



MINISTRY OF
FEDERAL EDUCATION &
PROFESSIONAL TRAINING



Leveraging NFE as a viable approach to address OOSC crises
in response to education emergency

National Education Emergency

FEDERAL NON-FORMAL EDUCATION STRATEGY 2025

Purpose

Leveraging NFE as a viable approach to address OOSC crises in response to education emergency

Background

National Education Emergency

Title

Federal Non-Formal Education Strategy 2025

Custodian

NFE Coordination Cell (NCHD)

Ministry

Ministry of Federal Education and Professional Training (MoFE&PT), Islamabad

Development

2025

Acronyms and Abbreviations

AJ&K	Azad Jammu and Kashmir
AKU-IED	Agha Khan University – Institute of Educational Development
ALP	Alternative/ Accelerated Learning programme
ASER	Annual Status of Education Report
BECS	Basic Education Community Schools
CSOs	Civil Society Organizations
FBISE	Federal Board of Intermediate and Secondary Education
FDE	Federal Directorate of Education
GB	Gilgit Baltistan
HDR	Human Development Report
ICT	Islamabad Capital Territory
ICT	Information, Communication and Technology
JICA	Japan International Cooperation Agency
LaNA	Literacy and Numeracy Assessment
MoFEPT	Ministry of Federal Education and Professional Training
NAT	National Achievement Test
NBF	National Book Foundation
NCC	National Curriculum Council
NCHD	National Commission for Human Development
NEAS	National Education Assessment System
NEF	National Education Foundation
NFBE	Non-Formal Basic Education
NFE	Non-Formal Education
NFE-CC	NFE Coordination Cell
NFEMIS	Non-Formal Education Management Information System
NGOs	Non-Governmental Organizations
OOSC	Out of School Children
PCU	Project Coordination Unit
PIE	Pakistan Institute of Education
SDG	Sustainable Development Goal
TIMSS	Trends in International Mathematics and Science Study
ToRs	Terms of References

Table of Content

01

Introduction & Background 01

- 1.1 Educational Crisis in Pakistan 01
- 1.2 Background and Rationale for NFE Strategy 03

02

Strategic Objectives 05

- 2.1 Main Objective 05
- 2.2 Specific Objective 05

03

Strategic Pillars 06

- 3.1 Governance, Financing, and Institutional Strengthening 06
- 3.2 Equitable Access to NFE 08
 - 3.2.1 NFBE/ ALP Programmes and Delivery/ Implementations 10
 - Options and Modes
- 3.3 Quality, Relevance and Learning (Teacher Quality and Professional Development) 12
- 3.4 Assessment, Certification and Learning Continuity 13
- 3.5 Monitoring, Evaluation, Research and Data Systems in NFE 15

04

Implementation of NFE Strategy 17

- 4.1 Implementation Structure 17
- 4.2 Relevant Organizations and their Role in Implementation 18
- 4.3 Timeframe 20
- 4.4 Implementation Plan 20

01

INTRODUCTION & BACKGROUND

1.1 Educational Crisis in Pakistan

Article 25-A of the Constitution of the Islamic Republic of Pakistan guarantees **the right to free and compulsory education to every child aged 5 to 16 years of age**. Pakistan has also reaffirmed its commitment to the Sustainable Development Goals promoted by the United Nations, including SDG-4 of ensuring inclusive and equitable

These national and international commitments reflect Pakistan's legal and moral duty to ensure that no child is left behind. However, Pakistan has been facing serious challenges in implementing the article 25-A owing to several barriers that mainly include low budget allocation, supply side limitations, shortage of educational infrastructure, system efficiency issues, weak monitoring and curriculum relevance. Such challenges have resulted in a serious crisis where **25.3 million children of 5-16 years of age are out of schools** as per Population & Housing Census held in 2023. In addition to OOSC crisis, **National Education Emergency aims to address the prevailing "learning crisis"** that have been reported by various sources such as National Achievement Test (NAT), Annual Status of Education Report (ASER), Literacy and Numeracy Assessment (LaNA), Trends in International Mathematics and Science Study (TIMSS), etc. Federal and Provincial Governments have already developed Foundational Learning Policies to address this learning crisis. However, population growth, recurring natural disasters, poverty, and inadequate education spending have intensified the out-of-school children crisis, underscoring the need for a more focused, well-funded, and firmly committed planning process.



Considering the alarming educational crisis, **the Prime Minister, Mian Muhammad Shahbaz Sharif, declared a National Education Emergency on May 8, 2024, during a national conference.** The declaration was a response to the staggering number of children – approximately 25.3 million, who remain out of school across the country and prevailing learning crisis.



According to 7th Population & Housing Census 2023, **the number of children that are out of school in the Islamabad Capital Territory sits at 89,127.** It is important to narrate that **around 1,600 ALP centers are currently operating in ICT and 65,000 children are enrolled in these centers.** The Ministry of Federal Education and Professional Training is aiming to strengthen NFE's governance structure, mobilize adequate financial resources to increase supply of ALP centers through a range of delivery strategies including conventional, digital and hybrid. The proposed strategy provides clear guidelines to establish and strengthen the NFE Coordination Cell, and systems for Trainings, Monitoring & Evaluation, Assessment & Certification and Social Mobilization operationalize ALPs as well as launch structured campaigns to include the excluded. The NFE Coordination Cell will mainly address the low financing in NFE, growing population and OOSC in ICT, institutional challenges, quality of education provision, limited delivery modes of ALPs, and managing ALPs at a scale.

1.2 Background and Rationale for NFE Strategy

In June 2025, the Ministry of Federal Education and Professional Training (MoFEPT) approved a **"One-Year Roadmap for Strengthening Non-Formal Education (NFE) at the Federal Level"**. Heads and representatives from **National Commission for Human Development (NCHD)**, **Basic Education Community Schools (BECS)**, **National Education Foundation (NEF)**, **Federal Directorate of Education (FDE)**, **Pakistan Institute of Education (PIE)**, **Project Coordination Unit (PCU)**, **Japan International Cooperation Agency (JICA)**, **Pakistan Alliance for Math and Science (PAMS)**, and **Taleemabad** contributed to the development of this roadmap. "One-Year Roadmap for Strengthening Non-Formal Education (NFE) at the Federal Level" aimed to **"establish a unified, adequately funded, and accountable NFE system across federal areas through policy development, institutional strengthening, and targeted reforms in teacher training, assessment, and monitoring"**.

It is pertinent to mention that NFE at federal level is being managed by multiple organizations; e.g. NCHD, BECS and NEF, which always created challenges in managing the NFE operations centrally. Creation of the **"NFE Coordination Cell"** as a central, unified and governing structure for NFE at federal level will help in addressing these challenges.

Key outcomes of the NFE strategy include a **reduction in the number of Out-of-School Children (OOSC)** in Islamabad Capital Territory and other federal territories such as Azad Jammu & Kashmir and Gilgit Baltistan. It also aims to strengthened the linkages between NFE and the formal education system to enable learner reintegration, institutionalization and adequate financing of NFE within MoFEPT, and improve life skills and learning outcomes for marginalized children and youth.

It was added that the One-year roadmap was developed through an inclusive, consultative process involving technical working groups and multiple rounds of engagement with stakeholders operating in NFE at federal level. It was narrated that the roadmap revolves around four key pillars:



As a result, it was decided to create a NFE coordination cell to serve as central governance body for Non-Formal Education at federal level and function as regulatory, coordinating and service delivery agency for NFE. The central coordination cell/ wing will

engage with NFE services providers operating at federal level in delivering quality NFE, develop and operationalize systems for quality assurance and enhancement, NFE teachers' management and professional development, monitoring, evaluation and research, NFE data management and assessment and certification services for learning continuity of learners enrolled in NFE/ ALP programmes.

In addition to creating a central NFE coordination cell to steer and manage NFE operations at federal level, MoFEPT is keen to strengthen and expand NFE as viable approach to address OOSC crisis under national education emergency and implement national education policy framework as well as pursue targets set under SDG-4. The federal NFE strategy will not only serve as strategic framework for NFE coordination cell/ wing, but serve as a strategic guide for entire NFE operations in federal areas.

Building on the Roadmap and Development of "Federal NFE Strategy":

Federal NFE strategy aims to build on the efforts made through the **"one-year roadmap"**, implement National Education Policy Framework, respond to National Education Emergency, and contribute to national and global commitments made through article 25-A and SDG-4. The strategy provides guidelines **to strengthen NFE governance system at federal level** that is capable of bringing all NFE stakeholders at one central platform to augment efforts for OOSC, develop and operationalize systems for teacher' development, quality assurance in NFE, monitoring, evaluation and research, NFE data management, and assessment & certification for learning continuity of learners enrolled in NFE. The Federal NFE Strategy will serve as a **strategic guide for the federal education ministry for oversight and advice, steer implementation** by engaging NFE providers/ NGOs and private actors and develop a coherent accountability system that paves way for quality delivery and expand NFE services to address OOSC crises.

02

STRATEGIC OBJECTIVES

2.1 Main Objectives

The main objective of the Federal NFE Strategy is **to strengthen the NFE governance system at the federal level and provide access to learning to all out-of-school children through alternative models within the Non-Formal Education system.**

2.2 Specific Objectives

Specific objectives of the strategy include:

1. Strengthen and operationalize an effective and coherent governance system at the federal level that regulates non-formal education, manages and facilitates expansion of service delivery of NFE through diversified learning models
2. Promote partnerships and coordination mechanisms to mobilize technical and financial resources for institutional strengthening, quality delivery and expansion of NFE services at the federal level
3. Develop and operationalize systems for the professional development of NFE teachers, assessment & certification
4. Improve data and reporting system in NFE to promote data driven management and systematic tracking of learners' mainstreaming and transition
5. Promote multisector approaches by leveraging linkages with health, social protection, skill development, and other relevant sectors to position NFE as a responsive system of learning
6. Develop and implement a diverse range of alternative learning models for out-of-school children, youth and adults to provide equitable access to learning
7. Integrate vocational skills and digital technology with alternate learning models for effective outreach and quality learning

03

STRATEGIC PILLARS

The strategy proposes following major pillars to contribute to the stated objectives:



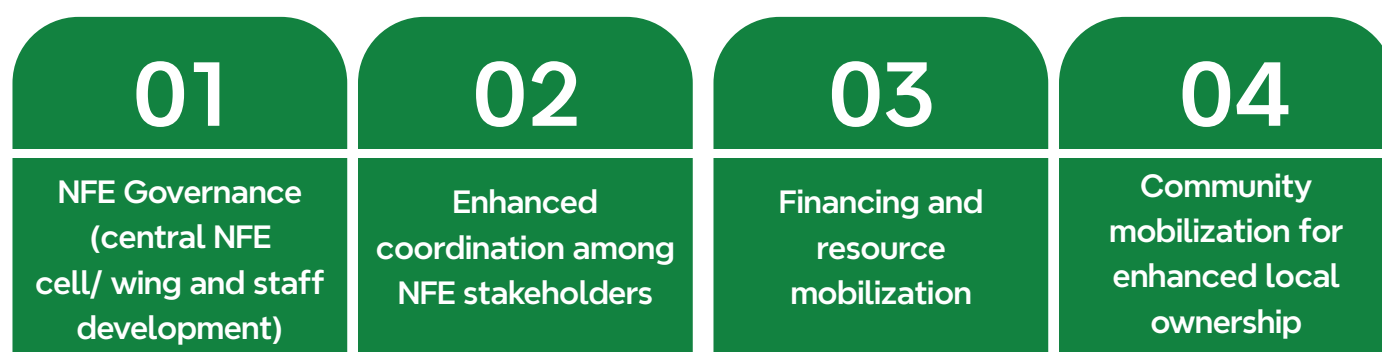
Strategic pillars, with its strategies, corresponding activities and responsibilities are given under:

3.1 Governance, Financing, and Institutional Strengthening

The first action under this pillar is the creation and strengthening of an interim "NFE Coordination Cell" with clearly defined structure, functions and ToRs. NCHD will assume and demonstrate more proactive role in managing the interim "NFE Coordination Cell". NFE organizations – including NCHD, BECS and NEF are leveraging existing resources to provide teacher's training, learning supplies, and related support, while additional requirements to manage NFE/ ALPs are being met by MoFEPT.

Further, NFE Coordination Cell, in close cooperation of the NFE organizations will also cover key elements including costing, package design, the development of a dedicated webpage, school listings, and the draft legal agreements. Officers designated to manage "NFE Coordination Cell" within NCHD will be trained on their role, major functions and ToRs to take care of all NFE functions such as curricula, textbooks/ TLMs, scheme of studies, establishing NFE/ ALP centers/ schools, coordination with NFE providers, selection and professional development of ALP teachers, monitoring, research, reporting, data management, assessment & certification, mainstreaming/ transfer, transition, tracking and other similar actions such as community mobilization for enhanced ownership of NFE/ ALP centers at field level. The NFE Coordination Cell will also mobilize adequate funds to ensure effective and coherent governance, continued strengthening, capacity building, and service delivery of NFE in federal areas.

Following are major constituents of the NFE governance, and institutional strengthening:



Major strategies and actions under this pillar are given under:

Strategies	Interventions	Responsibilities
NFE Governance (NFE Coordination Cell and staff development)	1. Develop a comprehensive strategic framework for "NFE Coordination Cell" that clearly defines its vision, mission, functions, and organizational structure and build professional capacity of staff members on the said strategic framework. 2. Ensure continuous professional development staff members of NFE Coordination Cell and NFE providers/ implementers through structured training workshops, mentoring and on the job training opportunities	MoFEPT, NFE-CC, PIE, FDE, NCHD, BECS, NEF, PIE and JICA

Coordination among NFE stakeholders	1. Promote coordination among NFE stakeholders through "ICT NFE forum" through coordinated planning and resources sharing to strengthen NFE at federal level 2. Operationalize "NFE Sub-Group of NEDPG" through frequent coordination among donor agencies to mobilize donor's support for NFE strengthening at federal level 3. Organize Conferences/ Seminars and thematic dialogues using NFE platforms to promote NFE as a viable and scalable approach to address OOSC crisis	NFE-CC, PIE, JICA and donor agencies
Financing/ Resource Mobilization in NFE	1. Develop Projects/ PC-Is to mobilize financial resources for NFE quality and expansion by effectively coordinating with public, private and donor agencies to mobilize resources 2. Develop "Standard Packages" to mobilize CSR and individual philanthropy and disseminate the same through comprehensive "communication, marketing and outreach strategy"	NFE-CC, PIE, JICA and NFE providers
Community Mobilization for Enhanced Local Ownership	1. Promote "local governance phenomenon" in NFE by establishing and managing Local Education Committees (LECs) with all NFE/ ALP centers for enhanced local ownership and smooth functions of NFE/ ALPs with enhanced local oversight accountability prospects.	NFE-CC, FDE, PCU, JICA and NFE providers

3.2 Equitable Access to NFE

All children, young people and adults excluded from learning / schooling should be included by addressing major causes of exclusion and ensure retention till mainstreaming or completion of the basic education programme with special emphasis on girls, rural women, and those affected by emergencies. Out of school children will be identified and offered age appropriate, equivalent and flexible learning models. The learners' retention is of prime importance and be strategized by the teachers and respective NFE providers by employing a range of viable strategies. Teachers should be able to know the early signs of dropout and ensure that all such reasons are eliminated and learners learn to the best of their potential.

Below are fundamental steps to provide equitable access to NFE:

1. Planning and Organizing
2. Implementation (Identification, Enrollment, Retention of OOSC and Data Management/ Monitoring)
3. Learning Programmes in NFE/ ALPs

Key intervention and corresponding strategies actions are given under:

Strategies	Interventions	Responsibilities
Planning, Coordination and Resource Sharing	1. Develop and implement concept note titled as "No Child Left Behind/ ZERO OOSC in ICT" to provide right to education to all OOSC in ICT by engaging relevant public, private and development sector organizations 2. Develop a coordinated plan and budget to share technical, financial and operational resources where learning materials, training of teachers, monitoring and assessment services will be provided by the MoFEPT.	MoFEPT, NFE-CC, PIE, FDE, NCHD, BECS and NEF (No child left behind consortium)
Implementation (Identification, Enrollment, Retention of OOSC and Data Management/ Monitoring)	1. Identify OOSC through local surveys with active participation of local communities/ volunteers and NFE providers who manage their operations at UC levels in ICT 2. Enroll OOSC in ALPs and ensure their retention through a range of context-specific and locally appropriate strategies 3. Systematically manage data of OOSC, enrollment, attendance and progression through NFEMIS/ Dashboard, develop and disseminate periodic reports and use the same for evidence decision making	NFE-CC, PIE, FDE, PCU, JICA and NFE providers/ forums
Learning Programmes in NFE/ ALPs	1. Deliver age appropriate and equivalent learning programmes (NFBE/ ALP-Primary and Middle-Tech) through a range of learning modes in flexible and diverse learning spaces for marginalized and excluded population groups in a safe, inclusive and learner friendly way	NFE-CC, PIE, FDE, PCU, JICA and NFE providers

3.2.1 NFBE/ ALP Programmes and Delivery/ Implementations Options and Modes

NFBE/ Alternative Learning Programmes:

The NFE strategy proposes following NFBE/ ALPs for OOSC and illiterate youth and adults:

Sr #	Programmes	Curriculum/ TLMs	Equivalency	Age Group	Duration
1	NFBE (Primary)	Conventional formal curriculum and materials	Formal Primary	5-9 years	48 Months
2	NFBE/ALP (Primary)	Integrated / accelerated curriculum and materials	Formal Primary	8-16 years	30 Months
3	NFBE/ALP (Primary)	Integrated/ accelerated curriculum and materials	Formal Primary	10-16 years	24 Months
4	NFBE/ALP (Middle)	Integrated/ accelerated curriculum and materials	Formal Middle	12-16 years	18 Months
5	NFBE/ALP (Middle-Tech)	Integrated/ accelerated curriculum and materials	Formal Middle and relevant vocational skills of level I and II	12-16 years	18 Months
6	NFBE/ ALP (Matric & Matric-Tech)	Integrated/ accelerated curriculum and materials	Formal Middle and relevant vocational skills of level III and IV	14-16 years	18 Months
7	Foundational learning/ literacy programme	Basic literacy & numeracy	Formal education grade 3	All Ages	06 Months
8	Remedial, catch up and bridging programmes (preparedness for NFE/ ALPs)	Integrated/ accelerated curriculum and materialst	Formal Primary and Middle	5-16 years	2-4 Months

Delivery Options

The said programmes will be delivered through a range of delivery options such as:

1. Community based ALPs in flexible and diverse learning spaces including morning and evening shift
2. Using community centers to implement community-based ALPs
3. Evening/ 2nd shift in public and private schools
4. Morning or evening shift in madaris, mosques, temples and churches
5. Community/ home-based options for girls in particular
6. Use other public/ private sector spaces for ALPs
7. Foundation based models by having rental places

Delivery Modes

These programmes may be offered as:

1. Conventional / in-person
2. Digital mode
3. Hybrid (combining in-person and digital)

Delivering/ Implementing Organizations:

The said programmes will be implemented directly by the MoFEPT, NCHD, BECS, NEF, FDE and development sector NFE providers/ NGOs and private sector actors as well as by engaging public/ private schools, academia and educated youth.

3.3 Quality, Relevance and Learning (Teacher Quality and Professional Development)

Quality is central to NFE/ ALP and the key domains of the quality in NFE include:

1. Relevant curricula, TLMs and supplementary materials
2. Interactive and safe learning environment in NFE/ ALP centers,
3. Teachers' management and their professional development,
4. Minimum quality standards and their implementation.

Curricula, teaching & learning materials, scheme of studies, lesson planning and implementation of all these resources will be utilized for effective teaching & learning in a conducive learning environment that is enabling, interactive and inclusive. Teachers' Management and Capacity Building denotes SOPs for teacher engagement/ selection and teacher capacity building as well as management rules/ procedures. Modules/ training manuals developed using "teacher needs assessment" will be consistently used to build professional capacity of NFE/ ALP teachers. PIE and JICA are actively supporting this area and building professional capacity of NFE/ ALP teachers. It is added that the NIETE platform will also be utilized to train these teachers, FDE facilities will also be used to train teachers.

Minimum quality standards (curriculum, textbooks, assessment, learners, teachers and learning environment) will be developed and implemented to ensure quality of NFE delivery. In addition, NFE Coordination Cell will facilitate NFE providers in delivering the NFE in federal areas.

1. Curricula and teaching & learning materials
2. Learning Environment
3. Teachers' Management Framework
4. NFE Teacher's Professional Development
5. Minimum Standards and implementation
6. Transition from formal curriculum to ALPs

Major strategies under this pillar are given under:

Strategies	Interventions	Responsibilities
Curricula and Teaching & Learning Materials	Curricula and teaching & learning materials are standards based, integrated, accelerated, equivalent for formal education and delivered flexibly through in-person, digital and hybrid learning modes	NFE-CC, PIE, NCC, FBISE, academia, NFE providers, platforms
Interactive and Inclusive Learning Environment	Provide interactive, inclusive, safe and learner-friendly learning environment in ALPs that adheres to quality standards and enables learners to achieve their learning learn potential	NFE-CC, PIE, NCC, academia, NFE providers, platforms
Professional Development of NFE/ ALP Teachers	Implement a structured "Professional Development System" for NFE/ ALP teachers provides Induction, Refresher and Continuous Professional Development (CPD) opportunities aligned minimum quality standards	NFE-CC, PIE, NCC, academia, NFE providers, platforms
Minimum Quality Standards for NFE/ ALP	Implement minimum quality standards for quality NFE that cover standards for learners, teachers, learning environment, curriculum, learning materials and assessment for quality assurance and enhancement of NFE in federal areas	NFE-CC, PIE, NCC, academia, NFE providers, platforms
Transition from Formal Curriculum to ALPs	Develop and implement phased transition plan to convert NFBEs into ALPs to focus on accessibility and learning of overage learners	NFE-CC, PIE, NCC, academia, NFE providers (NCHD, BECS, NEF, etc.)

3.4 Assessment, Certification and Learning Continuity

This pillar pertains to assessment and certification to ensure that learning competence is assessed, recognized and certified officially by the ministry. The first action is on reinstating the 5th Grade for NFBE and Package C for ALPs examinations for NFE learners and calendar/ registration processes for examinations (terminal assessment) to be publicized (at least twice a year). FDE in consultation with other departments and organizations (PIE and JICA) will increase capacity of FDE's assessment wing to conduct the assessment twice a year for NFBE and ALPs. NFEMIS's assessment module should be used to digitize assessment data and all NFE providers should make sure that all assessment related data are digitized

and presented to key stakeholders for ensuring the correct monitoring of the situation. FDE, PIE and JICA will develop a comprehensive "assessment & certification framework" and related guidelines for NFE providers. The framework will be disseminated and FDE will make sure that all NFE providers adhere to it.

Key constituents of assessment & certification pillar are given under:

1. Assessment & Certification Framework
2. Implementation of Assessment & Certification Framework
3. Assessment & Certification tools and resources
4. Certification for learning continuity
5. Assessment for decision making and improvement
6. Digitization of assessment data and use for decision making

Key strategies under this pillar are narrated under:

Strategies	Interventions	Responsibilities
Assessment & Certification Framework	A standardized Assessment & Certification Framework will be developed and implemented to guide both technical and operational aspects of the assessment and certification in federal areas to recognize learning competence and ward legal certificates for horizontal and vertical mobility of learners	NFE-CC, PIE, FDE, PCU, JICA
Implementation of Assessment & Certification Framework	1. Designated focal persons, NFE/ ALP teachers and assessment authority (FDE) will be capacitated to effectively implement the assessment & certification framework 2. FDE will conduct terminal assessment twice a year for Grade 5/ Package C, in accordance with officially notified assessment calendar	NFE-CC, PIE, NCC, academia, NFE providers, platforms
Assessment & Certification tools and resources	Facilitate quality assessment & certification services through functional data and feedback system for assessment, test items and corresponding items bank software, and standardized tool and resources for internal and external assessments	NFE-CC, PIE, NCC, academia, NFE providers, platforms

Certification for Learning Continuity	Facilitate mainstreaming (transfer) and vertical mobility (transition)) of learners through assessment and certification with active support of local communities with a functional learner-tracking system for learning continuity	NFE-CC, PIE, FDE, PCU, JICA and NFE providers
Digitization of assessment data and use for decision making	Digitize assessment data on NFEMIS, generate periodic assessment analytical and feedback reports and use the same to improve curricula, learning materials and teaching practices	NFE-CC, PIE, FDE, PCU, JICA and NFE providers

3.5 Monitoring, Evaluation, Research and Data Systems in NFE

This pillar of the Federal NFE Strategy focuses on Monitoring, Evaluation, and Reporting as well as research and data system in NFE such as Non-Formal Education Management Information System (NFEMIS). A comprehensive Monitoring Framework will define key indicators and outline the structures required for its effective implementation. It was noted that earlier discussions had highlighted the potential benefit of leveraging NCHD's extensive field presence for this purpose. NCHD has currently deployed over 1,300 field officers who conduct monitoring and report on daily basis. BECS has its own internal monitoring system, with direct reporting mechanisms from teachers. However, the need for a unified platform for monitoring and reporting across all NFE departments is there and all NFE providers should use a standardized monitoring and evaluation system. This includes aligning with a common set of indicators, assigning focal points within each NFE organization, and ensuring regular data collection and reporting through the NFE dashboard managed by PIE—while strategically utilizing NCHD's field capacity. All NFE departments will mobilize their existing human resources more effectively for field-level monitoring. Staff members of key NFE providers should be trained in the NFE strategy, frameworks/ systems, and tools to ensure more effective and consistent implementation across the system. It is crucial to promote research in NFE at federal level/ areas by collaborating with research organizations such as PIE, AIOU and other research organizations.

Monitoring data should be extensively used for making decisions. Similarly, NFEMIS data should also be used to create a culture of data driven management. NFEMIS should be regularly updated and integrated with EMIS and generate periodic quantitative and qualitative reports.

Following are key constituents of this pillar:

1. Monitoring, Evaluation and Reporting (MER) System
2. NFE Data System (NFEMIS)
3. Research in NFE
4. Data Driven Management

Key strategies under this pillar are described below:

Strategies	Interventions	Responsibilities
Monitoring, Evaluation and Reporting (MER) System	1. Develop and implement a comprehensive MER system that defines minimum monitoring frequency, maintains a functional monitoring data system. 2. Generate periodic monitoring reports and improve monitoring practices accordingly 3. Build capacity of relevant monitoring persons and NFE providers	NFE-CC, PIE, PCU, JICA
NFE Data System (NFEMIS)	1. Pakistan Institute of Education (PIE) will maintain a well-coordinated data management system for NFE (NFEMIS) through an active collaboration with federal and provincial NFE providers/organizations. 2. The NFEMIS will be regularly maintained and upgraded, periodic reports will be generated and disseminated widely for management of NFE programmes	NFE-CC, PIE, PCU, JICA and federal / provincial NFE data hubs
Research in NFE	1. NFE Coordination Cell and PIE will develop a joint research plan to promote research in NFE, which will be implemented in close collaboration with academia (AIOU in particular) and research organizations 2. Disseminate research findings systematically for informed decision making	NFE-CC, PIE, PCU, JICA, academia (AIOU) and other universities, research organizations
Data Driven	1. Disseminate data and reports collected through NFEMIS, monitoring, assessment and research 2. Build capacity of NFE Managers/ Field Officers on using data and evidence for decision making and improvement of the quality of NFE services 3. Hold seminars/ conferences to promote "data driven management" or "evidence based decision making"	NFE-CC, PIE, PCU, JICA

04

IMPLEMENTATION OF NFE STRATEGY

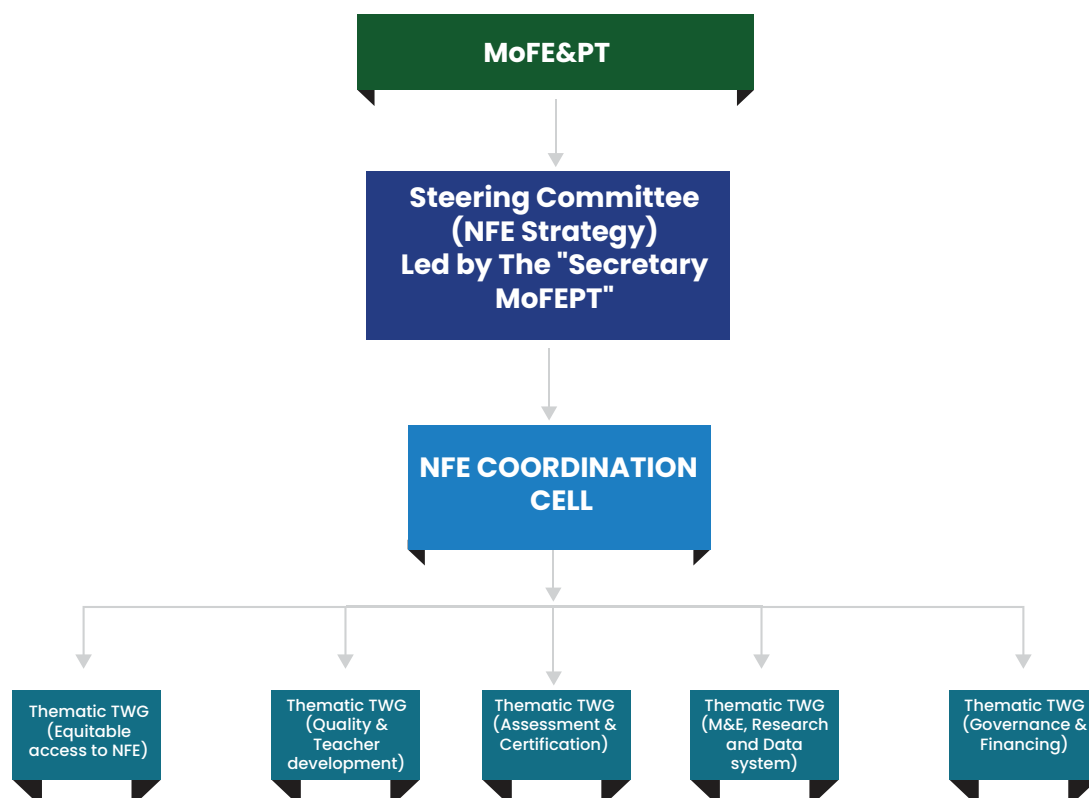
4.1 Implementation Structure

All NFE departments/ organizations will effectively utilize their existing human resources to implement the Federal NFE Strategy. NFE Coordination cell and heads of the NFE providers must ensure timely orientation and capacity-building sessions on NFE strategy, systems and frameworks for teachers, monitoring and assessment, and tools to ensure their consistent and effective implementation.

Form a "Steering Committee" under the Secretary MoFEPT, comprising Heads/ Director General of NCHD, BECS, NEF, PIE, FDE, Concerned Joint Secretaries (MoFEPT), and representatives from the PCU and JICA.

The committee will be responsible for overseeing the implementation of the NFE strategy and related reforms, with clear Terms of Reference (ToRs) to guide its work. Additionally, the steering committee will provide guidelines for "thematic technical working groups", which will function under the steering committee to accelerate the work, provide technical and operational support to relevant strategic pillars.

Stock take meeting on implementation of the strategy will be held at least once a month.



4.2 Relevant Organizations and their Role in Implementation:

No.	Organizations/ Departments	Role in Federal NFE Strategy
1	Ministry of Federal Education & Professional Training (MoFEPT)	MoFEPT will take lead in policy, oversight and advice towards implementing the federal NFE strategy. Will provide technical and financial resources and facilitate in coordination with stakeholders, donor agencies and private actors.
2	Pakistan Institute of Education (PIE)	1. PIE will play its role in coordination with private/ development partners, staff capacity building, planning, monitoring, and assessment (assessment wing of PIE). 2. PIE will also manage the NFEMIS by designating staff for NFEMIS and make sure that data system continues to run smoothly by collecting, analyzing and reporting NFE data. 3. PIE will support in creating a culture of research in NFE and engage NFE coordination cell and academia as well as other research organizations to conduct research in NFE
3	National Curriculum Council (NCC)	1. NCC will play its role in developing the curricula and learning materials for new learning programmes 2. NCC will support in reviewing and upgrading the curricula and learning materials 3. NCC will also facilitate implementation of minimum quality standards for quality assurance and enhancement of NFE in federal areas
4	National Book Foundation (NBF)	1. NBF will support in all matters pertaining to textbooks/ teaching & learning materials. It will particularly support in providing learning materials to NFBE/ ALP centers operating in federal areas.
5	Federal Board of Intermediate and Secondary Education (FBISE)	1. FBISE will play its role in providing developing ALP (Matric-Tech) and providing equivalence as well as conducting assessment of the learners of this learning programme.

6	National Vocational and Technical Training Commission (NAVTTTC)	1. NAVTTTC will provide support in integrating vocational/ technical skills with ALP (Middle-Tech) and (Matric-Tech), provision of instructors for training of teachers, RPL and assessment & certification of learners. 2. NAVTTTC will also support in equivalence and transition of ALP pass outs to advanced skill courses in recognized skill institutions
7	National Commission for Human Development (NCHD)	1. NCHD will provide logistical and technical support to "NFE Coordination Cell", which is housed in NCHD. However, NCHD will additionally support in field operations, monitoring and assessment.
8	Basic Education Community Schools (BECS)	1. BECS will provide human resource for NFE Coordination Cell and deliver NFBE programmes in federal areas to address OOSC issue.
9	National Education Foundation (NEF)	1. NEF will also delivery NFE services and offer ALPs for OOSC in addition to participating in monitoring and assessment as well as providing human resource for NFE Coordination Cell.
10	Federal Directorate of Education (FDE)	1. FDE will be regularly coordinating with NFE Coordination Cell in school listing, identifying areas where ALPs are needed and setting up ALPs in evening shifts in formal schools. 2. FDE's assessment wing will implement assessment & certification system for learning continuity of learners of NFE/ ALP centers
11	Project Coordination Unit (PCU)	1. PCU will support in coordination, mobilizing resources from other ongoing and future programmes (ALP services delivery) and regularly bridge the NFE Coordination Cell with MoFEPT.
12	Private schools (association and authority)	1. Private schools, association and authority will play their role in expanding NFE/ ALP programmes and address OOSC crisis in ICT.
13	Allama Iqbal Open University (AIOU)	1. AIOU will support in implementing the NFE strategy by activating center for lifelong learning, implementing ALP (Middle-Tech) and matric-tech programmes and promoting research in NFE.

14	Development Partners (Bilateral, UN, INGOs/ NGOs/ CSOs)	DPs will provide their support in following areas: 1. JICA: NFE Coordination Cell strengthening and staff development 2. UN (UNICEF & others): Expansion of NFE services and its quality delivery 3. World Bank: Provide resources for NFE/ ALP expansion and its quality services 4. NFE providers/ INGOs/ NGOs: NFE/ ALP expansion (implementation of ERO OOSC campaign/ No Child left Behind) at UC levels), training/ teacher development
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4.3 Time Frame

Federal NFE Strategy's time frame is: Year 2025 onwards

4.4 Implementation of Strategy

Implementation plan is given under:

Strategies	Implementation Methodology
1. Governance, Financing, and Institutional Strengthening	
NFE Governance (NFE Coordination Cell and Staff Development)	1. NFE steering committee will convene monthly progress review meetings under the chairmanship of the Secretary MoFEPT. NFE Coordination Cell will also hold weekly progress review and planning meetings. 2. NFE Coordination Cell will emphasize institutional strengthening of the Cell and capacity development of its staff members through structured trainings and coordinated operations. 3. NFE Coordination Cell will also develop a well-structured oversight and accountability system for performance and productivity.
Coordination among NFE stakeholders	NFE coordination platforms such as ICT NFE forum and NFE sub-group of NEDPG, already notified by the MoFEPT, will convene regular periodic meetings, maintain proceedings and disseminate key decisions with stakeholders. These forums will also organize seminars and conferences to promote NFE at federal level

Financing/ Resource Mobilization in NFE	NFE-Coordination Cell will develop projects for regular government funds, and mobilize resources from private and development sector. Additionally, NFE Coordination Cell will focus on effectiveness and efficiency during programming and service delivery of ALPs
Community Mobilization	NFE Coordination Cell will promote community mobilization in NFE by building capacity of NFE providers on community mobilization.

2. Equitable access to NFE services

Planning, coordination and Resource Sharing	MoFEPT and NFE Coordination Cell will engage public, private and development sector NFE providers to operate at UC level to enroll and retain OOSC according to the ICT action plan targets. Targets for year 2026-27 will be focused initially as NFE roadmap and No Child Left Behind/ ZERO OOSC campaign.
Identification, Enrollment and Retention of OOSC	Selected NFE providers/ organizations will take lead at UC level and implement the enrollment campaigns/ No Child Left Behind. These organizations will target all 89,127 OOSC in ICT.
Data Management / Dashboard and Monitoring	Data of OOSC, educational institutions/ schools, enrollment, attendance, monitoring and assessment, etc. will be fed into the NFEMIS/ dashboard for analyses, reporting and use in decision making.
Learning Programmes in NFE/ ALPs	NFBEs/ ALPs for primary and middle levels with skill integration and hybrid delivery options will be implemented in federal areas after identification and enrollment of OOSC.

3. Quality, Relevance and Learning (Teacher Quality and Professional Development)

Curricula and Teaching-Learning Materials	Age-appropriate, flexible, accelerated and equivalent curricula, textbooks, scheme of studies and other materials developed already will be made available to all NFE providers. ALP (Matric-Tech) will be designed and offered during coming few years jointly with NCC, FBISE, AIOU and NFE providers.
Interactive & inclusive Learning Environment	Provision of quality, enabling and interactive learning environment, which will be ensured through training of teachers and be monitored through rigorous monitoring.
Teacher's Management Framework (TMF)	TMF draft will be implemented and improved based on the implementation experiences at federal level
NFE Teacher's Professional Development	Modules have been developed and master trainers are trained as well. One cascade training for NFE/ ALP teachers in ICT done already and be continued during coming projects/ initiatives. Training modules for ALP (Matric-Tech) will be developed after curriculum and TLMs and used to train Master Trainers
Minimum Quality Standards in NFE and implementation	Minimum quality standards notified by the NCC will be implemented to ensure quality of NFE/ ALP delivery by adhering the standards in curricula, TLMs, learning environment, teachers, learners and assessment
Transition from formal to ALPs	NFE Coordination Cell will develop a plan with BECS, NCHD and NEF to convert conventional formal curriculum to accelerated curriculum. Capacity of relevant NFE providers and their teachers will be focused.

4. Assessment, Certification and Learning Continuity

Assessment & Certification Framework	Assessment & certification Framework provisions will be aligned with lessons learned from implementation of the assessment & certification framework (internal and external assessment findings and lessons)
Implementation of Assessment & Certification Framework	Implementation of the assessment & certification framework will ensure by developing capacity of all those concerned such as assessment authority, relevant officers and ALP teachers. Additionally, terminal assessment services for Grade 5/ Package C will be offered at least twice a year as per notified assessment calendar by the MoFEPT.

Assessment & Certification tools and resourcest	All resources pertaining to assessment and certification including curricula, test items, Items Bank and software, tools and system for marking, etc. with digital resources will be ensured through the relevant organizations/ authorities responsible for technical and operational functions.
Certification for Learning Continuity	Certification for transition (mainstreaming and transition to next levels/ upward mobility of learners)
Assessment for Decision Making and Improvement	First method is to digitize assessment data in NFEMIS, analyze the same and generate reports, which will be used for decision making to improve curricula, materials and teaching practices.

5. Monitoring, Evaluation, Research and Data Systems in NFE

M&E Framework/ System with Reporting System	Methodology aims on capacity development of Monitoring officers/ NFE providers to enable them carry out monitoring as per agreed/ notified frequency and create a culture to use monitoring feedback for evidence-based decision making.
NFE Data System (NFEMIS)	Data system (NFEMIS), which is housed in PIE, will be regularly updated / upgraded and linkages with federal/ provincial NFE organizations will be maintained systematically. Additionally, NFEMIS will produce statistical report every year and make the same available for mangers for planning and management
Data Driven Management tof NFE Programmes	PIE and NFE Coordination Cell will promote a phenomenon of "data driven management" or "evidence-based planning" through conferences, seminars, and disseminating monitoring, assessment, and NFE data.

