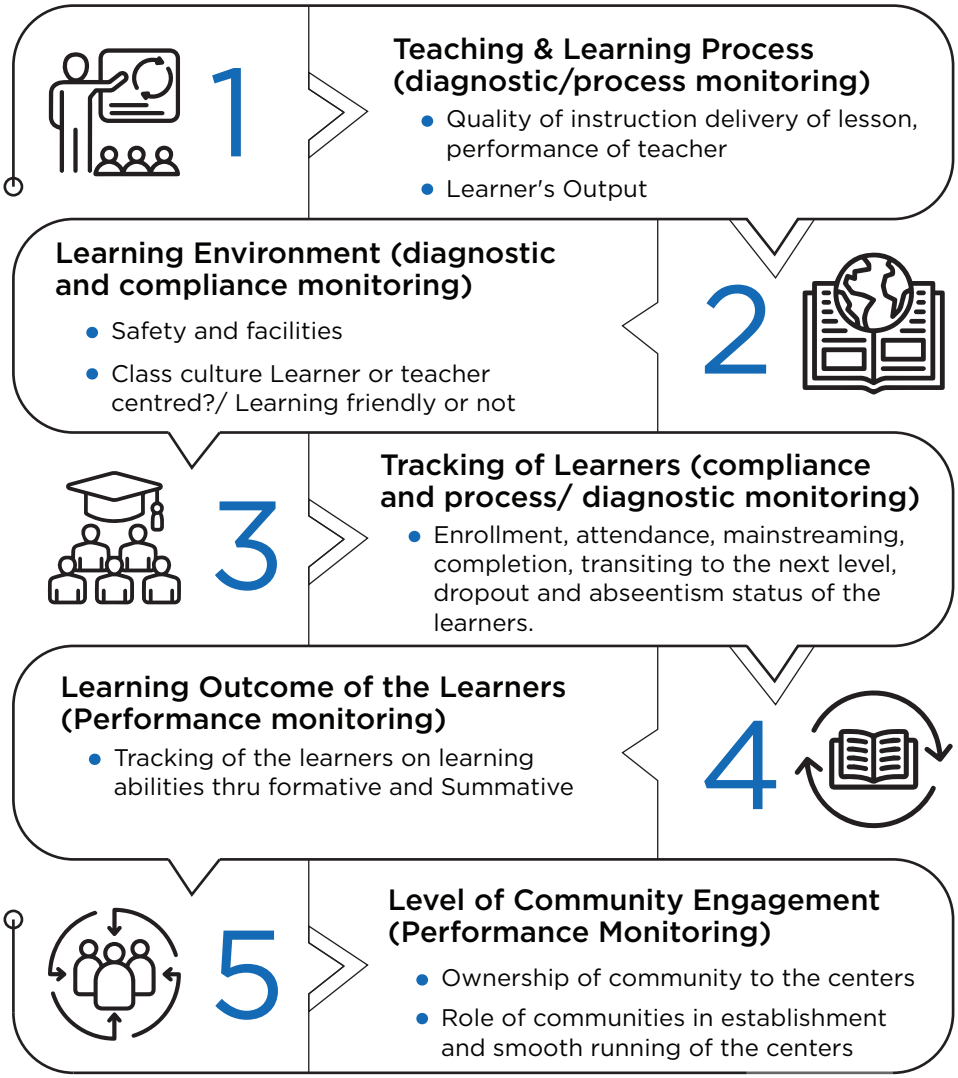
2.1.3 Performance Monitoring – focusing on outputs

The emphasis of this monitoring would be more on the academic achievement of the students through testing to see what results have been yielded by the investments made in non-form education.

The monitoring system will primarily rely on diagnostic and performance assessments, along with key compliance indicators to gauge adherence to project inputs, including systems, procedures, and quality standards. As implementation progresses, the monitoring activities will transition to a more qualitative approach, placing a heightened emphasis on the outcomes of investments, encountered issues, and newly identified challenges. This shift aims to assist decision-makers at all levels in promptly taking corrective actions as needed.

2.2 Selected Monitoring Indicators

Based on the discussion with NFE providers and ESEF monitoring team, the following key indicators were found essential and relevant to conduct the compliance, diagnostic and performance monitoring of the NFE/ALP/AEP/Adult literacy interventions in KP.



Above given 05 indicators are the main indicators on which data will be collected

by each organization besides the other indicators prescribed in their organizational or donor driven monitoring plans. The collection of these common indicators will help to consolidate the district and project reports feeding into provincial and KP NFE programme report for taking timely corrective measures as required. Please note that each of these 05 indicators has sub indicators which would be part of monitoring checklist/s.

2.3 Monitoring Plan

Monitoring plan describes the purpose, definition of each indicator given above, with details of who will collect and report the data, in which frequency data will be collected, which monitoring tool will be used to collect the data on a specific indicator and on top of all how that reported data will be used in decision making. It is important to mention here that all monitoring staff of ESEF, Social Mobilization team/DPO/monitoring assistant and NGO monitoring staff will attend a one-day session on the administration of all monitoring checklist and ESEF reporting format for all indicators.

To verify the accuracy and triangulate the NFE provider/Dy Director M&E will quarterly conduct the spot check visits ideally

1) 10% of the data received of poorly performing (Red category)
2) Conduct surprise visit to verify the reported resolved issues at district level.

Following is the monitoring Plan separately done for each indicator in tabular form.

2.3.1 Teaching & Learning Process (through Monthly Checklist)

Indicator	**Teaching & Learning Process**
Definition	Direct observation of teaching and Learning process in the classroom including the questioning with few random learners on the lesson. The sub indicators could be the Lesson was aligned to the scheme of study/ academic calendar. Prior knowledge integrated on the topic, lesson objectives were properly articulated, what was the use of teaching learning aids? Learners asked questions? Did teacher let learners participate? teacher made sure learning by assessing? Class/homework assigned and checked or not? it also includes classroom questioning, dialogue, and the marking of class/homework to evaluate the teaching and learning by teacher. Last but not lease how effectively teacher utilized the class time in teaching and assessing/improving learning.
Purpose	Measuring teaching and learning quality against set standards authenticates teacher performance and assesses process effectiveness and improvement over time. It evaluates lesson learning outcomes, offering evidence for decision-making at different levels. This informs arranging training sessions on specific topics and supports teachers locally through mentoring and professional development initiatives.
Data Collection	First Stage: In every organization/ESEF, monitoring officer/assistant or quality assurance officer is responsible to administer this checklist subject to that officer is fully aware of the ALP/NFE teaching learning approach and preferably has taken the training on the ALP/NFE/ content. Second Stage: The District Lead of the NGO or District Programme Officer of ESEF is responsible for overseeing the tool's administration through on-site inspections of underperforming or canters classified as "red" (as defined in section 1.1). These checks should be conducted on a sample /100% of canters reported in the current and preceding month. The objective is to address pressing issues promptly and collaborate with teachers and

	pertinent staff to strategize for medium- and long-term challenges. The visit is intended to rectify significant concerns and initiate immediate action towards resolving secondary issues, ultimately working towards moving the centre out of the "red" category. Last Stage Ideally the DY Director (M&E)/ Monitoring person from provincial office of NGO is expected to administer the same tool on quarterly basis for randomly selected 10% of the ALP/NFE centres.
Tool	Monitoring Checklist (See Annex A)
Frequency of data collection & reporting	Project Field Monitor/Monitoring Assistant-ESEF / Quality assurance officer At least once in a month for each ALP/NFE centre. Middle tier of Management (Project Coordinator/DPO): spot check of all poorly performing canters (Red Category) in a month. Optional DY Director (M&E)/ NGO Monitoring lead in province would administer the same tool quarterly for randomly selected 10% of the ALP/NFE centres and share his feedback/recommendation to the province/relevant organization.
Responsible	Project Monitoring Officer/ monitoring assistant/Quality assurance officer (primary 100% Data collection), Project coordinator/DPO (of project poorly performing (red category) centres.
Reporting	Monitoring officer/assistant or quality assurance officer will weekly report the individual score/situation for each visited centre to his/her line manager This consolidated report will highlight the issues and bifurcate the centres in three categories based on the scores 1) excellent centres (green category), 2- Satisfactorily performing centres (yellow category) and poorly performing centres (red category). Based on the monitoring officer's weekly report DPO/ will conduct field visits to resolve teaching learning problems by visiting all poorly performing centres (red category) and report

	where they require support from the ESEF/provincial office. It is pertinent to mention here that besides manual reporting NFEMIS is the real time data source to generate the data on the performance indicators as required.
Data Driven Decision Making	There are three tiers of decision making. 1) At district level NFE provider team lead/ DPO will make sure to provide required mentoring support to the teachers to improve the teaching learning process based on the daily/weekly findings of the monitoring officer/assistant in the same and next month of the verbal/NFEMIS and written reports especially for immediate actions and poorly performing centres. 2)Province (ESEF/NFE provider) will extract the NFEMIS report/ posted district wise reports on 5th of every month and by 10th of the same month will make sure to complete their correspondence with district team/DPOs for immediate actions and actions need to be taken by province. 3)NFE providers will share the quarterly monitoring reports of ALP/NFE centres to the ESEF during the coordination meetings to keep them informed/updated and to seek their timely support in governmental coordination matters for smooth functioning of the projects.

2.3.2 Learning Environment & Physical Condition (through Quarterly Checklist)

Indicator	**Learning Environment & Physical Condition of the Class**
Definition	Direct observation of learning environment and physical condition of the class on the Monitoring checklist the sub indicators could be the functionality status of given items, electricity, water, washroom etc. classroom capacity, setting? Availability of learning material and behaviour of teacher with learners etc.
Purpose	Assessing the learning environment encompasses evaluating both the physical condition of the classroom and the availability of facilities and supplies, which have a direct impact on learning. This assessment allows ESEF or project management to address identified issues promptly or gradually. However, it's crucial to recognize that a conducive learning environment extends beyond physical aspects. The teacher's role in creating an intangible environment that is child-cantered and supportive is equally important. Therefore, it's vital to evaluate whether the overall environment encourages learning, considering both physical attributes and the teacher's influence.
Data Collection	**First Stage:** In every organization/ESEF, monitoring officer/assistant is responsible to administer this checklist. The frequency of data collection is mainly on quarterly basis, hence during a quarter if some supplies or learning material delivery is required to be monitoring then it can be during a quarter also. **Second Stage:** Project Coordinator/DPO should administer the tool through spot checks of poorly performing all centers quarterly (Red Category)[1] to immediately act with the aim to ultimately working towards moving the centre out of the "red" category. **Last Stage**: Ideally the DY Director (MER-ESEF)/NFE provider at province is expected to administer the same tool on quarterly basis for randomly selected 10% of the ALP/NFE centres.

Tool	Monitoring Checklist (See Annex A)
Frequency of data collection & reporting	1) Project Field Monitor/Monitoring Assistant -ESEF Once in a quarter for each ALP/NFE centre. - Need based / on initial stage more visits are recommended until the centres is fully functional and equipped with prescribed material. 2) Middle tier of Management (Project Coordinator/DPO: spot check of all poorly performing centres (Red Category) in a quarter. 3) Optional DY Director (MER-ESEF)/ NFE provider in the province administer the same tool quarterly for randomly selected 10% of the ALP/Adult Literacy centres and share his feedback/recommendation to the province/relevant organization.
Responsible	Project Monitoring Officer/ Monitoring Assistant (primary 100% Data collection), Project coordinator/DPO (of project poorly performing (red category) centres.
Reporting	Monitoring officer/assistant will quarterly report the individual score/situation for each visited centre to his/her line manager This consolidated report will highlight the issues and bifurcate the centres in three categories based on the scores 1) excellent centres (green category), 2)Satisfactorily performing centres (yellow category) and 3)poorly performing centres (red category).Based on the monitoring assistant's report district lead/DPO will conduct field visits to resolve teaching learning material and class environment related problems by visiting all poorly performing centres (red category) and report (on the ESEF reporting format) to the province on the actions taken and where they require support from the provincial office. Please note that in addition to the following written reporting schedule, this data will be real time available on NFEMIS to ESEF and the NFE providers for decision making

[1] Please refer to the section 1.1 for ALP/NFE categories

Data Driven Decision Making	There are three tiers of decision making. 1) At district level NFE provider team Lead/ DPO will seek the support of community for the improvement of physical environment of the centre and make sure to complete the supplies which are the responsibility of the organization/ESEF. In case of issues related to class learning environment DPO/NFE provider district lead will take necessary actions such as sensitization of teacher or replacement of teacher for extreme cases. At district level immediate action will be taken in the same month and report to the province on those. 2)Province (ESEF/NFE provider) will extract the NFEMIS report/ posted district wise reports on 5th of every month and by 10th of the same month will make sure to complete their correspondence with district team/DPOs for immediate actions and actions need to be taken by province. 3)NFE providers will share the quarterly monitoring reports of ALP/NFE centres to the ESEF during the coordination meetings to keep them informed/updated and to seek their timely support in governmental coordination matters for smooth functioning of the projects.

2.3.3 Tracking of Learners (through Quarterly Checklist)

Indicator	**Tracking of Learners**
Definition	Under this indicator the new enrolment, attendance, age of the learners will be cross-checked with evidence **if available** and given project age bracket (9-16). In addition, the tracking of learner on completion, drop-out, mainstreaming, transiting to the next level of education and attendance with enrolment will be conducted.
Purpose	The purpose of the learner's tracking is to keep record updated on survival[2] rate, transition[3], completion[4], mainstreaming, dropout[5] etc. The dropout rate is one of the important indicators to evaluate the functionality of a particular centre (NFE/ALP, centres).
Data Collection	First Stage: ALP/NFE teachers will monthly update the attendance register on day wise attendance, enrolment, mainstreaming, absenteeism, dropout, and transition to the next level of education. Second Stage: Social Mobilizer/ESEF monitoring assistant will quarterly collect the 100% data of the learners based on learners' physical status in the centre and upload in the NFEMIS, as given in the tool. Last Stage District monitoring officer/ DPO-ESEF will conduct the desk review of the 100% data of the learners as provided by monitoring assistant and will cross-check 50% of data in the field. In the next quarter s/he will cross-check the rest 50% of the data, so in 06 months' time district MO /DPO will be able to validate the 100% data. (In case of small projects district MO/DPO can validate the 100% data by conducting field visits)

[2] Percentage of a cohort of students who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition.

[3] The number of learners who complete one education cycle such as primary or elementary and enter the next such as the learners who complete ALP-primary and enter elementary education are transited among their primary class fellows.

Tool	Learner's Tracking Tool (See Annex B)
Frequency of data collection & reporting	Teacher 100% data -Monthly SM Team/Monitoring Assistant- 100% data quarterly District MO/DPO- 100% data desk review in 06 months' time- 50%% field verification- quarterly
Responsible	Primarily- Teacher Secondary-SM team and Monitoring Officer /Monitoring Assistant/DPO
Reporting	ESEF/NFE provider will make responsible district MO/DPO to upload the quarterly learner's tracking data to have real time information on it. Projects will quarterly upload the Learner's tracking data for the review of ESEF to keep them informed/updated and to seek their support in coordinating for assessment and certification of the learners.
Data Driven Decision Making	There are three tiers of decision making. 1) At district level NFE provider team lead/ DPO with teacher SM and local community follow up the absentees and dropouts based on the daily tracking of learners on register. Village Education committee, Teacher, SM team and District team lead/DPOs are responsible to take timely actions and focus on the centres where dropout/abseentism is high and investigate the causes for taking right actions. 2)Province (ESEF/NFE provider) will quarterly review the reports of tracking of learners from NFEMIS and will make sure to discuss the highlighted issues and good practices in the quarterly coordination meeting chaired by ESEF with NFE providers and suggest for immediate actions and actions need to be taken by province. 3)ESEF for its own centres will ideally have quarterly meetings with DPOs where they would discuss the tracking issues with other issues, or this can also be resolved with regular correspondence procedure.

[4] The number of learners who completed a certain level of education cycle such as primary out of total enrolled learners of that cohort.

[5] A learner may be considered drop out if he/she is absent for 45 consecutive days.

2.3.4 Learning Outcome of the learners (through periodic formative and summative assessments

Indicator	**Learning outcome of the Learners**
Definition	Under this indicator the learning ability of the learners will be tracked to assess if there is an improvement in their 1) Literacy and 2) Numeracy skills for literacy projects and for ALPs the subject specific periodic assessments will be carried out and their data will be uploaded in the Assessment module of NFEMIS. placement**/ baseline**
Purpose	The purpose of the learner's tracking on learning ability through formative and summative assessments is to measure the outcome of teaching learning process. Its purpose is to determine students' current levels of
	knowledge, skills or understanding, to diagnose learning gaps and academic problems that they may be encountering. This would help to make decisions about the next instructional step to be taken (to revise or to move on) and to timely plan the teachers' training or refresher courses etc.
Data Collection	Every NFE programme (Adult literacy/ ALP) has their scheduled periodic assessments. Monitoring assistants//Project SM team will make sure to invigilate it and upload the results on the NFEMIS.
Tool	NA
Frequency of data collection & reporting	The frequency of periodic assessments (placement, midterm, end term, terminal exam) for each NFE/ALP programme would vary as per level.
Responsible	Primarily- Teacher Secondary-SM/ SEPO team and Monitoring Officer /Monitoring Assistant in the lead of district lead/DPO

Reporting	DY Director M&E will make sure that DPO/Monitoring Assistant/MIS officer upload the assessment results on NFEMIS for taking timely actions. In the quarterly coordination meeting NFE providers can use the assessment module for sharing the **last** periodic results.
Data Driven Decision Making	There are three tiers of decision making. 1) At district level NFE provider team lead/ DPO will select the centres where majority of the learners are poorly performing to take immediate actions such as 1) on-job support to the teacher, 2) arrange/offer extra lessons to the struggling learners etc. 2)Province (ESEF/NFE provider) will extract the assessment reports of each district for the previous month from the NFEMIS and by 15th of the same month will make sure to complete their correspondence with district team/DPOs for immediate actions and actions need to be taken by province such as 1) subject specific trainings/Refreshers/PD days/ on-job support with specific objectives 2) Revision in teacher guide/textbook 3)Remedial/catch programmes for learners 4) Development of teaching resource material/worksheets/easy helping material /usage of digital resources 5) Extra classes for poorly performing learners 6) Set practice assessments/tests to prepare for assessments 7) Introduce reward system for teachers and learners 3)NFE providers can share the assessment results of ALP/NFE centres to the ESEF during the coordination meetings to keep them informed/updated. They can also seek help to coordinate for certification or teacher's training from DCTE and sister organizations.
Quality Control	Monitoring Officers/ SM/ monitoring assistants are supposed to invigilate the assessment process specially for promotional assessments under the supervision of district lead of NGO/DPO Relevant staff from Provincial office / ESEF are supposed to conduct a 10% sample spot check during the promotional/terminal assessments to make sure the transparency in the assessment process.

2.3.5 Level of Community Engagement (through monthly checklist)

Indicator	Social Mobilization Process
Definition	The social mobilization process is evaluated using monitoring indicators, focusing on committee meetings, their frequency, and purpose, as well as actions taken during meetings with parents or community groups. It includes follow-up on absentee and dropout learners, community sensitization on dropout issues, and community involvement in venue selection, teacher selection, and the functionality of non-formal education and adult literacy programs. Mainstreaming efforts, dropout follow-up, and reasons are also considered, along with the number of meetings per month and their outcomes, especially regarding program development and outcomes.
Purpose	The purpose of assessing social mobilization process is not only to assess the efforts of social mobilization team, but the success of non-formal educational programmes depends a lot on the commitment and role of the local community organizations formed through social mobilization process.
Data Collection	First Stage: ALP officer/Monitoring officer/Assistant will monthly administer this tool for 100% of the village committees/Organizations. Second Stage: DPO/District lead in NGOs would conduct the quarterly spot checks by attending the community meetings organized by SM team and there they would administer the monitoring tool for 20% village committees to assess the social mobilization to ultimately working towards moving the centre out of the "red" and ‘’yellow ‘’category.

Tool	Monitoring Checklist (See Annex A)
Frequency of data collection & reporting	Monitoring Officer/Monitoring Assistant- 100% monthly District lead in NGO/DPO- 20% of the committees- Quarterly
Responsible	Primarily- Monitoring Officer/Monitoring Assistant Secondary- District lead in NGO/DPO of ESEF
Reporting	DPO/district lead will make sure that, monitoring personnel and they themselves upload the administered tool in the NFEMIS. Province office will extract report on monthly basis and discuss with DPOs for the relevant key actions.
Data Driven Decision Making	Based on the NFEMIS monitoring report, Dy M&E /Project Manager will do action planning with deadlines, with DPO/social mobilization team for poorly and medium level performing Committees through correspondence and quarterly meetings.

2.4 Responsibility Matrix

The tables above clearly outline the roles of different tiers in executing the monitoring framework. Additionally, the framework provides a roadmap detailing recommended actions for centers categorized as poorly performing, satisfactory, and not satisfactory. Recommended actions for NFE/ALP centers in different categories:

Red Category:

Immediate Actions:

social mobilizer will promptly meet with the teacher to plan actions such as follow-up on teacher performance, addressing dropouts, investigating reasons for NFE/ALP closure, and engaging with community organizations or provincial administration to resolve learner and teacher performance issues.

Intermediate Actions:

a) Concerned district lead/DPO will report to the NGO/ESEF within a week based on field findings and efforts to improve the red category status.

b) Increase of field visits to observe teaching processes, class activities, ensure class functionality, and address teacher needs in content and teaching methods. Provide acknowledgements or incentives for teachers to progress from red to green category.

c) Conduct continuous professional development and capacity building of teachers by social mobilizers, involving the community in efforts to improve the center's situation.

Long Term Actions:

a) Strengthen community organizations and involve them in decision-making for NFEs/ALPs.

b) Focus on capacity building for teachers. Organize exposure visits to green category NFEIs and facilitate cluster meetings for red and green category NFEs/ALPs.

Yellow Category:

Immediate Actions:

District lead/DPO will develop an action plan to transition the center into the green category and seek support from provincial management when necessary.

a) Continuously mobilize the community to accumulate attention and ownership for yellow category NFEs/ALPs.
b) Continue professional development and capacity building of teachers by relevant district team.
c) Provide acknowledgements or incentives for teachers to progress from yellow to green category.

Green Category:

Key Actions:

a) Recognize and incentivize teachers/community organizations that maintain green category status for NFEIs.
b) Arrange exposure visits for other teachers to visit NFEs/ALPs in these schools.
c) SM team should closely monitor center performance to ensure the continuation of good work and high performance.

The Monitoring System/NFEMIS not only suggests actions for project leads to improve center performance but also provides system-generated solutions tailored to each decision-making tier. A responsibility matrix on the subsequent page outlines roles for responding to monitoring findings within set timeframes, enhancing clarity, efficiency, and accountability. While the matrix is adaptable to organizational needs, consensus among stakeholders is essential. Its primary purpose is to define decision-making roles clearly, prioritizing prompt corrective action. This fosters a culture of data-driven decision-making, elevating monitoring beyond mere reporting to a critical tool for informed decision-making.

Following is the recommended responsibility matrix for NFE providers/ESEF in response to monitoring findings.

	Indicators	Based on the scoring of the sub indicator	Findings	Recommendations	
S#				Recommendations for District Office	Recommendations for the Province/ESEF HQ
1	**Teaching Learning Process**	If teacher receives 0 points in the below indicator The teacher demonstrated subject mastery in the teaching.	The teacher has poor content knowledge	1- Provide supplementary material. Relevant field officer should provide available online/government source immediately 2- Make sure arrange frequent targeted mentoring/ on-job support for poorly performing teachers 3- Within 01-week time arrange the PD days relevant to the weak topics where teacher could not show command on it. Make monthly/Quarterly PD Day a regular feature on the identified weak areas.	1) Arrange provincial-level trainings/refreshers for such identified teachers/tutors 2) Province office make sure to give information or access to the district office to the digital resource material/websites/videos so they can further disseminate to the teachers
		If teacher receives 0 points on the sub indicator -2 about the alignment of the lesson to the scheme of study/ academic calendar	The lesson is not aligned to the scheme of study/ academic calendar	1- Relevant Field officer should promptly engage in comprehensive planning with the teacher to ensure timely coverage of the course. 2- Additional period/0 period inclusion to cover the content	
		If teacher receives 0 points on sub indicator -4 on the use of teacher guide	The teacher does not use the teacher guide and teaches in a conventional way	1- Make sure that teacher should be given orientation on the use of teacher guide. 2- Demo lessons arrangement (with use of teacher guide) for teacher during and after class	
2	Learning Environment	If the sub section of Learning environment (section B) 1) status of facilities and 2) Availability and functionality of Learning Materia has mostly received 0 or 1 score	1)Learning material is not or is partially available. 2)Facilities are improper	1) Immediately provide the required learning material. 2) Conduct community meetings to locally arrange/improve the facilities/ shift the centre etc. 3) Inform the province office in case they are responsible to arrange the required material	In a week's time provide the required material to the district office.

		If in the sub section of Section B teacher receives 0 points from indicator 11-16 or 0 and 1 for all of mentioned indicators	The behavior of the teacher found to be strict/improper.	1) 1) Make sure that induction training should communicate the teachers on the appropriate behavior in the NFE settings. 2) Sensitize the teacher about appropriate behavior according to the code of conduct / Teacher's standards provided to the district office. 3) Warning and feedback to the teachers with behavioral problems. 1. Hiring of teacher should be according to standard and teacher's code of conduct	The province/ESEF should make sure that district office has Teacher's standards and code of conduct.
3	Tracking of Learners	If the quarterly tracking tool reports increased number of absenteeism and dropout or discrepancy in data	1) absenteeism is high 2) The dropout rate is increasing 3)Transition/mainstreaming data is not fully available. 4) There is a difference between enrollment/attendance given on the attendance register and headcount	1)Extensive field visits to 1) conduct community and PTA meetings to follow up absenteeism in the same month of reporting. 2) Direct follow-up of dropouts/absentees and engage teachers in the follow-up visits. 3) Make sure to collect complete data on transition/mainstreaming from parents/community/teacher 4) Inform the teacher of data discrepancy to make sure to avoid further mistakes. 5) Conduct community meetings/centre spot checks to identify the reasons of high absenteeism/dropout for taking right actions	1) By reviewing the NFEMIS data of learners, alert the projects/programmes where dropout rate is high for prompt actions. 2) Provine/ESEF Quarterly hold a meeting for progress review and policy actions for all organizations/NGOs/ project staff
4	**Learning outcome of the learners**	Results of assessment are poor from the assessment module.	1)Formative assessment data is not available. 2) Learners are performing poorly in xx subjects.	1) Make sure that the teacher maintains the monthly test results data after getting guidance and required material. 2) Provide trend analysis of assessment results to the level of topic and conduct targeted planning with teachers for poorly performing learners. 3)District lead should make sure that the agenda of PD Day should always be aligned with the weak areas that came forward in the assessment results. 4)Subject specific training/Refreshers/PD days/ on-job support with specific objectives. 5)Conduct regular practice assessments/tests to prepare for assessments.	ESEF help district management in the following activities as appropriate. 1) Development of teaching resource material/worksheets/easy helping material /usage of digital resources. 2) Remedial/catch programmes for the learners having foundational learning gaps if such learners are more than 50% of total. 6) Directorate/Dept Quarterly hold a joint coordination committee meeting for the presentation of data and policy actions for all organizations/NGOs.

				6)Introduce incentives/rewards for teachers and learners on the performance.	
5	Level of Community Engagement	If the section D reports 0 scores on all 3 or 2 indicators out of 3.	1) Community meetings are not regular. 2) The community is not contributing to centre improvement/dropout follow-up	1) Social Mobilizer arrange the first few monthly meetings to regulate the community meetings. 2) Engage the community groups in regular meetings and events.	Spot-check the community meetings and their engagement of them for the success of the project.

3. DATA FLOW, REPORTING AND FEEDBACK SYSTEM

The reporting and feedback mechanism operate in five simple steps over a three-month period. Field formation personnel collect data within a month, which is made available in real-time to project management and provincial staff. By the 5th of each month, reports for the previous month's monitoring data are extracted, with provincial management promptly contacting field personnel for immediate actions by the 10th. Quarterly field visits are conducted to monitor teaching, assessment processes, and learner progress. Quarterly meetings are held between ESEF, district staff, and NFE providers to review progress and plan further actions. NFE providers can seek support from ESEF for effective project implementation, and progress against 2030 targets is collectively reviewed to address resource and capacity gaps in districts where targets remain unmet.

1. Monitoring Assistant /Officer

Collect the 100% data on monitoring indicators from 1st to 30th and submit to district lead/DPO on 30th of the each month

2. DPO/ District Lead NFE Provider

DPO/District lead Consolidate the district report and submit to DY M&E ESEF/provincial office NGO by 5th of each month

3. Provincial MIS Officer (NFE Provider & ESEF)

MIS officer analyse and extract district wise reports from NFEMIS & share with the provincial management ESEF-HQ by 5th of Each month.

4. ESEF HQ/Provincial Management NGO

ESEF HQ / NFE provider provincial management share their feedback by 1oth of each month, also conduct the quaterly sports checks to cross verify.

5. ESEF HQ

ESEF HQ conducts the quarterly coordination meetings with their staff & NFE providers for progress review and action planning.

4. DATA MANAGEMENT (cleaning, organization, and analysis)

Data management for NFE programs in Khyber Pakhtunkhwa involves storage, cleaning, and analysis for quality assurance and reporting. This is facilitated through the Non-Formal Education Management Information System (NFEMIS) and ESEF's own EMIS, managed by dedicated MIS teams. These systems include monitoring tools for learner tracking and assessment, accessible via both app and website for offline and online data entry. Once data is uploaded by monitoring assistants and NGO staff, it becomes immediately available to provincial heads and managers for analysis. ESEF's MIS/IT staff can extract customized reports and ensure timely data collection by informing districts/DPOs about any missing data. This data is then used in quarterly coordination meetings to compare achievements against targets and plan necessary actions.

5. IMPLEMENTATION PLAN OF MONITORING MECHANISM

5.1 Brief Implementation Cycle and key features of monitoring mechanism

The implementation cycle of the monitoring mechanism involves several key steps:

I. First place all monitoring staff, including those from ESEF, Social Mobilization team, DPOs, monitoring assistants, and NGOs, will undergo a one-day training session on administering monitoring checklists and ESEF

reporting formats. Quarterly spot-check visits, covering 10% of poorly performing centers' data, will be conducted by the NFE provider/Dy Director M&E to ensure accuracy. Surprise visits will also be made to verify resolved issues at the district level.

II. Monthly monitoring visits will be conducted by monitoring assistants/MOs to assess teaching-learning and social mobilization processes at all assigned centers. Certain indicators like learning environment and learner tracking will be assessed quarterly, while learning outcomes will be recorded during periodic assessments.

III. II. Monitoring reports will be shared with district leads and the social mobilization team in weekly meetings and must be submitted by the 30th of the month. Tasks for remedial actions will be assigned during these meetings, and decisions on seeking support from the province will be made. This information will be included in the monthly progress report to the province/ESEF by the 5th of next month.

IV. On the 5th of each month, reports for ALP/NFE/ALP centers will be generated by the MIS officer of the NFE provider/EMIS cell of ESEF, including summaries, issue reports, and categorization based on center scores. Provincial management will review these reports, and by the 10th of each month, they will jointly review and make decisions, providing feedback to the districts. Decisions such as capacity building and resource allocation may be made based on findings.

V. NFE providers will hold quarterly coordination meetings with ESEF to update and seek support from relevant departments.

VI. The monitoring tools/checklists are designed systematically to mitigate personal biases. Whoever administers these tools can objectively assess the status and shortcomings of each center, teacher, social mobilization process, action without waiting for monthly meetings. The responsibility matrix and NFEMIS support informed decision-making by clarifying roles and generating solutions.

learning environment, and the teaching-learning process. This is achieved through a scoring system and center categorization based on the scores, ensuring an unbiased evaluation.

VII. The monitoring mechanism prioritizes data reliability by involving multiple tiers and sources for evidence generation. Apart from monitoring officers, teachers, social mobilizers, and project management are also responsible for collecting consistent data from various stakeholders. Each project management tier has its data collection frequency and authority for decision-making. For urgent issues like lack of safe drinking water, social mobilizers can take prompt

6. ANNEXURE

6.1 A Monitoring Checklist

Structured Monitoring Checklist

SECTION A: BASIC INFORMATION (Frequency- one time/when needed)												
Basic	Observer Name & Designation _____ _____		Teacher/Tutor Name _____ _____		Centre Timings from _____ to _____				Visit Date | D | D | / | M | M | / | Y | Y | Y | Y |		
Address	Province _____		District _____		Tehsil/Taluka _____ __		UC Name & Code _____ _		Village _____			
Centre/School Status	1) Open and functional				2) Closed/Not functional		3) Appointed teacher is absent		4) The center does not exist			
Visited Centre Type:	a) NFBE (National Curriculum)		b) NFBE (ALP-Primary)		c) ALP Elementary/Middle Tech		d) Community School		e) CLC/ILS		f) ALC	
Duration	1- 40 months 2 48 months 3-_____ months		1- 30 months 2- 24 months 3 - 12 months 4- _____ months		1- 18 months 2- _____ months		1- 40 months 2 48 months 3-_____ months		1- 06 months 2- 09 months 3-_____ months		1- 03 months 2- 06 months 3-_____ months	
Grade & Status of the Learners (*Give the # of the learners)*	**Grade/Package** _____	**Enrolled** _____	**Present** (on register) _____ ____	**Present** (on headcount)	**Absent** (as of today) _____ ____	**Dropout** (Total till previous month) _____ __	**Mainstreamed** (Total till previous month) _____ ____	**Completed** (Total till previous month) _____ _____	**Newly Enrolled** (Total till previous month) _____ ____	**Transited to next level.** (Total till previous month) ____		

SECTION B: LEARNING ENVIRONMENT (45 points) (Frequency- Quarterly basis)								
Status of Facilities	**1) Light** (Natural or Electric)	(Light natural or electric enough to read and write) **(1 point)**	Light is not proper to read and write **(0.5 points)**	(Light is not available) **(0 points)**	**2) Space**	Adequate space is available for movement to organize participatory learning activities **(1 point)**	The room is overcrowded, there is inconvenience in the teaching learning due to the closed environment **(0 points)**	
	3) Safety and security condition of the premises	No risk to the learners and teacher of building collapse or danger of electric shock. Boundary walls and building gate/s are available, the Law & order situation is okay . Adolescent girls are secure/*parda* system intact. **(1 point)**	Risk of physical damage to the learners and teacher due to building collapse, electric shock or due to any other reason **(0 points)**		**4) Drinking Water**	Clean drinking water is available **(1 point)**	Clean water is not available **(0.5 points)**	Drinking water is not available **(0 points)**
	5) Toilet	Clean toilet is available and functional **(1 point)**	The toilet is available but dysfunctional **(0.5 points)**	The toilet is not available **(0 points)**	**6) Electricity**	Electricity is available to use fan and lights **(1 point)**	Electricity is not available **(0 points)**	
	7) Cleanliness	Classroom is neat and clean **(1 point)**	Classroom is dirty and dusty **(0 points)**		**8) Ventilation**	Good cross ventilation **(1 point)**	There is not ample window/vent or opening for ventilation **(0 points)**	
Availability and functionality of Learning Material/Facilities	**9) Learning Material**		**Fully Available/Functional**		**Partially Available/Semi-functional**		**Not Available/Dysfunctional**	
	A- Academic Calendar/Scheme of study		For all subjects **(2 points)**		For half of the subjects **(1 point)**		**(0 points)**	
	B- Teacher Guide		For all subjects **(2 points)**		For half of the subjects **(1 point)**		**(0 points)**	
	C-Textbooks		For all Learners **(2 points)**		For half or more Learners **(1 point)**		**(0 points)**	
	D- Notebooks		For all Learners **(2 points)**		For half or more Learners **(1 point)**		**(0 points)**	
	E-Learning Aid (charts, markers, /chalk, duster etc.)		**(2 points)**		If some are missing **(1 point)**		**(0 points)**	
	F- Whiteboard/Blackboard		**(2 points)**		Little damaged/very small/ not fully functional **(1 point)**		**(0 points)**	
	G – Tablets *(if provided and applicable)*		Digital content is available **(2 points)**		Little damaged or content is not fully uploaded **point)**		**(0 points)**	
	H- Mat, or Desk and Chair (for learners)		For all Learners **(2 points)**		Partially damaged or missing and not fully functional/available for all learners **(1 point)**		**(0 points)**	
Status of Record Maintenance	**10) Record Material**		**Fully Available/Functional**		**Partially Available/Semi-functional**		**Not Available/Dysfunctional**	
	a) Attendance Register		Register available and record maintained till today **(2 points)**		Register available but record not maintained/not fully maintained **(1 point)**		Register not available **(0 point)**	
	b) Lesson Planner/ Teacher's daily diary		Register available and record maintained till today **(2 points)**		Register available but record not all lessons planners available **(1 point)**		Register not available **(0 point)**	
	c) VEC/Community Meeting Record Register		Register available and record maintained till last meeting **(2 points)**		Register available but record not maintained/not fully maintained **(1 point)**		Register not available **(0 point)**	
	d) Admission & Withdrawal Register		Register available and record maintained **(2 points)**		Register available but record not maintained **(1 point)**		Register not available **(0 point)**	
	e) Stock Register		Register available and record maintained. **(2 points)**		Register available but record not fully maintained. **(1 point)**		Register not available. **(0 point)**	
Class/Learning Environment	11. Traces/indications of verbal humiliation or corporal punishment were not found. *(This data will be gathered during TLP Classroom Observation and FGD with learners)		Neither verbal humiliation nor corporal punishment was reported, rather learning process is conducted in a pleasant environment)		Traces of verbal humiliation/ corporal punishment was found/reported as a rare case in the class on extreme situation/s		Learners reported receiving verbal humiliation and corporal punishment very frequently.	

		(2 points)	**(1 point)**	**(0 points)**
	12 The teacher encourages learners to question and dialogue to learn. *(This data will be gathered during TLP Classroom Observation and FGD with learners)	All learners feel at home dialoguing with the teacher/each other and question anytime in the class. **(2 points)**	Some learners are encouraged to ask and respond to questions, rest choose to stay silent. **(1 point)**	Learners are not allowed to interrupt, ask and dialogue being in a very conservative teaching environment) **(0 points)**
	13 Learning progress is continuously appreciated. *(This data will be gathered during TLP Classroom Observation and FGD with learners)	Teacher appreciates verbally/written/reward all the learners on their unique abilities frequently) **(2 points)**	Some Smart learners are appreciated by teachers. **(1 point)**	There is as such no culture of appreciation found in the classroom. **(0 points)**
	14 The teacher is responsive to the learner's needs. *(This data will be gathered during TLP Classroom Observation and FGD with learners) For instance: the learners who have weak eyesight or short height can be seated on front row to make sure they see the white/blackboard. Or teacher must know who are th learners who require the teacher's individual assistance other than the lecture has been delivered for the whole class.	The teacher promptly responds to students' needs in a way that specifically addresses the problem at hand. **(2 points)**	The teacher responds to students' needs. but may not address the problem at hand. **(1 point)**	The teacher is not aware of students' needs OR does not address the problem at hand. **(0 points)**
	15 Favoritism/ any kind of bias was not found in the teacher's behavior. *(It will come from TLP Classroom Observation form of FGD with learners) Note: Zero will only be given when teacher does not treat all the learners equally, instead she has personal likes and dislikes about learners, and she appreciates/scores/rewards/punishes led by her/his own likes/dislikes)	Teacher treats every learner equally **(2 points)**	(Only 5% of the learners think that they are disliked by the teacher) **(1 point)**	(Most of the learners think that the teacher has some favourite students, and s/he treats others unequally to them **(0 points)**
	16 Harassment/bullying by teacher / older learner or from any other is not found on learners. (* this can be assessed by interviewing teacher and FGD with learners separately*)	The traces of harassment/bullying at any level were not found in the centre. **(1 point)**		The incidents of Harassment/Bullying were reported to the NFEI in the last two months. **(0 points)**

SECTION C: TEACHING LEARNING PROCESS
(35 points)
(Frequency- Monthly basis)

Package/ Grade _____ Semester (in case of middle tech) _____ Subject _____ Topic:

Time in_____ Time Out_____ Name of Teacher _____

Sub Indicators: Teaching Process	**Yes**		**No**	**N/A**
1. The teacher explicitly articulated the lesson/topic objectives.	Clearly explained/wrote on the board and explained all the objectives of the lesson/topic. **(2 points)**	Only stated the broader objective of the lesson. **(1 point)**	Lesson objectives were not cited. **(0 points)**	N/A
2. The teacher aligned the lesson/topic to the scheme of study/ academic calendar	On track **(2 points)**	Approx. 02 weeks behind the topic **(1 point)**	Far behind the academic calendar/Not following. **(0 points)**	N/A
3. The teacher integrated the prior knowledge of the learners while introducing/explaining the concept *Prior knowledge integration means when a teacher explores with learners their previous knowledge through formal/informal learning on the topic.	Throughout the lesson meaningfully connected the topic to the learner's previous knowledge or daily life **(2 points)**	Only connected the previous familiarity with the topic. **(1 point)**	Did not connect the previous knowledge with the topic. **(0 points)**	N/A
4. The teacher used teacher guide while teaching	Lesson delivered as per instructions and teaching steps given in the teacher guide. **(2 points)**	Lesson partially delivered on the instruction and teaching steps given in the teacher guide. **(1 point)**	Taught in a conventional/own manner without consulting/following teacher guide. **(0 points)**	N/A
5. The teacher used teaching/learning aid effectively. *Note: Here effectively means the wise choice of the learning aids which are relevant for the reinforcement of given concept/skill, moreover teacher let the learners interact with the content in a way which allows them to comprehend the concept more easily. Full range of learning aids can be board, charts, flash cards, Maps, Pictures, Models, Textbooks, any other Print materials, audio, and videos on digital devices such as tablet, smartphone etc.	Reinforced on the concept/topic by use of **relevant** learning aids and made sure to engage all learners. **(2 points)**	Could not engage all learners and used learning aids were somewhat useful to reinforce the given concept. **(1 point)**	Not used **(0 points)**	N/A
6. The teacher used formative assessment techniques. *Note: Reading, writing, Oral Q&A, solving, drawing, observation, test are the main assessment techniques	All **relevant** assessment techniques used by involving most of the learners. **(2 points)**	1 type of assessment technique used with few learners. **(1 point)**	No assessment technique was used to assess the learning. **(0 points)**	N/A
7. The teacher assisted learners based on results of formative assessment. *Note: Assistance can be explaining the concept in a different way, giving more examples for clarification, supplementing the instruction, reviewing the related previous topics in plenary or with struggling learners as required etc.	Adjusted/adapted teaching strategy such as explained the concept differently, given more contextualized real-life examples	Assisted very few struggling learners, did not adapt/adjust anything on teaching strategy. **(1 point)**	Not assisted any learners even though some learners needed support. **(0 points)**	N/A

	and given targeted support to the struggling learners. **(2 points)**				
8.The teacher effectively used the time for the teaching and learning process. (Observe for one subject) *Note: It is about the appropriate use of time, by dividing it between teaching and making sure the required learning. In the 45 minutes of class, a teacher is expected to wisely divide it in 1) concept delivery 2) formative assessment 3) adapting/adjusting teaching strategy on the results of formative assessment	In the given time 1)Teacher provided the lesson facilitation (explained the concept clearly and correctly), 2)evaluated the learner's output (checked the class work, carried out the assessment technique and provided the feedback), and finally 3)provided targeted support to the struggling learners to make sure the required learning for all. **(1 point)**			The teacher did not allocate and use the class time appropriately. 1) took more time in teaching/lecture delivery or 2) did not assess the learning or 3) did not help the struggling learners or 4) let other students keep waiting while she spent time in helping a few **(0 points)**	N/A
9. The teacher demonstrated subject mastery in the teaching. Note* The teacher's explanations of content are clear, correct, and easy to understand. The teacher makes sure to explain the meaning of technical terms; the explanations are logical and may be accompanied by graphic representations or real-life examples.	1)Teachers explained every part of the concept/topic accurately with appropriate examples and used clear and easy instructional language considering learners' level. S/he gave correct answers to every question asked by the learners. **(2 points)**	The explanation of the concept was somewhat clear but not very extensive and contextualized. The teacher answered most of the learners correctly. **(1 point)**		The teacher exhibited poor knowledge/preparation of content and her/his explanations of the content were confusing or incorrect or content is simply not explained, was not able to answer back learners correctly. **(0 points)**	N/A
10. Number of the learners whose understanding of the lecture teacher evaluated by taking the round of class during individual and/or pair/group exercises before learners have finished the exercises. *Note: Teacher may miss the opportunity to properly evaluate learners' understanding if the evaluation is done after learners have finished the exercises, as learners may copy the correct answers of their peers. That is why "before learners have finished the exercises" is the important condition. It is recommended that the teacher does not check learners' performance on everything, but only on one question/sentence/procedure which learners should answer/write/take correctly as a minimum. Otherwise, it is rarely possible for the teacher to evaluate all learners before they have completed the exercises.	Almost everyone **3 points**	More than half **2 points**	A few **1 point**	None **0 points**	N/A
11. Number of the learners having their classwork marked by teachers when they completed the classwork/exercise	Almost everyone **3 points**	More than half **2 points**	A few **1 point**	None **0 points**	N/A
12. Number of the learners whom teacher suggested to rework with the exercises where they missed, among the learners who made mistakes	Almost everyone **3 points**	More than half **2 points**	A few **1 point**	None **0 points**	N/A
Sub Indicators- Learner's Output	**Yes**			**No**	
13.Number of the learners who independently did the correct classwork.	Almost everyone **3 points**	More than half **2 points**	A few **1 point**	None **0 points**	N/A
14. Number of the learners answered correctly to the teacher's question/s on today's topic	Almost everyone **3 points**	More than half **2 points**	A few **1 point**	None **0 points**	N/A
15.Number of the learners asked questions to the teacher?	Almost everyone **3 points**	More than half **2 points**	A few **1 point**	None **0 points**	N/A

SECTION D: SOCIAL MOBILIZATION PROCESS & RECORD MAINTENANCE (3 points) (Frequency- Monthly basis)		
Sub Indicator	**Responses**	
	Yes	**No**
VEC formed or not?	Formed **(1 point)**	Not Formed **(0 points)**
Regular meeting of the Village Education Committee happening?	**(1 point)** If it is at least Once in a month and meeting record is available/maintained Date of the last meeting | D | D | / | M | M | / | Y | Y | Y | Y | What was the purpose/agenda on which the last meeting was held? 1 _____ 2_____	Not Regular **(0 point)**
Village Education Committee contributed to improve the centre management	Absentees/dropouts followed up. Resolved electricity/water/latrine/notebooks or any other resource availability problem. **(1 point)**	No Support /contribution made so far (please ask teacher and validate from community meeting register). **(0 point)**
Suggestions/Additional Information		
Final Scoring and Ranking= Scores of Learning environment + Teaching Learning Process + Social Mobilization Process (45+35+3= 83 total score)	☐ **Excellent Centre** (75% and above) = (Between 62 to 83 scores) Green Category Centre ☐ **Satisfactory Centre** (46% to 74%) = (Between 38 to 61 scores) Yellow Category Centre ☐ **Not Satisfactory Centre** (45% and below) = (Between 1 to 37 scores) Red Category Centre	

6.2 B Tracking of Learners Tool

Learner Tracking Proforma

Tracking Date: mm/dd/yy

District: UC: Village:

School Name:

AD#	Learner Name/ Father Name	Current Class	Status	Regularity of Attendance	Reason for Absenteeism/Dropout (May be more than one)	d School Type	Mainstreamed School Name	Remarks
		0.Katchi 1.Class I 2.Class II 3.Class III 4.Class IV 5.Class V 6. Adult 7.Pkg A 8.Pkg B 9.Pkg C 10. Literacy	1: Attending regularly 2: Completed 3: Mainstreamed (Specify admitting school in "Remarks") 4: Dropout	A: Over 80% (21+/26 days) B: 60-80% (16-20/26 days) C: Under 60% (15-/26 days)	1: Migration 2: Health problem 3: Marriage 4: Poverty (counted as workforce) 5: Parent/guardian's discontinuance of sending 6: Academic failure 7: Loss of interest 8: Relations with teacher/peers 9: Others (specify in "Remarks")	1. Government 2. Private		
1			1 2 3 4	A B C	1 2 3 4 5 6 7 8 9			

Signature of Teacher: .....Signature of Monitor: .....

Date of entry into MIS: .....Name and Signature of Data Entry Operator: .....