

A young woman with dark hair, wearing a vibrant red headscarf, is the central focus of the image. She is looking off to the side with a thoughtful expression. The background is a soft-focus outdoor scene with green foliage and a wooden post. The image is framed by colorful geometric shapes in shades of teal, orange, and yellow.

**LIFE SKILLS BASED EDUCATION (LSBE)
FOR OUT-OF-SCHOOL YOUNG PEOPLE
4 YEAR STRATEGY ROADMAP**

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Photo Credit: UNFPA Pakistan

ABBREVIATIONS

ALP	Accelerated Learning Programme
ALP	Alternative Learning Pathways
ADP	Annual Development Program
ASRH	Adolescent Sexual and Reproductive Health
CMF	Conceptual and Methodological Framework
CPD	Country Programme Development
CSE	Comprehensive Sexuality Education
CSO	Civil Society Organization
DWCP	Decent Work Country Programme
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GIS	Geographic Information System
ILO	International Labor Organization
INGO	International Non-governmental Organization
ISY	In-School-Youth
ITGSE	International Technical Guidance on Sexuality Education
KII	Key Informant Interview
LSBE	Life Skills Based Education
MoFEPT	Ministry of Federal Education & Professional Training
MSME	Micro, Small & Medium Enterprises
NAVTTTC	National Vocational and Technical Training Commission
NCCP	National Climate Change Policy
NEET	Not in Education, Employment or Training
NFBE	Non-Formal Basic Education
NGO	Non-governmental Organization
NYDF	National Youth Development Framework
OOSC	Out-of-School Children
OSY	Out-of-School Youth
PDHS	Pakistan Demographic Health Survey
PECB	Prevention of Electronic Crimes Bill

ABBREVIATIONS

SDGs	Sustainable Development Goals
TOC	Theory of Change
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNFPA APRO	United Nations Population Fund Asia Pacific Regional Office
UNICEF	United Nations Children's Fund
5DE	Five Dimensions of Exclusion

LSBE FOR OSY STRATEGY BRIEF

This Life Skills Based Education for Out-of-School Youth (LSBE for OSY) Strategy Roadmap for Pakistan (2024-2027) document summarizes the current environment context of the out-of-school (OSY) adolescents and young people in terms of their issues, needs, opportunities, existing good practices on the interventions and programs for OSYs and proposed key strategic actions on the integration of LSBE for OSY in the Non-Formal Basic Education (NFBE) sector, conduct of outreach advocacy, and communication interventions. It aims to sustain the gains of UNFPA's efforts and ensure the continuous strengthening of adolescents and young people's sexual and reproductive health, mental health, and psychosocial support services, and to ensure their leadership and participation in policy making and programming during normal and humanitarian situations.

Proposal Title/ Program Name: Development of the Life Skills Based Education Strategy Roadmap. A Four (4) Year Guide to Implement Outreach Advocacy and Communication Strategies

Geographical Location: Four (4) administrative provinces:
Punjab, Sindh, Balochistan and Khyber Pakhtunkhwa
Two (2) autonomous territories:
Gilgit –Baltistan and Azad Jammu & Kashmir
Capital Territory: *Islamabad*

Program Start and End Date: 2024-2027

Thematic Focus: Adolescent and Young People

Country Programme Document (CPD) 10 UNFPA Strategic Plan Outcome:

1. By 2025, reduction in unmet need for family planning has accelerated;
2. By 2025, reduction in maternal mortality has accelerated; and
3. By 2025, reduction in gender-based violence and harmful practices accelerated.

CPD10 Output 4: Strengthened skills and opportunities for adolescents and youth to realize their sexual and reproductive health and ensure their leadership and participation in policymaking and programming.

Development Partner: United Nations Population Fund (UNFPA) - Pakistan

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EXECUTIVE SUMMARY

In keeping with the Vision 2025 of the Prime Minister of Pakistan that aims to rapidly scale-up investments in education, health and social development, generating jobs and prospects for the youth¹, the Ministry of Education and UNFPA Pakistan collaborated and developed the Life Skills Based Education (LSBE) in the formal education due to its global evidence that it has played an essential role in child development and health promotion worldwide that has been integrated into the Single National Curriculum (SNC) in 2021. This is also in conjunction with the Ottawa Charter for Health Promotion in 1986 that acknowledges life skills as necessary for making better health choices.² It also contributes to the Resolution 2012/1 on Adolescent and Youth of the Commission on Population and Development, that calls upon governments to provide young people with evidence-based and comprehensive education on human rights, reproductive health, and gender equality. The rights to education and health are also embedded in many international agreements, including the Sustainable Development Goals (SDGs), Programme of Action of the 1994 International Conference on Population and Development (ICPD) and the Convention on the Rights of the Child (CRC). According to the recommendations under the National Action Plan which has been approved by the Council of Common Interests (CCI), provinces and central governments are mandated to incorporate key teachings of LSBE in curriculum for both formal and non-formal basic education sector.

Given the increasing population of out-of-school adolescents and young people in Pakistan, and part of the commitment is to ensure that no adolescent or youth will be left behind, hence, the partnership extended not only those who are in school, but also to empower the youth who are not in education, employment and training (NEET).

The Life Skills Based Education for Out-of-School Youth (LSBE for OSY) Strategy Roadmap for Pakistan (2024-2027) is aligned with the global and national frameworks, the LSBE In School Youth (ISY), in addressing the needs and rights of adolescents and young people, and recognizing that their education, health, psychosocial, mental and protection are profoundly influenced by individuals, families, communities and societies within which they grow, learn, and socialize. It highlighted the current and emerging issues and bottlenecks of adolescents and young people and why they cannot access or stay in education. The LSBE for OSY Strategy Roadmap provides an overall picture that explains how a given strategy or intervention, is expected to lead to specific development change, drawing on a causal analysis based on available evidence from the secondary desk review and results of the focus group discussions and key informative interviews (KIIs) from the identified OSYs and key decisions makers in education sector and civil society organizations. The document offers country case-studies and practical examples, tools, and resources on the design, implementation and monitoring and evaluation and researches on LSBE for OSY.

The LSBE for OSY Strategy Roadmap has five (5) Key Strategies. The strategies are interdependent and aims to support the learners to acquire knowledge, skills, and demonstrate positive behaviours through a carefully designed sequence of learning experiences based on the LSBE for ISY and inspired by the World Health Organization (WHO)³ ten core life skills which include: a) self-awareness; b) empathy; c) critical thinking; d) creative thinking; e) decision making; f) problem-solving; g) effective communication; h) interpersonal relationship; i) coping with stress; and j) coping with emotion. The strategies hopes to build a meaningful convergence with diverse public-private and community stakeholders that invests to health, education, and overall wellbeing of the out-of-school adolescents and young people in Pakistan.

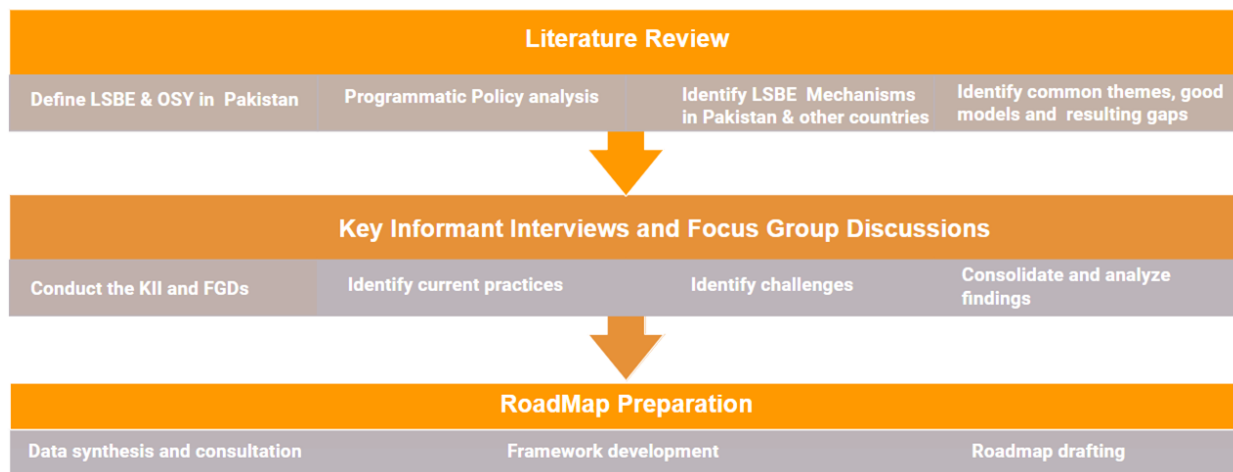
Five Strategic Actions of the LSBE for OSY

S1: Enable leadership and management to sustain LSBE for OSY implementation and policy support	S2: Strengthen the LSBE for OSY curriculum	S3: Access to quality LSBE OSY delivery	S4: Engage partnerships with community linkages through advocacy and communication	S5: Improve monitoring and evaluation (M&E) implementation and build evidence-based results
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PROJECT AIMS, OBJECTIVES, AND APPROACH

To support the urgent need to integrate LSBE for OSY in the federal and provincial educational curriculum in Pakistan, the United Nations Population Fund (UNFPA) Pakistan Country Office embarked on a consultancy to develop a four (4) Year Strategy Roadmap on LSBE for OSY and how can be most effectively implemented in the school and community through advocacy outreach and communication interventions. Through the leadership of the UNFPA Pakistan Country Office, a National Consultant and an International Consultant, together with a team, were contracted to lead the review of pertinent documents and facilitate the process of developing the Roadmap. The engagement deploys a three-phase approach outlined in Figure 1.

Figure 1. Overview of the Consultancy: A Three-Phase Approach



Drawn from the scoping and exploratory meetings with the UNFPA country office, the details of the Strategy Roadmap on LSBE for OSY reflected a Three-Phase Approach conceptualised to fill in knowledge gaps on the out-of-school adolescents and young people and identify blind spots in programming on life skills-based curriculum.

1. In the **first phase**, the Strategy Roadmap development examined the UNFPA country programme (CPD10)⁴ outcomes and outputs and reviewed the scope, objectives, and strategies. This stage assembled pertinent desk information for the mapping and situation analysis. (e.g., government documents, policies, and reports prepared, initiated, and connected with working on out-of-school youth or education). The national consultant provided some critical documents as part of the desk review. The records were included if they satisfy the following inclusion criteria: i. issued by the government of Pakistan, such as policy, plan, strategy, framework, study, or law; ii. most recent available source with national or provincial scope; and iii. addressed the issues of the country's out-of-school children, adolescents and young people.
1. In the **second phase**, the Strategy Roadmap development gathered the views and perspectives of stakeholders. It analysed the opinions of partners and counterparts, including government, civil society, implementing partners of UNFPA, parents, community people, and most importantly, out-of-school adolescents and young people. The national consultant led the data gathering and conducted key information interviews (KIIs) and focus group discussions (FGDs) with critical institutional and individual respondents that have been pre-identified by the UNFPA Country Office as potential allies and change-makers among government, non-government, and the population groups where the needs are felt the most. Their recommendations were highly beneficial in developing out-of-the-box strategies or solutions for the Strategy Roadmap.

The national consultant harvested the respondents' experiences, priorities, perception of their institutional capability and capacity gaps, expectations, and recommendations in ensuring that adolescents and young people will receive LSBE and go back to school through their leadership and partnership with development organisations such as UNFPA.

Seventeen (17) interviews and four (4) group discussions were conducted between October to November 17, 2023. These included thirteen (13) interviews with government agencies from the education sector, civil society organisations, and teachers, four (4) interviews with out-of-school adolescents, and four (4) focus group discussions with community stakeholders, adolescents, and young people. Interviews were transcribed verbatim in English using Microsoft Word. The national consultant affirmed that all respondents provided voluntary informed consent.

3. In the **third phase**, the International consultant and her teammate and national consultant analysed the data gathered from the KIs and FGDs and the existing programs and good practices at the local and global levels via a literature review, including the strategic alignment parameters of these programs as per the priorities of UNFPA CPD10⁵. The team also conducted an external environment scanning using the Political, Economical, Social, Technological, Legal, and Environmental (PESTLE) analysis tool to develop the Strategy Roadmap on LSBE for OSY. After the analysis, the team looked into the key themes from the gathered data sources and created a Life Skills-based education (LSBE) for Out-of-School Youth (OSY) Theory of Change (ToC) that reflects the guiding principles as fundamentals in the development of a 4-year Strategy Roadmap. The ToC guided the development of the Strategy Roadmap on LSBE for OSY.

Validation Workshop

Following data analysis, a national validation workshop was held last December 19, 2023, with the Pakistan key stakeholders. The consultants presented the roadmap strategy for inputs and recommendations. Thirty (30) participants, representing the education sector and relevant development partners, attended the validation activity. The UNFPA Pakistan Country Office and the Government of Pakistan co-organised the workshop.

Limitations

The synthesis of the desk-reviewed sources contains documents available in English. It was limited to national and high-level standards, policies, plans, guidelines, frameworks, and academic research concerning out-of-school children, adolescents and young people. The strategy is devised based on existing literature, the studies concluded on OSY in Pakistan, and the informant interviews conducted. It is important to note that the informants were only from Khyber Pakhtunkhwa, Azad Jammu and Kashmir, Gilgit Baldistan, Islamabad, Multan- Punjab, and Punjab.

It is essential to conduct further studies to understand the concerns and lives of out-of-school adolescents and young people in more in-depth research, including their parents and guardians.

LSBE for OSY: The Situation in Pakistan

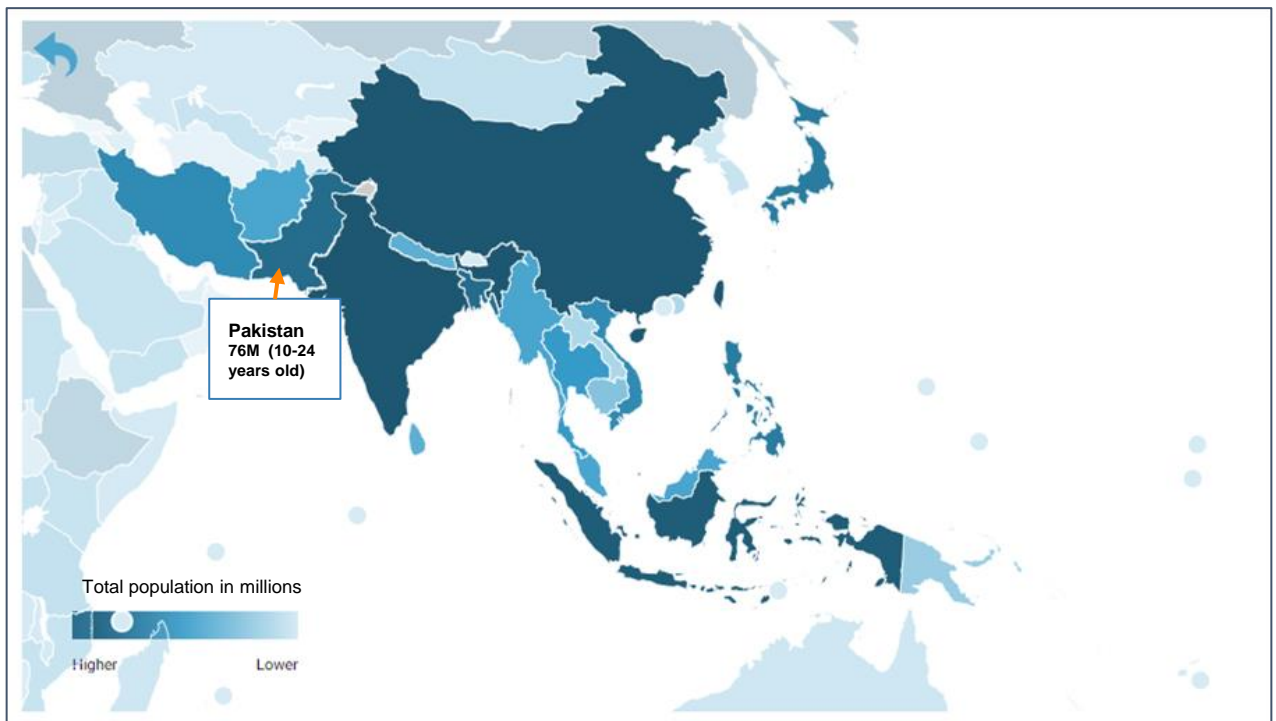
LSBE FOR OSY: THE SITUATIONS IN PAKISTAN

This section weaves the narratives from the data from various resources. As a result, the desk review went in several directions. It opened doors to widen and deepen perspectives on the learning outcomes in Pakistan based on the different discussions, materials and resources, understanding of the work of various organisations, and the stories behind the data. Altogether, the rich information from the situational analysis serves as stories woven together through which the consultants make sense of the information that generates the proof of concept for the Roadmap.

POPULATION AT A GLANCE

Pakistan is the fifth most populous country in the world and the second largest nation with a young population (see Figure 2 below comparison from other Asian countries, UNFPA State of World Population 2023). The estimated population of 240 million comprises children and young people between 0-24 years old, or 68% of the population.⁶ More significantly, approximately 22% of the population are within the adolescent stage, with an age range of 10-19 years old, 32% between the ages of 10-24 and 36% of the population under age 15.⁷

Figure 2: Youth Population of Asian Countries



Pakistan is divided into four (4) administrative provinces, two (2) autonomous territories and one federal territory. The administrative provinces are: Punjab, Sindh, Balochistan and Khyber Pakhtunkhwa. Gilgit – Baltistan and Azad Jammu & Kashmir are the two (2) autonomous territories; and Islamabad is the Capital Territory (World Atlas 2023). The Government of Pakistan has announced the result of the 7th Population and Housing Census (2023) which accounted 241.49 million people across Pakistan with a growth rate of 2.55%.⁸

The breakdown of population per administrative unit, annual growth rate, and rural versus urban population was presented.

Table 1. Administrative unit wise breakdown of Population and Annual Growth Rate is as follows:⁹

Administrative Unit	Population (million)			Annual Growth Rate (%)		
	1998	2017	2023	1998	2017	2023
PAKISTAN	132.35	207.68	241.49	2.69	2.40	2.55
KP	20.92	35.50	40.85	2.72	2.82	2.38
PUNJAB	73.62	109.98	127.68	2.64	2.13	2.53
SINDH	30.44	47.85	55.69	2.80	2.41	2.57
BALUCHISTAN	6.57	12.34	14.89	2.47	3.37	3.20
ISLAMABAD	0.81	2.01	2.36	5.19	4.91	2.81

Table 2. The Urban Rural Distribution of Population is as under:¹⁰

Administrative Unit	Rural Population (%)			Urban Population (%)		
	1998	2017	2023	1998	2017	2023
PAKISTAN	67.5	63.56	61.18	32.5	36.44	38.82
KP	83.1	83.45	84.99	16.9	16.55	15.01
PUNJAB	68.7	63.14	59.30	31.3	36.86	40.70
SINDH	51.1	48.11	46.27	48.9	51.89	53.73
BALUCHISTAN	76.7	72.38	69.04	23.3	27.62	30.96
ISLAMABAD	34.4	49.63	53.10	65.6	50.37	46.90

One of the drivers of high fertility rates in the country is attributed to the population's low level of education. Pakistan has the second highest number of out-of-school children and young people in the world, constituting 22.8 million children and adolescents between the ages of 5 and 16 years not attending school. It represents 44% of the total population in this age group. Furthermore, disproportionate number of girls are not attending school compared to boys at every level. Only 70 % of children and adolescents entering primary school are estimated to reach Grade 5, with considerable provincial differences (UNICEF Pakistan).¹¹

Analysis of the high fertility and movement in the share of population in different provinces provide deeper understanding of the landscape and drivers of the youth population, and when overlaid with the disaggregated data on education (who is in school and out-of-school) that may be extracted from the first digital housing and population census, the learning agenda and package of interventions for OSY could be developed. In addition, policies and sector plans provide an opportunity to strengthen the government and the communities' commitment to the target population.

THE WORKING DEFINITION OF THE OUT-OF-SCHOOL CHILDREN/ YOUTH

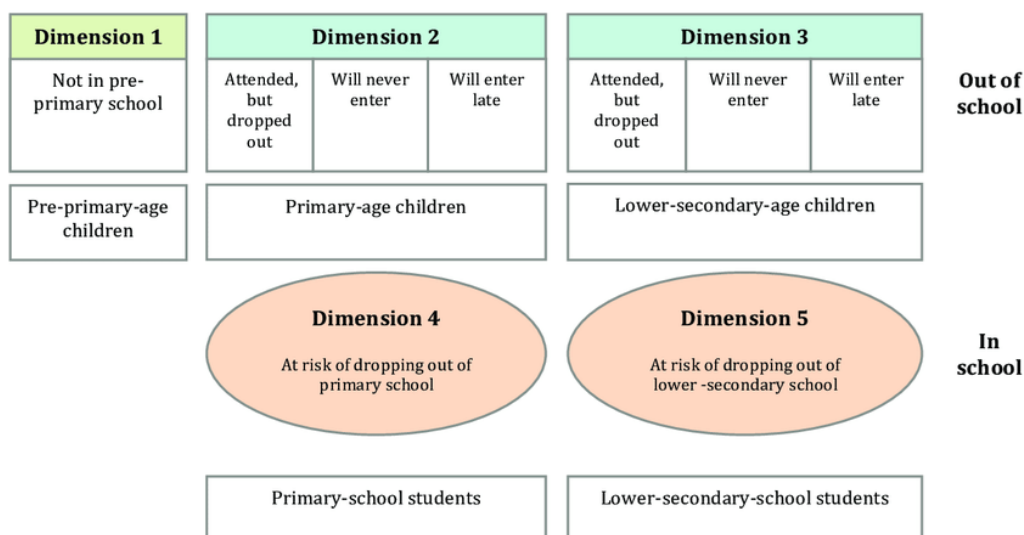
Disaggregated data of out-of-school children (as shown below) provides an opportunity to analyse at which age group the Pakistani children fall out of the education system. Table 3 shows that the bulk is from the 13-16 years old.

Table 3: Number of Out-of-School Children in Pakistan (million), 2016 (Source: Pakistan Education Statistics 2016–2017)

Age Group	Male	Female	Total
5-9	2.1	3.0	5.1
10-12	3.1	3.4	6.5
13-16	5.5	5.8	11.3
5-16	10.7	12.2	22.9

Intrinsic to the development of this document is to offer depth and nuance to the children deprived of education, through an agreement to use a working definition for the out-of-school children, a conceptual and methodological framework (CMF) of the Global Initiative on Out-of-School Children (OOSC) which introduces a model for analysing the problem of OOSC. See the Figure 3 below and the explanation:

Figure 3: Five Dimensions of Exclusions (5DE)¹²



The model shows the Five Dimensions of Exclusion, or the 5DE, based on the UNESCO and UNICEF Framework and the Global Initiative on Out-of-School Children: South Asia Regional Study covering Bangladesh, India, Pakistan and Sri Lanka (UNICEF 2014). In contrast to just identifying who the out-of-school are through sex-and-age disaggregation, this model aids in deepening our understanding of who are “excluded” at a specific age and stage in the educational system. How? It adds a layer to account for not only the number of children and adolescents who are not enrolled and dropped out of school but also the vulnerabilities and at what age the odds of being pushed out in the learning system increased.

Stakeholders and key actors, including the new and emerging partners, may help identify the areas where each can meaningfully contribute and plug leaks in the system based on these dimensions.

The 5DE also provides an opportunity to update the dataset gathered at the district, provincial and national level and the intersections between the out of school and in school children, particularly those who fall under dimension 4 and 5, despite being free of fees for basic school education up to matriculation in Pakistan.

UNDERSTANDING THE TARGET POPULATION

The Pakistan Demographic Health Survey (PDHS 2017-2018) shows that the top reasons for school dropouts among household members 5-24 years old are having no interest in studies, the need to earn for the family, and high cost of education for males. For females, it is far too complex, such as getting married soon, the belief that there is no need for further education, and having no interest in studies, high cost of education, and school being too far were the main reasons.¹³ The reasons seem straightforward but these are complex and ingrained in the failure of the broader system. To reflect, all the stakeholders shall ask themselves, “Beyond this information, how much do we know about the OSYs? Aside from the numbers, do we know their dreams?”

Challenges faced by the Pakistani adolescents and youth significantly limit and define their choices and opportunities at present and in the future. Deprivations in education also result to a cobweb in inequalities that manifest in their risk behaviours, poor health and nutrition outcomes, poor learning outcomes, early pregnancy, substance use and addiction, poor political inclusion, and vulnerability to violence.

The data from Pakistan Demographic Health Survey (PDHS 2017-2018) corroborates with the data collected through the focus group discussions (FGDs) and key informant interviews (KIIs) for this Roadmap Strategy as commissioned by UNFPA Pakistan. The top government education priorities as mentioned from the informants are the following: a) increased enrollment of out of school children, reduced school dropouts, b) improved the quality of education, c) improved system to enable positive changes in curriculum and manual, textbooks aligned with the local context. Other priorities mentioned were building the capacity of the teachers and the developing the entrepreneurial and digital skills of the learners.

Several of the challenges faced by the government agencies show direct link to the results of the Pakistan Demographic Health Survey (PDHS 2017-2018). Participants from the FGDs and KIIs for this Roadmap Strategy mentioned the top 3 supply side bottlenecks: a) lack of staff competency, less number of subject experts, and lack capacity of the right people, b) shortage of resources resulting to funding gaps despite educational system being autonomous, and c) inadequacy of the infrastructures and incomprehensive services in facilities.

The next page provides the issues and barriers that summarises results from FGDs, KIIs and other surveys, followed by the snapshot of the policy frameworks on the education in Pakistan

ISSUES AND CHALLENGES OF THE ADOLESCENTS AND YOUNG PEOPLE

Cognisant of the policies and the goals, outstanding issues and barriers to education persist that gave rise to the burgeoning learning poverty in Pakistan.

Issues and Barriers	Poor teacher quality and accountability	Shortage of resources, autonomous but with huge funding/resources gap	Limited facilities Limited toilets	Limited number of teachers	Lack of latest pedagogical skills	Limited partnership and collaboration with other groups for common agenda
	Teacher's behaviors (corporal punishment)	High out-of-pocket expenses transportation	Got married	Sex and non-sexual risky behaviors of adolescents	Exposure to violence and abuse	Poverty /the need to earn

According to the National Education Policy Framework of Pakistan in 2018, the top challenges that they are facing in education sector is on how to address the Out of School Children, adolescents and young people and ensuring that enrolled will complete their education. It validates the results during the conduct of the focus group discussions (FGDs) and key informant interviews (KIIs) among OSYs and key decision makers and the reasons for not attending school based from the Pakistan Demographic Health Survey 2017-2018.

LSBE for OSY KII/FGD 2023 ¹⁴	Reasons for not attending school PDHS 2017-2018 ¹⁵	National Education Policy Framework 2018 ¹⁶
High out of pocket expenses (school supplies, daily allowance, food, etc) Transportation Need to earn Teacher's behaviors (presence of corporal punishment) Poverty Limited school partners Limited number of teachers Lack of latest pedagogical skills Limited school resources Limited facilities Limited toilets Sex and non-sexual risky behaviors of adolescents Schools are not inclusive (transgenders, with disabilities) Exposure to violence and abuse Lack of latest pedagogical skills	School too far Transport not available Further education not necessary Required for household/farm Got married Costs too much Not interested in studies Repeated failures Did not get admission Not safe Need to earn Other	Low and inequitable access and participation High levels of poverty in certain disadvantaged areas resulting in high OOSC Limited investments in early childhood education resulting in high dropout in early grades Low Quality of Non Formal and Accelerated Learning Programs Poor school environment multi-grade teaching, limited facilities in schools and poor infrastructure Poor teacher quality and accountability

IN NUMBERS:

UNION and MARRIAGE ¹⁷

4.6 million girls married before the age 15, and 18.9 million girls married before the age 18.



Pakistan is home to nearly 19 million child brides; 1 in 6 young women were married in childhood.

28% of girls married before age 18 years.¹⁸



EMERGENCY

In 2022, 3.5 million children had their education disrupted due to climate change-fuelled flooding that damaged or destroyed more than 26,600 schools, with dropout fears growing, while at least 7,060 others are being used as temporary relief camps and shelters for the displaced.²³

ADOLESCENT PREGNANCY ¹⁹

2% of the young women aged 15-19 years gave birth to their first child when their age was 10-14 years.



39% of the women aged 15-19 years gave birth to their first child during this age.

The percentage of young mothers is high in rural areas as compared to the urban areas.

11.4% of married women aged 15 to 29 who had a live birth did not utilize antenatal care services.²⁰



FERTILITY PREFERENCES

Trend analysis of fertility preferences among adolescent married girls and its shows that a proportion of them wants more children from 89 percent to 96 percent between 2006 and 2018.²⁴

The average fertility rate among adolescent girls and women is of 3.6.²⁵

MENTAL HEALTH

About 53% experienced anxiety and depression among 400 adolescents (15-18 years) on a study in 2022.²¹



About 28% of adolescents aged 15-19 have been exposed to physical or emotional violence.²²



ACCESS TO INFORMATION ²⁶

limited access to sexual and reproductive healthcare information and education for Pakistani adolescents and young people

Among young married women of ages 15 to 29, television (50 percent) is their main source of information about their rights.

IN NUMBERS:

GIRLS EMPOWERMENT

gender gap in education has not closed, health indicators require drastic attention, few women comprise the labour force, and only 25 percent of women and girls own a mobile phone, while 14 percent use internet (out of 87.35 million users).²⁷



CHILD LABOUR AND YOUTH UNEMPLOYMENT

child labour rates in Punjab are 13.4 and 16.9 per cent for children aged 5-14 and 15-17 respectively.³⁰



Youth pre-pandemic unemployment rate is at 11.6% (10-24 years old).³¹

CHILD ABUSE

3445 cases in 2017, 3832 cases in 2018, 2846 cases in 2019, and 1489 cases in the first six months of 2020, were reported of child abuse, 4253 were reported in 2022.²⁸



Almost two-thirds of the cases, the offenders were acquaintances of the victims or members of the victims' families.²⁹



LABOUR FORCE PARTICIPATION

pre-pandemic labour force participation in the age group 15 to 49, was estimated at 44% (61 million people employed out of a total of 200 million).³²

POVERTY

According to the World Economics, Pakistani people are in below the poverty line and were still living on \$2 per day, despite Pakistan's Gross Domestic Product (GDP) growth rate at 6.2 percent and currently ranked as the 10th largest economy in Asia-Pacific.



FUTURE OF EMPLOYMENT³³

43 million people is expected to be unemployed by 2050 at the current participation and unemployment levels



4.5 million jobs over the next 5 years, required to avoid worst case scenario.

POLICIES AND SECTOR PLANS

The government of Pakistan continues its efforts to improve access to and quality of education, through policy interventions and expenditure allocations. Specifically for the out of school children, the policy frameworks are as follows in Figure 4:³⁴

Figure 4: Pakistan Policy Frameworks on Education



These policy frameworks guide the development of the policies and sector plans at the provincial level. Existence of clear policies, coupled with the right amount of investments, strong leadership and governance, and demonstration of absorptive capacity to address demands for services were the key components of effective, high-impact interventions mentioned in this document. The summary of table below provides a picture of the priorities per provinces, the change statements that are expressed in terms of goals. Notably, since the 18th Constitutional Amendment, every province has a decentralized and different structure, hence every province has its own policies, plans, and frameworks.

These goals are useful when determining the priority pilot sites for the implementation of LSBE for OSY strategy roadmap, noting that to date there is no dedicated policy on LSBE for OSY.

Table 4. Pakistan Provincial Education Sector Plans

Provinces	Policy	Goals
Balochistan	Balochistan Education Sector Plan 2020-2025 ³⁵	"The goal is to increase in access and participation to formal and non-formal education opportunities for school-age children, especially girls, and improvement in adult literacy"
	Balochistan NFE Policy 2026-2030 ³⁶	"The goal is to create enabling environment and opportunities for children ,youth, and adults to benefit from lifelong and lifewide education, literacy, life/vocational skills programs and contribute to building economically prosperous, politically stable and tolerant Balochistan"
Punjab	Punjab Education Sector Plan 2019-2020 & 2023-2024 ³⁷	It has three goals: "ensure free and compulsory, universal, equitable and inclusive education for all children, creating safe, protective, and enabling learning environments, and promote effective leadership management, governance, and education service delivery, and availability of enhanced resources and their efficient use at all levels"
	Punjab Literacy & Non-Formal Basic Education 2019-2020 ³⁸	"It aims to chart outa provincial strategy for guiding NFE development in Punjab with the aim to promote and enhance long-lasting qualitative literacy practices among children, youth, adults, and persons with learning disabilities"
KP	Khyber Pakhtunkhwa Education Sector Plan 2020-2021 & 2024-2025 ³⁹	"The goal is to deliver quality and relevant education for all to nurture productive citizens and the NFE policy has been developed however is still in draft format and has not been shared with the evaluators:"
Sindh	Sindh School Education Sector Plan and Roadmap 2019-2024 ⁴⁰	"The aims is to increase equitable enrolment and ensure retention for children and adolescents at all levels, including the provision of literacy for youths."
	Non-Formal Basic Education 2017 ⁴¹	"The aims is to meet the requirements of education as provided in the Constitution of the Islamic Republic of Pakistan in Article 25A and 37(b), as well Goal 4 of the Sustainable Development Goals (SDGs), and Sindh Education Sector Plan 2014-2018"

EDUCATION BUDGET, FACILITIES AND STATISTICS

Reaping the demographic dividend in lieu of the “youth bulge” required thorough understanding of the various facets that contribute to poor learning outcomes and dropping out of school - a commitment to deliver a more holistic focus on adolescents youth development on education, health and employment that will ultimately impact to the social, political, economic, technological and environmental growth trajectory of Pakistan.

The provision of free and compulsory quality education for children aged between 5 and 16 years has become a constitutional obligation, as reflected in Article 25–A of the Constitution of Pakistan, since 2010.⁴² The constitutional amendment provides a legal framework for bottom-up and horizontal integration of education agenda targeting those in the informal education and out-of-school young people.

Building an investment case for the OSY in Pakistan, the following information served as the foundation for the situation analysis:

- Literacy rate has remained steady at 60 % since 2014-2015, with 78 percent literacy rate in urban areas and 59 % in rural areas. Data from Pakistan Bureau of Statistics presented that the youth literacy rate in 2018-2019 is at 72% (64% for females compared to 79% for males);
- English and Urdu has traditionally been the primary languages in public and private schools;
- National education budget is 2.4% of the Gross Domestic Product in 2018 (Labour Force Survey 2017-1018);
- Estimates from the 2021-22 Pakistan Economic Survey show that 14.4 million students are enrolled in pre-primary education, 25.7 million in primary education (grades 1-5), 8.3 million in middle education (grade 6-8), 4.5 million in secondary education (grade 9-10), and 2.5 million in higher education (grade 11-12);
- Technical and vocational education has approximately 500,000 students enrolled, 760,000 in degree-awarding colleges, and 1.96 million students in universities; all data in 2020-21;
- The number of learning facilities are as follows: 183,900 functional primary schools, 48,300 middle schools, 32,000 secondary schools, 6,000 higher/ secondary/ intermediate colleges, and 3,800 technical & vocational institutes, over 200 universities and 3,000-degree colleges across the country;⁴³
- Non-Formal Basic Education (NFBE) under Alternative Learning Pathways (ALPs) - there are 35,240 institutions imparting non-formal basic education in the country in the public sector. Students enrolled in NFBE are 1.494 million with 0.740 million (50%) and 0.755 million (50%) males and females respectively, with 37,326 serving teachers;⁴⁴
- Degree holders (bachelors and above) only comprise 6% based on the Labour Force Survey in 2017-2018 (Government of Pakistan, 2018);
- Only 70 % of children entering primary school are estimated to reach Grade 5; and
- About 30.96% Pakistani youth are not in education, employment or training (NEET).

INTERSECTIONALITY OF THE OSY, LIFE SKILLS BASED EDUCATION, AND GENDER

Adolescent sexual and reproductive health (ASRH) remains a taboo. It is perceived negatively in the public sphere, making it a challenging setting for the implementation and promotion of reproductive health, women empowerment and sexuality education in Pakistan. A recent community readiness assessment in Islamabad cited a data that shows “only 41 percent of men and 33 percent of women had been educated and informed regarding puberty before its onset”. Furthermore, a negative perception towards issues related to sexual organs was also observed, with almost 50% of the respondents believing that problems related to sexual organs should not be reported.⁴⁵

Cases of child abuse were underreported due to associated social stigma and with little to no decision making power of most females; as reported by the World Economic Forum on gender parity report (i.e. Pakistan ranked 151st out of 153 countries), most of the girls are not educated about their sexual and reproductive health rights.

Since most young women and girls end up out of school, an intervention that may help curtail the poor health, learning and protection outcomes needs to be at the core. However, the sex offender management and school-based education programs, such as the implementation of an effective CSE programs, may be considered to reduce child abuse, teenage pregnancies, and sexually transmitted diseases - one of the cost-effective ways to reap the demographic dividend. Furthermore, a research shows that returns to education are higher with higher levels of education and investing in higher education together with basic education boosts economic development in a country (Idrees & Khan, 2019).

INCREASED VULNERABILITY

Significant threats loom due to environmental and health hazards, as observed in the past years. Pakistan is ranked as the 5th most affected country due to the impacts of climate change from the year 1990 to 2018.⁴⁶ For instance, more than half of Pakistan’s workforce was severely affected by the pandemic with an estimated 20.7 million workers (37 percent of the total workforce) lost their jobs and difficulty finding work opportunities, while an additional 6.7 million workers (12 percent) suffered a decline in their labor income in the second quarter of 2020 (Pakistan Bureau of Statistics (2020): Special survey for evaluating socio-economic Impact of COVID-19 on wellbeing of people)

The climatic conditions worsen as observed, posing additional threats and strains to the overly stretched health, education and welfare system, such as the extreme weather events, recession of glaciers, reducing water inflows requiring abundant source of fresh water, rising temperature that caused frequent heat waves resulting to loss of lives, reduced agricultural productivity, and loss of livelihoods. When the devastating floods hit in Pakistan, 2,000 health facilities, representing 10% of all health facilities were damaged and destroyed, impacting the lives of 33 million people (National Disaster Management Authority (NDMA).

The combined natural calamity and pandemic, millions of Pakistanis will continue to be having unemployed and being poor, who are most likely to be the parents, guardians, or family members of the adolescents and young people that are currently in out-of-school. It has been recognized that poverty is one of the main reasons why adolescents and young people are not attending school, making households vulnerable to child labour or fall into forced labour to make ends meet.

INFORMATION, COMMUNICATION AND TECHNOLOGY

One of the lessons brought by the COVID-19 pandemic is that the television broadcast channel “TeleSchool”⁴⁷ can bring the lessons from the traditional classroom straight to households, for Grades 1-12. While this is a good alternative due to its opportunity to reach the out of school children and adolescents, there is a need to put in place the structure to this kind of learning platform, considering the information and technological data available (see table below).⁴⁸

Disaggregated data on the use of mobile phone, internet and social media (e.g. sex-and gender, education status, rural vs. urban youth) is not available at the time of this report, but using the data on women and girls (25 percent own a mobile phone and 14 percent are users of internet) provides a benchmark for targeting the out-of-school adolescent and young people, an important consideration in terms of access to digital information.

Table 5. Pakistan Digital Reports 2023

Internet users	There were 87.35 million internet users in Pakistan at the start of 2023, when internet penetration stood at 36.7 percent .
Social media	<ul style="list-style-type: none"> ■ Pakistan was home to 71.70 million social media users in January 2023, equating to 30.1 percent of the total population. ■ The number of social media users in Pakistan at the start of 2023 was equivalent to 30.1 percent of the total population, but it’s also important to note that social media users may not represent unique individuals ■ At that time, 28.0 percent of Pakistan’s social media users were female, while 72.0 percent were male.
Mobile connections	A total of 181 million cellular mobile connections were active in Pakistan in 2021 https://www.geo.tv/latest/350516-pakistan-has-more-than-181-million-mobile-subscribers-pta
Facebook user	Data published in Meta’s advertising resources indicates that Facebook had 37.30 million users in Pakistan in early 2023.
Youtube	Updates to Google’s advertising resources indicate that YouTube had 71.70 million users in Pakistan in early 2023. At that time, 28.0 percent of YouTube’s ad audience in Pakistan was female , while 72.0 percent was male .
Instagram	Numbers published in Meta’s advertising tools indicate that Instagram had 12.95 million users in Pakistan in early 2023. In early 2023, 34.3 percent of Instagram’s ad audience in Pakistan was female , while 65.7 percent was male .
Tiktok	Figures published in ByteDance’s advertising resources indicate that TikTok had 16.51 million users aged 18 and above in Pakistan in early 2023. In early 2023, 16.9 percent of TikTok’s ad audience in Pakistan was female , while 83.1 percent was male .
Twitter	Numbers published in Twitter’s advertising resources indicate that Twitter had 4.65 million users in Pakistan in early 2023. In early 2023, the company’s own data indicated that 17.8 percent of Twitter’s ad audience in Pakistan was female , while 82.2 percent was male .
Snapchat	Data published in Snap’s advertising resources indicate that Snapchat had 25.70 million users in Pakistan in early 2023. In early 2023, 29.4 percent of Snapchat’s ad audience in Pakistan was female , while 69.1 percent was male .

POVERTY REDUCTION MEASURES

One of the poverty alleviation programmes in the desk review focused on the cash transfer, the Benazir Income Support Programme or the BISP,⁴⁹ which was launched in 2008 with two main objectives: to cushion the adverse impact of the food, fuel and financial crisis on the poor; and a longer term objective of providing a minimum income support package to the poorest and to those most vulnerable to future shocks. The Programme targets cash transfers to vulnerable and deserving women and their families from the poorest households across the country irrespective of political affiliations, racial identity, geographic location, and religious beliefs. The long term objectives include meeting the targets of the United Nations Sustainable Development Goals (SDGs) on eradicating extreme and chronic poverty and empowering women.

The BISP was established through an Act of Parliament, and works under the executive patronage of the Prime Minister of Pakistan and chief patronage of the President of Pakistan. The goals of the Programme are as follows:⁵⁰

1. Enhance financial capacity of poor people and their dependent family members;
2. Formulate and implement comprehensive policies and targeted programmes for the uplift of underprivileged and vulnerable people; and
3. Reduce poverty and promote equitable distribution of wealth especially for the low income groups.

According to the evaluation report of the Oxford Policy Management ⁵¹, the BISP is the main social assistance programme in Pakistan and one of the largest in South Asia, serving 5.29 million beneficiaries. The programme provides eligible families with unconditional cash transfers (UCT), originally set at a monthly value of PKR 1,000, raised to PKR 1,200 in July 2013, PKR 1,500 in July 2014 and PKR 1,566 in July 2015. The transfer is delivered quarterly, with the vast majority of beneficiaries receiving cash through the BISP Debit Card.

Waseela-e-Taleem (WET) Conditional Cash Transfer Programme

“In addition to the main unconditional cash transfer component of the BISP, it also implements a range of complementary programmes. This includes the Waseela-e-Taleem (WET) programme a conditional cash transfer (CCT) programme for education. The Oxford Policy Management Evaluation Report focuses on the impact of the WET on access to education of 5 – 12 year old children in BISP beneficiary households. The WET programme provides a top up cash transfer of PKR 750 in each quarter per eligible child in the household, with no upper limit on the number of children per household who are eligible for the programme. Receipt of the WET transfer is conditional on maintaining a minimum 70% attendance rate that is monitored on a quarterly basis, and children will be removed from the programme if they fail to fulfil the attendance conditions in three consecutive quarters.” ⁵²

It is apparent that the health and wellbeing of the child was an important predictor of whether the child is able to attend the school or not. The evaluation report of the Oxford Policy Management has also shed light that the package of interventions offered by the WET programme impacted the enrolment of children by 10% for all genders in Pakistan, and that the BISP UCT by itself does not lead to improvements in access to education for beneficiary households. The strong influencers of WET initiative were: a) whose father has completed primary education; b) live in relatively poorer households; and, c) who have fewer siblings. It demonstrates that the investments on improving income and the proper targeting and design of intervention for different population segment would have a significant impact on programmes, and the report also recommended to strengthen the component of the behavioural change communication to promote the benefits of child education.

The WET CCT Programme is a good model that is being implemented and institutionalized in Pakistan, it is worth to explore the integration of LSBE for OSY under the umbrella of strengthening the behavioral change communication of the programme.

POVERTY, INVESTMENTS IN EDUCATION, AND THE PUBLIC-PRIVATE PARTNERSHIP

Poverty, low literacy rate, and low public spending on education are negative combinations. It is estimated that the investments required to keep all children in school and increase quality of learning is 5.4 percent of the GDP, which at current expenditure was only 2.5 percent. Along with the public expenditure on health and nutrition, below 3 percent of the GDP is known to be much lower compared to other countries.

World Bank report shows that low public spending on education, combined with limited effectiveness at producing positive student outcomes, such as universal school enrollments and effective learning, limits Pakistan's citizens from more actively participating in economic and social activities and contributing to productivity and economic growth. Given the multitude of challenges, World Bank has suggested different approaches to change the trajectory in Pakistan, as shown in Box 1.

Box 1: World Bank: In Pakistan, Quality Education Requires A Different Approach - and More Investment ⁵³

A different approach and implementing programs for impact would require at least three elements. First, it requires policies and solutions tailored to the characteristics of distinct groups of out-of-school children to maximize impact. For example, bringing children who are in the 13-16 age range and who have never been in school to regular school does not answer their needs. Alternatively, providing these children with literacy, numeracy, and life skills would support their needs in life.

Second, it requires focusing on what works. There is plenty of evidence from Pakistan and elsewhere that highlight the policy options and programs that are the most cost-effective to increase enrollment and learning, but prioritizing which ones to implement is critical. Third, it will require increasing the efficiency and level of public expenditure, this can be achieved by targeting funding every year to where education outcomes are the lowest.

World Bank cited four major characteristics of out-of-school children who may need to be targeted to benefit from “the different approach”. which posits the idea that they should learn everything the education sector does.

- The majority are girls. Before the pandemic, 37 percent of girls and 27 percent of boys aged 5–16 were not in school.
- They are more likely to live in rural areas. About 35 percent—or 15 million-- rural children aged 5 to 16 were out of school, compared with 20 percent –or 4.4 million--of urban children. This gap has remained constant over the past two decades.
- They tend to be older. More children are out after primary school. During the 2018/19 school year, 40 percent of secondary school-age children were out of school (40 compared to 25 percent of middle school-age children and 23 percent of primary school–age children).
- The number and share of out-of-school children drastically differs across provinces. About 53 percent of all out-of-school children live in Punjab and 23 percent in Sindh. That is almost 14 million. However, Balochistan and Sindh show the country's highest provincial rates of out-of-school children.

PUNJAB EDUCATION FOUNDATION AND PUBLIC-PRIVATE-PARTNERSHIPS (PPPs)

Investments on education can also be derived from the public-private partnerships, a lessons learned from the experience in Punjab. The Asian Development Bank described the evidence from the Punjab Education Foundation (PEF), that the marriage between public and private partnerships (PPPs) has been extremely successful due to the combination of private-sector efficiency and public-sector funding. The results show better learning outcomes, fewer school dropouts, less absenteeism among teachers, and reduced truancy among students. The implementation of the Foundation-Assisted Schools (FAS) facilitated the achievement of these results, enabled by the policy called PEF Act of 2004.⁵⁴

The Punjab Education Foundation (PEF) was established under the Punjab Education Foundation Act of 1991 as an autonomous statutory body to encourage and promote education on non-commercial/ non-profit basis. Since then, it has come a long way to arrange free quality education for the deserving children at their doorsteps. The Punjab Education Foundation has been restructured under the Punjab Education Foundation Act-XII of 2004 for the promotion of education, specially encouraging and supporting the efforts of the private sector in providing education to the poor, through public private partnership.⁵⁵

The PEF has eight (8) functions:

1. Provide financial assistance for the establishment, expansion, improvement, and management of educational institutions and allied projects.
2. Provide incentives to students, teachers, and Educational Institutions.
3. Promote public-private partnerships relating to education.
4. Provide technical assistance to Educational Institutions for testing policy interventions and innovative programmes for replication.
5. Rank private educational institutions based on educational standards.
6. Raise funds through donations, grants, contributions, subscriptions etc.
7. Assist Educational Institutions in capacity building, including training of teachers.
8. Undertake any other function as may be assigned to it by the Board with the approval of the Government.

The policy mandated the foundation to encourage the participation in the PPPs of everyone who has a stake in the educational system; to provide funds for the expansion, improvement, and better management of private schools in the interest of offering quality education to the poor; and to provide technical assistance to low-tuition private schools for the testing of innovative programs, with replication in mind.

Some of the components that yield the result of the PEF are the following:

- Introduction of the School Leadership Development Program (SLDP) for the principals and vice principals of FAS partner schools and non-partner schools which resulted in building the managerial capacity of more than 12,000 private school heads and deputy heads
- Offering graduates from the best universities a market-level salaries (higher than standard teachers rate) to teach to low-tuition private schools in urban and rural areas
- Provision of education vouchers (redeemable against tuition payments) to selected communities in urban slums to all household with children 5-13 years of age to send their children (boys and girls) to private schools of their own choice

An exemplary accomplishment of the PPP was that the students have on average scored higher in the Quality Assurance Test every year, with the proportion of students scoring over 90%—rising from about 1% to almost 18% in only 4 years. The program boast of the zero dropout rate at FAS partner schools considering that the overall dropout rate in Pakistan schools is 40% by Grade 4 and 77% by Grade 10. The operational costs was presented in the table 6 below:

Table 6 : Annual Budget of Punjab Educational Foundation, 2005-2009 (million Pakistan Rupees) based from the Punjab Education Foundation, Finance Department, 2009

Year	Development (a)	Non-development (b)	Total
2004	50	15	65
2005	50	15	65
2006	143	12	155
2007	342	13	355
2008	2,902	21	2,923
2009	3,076	24	3,100

- a. Development expenditure comprises the costs budgeted in the Annual Development Program (ADP) and allocated to the programs of the Punjab Education Foundation, excluding salaries, and contingency expenses.
- a. Non Development expenditure refers to staff salaries and miscellaneous or contingency expenses, including rent, logistics, daily travel allowance, stationery, furniture and fixtures, and others.

In terms of the 5DE, the PPP has provided a cushion to support households whose children are in dimensions 4 and 5, or those who are at risk of dropping out of primary and low secondary schools, while addressing the demand side of education which the examples from the conditional cash transfers did not intend to cover. When hurdles in primary education are overcome, children and young people will have a better chance to pursue higher levels of education.

Investments such as conditional cash transfers, public-private sector partnerships, and impact evaluation for these kinds of investments provide rich data on the economic returns brought about by improving access to education.

IN A NUTSHELL

The information provided in the situational analysis draws the reader's attention to vital statistics at the national and individual levels. Gleaned from vignettes of the FGDs and KIIs are the reasons for more than 30% of the school-age children not completing Grade 5. Girls, in particular, are disproportionately impacted by the practices of early marriage, child and forced labour to support the family, as well as by the digital divide and lack of access to skills and opportunities for their future.

The definition of OSY offered in this document emphasises that target populations are different, and their characteristics are unique with reference to the 5 dimensions of exclusions. Understanding who they are and from which households in the geographic areas leads to better targeting and implementation of programs.

On the demand side, the non-performance of teachers, low-market-level salaries and lack of training were the most common problems identified. Accessibility of schools, lack of appropriate infrastructures, and high cost of education were often described in various documents.

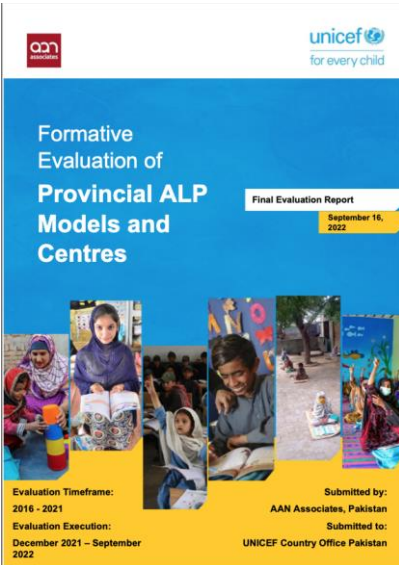
The presence of policies and sectoral plans guides the federal and provincial government, but investments that will keep the children in school and catch up with those who have fallen out of the educational system are the real game-changer. The stop-gap measure to address the learning crises requires massive resources (e.g. billions to build infrastructures and increase literacy rates) and solutions-oriented approaches. The recommended budget is 5.4% of the GDP, far from the actual spending of 2.5%.

Interventions for the OSY seem to provide an opportunity for convergence of programs – where the health, education, protection and social welfare sectors could work in synergy to address the outstanding issues and concerns presented in "IN NUMBERS". The research shows that returns to education are higher with higher levels of education, and investing in higher education and primary education boosts economic development in a country (Idrees & Khan, 2019).

Lastly, Pakistan has shown the world some good practices that directly and indirectly contribute to the war against poverty learning. Examples are provided in the subsequent pages, which form part of the recommendations reflected in the Strategy Roadmap.

Good Models on OSY Programming in Pakistan

GOOD MODELS ON OSY IN PAKISTAN



Box 2: UNICEF led ALPs for Out-of-School Children in Balochistan

In order to bring out of school children back into the classrooms, the Balochistan Education Sector Plan (BESP, 2013- 2018) has suggested alternate learning pathway program. UNICEF is funding and providing financial and technical support for this program under the umbrella of education department. This program will enroll dropped out or left out children, prepare them in three levels and stream them into regular schools. 202 Alternative Learning Pathway (ALPs) Centers were started in seven districts (i.e. Quetta, Zhobe, Sherani, Musakhail, Naseerabad, Jaffarabad and Lessbela). The children of these seven districts were enrolled in grade 1 of two semester's program.

A textbook was printed for grade 1 of two semesters. This textbook was developed from the condensed curriculum of grade I and II of regular schools. The curriculum experts of Directorate of Education, Bureau of Curriculum and Extension Center Balochistan framed a condensed curriculum of all subjects i.e. English, Urdu, Mathematics, General Science, Social Studies, General Knowledge and Islamic studies for the three grades of program by condensing five years program in to three academic years.

Overall results of ALP centers and student's performance was satisfactory; teachers were very hardworking and committed with their duties. The provincial government has decided to finance 160 Alternative Learning Pathway (ALP) centers to provide quality alternative education to over 8,000 children and adolescents across Balochistan. These centers will be established within three years by the United Nations Children's Fund (UNICEF) in collaboration with the Japan International Cooperation Agency (JICA), under the leadership of the Department of Secondary Education, government of Balochistan.

(Source: The Express Tribune, March 19, 2018).



Photo: FSC Online.Info

Box 3: Early Morning School

The Punjab government takes an excellent step for the school-going children. As per details, the Punjab government decided to introduce early morning schools' for out-of-school children across the province. Through this initiative, the school children will teach for three hours from 7:00 AM to 10:00 AM.

The early morning shift will allow students to acquire education while pursuing their jobs.

Source:<https://fsconline.info/punjab-govt-introduce-early-morning-schools-for-out-of-school-children/>

Box 4: Girls Community Schools

The Elementary & Secondary Education Foundation Govt. of Khyber Pakhtunkhwa (ESEF) establishes Girls Community Schools to serve "out-of-schools" children belonging to families lacking access to educational opportunities.

These schools are established in those areas where government is not providing schooling facility. Girls Community Schools are located in a room donated by community members. A teacher from community teaches and Village Education Committee manages the schools activities. They follow the primary school curriculum, and the government provides free textbooks and teaching resources, and pays teachers' honorarium.

The Elementary & Secondary Education Foundation establishes Girls Community Schools to serve "out-of-schools" children belonging to families lacking access to educational opportunities. These schools are established in those areas where government is not providing schooling facility.

Source:<http://esef.gkp.pk/schemes/gcs.ph>

Box 5: Education Support Scheme

Another initiative is the Education Support Scheme, a special initiative of the Government of Khyber Pakhtunkhwa with the objective of enrolling "out-of-school" children (OOSC) falling in the age bracket of 4-16. The scheme is for the areas where government is not providing schooling facility.

Government is not providing schooling facility in a radius of 2km in plain area and 1km in hilly area. Private Schools are at minimum distance of 1.5km from government school for plain area and 0.75km for hilly area (level and gender based).

Source:<http://esef.gkp.pk/schemes/ess.php>



Photo: Elementary & Secondary Education Foundation Govt. of Khyber Pakhtunkhwa (ESEF)



Photo: Elementary & Secondary Education Foundation Govt. of Khyber Pakhtunkhwa (ESEF)



Photo: FSC Online.Info



Photo: Mr. Murad Raas, the Provincial Minister of Punjab for School Education



Photo: DW/S. M. Baloch

Box 6: Transgender Schools

The government of Pakistan makes a significant initiative for the transgenders who are studying in government schools.

In 2018, Located in Lahore city in the Punjab province, the Gender Guardian School — Pakistan's first school for transgender people — recorded 25 enrolments on its opening day, and has been hailed by human rights activists, lawyers, teachers and students as an unprecedented initiative to **mainstream the marginalized community**. A project of the NGO Exploring Future Foundation (EFF), the school currently offers training in eight fields, including cooking, fashion designing and cosmetics, and plans to introduce formal education soon.

Transgenders are being taught under the supervision of expert teachers. In addition to the stipend, free education, textbooks, and food are being given to transgenders. Scholarship money starts immediately after the registration of transgenders.

In a 2023, the Education Authority Lahore made a fruitful decision to provide a monthly stipend of 10,000 rupees for transgenders. Those transgenders registered in the school will get a monthly stipend of 10 thousand rupees, 5 thousand rupees stipend, and 5 thousand rupees will be given as transportation charges. The students will have to maintain 80% attendance to obtain the stipend.

Source: <https://www.dw.com/en/pakistans-first-school-for-transgender-students-opens/a-43499374>

Source :<https://fsconline.info/govt-announced-10000-monthly-stipend-for-transgender-students>



Photo: Grassroots Association for Community Empowerment (GRACE)

Box 7: GRACE: The GRassroots Association for Community Empowerment

The GRACE initiated a project in collaboration partnership with the Global Fund for Children (GFC) after conducting a random survey of 100 families in 2017. That survey helped identify economically the most vulnerable families and school dropped out/ out of school and street children. Almost 93.4% of the families surveyed found most economically vulnerable as none of the family member is employed on a regular job. Most of them eke out living by joining daily wage labour. Over 200 children found schools dropped out, out of school and street children.

GRACE-GFC endeavors for those children and at the outset 123 children enrolled in existing community run or public schools in Bari Imam and Alipur Islamabad. As an incentive GRACE has devised a tuition fee package of Rs.500/- per child for six months which is paid to the school. GRACE project also provides school books, stationery and uniform on need basis for the enrolled children. GRACE also conducts a series of meetings with parents and organizes teachers training for improving the school teaching and learning environment and conducts motivational and awareness sessions for parents to improve children's daily routines, foods, hygiene habits and behavior. GRACE signs a memorandum of understanding with them to ensuring continued education for the child beyond GRACE support.

This model is yielding promising results. The partner schools, teachers and parents report that children's overall school performance is rising. They are eager to attend the school regularly and therefore their attendance is improving. Teachers' reports and the annual assessments show that teachers training helped improve students learning outcomes. GRACE is making efforts to replicate and expand this project to more villages in Islamabad, Rawalpindi and in Baltistan.

Source:<https://grace.org.pk/portfolio/out-of-school-children-education-program/>



Photo: 2015 Hundreds of Original Projects for Employment (HOPE 87)

Box 8: Access for Out-of School Children to Education and Safe Schools in Pakistan (AcCESS)

The principal objective is to enable children's access to quality education in ongoing emergencies, other situations of violence and early recovery phases. Project specific objective shall be to enable children's access to quality education in complex emergencies in Pakistan at pre-primary, primary and lower secondary levels. The project demonstrated the following changes: expanded access for over 164,495 children (50% girls) currently out of school or at risk of dropping out to a flexible range of learning opportunities including 17,968 Afghan children; higher transition rates at stages with high drop-out rates; over 1,620 better quality learning environments; flexible and adaptive modalities for continuity of learning; improved learning outcomes in early grades literacy and numeracy and awareness to prevent and control COVID-19 for 164,495 children (50% girls); increased number, effectiveness and psychosocial support through 13,893 teachers; more than 16,650 members of school management committees promoting girls education, social emotional learning and working to address school safety, strengthened capacity of 50 government staff for public health emergency, school disaster management and education in emergencies; over 1,500 more engaged communities pursuing local solutions for girls' education; and proven models for systemic uptake of best practices with methods validated to support the sustainability and expansion of these models beyond the project. Wider transformative impacts expected were: children as change agents of wider community awareness for prevention of COVID-19, healthier families; improved social/economic status especially for girls; addressing protection and safety concerns for children and education personnel, increased female participation in local governance and community decision-making, as well as creates future female education leaders and managers; and a generation of parents and communities committed to the education of girls.

Region: Districts Swat, Peshawar, DI Khan, Bannu, Mohmand, Khyber, Bajaur, Orakzai, Haripur, Lakki Marwat, Kurram, North Waziristan, South Waziristan, Khyber Pakhtunkhwa (KP)

Project Duration: Monday, April 1, 2019 to Friday, March 31, 2023

Donor(s): European Civil Protection and Humanitarian Aid Operations (ECHO), Austrian Development Cooperation (ADC), National Commission for Human Development (NCHD, Elementary & Secondary Education Foundation (ESEF), Merged Areas Education Foundation (MaEF)

Source: <https://www.hope87.org/content/access-out-school-children-education-and-safe-schools-pakistan-access>



Photo:UNFPA APRO

Box 9: UNFPA Cash and Voucher Assistance in Asia and the Pacific 2023

Putting choice in the hands of women and girls: scaling up and consolidating safe high-quality cash and voucher assistance. The global volume of humanitarian Cash and Voucher Assistance (CVA) has increased for the sixth consecutive year and represents 1/5 of all humanitarian aid. In line with its organizational commitments, UNFPA continues to scale up the use of CVA in its programming to multiply the impact for women, girls and other individuals from key populations we serve.

CVA is used across anticipatory action projects, sudden-onset emergency responses, and in nexus programming CVA is integrated in Gender-Based Violence (GBV) prevention and response and Sexual and Reproductive Health (SRH) programming, including family planning and provision of menstrual health and dignity items, to support women, girls and key populations (people living with HIV, sex workers, etc). CVA is delivered through mobile and bank transfers, directly in hands or through vouchers using blockchain technology. The conditional CVA is tied to ante and postnatal care visits as well as facility based deliveries for pregnant women, and access to education, treatment and counseling for people living with HIV. Most of the UNFPA Country Offices are doing it such as UNFPA Pakistan

People-centered approach CVA can provide crucial support in a more flexible, tailored and discreet way than other types of assistance. Pregnant women, people living with HIV, youth and adolescents with specific needs, women and girls survivors or at risk of GBV, sex workers, LGBTQI+ and other key populations that UNFPA serves decide how to use the cash transfers, in a truly people-centered way.

Dignity of choice By offering more choice, CVA is not only more inclusive than other forms of support but can also contribute to women and girls' empowerment, positively impacting gender dynamics.

Cost-efficiency CVA can be a useful tool to ensure more efficient use of limited resources as it can be less costly than procuring in-kind goods.

Across the Nexus CVA can contribute to bridging humanitarian and development programming, naturally linking to more sustainable exit strategies like governments' social protection cash transfer programmes.

Source: <https://asiapacific.unfpa.org/en/publications/unfpa-cash-and-voucher-assistance-asia-and-pacific-2023?page=1>

UNFPA Pakistan CVA: <https://pakistan.unfpa.org/en/news/whisper-change-women-through-conditional-cash-voucher-scheme>

Good Models on OSY Programming in other countries

GOOD MODELS ON OSY IN OTHER COUNTRIES



Photo: DSWD Logo

Box 10: Pag-asa (Hope) for Youth Association (PYAP)

Pag-asa Youth Association of the Philippines Inc. with Sec. Registration No.01328 approved last April 12, 1996 was 1st incorporated on July 29, 1974 under the name of Pag-asa Youth Association of the Philippines Inc. as an affiliated organization of Department of Social Welfare and Development (DSWD) which had a network up to barangay level and then. This organization is organized in area where there is a high incidence of OSY where it aims to give youth a total development in all aspects such physically, spiritually, psychologically, economically, cultural and social development. Members of the organization are ranging from 15-24 years old. In School Youth can also join the group but only Out of School Youth can be elected as officers. PYAP was federated from municipal, city, provincial and at the regional levels.

1. *Economic Productivity.* Through Sulong Dunong the economically disadvantaged youth are provided access to : a.) formal, vocational or technical skills training that will qualify them open employment or self-employment to enable them to venture in livelihood projects/ activities; and b.) collateral-free and interest capital loans (Self-employment Assistance or SEA-Kaunlaran Pang Kabataan).

Pre-employment Services. Youth groups interested in open or self-employment are required to attend the pre-employment and business management seminar which aims to build the employment marketability of the business-oriented youth.

2. *Personality Enhancement and Positive Lifestyle Promotion.* The youth are in transition from childhood to adulthood. Acquisition of knowledge, skills, positive attitudes and values are critical at this period. Hence the PYA members undergo training in the following capability-building activities.

PAFLO (Population awareness and family Life Orientation)- The youth are oriented on the concepts of population dynamics, human growth and development, family life, responsible parenthood, life-planning and decision-making.

Socio-cultural, Spiritual and Physical Development. The youth are encourage to initiate or participate in indigenous community activities which promote socio-cultural, spiritual and physical development which are organized by the youth association in coordination with other groups. These activities include Youth/Recreational Camps, Community Scouting, Flores de Mayo, Sta. Cruzan, Way of the Cross, Block Rosary, Sportsfest, ati-atihan/Sinulog, Fluvial Parade, Bible Study, Youth Encounter, etc., Interest groups like Choir, Musical, Band, Cultural Dance Groups, and Community Theater Group may also be organized to develop/ utilize talents for community entertainment, education and advocacy.

3. *Leadership Training and Social Responsibility.* To optimize the leadership potentials of PYAP officers, they are given basic training in:

- Peer Counseling which promotes positive lifestyle;
- Project Management;
- Disaster Preparedness and Management.

Source: https://www.facebook.com/PYAP.DSWD/about_details

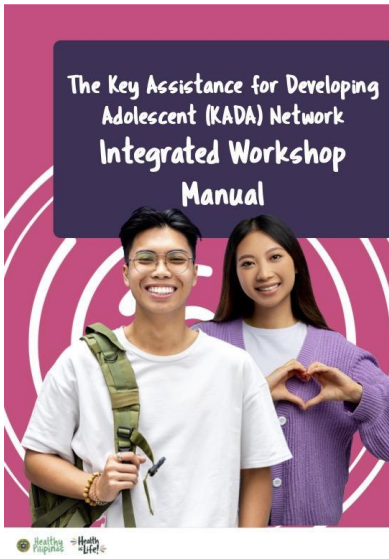


Photo: Department of Health, Philippines

Box 11: Key Assistance for Developing Adolescents (KADA) or referral network

The Department of Health in the Philippines through the Health Promotion Program developed the Key Assistance for Developing Adolescents Network (KADA Network) for use of the government and non-government offices, facilities, and service providers who acknowledge the unique challenges that adolescents face today and aspire to deliver decentralized, holistic support to children and young people. Network members are dedicated to ensuring that adolescents are supported in the transition from childhood to adulthood, and that they can access key information and services they need to exercise their rights and their capacities in a responsible and guided way.

The KADA Network is comprised of the local Health, Population, and Social Welfare and Development Offices, the local Department of Education, the Women and Children Protection Desk, the Local Youth Development Office, the youth councils, and other public and private facilities, companies, civil society organizations (CSOs), development partners, and youth organizations. The key components of the KADA Network are the following:

1. Governance
 - a. Setting up the Key Assistance for Developing Adolescents (KADA) Network with a multisectoral local government team to work towards the holistic and healthy development of adolescents by fostering a health-promoting and enabling community and environment; and,
 - b. Ensuring the meaningful involvement of adolescents in the KADA Network and other governance processes on their issues and concerns through volunteer programs and involvement in planning, implementation, and monitoring and evaluation.
2. Accessible Service Delivery
 - a. Ensuring the availability of KADA Centers in every barangay, wherever adolescents are;
 - b. Ensuring that SRH information and services are adolescent-friendly and age-appropriate in delivery; and,
 - c. Applying a 'No Wrong Door' policy to ensure smooth and hassle-free referral and coordination among various government agencies to respond to whatever concerns and issues adolescents have.
3. Social Behavior Change
 - a. Providing community frontliners with clear and accurate sexual and reproductive health information;
 - b. Building community frontliners' and key community members' communication skills and confidence in conversing with adolescents;
 - c. Promoting positive attitudes and behaviors in discussing adolescent sexual and reproductive health topics with adolescents and their communities; and,
 - d. Fostering community participation toward empowering and guiding adolescents to make responsible and appropriate sexual and reproductive health choices.

Source: <https://adapt.ph/pa-6-key-assistance-for-developing-adolescents-kada-network/>



Photo: Opportunity 2.0 EDC Facebook Page

Box 12: Opportunity 2.0

Opportunity 2.0, a program by the United States Agency for International Development (USAID), supports systems in the Philippines to provide second-chance education to 180,000 out-of-school youth across 15 cities that lead to their successful employment and livelihoods.

In the Philippines, as many as 3 million youth aged 16–24 are not in school, are not gainfully employed, and have not finished college or postsecondary education. While the Philippine government has invested in education and technical skills training for these out-of-school youth (OSY), many are unable to take full advantage of these programs.

Funded by USAID, Opportunity 2.0 works with the Philippine government to assist these youth in addressing barriers to lifelong learning and professional success. This systems approach program will provide work-based learning, entrepreneurship opportunities, and training that is relevant and responsive.

Through the Opportunity 2.0, the Youth Development Alliance (YDA) are created to fully operate. USAID helped set up YDAs in cities across the Philippines to provide opportunities for OSY, including work and business readiness training, on-the-job training, youth leadership and empowerment seminars, and entrepreneurial support. Since 2020, YDAs have been instrumental in guiding 30,000 OSY to obtain better jobs, open businesses, or acquire higher level education.

Source: <https://www.edc.org/opportunity-20>



Photo: Generation Unlimited

Box 13: Passport to Earning

Passport to Earning (P2E) is a digital platform that will provide young people aged 15–24 years with free, world-class and job-relevant skills training and position them for employment opportunities. P2E is built on the Microsoft Community Training platform and offers digitized content provided by a range of public and private sector partners.

In its initial three-year phase, the platform aims to skill 10 million young people and help 10,000 young people gain decent employment – targeting at least 50 per cent young women in both cases. This phase will extend to 15 countries in the Global South, including Bangladesh, Brazil, India, Niger and Nigeria.

Accenture, Dubai Cares, Microsoft and UNICEF have partnered in support of GenU to launch the platform. As a YuWaah (GenU India) innovation, P2E is being piloted in India, in partnership with the Central Board of Secondary Education. P2E will be fully activated in 2022.

P2E will help bridge the learning to earning issues that millions of young people face today. As well as provide skills development and certification for employment and entrepreneurship, the platform will connect young people with coaching, mentoring and apprenticeships.

How it works

The P2E mission is to maximize impact with young people, focusing on the most disadvantaged, by:

- building government capacity to provide sustainable skilling and employment pathways in the digital economy
- enabling access to a job-relevant skilling platform, state-of-the-art curriculum and certifications, and – ultimately – jobs.

Young people will complete their skills development training and then receive certifications and future opportunities, including employment and livelihood opportunities. These will be provided through a range of activities with partners based on local employment environment.

As the P2E platform is customizable, it offers opportunities for local ownership and adaptation of content across countries.

Source: <https://www.generationunlimited.org/passport-earning>



Photo: Participants in the USAID-funded APTE-Senegal program.

Box 14: EDC APTE - Senegal

The *Projet de l'amélioration des performances de travail et d'entreprenariat* (APTE-Senegal) targets technical and vocational education and training (TVET) schools and lower secondary schools in seven regions to offer work readiness and entrepreneurship services for students as well as professional development for teachers and administrators. APTE partners closely with the central-level Ministry of Education and the Ministry of Technical and Vocational Education and Training to ensure quality programming and that activities are imbedded within the school system.

APTE-Senegal focuses on improving young people's workforce skills through the following activities:

- Build capacity of key local partners—public, private and civil society institutions—to offer and support sustainable and market driven employability and school-to-work transition programming
- Incorporate a transferable skills curriculum and entrepreneurship skills program within Senegal's lower secondary schools
- Implement work readiness curriculum and school-to-work transition program in TVET schools
- Create linkages between youth, schools, and the private sector through school-to-work transition support, including job placement and internships
- *Learn more by reading "[How APTE is Bridging School-to-Work Transition for Youths in Senegal](#)"*

Source: <https://www.edc.org/apte-senegal>



Photo: EDC Website

Box 15: USAID Huguka Dukore Akazi Kanoze - Rwanda

While Rwanda is on track to achieve its goals of economic growth, education for young adults is lagging behind. With many unable to complete middle school, young adults aged 16–30 need training in work readiness and employability skills so they can find work in the local job market.

- USAID Huguka Dukore Akazi Kanoze will provide learning and internship opportunities; entrepreneurship training and coaching; and access to financing, family planning, and reproductive information. The project promotes gender equality, social inclusion for youth with disabilities, and holistic health programming. It builds upon workforce development strategies successfully implemented by EDC under the USAID Akazi Kanoze and the Mastercard Foundation Akazi Kanoze 2 activities.

USAID Huguka Dukore Akazi Kanoze focuses on improving young people’s work readiness skills and employment opportunities through the following activities:

- Assessing and sharing data on employment opportunities
- Building capacity of local organizations to deliver employment skills preparation and job intermediation services
- Training youth in relevant job skills for work and self-employment
- Growing the Akazi Kanoze network of local youth-serving organizations and employment resources

Source: <https://www.edc.org/huguka-dukore>



Photo: Learning Beyond the Classroom
UNFPA Headquarters

Box 16: Resources for Digital LSBE or CSE Delivery or Planning from different countries and organizations

- Framework for Planning, Developing, and Implementing Youth-Oriented Digital Health Interventions (WHO, with UNFPA, UNICEF and UNESCO – forthcoming)

Source: <https://digitalprinciples.org/>

- 'The mHealth planning guide: key considerations for integrating mobile technology into health programmes' (K4Health, 2014) and 'mHealth basics: introduction to mobile technology for health' (Global Health Learning Centre, 2013)

Source: <https://www.globalhealthlearning.org/course/mhealth>

- The MAPS Toolkit: mHealth Assessment and Planning for Scale (WHO, 2013)

Source: <https://www.who.int/reproductivehealth/topics/mhealth/maps-toolkit/en/>

- mHealth Design Toolkit: Ten Principles to Launch, Develop and Scale Mobile Health Services in Emerging Markets (GSMA, n.d.)

Source: <https://www.gsma.com/mobilefordevelopment/mhealth/mhealth-design-toolkit/>

- Guidelines for an Effective Design of Serious Games (Researchgate, 2014)

Source: https://www.researchgate.net/publication/286244330_Guidelines_for_an_effective_design_of_serious_games

- Sex Education in the Digital Era (Institute of Development Studies, 2014)

Source: <https://bulletin.ids.ac.uk/index.php/idsbo/issue/view/223>

- Switched on: sexuality education in the digital space (UNESCO, 2020)

Source: <https://unesdoc.unesco.org/ark:/48223/pf0000372784>

Source: https://www.unfpa.org/sites/default/files/resource-pdf/Learning_Beyond_the_Classroom.pdf

Country Case Studies on UNFPA Global Programme on Out of School Comprehensive Sexuality Education (CSE)

COUNTRY CASE STUDIES ON UNFPA GLOBAL PROGRAMME ON OUT-OF-SCHOOL CSE

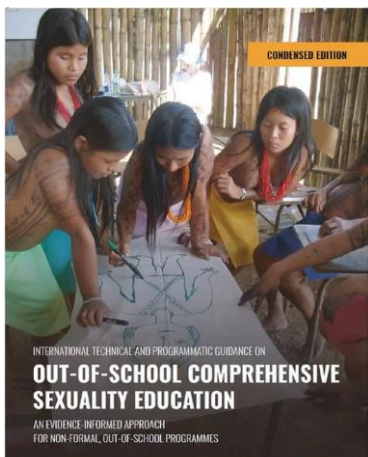


Photo: UNFPA HQ

Box 17: International Technical and Programmatic Guidance on Out-of-School Comprehensive Sexuality Education (ITGSE on OSY)

The ITGSE on OSY is an evidence-informed approach for non-formal, out-of-school CSE programmes that aims to reach young people from left-behind populations. The United Nations Population Fund (UNFPA), with collaborating partners from the World Health Organization (WHO), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF) and the Secretariat of the Joint United Nations Programme on HIV and AIDS (UNAIDS), have developed this guidance to build upon and complement the UN International Technical Guidance on Sexuality Education (ITGSE). It offers more in-depth programmatic guidance on how to develop CSE programmes that are appropriate and safe for different groups of children and young people, especially those who are unlikely to be addressed in CSE programmes for children and young people generally.

It aims to:

- Provide a clear definition and overview of out-of-school CSE;
- Promote an understanding of the need for out-of-school CSE by raising awareness of the sexuality, health and rights issues and concerns that impact children and young people, including specific groups of children and young people who may not be addressed in school;
- Deliver guidance on how to plan, develop and implement out-of-school CSE programmes that meet the needs of specific groups of children and young people: curricula and teaching and learning materials that are evidence based, culturally responsive, age- and developmentally appropriate, and trauma-informed.
- Provide recommendations for engaging peer educators, involving parents and guardians, and using technology

Source: <https://www.unfpa.org/featured-publication/international-technical-and-programmatic-guidance-out-school-comprehensive>

Box 18: Out-of-School Comprehensive Sexuality Education in Other Countries

- **Ghana: UNFPA'S Multicountry Programme on Out-of-School Reproductive Health Education: Country Cases**

Involving the Ghana Prison Service and other key stakeholders through the civil society organization Hope for Future Generations, the out-of-school CSE initiative is reaching out to young people in detention at the Senior Correctional Facility. This effort was facilitated through a series of meetings with representatives of the Ghana Central Prison Service to introduce the concept and need for out-of-school programming. They eventually approved in-house delivery of the material. The process has strengthened partnerships with stakeholders working with young people in detention.

- **Iran: UNFPA'S Multicountry Programme on Out-of-School Reproductive Health Education: Country Cases**

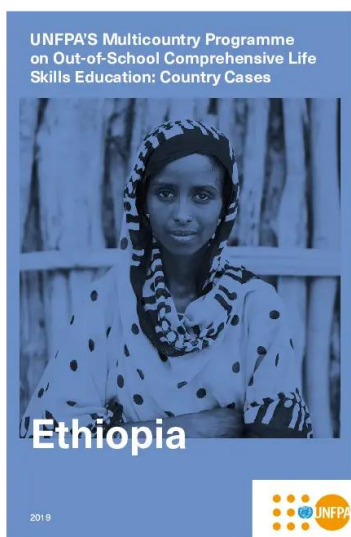
“Sexual and Reproductive Health” and “Relationships” Adapting key concepts of the International Technical Guidance on Sexuality Education With technical assistance from UNFPA, the Iranian Centre for Communicable Diseases Control adapted two modules based on the International Technical Guidance on Sexuality Education (ITGSE), “Sexual and Reproductive Health” and “Relationships”. The modules were developed in a participatory manner by national and international experts, with inputs from adolescents and young people, and the staff of the Adolescent Well-being Centres. This provided an opportunity to build reproductive health education capacities of national experts and Center for Communicable Diseases Control staff.

- **Colombia: UNFPA'S Multicountry Programme on Out-of-School Reproductive Health Education: Country Cases**

The national work plan and draft curriculum on out-of-school CSE were developed in the first phase of implementation. This included a proposal that systematically integrates the intervention levels derived from a logical framework based on the International Technical Guidance on Comprehensive Sexuality Education, which addresses both school and more informal settings. They have reached adolescents, aged 10-17, young migrants, and young Colombians who live in or near migrant communities.

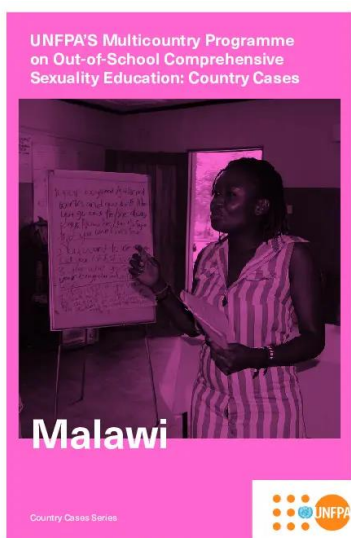
Source: <https://www.unfpa.org/featured-publication/international-technical-and-programmatic-guidance-out-school-comprehensive>





- **Ethiopia: UNFPA'S Multicountry Programme on Out-of-School Reproductive Health Education: Country Cases**

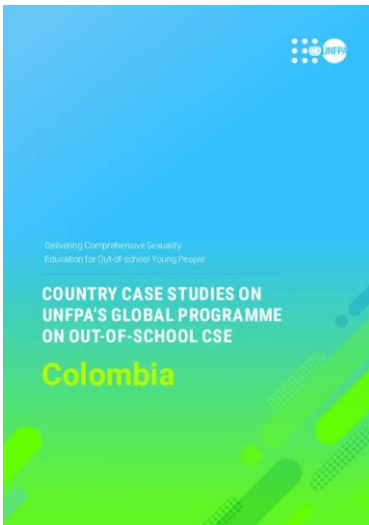
Adapting a manual for peer-to-peer interventions for young people selling sex UNFPA supported the revision of the peer-to-peer manual used for people selling sex. National partners have adopted it as a guiding document. The project created a no-cost phone platform where adolescents and youth with disabilities can access sexual and reproductive health and other relevant information. Called “Minch” (meaning “Source”), it is an interactive voice response telephone platform designed to connect persons with disabilities and others to disability-related information in English or Amharic. Users can access the platform by calling a toll-free four-digit number, through a landline or basic mobile phone without Internet. The service provides information related to sexual and reproductive health matters, as well as information regarding employment and mental health services.



- **Malawi: UNFPA'S Multicountry Programme on Out-of-School Reproductive Health Education: Country Cases**

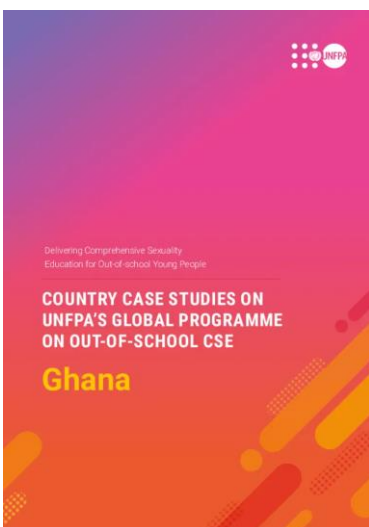
Training young people to deliver Within the out-of-school CSE programme, the iCAN package of CSE for HIV-positive young people was deployed to address the challenges of that group. A training session on delivering the iCAN Package involved representatives from Y+ Network, MANASO (Malawi Network of AIDS Service Organisations), the National AIDS Commission, MANET+ (Malawi Network of People Living with HIV and AIDS), district youth officers and youth-friendly health services coordinators from six UNFPA focused districts. So far, a total of 164 young people have been trained on the iCAN package; 165 youth leaders were oriented on the out-of-school CSE programme. The trained youth leaders on the iCAN package have gone a step further to advocate for SRHR issues in their communities among their peers and gatekeepers. A total number of 1,173 youth living with HIV and those with disability have been reached. This has increased their confidence to access SRHR services and are participating in CSE sessions. The program further supported review meetings with gate keeps on the involvement of youth with disability in planning and development. This has seen an increase in leadership positions held by youth with disabilities in youth networks both at district and national levels with two out of six district network secretaries being youth with disability.

Source: <https://www.unfpa.org/featured-publication/international-technical-and-programmatic-guidance-out-school-comprehensive>



- **Colombia: Country case studies on out-of-school comprehensive sexuality education**

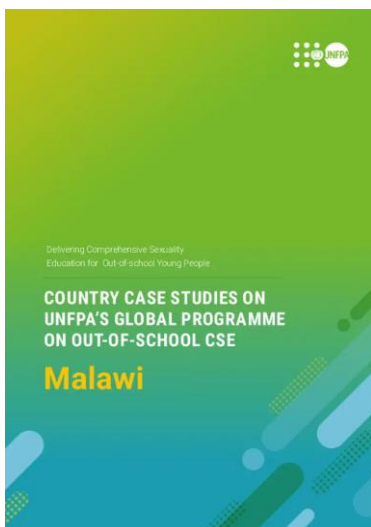
Once the course had been digitized and embedded in the website www.eiscolombia.org, a pilot was carried out with 19 colleagues from UNFPA Colombia and the national government. Thereafter, the first cohort was implemented with a team of 10 facilitators who went on to implement the out-of-school CSE project with adolescents and young migrants from Venezuela. From 2020 to 2022, seven more cohorts were developed, comprising educational agents (social workers, psychologists, sociologists etc.) who provide out-of-school CSE, community leaders, school teachers and young people. The latter group includes Venezuelan migrants, Colombians and young leaders who want to provide CSE to young people in rural areas, young people with disabilities or young LGBTQ+ people. Adjustments were made to the virtual group meetings so that they were relevant to each type of participant. In total, 404 CSE facilitators have strengthened their capacities through the course. An online evaluation found near-unanimous satisfaction with the quality of materials and meetings, clarity instructions, and the relevance and utility of the course. .



- **Ghana: Country case studies on out-of-school comprehensive sexuality education**

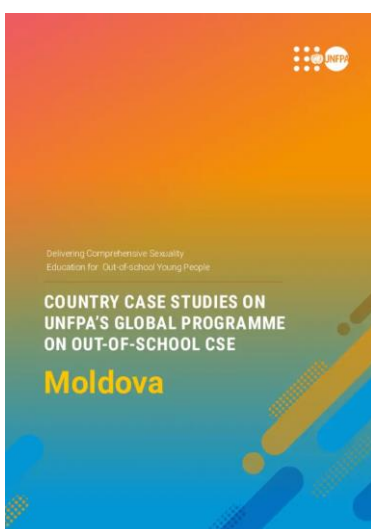
The programme's successes have only been possible because of the engagement and level of support of parents. By building trust between the parents and the programme, HFFG has broken the practice of uninformed parents keeping their HIV-positive children indoors all the time and not allowing them to be involved in any social activities. Through the intervention and engagement sessions, parents have developed the confidence to allow their children to have a social life and interact with others. This helps address self stigma and enables the young people to develop their social skills. They also benefit from their support groups by meeting other young people living with HIV, sharing experiences, motivating one another and building positive living habits. Another important success of the programme has been the strengthening of Youth Health Advocates Ghana (YHAG), a youth-led support group for children and young people living with HIV. YHAG is now registered as a Ghanaian NGO. It organizes outdoor activities for members, supports their adherence to ART, and boosts their confidence in dealing with stigma. Many of its members serve as peer facilitators in the out-of-school programme. With parental support and the education that they have received from the programme, many of the young people living with HIV have become youth education volunteers with the national Global Fund programme, playing various roles to support the programme, including at ART units..

Source: <https://www.unfpa.org/featured-publication/international-technical-and-programmatic-guidance-out-school-comprehensive>



- **Malawi: Country case studies on out-of-school comprehensive sexuality education**

Catherine's leadership and outreach has changed the lives of many of the young people she has talked to about CSE, climate change and sustainable livelihoods. The culture of silence around sexuality and gender-based violence is gradually dying as girls and parents are able to talk about sexuality issues, and incidents of gender-based violence are being reported to the authorities. Catherine has been able to train and convince a total of 20 girls who had dropped out of school to return to school. Two of these girls have gone on to university, and one now works as a nurse and the other as an accountant. Other girls in the area are economically empowered and able to pay for their own school fees and help their families. Young people from marginalized communities are taking up leadership positions in youth network groups. For example, a young person living with HIV is chairperson of the youth network group. A young person with a disability is a secretary in another youth group, and another has gone on to further education and is now in his second year of teacher training

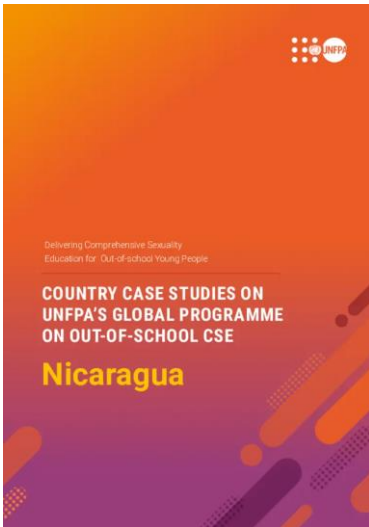


- **Moldova: Country case studies on out-of-school comprehensive sexuality education**

More than 5,000 young male and female refugees received CSE with UNFPA support in 2022. The Safe Spaces established by UNFPA have been successful in providing a safe and nurturing environment, addressing their specific needs and providing them with the necessary support and resources. These services include:

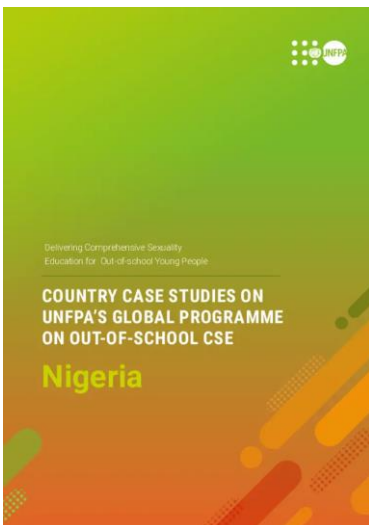
- Access to age-appropriate information and knowledge on hygiene, mental health, non-violent relationships, sexuality, gender-based violence prevention, sexual abuse, trafficking and other risks
- Access to reproductive health commodities, contraceptives and menstrual health products
- Access to safe and non-stigmatized counselling and referral services for gender-based violence
- Youth-designed activities, building social networks, and adolescent peer education activities
- Connection with youth-friendly health clinics and youth centres supported by UNFPA
- Additionally, the Safe Spaces promote a culture of peace and social cohesion by integrating youth refugees into the communities and fostering intercultural dialogue between Moldovan and Ukrainian young people

Source: <https://www.unfpa.org/featured-publication/international-technical-and-programmatic-guidance-out-school-comprehensive>



- **Nicaragua: Country case studies on out-of-school comprehensive sexuality education**

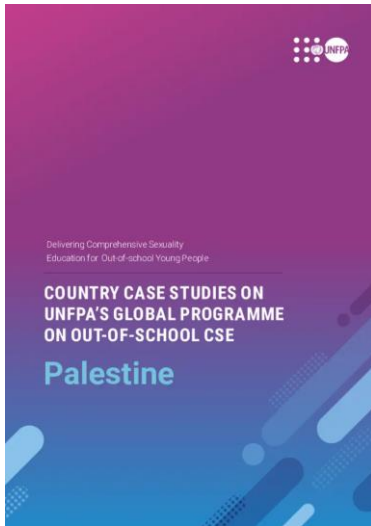
The strategy has now been disseminated nationwide, beyond the eight prioritized departments. The second stage of the process has been completed, with officials and adolescent facilitators trained, and some areas have begun the third stage, working with peers. One of the strengths of this strategy is the political will of the government for its implementation. This is explicit in the National Plan for the Fight against Poverty and for Human Development 2022- 2026, as a strategy to promote the prevention of gender based violence, and to foster relationships based on equity, non-discrimination, respect, equality and responsible sexuality.



- **Nigeria: Country case studies on out-of-school comprehensive sexuality education**

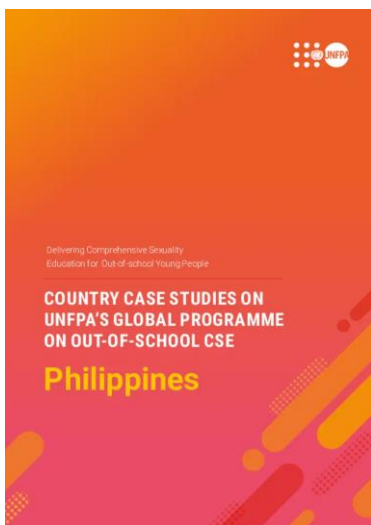
The first phase led to ownership and commitment by the State Youth Parliament, the Ministries of Youth and Women Affairs, and the Vocational and Technical Board, and to legislative approval for the integration of CSE in non-formal educational settings. The second phase resulted in a CSE policy brief and roadmap. The third and fourth phases led to the completion of the nine-month CSE curriculum with eight modules and an instructor's manual with 28 topics, which were printed and disseminated. Finally, evaluation tools were printed, including questionnaires and a checklist to assess the increase in students' knowledge on life skills and sexual and reproductive health, and their uptake of related services. Since inception, almost 8,000 out-of-school adolescents and young people aged 15-35 years have gone through the programme, around three-quarters of whom were female and one-quarter male.

Source: <https://www.unfpa.org/featured-publication/international-technical-and-programmatic-guidance-out-school-comprehensive>



- **Palestine: Country case studies on out-of-school comprehensive sexuality education**

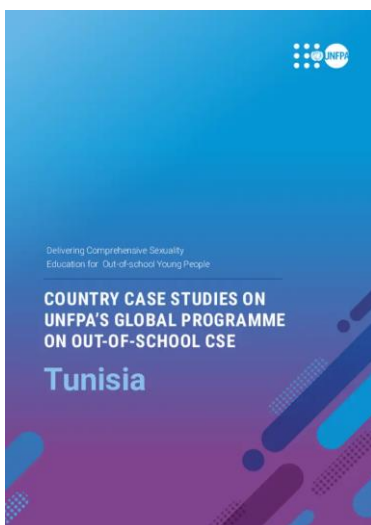
Several challenges have been faced. Despite the Palestinian government's commitment to incorporate CSE into all schools by 2030, it has not prioritized financing CSE or enacting relevant policies. In addition, in recent years Palestine has seen a growing conservative movement and increased opposition to gender equality and CSE. Some religious groups and community leaders have formed a coalition called "The Popular Movement Against CEDAW", which has organized social-media campaigns and visits to the Ministry of Education and schools to stop education on gender equality and sexuality. This opposition has made it more challenging to implement CSE programmes. Meanwhile, many educators and parents still lack the information and skills to provide CSE. Finally, adolescent health has not been well integrated into the health system, despite the existence of a specialized protocol and unit in the Ministry of Health. Ongoing support is needed to develop health-care practitioners' capacities to provide gender- and age-appropriate information and services on sexual and reproductive health, and to increase demand for these.



- **Philippines: Country case studies on out-of-school comprehensive sexuality education**

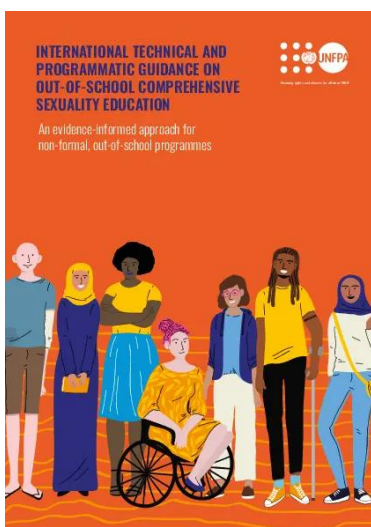
In 2021, ZOTO contacted 50 sexually exploited adolescent girls who were engaged in transactional sex to participate in the Learning Group Sessions. A total of 16 online sessions took place. In 2022, a further 60 adolescent girls, including 22 transgender adolescents, participated in 10 in-person Learning Group Sessions. These took place twice a week over a period of five weeks. Three adolescent girls who had participated in the 2021 learning sessions were trained to become facilitators for the 2022 implementation of the project. Once again, cash assistance was provided as an incentive to participate in the learning sessions and to access STI and HIV services. Partnership with local government officials has been an essential component of implementation, and ZOTO has formalized these partnerships with a Memorandum of Understanding with each of the participating barangays. In each barangay, officials ensure that the participating adolescents have access to health, education and protection services. Each barangay designates a focal person from the local government to support the project by coordinating activities, participating in meetings, and helping to strategize on project implementation. With two years' experience, UNFPA Philippines has developed a model for reaching vulnerable adolescents and empowering them with knowledge and skills to make informed choices and have better health outcomes.

Source: <https://www.unfpa.org/featured-publication/international-technical-and-programmatic-guidance-out-school-comprehensive>



- **Tunisia: Country case studies on out-of-school comprehensive sexuality education**

Aligning the integration timelines for in-school and out-of school CSE enabled the technical committee to develop harmonized and complementary tools, in order to reach a large group of youth while tailoring the out-of-school programme to those from the most disadvantaged groups. By mainstreaming CSE across many subjects, the committee ensured its comprehensiveness. Synchronizing in-school and out-of-school CSE also made it possible to address all modules covered by international guidance documents, since if a module is not integrated or widely supported in the school curriculum, it can be addressed through the out-of-school programme. Despite opposition and challenges, the programme, both in-school and out-of-school, has acquired high-level national endorsement and is now anchored in the curriculum, giving partners a rare opportunity to make significant advances in the provision of CSE.



- **International Technical and Programmatic Guidance on Out-of-School Comprehensive Sexuality Education Brochure**

This guidance is intended to assist anyone designing and/or implementing CSE in out-of-school settings, especially in low- and middle-income countries. This includes international and national civil-society organizations, community-based organizations, government departments, UN agencies, health authorities, non-formal education authorities and youth development authorities. It is also intended for anyone else involved in the design, delivery and evaluation of sexuality education programmes out of school, especially those working with the specific groups of young people addressed in the guidance.

Source: <https://www.unfpa.org/featured-publication/international-technical-and-programmatic-guidance-out-school-comprehensive>

LSBE for OSY Theory of Change

LSBE for OSY Theory of Change - A systematic approach

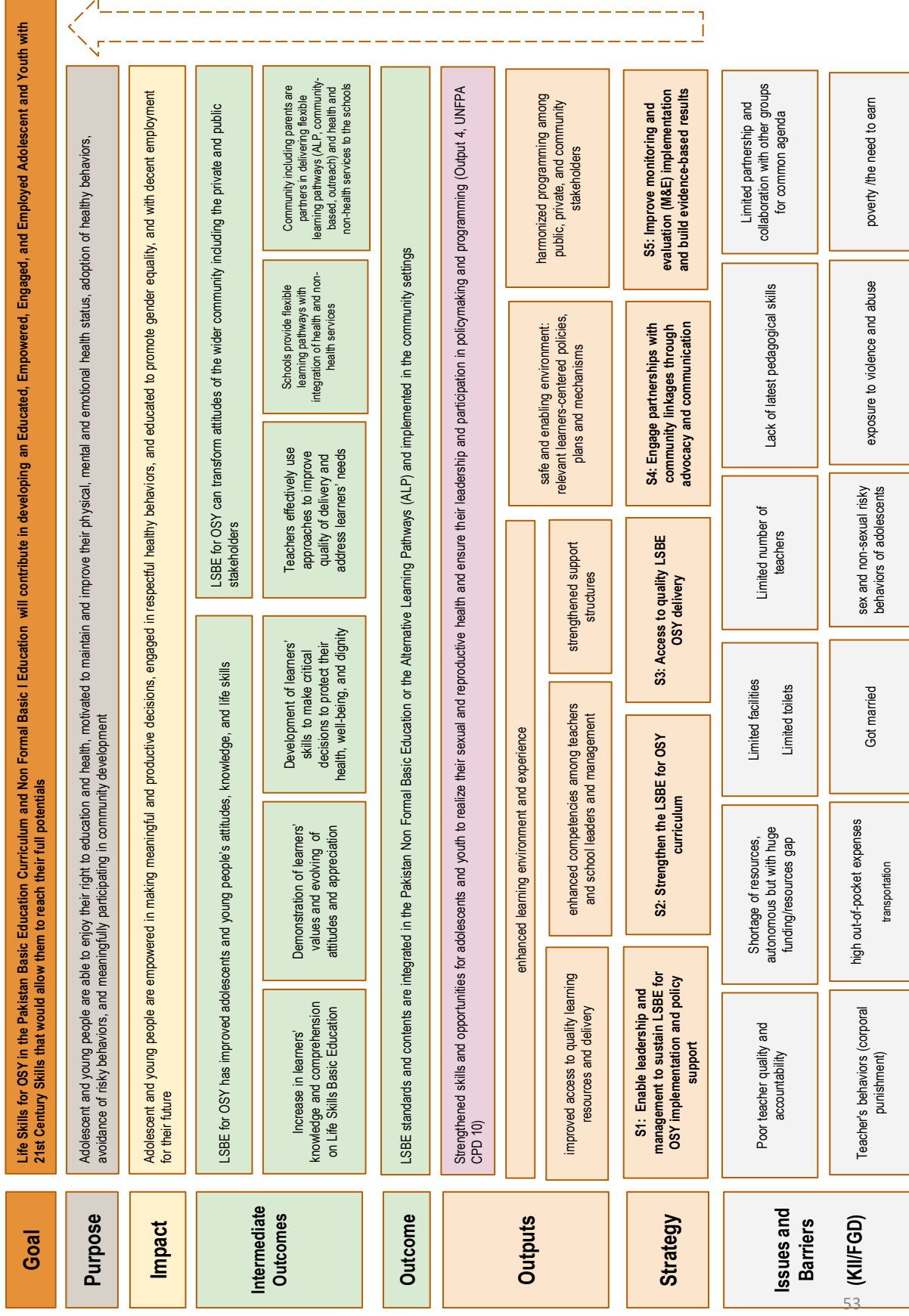
UNFPA Pakistan and the Government of Pakistan envision an inclusive and quality LSBE ⁵⁶ for in-school and out-of-school adolescents and young people. They provided an opportunity to equip adolescents and young people with correct information and appropriate life skills ⁵⁷ to make responsible decisions and practice respectful behaviour to protect their health, well-being and dignity.

At the core of any curriculum and program implementation are the adolescents and young people, and its success can only be measured by the extent of their learning that the learners have achieved. Therefore, a fit between the planned or written curriculum and the learner's characteristics will guarantee success in education. What adolescents and young people learn is considerably related to what they are taught, which itself depends on many things, such as the instructional materials available with LSBE-related topics, the curriculum adopted by the school, teachers' knowledge and practices for teaching, how teachers elect to use the curriculum; the kinds of resources, time, and space that teachers have for their instructional work; what the community values regarding student learning; and how national standards and assessments influence instructional practice.

To effectively address the needs of the learners for health, mental health, protection, and employment through education, the design of LSBE for OSY ensures that the learners receive comprehensive and appropriate information that can advance gender equality and empowerment. The LSBE for OSY Theory of Change covers components deemed critical and play roles (and the need for these to evolve) to implement the kind of LSBE for OSY envisaged for them. It complements the greater recognition of incorporating 21st-century skills like creativity and critical thinking, social-emotional learning characteristics such as curiosity and resilience, and learning to learn.

In the long run, the LSBE for OSY should be integrated into the non-formal basic education (NFBE) curriculum. The LSBE for OSY provides a semi-structured opportunity for adolescents and young people to develop their knowledge, values, skills, attitudes and self-efficacy and practice decision-making and other life skills that would enable them to deal positively and responsibly with their sexuality. The strategies developed on LSBE for OSY are cognisant of the need for the government of Pakistan to prioritize enhancing the quality of school leadership, which has an encompassing benefit both for the in-school and out-of-school adolescents and young people, which may be a cost-effective way of improving learning outcomes.

LSBE FOR OSY THEORY OF CHANGE



Assumptions

- Political Will
- Funding availability
- Parental Support
- Changes in the next 4yrs in the socio-political landscape
- Public-Private Partnership in place

Risks

- Humanitarian Emergencies
- Limited budget allocation to education
- Lack of political will
- Pandemic
- Changes in key actors

Strategies

Strategy	S1: Enable leadership and management to sustain LSBE for OSY implementation and policy support	S2: Strengthen the LSBE for OSY curriculum	S3: Access to quality LSBE OSY delivery	S4: Engage partnerships with community linkages through advocacy and communication	S5: Improve monitoring and evaluation (M&E) implementation and build evidence-based results	
Issues and Barriers (KII/FGD)	Poor teacher quality and accountability	Shortage of resources, autonomous but with huge funding/resources gap	Limited facilities Limited toilets	Limited number of teachers	Lack of latest pedagogical skills	Limited partnership and collaboration with other groups for common agenda
	Teacher's behaviors (corporal punishment)	High out-of-pocket expenses Transportation	Got married	Sex and non-sexual risky behaviors of adolescents	Exposure to violence and abuse	Poverty /the need to earn

Issues and Barriers

The LSBE for OSY Theory of Change wants to look into the highlighted issues and barriers of the respondents from the key informant interviews and focus group discussions. These situations and scenarios of the out-of-school adolescents and young people were harvested in the secondary desk review gathering.

Strategies

The LSBE for OSY offers five (5) Strategic Actions that will be implemented from 2024-2027 under the 10th Country Programme of UNFPA Pakistan in partnership with the Government of Pakistan. The Strategies will focus on providing high-quality technical assistance to the national Government counterparts to review national policies and strategies relevant to the rights of out-of-school adolescents and young people. This will include support to the review and integration of LSBE for OSY to the Non-Formal Education curriculum, learning outcome standards, and teaching approaches with focus on quality resources and delivery to enable sustained implementation with adequate support mechanisms, influencing positive environment, and long-term community linkages and partnerships.

Moreover, establishing and strengthening multi-sectoral coordination and accountability mechanisms (e.g. creation of the LSBE for OSY Technical Working Group or integration of it into the existing group). This support will include multi-sectoral LSBE for the OSY Strategic Plan and the monitoring and evaluation (M&E) accountability system for evidence-based results generation.

Strategy 4 is an important component of the Roadmap as this will galvanize new and long-term partnerships within public-private and community through advocacy and communication platforms. Detailed descriptions of the five (5) Strategic Actions will be captured in the next part of the document under the "A 4 Year Strategy Roadmap on LSBE for OSY (Year 2024-2027)".

Summary of Strategies, Key Activities/Processes, Outputs

Strategies	Key Activities / Processes	Outputs
S1: Enable leadership and management to sustain LSBE for OSY implementation and policy support	<ul style="list-style-type: none"> • Develop a policy implementation plan for rolling-out LSBE for OSY nationally • Establish a LSBE for OSY Technical Working Group (TWG) 	<ul style="list-style-type: none"> • Issued policy on LSBE for OSY implementation • LSBE for OSY focal persons identified and assigned with clear functions at the field level • List of LSBE for OSY TWG
S2: Strengthen the LSBE for OSY curriculum	<ul style="list-style-type: none"> • Develop an integrated LSBE for OSY curriculum • Develop an implementation and dissemination plan of the enhanced curriculum 	<ul style="list-style-type: none"> • Curriculum guides printed and distributed at the field level • Dissemination plan for LSBE for OSY roll-out developed
S3: Access to quality LSBE OSY delivery	<ul style="list-style-type: none"> • Teachers training on LSBE for OSY • Develop and produce supplementary materials for learners, readers for teachers, other materials for LSBE for OSY 	<ul style="list-style-type: none"> • LSBE for OSY materials available and used in classrooms, community, and ALPs
S4: Engage partnerships with community linkages through advocacy and communication	<ul style="list-style-type: none"> • Develop advocacy and communication plan for LSBE for OSY • Establish partnerships with parent teacher councils (PTCs) and community organizations, health and non-health organizations, business sectors, media networks, influencers, and orient them on the importance of LSBE for OSY • Build on the existing government programs • Establish OSY Alliance • Establish parenting program 	<ul style="list-style-type: none"> • Increased support for LSBE for OSY • Strengthened PPP and engagement/involvement of parents and relevant stakeholders in young people's LSBE for OSY • Empowered OSYs and parenting support groups • Increased investments on LSBE for OSYs
S5: Improve monitoring and evaluation (M&E) implementation and build evidence-based results	<ul style="list-style-type: none"> • Develop the capacities of education officers and teachers to track the implementation of LSBE and report on its progress • Develop a baseline and endline assessment 	<ul style="list-style-type: none"> • Education officers and other sectors trained in M&E and capacity needs identified and assessed • Baseline and endline assessment conducted

Outputs

Strengthened skills and opportunities for adolescents and youth to realize their sexual and reproductive health and ensure their leadership and participation in policymaking and programming (Output 4, UNFPA CPD 10)

Outputs

enhanced learning environment and experience

improved access to quality learning resources

enhanced competencies among teachers and school leaders

strengthened support structures

enabling environment: relevant learners-centered policies, plans and mechanisms

harmonized programming among public, private, and community stakeholders

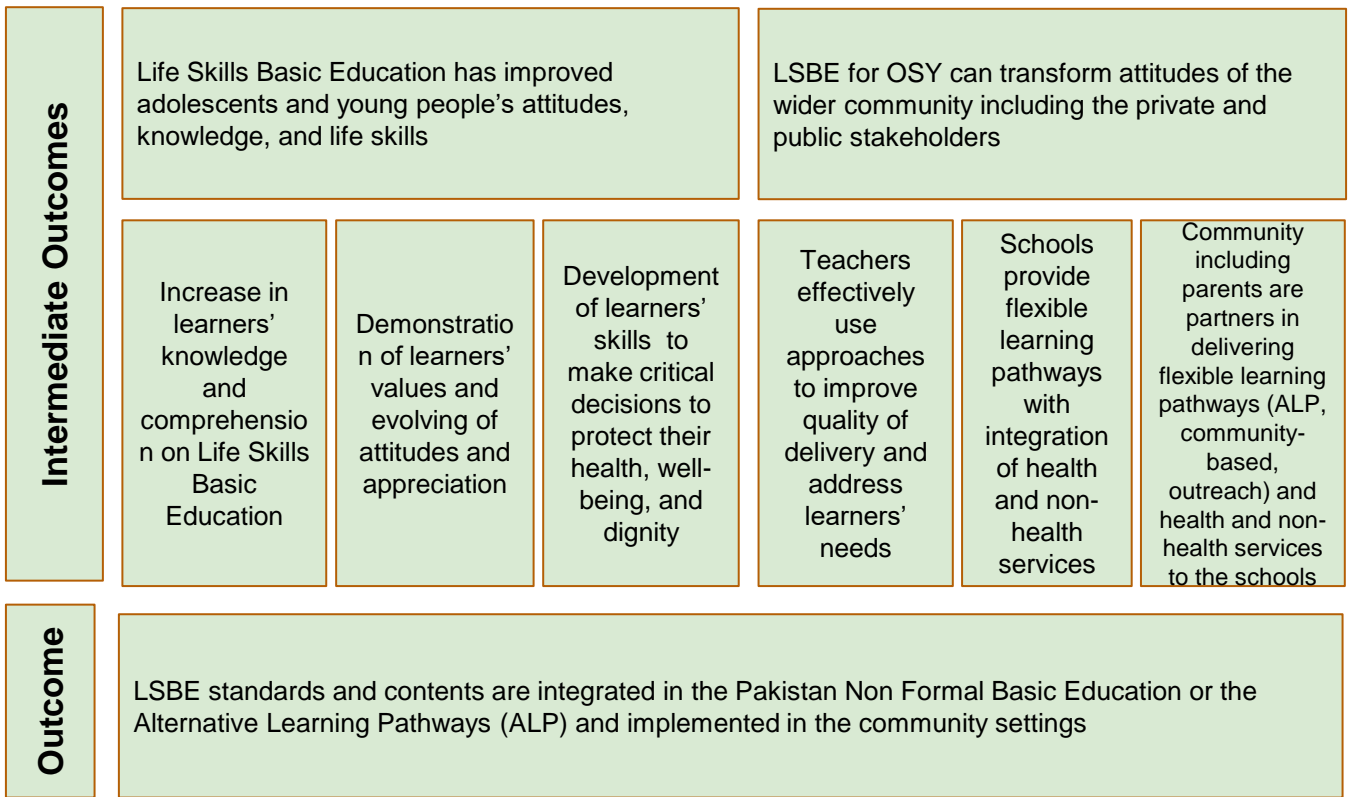
Outputs

UNFPA Pakistan has been an important agency in LSBE for adolescents and young people with initiatives for many years and with comparative advantage considering its mandate. In the past years, UNFPA gained significant trust from government counterparts in the basic education sector, and its technical expertise successfully integrated Life Skills in Basic Education under the Single National Curriculum. As the country office shifted to the new Country Programme (CPD10), UNFPA will continuously support the Government of Pakistan to contribute to strengthening leadership in LSBE and enhancing systems and capacity towards quality and inclusiveness in basic education highlighting the out-of-school adolescents and young people with inter-linkages to health, protection, and well-being promotion.

Under the UNFPA Pakistan CPD10, the Output is dedicated to adolescents and young people, and aims to strengthen skills and opportunities for adolescents and youth to realize their sexual and reproductive health and ensure their leadership and participation in policymaking and programming. This output has something to do with strengthening the programming on OSYs, hence, the need to develop a National Life Skills Based Education for OSY Strategy Roadmap under the implementation within UNFPA Pakistan CPD10. Moreover, by ensuring that the needs and rights of adolescents and youth are incorporated into policies and programmes, this output will contribute to United Nations Sustainable Development Cooperation Framework Guidance (UNSCDF) outcome 1 on basic social services, particularly the interventions related to strengthening opportunities for adolescents and youth. This output will be achieved by: (a) strengthening policy, legal, and accountability frameworks for youth policy reforms and increased investment in adolescent and youth sexual and reproductive health; (b) providing policy advice and technical support for the development and implementation of adolescent and youth engagement strategies and action plans integrating sexual and reproductive health; (c) scaling up adolescent and youth-led innovative initiatives and engagement to advance sexual and reproductive health; (d) generating evidence on effective models for adolescent and youth sexual and reproductive health through operational research and studies; (e) adopting new technologies and models, including youth-friendly online applications and helplines to expand young people's access to sexual and reproductive health information; and (f) strengthening national and subnational capacities to advance life skills-based education (in school and out-of-school) that promotes gender equality norms.

The identified five (5) Strategic Actions aim to contribute to the UNFPA CPD10 Output 4 and the UNDSDCF outcome 1 in strengthening areas on leadership management, creating enabling environment, policy, providing quality LSBE for OSY curriculum and delivery and information management system with evidence-based results.

Outcome and Immediate Outcome



Immediate Outcomes and Outcome

The outcome and intermediate outcomes are based on the 21st Century Skills recommendations of UNESCO and LSBE In-School Youth (ISY) Standards.

An enabling environment must put in place, complementary, and aligned to strengthen the teachers', schools', and communities' capacity to implement an effective LSBE for OSY integration, as evidenced by higher and more equitable levels of participation, engagement, and achievement of learners and teachers in LSBE at the Non-Formal Basic Education settings such as the Alternative Learning Pathways (Learning Centers).

This would mean the implementation of a relevant and evidence-based curriculum that is learner-focused and delivered by confident and motivated teachers and partner stakeholders with adequate support from leaders at the federal, provincial, school levels, and with convergence with the communities.

The implementation of an effective LSBE for OSY Curriculum as evidenced by holistic learning pillars on learning to study, inquire, and co-construct together, learning to live an ordinary world, learning to mobilize collectively, and learning to attend and care by the learners, teachers, school leaders and community stakeholder.

Impact, Purpose, and Goal

Goal	Life Skills for OSY in the Pakistan Basic Education Curriculum and Non Formal Basic Education will contribute in developing an Educated, Empowered, Engaged, and Employed Adolescent and Youth with 21st Century Skills that would allow them to reach their full potentials
Purpose	Adolescent and young people are able to enjoy their right to education and health, motivated to maintain and improve their physical, mental and emotional health status, adoption of healthy behaviors, avoidance of risky behaviors, and meaningfully participating in community development
Impact	Adolescent and young people are empowered in making meaningful and productive decisions, engaged in respectful healthy behaviors, and educated to promote gender equality, and with decent employment for their future

Impact

The implementation of the five (5) Strategic Actions will increase the access to LSBE for OSY that will empower them to make productive decisions in life. It may also create an environment with federal and provincial policies that will protect and support them to engage in respectful healthy behaviors and relationships that promotes equal opportunities to all human being despite gender, race, and vulnerabilities and access decent employment for their future.

Purpose

Demonstrate the motivation to maintain and improve their health knowledge and skills, prevent diseases, and reduce health-related risk behavior; and show increasingly realistic and practical health-related knowledge, attitudes, skills and practices.

Goal

In alignment to the Prime Minister's Youth Program's Pakistan Vision 2025, Constitutional Amendment 25A, and 21st Century Skills - to drive educated, engaged, empowered, employed Pakistani young people with 21st Century Skills towards powerful actors, able to contribute in decreasing the numbers of OOSY, high dropout rates, early pregnancy, child marriage, sexual and gender-based violence, mental health concerns, and STI/HIV and young people have life skills they need to protect and empower themselves and achieve their full potentials.

Assumptions and Risk

Assumptions	Risk
<ul style="list-style-type: none"> ● Schools are supportive to implement the LSBE for OSY integration ● Education sector is meaningfully collaborating with other sectors especially the health and social protection sectors ● Competencies and capacities of the education sector and other stakeholders to deliver LSBE are enhanced at all level ● There is stable political interest and strong central agency support in fully integrating LSBE in the NFBE curriculum ● LSBE for OSY curriculum has been rolled-out across the country ● Parents and community members want to engage in/support student learning on LSBE for OSY ● Legislation and policies to support LSBE for OSY are being implemented ● Government resource allocations for LSBE for OSY improved and allocated in a manner that facilitates integration in the curriculum (political support from the government continues to introduce LSBE for OSY budget lines) ● There is high level of interest on LSBE for OSY across all levels 	<ul style="list-style-type: none"> ● Humanitarian Emergencies ● Limited budget allocation to education ● Lack of political will ● Pandemic ● Changes in key actors

A 4 Year Strategy Roadmap on LSBE for OSY (Year 2024-2027)

A 4 Year Strategy Roadmap on LSBE for OSY (Year 2024-2027)

The four (4) Year Strategy Roadmap on LSBE for OSY (2024-2027) for Outreach Advocacy and Communication is the UNFPA Pakistan's Office and Government of Pakistan's implementation guide for the LSBE for OSY. The document is written following the latest internationally and locally agreed-upon frameworks, policies, and models to ensure that out-of-school children, adolescents and young people have access to their rights to education and health.

UNFPA Pakistan, together with the Government of Pakistan, envisioned that a 'Roadmap' along with a comprehensive advocacy/ outreach communications strategy would aid the policymakers, development partners and provincial youth and education departments in making evidence-based decisions to prioritize Life Skills Basic Education (LSBE) for out of school young people. The Roadmap includes comprehensive guidelines on approaching out-of-school adolescents and youth.

It entails phase-wise roll-out of the LSBE programme/interventions on an annual basis, initiating from the curriculum/ resource development, teachers/ instructors training (for non-formal education sector), assessment of the curriculum (non-formal education sector) to pilot testing of a module over the span of 3-4 years in line with cycle.

Social behavioural change communication (SBCC) is often considered a powerful tool in advocating change and bringing the tools into the community as a form of outreach. To raise awareness of the importance of education and influence the perspective of parents and guardians to bring their children to schools, we usually use IEC as a platform; however, for this Roadmap, we will work on the SBCC to address the existing environmental influences that can impact the decision of the duty bearers in the life of a child and adolescents, inside a family, community, and a nation, a behaviour change is necessary.

Part of the Strategy Roadmap on LSBE for OSY is designed with components on advocacy outreach and communication strategies. The interactive and evidence-driven advocacy outreach and communications processes enable activities to create change at the individual, family, community, and societal levels.

The success of the deliverables of the Strategy Roadmap is dependent, to a more significant extent, on how well the government, development partners, civil society organizations, private organizations, youth-led, and parents will work together and perform to deliver the proposed strategies and critical activities as a whole-community-approach.

A 4 Year Strategy Roadmap on LSBE for OSY (Year 2024-2027)

The LSBE for OSY Strategy Roadmap has five (5) Key Strategies. The strategies are interdependent and follow a spiral progression. An improvement, whether in the form of enrichment, refinement, revision, or development of policies, implementation procedures, leadership, political will, governance, humanitarian emergencies, and financial investment, will impact the execution of the Strategy Roadmap in response to LSBE for OSY.

Guided by global and national standards, UNFPA Pakistan, in cooperation with relevant agencies and other non-government stakeholders, will prioritize supporting interventions that would ensure effective integration of LSBE for OSY in the Non-Formal Basic Education (NFBE) Curriculum, specifically the Alternative Learning Pathway, particularly the following **strategic action areas**:

Strategy 1: Enable leadership and management to sustain LSBE for OSY implementation and policy support

Strategy 2: Strengthen the LSBE for OSY curriculum

Strategy 3: Access to quality LSBE OSY delivery

Strategy 4: Engage partnerships with community linkages through advocacy and communication

Strategy 5: Improve monitoring and evaluation (M&E) of LSBE for OSY implementation and build the evidence-based results

Strategy 1: Enable leadership and management to sustain LSBE for OSY implementation and policy support

Implementation and provision of limited resources often fall under the lack of intentional and consistent support from various levels of management. Therefore, the leadership and management that provides oversight in the program must champion the institutionalization to strengthen the horizontal and vertical integration of LSBE for OSY in the system. Activities under the Strategy 1 are as follows:

A. Institutionalize the policy on LSBE for OSY for full implementation at the federal and provincial levels. The concept of LSBE in the education system is not a new idea. There are existing programs and interventions in place that the government and stakeholders can strengthen to support the implementation of LSBE for OSY. However, there is a need to issue a national or provincial-level policy to ensure supported implementation from the different levels of management. Hence, there is a need to map if there are available and existing policies on OSY and identify key entry points to anchor implementation of the LSBE. Moreover, it should be integrated into the current and institutional processes, e.g. inclusion of LSBE for OSY in the Provincial Education Sector Plans, inclusion in the school improvement plan, and annual investment plan). At the individual school level, close cooperation with other local stakeholders, the explicit support of the headteacher and the school board, and the inclusion of LSBE for OSY in the non-formal basic education (NFBE) policy are all supporting steps.

A1. Institutionalize the policy on LSBE for OSY particularly on the implementation guidelines, oversight, fund and resource allocation.

A2. Conduct LSBE for OSY policy dissemination at the federal, provincial, school, and community levels

A3. Monitor the implementation of policy.

B. Strengthen partnership convergence with other partners (internal and external) in the implementation of the LSBE for OSY. The LSBE for OSY Technical Working Group (TWG) is a national or provincial-wide technical working group with members from the government and non-government offices, facilities, and service providers who acknowledge the unique challenges that adolescents face today. The LSBE for OSY members is dedicated to ensuring that adolescents and young people are supported in the transition from childhood to adulthood and that they can access essential information, education, and services (health and non-health) that they need to exercise their rights and their capacities in a responsible and guided way. It comprises the education, health, population, social welfare and development offices, women and children protection desk, the National Youth Council (NYC), other public and private facilities, private companies or business sectors, academe, civil society organizations (CSOs), development partners, and youth-led organizations. The LSBE for OSY TWG members will be mandated to provide accessible, acceptable, comprehensive, health-promoting, adolescent-friendly information, services, or, when unable to provide the aforementioned, referral to others in the network that can provide these. The TWG should offer a range of services, including education, health (including sexual and reproductive health, mental health, violence and injury prevention, and substance use), social, economic, educational, legal, safety and protection, and employment services tailored for out-of-school adolescents and young people.

B4. Establish a federal and provincial LSBE for OSY Technical Working Group (TWG) (e.g., education experts, school leaders, curriculum developers, child or adolescent psychologists, health practitioners, youth-led organizations, National Youth Council, parents-teachers council, development organizations, and CSOs) who will support the implementation of the policy, LSBE for OSY roll-out, support the curriculum integration, development of learning resources, capacity building of teachers or facilities, and conduct of the LSBE for OSYs.

B5. Conduct regular coordination to provide oversight in the implementation.

C. Develop and implement a plan for the federal or provincial roll-out of LSBE for OSY.

A roll-out plan provides a blueprint for the implementation and cascade of the LSBE for OSY integration in the curriculum to the direct target beneficiaries. Ensure that planning and investment programming includes continuous development of LSBE integration and implementation to the Non-Formal Basic Education (NFBE), Alternative Learning Pathways (ALPs), and community-based interventions

C6. Conduct a 3-year planning and investment workshops for the implementation of the LSBE for OSY at the federal or provincial levels. A federal or provincial workshops should be conducted with public and private stakeholders to (i) launch the LSBE for OSY integration, (ii) solicit the commitment of the federal or provincial units in implementing LSBE for OSY, and (iii) develop and implement provincial/school plan to ensure LSBE for OSY integration. It will anchor LSBE for OSY in the provincial and/or local structure, promoting its sustainability of LSBE for OSY at different levels.

C7. Ensure inclusion of LSBE for OSY plan in the School Education Sector Plan and provide necessary policies and resource allocations in the implementation. Ensure inclusion of LSBE for OSY in the work and financial plans of the concerned schools and partners.

Strategy 2: Strengthen the LSBE for the OSY curriculum

The concept of LSBE for OSY emphasized that learning competencies and contents should be age -, developmental -, gender-responsive, culturally relevant, and rights-based curriculum. Moreover, various literature suggests that the imparted LSBE for OSY-related concepts and skills should be dynamic and evolving based on the context and emerging needs of the learners. The LSBE for OSY is effective if it will be integrated to the Non-Formal Basic Education curriculum to cover the identified core standards based on the LSBE for ISY curriculum. Activities under the Strategy 2 are as follows:

A. Develop a curriculum design to define learning objectives and content in non-formal basic education (NFBE). Review and integrate LSBE for OSY design in the Alternative Learning Pathways (ALPs) and community programs. It is recommended that the curriculum design should be developed through systematic exchanges with experts and consultations with key stakeholders and adolescents. Some standards and guides can be used in designing the curriculum to determine topics, like the available LSBE for the ISY curriculum and the recommended International Technical Guidance on Comprehensive Sexuality Education (ITGSE) for OSY. Curriculum design should be developed by experts/specialists in related fields, such as curriculum developers, culture experts, religious leaders, child protection experts, adult-learning experts, and health specialists (preferably with sexual, mental, and physical health expertise).

A1. Engage relevant experts (e.g. consultant) to lead/guide the development of age -, developmental -, gender-responsive, culturally relevant, and rights-based curriculum design and content.

A2. Conduct of capacity building for the curriculum developers, and key partners who will join the LSBE for OSY curriculum and content development.

A3. Develop and implement the activity design on the development of curriculum design.

B. Collaborate with the LSBE for OSY Technical Working Group, OSY adolescents and young people and different stakeholders (e.g., CSO, NGOs, academe, etc) in developing the curriculum and learning resources. Learn from the good models by various stakeholders in delivering LSBE for OSY lessons/topics. Current practices in LSBE for OSY should be harvested as input to facilitate the integration of LSBE for OSY. Mapping of potential stakeholders to be part of the curriculum development is also essential to ensure that the LSBE for OSY curriculum is meaningfully consulted and vetted by many organisations, and they will be all accountable in the implementation.

B4. Conduct of consultation workshop with LSBE for OSY TWGs, implementers and relevant stakeholders to finalize for the LSBE for OSY curriculum development and lesson integration to the NFBE curriculum.

C. Collaborate and coordinate with the OSY adolescents and young people in the development of the curriculum and learning resources

C5. Conduct consultation or co-creation workshops with the out-of-school adolescents and young people in the development of the LSBE for OSY curriculum and learning resources.

Strategy 3: Access to quality LSBE OSY delivery

Teachers and implementers need to have LSBE for OSY curriculum guides and guidance on how to deliver learning to adolescents and young people. They must have access to several resources, training and competencies to supplement their technical knowledge, enhance their skills and attitude, and learn how to refer or link to education and health services and programs, if necessary. Activities under the Strategy 3 are as follows:

A. Develop, produce, age -, developmental -, gender-responsive, culturally relevant, and rights-based relevant teaching and learning resource materials and session guides on LSBE for OSYs. The teaching and learning resource materials to be developed should be based on the LSBE for the ISY curriculum, and they need to be contextualised based on the beneficiaries. In identifying the platform or type of the teaching and learning resource materials, it should be considered the diversity of the OSYs, some can access information using different technologies, others can't read or comprehend, and others with different disabilities. A printed resource may not always be the appropriate or most effective way to reach them. The approach and methodology should be practical, relatable, and fun (e.g., stories, songs, dance, arts, theatre, online resources, short videos, smartphone applications, or interactive games). The effectiveness and relevance of the materials or sessions should be evaluated in 5-10 years because of the changing culture and emerging needs of the OSYs.

Develop a LSBE for OSY Manual or Session Guides. The LSBE for OSY Manual or Session Guides shall contain the necessary information (i.e., references and strategies) a teacher or implementer should have for the conduct of the activities. It would be a challenge, especially if teachers or implementers are not sufficiently trained or not confident to discuss difficult topics about LSBE such as sex or sexuality. Hence, it is imperative to provide tools to guide their need for ideas, knowledge and creativity. It may enhance an implementer's motivation and passion if they have a detailed session guides for every topic.

A1. Engage an expert who will guide the identification of priority areas for piloting or modeling and lead the development of age, developmental, gender responsive, and culturally relevant teaching and learning materials on LSBE for OSYs. Criteria should be set in the identification of priority areas, which may include:

- (i) highest number of OOS adolescents and young people
- (ii) prevalence of HIV, mental health, and adolescent pregnancy
- (iii) political will and leadership; and/or
- (iv) varying economic status, religion, culture to determine acceptance level in different areas of the country)

A2. Develop and implement the activity design for the development of teaching and learning materials
Conduct of workshop with LSBE for OSY TWGs, implementers and relevant stakeholders to develop the LSBE for OSY teaching and learning resources for teachers and learners. Develop LSBE for OSY Manual and session guides which will include the necessary information for implementing the activities.

A3. Produce the LSBE for OSY teaching and learning materials. What and how can we motivate the OSY to continue learning and go back to school (e.g. in-depth conversations, reflective conversations, story telling, interactive games, and adult-learning activities).

A4. Distribute the LSBE for OSY teaching and learning materials to key priority areas or pilot areas.

B. Set-up the LSBE for OSY through digital platforms or e-learning toolkit to enhance duty bearers' access to information and for capacity building. The developed LSBE for OSY learning materials and resources can be transformed into an e-learning technology platform or toolkit to expand and enrich the knowledge, skills, and attitude of the teachers, health care providers, and other duty bearers that are providing LSBE for OSY programs. The e-learning toolkit will present series of LSBE for OSY modules or sessions using the learning competencies and content in the curriculum. The LSBE for OSY e-learning toolkit can be a supplemental strategy for personalized learning, by virtue of being highly portable and relatively inexpensive, and it is learner-controlled, self-paced education and letting the teacher or health care providers to complete the work at their convenience, and enjoy the platform.

B5. 5. Engage an expert who will lead/guide the development and establishment of systems design and/or materials for the digital platform.

B6. Develop and establish the digital platform for LSBE for OSY e-learning toolkit.

C. Capacity building of teaching workforce and the multisectoral partners responsible for the implementation, monitoring, supervision, and support. Well-equipped and prepared teachers and implementers are critical to the success in the delivery of a quality LSBE for OSY. Hence, their capacity-building needs should be strategically planned as early as possible. The LSBE for OSY Framework and Curriculum should guide a comprehensive teacher and implementer training curriculum design. The curriculum for teacher training will guide the execution of the training in its different forms (face-to-face, virtual, or hybrid setups). A coaching and mentoring program should also be important to consider to ensure quality of cascade by the teachers and implementers. An evaluation on the effectiveness and relevance of these trainings should be conducted regularly to recalibrate the training designs and frequency.

C7. Engage an expert/consultant who will lead/guide the development/design of competency training programs for teachers and the cadres responsible for providing monitoring, supervision, and support of the LSBE for OSY.

C8. Establish the Pool of Trainers who will conduct trainings for teachers and other stakeholders.

C9. Capacitate the selected Pool of Trainers (e.g. technical and soft skills) in delivering the training.

C10. Deliver the training designs to teachers and other target stakeholders. Conduct National or Provincial Training of Trainers (nToT) on LSBE for OSY.

C11. Conduct Coaching and Mentoring sessions. The identified Pool of Trainers will be assigned to key priority areas and facilitate a regular coaching and mentoring sessions.

D. Institutionalize LSBE for OSY teaching in the tertiary curriculum for teachers' pre-service and professional learning programs. Include LSBE teaching in the tertiary curriculum for teachers. The in-service training is a must to materialise LSBE for OSY and sexuality education but it is more expensive, another strategy that is cost-effective according to the International Technical Guidance on Comprehensive Sexuality Education (UNESCO 2018) is the integration of the LSBE for OSY into the pre-service training on teaching education in the curricula of colleges and universities. The support and commitment of higher education institutions (HEI) (e.g. tertiary educators organisations) and responsible government agencies should be solicited to make this possible. Another area worth to explore is the integration of LSBE for OSY training in teachers' professional learning programs. Both teachers and learners tend to take the content more seriously when exams or other assessment approaches are involved, and exams also provide more opportunities to measure teacher effectiveness and learner outcomes.

D12. Conduct consultation dialogue/workshop with associations and officials of Higher Education Institutions (e.g. HEI, State Universities) to explore possibility and entry points of LSBE for OSY integration

D13. Conduct workshop with experts, tertiary educators to integrate LSBE for OSY in the curriculum of teaching education

Strategy 4: Engage partnerships with community linkages through advocacy and communication

A quality implementation of LSBE for OSY requires a multisectoral support. Key government agencies and members of the LSBE for OSY TWG must come up with a practical roadmap on the provision of advocacy outreach and social behavioral change communication (SBCC) interventions to support in raising awareness, counseling, and referral on adolescent pregnancy, contraception and STI/HIV and AIDS, child/adolescent protection services, mental health, care and support in cases of sexual abuse and sexual violence, non-health services such as employment, and others. Working relationships with these actors should be established at the federal, provincial, and local levels. This would ensure that LSBE for OSY and sexual and other health services will provide harmonized LSBE messages to the OSYs and communities. Hence, it is relevant that the capacities and resources needed by these actors, such as trainings, resources, supplies, and networks are supported. Activities under the Strategy 4 are as follows:

A. Develop and implement policy outreach advocacy and communication interventions on LSBE for OSY to engage with community stakeholders. The introduction of LSBE for OSY integration should be coupled with an outreach and communication plan that is adapted to the needs and level of understanding of different stakeholders, and explain the rationale, objectives, content of the program and results of baseline assessment (please see more information under Strategy 5). The communication plan should go beyond information sharing information, it should aim to encourage target stakeholders to support and participate.

A1. Engage an expert/consultant to lead/guide the development of LSBE for OSY Advocacy, Communication, and Social Mobilization Plan or Social Behavioral Change Communication Plan

A2. Develop the communication and advocacy plan/materials for LSBE for OSY integration

A3. Implement the communication and advocacy plan for LSBE for OSY integration

A4. Develop Key Performance Indicators of the advocacy and communications

A5. Develop a human interest story

B. Establish strong coordination mechanisms to create allies to sustain the implementation of the LSBE for OSY in the NFBE and community levels. Some parents and other members of the community still have strong views and concerns arising from limited information or misapprehensions about the nature and effects of LSBE with focus on the sexuality topic. The cooperation and support of parents, families, religious groups, media, and other community stakeholders should be sought from the onset and be maintained as they greatly influence the values, social norms, and conditions of the adolescents and young people. It is important to emphasize the shared primary concern of schools and parents with promoting the safety and well-being of adolescents and young people. If teachers, parents, and the community support each other in implementing a guided and structured teaching/learning process, the chances of personal growth for children and young people are likely to be much better (UNESCO, 2009). In order to fulfill the potentials of the adolescents and young people, it is important that they are meaningfully involved from the beginning of the program until the end. Engaging them in the implementation of the LSBE for OSY is a success indicator to ensure that they are being consulted every step of the way.

B6. Establish the OSY Alliance (diverse range of adolescent and youth sectors - diverse SOGIESC, transgenders, with disabilities, artist, dancers, singers, etc).

B7. Strengthen the Parenting Program for OSY:

(i) Engage the the existing parent-teacher councils (PTCs)

(ii) Conduct capacity building on LSBE for OSY

(iii) Create a support group of parents to become champions on LSBE for OSY

(iv) Involve parents who are registered under the Waseela-e-Taleem (WET) Program

B8. Establish an Inter-Faith Advocacy Group on LSBE for OSY. Involve and consult the Muslim-Religious Leaders (MRLs) in the implementation of the LSBE.

B9. Engage government politicians as champions and advocates for OSYs for budget advocacy and budget planning.

C. Institutional support, standardisation, and integration of LSBE for OSY to the existing promising platforms and models. There are existing programs and interventions at the national and global levels that caters adolescents and young people to ensure that they access education. These are opportunities to advocate the integration of LSBE for OSY to avoid parallel or duplication of intervention and can support in strengthening the existing platforms to reach more audience. The following are the proposed innovations and integration of LSBE to the existing programs:

C10. Early Morning School - recalibrate the existing model and advocate that classes will be offered not only in the morning, but will be available in the afternoon, and evening to cater those out-of-school adolescents and young people that are working in the morning and evening. Integrate in their classes sessions on LSBE for OSYs and establish a referral mechanisms to key public and private stakeholders if they need any health and non-health services or programs. Ensure that the Technical and Vocational Education & Training (TVET) is a strong partner of the Early Morning Schools for a ladderized program to those who are interested to enhance their technical and vocational skills for more work opportunities

C11. Transgender Schools - revisit the existing model and advocate to integrate health (offer STI, HIV and AIDS, mental health and psychosocial support services (MHPSS), and trans-health interventions, etc) and offer cash voucher assistance (CVA) or cash for education to those who are in need based on the criteria that we will be set. Ensure that the Technical and Vocational Education & Training (TVET) is a strong partner of the Transgender Schools for a ladderized program to those who are interested to enhance their technical and vocational skills for more work opportunities.

C12. Conditional Cash Transfer (Waseela-e-Taleem (WET) Program) - introduce the LSBE to the social behavior change communication (SBCC) strategies of WET Program to strengthen the involvement of parents, guardians, and adolescents and young people from the geographically isolated and displaced areas (GIDA). This aims to raise awareness on the importance of the interlinkages of life skills education, health, and employment to targeted families and communities with higher number of OSYs. The following are proposed SBCC activities or learning group sessions with integration of LSBE:

- Life Skills for Family Sessions (LSFS) - is the SBCC for WET Program parent beneficiaries to equip and acquire life skills information and demonstrate positive attitude in responding to their parental responsibilities particularly on health, nutrition, child protection, education and psychosocial needs of their children. The LSFS employs community-based family activities to understand themselves as individuals, learn their responsibilities as parents and partners, and create meaningful relationships with their children, as well to become productive members in the community. Participating the LSFS should be part of the conditionalities of the WET Program.
- Life Skills for Youth Sessions (LSYS) - is the SBCC for the WET Program household children that are attending to school to enhance their knowledge, skills, and attitude on LSBE. They will attend and complete a series of LSBE sessions as part of the conditionalities.

C13. Cash for Education (C4E) - This aims to encourage improved health-seeking behavior as well as to address non-health determinants of sexual and reproductive health, STI, HIV and AIDS, and mental health, a cash assistance over a certain duration of time will be provided to each out-of-school beneficiary, with certain conditions that they attend to a series of peer education sessions or learning group sessions and access health services.

C14. Television and Radio Channel - This aims to integrate LSBE lessons and sessions in the existing platforms like televisions and radio channels to raise awareness on key topics on life skills and sexuality education.

C15. Ride to Education (R2E) - This aims to offer transportation support to those out-of-school adolescents and young people who are from the far-flung communities. Building a public-private partnership (PPP) with the government agencies, transportation groups or private groups that can support providing vehicles to specific vulnerable areas, and schools.

D. Establish a media network, celebrities, and influencers for effective public relations especially on information dissemination and advocacy campaigns on LSBE for OSY. Invite media and other public relations offices in the LSBE for OSY launching to build interest in participating in the development and implementation of the social and behavior change communication/advocacy plan. Key government agencies may focus on furthering the engagement through the strategic involvement of media and other actors in the advocacy and communication plans.

D15. Invite media and other public relations offices in the LSBE for OSY consultation workshop to build interest in participating on the development and implementation of the communication/advocacy plan

D16. Invite celebrities and social media influencers that will champion on LSBE for OSY

D17 Develop guidelines in engaging the celebrities and social media influencers

D18. LSBE for OSY materials uploaded in the digital platforms to use by the celebrities and social media to raise awareness on LSBE

D19. LSBE for OSY Star Model Award and Recognition (Merit and Awards) - This awarding recognition will highlight the critical leadership of the federal and provincial government agencies in education and health, as well as the multi-stakeholders providing technical and financial support to ensure that out-of-school adolescents and young people have access to education (formal and non-formal education), inside the school or community set-up and health services. This is an opportunity to harvest good practices for evidence-based innovations. Additionally, recognitions are open to all local government units, schools, and organizations with programs on OSYs.

E. Strengthen cooperation and partnership with stakeholders and development partners in implementing LSBE for OSY

E20. Conduct of LSBE for OSY trainings for the health and non-health service providers to perform their specific roles in conducting team-teaching LSBE at the NFBE set-up (ALPs or communities).

E21. Conduct Advocacy Outreach Workshop on LSBE for OSY together with the members of the LSBE for TWG and OSY Alliance.

Strategy 5: Improve monitoring and evaluation (M&E) of LSBE for OSY implementation and build the evidence-based results

The effectiveness and impact of LSBE in OSY which have been laid down to address the need to educate adolescents and young people with sexuality and sexual reproductive health issues needs to be measured and evaluated. Also, the implementers will be guided if there is an available measuring tool to gauge the effectiveness of learning sessions on the behavior of the learners and as well as the delivery of the teachers and implementers. Presence of a baseline and endline assessments will support potential replicability and evidence-based advocacy to government decision makers and other private partners. Activities under the Strategy 5 are as follows:

A. Establish a Monitoring and Evaluation (M&E) Framework and plan of LSBE for OSY in the Non - Formal Basic Education System to generate evidence-based results in programming. The LSBE for OSY TWG must create a sub-committee that will handle monitoring and evaluation that needs to liaise closely with the curriculum and training development group to ensure a consistent evaluation. It is recommended that process, outcome, and impact evaluation be done for LSBE for OSY.

A1. Convene the LSBE for OSY Monitoring and Evaluation Team and develop a M&E Framework and plan.

B. Integrate LSBE for OSY learning outcomes (Knowledge, Skills, Attitude) into regular learner assessments or evaluations in the Non-Formal Education System.

B2. Engage experts who will lead/guide the development of M&E Framework and Plan, integration of LSBE concept and messages in the national or provincial assessment or evaluations. Mechanism to integrate LSBE concepts and messages in national and provincial assessment identified and Performance-based assessments (demonstrative) / skills-based

B3. Engage an expert/consultant to lead/guide the design of baseline, and endline assessments

B4. Capacitate relevant MoE and members of the LSBE for OSY TWG unit/personnel in conducting M&E baseline, and endline assessment and other M&E related activities

B5. Implementation of baseline assessment following the approved design

B6. Implementation of the strategic intent reflection following the approved design developed by the OSY Alliance and other adolescent and youth-led organizations

B7. Implementation of endline assessment following the approved design

C. Establish an information management system or knowledge management system to ensure the on-track implementation, adjustment/improvements and build evidence-based research or studies of LSBE for OSY programme to keep stakeholders, including funders, informed and engaged. The government intends to establish a information management system for LSBE for OSY to improve the completeness, accuracy, and timeliness of monitoring and evaluation reports. There will be available data on a quarterly and annual basis thru the field data collection which is very important for planning, programme design, and monitoring.

C8. Engage an expert/consultant to lead/guide the development and establishment of information management system for M&E

C9. Understand the relationship between school dropouts and adolescent pregnancy/parenthood. School dropouts and early pregnancy or parenthood are both an emerging concerns of the adolescents as reported from the Pakistan Demographic Health Survey (PDHS) 2017-2018. Pakistan Ministry of Education would be interested to generate evidence to understand more the personal, family, socio-cultural, and other underlying factors behind learners' decisions for dropping out or not entering schools. This will provide direction to identifying strategies that will focus on school prevention and recovery programs. Conduct a survey on the perceptions and attitudes of students, adolescent parents who dropped-out, teachers, parents, selected community and religious leaders on early parenthood and its impact to school performance. Conduct focus group discussion or interview to adolescent parents who dropped-out and teachers.

Building Evidence-based Researches and Studies on LSBE for OSY

The International Technical Guidance on Sexuality Education (ITGSE) and the Out of School (OOS) Guidance recommended critical gaps in research and studies to strengthen the evidence base and making programmes more measurable. Evidence-based researches are relevant to guide the programming of the government counterparts, development partners, civil-society organizations and can support in creating policies both in and out of school LSBE.

The following are the recommended evidence-based researches and studies of the ITGSE:

- Longitudinal studies on the long-term effectiveness of CSE on SRH outcomes
- Research on primary and secondary outcomes of out-of-school CSE in low and middle-income countries, particularly in Asia, the Middle East, and Australia and the Pacific
- Effectiveness of curriculum design and implementation in areas such as teacher effectiveness and student learning outcomes
- Evidence to demonstrate the link between the demand-creation potential of CSE and the provision of youth-friendly SRHR services and commodities
- Best practices for involving parents in areas with negative cultural attitudes towards sexuality
- Evidence-based best practices to overcome barriers for youth with disabilities to access SRH services and information
- Effectiveness of disability-focused dialogues on local mass media at empowering youth with disabilities and their families
- Approaches for dealing with stigma and discrimination in CSE for marginalized youth at social and cultural levels, and a better understanding of the impact on access to services
- Best practices for combining digital technology with other approaches, such as face-to-face CSE
- Evidence on CSE outcomes with young people with disabilities and in humanitarian settings
- Research on the cost-effectiveness and efficiency of various aspects of CSE

There are existing monitoring and evaluation (M&E) tools, both for programmes generally and for CSE specifically, that are useful for the LSBE for OSY. The following are recommended M&E tools from the ITGSE:

- Inside and Out: Comprehensive Sexuality Education (CSE) Assessment Tool (IPPF, 2015)
<https://www.ippf.org/resource/inside-and-out-comprehensive-sexuality-education-cse-assessment-tool>
- Sexuality Education Review and Assessment Tool (SERAT) 3.0 (UNESCO, 2020)
<https://healtheducationresources.unesco.org/library/documents/sexuality-education-review-and-assessment-tool-serat>
- M&E Fundamentals: A Self-Guided Mini-course (USAID & MEASURE Evaluation, 2016).
https://www.measureevaluation.org/resources/publications/ms-07-20-en/at_download/document

OBJECTIVELY VERIFIABLE INDICATORS AND MEANS OF VERIFICATIONS

Strategy 1: Enable leadership and management to sustain LSBE for OSY implementation and policy support

Key Intervention/ Process	<p>A. Institutionalize the policy on LSBE for OSY for full implementation at the federal and provincial levels.</p> <p>B. Strengthen partnership convergence with other partners (internal and external) in the implementation of the LSBE for OSY.</p> <p>C. Develop and implement a plan for the federal or provincial roll-out of LSBE for OSY.</p>
Enabling Activities	<p>A1. Institutionalize the policy on LSBE for OSY particularly on the implementation guidelines, oversight, fund and resource allocation.</p> <p>A2. Conduct LSBE for OSY policy dissemination at the federal, provincial, school, and community levels</p> <p>A3. Monitor the implementation of policy.</p> <p>B4. Establish a federal and provincial LSBE for OSY Technical Working Group (TWG) (e.g., education experts, school leaders, curriculum developers, child or adolescent psychologists, health practitioners, youth-led organizations, National Youth Council, parents-teachers council, development organizations, and CSOs) who will support the implementation of the policy, LSBE for OSY roll-out, support the curriculum integration, development of learning resources, capacity building of teachers or facilities, and conduct of the LSBE for OSYs.</p> <p>B5. Conduct regular coordination to provide oversight in the implementation.</p> <p>C6. Conduct a 3-year planning and investment workshops for the implementation of the LSBE for OSY at the federal or provincial levels. A federal or provincial workshops should be conducted with public and private stakeholders to (i) launch the LSBE for OSY integration, (ii) solicit the commitment of the federal or provincial units in implementing LSBE for OSY, and (iii) develop and implement provincial/school plan to ensure LSBE for OSY integration. It will anchor LSBE for OSY in the provincial and/or local structure, promoting its sustainability of LSBE for OSY at different levels.</p> <p>C7. Ensure inclusion of LSBE for OSY plan in the School Education Sector Plan and provide necessary policies and resource allocations in the implementation. Ensure inclusion of LSBE for OSY in the work and financial plans of the concerned schools and partners.</p>
Objectively verifiable indicator	Means of Verifications
<p>All LSBE for OSY policy and program implementation have been institutionalized at the federal and provincial levels</p>	<p>Documentation of the LSBE for OSY Policy Dissemination activities Official Approved Copy of Implementation Policies. Documentation of the Policy Approval and Signing</p>
<p>A LSBE for OSY M&E Framework and plan have been institutionalized at the federal and provincial levels</p>	<p>LSBE for OSY Monitoring and Evaluation Framework and Plan (Baseline and Endline)</p>
<p>A shared LSBE for OSY implementation plan have been disseminated and integrated.</p>	<p>Copy of the Officially approved LSBE for OSY Implementation Plan</p>
<p>A 3-year costed investment planning and programming on the integrated LSBE for OSY have been approved at the federal and provincial levels</p>	<p>Copy of the approved costed investment and and programming design and budget</p>
Responsible Key Agencies or Groups	<p>Members of the LSBE for OSY Technical Working Group</p> <p>Please see the page for the “Recommended Sectoral Roles and Responsibilities Advocacy Outreach and Communication”</p>

Strategy 2: Strengthen the LSBE for OSY curriculum

Key Intervention/ Process	<p>A. Develop a curriculum design to define learning objectives and content in non-formal basic education (NFBE).</p> <p>B. Collaborate with the LSBE for OSY Technical Working Group, OSY adolescents and young people and different stakeholders (e.g., CSO, NGOs, academe, etc) in developing the curriculum and learning resources.</p> <p>C. Collaborate and coordinate with the OSY adolescents and young people in the development of the curriculum and learning resources</p>	
Enabling Activities	<p>A1. Engage relevant experts (e.g. consultant) to lead/guide the development of age -, developmental -, gender-responsive, culturally relevant, and rights-based curriculum design and content.</p> <p>A2. Conduct of capacity building for the curriculum developers, and key partners who will join the LSBE for OSY curriculum and content development.</p> <p>A3. Develop and implement the activity design on the development of curriculum design.</p> <p>B4. Conduct of consultation workshop with LSBE for OSY TWGs, implementers and relevant stakeholders to finalize for the LSBE for OSY curriculum development and lesson integration to the NFBE curriculum.</p> <p>C5. Conduct consultation or co-creation workshops with the out-of-school adolescents and young people in the development of the LSBE for OSY curriculum and learning resources.</p>	
Objectively verifiable indicator		Means of Verifications
An integrated LSBE curriculum design is approved and disseminated.		Copy of the approved integrated curriculum design Listing of Participating Schools that received the LSBE Curriculum.
All the LSBE participating school have solicited contribution and confirmed collaboration in the delivery of the integrated curriculum design.		Inventory of contributions and listing of confirmed LSBE stakeholders. Documentation of collaboration activities.
Responsible Key Agencies or Groups	<p>Members of the LSBE for OSY Technical Working Group</p> <p>Please see the page for the “Recommended Sectoral Roles and Responsibilities Advocacy Outreach and Communication”</p>	

Strategy 3: Access to quality LSBE OSY delivery

<p>Key Intervention/ Process</p>	<p>A. Develop, produce, age -, developmental -, gender-responsive, culturally relevant, and rights-based relevant teaching and learning resource materials and session guides on LSBE for OSYs.</p> <p>B. Set-up the LSBE for OSY through digital platforms or e-learning toolkit to enhance duty bearers' access to information and for capacity building.</p> <p>C. Capacity building of teaching workforce and the multisectoral partners responsible for the implementation, monitoring, supervision, and support.</p> <p>D. Institutionalize LSBE for OSY teaching in the tertiary curriculum for teachers' pre-service and professional learning programs.</p>
<p>Enabling Activities</p>	<p>A1. Engage an expert who will guide the identification of priority areas for piloting or modeling and lead the development of age, developmental, gender responsive, and culturally relevant teaching and learning materials on LSBE for OSYs. Criteria should be set in the identification of priority areas, which may include:</p> <ul style="list-style-type: none"> (i) highest number of OOS adolescents and young people (ii) prevalence of HIV, mental health, and adolescent pregnancy (iii) political will and leadership; and/or (iv) varying economic status, religion, culture to determine acceptance level in different areas of the country) <p>A2. Develop and implement the activity design for the development of teaching and learning materials Conduct of workshop with LSBE for OSY TWGs, implementers and relevant stakeholders to develop the LSBE for OSY teaching and learning resources for teachers and learners. Develop LSBE for OSY Manual and session guides which will include the necessary information for implementing the activities.</p> <p>A3. Produce the LSBE for OSY teaching and learning materials. What and how can we motivate the OSY to continue learning and go back to school (e.g. in-depth conversations, reflective conversations, story telling, interactive games, and adult-learning activities).</p> <p>A4. Distribute the LSBE for OSY teaching and learning materials to key priority areas or pilot areas.</p> <p>B5. Engage an expert who will lead/guide the development and establishment of systems design and/or materials for the digital platform.</p> <p>B6. Develop and establish the digital platform for LSBE for OSY e-learning toolkit.</p> <p>C7. Engage an expert/consultant who will lead/guide the development/design of competency training programs for teachers and the cadres responsible for providing monitoring, supervision, and support of the LSBE for OSY.</p> <p>C8. Establish the Pool of Trainers who will conduct trainings for teachers and other stakeholders.</p> <p>C9. Capacitate the selected Pool of Trainers (e.g. technical and soft skills) in delivering the training.</p> <p>C10. Deliver the training designs to teachers and other target stakeholders. Conduct National or Provincial Training of Trainers (nToT) on LSBE for OSY.</p> <p>C11. Conduct Coaching and Mentoring sessions. The identified Pool of Trainers will be assigned to key priority areas and facilitate a regular coaching and mentoring sessions.</p> <p>D12. Conduct consultation dialogue/workshop with associations and officials of Higher Education Institutions (e.g. HEI, State Universities) to explore possibility and entry points of LSBE for OSY integration</p> <p>D13. Conduct workshop with experts, tertiary educators to integrate LSBE for OSY in the curriculum of teaching education</p>

Strategy 3: Access to quality LSBE OSY delivery

Objectively verifiable indicator	Means of Verifications
All appropriate LSBE teaching and learning materials have been designed, produced and distributed.	A copy of all the appropriate LSBE Teaching and Learning Materials
One copy illustrating the manual and details of the LSBE Curriculum for implementation of the LSBE Teaching Staff/Curriculum have been tested and finalized.	A copy of the official manual and detailed LSBE Curriculum
All LSBE for OSY teaching and learning resources and materials reproduced based on the request of the participating schools or facilities All resources and materials have been useful to the teachers (Teachers Satisfaction Survey (TSS))	A copy of all resources
100% of schools provided w/ materials	List of schools provided
All of the participating schools and facilities using LSBE for OSY integrated curriculum and teaching and learning resources have delivered lessons to the learners and other stakeholders using various digital equipment and facilities.	Inventory of the schools and facilities using digital platforms to delivery LSBE for OSY
All the LSBE curriculum developers, teacher educators, teaching workforce and other stakeholders have have undergone training on monitoring, supervision, management and supporting the delivery of the LSBE Curriculum.	Documentation of the Training and the inventory of the LSBE Curriculum Delivered Directory of the trained
25% of teachers in NFBE and ALPs provided with trainings on LSBE for OSY integration (priority areas)	Documentation of the training Directory of the trained List of the priority areas
100% of teachers in NFBE and ALPs provided with trainings on LSBE for OSY integration (priority areas)	Documentation of the training Directory of the trained List of the priority areas
A full-blown tertiary LSBE for OSY curriculum has been included as student teacher's pre-services	A copy of the tertiary LSBE for OSY curriculum as provided to the student teachers
A full-blown tertiary LSBE for OSY curriculum has been included as student teacher's pre-services	A copy of the tertiary LSBE for OSY curriculum as provided to the student teachers
Responsible Key Agencies or Groups	Members of the LSBE for OSY Technical Working Group Please see the page for the “ Recommended Sectoral Roles and Responsibilities Advocacy Outreach and Communication ”

Strategy 4: Engage partnerships with community linkages through advocacy and communication

<p>Key Intervention/ Process</p>	<p>A. Develop and implement policy outreach advocacy and communication interventions on LSBE for OSY to engage with community stakeholders.</p> <p>B. Establish strong coordination mechanisms to create allies to sustain the implementation of the LSBE for OSY in the NFBE and community levels.</p> <p>C. Institutional support, standardisation, and integration of LSBE for OSY to the existing promising platforms and models.</p> <p>D. Establish a media network, celebrities, and influencers for effective public relations especially on information dissemination and advocacy campaigns on LSBE for OSY</p> <p>E. Strengthen cooperation and partnership with stakeholders and development partners in implementing LSBE for OSY</p>
<p>Enabling Activities</p>	<p>A1. Engage an expert/consultant to lead/guide the development of LSBE for OSY Advocacy, Communication, and Social Mobilization Plan or Social Behavioral Change Communication Plan</p> <p>A2. Develop the communication and advocacy plan/materials for LSBE for OSY integration</p> <p>A3. Implement the communication and advocacy plan for LSBE for OSY integration</p> <p>A4. Develop Key Performance Indicators of the advocacy and communications</p> <p>A5. Develop a human interest story</p> <p>B6. Establish the OSY Alliance (diverse range of adolescent and youth sectors - diverse SOGIESC, transgenders, with disabilities, artist, dancers, singers, etc).</p> <p>B7. Strengthen the Parenting Program for OSY:</p> <p>(i) Engage the existing parent-teacher councils (PTCs)</p> <p>(ii) Conduct capacity building on LSBE for OSY</p> <p>(iii) Create a support group of parents to become champions on LSBE for OSY</p> <p>(iv) Involve parents who are registered under the Waseela-e-Taleem (WET) Program</p> <p>B8. Establish an Inter-Faith Advocacy Group on LSBE for OSY. Involve and consult the Muslim-Religious Leaders (MRLs) in the implementation of the LSBE.</p> <p>B9. Engage government politicians as champions and advocates for OSYs for budget advocacy and budget planning.</p> <p>C10. Early Morning School - recalibrate the existing model and advocate that classes will be offered not only in the morning, but will be available in the afternoon, and evening to cater those out-of-school adolescents and young people that are working in the morning and evening. Integrate in their classes sessions on LSBE for OSYs and establish a referral mechanisms to key public and private stakeholders if they need any health and non-health services or programs. Ensure that the Technical and Vocational Education & Training (TVET) is a strong partner of the Early Morning Schools for a ladderized program to those who are interested to enhance their technical and vocational skills for more work opportunities</p> <p>C11. Transgender Schools - revisit the existing model and advocate to integrate health (offer STI, HIV and AIDS, mental health and psychosocial support services (MHPSS), and trans-health interventions, etc) and offer cash voucher assistance (CVA) or cash for education to those who are in need based on the criteria that we will be set. Ensure that the Technical and Vocational Education & Training (TVET) is a strong partner of the Transgender Schools for a ladderized program to those who are interested to enhance their technical and vocational skills for more work opportunities.</p>

Strategy 4: Engage partnerships with community linkages through advocacy and communication

Enabling Activities

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D17. Develop guidelines in engaging the celebrities and social media influencers

D18. LSBE for OSY materials uploaded in the digital platforms to use by the celebrities and social media to raise awareness on LSBE

D19. LSBE for OSY Star Model Award and Recognition (Merit and Awards) - This awarding recognition will highlight the critical leadership of the federal and provincial government agencies in education and health, as well as the multi-stakeholders providing technical and financial support to ensure that out-of-school adolescents and young people have access to education (formal and non-formal education), inside the school or community set-up and health services. This is an opportunity to harvest good practices for evidence-based innovations. Additionally, recognitions are open to all local government units, schools, and organizations with programs on OSYs.

E20. Conduct of LSBE for OSY trainings for the health and non-health service providers to perform their specific roles in conducting team-teaching LSBE at the NFBE set-up (ALPs or communities).

E21. Conduct Advocacy Outreach Workshop on LSBE for OSY together with the members of the LSBE for TWG and OSY Alliance.

Strategy 4: Engage partnerships with community linkages through outreach advocacy and communication

Objectively verifiable indicator	Means of Verifications
An network partnership has been formulated that provided improvement of public relations during LSBE for OSY implementation of the implementing schools and communities.	Memorandum of Understanding of the network partnership on LSBE for OSY Implementation.
All health care and education staff have been trained on LSBE and was able to facilitate joint planning and activities both in schools and clinics/health care facilities.	Documentation of the LSBE training.
Every stakeholder and development partners implementing LSBE for OSY in their School and communities have undertaken activities	Documentation of the the certificate of acceptance to implement LSBE. Documentation of the forums or activities in partnership on LSBE implementation.
All priority areas participated in the Awarding Ceremony	Documentation of the conduct of the Awarding Ceremony List of awardees
Integration of LSBE for OSY strategy to the identified promising platforms	Documentation on the institutionalization of the key interventions
Responsible Key Agencies or Groups	Members of the LSBE for OSY Technical Working Group Please see the page for the “Recommended Sectoral Roles and Responsibilities Advocacy Outreach and Communication”

Strategy 5: Improve monitoring and evaluation (M&E) of LSBE for OSY implementation and build the evidence-based results

<p>Key Intervention/ Process</p>	<p>A. Establish a Monitoring and Evaluation (M&E) Framework and plan of LSBE for OSY in the Non - Formal Basic Education System to generate evidence-based results in programming.</p> <p>B. Integrate LSBE for OSY learning outcomes (Knowledge, Skills, Attitude) into regular learner assessments or evaluations in the Non-Formal Education System.</p> <p>C. Establish an information management system or knowledge management system to ensure the on-track implementation, adjustment/improvements and build evidence-based research or studies of LSBE for OSY programme to keep stakeholders, including funders, informed and engaged.</p>
<p>Enabling Activities</p>	<p>A1. Convene the LSBE for OSY Monitoring and Evaluation Team and develop a M&E Framework and plan.</p> <p>B2. Engage experts who will lead/guide the development of M&E Framework and Plan, integration of LSBE concept and messages in the national or provincial assessment or evaluations. Mechanism to integrate LSBE concepts and messages in national and provincial assessment identified and Performance-based assessments (demonstrative) / skills-based</p> <p>B3. Engage an expert/consultant to lead/guide the design of baseline, and endline assessments</p> <p>B4. Capacitate relevant members of the LSBE for OSY TWG unit/personnel in conducting M&E baseline, and endline assessment and other M&E related activities</p> <p>B5. Implementation of baseline assessment following the approved design</p> <p>B6. Implementation of the strategic intent reflection following the approved design developed by the OSY Alliance and other adolescent and youth-led organizations</p> <p>B7. Implementation of endline assessment following the approved design</p> <p>C8. Engage an expert/consultant to lead/guide the development and establishment of information management system for M&E</p> <p>C9. Understand the relationship between school dropouts and adolescent pregnancy/parenthood. School dropouts and early pregnancy or parenthood are both an emerging concerns of the adolescents as reported from the Pakistan Demographic Health Survey (PDHS) 2017-2018. Pakistan Ministry of Education would be interested to generate evidence to understand more the personal, family, socio-cultural, and other underlying factors behind learners’ decisions for dropping out or not entering schools. This will provide direction to identifying strategies that will focus on school prevention and recovery programs. Conduct a survey on the perceptions and attitudes of students, adolescent parents who dropped-out, teachers, parents, selected community and religious leaders on early parenthood and its impact to school performance. Conduct focus group discussion or interview to adolescent parents who dropped-out and teachers.</p>

Strategy 5: Improve monitoring and evaluation (M&E) of LSBE for OSY implementation and build the evidence-based results

Objectively verifiable indicator	Means of Verifications
<p>A well-applied and simply formulated monitoring and evaluation schedules and schemes have been installed in the implementing schools to ensure an effective management of the LSBE for OSY program.</p>	<p>A copy of the full simplified Monitoring and Evaluation tools</p>
	<p>A copy of LSBE for OSY learner outcomes approved to be integrated in the NFBE evaluations (KSA)</p>
	<p>Copy of the baseline and endline assessment design</p>
	<p>Copy of the directory of the members of the established M&E Teams for LSBE for OSY</p>
	<p>Copy of the baseline assessment report</p>
	<p>Copy of the endline assessment report</p>
	<p>A copy of the details of the formulated Information Management System</p>
	<p>A copy of the study on the relationship between school dropouts and adolescent pregnancy/parenthood.</p>
<p>Responsible Key Agencies or Groups</p>	<p>Members of the LSBE for OSY Technical Working Group</p> <p>Please see the page for the “Recommended Sectoral Roles and Responsibilities Advocacy Outreach and Communication”</p>

Recommended Sectoral Roles and Responsibilities

Advocacy Outreach and Communication

RECOMMENDED SECTORAL ROLES AND RESPONSIBILITIES

Advocacy Outreach and Communication Interventions				
Sector	Provider	Prevention	Promotion	Link to care or referral
Education	School Heads	Support on the LSBE for OSY enabling environment (policy, capacity building, resource allocation, full operationalization in the school)	Support LSBE for OSY through bigger engagement and linkages to the parent, families, and communities	Screening and referrals Entering MOA/MOU to external partners providing services outside schools
	Teachers	Support LSBE for OSY core topics, social and emotional learning, skills, and resiliency promote positive peer relationship with the OSY Enhancing core competencies on LSBE for OSY Personally practice emotional regulation	Support LSBE for OSY literacy and motivation to the learners to go back to school and stay in the school Establish partnership with parents and guardians by meaningful engagements with them on LSBE	Early identification of issues, screening and referral Support continuity of care and ongoing education in different forms based on current situation of the OSY
	Guidance counsellors	Support school and community-based activities and interventions on LSBE for OSY	Support LSBE for OSY through bigger engagement with parents, guardians, families and communities	Screening, referral, counseling and initial management if needed
	School clinicians (nurses, doctors, etc)	Support school and community-based LSBE for OSY Health education - team-teaching with the teachers Bring health services in the ALPs or communities	Support LSBE for OSY through bigger engagement with parents, guardians, families and communities Conduct SBCC activities - group or one-on-one session with parents/guardians	School and community-based screening, diagnosis, management and referral to higher level intervention and to specialist if needed Support in mapping of service delivery network
	Parent-Teacher Councils	Support school and community-based LSBE for OSY	Attend SBCC sessions and trainings	Support the mapping of key partners in the community and school

Advocacy Outreach and Communication Interventions

Sector	Provider	Prevention	Promotion	Link to care or referral
Health	Specialist on adolescent health and development clinicians	<p>Targeted interventions to address risks and promote positive health seeking behaviors</p> <p>Support school and community-based interventions</p>	Support LSBE for OSY through bigger engagement and linkages to the parent, families, and communities	Screening, diagnosis and management as part of a multidisciplinary team or service delivery network
	Other clinicians and allied health professionals	<p>Support on the development of LSBE for OSY curriculum</p> <p>Enhancing core competencies on LSBE for OSY of teachers, support in the capacity building</p> <p>Support school and community-based LSBE for OSY</p> <p>Health education - team-teaching with the teachers</p>	<p>Support LSBE for OSY literacy and motivation to the learners to go back to school and stay in the school</p> <p>Establish partnership with parents and guardians by meaningful engagements with them on LSBE</p>	<p>Early identification of issues, screening and referral</p> <p>Support continuity of care and ongoing education in different forms based on current situation of the OSY</p> <p>Bring health services in the ALPs or communities</p>
	Lady Health Workers (community-based health workers)	<p>Support school and community-based LSBE for OSY</p> <p>Health education - team-teaching with the teachers</p> <p>Bring health services in the ALPs or communities</p>	<p>Support LSBE for OSY through bigger engagement with parents, guardians, families and communities</p> <p>Conduct SBCC activities - group or one-on-one session with parents/guardians</p>	<p>School and community-based screening, diagnosis, management and referral to higher level intervention and to specialist if needed</p> <p>Support in mapping of service delivery network</p>

Advocacy Outreach and Communication Interventions

Sector	Provider	Prevention	Promotion	Link to care or referral
Social Welfare and Protection	Social workers, psychologist	Support school and community-based activities and interventions on LSBE for OSY	Support LSBE for OSY through bigger engagement with parents, guardians, families and communities	Screening, referral, counseling and initial management if needed
Community	National Youth Council Youth Organizations Youth Leaders Media (Influencers)	Support school and community-based LSBE for OSY Health education - team-teaching with the teachers Bring health services in the ALPs or communities Capacitate the media influencers to support in raising awareness	Support LSBE for OSY through bigger engagement with parents, guardians, families and communities Conduct SBCC activities - group or one-on-one session with parents/guardians Media - conduct online/social media promotions on LSBE for OSY Identify champions among influencers on LSBE for OSY - if there are influencers that are OSY and willing to go back to school, tap them as champions	School and community-based screening, diagnosis, management and referral to higher level intervention and to specialist if needed Support in mapping of service delivery network Learn to refer
Religious Leaders		<p>Ensure that they are being consulted throughout the process to secure buy-in on the implementation of the LSBE for OSY. Their role in the advocacy, SBCC (prevention and promotion) and access to health services and engagement in the schools and communities are vital in delivering the interventions.</p> <p>Identify if there are Religious Leaders with expertise on education, health, and communications. Tap them as champions on LSBE for OSY implementations. Engage women and young members of the religious groups for more support.</p>		

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Key Informant Interviews and Focus Group Discussions Tools

Guidelines for key informant interviews (Out of School Children - Boys):

1. How old are you?
2. How many brothers and sisters you have and what is your number among them (eldest/ youngest/ number two etc.)?
3. What does your father do for earning, please explain if it's a regular or irregular work?
4. What is the qualification of your father?
5. What is the qualification of your mother?
6. Does your mother do a job? if yes please explain?
7. Does your family live in a village or city (in case you are speaking to a street child or a labor child)
8. What do you do these days? Do you work somewhere? Do you contribute to your household income?
9. What would you like to be in future, do you have any dream profession/ a hero?
10. How can you be what you want to be in future, do you have any plans, do you need some support, or is there someone who is helping you with your future plans?
11. Have you ever worked for some other people on a shop/ workshop / car service station etc. did you sell something?
12. Do you support your parents with household work / farming / or other work?
13. Have you been enrolled in a school? How many classes did you study? And why did you leave the school (probe for details)
14. What did you like about your school? And what did you not like about your school?
15. How is the life after school? Are you happy and satisfied with your time outside of school?
16. Who is your best friend? Does he live near you? Does he go to school?
17. How many of your siblings go to school now?
18. How were your teachers? How did they discipline the class?
19. Have you been a regular student in your school?
20. Did someone help you with your studies besides your schoolteachers?
21. Did you find studies difficult? What subjects were difficult? And what were nice and easy subjects for you?
22. Did you think of some other school that you could go to if you had the choice?
23. Do you miss your school and your classmates?
24. Did you ever feel insecure or upset at the school? If yes what was the reason? Did you speak to your parents about it, or did you discuss it with friends or siblings at home?
25. Have you faced rough treatment at school from other children or teachers or someone else?
26. Did your teacher/(s) ask you for some extra work at school like to help him / her with their personal chores / grocery or fetching water etc.?
27. Have there been toilets and washrooms, clean drinking water, electricity in your school, did you face any difficulty in using those facilities?
28. Do you think buying books and other school material was a problem for your parents?
29. Do you want to return to the school?

ANNEX

Guidelines for Out Of School Children (Girls):

1. How old are you?
2. How many brothers and sisters you have and what is your number among them (eldest/ youngest/ number two etc.)?
3. What does your father do for earning, please explain if it's a regular or irregular work?
4. What is the qualification of your father?
5. What is the qualification of your mother?
6. Does your mother do a job? If yes please explain?
7. Does your family live in a village or city (in case you are speaking to a street child or a labor child)
8. What do you do these days? Do you work somewhere? Do you contribute to your household income?
9. What do you want to become in future, what are your hopes/ plans and dream about your future life? Is there someone who is helping you with your plans? What could be done for that? Do you support your parents with household work/ caring responsibilities / farming / or other work?
10. How is the life after school? Are you happy and satisfied with your time outside of school?
11. Who is your best friend? Does she live near you? Does she go to school?
12. How many of your siblings go to school now? How far is the school from your home?
13. Have you ever been enrolled in a school?
14. If yes, how many classes did you attend in your school?
15. When did you leave your school and why?
16. Have any of your friends and sisters got married yet?
17. Do you know if girls are married before the age of 16 years here? Do you think your parents are planning to arrange your marriage soon?
18. What did you like about your school when you studied?
19. What did you not like about your school?
20. How were your teachers? How did they discipline the class?
21. Have you been a regular student in your school?
22. Did someone help you with your studies besides your schoolteachers?
23. Did you find studies difficult? What subjects were difficult? And what were nice and easy subjects for you?
24. Did you think of some other school that you could go to if you had the choice?
25. Do you miss your school and your classmates?
26. Did you ever feel insecure or upset at the school? If yes what was the reason? did you speak to your parents about it, or did you discuss it with friends or siblings at home?
27. Have you faced rough treatment at school from other children or teachers or someone else?
28. Did your teacher/(s) ask you for some extra work at school like to help her with their personal chores / grocery or fetching water etc.?
29. Have there been toilets and washrooms in your school, did you face any difficulty in using those facilities?
30. Do you think buying books and other school material was a problem for your parents?
31. Do you want to return to the school?

ANNEX

Guidelines for the Key Informant Interviews with the Primary School Teacher (Male):

1. What subjects do you teach in your school?
2. What trainings have you attended in the past three years from the Education department? What is your professional qualification?
3. What attracts parents' /community to enroll their children into schools?
4. Are you satisfied with the facilities in your school for teachers?
5. Are you satisfied with the facilities in your school for the students?
6. Do you think school is in an accessible / convenient location for most members of the community to send their children?
7. Why do children leave schools before completing their primary level of education? Why do they drop out and do not continue schooling?
8. What obstructs / prevents children to enroll their children into schools?
9. What triggers parents / guardians to withdraw their children from the schools?
10. What are some of the ways that you use to discipline your students?
11. Do you think that majority of the children have learning issues?
12. Why do children in the schools have learning issues/ challenges?
13. What is your opinion about the corporal punishment by teachers?
14. Do you think that stationery items and schoolbooks are unaffordable for community around this area?
15. Do you think that cheaper / affordable transportation facilities could improve the enrollment in schools?
16. Do you think that the children discontinue schooling because of improper water and sanitation facilities at school?
17. Do you think that poverty is the biggest reason for school dropouts?
18. Do you think tribal norms and local culture prevents children to complete their schooling?
19. Do you think religious leaders like Pesh Imam and Khateeb Sahiban could convince parents to educate their children?
20. What could be done to help children complete their schooling?

Guidelines for the Key informant Interviews with parents (mother / fathers) of Out Of School Children / DropOut Children:

1. What is your qualification?
2. What is the qualification of your spouse?
3. What is your profession and average monthly income?
4. Do you like your profession? Was it something that you wanted to do when you were young/ child?
5. Do you want your child/ren to join the same profession when they grow up?
6. Who is most educated person in your extended family/ friends, and what is his/her qualification? What is his/ her profession?
7. How many children do you have? What do they want to become when they are adults?
8. How far is the nearest school from your home?
9. What is your opinion about education? What is your opinion about girls' education?
10. Why do you think your child/ren are not in the school?
11. Do you think your child/ren could return to the school or could be enrolled in the school?
12. Do you think teachers beat and punish children and therefore children are unsafe in schools?
13. Do you think that school is too far for you to send your children to the school?
14. Do you think even schooling at government school is too costly for parents?
15. Do you think that children could do better in life if they have education? If yes how and if not, why?
16. Do you have a suggestion or comment to the education department and government?
17. Do you think our religion supports education? And including girls' education?
18. Does your child/ren support you in household income? if yes how
19. Does your child/ren support your family at home if yes how?
20. Do you think children face problems in schools? If yes, what kind of problems? Do you think there is anything that parents could do to overcome those problems that children face in schools?

ANNEX

Guidelines for Key Informant Interviews with the Head Teachers and School Monitors (Male / Females):

1. Are you happy with your school standards and quality of education in your school?
2. Do you get adequate funding for your school?
3. Are you satisfied with the facilities in your school for teachers?
4. Are you satisfied with the facilities in your school for the students?
5. Do you think school is in an accessible / convenient location for most members of the community to send their children?
6. What attracts parents and students to join your school?
7. Why do children leave schools before completing their primary level of education? Why do they drop out and do not continue schooling?
8. What obstructs / prevents children to enroll their children into schools?
9. What triggers parents / guardians to withdraw their children from the schools?
10. Why do children in the schools have learning issues/ challenges?
11. What is your opinion about the corporal punishment by teachers?
12. Do you think that stationery items and schoolbooks are unaffordable for community around this area?
13. Do you think that cheaper / affordable transportation facilities could improve the enrollment in schools?
14. Do you think that the children discontinue schooling because of improper water and sanitation facilities at school?
15. Do you think that poverty is the biggest reason for school dropouts?
16. Do you think tribal norms and local culture prevents children to complete their schooling?
17. Do you think religious leaders like Pesh Imam and Khateeb Sahiban could convince parents to educate their children?
18. Do you think COVID-19 had an impact on school dropout and poor enrolment?
19. Do you think department of education can do something to follow up with dropped out students for re-enrolment?
20. What could be done to help children complete their schooling?

ANNEX

Guidelines for the Key informant interviews with the District Education Officers (Male / Female):

1. From how long are you in this post?
2. What are your top departmental priorities?
3. What are some of the challenges you have within your department of education?
4. What are some of the achievements that you and your department is quite proud of?
5. Are you satisfied with the infrastructure and other facilities at the schools in your area of purview/ management?
6. Are you satisfied with the quality of education being offered in government schools? If yes / or no why?
7. What do you have to say about the learning difficulties that children face generally in the primary schools?
8. What is your opinion about corporal punishment? Do you think teachers use it as a means of disciplining children?
9. Do you think student enrollment in your district is satisfactory? If yes, why and if not why?
10. Do you think you and your department does enough to control school dropouts? How?
11. Do you have adequate resources to increase enrollment and control school dropouts in your area?
12. Do you use EMIS reports to plan your targets and activities for the improvements?
13. Are you concerned about the out of school children? Do you think there is planning that district education office is doing is doing to bring these out of school children to the schools?
14. Why do you think literacy levels are best in the district? What are the ingredients of success for the district?
15. What will be top three reasons for poor enrolment in your district?
16. What will be the top three reasons for the school dropouts in your district?
17. Do you think local religious leaders could help in improving literacy levels in your province if yes how?
18. Do you have any suggestions or ideas for policy makers to control the rising numbers of out of school children in the province?
19. Do you think media is playing any helpful role in the improvement of literacy rates in your district? If not do you have some suggestions in this regard?
20. How has COVID-19 impacted on your education system? Do you think your district is now back on track to meet your education targets?

FGD Guidelines regarding the problem and issues of the out of school children in their district:

1. It shall be a round table discussion, starting with the introduction of the participants and purpose of the research.
2. Share the findings of desk research with the participants, take their opinions and input about the problem and find out what are their suggestions to improve the situation?
3. Ensure that each participant has quality time to share her/his opinion about the issues and solutions.
4. Please ensure that there are clearer points regarding girls' education and for the boys' education and these are also noted accordingly.
5. Also share some of the initial findings from the key informant discussions for validation and triangulation.

Profile of the FGD Participants

Sr no.	Gender	Age	Educati on	Years of Employment	Profession
1	FEMALE	14	3	2	Embroidery Work
2	FEMALE	14	0	3	Embroidery Work
3	FEMALE	12	0	4	HOUSE LABOR
4	FEMALE	11	2	2	Embroidery Work
5	FEMALE	15	2	5	Embroidery Work
6	FEMALE	17	4	4	Embroidery Work
7	FEMALE	15	0	2	Embroidery Work
8	FEMALE	16	5	4	Embroidery Work
9	FEMALE	15	2	3	Embroidery Work
10	FEMALE	15	5	2	Embroidery Work
11	MALE	14	4	2	BARBER WORK
12	MALE	16	3	3	KARYANA LABOR
13	MALE	14	4	5	FACTORY LABOR
14	MALE	11	2	2	ELECTRONIC SHOP
15	MALE	14	4	3	CLOTH SHOP
16	MALE	17	6	5	BARBER WORK
17	MALE	18	4	5	FACTORY LABOR
18	MALE	17	2	6	BAGS WORK
19	MALE	17	0	5	PAINTWORK
20	MALE	15	7	3	LABOR WORK

ANNEX

Profile of the FGD Participants

Sr no.	Gender	Age	Educati on	Years of Employment	Profession
22	MALE	10	2	3	MOTORBIKE WORKSHOP
23	MALE	10	0	3	BARBER WORK
24	MALE	13	2	4	TAILOR WORK
25	MALE	14	0	5	BAGS WORK
26	MALE	13	3	3	FACTORY LABOR
27	MALE	15	3	3	PRINTING PRESS
28	MALE	14	2	2	DECORATION WORK
29	MALE	13	1	1	DECORATION WORK
30	MALE	13	5	3	PANCHAR SHOP
31	FEMALE	9	2	1	HOUSE LABOR
32	FEMALE	19	8	4	Embroidery Work
33	FEMALE	17	7	4	Embroidery Work



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