Community Development Foundation (CDF)

in partnership with Sindh Education Foundation (SEF), Government of Sindh

TRACER STUDY REPORT

Adolescent and Adult Learning and Training Programme (AALTP)

Tracing the Pathways of Non-Formal Education Graduates into Formal Schooling and Livelihoods

Districts Jacobabad and Shikarpur, Sindh

Programme	Adolescent and Adult Learning Training Programme (AALTP) – Non-Formal Education
Implementing organisation	Community Development Foundation (CDF)
Partner	Sindh Education Foundation (SEF), Government of Sindh
Study area	Districts Jacobabad and Shikarpur, Sindh
AALTP centres	4 – Qalati Brohi, Sheranpur, Chodiyo Sadhayo and Mian Jo Goth
Graduates (pass-outs)	1,023 – 802 adolescents and 221 adults (12 batches)
Respondents	116 graduates – 64 adolescent girls and 52 adult women
Data collection	26 September – 10 October 2026

October 2026

Contents

List of Acronyms **3**
1. Executive Summary **4**
2. Introduction and Programme Background **5**
3. Objectives of the Study **5**
4. Methodology **6**
4.1 Study design and tools 6
4.2 Coverage and sample 6
4.3 Data management and analysis 8
4.4 Limitations 8
5. Profile of Respondents **8**
6. Findings: Adolescent Graduates **9**
6.1 Certification 9
6.2 Mainstreaming into formal schools 10
6.3 Retention and progression 10
6.4 Coping with formal school studies 11
6.5 Support for admission 11
6.6 Barriers to admission 11
6.7 Current activity of out-of-school graduates 12
6.8 Aspirations for further education 13
7. Findings: Adult Graduates **13**
7.1 Skills training 13
7.2 Current economic activity 13
7.3 Income 14
7.4 Barriers to skilled work 15
7.5 Use of literacy and benefits of AALTP 16
7.6 Continuing education and certification 17
8. Centre-wise Comparison **17**
9. Learner Voices and Suggestions **18**
10. Conclusions **19**
11. Recommendations **19**
Annex A: Data Quality Notes **20**
Annex B: Tracer Study Questionnaire **22**
Annex C: Photographs of Respondents **28**

List of Acronyms

The following acronyms and abbreviations are used in this report.

Acronym	Full form
AALTP	Adolescent and Adult Learning Training Programme
B-Form	Child Registration Certificate (issued by NADRA)
CDF	Community Development Foundation
DEO	District Education Officer
GGHS	Government Girls High School
HM	Head Master / Head Mistress
M&E	Monitoring and Evaluation
NADRA	National Database and Registration Authority
NAVTTC	National Vocational and Technical Training Commission
NFE	Non-Formal Education
PKR	Pakistani Rupee
SEF	Sindh Education Foundation
SELD	School Education and Literacy Department, Government of Sindh
STEVTA	Sindh Technical Education and Vocational Training Authority
UC	Union Council

1. Executive Summary

This report presents the findings of a tracer study of graduates of CDF's Adolescent and Adult Learning Training Programme (AALTP), a non-formal education (NFE) initiative in Districts Jacobabad and Shikarpur, Sindh. Across 12 batches at four centres, AALTP enrolled 1,165 learners, and 1,023 of them graduated (802 adolescents and 221 adults). From these graduates, the study drew a representative sample of 116 female graduates, 64 adolescent girls and 52 adult women, and interviewed them all in person between 26 September and 10 October 2026. It examined whether adolescent graduates entered formal schooling and stayed there, and whether adult graduates used their literacy and vocational skills to earn a living.

Overall conclusion: AALTP is working where the next step exists. Where a functional government school is nearby and willing to admit learners, mainstreaming is close to universal and retention is strong. Where that link is missing, graduates stall at home. For adult women, the programme has turned tailoring training into income for most graduates, but earnings remain small, and family restrictions keep a significant minority out of work.

Key findings

- **Mainstreaming:** 40 of 64 adolescent girls (62.5%) were admitted to formal government schools. All 33 graduates from Qalati Brohi were admitted, compared with 7 of 31 (22.6%) from the other three centres.
- **Retention:** No mainstreamed learner has dropped out. 29 (72.5%) attend regularly and 11 (27.5%) irregularly. Learners are now enrolled in Grades 6 to 9.
- **Barriers to admission:** For the 24 girls not admitted, the barriers were mostly on the supply side and in social norms: a non-functional middle school (7), schools refusing AALTP certificates (5), missing documents (5) and families not allowing girls to continue (5).
- **Aspirations:** 52 of 64 girls (81.3%) plan to continue to matric, including 13 of the 24 who are currently out of school.
- **Adult economic engagement:** 37 of 52 adult women (71.2%) are in skilled work, self-employment or a paid job, and 33 (63.5%) say their income has increased since joining AALTP.
- **Income levels:** Income is still modest. 31 women (59.6%) earn under PKR 10,000 a month, only 2 earn PKR 10,000–20,000, and 19 (36.5%) earn nothing.
- **Barrier for adults:** Of the 15 women doing only household work, 14 cite family restrictions.
- **Functional literacy:** 50 of 52 adults say AALTP helped them read, write and do basic calculations, and 34 (65.4%) use these skills often.

Table 1: Key indicators at a glance

Indicator	Result	Base
AALTP graduates (pass-outs), all centres and batches	1,023 (87.8%)	1,165 enrolled
Adolescent girls traced and interviewed	64	64
Received AALTP equivalency certificate	56 (87.5%)	64
Mainstreamed into formal school	40 (62.5%)	64
Still attending formal school (retention)	40 (100%)	40 admitted
…of which attending regularly	29 (72.5%)	40 admitted
Plan to continue to matric	52 (81.3%)	64
Adult women traced and interviewed	52	52
Completed CDF skills training (tailoring)	52 (100%)	52
Engaged in skilled work / business / paid job	37 (71.2%)	52
Income increased since AALTP	33 (63.5%)	52
Use reading/writing/maths often	34 (65.4%)	52

2. Introduction and Programme Background

The Adolescent and Adult Learning Training Programme (AALTP) is CDF's non-formal education programme for out-of-school adolescents and non-literate adults in rural Sindh. Adolescent learners follow an accelerated curriculum that leads to a primary-equivalency certificate, allowing them to enter formal schooling (usually Grade 6). Adult learners receive functional literacy and numeracy alongside vocational skills training. In the batches covered by this study, CDF delivered an 8-month tailoring and stitching course.

A tracer study follows programme graduates after completion to see what happened next. It gives CDF evidence on whether AALTP reaches its intended outcomes – continued education for adolescents, and better livelihoods and everyday literacy for adults – and on the barriers that stop graduates from progressing.

3. Objectives of the Study

The study set out to:

- measure the share of adolescent graduates admitted to formal schools (the mainstreaming rate) and the share still attending (retention);
- identify the reasons some adolescent graduates were not admitted or dropped out, and what they are doing now;
- assess how well mainstreamed learners are coping in formal school and who helped them get admitted;
- measure the share of adult graduates in skilled work, self-employment or paid jobs, and any change in income;

- document how adults use their literacy and numeracy skills and what other benefits they report; and
- gather graduates' suggestions to improve programme design and post-programme support.

4. Methodology

4.1 Study design and tools

The study used a quantitative tracer survey with open-ended questions. A structured questionnaire had two parts: Part 1 for adult learners (Section C on skills and work, Section D on learning benefits) and Part 2 for adolescent learners (Section C on mainstreaming, Section D on learning experience and support). Two CDF enumerators carried out all interviews in person in the learners' villages between 26 September and 10 October 2026. Each respondent was a learner, and informed consent was obtained before each interview.

4.2 Coverage and sample

The study covered four AALTP centres in four Union Councils of the districts of Jacobabad and Shikarpur, across 12 batches: five at Qalati Brohi, three each at Mian Jo Goth and Chodiyo Sadhayo, and one at Sheranpur. Table 2 shows enrolment and outcomes for every batch.

Table 2: AALTP enrolment and outcomes by centre (all batches)

Centre	Batches	Enrolment	Adolescent pass-outs	Adult pass-outs	Total pass-outs	Drop-outs	Fail	Pass rate
Qalati Brohi	5	627	413	105	518	18	91	82.6%
Mian Jo Goth	3	217	140	54	194	23	0	89.4%
Chodiyo Sadhayo	3	219	157	62	219	0	0	100.0%
Sheranpur	1	102	92	0	92	10	0	90.2%
Total	**12**	**1,165**	**802**	**221**	**1,023**	**51**	**91**	**87.8%**

AALTP has produced 1,023 graduates: 802 adolescents (78.4%) and 221 adults (21.6%), an overall pass rate of 87.8%. Only 51 learners (4.4%) dropped out, and 91 (7.8%) failed. All of the failures were at Qalati Brohi, in its second batch (52) and fifth batch (39). Chodiyo Sadhayo had a 100% pass rate. Sheranpur's single batch was adolescent-only: 92 of its 102 learners graduated. Qalati Brohi accounts for half of all graduates (518).

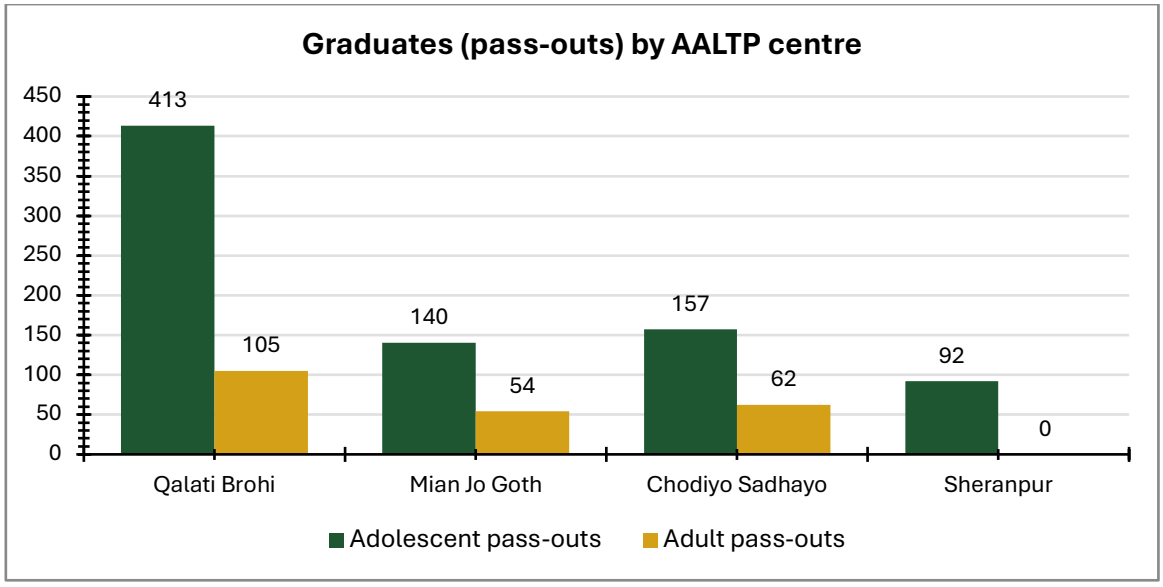


Figure 1: Graduates by centre and learner type, all batches

Sample size and selection. The sample was calculated at 90% confidence with a ±10% margin of error, which gave a target of 115 interviews: 63 adolescents and 52 adults. Interviews were allocated to each centre and batch in proportion to its number of pass-outs, and every batch with adult pass-outs received at least one adult interview. Enumerators were also given reserve names so they could replace learners they could not reach with others from the same batch, ensuring every centre and batch was represented.

The study completed 116 interviews (64 adolescents and 52 adults), which is 100.9% of the target. This is 8.0% of all adolescent graduates, 23.5% of adult graduates and 11.3% of all graduates. Every respondent was female.

Table 3: Sample target and achievement by centre

Centre	Adolescent pass-outs	Adolescent target	Adolescents interviewed	Adult pass-outs	Adult target	Adults interviewed
Qalati Brohi	413	33	33	105	26	26
Mian Jo Goth	140	11	12	54	12	12
Chodiyo Sadhayo	157	12	12	62	14	14
Sheranpur	92	7	7	0	0	0
Total	**802**	**63**	**64**	**221**	**52**	**52**

Table 4: Respondents by district and AALTP centre

District	Tehsil / Union Council	AALTP centre	Adolescents	Adults	Total
Jacobabad	Jacobabad / Soomra Muhalla	Qalati Brohi	33	26	59
Jacobabad	Garhi Khairo / Sheranpur	Sheranpur	7	–	7
Shikarpur	Shikarpur / Hamayoun Sharif	Chodiyo Sadhayo	12	14	26
Shikarpur	Mian Sahib / Mian Sahib	Mian Jo Goth	12	12	24
Total			**64**	**52**	**116**

4.3 Data management and analysis

Enumerators entered data into a structured Excel database with dropdown validation and automatic consistency checks. Before analysis, the database was cleaned and validated: every record now passes the automatic data checks (see Annex A). Indicators were calculated from the learner-level records and cross-checked against the workbook's summary sheet. Percentages use the relevant base, which is stated with each table. Open-ended responses were coded into themes.

4.4 Limitations

- The sample covers 11.3% of all graduates and is designed for programme-level estimates at 90% confidence (±10%). Enumerators replaced learners they could not reach with others from reserve lists, which may under-represent graduates who have moved away or married.
- All respondents are female. The findings describe outcomes for girls and women only and cannot be generalised to male learners.
- Sample sizes at some centres are small (7 to 14 learners), so centre-level percentages should be read as indicative.
- Income was self-reported in bands, so the size of income gains cannot be measured precisely.
- Data-entry inconsistencies found during review, such as reused roll numbers and missing entries, were corrected in the database before analysis. Annex A documents the corrections.

5. Profile of Respondents

The 64 adolescent graduates are aged 10 to 25 (mean 16.8 years, median 16.5). Nearly half (32) are 17 or older, and 15 are over 18. Many AALTP adolescents are therefore well past the usual age for Grade 6. This matters for mainstreaming: older girls are more likely to face family restrictions and to feel out of place in a middle-school class.

The 52 adult graduates are aged 20 to 41 (mean 28.3 years, median 28). Just over half (27) are aged 26 to 30. All adults were enrolled in batches 1 to 5 at three centres. None received an equivalency certificate, consistent with the adult stream's focus on literacy and skills rather than formal certification.

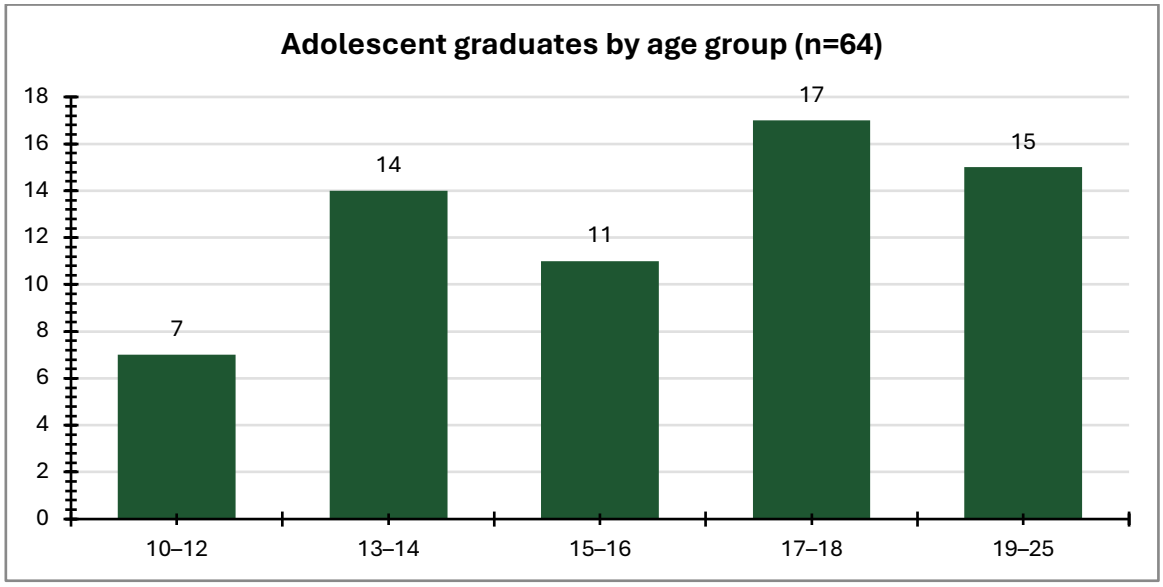


Figure 2: Age distribution of adolescent graduates

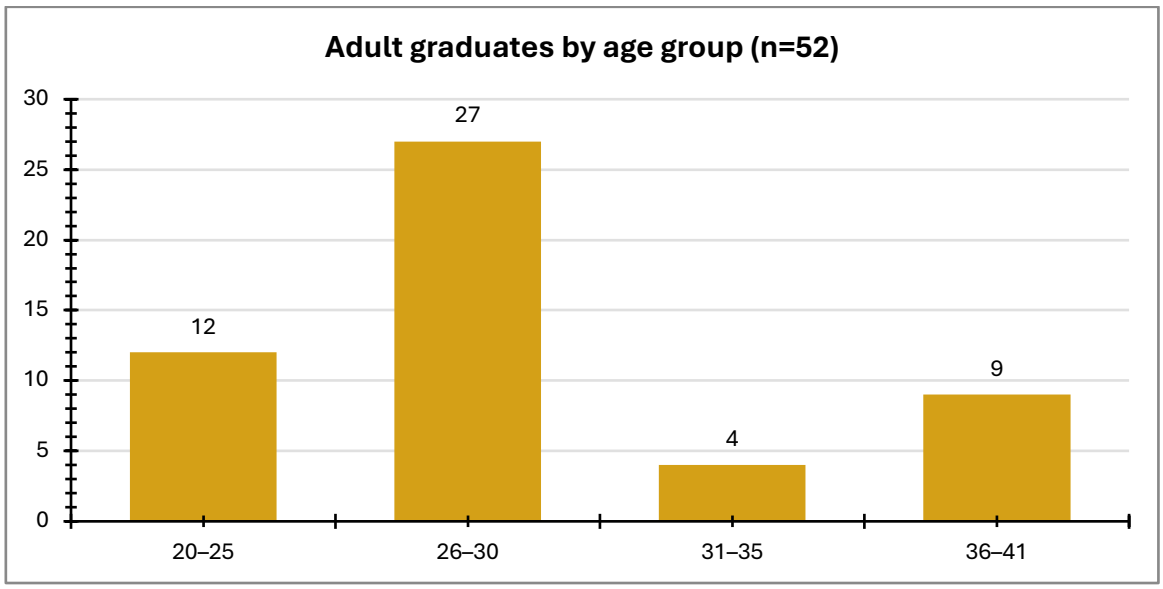


Figure 3: Age distribution of adult graduates

6. Findings: Adolescent Graduates

6.1 Certification

56 of 64 adolescent graduates (87.5%) have received their AALTP equivalency certificate. Results are still awaited for 7 learners (10.9%), all from Sheranpur, and 1 learner (1.6%) has not received one. All 40 mainstreamed learners hold a certificate. Among the 24 not admitted, 16 hold a

certificate, and 8 do not (7 awaited, 1 not received), so certification is necessary but clearly not sufficient for admission.

6.2 Mainstreaming into formal schools

40 of 64 graduates (62.5%) were admitted to a formal school, all of them government schools. All 40 admitted learners entered Grade 6. Admissions were concentrated in four schools: GGHS Singal Section (22), Government Middle School Rahim Bux Soomro (11), GGHS Hamayoun Sharif (4) and GGHS Mian Jo Goth (3).

Mainstreaming varies sharply by centre. Qalati Brohi achieved 100% admission (33 of 33). Chodiyo Sadhayo (33.3%) and Mian Jo Goth (25.0%) were far lower, and none of the Sheranpur graduates was admitted because the local middle school is not functional.

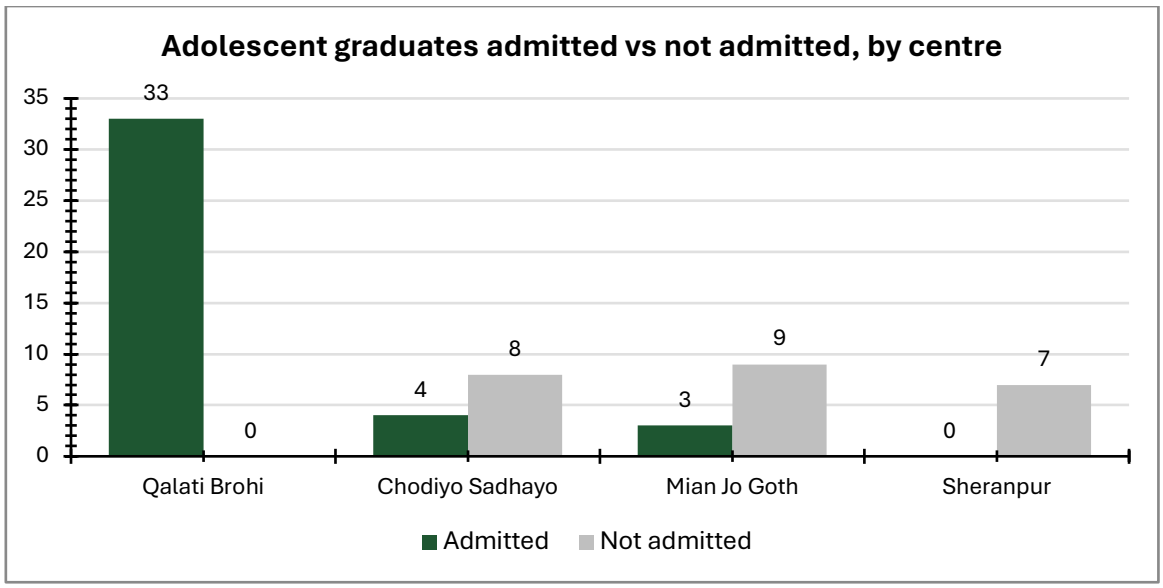


Figure 4: Mainstreaming outcome by AALTP centre

Table 5: Mainstreaming rate by centre

AALTP centre	Graduates	Admitted	Mainstreaming rate
Qalati Brohi	33	33	100.0%
Chodiyo Sadhayo	12	4	33.3%
Mian Jo Goth	12	3	25.0%
Sheranpur	7	0	0.0%
All centres	**64**	**40**	**62.5%**

6.3 Retention and progression

Retention is strong. None of the 40 mainstreamed learners has dropped out: 29 (72.5%) attend regularly and 11 (27.5%) irregularly. All 11 irregular attendees are from Qalati Brohi, so CDF should follow up there. Learners have also moved up through the grades since admission: 10 are

now in Grade 6, 11 in Grade 7, 10 in Grade 8 and 9 in Grade 9. This shows sustained progression from earlier batches.

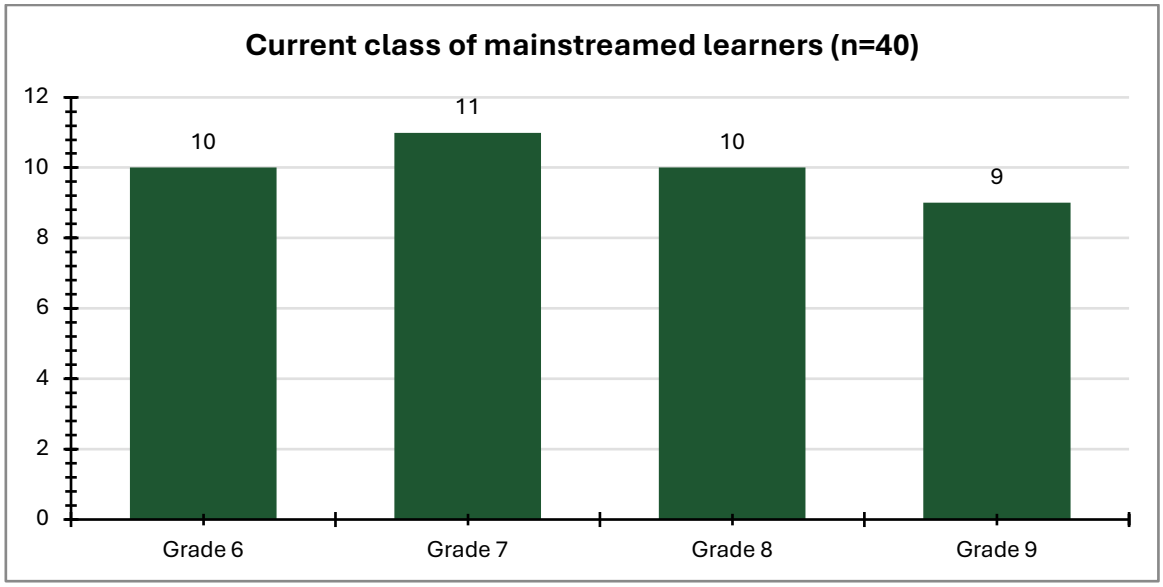


Figure 5: Current class of mainstreamed learners

6.4 Coping with formal school studies

Most mainstreamed learners are managing, but many find it hard. 13 (32.5%) say they cope easily, 24 (60.0%) have some difficulty, and 3 (7.5%) have much difficulty; all 3 are at Qalati Brohi. The high share reporting some difficulty points to a need for academic bridging support in the first year after transition, especially in subjects not covered in depth by the accelerated curriculum.

6.5 Support for admission

CDF staff and NFE teachers were the most important facilitators: 25 of the 40 admitted learners (62.5%) said CDF helped them secure admission. Parents helped 12 learners (30.0%), a sister helped 1, and 2 said nobody helped them. No learner reported help from a school teacher or head teacher. This suggests schools are passive, or sometimes resistant, partners in admission.

6.6 Barriers to admission

The 24 graduates who were not admitted gave reasons that are mostly structural and social, not about cost or distance. No learner cited inability to afford school or the lack of a nearby school. The most common barriers were:

- **Non-functional school (7):** All Sheranpur graduates said the local middle school is not functional. CDF has met the District Education Officer (DEO) to ask for it to be made functional.
- **School refused admission (5):** All at Mian Jo Goth, where enumerators recorded that the high school head teacher is not admitting girls based on the AALTP certificate.
- **Missing documents (5):** All at Chodiyo Sadhayo, which suggests a centre-specific gap in birth registration or school-leaving paperwork.

- **Family did not allow (5):** Mostly at Mian Jo Goth (4). These are older girls whose families restrict them from continuing to high school.
- **Other (2):** Working or helping the family (1), and a perception that government schools offer poor-quality education (1).

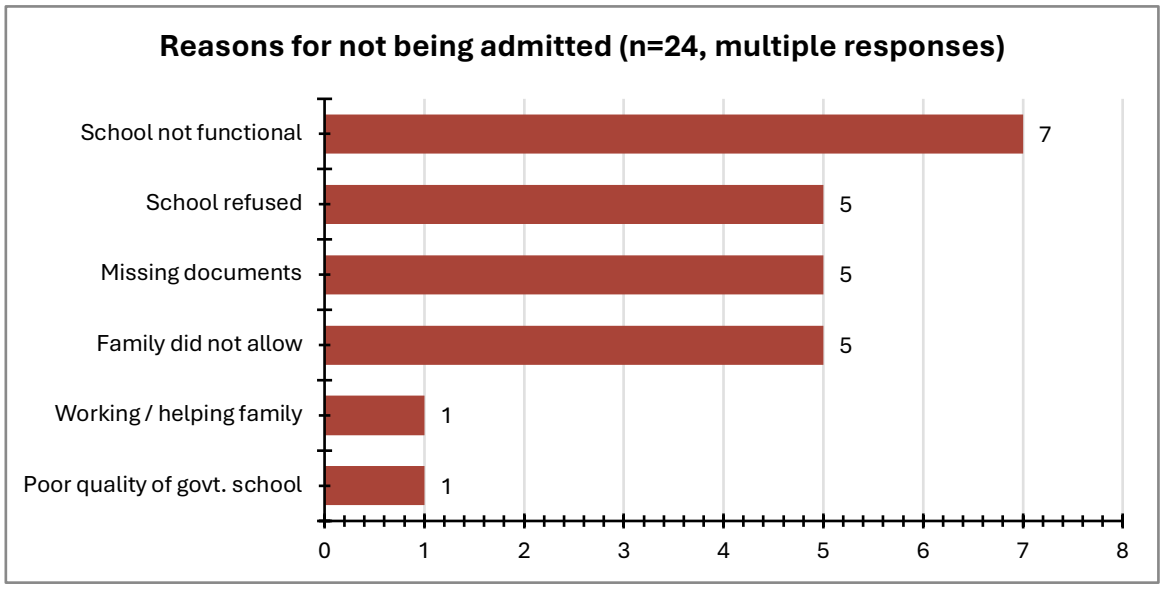


Figure 6: Reasons adolescent graduates were not admitted to formal school

Table 6: Reasons for non-admission by centre (multiple responses)

Reason	Chodiyo Sadhayo	Mian Jo Goth	Sheranpur	Total
School not functional	0	0	7	7
School refused	0	5	0	5
Missing documents	5	0	0	5
Family did not allow	1	4	0	5
Working / helping family	1	0	0	1
Poor quality of govt. school	1	0	0	1
Learners not admitted	**8**	**9**	**7**	**24**

6.7 Current activity of out-of-school graduates

Of the 24 graduates not in school, 18 (75.0%) help at home, 5 (20.8%) do nothing in particular, and 1 (4.2%) work for pay or do labour. None are learning a skill or attending religious education. This idle group is one AALTP could reach through skills training or a further bridging pathway.

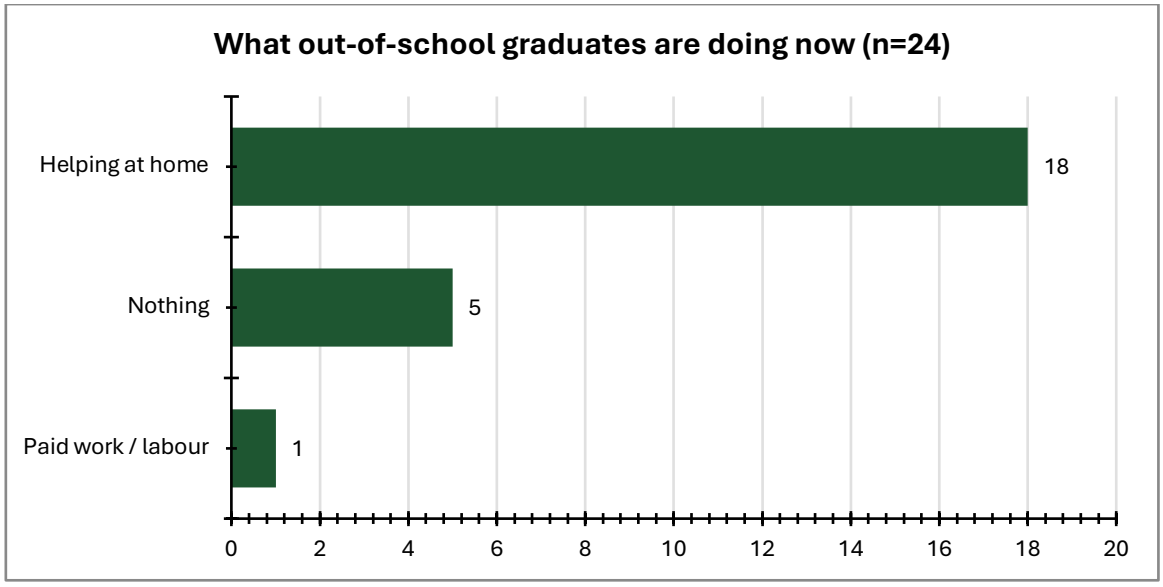


Figure 7: Current activity of adolescent graduates not in school

6.8 Aspirations for further education

Aspirations are high. 52 of 64 graduates (81.3%) plan to continue to matric: 39 of the 40 mainstreamed learners (one is not sure) and 13 of the 24 out-of-school girls. Only 1 said no. The other 11 are not sure; 10 of them are out of school and 9 are from Mian Jo Goth, where family restrictions and school refusal are the main barriers. Demand for continued education exists; supply-side and family barriers hold it back.

7. Findings: Adult Graduates

7.1 Skills training

All 52 adult graduates completed CDF's 8-month tailoring and stitching course as part of AALTP. Every learner received the same trade, so the vocational offer was not diversified, and graduates repeatedly suggested adding other trades (see Section 9).

7.2 Current economic activity

37 of 52 women (71.2%) are now in productive economic activity. 20 (38.5%) do skilled work, mainly stitching clothes and rilli (traditional Sindhi patchwork), and 11 (21.2%) run small businesses, such as selling clothes and goods, selling milk, or giving tuition. Another 6 (11.5%) hold a paid job, all as polio campaign workers. The remaining 15 (28.8%) do household work only. Some of the women in skilled work (4) stitch only for their own family and earn no cash income.

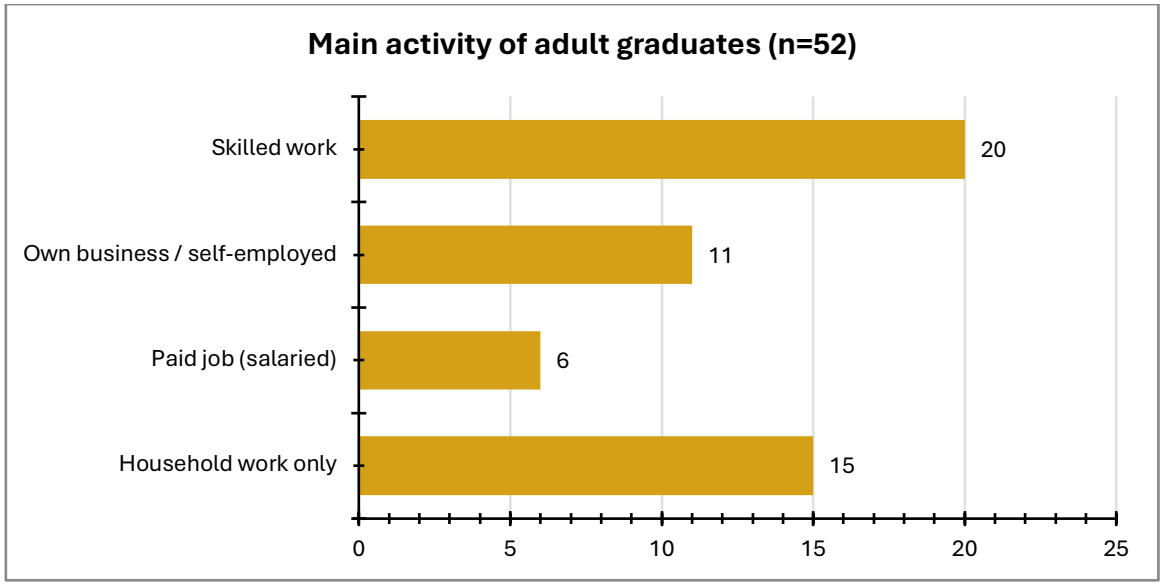


Figure 8: Current main activity of adult graduates

Table 7: Main activity of adult graduates by centre

Main activity	Qalati Brohi	Chodiyo Sadhayo	Mian Jo Goth	Total
Skilled work	11	4	5	20 (38.5%)
Own business / self-employed	7	2	2	11 (21.2%)
Paid job (salaried)	2	3	1	6 (11.5%)
Household work only	6	5	4	15 (28.8%)
Economically engaged	**20 (76.9%)**	**9 (64.3%)**	**8 (66.7%)**	**37 (71.2%)**
Total adults	**26**	**14**	**12**	**52**

7.3 Income

33 women (63.5%) say their income has increased since AALTP. This includes every woman in a business or paid job and 16 of the 20 in skilled work. Income levels are still low, though: 31 (59.6%) earn less than PKR 10,000 a month, only 2 (3.8%), both at Qalati Brohi, earn PKR 10,000–20,000, and 19 (36.5%) have no income. No graduate earns more than PKR 20,000. AALTP has opened a first income stream for many women, but it has not yet produced a livelihood that can support a household.

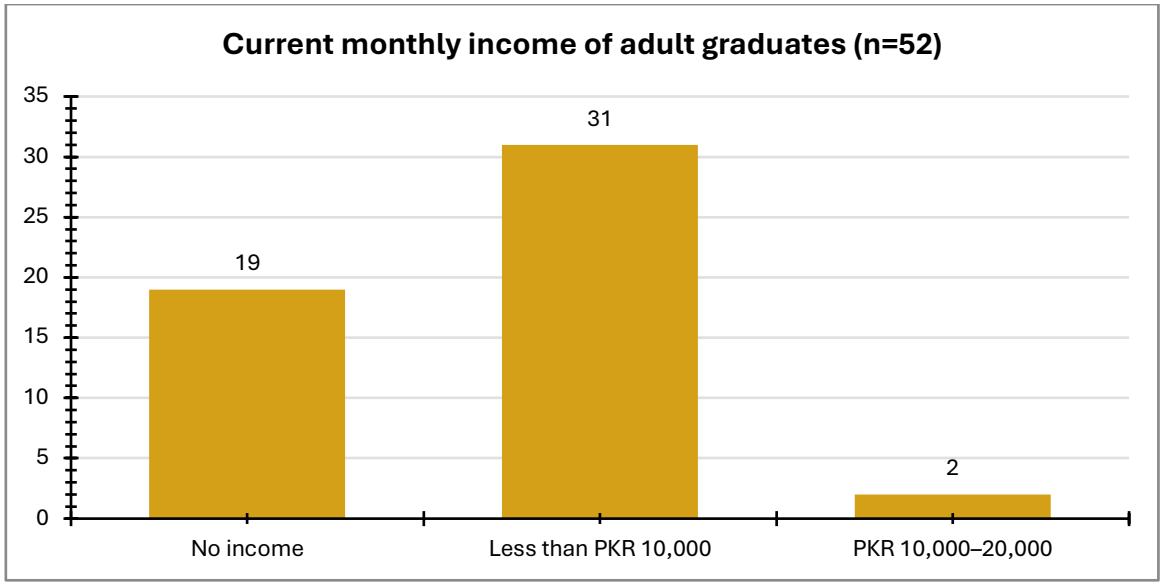


Figure 9: Current monthly income of adult graduates

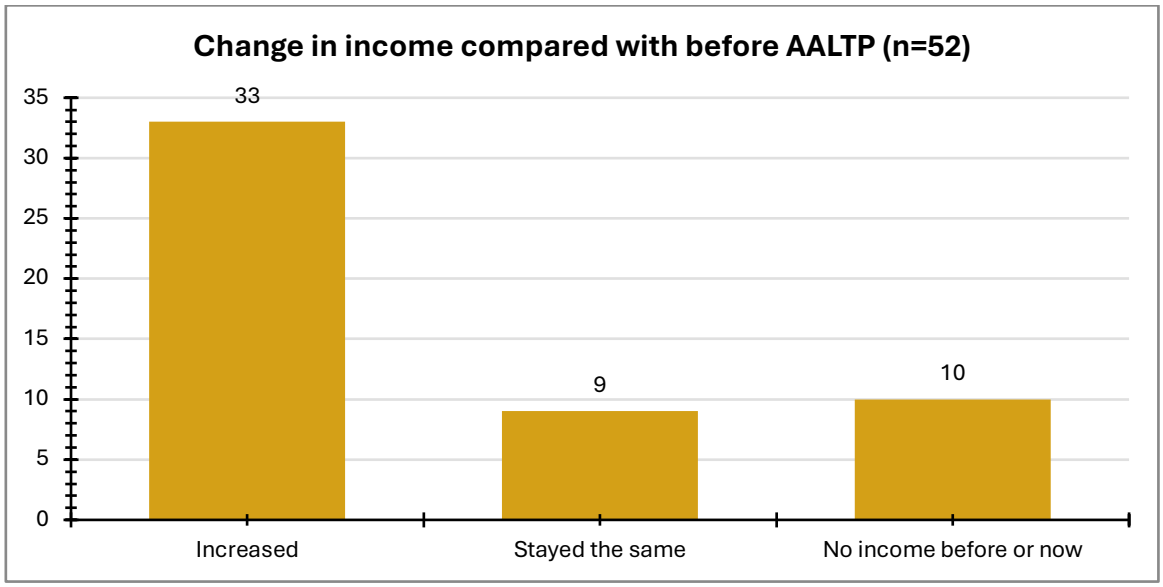


Figure 10: Self-reported change in income since AALTP

7.4 Barriers to skilled work

The dominant barrier for the 15 women not in skilled work, business or a job is social, not economic. 14 (93.3%) said their family does not allow them to work. Lack of money to start a business (3, 20.0%) and lack of jobs in the area (1, 6.7%) were secondary. No woman said training was unavailable. This makes family and community engagement, not more training, the key lever for this group.

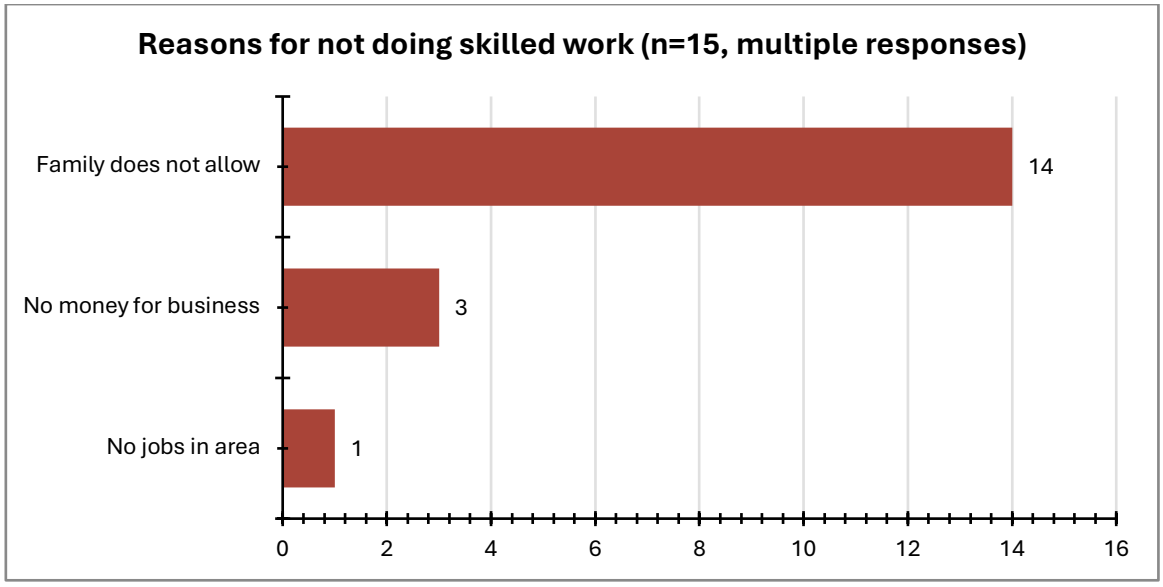


Figure 11: Reasons adult graduates are not engaged in skilled work

7.5 Use of literacy and benefits of AALTP

Adults use their literacy and numeracy widely: 34 (65.4%) use reading, writing or maths often, 17 (32.7%) sometimes and only 1 rarely or never. Use is tied to economic activity. Every woman in a business or paid job uses these skills often, while 12 of the 15 women doing only household work use them only sometimes.

Asked how AALTP helped them, almost all women named basic literacy (50, 96.2%) and calculation skills (50, 96.2%). Nearly half reported more confidence (25, 48.1%) and 22 (42.3%) said it helped them get work or training. Fewer mentioned running a business (10, 19.2%) or supporting their children's studies (5, 9.6%).

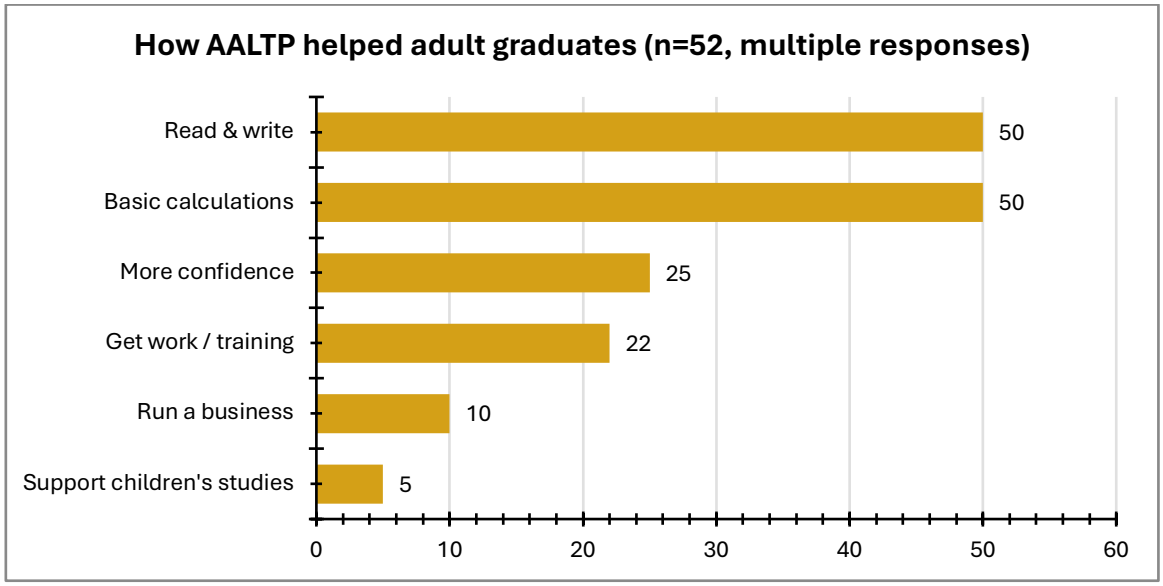


Figure 12: Reported benefits of AALTP for adult graduates

7.6 Continuing education and certification

Few adults have continued their education. 1 woman (1.9%) is enrolled in further study, 7 (13.5%) plan to enrol, and 44 (84.6%) have no plans to. None of the 52 adult graduates has received a certificate, and graduates specifically asked for certification for adult learners as well. A recognised certificate would help adult graduates prove their literacy and skills to employers and to programmes such as polio or health campaigns that recruit literate local women.

8. Centre-wise Comparison

Outcomes differ by centre, suggesting local conditions, especially whether a receptive formal school exists, drive adolescent results. Adult outcomes are more even across centres.

Table 8: Summary of outcomes by AALTP centre

Indicator	Qalati Brohi	Chodiyo Sadhayo	Mian Jo Goth	Sheranpur
District	Jacobabad	Shikarpur	Shikarpur	Jacobabad
Adolescent graduates	33	12	12	7
Mainstreaming rate	100.0%	33.3%	25.0%	0.0%
Regular attendance (of admitted)	22 of 33	4 of 4	3 of 3	–
Adult graduates	26	14	12	–
Adults economically engaged	76.9%	64.3%	66.7%	–
Adults with increased income	73.1%	64.3%	41.7%	–
Main constraint	Irregular attendance; learning difficulty	Missing documents	School refusal; family restrictions	Middle school not functional

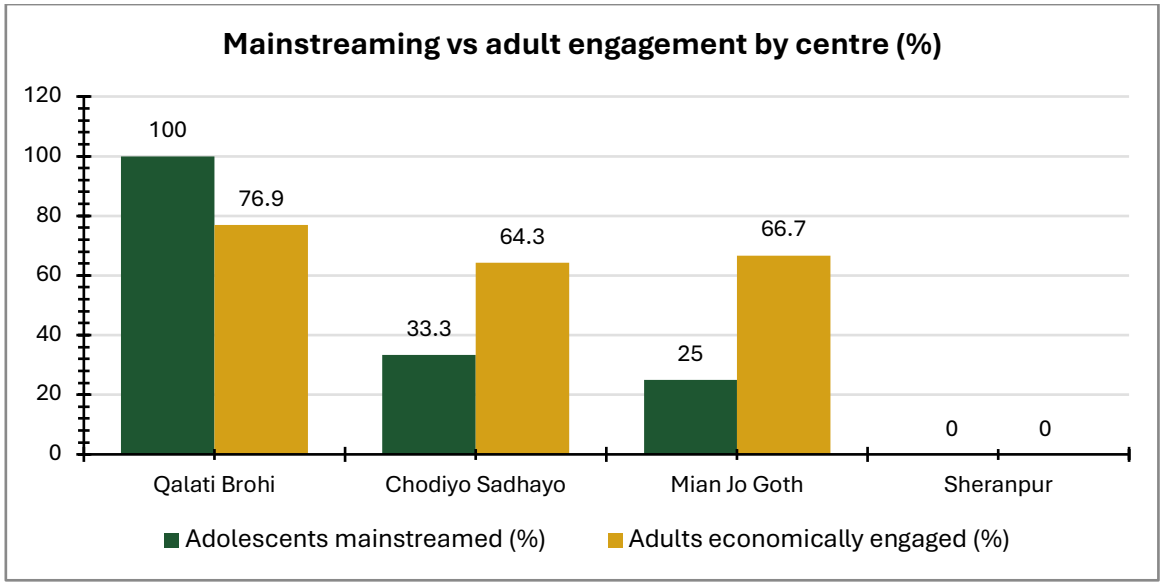


Figure 13: Centre comparison of key outcomes (Sheranpur had no adult learners in the sample)

9. Learner Voices and Suggestions

Open-ended responses and enumerator remarks were grouped into the following themes.

Adolescent graduates

- **Make the village middle school functional:** the most frequent request (6 responses, Sheranpur). Enumerators noted that they had already held a meeting with the DEO.
- **Help with admission and certificate recognition:** learners at Mian Jo Goth said that "the H.M. of the high school is not giving admission to any girl on our AALTP certificate".
- **Financial support and scholarships:** 5 responses asked for scholarships or financial help, and 1 asked for tuition support.
- **Family restrictions on girls:** "In our family there are so many restrictions for girls... no permission for continuing education in high school."
- **Extend AALTP to Grade 6 at the centre:** 2 remarks suggested the centre teach up to Class 6 to ease the transition.
- **Gratitude:** several learners simply said, "Thanks CDF".

Adult graduates

- **Longer training:** several asked to increase the programme or training duration.
- **More trades and practical work:** requests for additional vocational courses, more practical activities, and business and income-generation training.
- **Career guidance:** "Career guidance should also be included in the program."
- **Certificates for adults:** "Adult learners [should] also be provided with certificates."

10. Conclusions

AALTP produces meaningful outcomes for both of its target groups. For adolescent girls, the programme prepares learners for formal schooling. Where the next step is available, nearly all of them take it and stay: Qalati Brohi's 100% mainstreaming rate and the zero dropout rate across all centres show this. The 37.5% who were not mainstreamed are mostly held back by factors outside the NFE classroom: a non-functional school, a head teacher's refusal to accept the AALTP certificate, missing documents, and family restrictions on older girls.

For adult women, AALTP has turned literacy and tailoring skills into economic activity for more than seven in ten graduates and higher income for nearly two-thirds. The gains are real but small. Most earners make less than PKR 10,000 a month; the single-trade model limits options, and family restrictions keep more than a quarter of graduates at home. The programme's value also goes beyond income: almost all women report gains in practical literacy and numeracy, and half report greater confidence.

11. Recommendations

For adolescent mainstreaming

- **Advocate for the Sheranpur middle school:** Follow up the DEO meeting with a time-bound joint action plan with the Education Department (SELD) to make the middle school functional. In the meantime, explore an interim post-primary arrangement at the AALTP centre.
- **Get the AALTP certificate formally recognised:** Secure written instructions from the district education authorities directing government high and middle schools to admit learners on AALTP equivalency certificates, starting with the school serving Mian Jo Goth.
- **Prepare documents before graduation:** Run a documentation drive (B-form/birth registration, NFE leaving certificate) in the final months of each batch, starting with Chodiyo Sadhayo.
- **Engage families of older girls:** Hold parent and community sessions on girls' education, using mainstreamed girls and supportive families as role models. Prioritise Mian Jo Goth.
- **Provide post-transition academic support:** Offer bridging or tutoring support in the first year of formal school, since 67.5% of mainstreamed learners report some or much difficulty. Follow up on the 11 irregular attenders at Qalati Brohi.
- **Offer a pathway for out-of-school graduates:** Give the 24 non-mainstreamed girls, 18 of whom are helping at home, access to skills training or a further NFE level so their learning does not fade.
- **Explore scholarships:** Link high-performing and economically vulnerable learners to scholarship or stipend schemes so they can continue to matric.

For adult livelihoods

- **Diversify trades:** Add locally in-demand trades (for example, embroidery and handicrafts, beautician services, and small-livestock or food processing) alongside tailoring.
- **Add enterprise and market-linkage training:** Include business skills, costing and pricing, and links to buyers or markets so that women can move beyond earning less than PKR 10,000 a month.
- **Start-up support:** Provide toolkits, sewing machines, or small grants or loans to women held back by a lack of capital.
- **Engage male family members:** Run household and community dialogues to address family restrictions, a key barrier to women working.
- **Certify adult graduates:** Issue CDF completion certificates and, where possible, accredited skills certification (for example through STEVTA/NAVTTC).
- **Add career guidance:** Build career counselling and links to local employment, such as health and polio campaigns, into the adult curriculum.

For future tracer studies and M&E

- **Record every learner contacted:** Enter all sampled and reserve graduates, including those not reached, so that tracing and replacement rates can be reported.
- **Include male learners:** If AALTP enrols boys and men, include them in future tracers so outcomes can be compared by gender.
- **Keep data checks in place:** Continue using the centre-prefixed learner IDs and validated dropdowns adopted while cleaning this database, and add supervisor sign-off for every form (see Annex A).

Annex A: Data Quality Notes

A data-quality review of the tracer database found a number of entry errors and inconsistencies. CDF corrected these in the database before the final analysis. In the cleaned database, all 116 records (64 adolescents and 52 adults) pass the automatic data checks, and the summary sheet agrees with the indicators in this report. Table 9 lists each issue and how it was resolved; Table 10 lists the items that are still outstanding.

Table 9: Data quality issues and resolution

Issue found	Records	Resolution
Learner ID / roll number repeated across batches or centres	10 adolescents, 5 adults	IDs re-coded with a centre prefix (e.g. QB-, MJG-, SHP-). All IDs are now unique.
Adult 'Consent given?' entered as 'Learner' instead of 'Yes'	27 adults	Corrected to 'Yes'. All 52 adults are now recorded as consented, and benefit percentages are calculated on the correct base.
Class admitted not recorded for admitted learners	7 adolescents	Completed from the forms. All 40 admitted learners entered Grade 6.

Issue found	Records	Resolution
Helper for admission not recorded	2 adolescents	Completed: both learners said nobody helped them.
Plan to continue to matric left blank	10 adolescents	Completed: all 64 learners now have a response (52 yes, 11 not sure, 1 no).
Interview date entered as 10/06/2026 (Sheranpur)	7 adolescents	Corrected to 06/10/2026.
Inconsistent spellings ('Traced - Interviewed', 'jacobabad', 'MianJo Goth', '4rth', ' 2nd')	Various	Standardised to the dropdown list values.
Income change entered as 'No income' (not a list option)	2 adults	Re-coded as 'No income before or now' (10 adults in total).
Summary-sheet errors (consent base, benefit percentages above 100%)	Summary sheet	Resolved by the corrections above. The summary sheet now matches this report.

Annex B: Tracer Study Questionnaire

This annex reproduces the structured questionnaire that enumerators used for all interviews. Part 1 was administered to adult graduates and Part 2 to adolescent graduates; Section A and the enumerator section apply to both.

Community Development Foundation (CDF)

TRACER STUDY QUESTIONNAIRE

Non-Formal Education (NFE) Graduates – Packages A, B & C

Purpose:

To find out whether NFE graduates who received the primary (Grade 5) equivalency certificate have been mainstreamed into formal schools (adolescents) or engaged in skilled work (adults). Part 1 is for adults (18–35 years); Part 2 is for adolescents (9–17 years). Fill only the relevant part.

Consent statement (read aloud): *"We are from CDF and are speaking with learners who completed our NFE programme. Your answers will help us improve the programme. The interview takes about 10 minutes, your information will be kept confidential, and you may skip any question or stop at any time. Do you agree to take part?"*

SECTION A: INTERVIEW INFORMATION (for both parts)		
No.	**Question**	**Response**
A0	Tracing status	☐ Traced – interviewed ☐ Not reachable (phone off / wrong number / not found) ☐ Refused ☐ Moved away ☐ Other: _____
A1	Enumerator name	_____
A2	Date of interview	____ / ____ / 2026
A3	Mode of interview	☐ In person (home visit) ☐ Phone call
A4	District / Tehsil / Union Council	_____
A5	Village / Settlement	_____
A6	Name of AALTP centre	_____
A7	Batch #	_____
A8	Learner ID / Roll number	_____

A9	Who is answering?	☐ Learner ☐ Parent / guardian ☐ Other family member: _____
A10	Consent given?	☐ Yes – continue ☐ No – stop interview and thank respondent

PART 1: ADULT LEARNERS (18–38 YEARS)

Objective: to trace whether adult graduates are engaged in skilled work or income-generating activities.

B. Basic Information		
No.	**Question**	**Response**
1.1	Full name of learner	_____
1.2	Father's / husband's name	_____
1.3	Gender	☐ Male ☐ Female
1.4	Current age (years)	_____ years
1.5	Contact number	_____
1.6	Did you receive the primary (Grade 5) equivalency certificate?	☐ Yes ☐ No ☐ Result awaited
C. Skills Training and Work		
1.7	After completing NFE at AALTP, did you receive any skills / vocational training?	☐ Yes ☐ No → go to Q1.10
1.8	If yes, which skill or trade?	☐ Tailoring / stitching ☐ Embroidery / handicrafts ☐ Beautician ☐ Other: _____
1.9	Who provided the training, and for how long?	Provider: _____ Duration: _____ months
1.10	What is your main activity now?	☐ Skilled work (using a trade/skill) ☐ Own business / self-employed ☐ Paid job (salaried) ☐ Daily-wage / unskilled labour ☐ Household work only ☐ Continuing studies ☐ Not working, looking for work
1.11	If working, describe your work / trade	_____
1.12	Approximate monthly income (PKR)	☐ No income ☐ Less than 10,000 ☐ 10,000 – 20,000 ☐ 20,001 – 35,000 ☐ More than 35,000

1.13	Compared to before NFE, your income has:	☐ Increased ☐ Stayed the same ☐ Decreased ☐ Had no income before or now
1.14	If not doing skilled work, what are the main reasons? *(Tick all that apply)*	☐ No skills training available ☐ No jobs in the area ☐ Family does not allow ☐ No money to start a business ☐ Household responsibilities ☐ Other: _____
D. Use of Learning and Benefits		
1.15	How often do you use reading, writing or maths in daily life?	☐ Often ☐ Sometimes ☐ Rarely / never
1.16	How has the NFE programme helped you? *(Tick all that apply)*	☐ Can read and write ☐ Can do basic calculations ☐ More confidence ☐ Helped me get work / training ☐ Helped me run my business ☐ Can support my children's studies
1.17	Are you continuing your education (e.g., middle / matric)?	☐ Yes, enrolled ☐ Planning to ☐ No
1.18	Suggestions to improve the programme	_____

PART 2: ADOLESCENT LEARNERS (9–17 YEARS)

Objective: to trace whether adolescent graduates were enrolled (mainstreamed) in formal schools in Grade 6. A parent/guardian may answer with the child.

B. Basic Information		
No.	**Question**	**Response**
2.1	Full name of learner	_____
2.2	Father's / guardian's name	_____
2.3	Gender	☐ Boy ☐ Girl
2.4	Current age (years)	_____ years
2.5	Contact number (parent / guardian)	_____
2.6	Did the learner receive the primary (Grade 5) equivalency certificate?	☐ Yes ☐ No ☐ Result awaited
C. Mainstreaming into Formal School		
2.7	After NFE at AALTP, was the learner admitted to a formal school?	☐ Yes ☐ No → go to Q2.13
2.8	Name and location of school	_____
2.9	Type of school	☐ Government ☐ Private ☐ Madrasa (with formal curriculum) ☐ Other: _____
2.10	Class in which admitted	☐ Grade 6 ☐ Other: _____
2.11	Is the learner still attending school now?	☐ Yes, regularly → current class: _____ ☐ Yes, but irregularly ☐ No, dropped out
2.12	If dropped out, main reason	☐ School too far / no transport ☐ Cost (fees, books, uniform) ☐ Had to work / help family ☐ Early marriage / engagement ☐ Difficulty with studies ☐ Other: _____

2.13	If NOT admitted, main reasons *(Tick all that apply)*	☐ No middle school nearby ☐ School refused admission ☐ Missing documents (B-Form, etc.) ☐ Cannot afford costs ☐ Family did not allow ☐ Working / helping family ☐ Other: _____
2.14	If not in school, what is the learner doing now?	☐ Helping at home ☐ Paid work / labour ☐ Learning a skill ☐ Religious education only ☐ Nothing
D. Learning Experience and Support		
2.15	How is the learner coping with studies in formal school?	☐ Easily ☐ Some difficulty ☐ Much difficulty ☐ Not applicable
2.16	Who helped with admission to school?	☐ CDF staff / NFE teacher ☐ Parents ☐ School teacher / head ☐ Nobody ☐ Other: _____
2.17	Does the family plan to keep the learner in school until matric?	☐ Yes ☐ Not sure ☐ No
2.18	What support would help the learner continue education?	_____

ENUMERATOR SECTION (for both parts)
Enumerator remarks / observations: _____ _____
Enumerator signature: _____ **Checked by (Supervisor):** _____

Thank the respondent for their time.

Annex C: Photographs of Respondents

The photographs below were taken during the tracer study interviews (26 September – 10 October 2026). They are grouped by AALTP centre and were taken with the respondents' consent.

Sheranpur



Photo C.1: Respondents interviewed at the Sheranpur AALTP centre



Photo C.2: Respondents interviewed at the Sheranpur AALTP centre



Photo C.3: Respondents interviewed at the Sheranpur AALTP centre



Photo C.4: Respondents interviewed at the Sheranpur AALTP centre

Mian Jo Goth



Photo C.5: Respondents interviewed at the Mian Jo Goth AALTP centre



Photo C.6: Respondents interviewed at the Mian Jo Goth AALTP centre



Photo C.7: Respondents interviewed at the Mian Jo Goth AALTP centre



Photo C.8: Respondents interviewed at the Mian Jo Goth AALTP centre

Chodiyo Sadhayo



Photo C.9: Respondents interviewed at the Chodiyo Sadhayo AALTP centre



Photo C.10: Respondents interviewed at the Chodiyo Sadhayo AALTP centre



Photo C.11: Respondents interviewed at the Chodiyo Sadhayo AALTP centre



Photo C.12: Respondents interviewed at the Chodiyo Sadhayo AALTP centre

Qalati Brohi (Soomra Shakh)



Photo C.13: Respondents interviewed at the Qalati Brohi (Soomra Shakh) AALTP centre



Photo C.14: Respondents interviewed at the Qalati Brohi (Soomra Shakh) AALTP centre



Photo C.15: Respondents interviewed at the Qalati Brohi (Soomra Shakh) AALTP centre



Photo C.16: Respondents interviewed at the Qalati Brohi (Soomra Shakh) AALTP centre



Photo C.17: Respondents interviewed at the Qalati Brohi (Soomra Shakh) AALTP centre



Photo C.18: Respondents interviewed at the Qalati Brohi (Soomra Shakh) AALTP centre



Photo C.19: Respondents interviewed at the Qalati Brohi (Soomra Shakh) AALTP centre



Photo C.20: Respondents interviewed at the Qalati Brohi (Soomra Shakh) AALTP centre