



# NFE FACILITATORS' MANAGEMENT FRAMEWORK

Through Facilitators' Standards, Engagement Process &  
Criteria, Training & Supervision Mechanism

November, 2016

---

Directorate of Literacy & NFE,  
School Education Department,  
Government of Sindh

# TABLE OF CONTENT

Preface .....	3
Background & rationale .....	4
Context .....	5
Process of development of facilitator's management framework .....	6
Structure and use of the document .....	7
Facilitators' Management Framework in NFE .....	7
Standards for Non-Formal Education (NFE) Facilitators in Sindh .....	9
Standard 1: Teaching and learning competency .....	9
Standard 2: Child development .....	10
Standard 3: Values .....	10
Standard 4: Assessment .....	11
Standard 5: Capacity building .....	14
Standard 6: Communication skills .....	15
Standard 7: Community participation .....	15
Facilitators Engagement Criteria, Process and Management Rules .....	17
Engagement criteria .....	17
Engagement process .....	18
Management rules .....	21
Capacity building mechanism of NFE Facilitators .....	21
Objectives of the capacity building mechanism .....	21
Configuration of capacity building mechanism for NFE facilitators .....	22
Induction training programme .....	22
Continuous professional development (CPD) .....	24
Implementation framework for (CPD) .....	28
Contributors to facilitators' management framework .....	30
Acronyms .....	

## Preface

Non-Formal Education is one of the approaches to gain education and awareness and is considered to be flexible and less structured in terms of curriculum, materials and timings as well as assessment as compared to formal education. Non-formal education compliments the formal education and provides a second chance to out of schools children and provides opportunities to illiterate adults and youth to acquire literacy, numeracy and life skills to live a quality life. The directorate of literacy & NFE Sindh is trying to revamp and institutionalize the system so as it responds well to the challenge of out of school children and growing illiteracy in the province.

Facilitators in Non-Formal Education system are central as they can manage the flexible, context specific and developmentally suitable characteristics of non-formal approach. Keeping in view the criticality of the role of Facilitators in non-formal education setting, Directorate of literacy & NFE Sindh jointly with Sindh Teacher Education Development Authority (STEDA) have decided to develop a framework for Facilitators of Non-Formal Education in Sindh, which will provide guidelines and standards for NFE Facilitators, Management Rules and Capacity Development System for the NFE Facilitators.

I appreciate efforts and contribution of the members of sub-committee on Facilitators' Management, Working Group and the officers of Directorate of literacy & NFE Sindh, STEDA and development actors including JICA-AQAL, UNICEF and USAID in development of Facilitators' Management Framework, which is going to provide standards, systems and opportunities to the Facilitators of NFE to provide quality non-formal basic education and adult literacy programmes for out of school children and adult and youth illiterates.

All the non-formal education providers will be sensitized and encouraged to use this document to manage their non-formal education programme through effective management and capacity building of Facilitators. The document will remain dynamic and open to suggestions and improvements.

**Muhammad Alam Thaheem**

Director Literacy and Non-Formal Education  
Government of Sindh

## **Background & Rationale:**

Pakistan generally, and province of Sindh particularly, is facing complex challenges of having a large number of illiterates and Out of School Children (OOSC). One quarter of all the out of school children in Pakistan are in Sindh. They represent half the school going age children of Sindh. This represents a social crisis of great magnitude for the country of Pakistan and a state of constant alarm for the province of Sindh. Sindh also does not have universal enrollment of all children in primary schools. Consequently, it has failed, along with Pakistan's other federating units in achieving its share of the Millennium Development

Formal Education Sector with its available resources and efforts is unable to shoulder the colossal task of enrolling and retaining the target caseload. **Non-Formal Education** has got the foremost importance alongside the formal education especially in these circumstances, if we seriously want to shed off the dismal image of Pakistan having failed to achieve the Education related Millennium Development Goals 2005 – 2015, and achieve the promised targets of the Sustainable Development Goals (SDGs) 2015 – 2030.

The concept of Non Formal Education is not new to the country, and has been practiced and implemented in one form or the other since its inception. It is the education, learning and training which takes place outside recognized educational institutions. It is complex, challenging and has great diversity.

The success of Non - Formal Education depends largely upon the teachers/Facilitators. Hence dedicated attention needs to be given to establish an organized system for effective, timely, qualitative and transparent management of this most important pillar of the NFE sector.

The document “Facilitator's Management in NFE Sector Sindh” encompasses the entire spectrum – from setting down Facilitators' standards, detailing the engagement process & criteria, establishing a training & supervision mechanism, and promises to lend quality and efficacy in the domain of Facilitator's management, thus strengthening and adding credibility to the NFE Sector.



## **Context:**

Directorate of literacy & NFE Sindh is undergoing institutional development through overhauling different sub-sectors of overall non-formal education sector in Sindh. The process of institutional reforms has been commenced by the worthy Secretary Education and Literacy Department by establishing a task force on NFE that comprise leading public sector education department officers and representatives of major development actors and agencies. The task force has further delineated the overall tasks into five key components and constituted sub-committee of experts to steer the progress and to strengthen the DL&NFE Sindh.

The sub-committees include 1) Sindh NFE Policy Development, 2), Strengthening of the Directorate 3) Curriculum and Materials development, 4) Facilitators' Management and 5) Community Mobilization and M&E/ NF-EMIS. These sub-committees comprise relevant officers of BOC, PITE, STEDA, RSU, E&LD, academia and representatives of JICA, USAID, UNICEF and members of different leading NGOs.

The sub-committee on Facilitators' Management is mandated to develop a comprehensive framework for NFE Facilitators' capacity enhancement and rules/ systems to engage and supervise them for improved delivery of instructions inside the NFE classrooms. The Facilitators' Management sub-committee comprises members from Board of Intermediate and Education, Hyderabad, Director Bureau of Curriculum (BOC), Director PITE, Representative UNICEF, Representative USAID, Representative JICA, Executive director STEDA E&L, Representative of the Directorate of Literacy & NFE Sindh.

The experts of the sub-committee on Facilitators' Management are supposed to perform following functions:

1. Need analysis for Facilitator/ facilitator Engagement
2. Prepare Facilitator Engagement guidelines
3. Review and revise (if required) Facilitators Engagement rules
4. Capacity building requirements
5. Develop Training Manuals

The sub-committee members with active support from other technical experts has accomplished following tasks:

1. Developed standards for NFE Facilitators in Sindh
2. Engagement criteria and process for NFE Facilitators

### 3. Capacity building plan for NFE Facilitators

Whereas supervision of NFE Facilitators has already been addressed through a comprehensive M&E system assigned to a sub-committee on “Community Mobilization and M&E”.

The NFE Facilitators' capacity development framework is crucial in enhancing the professional development of NFE Facilitators to deliver quality NFE inside the non-formal education classrooms, which suits to the diverse and complex learning needs of a group of learners in NFE settings. The Facilitators will accommodate dropouts from formal school system and those who never had a chance to enroll in any grade and are over-age now.

Facilitators' management framework for NFE Facilitators will directly respond to SESP 2014-18 Objective No.4 “to improve the capacity of NFE Facilitators and enable them deliver quality content in the classrooms that aims at retaining and attracting children in the non-formal education centers, especially in remote rural setting”. The related activities of the SESP objective described categorically to work closely with BOC, PITE and STEDA to develop training manuals and training system/ plans for the NFE Facilitators working in Sindh.

## **Process of Development of Facilitators' Management Framework**

Process of development of Facilitators' management system was based on literature review and consultations with staff members of following departments/ directorates:

1. Directorate of Literacy & NFE, Sindh
2. Sindh Teacher Education Development Authority (STEDA)
3. Officers from PITE and BOC, Sindh
4. Representatives of Education and Literacy Department, Sindh
5. Representatives of JICA AQAL project, USAID and UNICEF

Focused group meetings, workshops and consultations were organized on development of standards for NFE Facilitators, discuss and finalize the engagement criteria and processes, management rules and capacity building system for NFE Facilitators.

### **Structure and Use of the Document**

The Facilitators' Management Framework provides guidelines to engage NFE Facilitators by following a Standard Operating criteria and process, which is accepted widely in both public and private sectors together with management rules. It also suggests standards for NFE Facilitators, which explains what a Facilitator should know and be able to perform in non-formal setting in Sindh. The framework recommends capacity building system for NFE Facilitators which emphasizes upon induction and in-service training options. The induction training proposes to enable Facilitators to acquire content mastery and pedagogical skills, while in-service training is based entirely on continuous professional development (CPD) phenomenon that is based on self-driven learning, pedagogical supervision and support.

This framework will primarily be used by the Directorate to engage, manage and build capacity of NFE Facilitators; both NFBE and adult literacy programmes. The document will also serve as fundamental guideline for other NFE providers from public and private as well as social development actors including donors, INGOs and NGOs to manage their Facilitators. The said framework will ensure a standardized approach and procedures in management of NFE Facilitators and lead the whole idea towards accreditation in the long run.

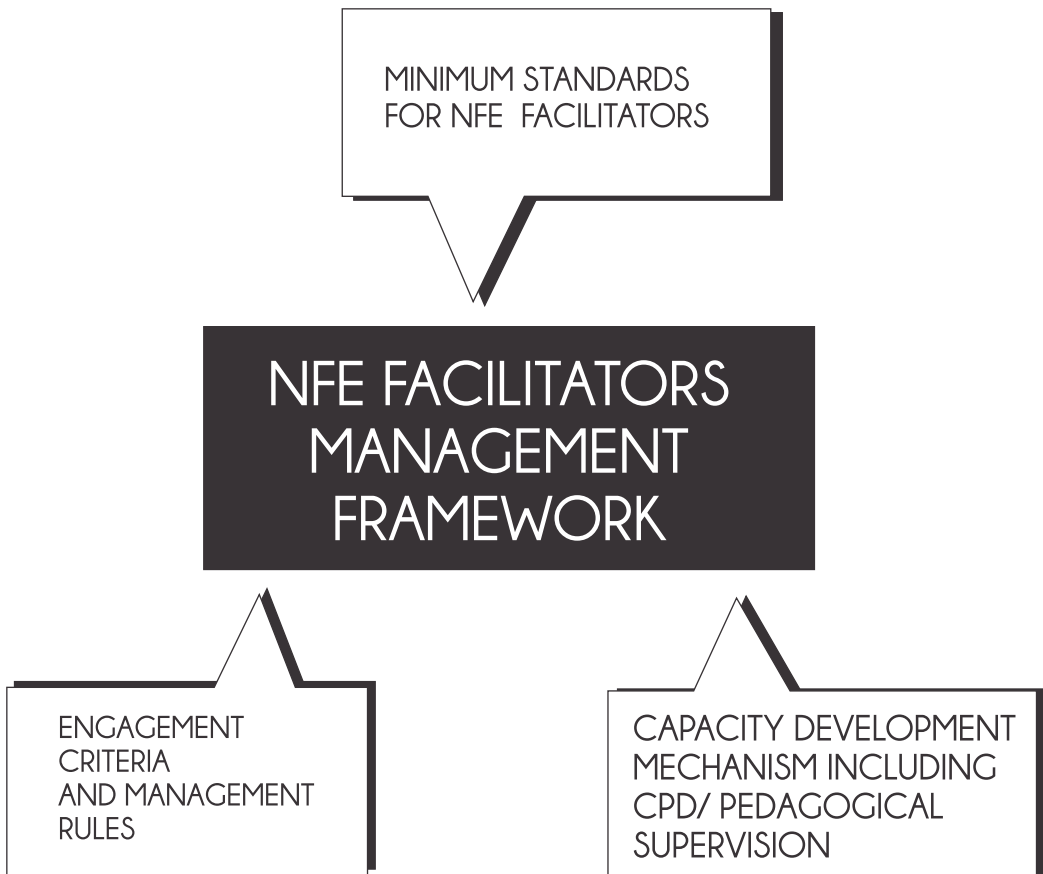
### **Facilitators' Management Framework in NFE**

The framework for NFE Facilitators' management lies at the heart of the transparent engagement and their ongoing capacity building through pre-service and in-service training programmes as well as supportive pedagogical supervision based on minimum standards for NFE Facilitators.

The framework holistically addresses all the elements that are related with:

1. Minimum standards for NFE Facilitators (including those for basic education and for adult literacy)
2. NFE Facilitators' engagement and corresponding processes
3. NFE Facilitators' capacity building mechanism that narrates pre-service and/ or induction training and continuing professional development (CPD) [in-service] training for NFE Facilitators. It is pertinent to mention that the CPD of NFE includes on the job trainings and refresher course on content mastery, pedagogical skills and classroom management and pedagogical supervision on regular basis.

The framework is described as under:



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

Measuring Facilitator quality is a very difficult task because the Facilitator requires a very wide range of competencies and skills which cannot all be tangibly observed. The following section lists the national professional standards for Teachers including the competencies, skills and behavior that are demanded of Facilitators.

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

Standards are:

Standard No- 1 Teaching & Learning Competency

Standard No- 2 Child Development

Standard No- 3 Values

Standard No- 4 Assessment

Standard No- 5 Capacity Development

Standard No- 6 Communication Skills

Standard No- 7 Community Participation

### **Standard 1: Teaching and Learning Competency**

Facilitator has sound knowledge and understanding of the material and delivery process of the subject particularly in relation to curriculum framework including subject standards, learning outcomes and content pedagogy.

<b>Knowledge &amp; Understanding</b>	Facilitators know and understand: <ul style="list-style-type: none"><li>-The Non Formal Education curriculum framework</li><li>-In-depth knowledge of the basic concepts, materials(text books and Facilitator guides) and structure of NFE</li><li>-The process of acquiring knowledge of the subjects they are going to teach in multi grade classroom situation.</li><li>-The relationship of the integrated subjects offered in Non Formal scheme of studies (Packages) and its usability in practical life.</li></ul>
<b>Dispositions</b>	Facilitators value and are committed to:

	<ul style="list-style-type: none"> <li>- Applying multiple ways to impart knowledge to learners</li> <li>- Making knowledge applicable to real world situations</li> <li>- Address the diverse talents of all students and helping them to develop self-confidence and subject matter competence</li> <li>- Encourage students to develop a positive attitude towards and an interest in the subject area</li> </ul>
<b>Performance &amp; Skills</b>	<p>Facilitators demonstrate their knowledge and understanding through:</p> <ul style="list-style-type: none"> <li>- Effectively explaining the content in multiple ways and relate with all required relevant components.</li> <li>- Link student's prior knowledge with new knowledge by using appropriate tools.</li> <li>- Giving examples of application of the content from practical life.</li> </ul>

## Standard 2: Child Development

Facilitators will be able to identify learners' developmental and learning needs and to cope with their individual differences for best possible leaning.

<b>Knowledge &amp; Understanding</b>	<p>Facilitators know and understand:</p> <ul style="list-style-type: none"> <li>- How students of diverse and different age group construct knowledge, acquire skills and develop positive attitude.</li> <li>- How student learning is influenced by individual experiences, talent and prior learning, as well as language, culture, family and community values.</li> <li>- The needs of all students based on their learning differences, cultural and socio-emotional differences, special physical or emotional challenges.</li> <li>- The processes and skills that help students to develop knowledge, skills and dispositions of reflective thinking and enable students to solve problems in and out of the class.</li> </ul>
--------------------------------------	---

<b>Dispositions</b>	<p>Facilitators value and are committed to:</p> <ul style="list-style-type: none"> <li>- The belief that all children and adolescents bring talents and strengths to learning</li> <li>- Appreciating the diverse talents/ multiple learning styles of all students and helping them to develop self-confidence and subject matter competence</li> <li>-The belief that all children and adolescents can learn at high levels and achieve success</li> <li>-Treat all students equitably</li> </ul>
<b>Performance &amp; Skills</b>	<p>Facilitators engage in activities to:</p> <ul style="list-style-type: none"> <li>-Promote critical thinking, problem-solving and decision-making skills by engaging students.</li> <li>-Apply basic learning theories to accommodate differences in student intelligence, perception and learning styles.</li> <li>-Encourage cooperation and collaboration for collective problem solving</li> <li>-Foster emotional intelligence skills among students including empathy, cooperation, resilience, self-awareness.</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 know and understand:</p> <ul style="list-style-type: none"> <li>-The Islamic code of conduct (beliefs, prayers and ethics) in light of Quran and Sunnah (i.e. Maarooif (Good) and Munkir (Evil), equality, justice, brotherhood, balance, tolerance and peace)</li> <li>-The values which are globally accepted, factors affecting peace, decline of the values and ethics.</li> <li>-The negative effect of prejudice, discrimination, social class,</li> </ul>
--------------------------------------	--



	<p>gender, sexuality, race and language on the moral development of students and society</p> <ul style="list-style-type: none"> <li>- How these Islamic and universal ethical values are incorporated in learners' beliefs and practices to bring peace</li> <li>- Essential principles of Islamic values in the NFE textbooks/material.</li> </ul> <p><b>Dispositions</b></p> <p>Facilitators value and are committed to:</p> <ul style="list-style-type: none"> <li>- Bringing awareness among people that the Quran and Sunnah are the only valid sources for knowing about Islamic values</li> <li>- Respect for individual and cultural/ religious differences, and appreciate the worth of each individual and cultural/ religious group.</li> <li>- Encourage tolerance, recognize diversity and have sound understanding about conflict resolution.</li> </ul> <p><b>Performance &amp; Skills</b></p> <p>Facilitators engage in activities to:</p> <p>Create a learning environment in which individuals and their opinions are respected</p> <ul style="list-style-type: none"> <li>- Practice Islamic code of conduct by their own behaviors and dialogue with learners for practicing the same.</li> <li>- Use knowledge of Islam taking into account issues of human rights, sexuality, social class, gender, race, ethnicity, language, age and special needs.</li> <li>- Create a safe and secure learning environment.</li> </ul>
--	--

## Standard 4: Assessment

Facilitators understand various assessment methods / strategies to evaluate learners' learning and use feedback/ results to modify teaching strategies for improved learning outcome.

<b>Knowledge &amp; Understanding</b>	<p>Facilitators know and understand:</p> <ul style="list-style-type: none"> <li>- Different types of assessments( formative and summative) for evaluating how students learn and what kinds of experiences will support their further growth and development</li> <li>-The results of assessment to evaluate and improve teaching and learning.</li> </ul>
<b>Dispositions</b>	<p>Facilitators value and are committed to:</p> <ul style="list-style-type: none"> <li>-The belief that students learning outcomes are the basis for growth and the deficiencies are opportunities for learning</li> <li>- Fair, objective assessment and reporting to students and parents</li> <li>- Facilitate students to see assessment as a challenge and not as a frightening experience.</li> </ul>
<b>Performance &amp; Skills</b>	<p>Facilitators engage in activities to:</p> <ul style="list-style-type: none"> <li>- Develop and use Facilitator made tests for continuous internal assessment of student performance and skills throughout academic session.</li> <li>- Analyze student performance using result, and to modify instructional plans that promote desired student learning outcomes.</li> <li>- Provide students with constructive feedback on their learning and encourage them to respond to the feedback.</li> <li>- Accurately document and report assessment data and on-going student achievement to parents and professional staff.</li> <li>- Promote opportunities for students to engage in self-assessment activities.</li> </ul>

## **Standard 5:Capacity Building**

Facilitators take responsibility to continuously update subject contents, professional knowledge and practices.

<b>Knowledge &amp; Understanding</b>	<p>Facilitators know and understand:</p> <ul style="list-style-type: none"><li>- Facilitators know that they need to have certain level mastery over subjects knowledge</li><li>- Facilitators know self-assessment strategy to identify their areas of improvement</li></ul>
<b>Attitude</b>	<p>Facilitators value and are committed to:</p> <ul style="list-style-type: none"><li>- Facilitators understand and value the need of continuous professional development and reflective practice</li><li>- They recognize and take responsibility of continuous professional development.</li></ul>
<b>Performance &amp; skills</b>	<p>Facilitators engage in activities to:</p> <ul style="list-style-type: none"><li>- Facilitators engage in reflection and critical examination of their practices, biases, and prejudices and how they can improve their practices.</li><li>- Facilitators have developed skills of problem solving, decision making and critical thinking</li></ul>

## Standard 6: Communication skills

Facilitators communicate effectively with their learners using different verbal and non-verbal techniques

<b>Knowledge &amp; understanding</b>	Facilitators know and understand: <ul style="list-style-type: none"><li>- Facilitators have sound understanding of the learners (socio-economic, cultural), their individual learning needs and learning styles.</li><li>- Facilitators know the techniques of effective communication.</li></ul>
<b>Attitude</b>	Facilitators value and are committed to: <ul style="list-style-type: none"><li>- Facilitators value and build on learners' experience and socio-economic and cultural strength of divers background</li></ul>
<b>Performance &amp; skills</b>	Facilitators engage in activities to: <ul style="list-style-type: none"><li>- Facilitators have skills of making teaching participatory through engaging diverse learners into participatory learning experiences.</li><li>- Facilitators have skills and ability to relate to individual students in the classroom and use verbal and body language that reflect respect and value of the students.</li><li>- Facilitators demonstrate high quality interpersonal skills.</li></ul>

## Standard 7: Community Participation

Facilitators work in collaboration with parents/families other professionals, stakeholders (students and their employers) and the community to create and maintain a safe, inclusive and joyful learning environment.

<b>Knowledge &amp; understanding</b>	Facilitators know and understand: <ul style="list-style-type: none"><li>- Facilitators know about the stakeholders (parents, family, employers, other community members, CBOs) who they are? and their stakes</li></ul>
--------------------------------------	---

<b>Knowledge &amp; understanding</b>	<p>Facilitators know and understand:</p> <ul style="list-style-type: none"> <li>- Facilitators know about the stakeholders (parents, family, employers, other community members, CBOs) who they are? And their stakes</li> <li>- Facilitators have the knowledge of communication strategy which is relevant and effective in engaging different stakeholders</li> </ul>
<b>Attitude</b>	<p>Facilitators value and are committed to:</p> <ul style="list-style-type: none"> <li>- He/she appreciates community and stakeholder participation in improving the educational opportunity for non-formal settings.</li> </ul>
<b>Performance &amp; skills</b>	<p>Facilitators engage in activities to:</p> <ul style="list-style-type: none"> <li>- Facilitators prepare plan for regular meetings with learners' families to discuss their performance and challenges.</li> <li>- Facilitators create opportunity (international/national/local events or days to promote local culture) for community involvement for improving NFE environment.</li> </ul>

# **FACILITATOR ENGAGEMENT CRITERIA, PROCESS AND MANAGEMENT RULES**

## **Engagement Criteria**

Engagement criteria for Facilitators of NFBE and Adult Literacy programmes are given below:

### **Minimum Educational qualification (General):**

Intermediate (12 years of education), but can be reduced to Matriculation (10 years of education) for female candidates where there is no female candidate available with 12 years or more of education. Retired Government school Facilitators can also be eligible to apply in situations where there is no female candidate available with desired educational qualification.

NOTE: Reducing educational qualification is not encouraged and be considered only with strong justification.

### **Minimum Educational qualification (Professional):**

There is no minimum requirement for professional education; B.Ed, M.Ed or any other nomenclature of this type. However, candidates with professional education (pre-service education/ degree/ diploma) should be given priority on candidates with no professional education. Candidates with PTC and CT (these two courses have been phased out) will also be preferred for NFE teaching.

### **Age (minimum and maximum):**

18 years is minimum age to apply for the post for NFE teaching. There is no age limit for maximum age, however, the Facilitators applying for NFE teaching should be physically fit, be able to manage the classrooms, and teach appropriately.

### **Experience:**

There is no specific requirement of experience for NFE teaching, however, Facilitators applying for NFE teaching with experience in the field of teaching will be preferred on those with no experience. Experience in teaching in any public, private or non-formal school will be preferred always, however experience in any other profession related to teaching or marketing or management will also be considered.

### **Other considerations:**

- Preference shall be given to the candidate from the locality

- This is Project based engagement, and the candidates engaged under the Project have no right to appeal for regularization
- The candidate engaged in this NFE Project shall be called “Facilitator” , no grade or scale shall be given
- The candidate engaged shall be given fixed amount (Honoraria)
- Waiting list shall be maintained during Project life
- In case engaged Facilitator resigned / left / is terminated, next candidate from the waiting list shall be engaged
- In case Facilitator for specific school / center is not available even in the waiting list. The engagement committee shall engage Facilitator by taking interview at local level

### **Engagement process**

The process of engagement 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 NFBE and adult literacy Facilitators:

### **Management Rules**

Management rules for NFE Facilitators (both NFBE and adult literacy) are given below:

#### **Work hours**

Work hours for NFBE and adult literacy programmes differ according to their job nature. Minimum working hours for NFBE Facilitators are four, 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 Sindh. These working hours are to be attended by the Facilitators on daily basis except Sunday, which is a holiday or 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 courses, other courses organized by the Education Department or any other expert NGOs or PITE in partnership with the DL&NFE Sindh. Facilitators are also bound to participate in other activities under CPD (Continuous Professional Development) and



pedagogical 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**

In relation to conduct of Facilitators, they shall

- 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, 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

and their children's learning

### **Honorarium / Incentives and other benefits**

- Honorarium of NFBE and adult literacy Facilitators varies, but it should range from 5,000 to 8,000 PKR
- 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 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 DL&NFE Sindh

# CAPACITY BUILDING MECHANISM OF NFE FACILITATORS

## Objective of the capacity building mechanism

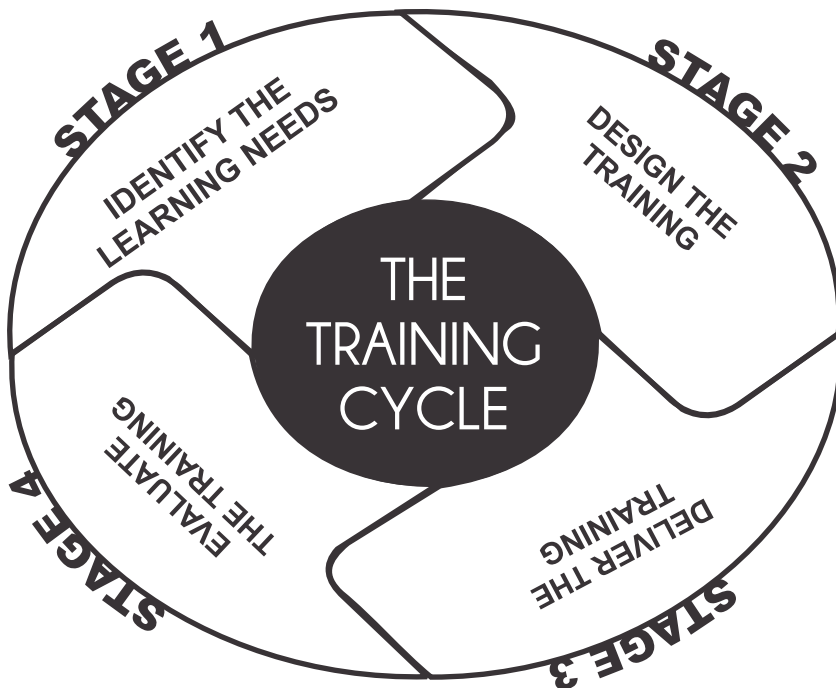
Capacity building mechanism for NFE Facilitators aims to enable NFE Facilitators to learn basic teaching & learning skills, classroom management & lesson planning, managing and adapting instructions, assessment of learners and engaging local communities for the best interest and learning of the learners enrolled in the NFE schools/ centers.

## Configuration 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. Continuous professional development (CPD)

Both are described below:



## **Induction training programme**

Induction training denotes building capacity of NFE Facilitators on basic concepts of teaching & learning, classroom management, lesson planning, assessment, interactive pedagogies, engaging community as well as basic concepts relating to NFE and job rules. The induction training should always be organized before sending the Facilitators into the classrooms. It aims to prepare to take lead and manage teaching & learning inside the classrooms.

The induction training is to be planned by following the training cycle that includes following steps:

1. TNA (training needs assessment) / identify learning needs
2. Design the Training by development of training contents/ manuals/ modules and schedule
3. Deliver the Training in two steps
  - I) TOT (training of trainers)
  - II) Facilitators training / delivering the training
4. Evaluation of training through review and monitoring, for Improvement in training programmes

In order to arrange the induction trainings, the DL&NFE focal person/s for capacity building of Facilitators should coordinate with other relevant actors including STEDA and PITE. In this way the tasks under the training cycle sequence will be assigned logically to relevant department/ actor.

## **Continuous Professional Development (CPD)**

CPD involves following capacity building options for NFE Facilitators:

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

## **PD (professional development) events / trainings / days**

CPD or PD are larger connotations and denote short courses, refresher courses, pedagogical supervision and follow up support as well as exposure visits and meetings with seniors/ expert Facilitators/ subject specialists. However, the PD days are one of the options to use for capacity building of NFE Facilitators.

**Short courses** can be of one or two days and are organized to impart one or two specific concepts that aim to build capacity of Facilitators.

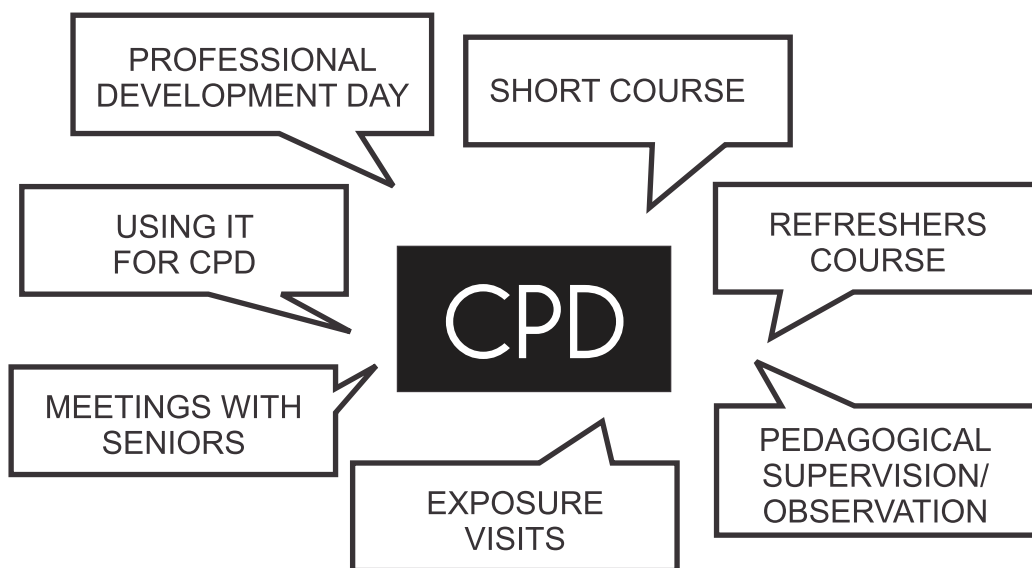
**Refresher courses** are aimed at refreshing the pre-training contents, knowledge and skills that Facilitators have already attained through some induction or any short course. Such events are organized for one or two days or for more even and previous contents are repeated through interactive and motivating methods

**Pedagogical supervision** is organized and structured and carried out by the expert mentors in the form of mentoring. A prescribed structured classroom observation checklist is administered in the live classroom and the observer/ mentor is supposed to observe the delivery techniques and subject accuracy and note down against the prescribed indicators given in the checklist. The checklist is also used to correct teaching & learning

**Exposure visits** are aimed at providing NFE Facilitators with opportunities to visit successful and enabling classrooms and schools so that they see and learn and then are able to apply that in their schools/ classrooms

**Meetings with seniors/ subject specialists** are aimed at providing NFE Facilitators with a chance to interact with experts and discuss their daily life teaching issues (delivery/ instructions, management, assessment, interaction with learners etc) and obtain doable solutions

**Using IT for capacity building** is one of the options under larger CPD framework. The IT gadgets include mainly android phones, tablet PCs and laptop/ desktop computers. Facilitators will be given access to such devices, which will be preloaded with educational applications and recorded video and audio programmes to take help from at times. The list of such sources and programmes will be provided to the Facilitators and they will also be trained to use the same.



## Implementation framework for CPD

No	CPD options	Who will do it	How it will be done
1	PD (professional development) days	DL&NFE 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 kilometers of radius, and Facilitators of all surrounding schools will be required to participate the pre-defined PD day in the selected school/ center. The PD day will undergo a specific agenda to discuss academic challenges/ issues relating to subjects and instructions

No	CPD options	Who will do it	How it will be done and try to explore solutions from within the available group. Local experts including subject specialists and senior educationists from school education department may also be invited as specialists in the PD days.
2	Short courses	DL&NFE to organize short courses in close collaboration with school education department and PITE. Courses offered by the development actors may also fall under this domain.	Short courses may also include problem specific training course ranging from 1 to 5 days. Such courses may be designed on the basis of challenges that NFE Facilitators facing the classroom. For example, Facilitators will attend a week long course on classroom management, positive disciplining methods and specific topics of mathematics. Another example; the DL&NFE may also send the NFE Facilitators to a 3-day long course offered by the PITE with financial support from JICA or USAID.
3	Refresher courses	DL&NFE will organize refresher courses, which will be aimed at refreshing knowledge and skills of the Facilitators on a particular knowledge and skill area.	The refresher courses must be a follow up courses to a training courses offered already. For example, Facilitators of NFE were offered a 3 day training on pedagogical support right after commencing the classes; and the Facilitators continued to face issues in implementing interactive



No	CPD options	Who will do it	How it will be done
4	Pedagogical supervision/ support	DL&NFE will conduct the pedagogical supervision and support, however, the directorate can seek guidance and support from PITE or any other development actor in mechanizing this and developing necessary tools and data base.	<p>pedagogy inside the classroom, therefore, the DL&amp;NFE decided to conduct another 3-day refresher course on the same topic but with improved content and methods.</p> <p>The DL&amp;NFE will develop a classroom observation tool and train the field officers in administering the tool in NFE centers (both NFBE and adult literacy). The field staff will conduct classroom observation using the prescribed checklist, provide guidance and support to the Facilitators right after conducting the observation on the basis on findings and enter the checklist .</p>
5	Exposure visits	To be arranged primarily by DL&NFE and offered either by the directorate or other organizations and departments.	Exposure visits will be arranged for NFE Facilitators; separately for NFBE and adult literacy to enhance their knowledge, skills and capacities pertaining to teaching & learning. Facilitators may visit city school, beachonhouse and other well-known basic education providers. Facilitators will observe the classroom practices and meet Facilitators and administrators to learn modern ways of teaching & learning and be encouraged to apply the same in NFE centers.

No	CPD options	Who will do it	How it will be done
6	Meetings with seniors/ subject specialists	DL&NFE and self-driven initiatives	DL&NFE with active support from formal education department and private sector schools, will arrange meetings of NFE Facilitators with senior and expert subject specialists to discuss several challenging topics and their appropriate solutions. Such meeting may solely be arranged or be arranged in PD days
7	Use if IT (information technology) to improve NFE	DL&NFE with support from IT institutions/ departments	IT gadgets are always helpful in not only organizing teaching & learning, but also in seeking timely guidance to deliver accurate concepts inside the classroom. IT gadgets like tablet PCs, android devices or laptop/ desktop computers with internet facility will be useful for the Facilitators to stay conversant with modern concepts of teaching & learning. Such gadgets may be provided in the NFE centers or in the cluster schools identified for PD days. .

## Contributors to Facilitators' Management Framework

No	Name	Designation	Department/ Organization
1	Mr. Abdul Majeed Bhurt	Executive Director	STEDA
2	Mr. Haroon Leghari	Director	STEDA
3	Mr. M. Alam Thaeem	Director	Directorate of L&NFE
4	Ms. Shahla R. Din	Education Specialist	UNICEF
5	Mr. Fayyaz Afridi	Education Officer	UNICEF
6	Ms. Chiho Ohashi	Chief Advisor	JICA – AQAL Project
7	Mr. Abid Gill	Deputy Chief Advisor	JICA – AQAL Project
8	Mr.Sajjad Haider	Programme Specialist, Policy, Planning & Research	JICA – AQAL Project
9	Ms. Gulnaz Jabeen Khan	Provincial Coordinator Sindh	JICA – AQAL Project
10	Mr. Talib Hussain	Additional Director	Directorate of L&NFE

## Acronyms

<b>NFE</b>	Non-formal education
<b>NFBE</b>	Non-formal Basic Education
<b>DL&amp;NFE</b>	Directorate of Literacy & non-formal Education
<b>STEDA</b>	Sindh Teacher Education Development Authority
<b>JICA</b>	Japan International Cooperation Agency
<b>AQAL</b>	Advancing Quality Alternative Learning
<b>UNICEF</b>	United Nations Children Fund
<b>USAID</b>	United States Agency for International Development
<b>BOC</b>	Bureau of Curriculum
<b>PITE</b>	Provincial Institute for Teacher Education
<b>RSU</b>	Reforms Support Unit
<b>E&amp;LD</b>	Education and Literacy Department
<b>M&amp;E</b>	Monitoring and Evaluation
<b>NF-EMIS</b>	Non-formal Education Management Information System
<b>SESP</b>	Sindh Education Sector Plan
<b>CPD</b>	Continuous Professional Development
<b>INGOs</b>	International Non-Governmental Organizations
<b>NGOs</b>	Non-Governmental Organizations

<b>CBOs</b>	Community Based Organizations
<b>B. Ed</b>	Bachelors in Education
<b>M. Ed</b>	Master in Education
<b>PTC</b>	Primary Teaching Course
<b>CT</b>	Certificate in Teaching
<b>TNA</b>	Training Needs Assessment
<b>TOT</b>	Training of Trainers
<b>PD</b>	Professional Development
<b>OOSC</b>	Out Of School Children
<b>IT</b>	Information Technology



SINDH EDUCATION &  
LITERACY DEPARTMENT



GOVERNMENT OF SINDH  
SCHOOL EDUCATION DEPARTMENT

24<sup>th</sup>  
Dated: November - 2016

**ORDER**

**NO.SO(G-1) E&L/NFE/T/STD/2016**: The Government of Sindh, School Education Department is pleased to approve and introduce *Non Formal Education (NFE) Facilitator's Standards, Engagement Process & Criteria, Training & Supervision Mechanism*, which provides the legal and formal framework to: i) engage Facilitators in Non-Formal Education Sector, ii) introduce standards for NFE Facilitators that sets expectations for their performance and, iii) enhance their professional capacity through continuing professional development (CPD). The document is part of systematic initiatives by the directorate of Literacy & Non Formal Education, School Education Department, Government of Sindh to supplement and compliment the efforts of the formal education system to provide the Right to Education (RTE) to all children 5-16 years and literacy coupled with life and income generation skills to youth and adult illiterate under Article 25-A and 37-B of constitution of Pakistan ensuring quality aspect.

**FEATURES OF THE FACILITATOR'S MANAGEMENT FRAMEWORK:**

The NFE Facilitators Management Framework is structured as follows:

1. Facilitators' Management Framework provides guidelines, processes and criteria to engage NFE Facilitators for teaching & learning in NFE centers.
2. It outlines standards for NFE facilitators – what they should know and be able to perform in Non-Formal Education setting.

*Shaban*  
24.11.16  
Secy  
Education & Literacy Department  
Government of Sindh

It recommends a capacity building system for NFE Facilitators emphasizing induction and in-service training options. (Induction training - to enable facilitators to acquire content mastery and Pedagogical/Andragogical skills) - (in service training based entirely on continuous professional development (CPD) phenomenon that is based on self-learning, pedagogical supervision and support).

**APPROVAL:**

Whereas the "Sub-Committee on Facilitators' Management", under the guidance of the "Task Force on Non-Formal Education", has successfully developed the *Non Formal Education (NFE) Facilitators' Standards, Engagement Process & Criteria, Training & Supervision Mechanism*.

Whereas the Sindh Teacher Education & Development Authority (STEDA) has completed all necessary steps to review and improve the "NFE Facilitators' Mechanism" and have issued NOC (No objection Certificate) for the said document notified;

Whereas the School Education Department, Government of Sindh has endorsed the NOC issued by the STEDA and has requested for further process and approval in the form of a notification from the undersigned;

It is expedient to notify the approval of the NFE Facilitators' Standards, Engagement Criteria & Process, Training & Supervision Mechanism, which will officially be used as a framework for identification, engaging managing and building capacity of NFE facilitators for Non-Formal Basic Education and Adult Literacy Programmes in Sindh Province.

### **COMPLIANCE:**

Directorate of Literacy & Non-Formal Education, School Education Department, Government of Sindh shall apply the approved NFE Facilitators' Standards, Engagement Criteria & Process, Training & Supervision Mechanism in managing the NFE Centers.

All Non-Formal Education Basic Education providers including public, private, NGOs/CSOs; shall use and apply the approved NFE Facilitators' Standards, Engagement Criteria & Process, Training & Supervision Mechanism in managing the NFE Centers, for their accelerated, alternative and flexible NFBE and Adult Literacy Programmes.

Sindh Teacher Education Authority (STEDA), Directorate of Curriculum and Research (DCAR) and Provincial Institute of Teachers Education (PITE) and other Organizations mandated to manage and build capacity of the teachers, will refer to the NFE Facilitators' Standards, Engagement Criteria & Process, Training & Supervision Mechanism to develop and implement management and capacity enhancement programmes for NFBE and Adult Literacy Facilitators in Sindh

*Handwritten signature*  
24.11.18  
Secretary  
Education & Literacy Department  
Government of Sindh



SINDBILLERATION &  
LITERACY DEPARTMENT



(DR. FAZLULLAH PECHUHO)  
SECRETARY

Copy to:

1. PS to Secretary, School Education Department, Government of Sindh
2. The Director School Education (all), Director School Education Department, Sindh.
3. Chief Programme Manager (CPM) Reform Support Unit, School Education Department, Government of Sindh.



4. The Executive Director, Sindh Teacher Education & Development Authority,  
Government of Sindh.
5. The Director, Directorate of Literacy & Non-Formal Education, Sindh.
6. Education Specialist, UNICEF Sindh.
7. Chief of Party, SRP, USAID, Sindh.
8. Provincial Coordinator, UNESCO Sindh.
9. Director Operations, NCHD.
10. Provincial Director, BECS.
11. All Adult Literacy and Non Formal Basic Education Providers in Sindh.
12. All Concerned NGOs.
13. Chief Advisor of JICA-AQAL Project.



SINDH EDUCATION &  
LITERACY DEPARTMENT



*M. Akbar*  
Section Officer (L&NFE)  
Section Officer  
Education & Literacy Department  
Government of Sindh