

# Documentation of Good Practices of **Zero OOSC Campaign** in Islamabad



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<b>Year of publication</b>	<b>January 2024</b>

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# List of Acronyms

AEPAM	Academy for Educational Planning and Management
ALP	Alternative Learning Programme
ALP	Accelerated Learning Programme
AQAL	Advancing Quality Alternative Learning
BECS	Basic Education Community Schools
BISP	Benazir Income Support Programme
CSOs	Civil Society Organizations
CEOs	Chief Executive Officers
DG	Director General
ED	Executive Director
FDE	Federal Directorate of Education
FGDs	Focus Group Discussions
HRM	Human Resource Management
ICT	Islamabad Capital Territory
ICT	Information and Communication Technology
IDPs	Internally displaced persons
INGOs	International Non-Governmental Organization
JICA	Japan International Cooperation Agency
JJT	Junior Jinnah Trust
KII	Key Informant Interviews
MoFE&PT	Ministry of Federal Education and Professional Training
NCHD	National Commission for Human Development
NEF	National Education Foundation
N-EMIS	National Education Management Information System
NFBE	Non-Formal Basic Education
NFE	Non-Formal Education
NFEMIS	Non-Formal Education Management Information System
NGOs	Non-Governmental Organization
NIPS	National Institute of Population Studies
OOSC	Out of School Children
PAGE	Pakistan Alliance for Girls' Education
PCM	Project Cycle Management
PIE	Pakistan Institute for Education
PSLM	Pakistan Social & Living Standards Measurement Survey
SDG	Sustainable Development Goal
SMCs	School Management Committees
SPO	Sanjh Preet Organization
TWG	Technical Working Group
UC	Union Council
UNICEF	United Nations Children Education Fund

# Abstract

Out of school children in Pakistan have crossed the 26 million mark despite ongoing efforts to provide right to education. MoFE&PT decided to transform Islamabad into an area with zero out of school children by designing and implementing “ZERO OOSC Campaign”. MoFE&PT engaged its attached organizations and collaborated with NFE providers and private schools to design the campaign. Experts developed “strategy paper” of the campaign and intervened strategically using BISP data of OOSC. The process of the campaign was mainly divided into:

- Planning process
- Identification of OOSC
- Enrollment and retention
- Data management and monitoring

The planning process began by constituting technical working groups (TWGs) for planning, monitoring and data driven management. MoFE&PT led planning process held regular periodic planning and review meetings on weekly basis. Such meetings were generally chaired by the Secretary or DG PIE to demonstrate greater interest levels. The planning process was comprehensively convened at three levels; 1) ministry level planning, 2) UC/ area level planning and 3) local/ school level planning. Regular weekly meetings led by higher management and coordination with private schools and NFE providers was key to strategic planning.

The implementation process began with identification of OOSC. BISP data were used as initial reference point to identify hotspots and carry out local level survey to identify OOSC. Community engagement was key to success where local level young volunteers and UC based lead organization’s field staff completed identification of OOSC. Data of OOSC were entered into NFEMIS’s dashboard, which was created for managing data of the campaign at PIE with active support of JICA.

Alongside identification of OOSC, enrollment campaigns were conducted with active support of local communities especially local level religious leaders, elected representatives, and young volunteers. Respective organizations at UC level and local community members held corner meetings, visited door to door and organized meetings in mosques on Friday prayers to mobilize parents of OOSC to send their children to schools. It is worthwhile to mention that enrollment was offered in the following settings:

- Formal schools (morning shift) using existing capacity and by constructing additional rooms
- Formal schools (evening shift) by offering conventional and alternative learning programmes
- Formal private schools
- ALPs in formal schools and at community provided spaces

Positive and active engagement of local community members and offering enrollment in formal and non-formal education settings was key to success of the campaign.



A strong system of referral of OOSC was implemented using data system (NFEMIS and related dashboard) through which the OOSC were referred to right educational setting near to the homes of the OOSC. At the same time, dashboard in NFEMIS gave regular analytical reports and the campaign updates. After enrollment, retention of the newly enrolled children remained key priority and teachers of formal and NFE schools took special care of these children and made sure that they are retained. Teachers employed various strategies to retain the children.

In addition to dashboard in NFEMIS, a comprehensive monitoring system was also developed that aimed at retention and tracking of children. Dashboard served as central point for data driven planning and implementation of the ZERO OOSC campaign.

It is important to specify that following key strategies were identified as key success factors of the campaign:

1. Ministry, UC and local level planning and regular periodic (weekly) planning and review meetings
2. Every meeting was chaired by the top-level management that triggered interest among all stakeholders
3. Active engagement of private schools and ICT NFE forum (NFE providers) in planning and implementation of the campaign
4. Offering enrollment in various educational settings such as formal schools (both morning and evening shifts), private schools and NFE/ ALP centers
5. The campaign was completed in just six months, which was ensured through strategic, data driven planning and higher level of interest by the top management
6. Creation of “dashboard” particularly for the campaign in NFEMIS as a tool of data driven management
7. Use of OOSC data as first reference point to identify “hotspots”
8. Community engagement at all levels especially in identification and enrollment of OOSC
9. Structured monitoring through a comprehensive monitoring system to ensure retention and tracking of children

### Overview of the ZERO OOSC campaign

Timeline	Stages of the campaign	Key Activities
<b>Month 1</b>	Planning process (ministry, UC and local level planning)	TWGs, creation of dashboard (NFEMIS), planning meetings at Ministry, UC and local levels
<b>Month 2&amp;3</b>	Identification of OOSC	Use of BISP data for hotspots, community engagement, survey to identify OOSC, data entry in dashboard/ NFEMIS
<b>Month 3 to 5</b>	Enrollment and retention	Local community engagement, door to door/ corner meetings, Friday prayer announcements, enrollment desks, street walks, enrollment in formal, private and NFE/ ALPs, printing of textbooks for ALPs  Identify at risk children for retention, sports/ co-curricular activities, follow up with dropouts
<b>Month 1 to 6</b>	Data management, monitoring and reporting	Creation of dashboard in NFEMIS, data entry of OOSC and newly enrolled children, data management/ data driven management, analytical reports, referral of OOSC for enrollment, tracking and monitoring of children

# Executive Summary

## *Background and Rationale*

There are over 26 million children of 5-16 years of age who are not attending any school in Pakistan, putting Pakistan among the top countries who accommodate the highest number of out of school children globally. Despite serious and repeated efforts, the issue continues to grow and hamper development indicators. In Islamabad capital territory (ICT), the situation is not different and out of school children have crossed 52,000. MoFEPT jointly with other ministries and development partners has prepared an investment case to address the issue of OOSC and developed a strategy for ICT, which will further be replicated in provinces later. The said strategy was termed as “ZERO OOSC campaign” aimed at capitalizing on existing potential and resources primarily to provide the right to education by employing various strategies including formal and non-formal education settings, and offer morning and evening shift schooling, construct additional rooms, and provide additional teachers, as well as offer alternative and accelerated learning model to specific children groups who have difficulties in studying in formal schools. Inclusion of private schools and NGOs in addressing the OOSC crises in ICT has been among the crucial features of the campaign along with purposefully engaging the local communities in this process.

The campaign began in early 2023, identified over 81,000 children (around 35% additional than initial estimates), out of which around 70,000 have been enrolled through the campaign by employing various strategies as mentioned in the strategy paper. Keeping in view the significance of the campaign, PIE has decided to document the challenges and good practices through a research study so as the same could be replicated in provinces and the issue of OOSC is addressed strategically.

## *Study Objectives, Design, Sample and Data Collection*

Present study aims to explore and document the process of mainstreaming OOSC in ICT to identify good practices, challenges, and lessons learned with focus on planning, process of identification of OOSC, strategies for enrollment, retention and the process of data management and monitoring. The study is a mixed method design that included both quantitative and qualitative research methods to collect data and investigate the process of identifying OOSC, enrolling and retaining them in various educational settings. Data collection was done by employing the said design and prescribed tools, which were piloted before using at a scale. NFEMIS and excel sheets were used to record, analyze, interpret and report the data of the present study in descriptions and percentages and in themes under study objectives. The study sample included 1) Out of school children, 2) Enrolled children, 3) Teachers (formal), 4) Teachers (NFE), 5) Community Members, 6) Field Officers, and 7) Representatives of Implementing organizations as stakeholders. At the time of designing the study, it was planned to reach out to 272 respondents, while 263 was the actual reach, which establishes a response rate of 97%.

### *Planning of the Campaign*

Planning process was holistic and inclusive as the same engaged all major stakeholders in the education sector in ICT and their engagement was based on high level of consultations and positive engagement at field level. Largely, three level planning process was adopted for the said campaign that involved:

1. Ministry level planning (Upstream)
2. UC/ area level planning
3. Local/ school level planning (Downstream)

Ministry level planning process was like an apex planning carried out by the MoFE&PT, its attached organizations and private and development organizations. bi-weekly, weekly and monthly progress review meetings were organized, most of them were chaired by the Secretary MoFE&PT. Some meetings were also chaired by the Education Minister. Chair of the progress review meetings was generally held either by the minister or the secretary to ensure high/ top level interest, which triggered the same level of interest and ownership among other stakeholders and at UC and local level planning stages.

UC level planning was generally led by the AEOs of FDE and elected representatives. Such planning meetings were organized by the organization held responsible for a particular UC. Local/ school level planning meetings were also led by the AEOs of FDE along with the local community members and key personnel from the implementing organizations. Local level planning was mainly a micro-planning-oriented process that developed work plans for identification of hot spots, plan and carry out door to door survey to identify OOSC, conduct enrollment campaign, hold corner and individual meetings to convince parents for enrollment. In addition, community members were positively engaged in all the processes of identification, enrollment and retention of learners at local/ school levels.

### *Identification of OOSC*

The process of identification of OOSC started by organizing local people in the form of local groups, analyzing BISP data to find out “hot spots” and organizing orientation sessions for local volunteers, teachers and field officers on data collection, carrying out field survey, data entry in dash-board of NFEMIS and data analysis for reporting and use for enrollment and referral at later stage. Referral was done for those who were left behind after the enrollment campaign. Study held in-depth interviews of OOSC and found reasons why they were out of schools, factors that kept them out of schools and economic condition of their families. The data of OOSC also informed how many of them were involved in labor, their health condition and learning challenges they generally face while learning. There were many challenges in the process of identification of OOSC as many parents were reluctant in sharing information of their children. Language barriers, majority of them were living temporarily, and were Afghan refugees as well as displaced internally. In addition, the process of identifying OOSC was primarily dependent upon the abilities of the data collectors, which had a direct impact on the quality of data. Therefore, it is recommended to

identify right persons for this activity and train them repeatedly to ensure their interest and hard work.

### ***Enrollment and Retention***

Enrollment of identified OOSC was done alongside the process of data collection of OOSC. This process was mainly dependent upon the reports of OOSC, which were generated by the dashboard using data of OOSC, which was entered by the organizations responsible for a particular UC. Reports of OOSC described the gender, age, prior engagement and learning, current engagement and health status. These reports enabled the local level field officers and community members to plan the mobilization strategy that suited respective family and refer the children to the nearby school or ALP center. Enrollment experiences informed that engagement of local level religious leaders, members of the masque committee and elected representatives improved the effectiveness of the campaign and it was helpful in mobilizing parents for enrollment. Study informed the effectiveness level of the campaign, which varied for different respondents. Around 85% formal school teachers rated the campaigns as “very effective”, while remaining 15% rated as “effective”. However, only 29% NFE teachers said the campaigns were “very effective” and 50% rated as “effective”. Further, teachers shared their views about which educational setting was suitable for learners. Majority of the teachers from formal and NFE settings shared that home-based community based NFBE/ ALP centers were the most suitable settings for OOSC, followed by evening shift options in formal schools. Formal and NFE teachers highlighted some areas that needed attention in terms of equipping the schools and ALP centers. Remedial courses, basic facilities and academic staff as well as notebooks/ copies, pencils, and school bags, furniture/ bench and desks, and financial support for learners in addition to uniforms and play based equipment were needed formal and NFE schools. Respondents added that vocational skill courses, offering fast track and tech-based learning models in madaris, mosques and evening shift formal schools are among the best suitable options for OOSC.

Teachers also shared their views about the probability of retention; majority of them assessed the probability as “medium” level, while 48% NFE teachers said that it is “high” and there was no formal school teacher who rated the probability as “high”. Further, 14% formal school teachers and 9% NFE teachers rated the probability as “low”. Positive, caring and friendly behavior of teachers, appreciating learners through prizes and gifts, commemorating national days, and frequent meeting with parents were among key strategies to increase retention rate in schools.

Furthermore, around 60% learners shared that friendly and caring behavior of teachers could keep them in schools (retain them in schools). However, in case they were dropped out, skills based and fast track learning models with reduced hours of teaching & learning could bring them back in schools. Similarly, 21% learners shared that they would prefer to join evening schooling/ classes.

Challenges faced during the campaign process included limited participation of teachers especially the female teachers as their working hours didn't match the social mobilization.

There were issues pertaining to limited space in schools, whereas the number of children identified was much more. In such situations, offering evening shift schooling, ALPs and private schools were suitable options, therefore, members of these organizations must take part in planning meetings at local levels. In addition, it was extremely challenging to offer education to children who were involved in labor. Their needs were entirely different and they needed opportunity cost in case they would leave their work or they would need an alternative model in evening or night shifts so they could study after doing their work. Mobilization of parents especially those who belong to refugees, IDPs etc. was very challenging and the same was more challenging for people who speak different languages such as refugees from Afghanistan. Conducting activities under enrollment campaigns in mosques under the lead of Imam/ leader and members of the masjid committee has remained extremely useful. Similarly, elected representatives were also effective in areas where they were part of these campaigns.

### ***Data Management (Dashboard for Campaign in NFEMIS)***

The TWG decided to create a dash-board on NFEMIS to record, analyze and report data of the campaign. The campaign dash-board was an addition to the existing modules of planning, implementation, monitoring, assessment and evaluation. The dashboard included data of OOSC initially, but included more field and variables for the ease of implementing organizations. The dashboard development and maintenance included following major steps:

- Creation of new Dash-board “Zero OOSC Project” in the NFEMIS with options to enter data of OOSC by names, gender, age, prior learning and reasons for being out of schools.
- Customizing and updating the dashboard for ZERO OOSC campaign in NFEMIS in phased manner by including additional fields/ variables for UCs, organizations, and for referral purposes
- Creation of organization wise “Logins” and training of implementing organizations on using the dashboard. These logins made things easier for the implementing organizations as they were recording the campaign data using web-based options that enabled them to manage data during the field work
- Training of implementing organizations on using dashboard was a necessary step to equip designated staff of the implementing organizations to understand dashboard operations and manage data at their ease. The TWG experts provided continuous support to the implementing organizations in troubleshooting emerging issues in data entry, analysis and reporting.
- Creation of a new dashboard for monitoring and tracking of enrolled learners so as their retention rate is increased and enrolled learners sustain to study. The new dashboard for monitoring purpose will further be used to manage contracts with the NGOs/ NFE providers who would partner with the MoFE&PT in addressing the OOSC issues in ICT.

The MoFE&PT is keen in developing ICT a place with zero OOSC and aims to address the issue of OOSC consistently with active participation of its attached organizations (FDE, PIE, NCHD, BECS and NEF), private schools and local NGOs. The MoFE&PT will continue to

employ various strategies to address this complex issue. These strategies include offering evening shift schooling, provide additional rooms to increase the capacity of FDE schools, provide more teachers, support private schools to enroll OOSC and facilitate local level NGOs to provide alternative and accelerated learning models for marginalized and overage group of OOSC. The MoFE&PT is also keen to take the learning of this campaign forward to provinces and support them in addressing the OOSC crises by replicating the “ZERO OOSC campaign”. Furthermore, to address the issues of OOSC holistically and thoroughly, the MoFE&PT is seriously engaging with other ministries and donor agencies to mobilize technical and financial resources.

# Background

Pakistan is currently facing a major challenge of out of school children (OOSC). According to PIE's estimates, around 26.2 million children of 5-16 years of age are out of school across the country. The said estimates were made by analyzing total age cohort of 5-16 years and total enrollment in the country. PIE used NIPS population projections for year 2023 and shared that total children of 5-16 years of age in Pakistan are 67 million, while approximately 41 million children are enrolled in educational institutions, leaving 26.2 million out of schools. The issue of OOSC is beyond the sphere of education and has a profound impact on the social and economic architect of a country. This problem results in vast amounts of untapped social capital, which includes potential skills, creativity, and innovation that could be harnessed to take the country forward. The presence of a high number of OOSC further exacerbates socio-economic disparities and obstructs the pace of national development.

In addition, the OOSC crises contributes significantly to spread and prolong the poverty cycle by diluting the human capital and cause social unrest consequently. Pakistan is among the countries with the highest number of OOSC globally. Supply side limitations, poor quality of learning, weak supervision and support system and less relevance of education to economic gains cause are among the causes of huge OOSC. In addition, socio-economic barriers, cultural restrictions, challenges in accessibility and safety concerns not only cause drop-out but fail to convince parents to opt for schooling.

The OOSC challenge is particularly severe in the rural and marginalized areas of the ICT, where the access to quality education is considerably inadequate. The result is a significant segment of the population that remains disengaged from the education system, further compounding the challenges of socio-economic disparity and weakened social capital.

The National Institute of Population Studies (NIPS) estimates that there are 582,026 children in ICT between the ages of 5 and 16 in year 2021-22. The OOSC data of Islamabad show that there are 52,796 OOSC between the ages of 5 and 16 of which 41,662 (79%) have never attended any school and 11,134 (21%) are dropped out. Similarly, OOSC population by gender is 29,334 (56%) boys and 23,462 (44%) are girls. The OOSC population also represents 41,953 (79%) of the urban area in ICT. The figures below show the age-group and sector/hotspot wise data of OOSC in Islamabad.

MoFEPT jointly with NFE providers has begun the process of identifying and verifying OOSC in ICT and enrolling them in various settings including FDE schools in morning and evening shifts, private schools, and in NFE settings through NCHD, BECS and NFE providers

Ministry of Federal Education and Professional Training (MoFE&PT) and Ministry of Planning, Development & Special Initiatives (MoPD&SI) are jointly working to prepare an investment case for OOSC across the country. MoFE&PT decided to prepare strategy for Islamabad Capital Territory (ICT) and implement this at fast track. Upon success of this model, it may be shared for replication in provinces.



### *Significance of the Study*

In addition to contributing to the knowledge bank of education globally and nationally in Pakistan, the present study is benefiting the following organizations and individuals:

- Provincial departments of school education and Literacy & non-formal education and their officers can refer to the findings and use recommendations in their future work particular in addressing the issue of OOSC.
- Directorates of school's education and field officers such as Tehsil level and markaz/ area education officers can learn from the lessons, adopt best practices and address challenges to design local level campaigns to identify, enroll and retain children in their areas. Such efforts are among the best examples to address the OOSC crises in Pakistan.
- Provincial Education Foundations such as Sindh Education (SEF) in Sindh, Punjab Education (PEF) in Punjab, Elementary & Secondary Education Foundation (ESEF) in KP and Balochistan Education Foundation (BEF) in Balochistan are serving as an apex entity to deliver education and non-formal education through public private partnership (PPP) and these foundations can adopt some of the recommendations with particular reference to including multiple stakeholders and planning at various levels as well as identification, enrollment and retention of learners.
- NFE providers from private and development sectors especially those who are operating in provinces and delivering NFE services can also use the recommendations to improve their delivery strategies and build effective relationship with other education providers and their teachers in enrollment and retention of learners.
- Planning & Development and Finance Departments can also benefit from the recommendations to prioritize budgetary provisions in efforts to reduce OOSC in the country. These departments can make evidence-based decisions to allocate adequate funds to areas that can genuinely help in providing quality education and invest suitably on various educational settings such as formal and non-formal setting and use both to reduce the prevalence of OOSC in minimum time and financial resources.
- The present study provides recommendations to academia to design more studies of this type in efforts to address the OOSC issues and play their role in generating sector knowledge.
- Staff members of the major education providers of public, private and development sectors especially those responsible for community mobilization and monitoring can refer to areas of their interest given in the present study and make right decisions and apply viable strategies to identify, enroll and retain children in their respective educational setting. Recommendations pertaining to local governance or social mobilization may be used for revitalizing the local education committees and groups and get their positive engagement in promotion of education. Similarly, field monitors may also improve the quality of implementation through purposeful monitoring.

### ***Study Rationale***

The initiative that aims at addressing OOSC crises and providing them with the right to education in ICT is in full swing under the lead of the Pakistan Institute of education (PIE) and in partnership with public, private and development sector organizations. PIE is intending to document the entire process of planning, identifying and verifying OOSC in selected areas, initiating enrollment drives, enrollment of identified OOS children in various educational settings and retaining them in schools for improved learning for their learning continuity. Studying and documenting the said process will help in learning lessons, identifying effective and viable strategies and replicating the same in other areas and provinces to effectively address the issue of OOSC.

# Brief about the “ZERO OOSC Campaign”

## *Need of the Campaign and Background*

Out-Of-School Children of 5-16 years in Pakistan have crossed 26 million, and the number of OOSC in ICT was recorded to be around 52,796 as per BISP survey for 2021. The Ministry of Federal Education & Professional Training (MoFEPT) joined hands with national level non-governmental organizations and aimed at “ZERO OOSC” in ICT initially and then replicate the same campaign in provinces with respective provincial educational departments and other relevant stakeholders. The campaign design process was highly consultative and involved high level ministry officers, directors of attached organizations, representatives of NGOs/ INGOs, UN and bilateral organizations operating in education sector in Pakistan. The campaign aimed at identifying hot spots using BISP OOSC data, refer the identified OOSC to nearby schools and a variety of educational settings, provide additional rooms, establish new NFE centers (ALPs) and engage private schools who would enroll the identified OOSC. The community engagement played a pivotal role in this process.

## *Campaign Objectives and Progress*

The campaign’s overall objective is to “Zero Out Of School Children in ICT” and the specific objectives included:

1. Utilize existing potential and optimize available educational infrastructure to provide right to education to 52,796 ICT OOSC by using various formal and non-formal education approaches including evening shift schooling, alternative and accelerated learning programmes, skills training and engaging private and non-profit sector actors in ICT.
2. Mobilize local communities in formal and non-formal educational approaches for enhanced local ownership and sustainability of project interventions
3. Integrate digital technology, where possible, in both formal and non-formal delivery models to enhance access, promote retention and improve learning outcomes of enrolled children
4. Provide adequate professional development opportunities to teachers in formal and non-formal educational settings to improve delivery of contents and learning levels of learners.

Progress so far narrates that “Zero OOSC campaign” has successfully identified 81,668 out of children of 5-16 years. Out of which 49% were girls. Approximately 70,941 were enrolled in various educational settings in formal, private, and NFE/ ALP schools, while only 10,727 are still remaining and be enrolled gradually in coming efforts of the same nature.

## Study Objectives, Design and Limitations

### Objectives

To explore and document the process of mainstreaming OOSC in ICT to identify good practices, challenges, and lessons learned.

Specific objectives states to:

1. Gather anecdotes from the planning process and actors involved in the planning process
2. Understand the process of identification of OOSC with specific focus on challenges and lesson learned
3. Explore the process of enrollment campaigns, placement of children in right educational settings and strategies to retain learners
4. Understand the data management and monitoring during the process of campaign

### Design

The study is a mixed method design that included both quantitative and qualitative research methods to collect data and investigate the process of identifying OOSC, enrolling them in various educational settings such as formal education, non-formal education, virtual/ digital learning and make serious efforts to retain them. The quantitative data collection looked into the data gathered and recorded in the Non-formal education information system, while qualitative inquiries focused on gathering information of the planning process, field survey processes, motivating the local communities and children for enrollment, enrolment drives/ campaigns and teachers' efforts and strategies to retain them in schools for learning.

### Data Analysis

By employing the defined study methodology and using prescribed study instruments, data were gathered, entered and interpreted meaningfully, which helped in learning lessons, identifying effective strategies that helped significantly in identification of OOSC and their enrollment in various educational settings as well as viable strategies used by teachers to retain them. Primary data collected using prescribed tools were analyzed through descriptive statistics and reported mainly in percentages in tables and graphs. However, secondary data entered in the campaign dashboard in NFEMIS were analyzed and reported accordingly. Qualitative data were organized, analyzed and interpreted in the report manually by classifying and coding in themes, and numbers of the responses were calculated and reported in percentages. Both quantitative and qualitative data, after analysis, descriptions and interpretations were reported under the predefined specific objectives of the study to ensure that data corresponded to the stated study objectives.

### Study Limitations

Key points pertaining to the limitations of the present study are given under:

- The findings of the current study were based on the data collected from a range of respondents from a large group of out of school children and enrolled students, as well as teachers of formal and NFE settings, field officers, stakeholders and community members from targeted UCs. Sample drawn from OOSC and enrolled student's appeared to be low as compared to the total population of the same groups. However, the qualitative nature of most of the responses and representation of all UCs, all settings including public and private formal, and NFE centers, all NGOs who established NFE / ALP centers justifies the sample size and convinces to generalize to other situations such as provincial contexts where the present study will be replicated and used.
- The findings of the study were based on frequency distributions, percentage tables and corresponding figures that showed results of the responses. No statistical tests were applied as the same were not required apparently because the audience of the study were among those who were involved in planning, implementation and monitoring of similar activities.
- The study didn't include observation and assessment of the physical aspects of the educational institutes such as formal schools in public sector, formal schools in private sector and non-formal education centers as ALPs. In fact, assessment of the physical infrastructure was not covered under the objectives and didn't provide any support to discussions and findings, Therefore, study tools didn't cover any questions pertaining to infrastructure and facilities in educational settings directly. However, some questions relating to provision of basic facilities, availability of rooms for learners etc., were included in the tools used for OOSC, learners and teachers.
- Monitoring and reporting was mainly carried out by the implementing organizations and incidence of monitoring by the education ministry, though happened, but was not very frequent, which could have affected data health leading to reporting errors. Therefore, the study recommends to focus more on layered monitoring that is carried out at organizational level where implementers does the same at its own, and then education ministry carried out monitoring of all stages of the campaign at an acceptable level of frequency, which is approximately 20-30% of the total scope of the project.

## Study Sample

The study approached the following respondents with various tools of inquiry:

**Table 1: Planned Sample and Response Rate**

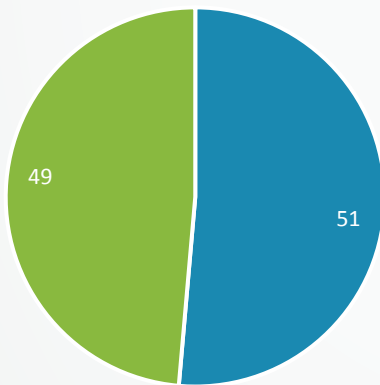
Respondents	Sample (planned)	Sample (administered)
Out of school children	100	72
Enrolled children	100	121
Teachers (formal)	15	14
Teachers (NFE)	30	33
Community Members	12	10
Field Officers	10	8
Representatives of Implementing organizations	5	5
<b>Total</b>	<b>272</b>	<b>263</b>

## Demographic Information

Demographic information of following respondents is given under:

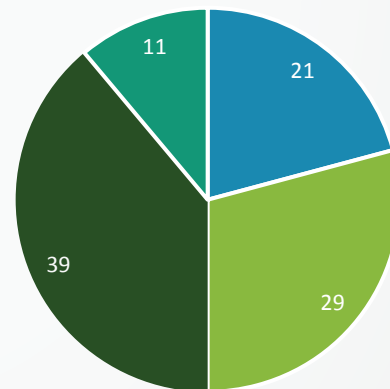
### Out-of-School Children (OOSC)

Around 72 out-of-school children were interviewed and their demographic data that is given in percentage is given under:



■ Male ■ Female

**Figure 1: Gender of OOSC (%age)**

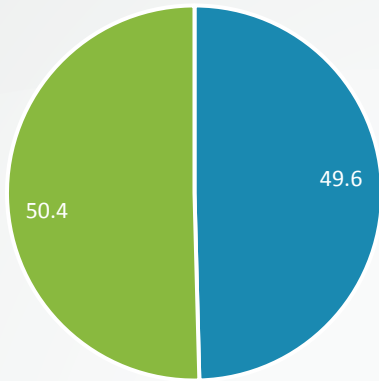


■ 5-7 years ■ 8-9 years ■ 10-12 years ■ 13-16 years

**Figure 2: Age of OOSC (%age)**

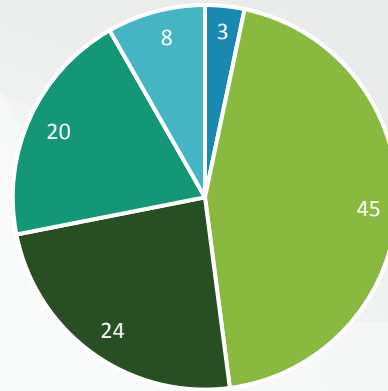
## Enrolled children

A total of 121 enrolled children were interviewed and their demographic information is given under:



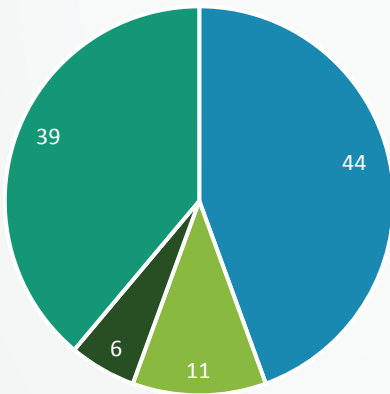
■ Male ■ Female

**Figure 3: Gender of Enrolled Learners (%age)**



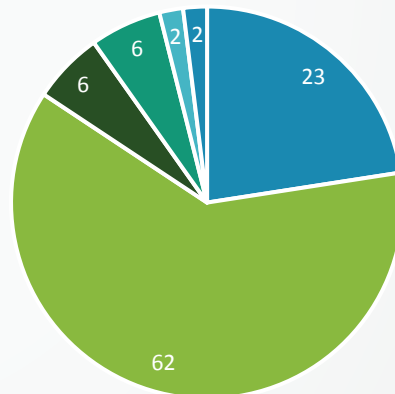
■ 3-4 years ■ 5-7 years ■ 8-9 years  
■ 10-12 years ■ 13-16 years

**Figure 4: Age of enrolled learners (%age)**



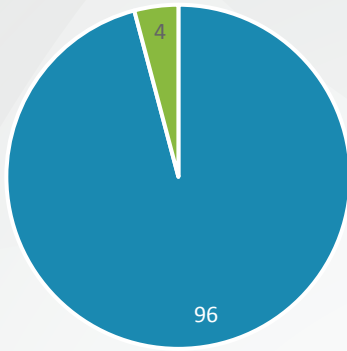
■ Package A ■ Package B ■ Package C ■ Madrassah

**Figure 5: Packages of ALP learners (%age)**



■ Prep/ Katchi ■ 1 ■ 2 ■ 3 ■ 4 ■ 5

**Figure 6: Grades of Formal School Learners (%age)**

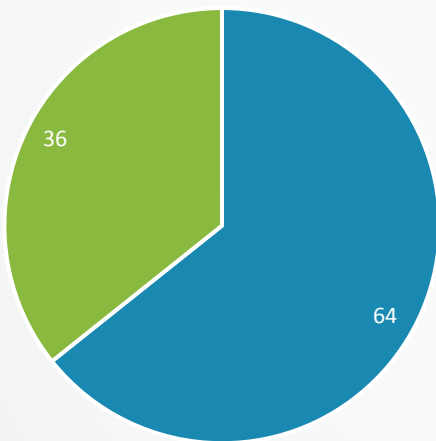


■ Pakistani ■ Afghani

**Figure 7: Nationality of Enrolled Learners (age)**

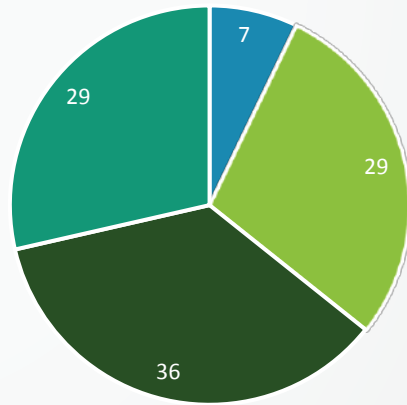
**Formal School Teachers**

Total 14 formal school teachers were interviewed, out of which 9 were male and 5 were female teachers. Demographic data is given in percentage.



■ Male ■ Female

**Figure 8: Gender of Formal School Teachers**



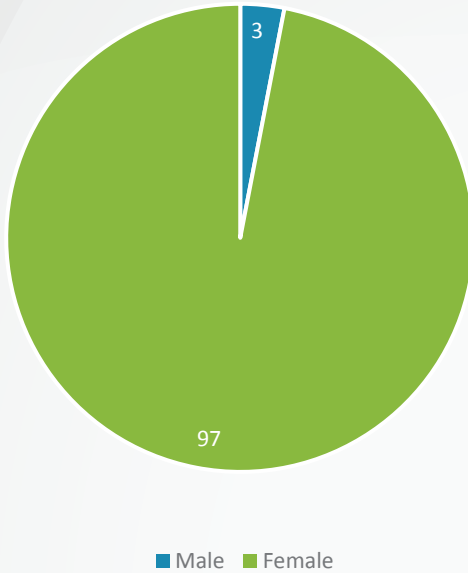
■ Primary (Girls) ■ Primary (Boys)  
 ■ Matric (Girls) ■ Matric (Boys)

**Figure 9: Schools of Formal School Teachers**

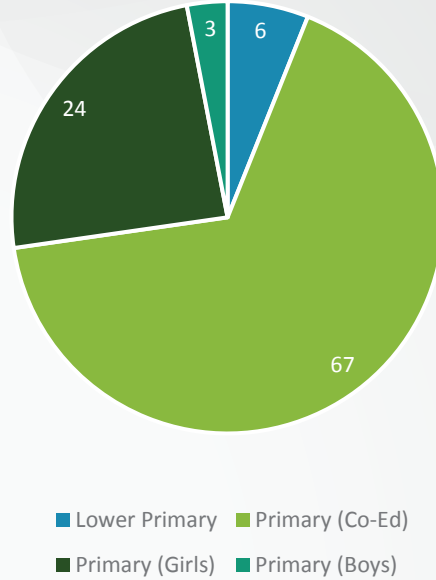


## NFE Teachers

Total 33 NFE teachers were interviewed during the campaign. Demographic data is given in percentage.



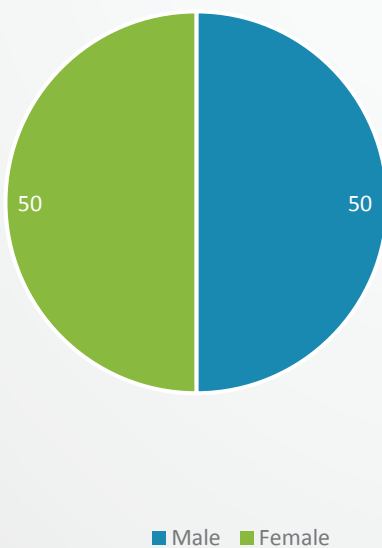
**Figure 10: Gender of NFE Teachers**



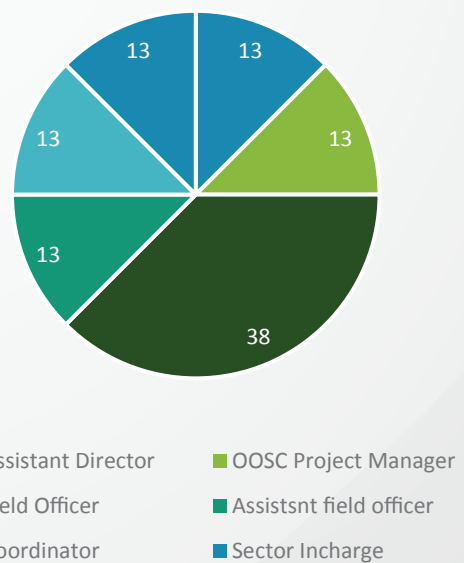
**Figure 11: Centers/Levels of NFE Teachers**

## Field Officers

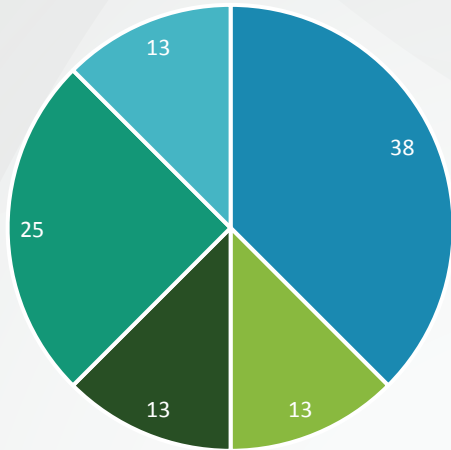
Total 8 field officers were interviewed during the campaign. Demographic data is given in percentage.



**Figure 12: Gender of field officers**

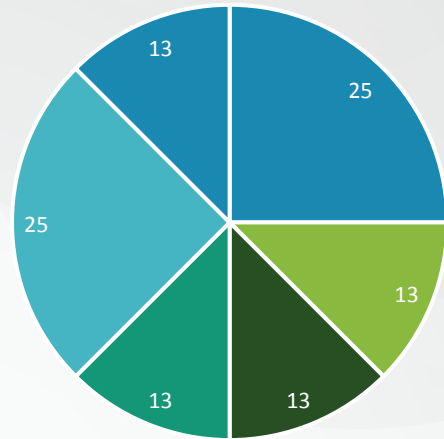


**Figure 13: Designations of field officers**



■ BECS ■ NCHD ■ NEF ■ Sunbeam ■ JJT

**Figure 14: Organizations of Field Officers**

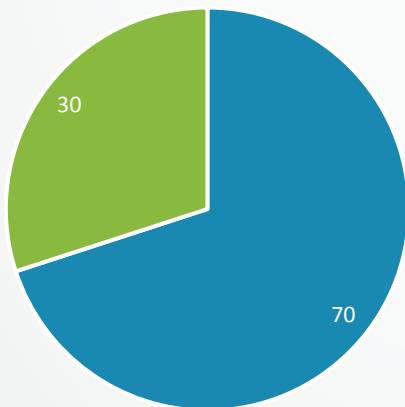


■ Tarnol ■ Sohan ■ Berma Town  
■ Shah Allah Ditta ■ Golra Sharif ■ Sharif Abad

**Figure 15: UCs of Field Officers**

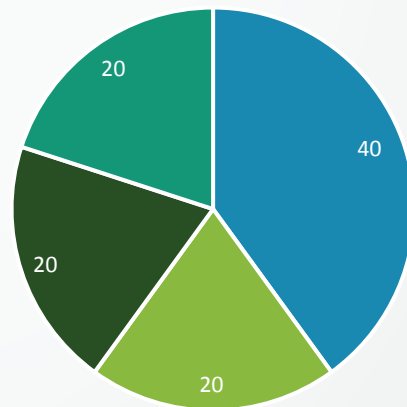
## Community Members

Total of 10 community members were interviewed during the campaign. Demographic data is given in percentage.



■ Male ■ Female

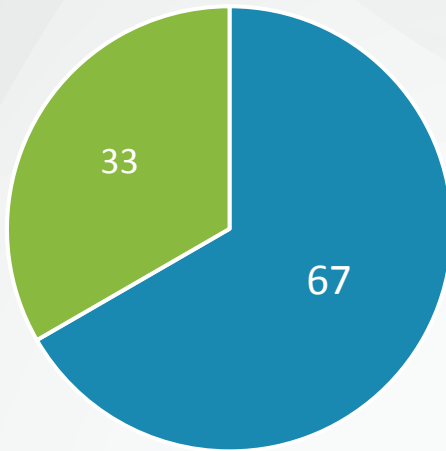
**Figure 16: Gender of Community Members**



■ Sohan ■ Tarnol ■ Shah Allah Ditta ■ Sharifabad

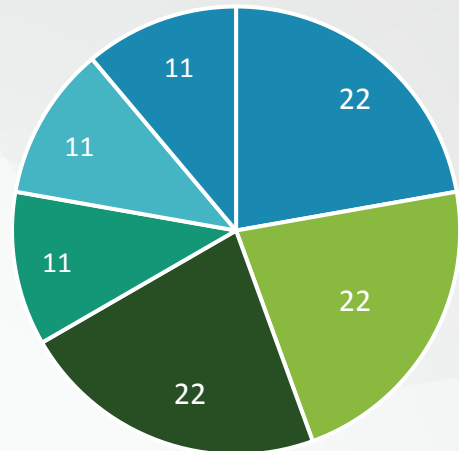
**Figure 17: UCs of Community Members**

Stakeholders



■ Male ■ Female

Figure 18: Gender of Stakeholders



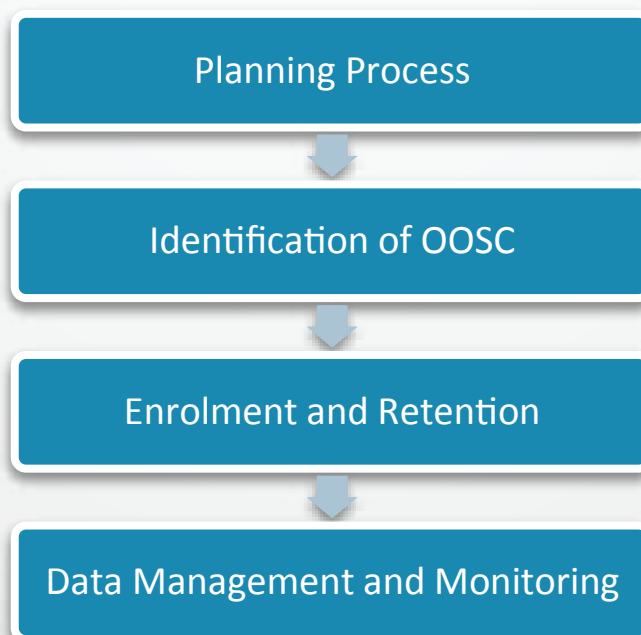
■ JICA ■ PIE ■ NEF ■ NCHD ■ Sunbeam ■ JJT

Figure 19: Participating Organizations

## Analysis and Findings of the Study

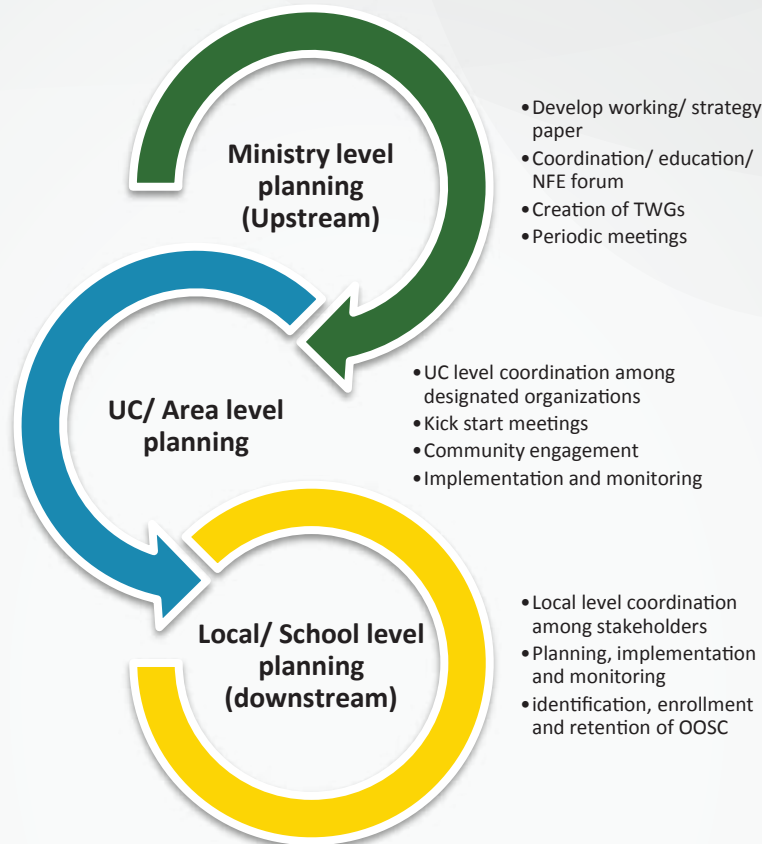
Preliminary findings are divided into four categories:

1. Planning process
2. Identification of OOSC
3. Enrollment and retention
4. Data management and monitoring



### PHASE-I: Planning Process

Holistic and inclusive planning process was adopted to plan the zero OOSC campaign. Planning was carried out at following levels:



**Figure 20: Planning Process of ZERO OOSC campaign**

**Ministry Level Planning:** ZERO OOSC campaign group was created along with a Technical Working Group (TWG) for data management and Dash-Board for the campaign. At the same time, “ICT NFE forum<sup>1</sup>” that comprises NFE providers was involved in the planning process. Weekly progress review meetings were regularly convened, which were largely led by the secretary MoFEPT or other high-level officers. Following entities were involved in the planning process:

1. Ministry of Federal Education and Professional Training (MoFEPT) – designated officers
2. Pakistan Institute of Education (PIE) – led by the DG, and N-EMIS and research teams
3. National Commission for Human Development (NCHD)

<sup>1</sup> ICT NFE forum is an apex platform for NFE providers operating in ICT. The forum includes public, private and development sector NFE/ ALP providers and the forum holds regular quarterly and need based meetings to discuss progress in NFE in ICT and address major issues in promoting NFE

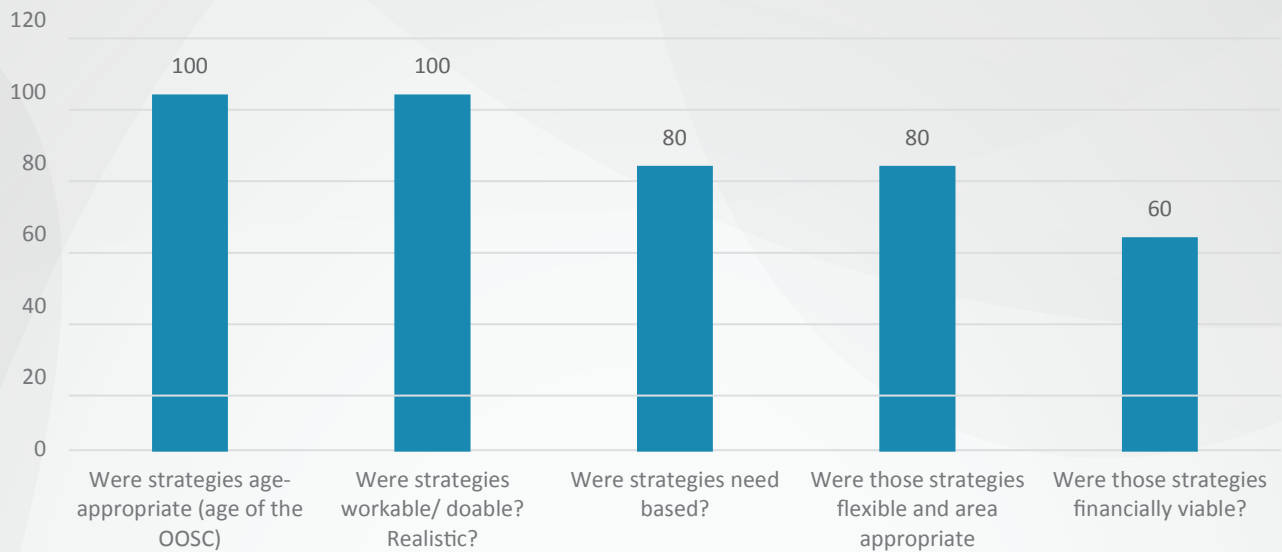
4. Basic Education Community Schools (BECS)
5. National Education Foundation (NEF)
6. Federal Directorate of Education (FDE)
7. Junior Jinnah Trust (JJT)
8. JICA (AQAL particularly in field work, research, data management/ development and maintenance of the Dash-Board)
9. ALIGHT
10. Pakistan Alliance for Girls' Education (PAGE)
11. iFEEL trust
12. Sanjh Preet Organization (SPO)
13. Sunbeams
14. PKS ALP
15. Private schools and PEIRA

It is pertinent to mention that each organization designated their staff members who remained positively engaged in the campaign. Even NCHD supplemented their national team by adding their neighboring district staff members who supported in this campaign.

The weekly progress review meetings came out as one of the strong points in well planned and well designed campaign. Stakeholders shared that weekly progress review meetings were held on regular basis and were generally chaired by the Secretary, Additional Secretary or Director General PIE. Interest of the high-level officers always generated interest among the participants and regularity of the review meetings created a sense of accountability and keen interest towards the cause.

**UC Level Planning:** UC level planning commenced kick start meetings involving attached organizations of the ministry (FDE, PIE, NCHD, BECS, NEF), development sector actors assigned to work in that particular UC, and heads of the respective schools as well as elected representatives (UC level chairpersons).

**Local Level Planning:** Third planning stage was at local/ area or village level where there were public and private schools and the need-based ALPs were also established later after identifying OOSC. Local level coordination among stakeholders was done in the schools or at any place within the communities for planning, implementation and monitoring purposes. The planning process started with the use BISP data that identified “hot spots” where prevalence of OOSC was shown by the BISP data. These hot spots were actually the clusters where field survey was started by engaging local volunteers who were trained on using the data collection tools. These trained volunteers led by the field officers of the respective organizations identified OOSC and handed over the filled forms to the persons designated with the job to enter data in dashboard of NFEMIS. These data, after entry, were analyzed and use for reporting, decision and planning the enrollment campaigns.



**Figure 21: Characteristics of strategies adopted for campaign (Strength in %)**

### Challenges Faced and Lesson Learned during the Planning Process

Challenges faced during the planning stage included the following:

1. Initially, it was planned to use BISP published data of OOSC, which was made available by BISP with geo tags (complete addresses that are identifiable/ trackable and accessible). However, when field officers visited the homes (given addresses) of OOSC, only 10% to 15% OOSC were verified. Upon further exploring the reasons where those OOSC were, field officers were told by the local communities that majority of them had migrated. Therefore, the fundamental challenge was availability and accuracy of secondary data that can help in identifying OOSC. Upon seeing the actual situation that showed an accuracy of BISP data around 10 to 15%, it was decided that secondary is not enough and a field survey would help in identifying OOSC. In this situation, BISP data was used to identify “hot spots” and commence the data collection activity.
2. Participating organizations used to send their representatives in planning and review meetings to ensure their active participation. In some cases, participating representatives were different for different meetings, which created challenges in taking up the responsibilities and playing their role in planning and implementation. Therefore, it was learned that every participating organization must designate a focal point (persons responsible for their organizations) who would always represent his/ her organization in the meetings to ensure that all kinds of responsibilities are well met without any issue of losing the work memory.
3. Frequency of the meeting was sometimes twice a week; however, weekly progress sharing meetings were organized during the campaign, which was somehow difficult to manage and participating organizations found it difficult to participate on regular basis.
4. UC level planning was a challenging task where responsible organizations participated actively. However, UC level planning was crucial and leading

organizations must ensure planning at this level to plan and implement actively and fully.

5. Positive community participation has been a challenge at UC level and at local level. However, repeated and uninterrupted efforts by well-trained field staff helped in channeling the role of local communities in the campaign.
6. Identifying young volunteers who could actively participate in data collection to identify OOSC had been a challenging activity as most of the youth who were of understanding and performing data collection and similar activities capable available for such an activity. However, purposeful coordination among a range of stakeholders at UC and local levels and purposeful community participation result in finding out right persons for data collection and field work. Small amount of daily allowance or any similar token of appreciation would help in engaging the volunteers more purposefully and easily.

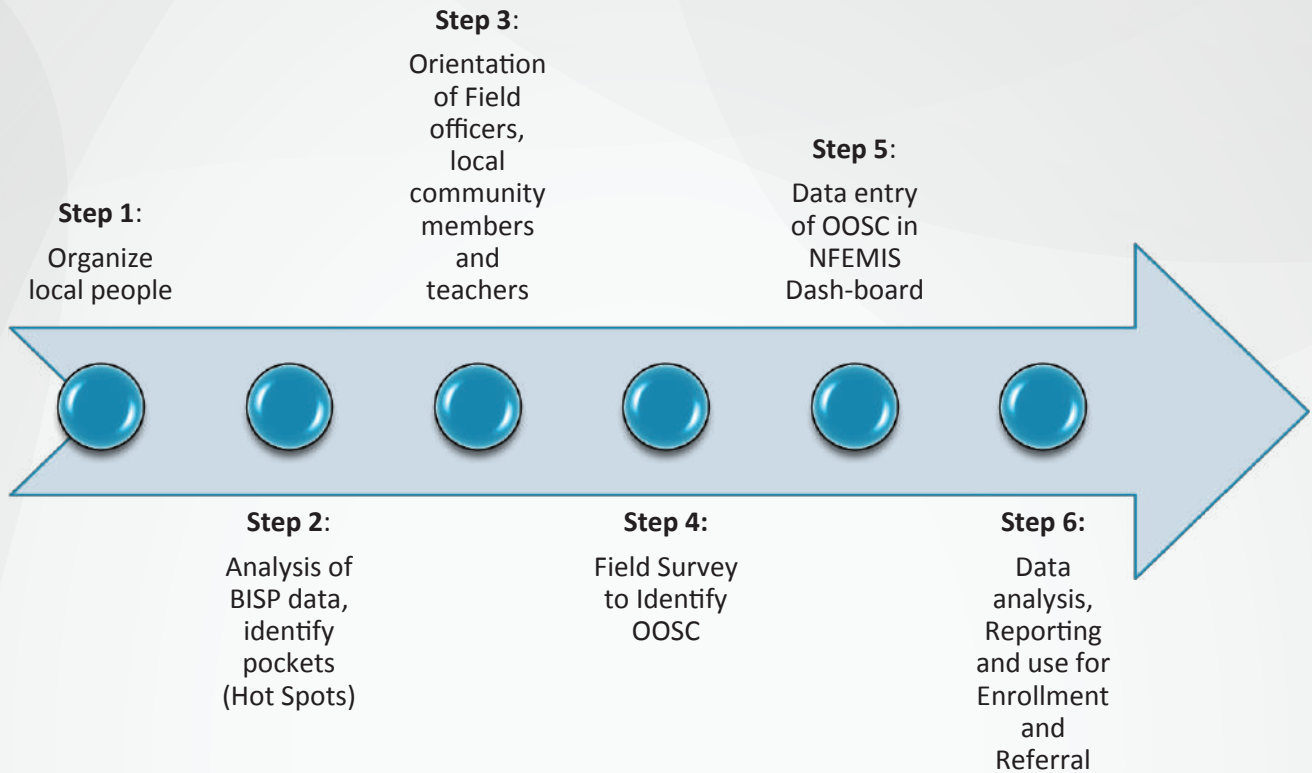
### Good Practices

Following are some of the best practices that may help in replication in other areas:

1. Designating a specific role to an organization and giving a lead to one organization at UC/ area level turned out to be an excellent decision. In this way, the leading organization led the process and engaged others who were in support role.
2. Frequent coordination among stakeholders (participating organizations and local community members and teachers of formal, private and NGO led schools) at UC and local level proved useful. Furthermore, offices of public sector schools and UC offices were used as coordination points. It was satisfying to note that one organization would always come up to offer tea/ coffee with cookies for participants, which created a positive gesture. Therefore, it is shared that clean drinking water, tea/ coffee with cookies or some refreshment should either be budgeted for such coordination meetings or any organization should volunteer to offer the same to participants on rotational basis.
3. It was observed and confirmed by study respondents that all meetings at all levels were highly organized with a pre-defined agenda and circulated well before the meetings through WhatsApp groups, emails and text messages. All such meetings were highly purpose oriented and discussed all challenges and solutions openly.
4. It is pertinent to mention that ministry level meetings were generally chaired by either Secretary or the Minister, which demonstrated high level of interest in the project/ campaign and the purpose of significantly reducing OOSC in ICT. Similarly, UC/ are level meetings were also chaired by someone from PIE or any other officer from the ministry.
5. Elected representatives such as UC chairpersons were also involved and, in some cases, local MPAs participated some meetings at UC and local levels, which raised the level of campaigns and motivated local people to participate actively.
6. Financial viability of the campaign activities was always considered crucial, cost effective activities were implemented and majority of the organizations were ready to share their role in terms of money and in kind when and where needed.

### PHASE-II: Identification of Out-of-School Children (OOSC)

The process of identification of OOSC is explained below in the figure:



**Figure 22: Process and steps to identify OOSC**

Each step given in the figure is narrated down under:

**Step 1: Organize local people:** Local people were organized with the help of local teachers and local School Management Committees (SMCs). Interviews of local communities revealed that 25% of the local people involved in OOSC campaign were already part of the SMCs/ SC<sup>2</sup>, while others were included in this process based on their interest and previous work with schools and NGOs. These SMCs/ SCs were revitalized by including new and additional local people who showed interest in addressing the issue of OOSC. Process of reorganizing and revitalizing SMCs/ SCs was carried out at school level, whereas new committees were constituted in areas where ALP centers were planned to be established. These committees had a specific role to support the NFE/ ALP providers and teachers of the ALP centers in identification, enrollment and retention of children.

<sup>2</sup> School Management Committees (SMCs) or School Councils (SCs) are committees/ groups that public sector schools based with a specific role and are notified by the government. Local people are members of these SMCs/ SCs and support school teachers in local governance of educational affairs at school level



**Step 2: Analysis of BISP data, identify pockets (Hot Spots):** using BISP data, first point “hot spots” / clusters of OOSC were identified, which led the field teams and local people to convene the survey to identify OOSC. It is important to mention that the BISP data helped in identifying pockets (hot spots) in villages/ areas and that the surveyors started household data collection right from the identified pockets. This helped in validating and updating the already given data (current status and age of the OOSC identified by BISP) and identify additional OOSC in those areas.

**Step 3: Orientation of Field officers, local community members and teachers:** Organizations responsible for a particular UC organized orientation session for field officers, who further organized orientation sessions at UC and local levels to administer a survey to collect door to door information and identify OOSC. Field officers, local community members (local young volunteers) and teachers were given orientation on the survey tool and data strategies. At some occasions, trained field officers delivered demonstrations to practically train the selected people for door to door survey and data collection to identify OOSC.

**Step 4: Field Survey to Identify OOSC:** After giving orientation to and training of selected people at local/ school levels, the process of household level data collection was commenced right from the hot spots identified through BISP data. Data collection process took approximately 3 to 5 days in an area of 300/ 350 households with a 4/5 teams of data collectors; each team comprised of 2/ 3 trained people. It is important to mention that out of 3 members of a team of data collectors, one was expert field officer or any senior community member who had adequate understanding and experience of data collection or door to door survey.

**Step 5: Data entry of OOSC in NFEMIS Dash-board:** Data entry of data of OOSC collected on survey tools was carried out concurrently by the respective organizations who were responsible for a particular UC/ area or school. Data entry was done in the web-based NFEMIS, which was available to all the respective organizations and their staff ensured data recording at the same time, which was viewable on the Dash-Board specified for ZERO OOSC campaign.

**Step 6: Data analysis, Reporting and use for Enrollment and Referral:** Experts/ members of the TWG for Dash-Board analyzed data of OOSC and share brief reports about the situation of OOSC, which informed their gender, age, prior learning etc., such reports/ details of the OOSC made things easy for the field officers to mobilize communities and convince parents of OOSC to send their children to schools. In fact, analytical reports of OOSC were used by the field officers in social mobilization and enrollment drives. These analytical reports were further used for referral of OOSC at a later stage when enrollment campaigns were done and OOSC were still left. Such left out OOSC were referred to the respective organizations who devised innovative strategies to enroll these children. It is important to mention that most of such children were either overage, or were involved in in any labor, hence needed an alternative and accelerated learning model, which MoFE&PT has offered through local NGOs/ NFE providers.

### Challenges faced and Lessons Learned during Identification of OOSC

Overall lack of awareness among the local community about the importance of education and lack of cooperation during the data collection remained a general challenge for data collectors. Even some household heads were not providing accurate data. Language barriers especially in areas where Afghan families were residing was acute. Many families were not willing to provide data as they were about to move/ migrate to some other area for economic and other reasons. Following are key issues highlighted during identification of OOSC (derived from information provided by field officers and community members):

1. Parents who are generally unwilling to send their children to schools, hesitate to share data of their children who are not attending any school.
2. Resistance of specific population groups such as ethnic groups who migrate, those with financial challenges and some religious groups in sharing data of their children.
3. Lack of awareness about importance of education creates issues in identification of children and willingness of parents in sharing information. Teachers of local schools and ALP centers are encouraged to take up the agenda of raising awareness about education on regular basis. Such efforts will gradually bring about positive results.
4. Language barriers especially with Afghan refugees and those were displaced internally and were unable to understand national language created issues. However, such issues may be resolved by designating people who know the desired language.
5. Unavailability of birth registration certificates for local residents and proof of registration for Afghan refugee families was among the major issues in identification and enrollment of children not in schools
6. Field officers and community members without adequate orientation to this process didn't perform well, therefore pre-campaign training or orientation of field officers, local teachers and local community members is essential.

### Good Practices

Good practices included the following:

1. Well trained and experienced field officers faced less challenges as they were able to convince people on the significance of data provision. Similarly, challenges were slightly less in areas where local people were taking lead in data collection.
2. Clarity of purpose of the campaign was also among the lessons learned. During interviews with stakeholders and field officers, it was noted that the success of the campaign had an obvious relationship with the clarity of purpose among those involved in planning and implementing the campaign. Almost all stakeholders and their field officers were very clear about the campaign objective/ purpose and they were able to translate the same to their respective community members and

teachers.

3. “Data driven planning” was the central idea during the planning process that was noted to be a reason for the success of campaign. All the stakeholders and field officers knew the significance of data driven planning and employed the same in their planning process. Stakeholders used BISP data to intervene in the areas and then door to door survey to identify OOSC, followed by referral system to link OOSC with neighboring schools/ centers. The planning sequence and reliance on data for execution was an obvious lesson learned.

### Who are Out-of-School Children (OOSC): Study Analysis and Findings

Out of total 72 out of school children interviewed to find out the reasons of their being not in schools, 51% of the OOSC were boys, while 49% were girls. The age cohorts of 5-9 years and 10-16 years indicated that both categories had 50% each. However, 15% belonged to 5-7 years, 21% to 8-9 years, 28% belonged to 10-12 years and only 8% belonged to 13-16 years of age cohort.

Further, residential status of OOSC revealed that families of 47% children had their own residence, while 50% were living temporarily with a probability of migrating to other places, which is one of the strong reasons for children to remain out of schools. Regarding nationality of OOSC, data uncovered that 15% of the total OOSC interviewed were Afghan refugees and majority didn't have any registration proof.

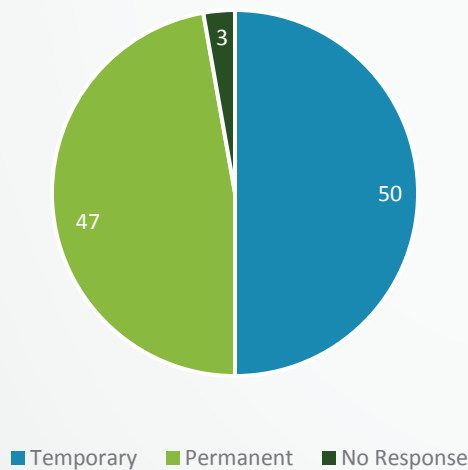


Figure 23: Residential status of OOSC (%age)

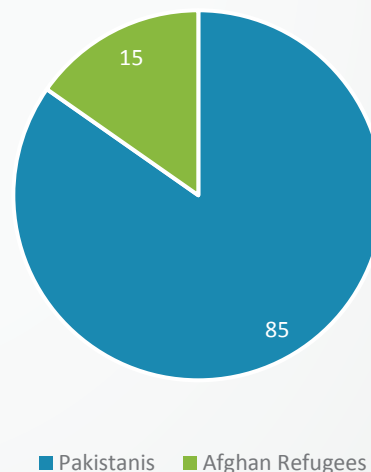
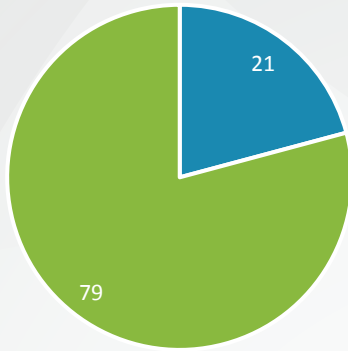


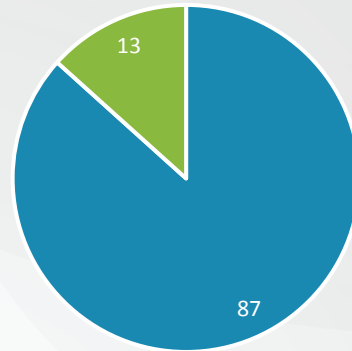
Figure 24: Nationality of OOSC (%age)

Data further showed that 21% of the OOSC were dropped out, while 79% had never been to any school. Prior learning status of dropped out children revealed that majority (87%) dropped out during their lower primary education cycle before completing grade three (3), whereas only 13% were dropped out during upper primary cycle (between grades 4 and 5).



■ Dropped outs ■ Never been to schools

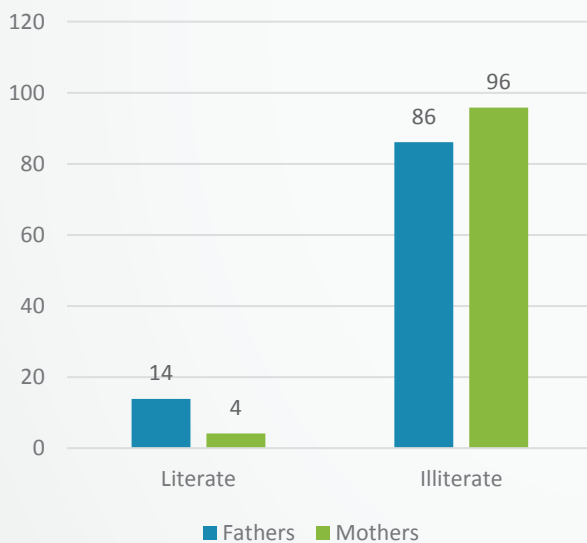
**Figure 25: Status of OOSC (never been and dropped-out children) (%age)**



■ Lower Primary ■ Upper Primary

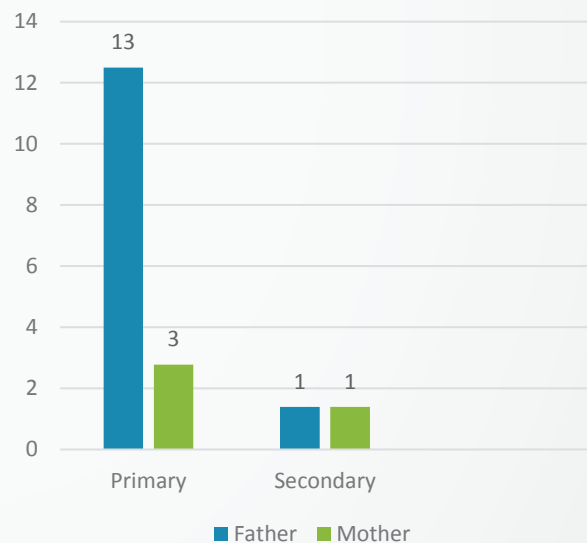
**Figure 26: Prior learning of dropped out children (%age)**

Data explored educational status of parents of OOSC, which showed that only 14% fathers were literate, while only 4% mothers were literate. Similarly, literate parents had secondary school certificate as the highest level of education, while majority of the literate parents had primary level education.



■ Fathers ■ Mothers

**Figure 27: Literacy status of parents of OOSC (%age)**



■ Father ■ Mother

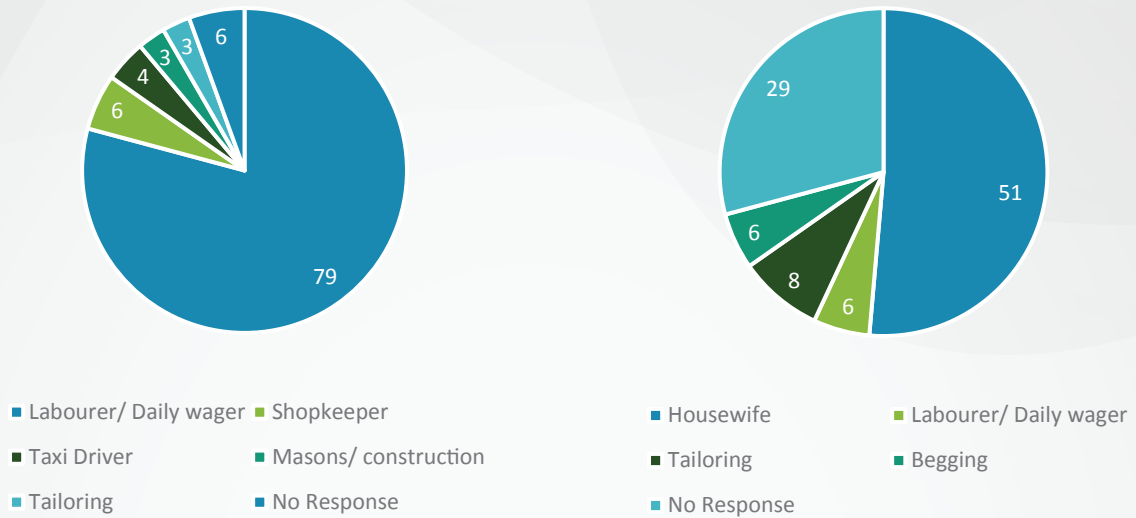
**Figure 28: Educational status (levels of qualifications) of OOSC (%age)**

Data regarding occupation of parents revealed that almost all fathers had different economical engagement, whereas engagement of mothers in some kind of economic activity was much less as compared to fathers. Only 19% mothers were engaged in income generation activities.

Data further uncovered that majority around 79% fathers were daily wagger laborers, while remaining 21% collectively were shopkeepers, taxi drivers, mason/ construction workers, and tailors (6%,4%,3% and 3% respectively). Similarly, out of total 19% working mothers,

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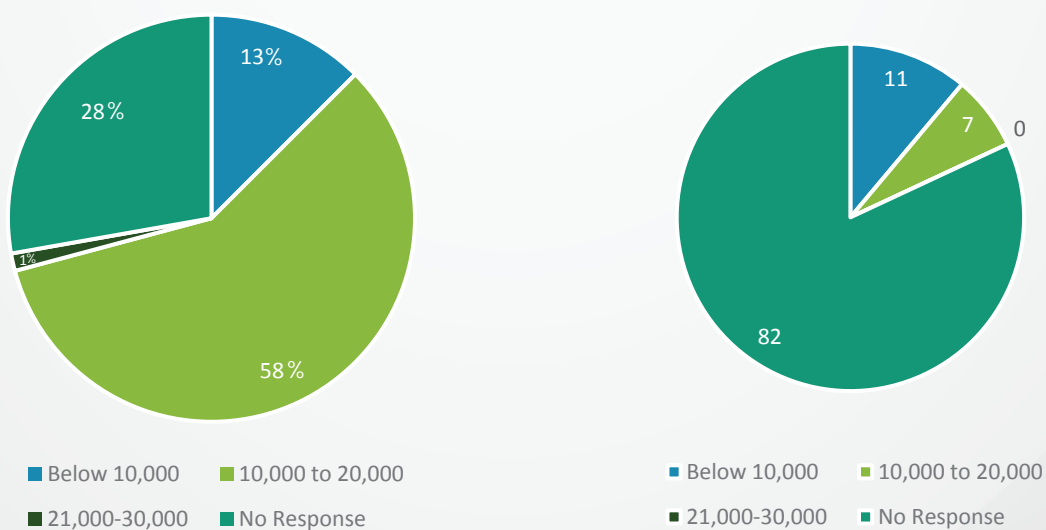
6% were daily wagers, 8% tailors, and 6% were involved in begging. Around 51% reported as housewives, and 29% didn't response.



**Figure 29: Occupation of fathers of OOSC (%age)**

**Figure 30: Occupation of mothers of OOSC (%age)**

Monthly income of the families of OOSC was also discussed during interviews, separately for fathers and mothers. Data revealed that majority (58%) of fathers of OOSC earn between 10,000 to 20,000 PKR every month, while only one percent were able to earn beyond 20,000 PKR, but below 30,000 PKR and approximately 13% were earning around 10,000 PKR monthly. According to present study, monthly income of mothers, around 82% were found to be not working, 11% could earn below 10,000 PKR per month, and 7% were able to earn between 10,000 to 20,000 PKR monthly.

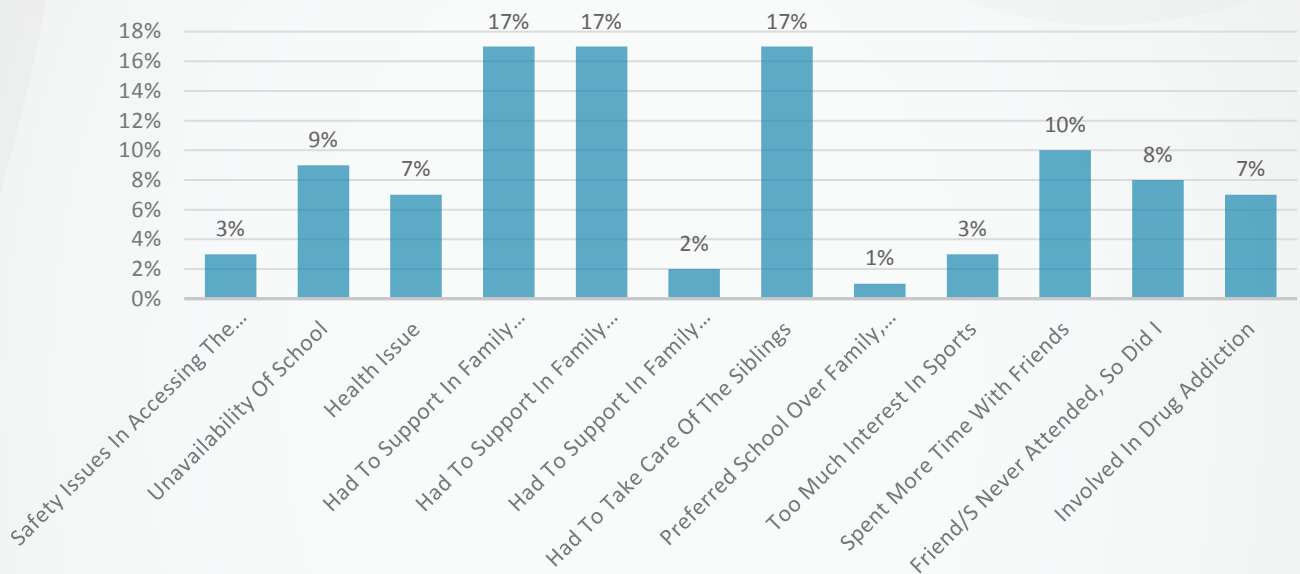


**Figure 31: Monthly income of parents (fathers) (%age)**

**Figure 32: Monthly income of parents (mothers) (%age)**

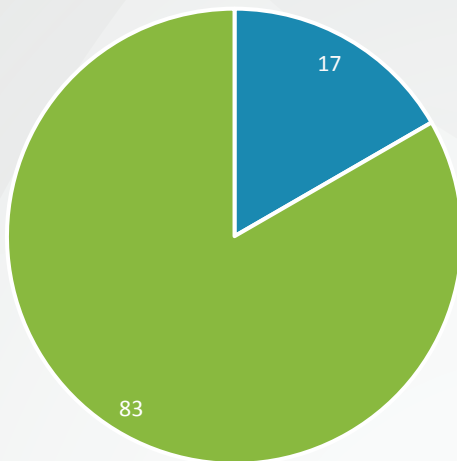
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Reasons for being out of schools were found separately for drop-outs and those who never attended any school. Among the drop-outs, “in-school factors” and “social/ family related factors” were ranked “high”, while academic challenges were “moderate”. The in-school factors revealed that Teachers’ behavior in general, verbal abuse and punishment for indiscipline were among the primary causes of drop-out, while unavailability of schools and basic school facilities in schools was noted as secondary factor that caused drop-out. The academic factors that caused drop-out included: 1) children couldn’t understand teaching methods that could never generate interest in education, 2) children didn’t complete homework as they liked watching TV, 3) children were too much in sports/ play in and after school hours. Children who never attended any school showed following major reasons for not being in the schools:



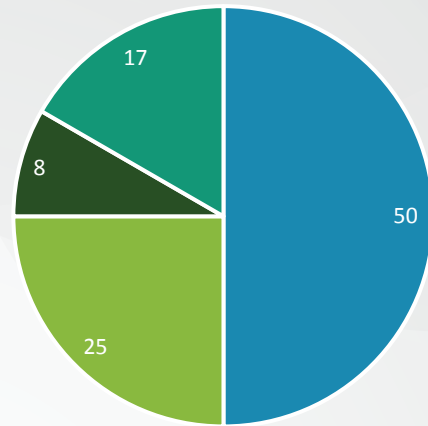
**Figure 33: Reasons of OOSC (%age)**

The percentages were calculated as their contribution to the overall value of reasons of being away from schools. Supporting family in agriculture, livestock, business and taking care of the younger siblings came out as strong reasons for being away from schools. However, peer influence was also a strong cause as some children didn’t go to school as they spent more time with friends, and some said they never went to school as their friends didn’t go to any school.



■ Working children ■ Non-working children

**Figure 34: Working children/ in labor (%age)**



■ Labourer/ daily wager ■ Mechanic  
■ Security Guard ■ Self-employed

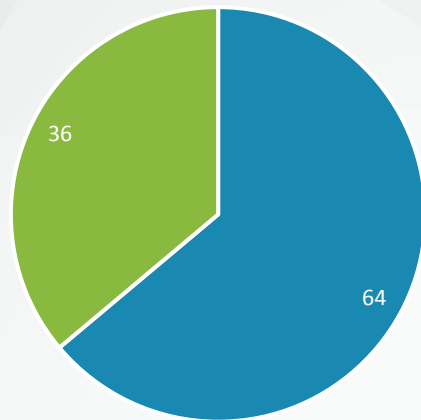
**Figure 35: Occupation of working children (%age)**

Data of OOSC revealed that 17% were working children and the sectors of work included daily wage laborer (50%), followed by mechanic in auto workshops (25%), self-employed (17%) and around 8% as security guards in their neighboring areas. Upon further inquiry, children informed that their average working hours were eight (8) and their average monthly income was below 20,000 PKR. It is pertinent to mention that percentage of working children in Pakistan is around 11% according to UNICEF<sup>3</sup> and that percentage of children involved in labor/ work according to current study is 17%, which means that probability of children in labor in ICT and surroundings is more than the national average.

**Health Related Challenges:** Another important factor was also observed during interviews, which uncovered that 36% of the out-of-school children interviewed had some kind of ailment/ sickness and few of them were facing learning challenges in learning and understanding reading, writing and numeracy skills. These data were gathered through interviewing children, general observation and discussions with parents and guardians of the children who were present at the time of interview. Health related data further informed that flue, fever, stomach issues, malnutrition/ extreme weakness and learning challenges were identified as major diseases and ailments and measured in percentages as well. Data revealed that 31% children has some kind of learning challenges as they confirmed that they faced challenges in understanding contents especially in reading, writing or basic calculations/ numbers. Some of them had difficulty in speaking as well. In addition, 27% of the children interviewed had malnutrition or extreme level of weakness that exhibited vulnerability to various ailments and eventually drop-out because of expected repeated absence from school in case enrolled. Prevalence of flue, fever and stomach related issues

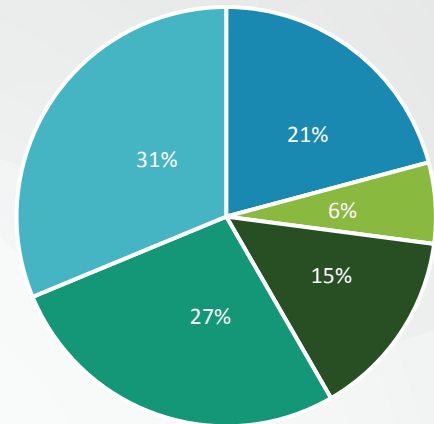
<sup>3</sup> <https://data.unicef.org/country/pak/#child-health>

were also observed at 21%, 6% and 15% respectively among the children who has some kind of ailment or disease.



■ children with normal health conditions  
■ children with ailments/ learning challenges

**Figure 36: OOSC with ailments/ diseases (%age)**



■ Flu  
■ Fever  
■ Stomach issues  
■ Malnutrition/ extreme weakness  
■ Learning challenges (reading, writing & numeracy)

**Figure 37: Prevalence of ailments/ diseases (%age)**

### PHASE-III: Enrollment and Retention

The enrollment process was based on the data of OOSC and that each organization responsible for a particular area used NFEMIS Dash-Board to analyze the OOSC data, find out the “hot spots”, create a “referral” scientifically that linked OOSC to the nearest school (public or private) or NFE/ ALP center. This was an extremely important and interesting to learn from the list of OOSC and list of schools available. The data automatically referred the OOSC to the nearest school/ center and that the field staff, local community members and local school teachers jointly organized an enrolment drive/ campaign to mobilize parents and children to join the schools. It is pertinent to mention that OOSC data were analyzed considering age, gender, prior schooling/ education, current engagement (either working or not working) helped the local level planners (field staff, local community, and teachers) to choose a suitable educational setting for the child. For example, if the out of school child was working in the morning, the child was referred to the nearby NFE/ ALP center that operated in evening shift or in the evening shift offered by the FDE school. The scientific planning process and inherent “referral system” helped in enrolling the OOSC in following educational settings offered by the responsible organization (a few for example):



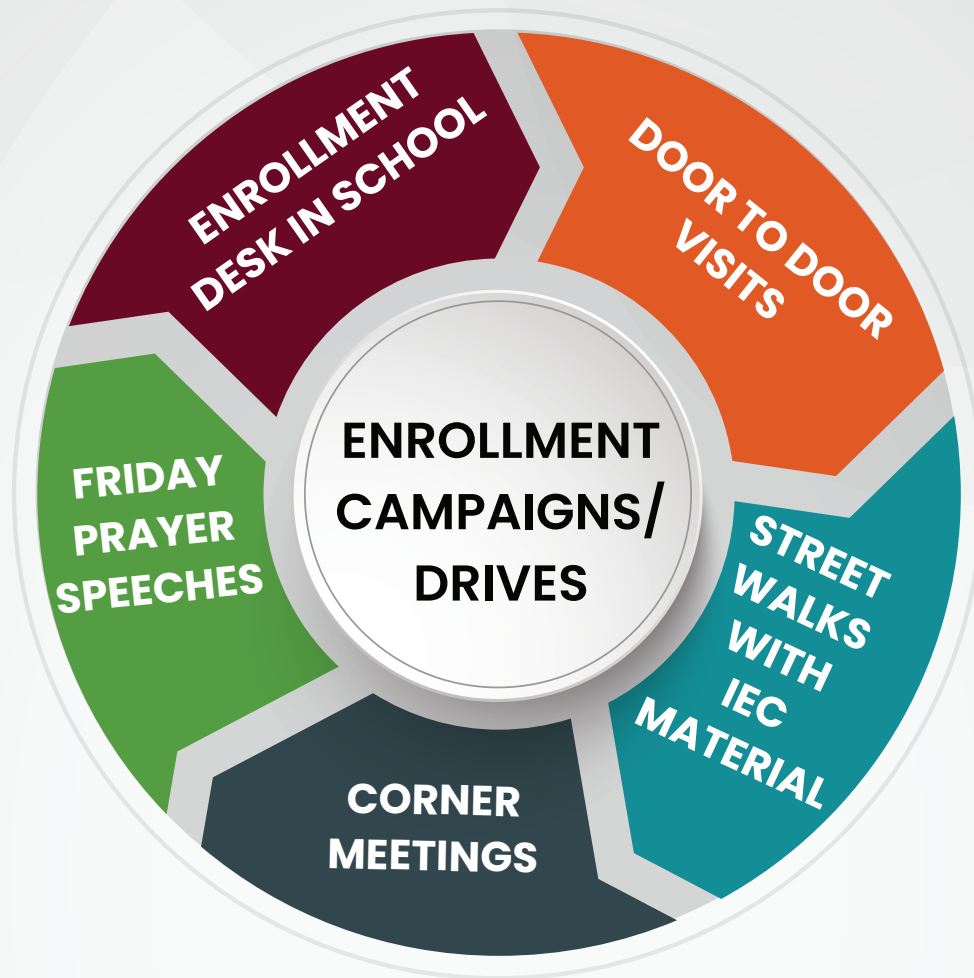
**Table 2: Organizations and their inputs in identifying OOSC**

No	Organization	Educational Settings	Children Identified
1	NCHD	Feeder schools and Madrassah (ALP)	17,613
2	FDE	Formal (morning and evening shifts)	17,453
3	Private schools	Formal (morning and evening shifts)	17,084
4	BECS	NFBEs and ALP	12,375
5	NEF	ALP	1,657
6	PAGE	ALP	886
7	PKS – ALP	ALP	859
8	iFEEL	ALP	1,386
9	Sanjh Preet	ALP	509
10	Sunbeams	ALP	402
11	JJT	ALP	380
12	Lift welfare	ALP	337
Total			70,941

It is pertinent to mention that MoFEPT has designed a project to particularly address the issues of OOSC especially those with difficulties to study in formal settings owing to being overage, working and those with minor/ moderate learning challenges as well as refugees or IDPs. The project will engage local NGOs/ NFE providers in areas where prevalence of said groups of OOSC were identified and couldn't be enrolled for the same reasons. The MoFEPT will pay cost per child using a well-structured monitoring system linked with the Dash-Board of the campaign on NFEMIS.

In short, the enrollment campaigns were designed and conducted as follows:

- Door to door to visits to targeted families to convince them to send their children to nearby schools
- Enrollment campaigns included corner meetings where local influential people met people randomly and in some cases with a target and convinced people to send their children to schools.
- The enrollment campaigns/ drives were mainly a street walk using banners and placards bearing specific messages on the importance of education and campaign leaders used slogans loudly.
- In addition, the campaign was also conducted in mosques where local religious leaders delivered a sermon/ speech on the importance of education and encouraged parents and children to join schools to become economically productive.
- The campaign announced to contact the schools during the enrollment week for enrollment



*Figure 38: Key features of Enrollment campaign*

### Process of Enrollment Campaigns

Process of enrollment campaigns or enrolling children in educational institutions was carried out along with the process of identifying OOSC. Coordination among key stakeholders such as local community, local school/ center teachers and field officers/ staff of the organizations taking lead in this process, was fundamental in the process of mainstreaming children in schools and centers. Following are key steps learned from the process of mainstreaming OOSC in schools:

1. Basic preparations such as designing and printing of IEC materials to raise awareness and motivate people about the importance of education
2. Dissemination and displaying IEC materials at prominent places in target areas with close coordination of local people/ SMCs or local education groups
3. Identification of “hot spots” where out of school children were identified (using data system/ NFEMIS)
4. Finalization of “referral channels” where data system scientifically suggested a logical linkage of OOSC with nearby school or NFE center

5. Revitalizing local community's "reorganization" or "reactivation" of school management committees (SMCs) or local education groups through local schools/ NFE centers
6. Sharing of data of OOSC and referral channels with local communities
7. Defining responsibilities of local communities, field officers and teachers with reference to approaching OOSC
8. Conducting door to door visits to convince parents and OOSC to enroll in schools
9. Follow up with OOSC and their parents through local communities preferably through local influential such as elected representatives or other senior people
10. Organizing the process of enrollment in schools and NFE centers
11. Updating data system (NFEMIS) by school / center based enrollment records
12. Repeated follow up with OOSC who didn't enroll despite door to door visits using data from the referral system

### ***Analysis and Findings of Data of Enrollment and Retention:***

The study to document good practices covered many aspects of the enrollment process including awareness of the local people about OOSC issues, engaging local communities in identifying OOSC and conducting enrollment campaigns, effectiveness of enrollment campaign, decision to place children in various educational settings and relevant factors for this, retention probability, effective strategies to retain newly enrolled children, satisfaction levels of children and parents, and their future pathways including what can cause dropout.

### ***Awareness about the issue of OOSC***

Table given below reveals perceptions of stakeholders/ implementing organizations, field officers and community members on the issue of OOSC. The perceptions were assessed on three-point scale, which showed that the issue of OOSC is moderately realized among the general public. These data clearly point towards a fact that masses at large/ common people need to be sensitized on the issue of OOSC, which is one of the reasons behind high number of OOSC in Pakistan.

<b>Respondents</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>
Stakeholders	20%	40%	40%
Field officers	25%	50%	25%
Community members	30%	60%	10%

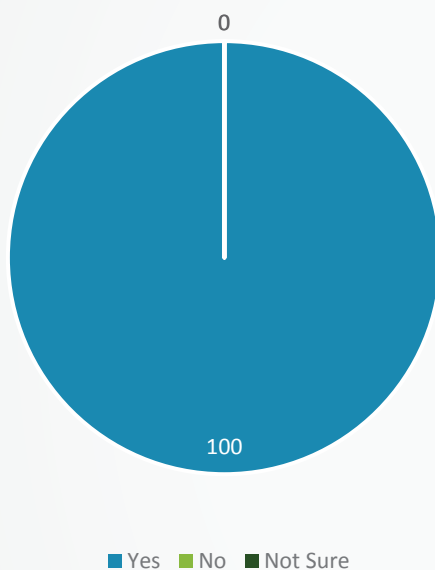
The qualitative inquiries through interviews further highlighted that people have extremely low level of sensitivity about the issue of OOSC and how this issue leads to low development indicators and low socio-economic situations. Field officers and local community members suggested to use the local community structures/ committees, Masjid (mosques) – Pesh Imam and religious leaders, social workers, local influential, successful people especially

young people who remained successful after obtaining basic or essential education and elected representatives to raise awareness about the issue of OOSC and illiteracy.

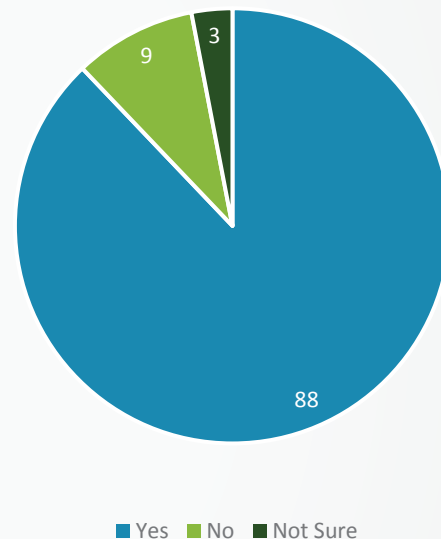
Qualitative responses revealed that some parents have sensitivity towards the issue of OOSC, yet they hesitate in allowing their children to get enrolled in the schools, owing primarily to poor economic reasons.

### ***Awareness about and Effectiveness of Enrollment Campaigns:***

Awareness about and effectiveness of enrolment campaigns was assessed from teachers of formal and NFE settings. Data gathered revealed that



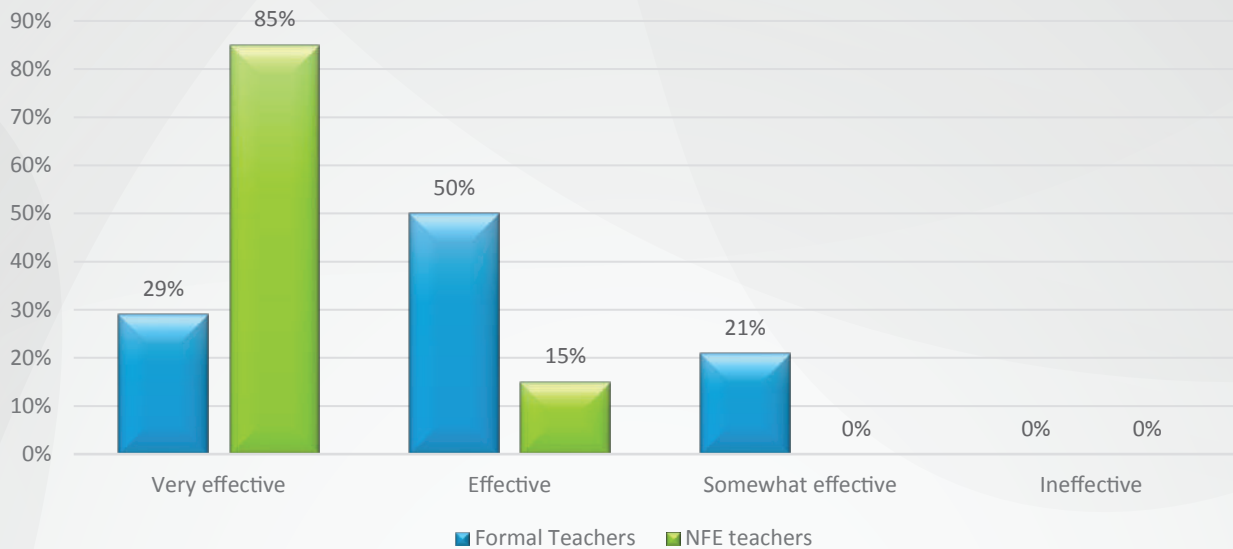
***Figure 39: Awareness about enrollment campaign (Formal Teachers)***



***Figure 40: Awareness about enrollment campaign (NFE Teachers)***

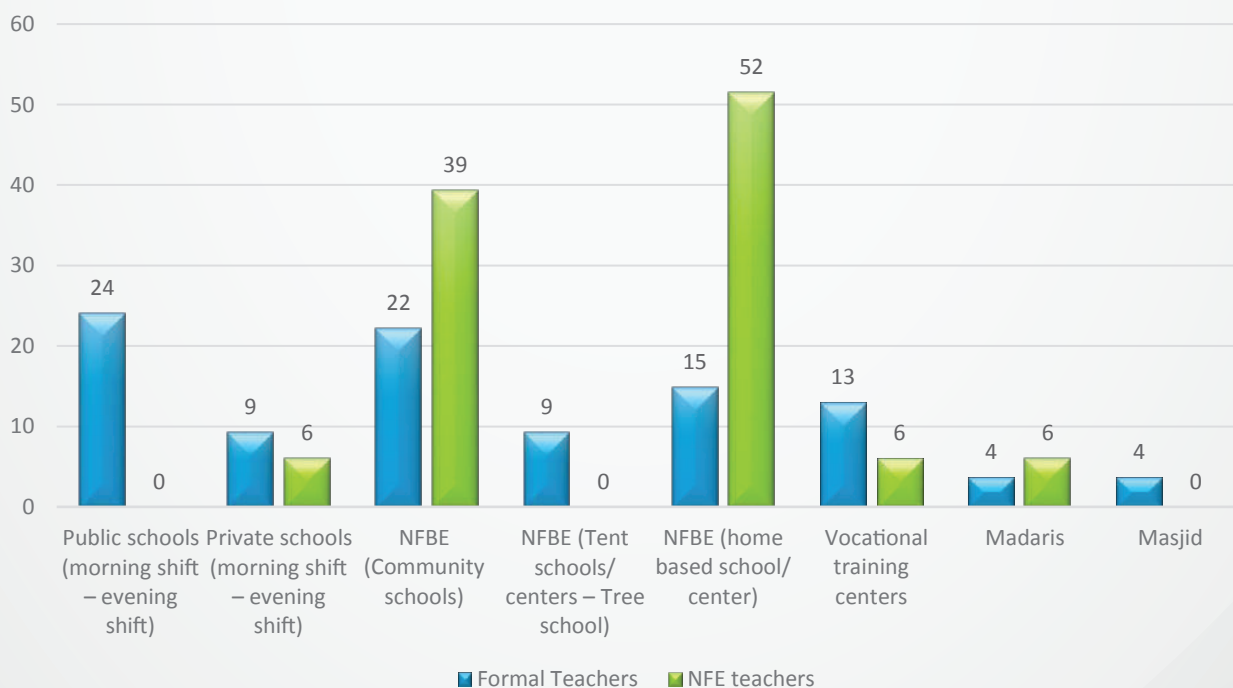
Effectiveness of the enrollment campaign was recorded through responses of the teachers, which highlighted that it remained “very effective and effective” (79%), while remaining 21% reported to be the same as “somewhat effective”.

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**Figure 41: Effectiveness level of enrollment campaign**

**Placement of children in various educational settings:** In order to enroll children in any suitable educational setting (school type, school shift, school level etc.), teachers reported that public school and NFBE/ ALP through community-based schools are among the suitable settings given the issue of OOSC. It is important to note that NFBE/ ALP setting is suggested by majority of the teachers as OOSC is complex and requires a setting that offers flexible timings, curriculum, teaching & learning strategies. However, vocational education and training is also suggested as 13% of the given solutions.



**Figure 42: Placement of Children in Educational Settings (percentage)**

While responding to a question “to what extent educational settings are adequately equipped with necessary facilities to cater to the needs of OOSC”, 50% respondents

responded in positive “Yes”, while 29% said that these educational facilities are not adequately equipped, and remaining didn’t respond.

In addition, teachers and local community members shared their views about the crucial factors that are necessary and important to be considered while placing children in various educational settings. It is important to ensure that the educational setting can provide the necessary resources and support to help the child succeed in academic and professional career. At least the school/ educational setting must provide a clear career path with basic learning and will to become a life-long learner. According to the views of the respondents, following factors were ranked in order of the priority from 1 to 5 points:

Factors that are crucial in choosing a suitable educational setting (formal school teachers)

Formal school teachers shared that lesser distance between school and homes, safety/ security, friendly teachers, availability of basic facilities, provision of special support for deserving learners and quality learning for children were among the major factors that were considered while deciding admission in the formal schools. Below given table highlights the strengths of these factors.

**Table 3: Factors in choosing educational setting (responses of formal school teachers)**

Factors	Strength of Factors		
	1*	2*	3*
Proximity (Near to their homes)			
Provide special support (financial in case of deserving families)			
Safety and security (on way to schools, and safe schools)			
Caring and friendly teachers			
Basic facilities; water, toilets, fans, boundary wall, sitting arrangements, etc.			
Learning support (children have strong foundational learning)			

Highly strong (1); Strong (2); Moderately strong (3)

Factors that are crucial in choosing a suitable educational setting (non-formal school teachers):

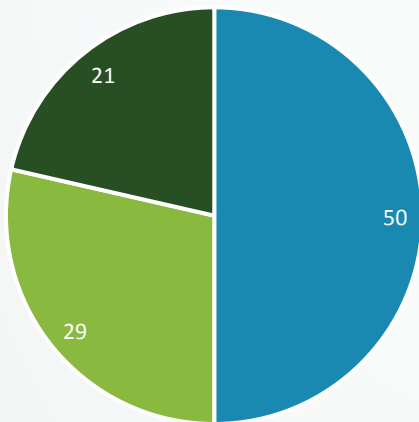
NFE teachers shared that lesser distance between center and homes, safety/ security, friendly teachers, availability of basic facilities, provision of special support for deserving learners, accelerated course, reduced daily duration of classes, co-curricular activities and quality learning for children were among the major factors that were considered while deciding admission in the NFE / ALP centers. Below given table highlights the strengths of these factors.

**Table 4: Factors in choosing educational setting (responses of NFE teachers)**

Indicators	Strength of Factors		
	1	2	3
Financial support/ incentives	■		
Qualified and experienced teachers		■	
Proximity (distance from home to school/ center)	■		
Co-curricular activities			■
Safety and security	■		
Quality education (learning of learners)	■		
Accelerated course/ programme		■	
Reduced duration of daily classes			■
Child friendly teaching techniques	■		

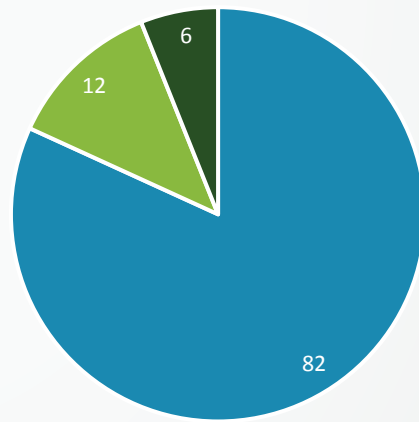
## Do the educational settings are adequately equipped to cater to the needs of out-of-school children?

Teachers of formal and non-formal settings were asked to provide their opinion about the extent to which the educational settings are equipped to cater to the needs of OOSC. Responses of teachers of both settings varied hugely as only 50% formal school teachers responded in positive as compared to 82% NFE teachers who confirmed that their educational institutes/ schools are adequately equipped to cater to the needs of OOSC.



■ Yes ■ No ■ Not Sure

**Figure 43: How equipped educational settings are? (formal schools)**



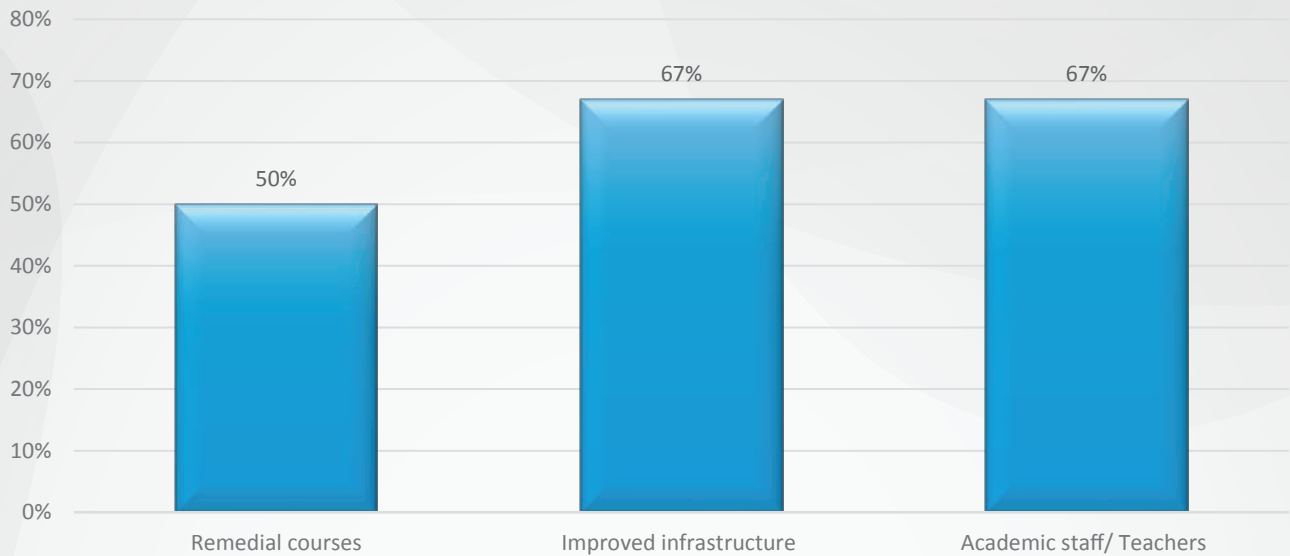
■ Yes ■ No ■ Not Sure

**Figure 44: How equipped educational settings are? NFE teachers**

## Analysis of Qualitative Responses

When asked about what else would better serve the OOSC, six (6) formal school teachers identified remedial courses, improved infrastructure and provision of academic staff. Percentage of teachers opting for a specific area, priority level and descriptions of each area is given under in the figure and matrix.

## Formal School Teachers



**Figure 45: Priority areas identified by Formal School Teachers**

**Table 5: Priority areas identified by formal school teachers**

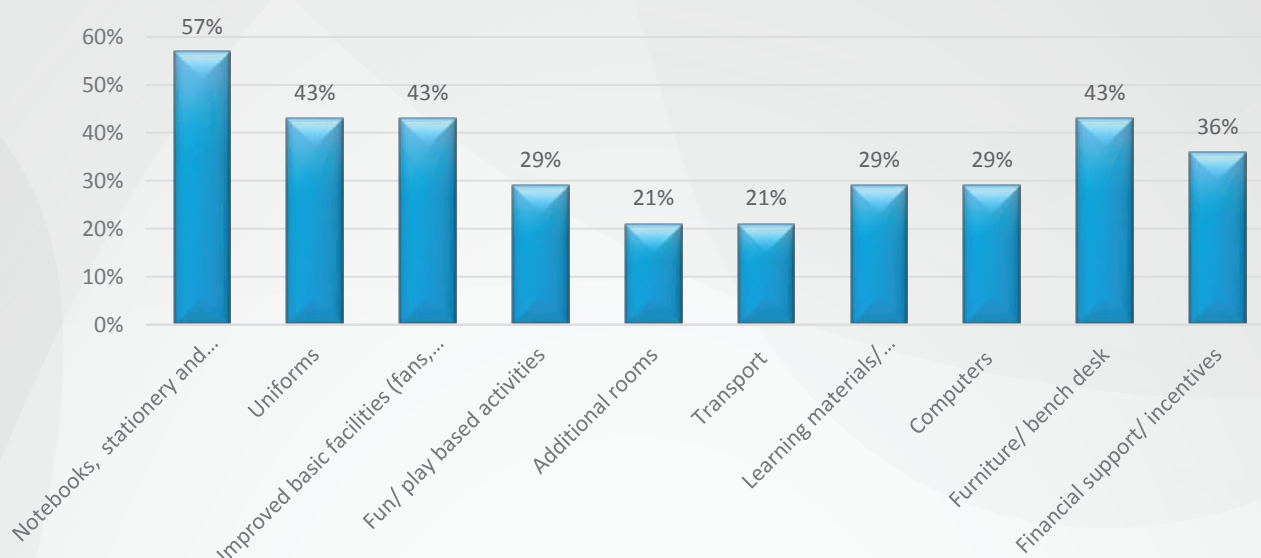
Categories	Responses %age	Priority	Description
Remedial courses	50%	Moderate	Remedial courses and assisted learning resources will serve as preparatory learning strategy to equip learners with foundational literacy and then place them in right grades.
Improved infrastructure	67%	High	Well-furnished classrooms, functional and clean toilets, clean drinking water and play facilities and equipment
Academic staff/ Teachers	67%	High	Shortage of teachers will create challenges in retaining OOSC. Therefore, additional teachers are needed

## NFE Teachers

When asked about what else would better serve the OOSC, 14 non-formal school teachers responded and identified specific areas such as notebooks, uniforms, school bags, improved infrastructure, additional rooms, play based activities, furniture and provision of financial support. Percentage of teachers opting for a specific area, priority level and descriptions of each area is given under in the figure and matrix.



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**Figure 46: Priority areas identified by NFE teachers**

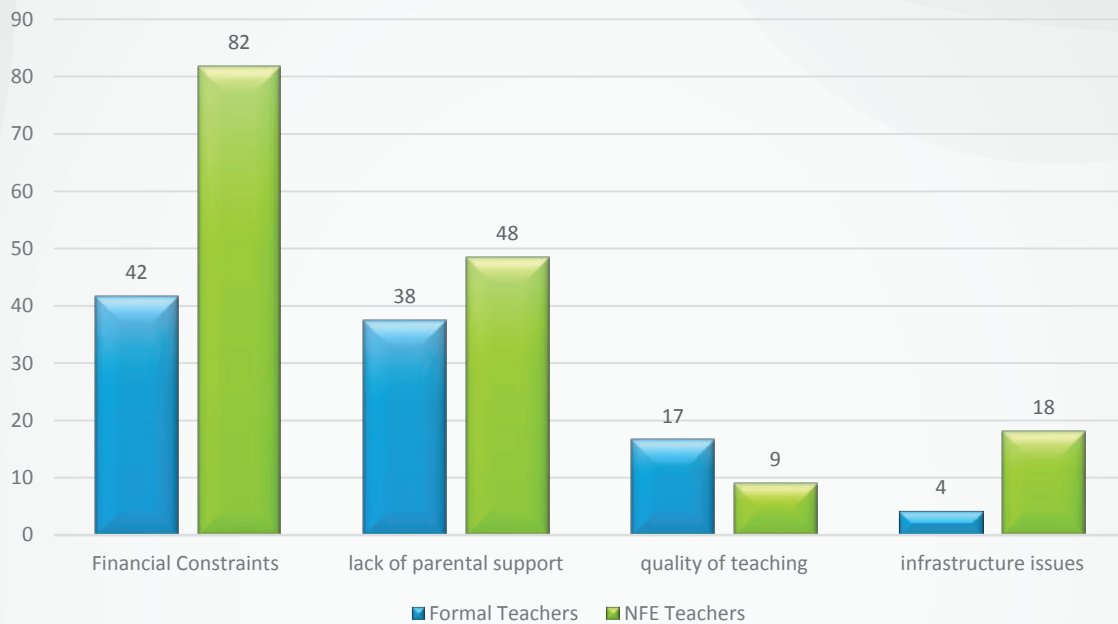
**Table 6: Priority areas identified by NFE teachers**

Categories	%age of Responses	Priority	Description
Notebooks, stationery and school bags	57%	High	Notebooks for class work, pencils, sharpeners, erasers, geometry boxes, scale etc.
Uniforms	43%	Moderate	Though not compulsory in NFE, but it impacts positively on learners' personality
Improved basic facilities (fans, black board, water, etc.)	43%	High	NFE teachers demanded improved facilities that are working in good condition.
Fun/ play based activities	29%	Moderate	Owing to unavailability of play grounds and play equipment in NFE setting, teachers said that such facilities will help in attracting and retaining OOSC
Additional rooms	21%	Low	Generally, NFE setting is one room and one teacher model where both boys and girls' study together. Considering a fact that majority of the learners in NFE are overage, separate rooms for boys and girls may help in conducive and community owned learning environment.
Transport	21%	Low	A few teachers shared that transport facility will a better facility for both teachers and learners
Learning materials/ supplementary materials	29%	Moderate	Supplementary reading materials such as story books, drawing books, flash cards, learning boxes and other materials that are reading support materials were demanded by the teachers
Computers	29%	Moderate	Digital equipment including computers, laptops and smart phones will be a good addition in NFE setting
Furniture/ bench desk	43%	High	Majority of learners use plastic mats to sit in NFE setting, therefore, NFE teachers demanded bench/ desks for learners
Financial support/ incentives	36%	High	Financial support in the form of any incentive will help in attracting and retaining children in NFE setting as many children belong to very poor socio-economic population segment and need opportunity cost. Otherwise parents of such children might put them to some work

### Retention of Newly Enrolled Learners:

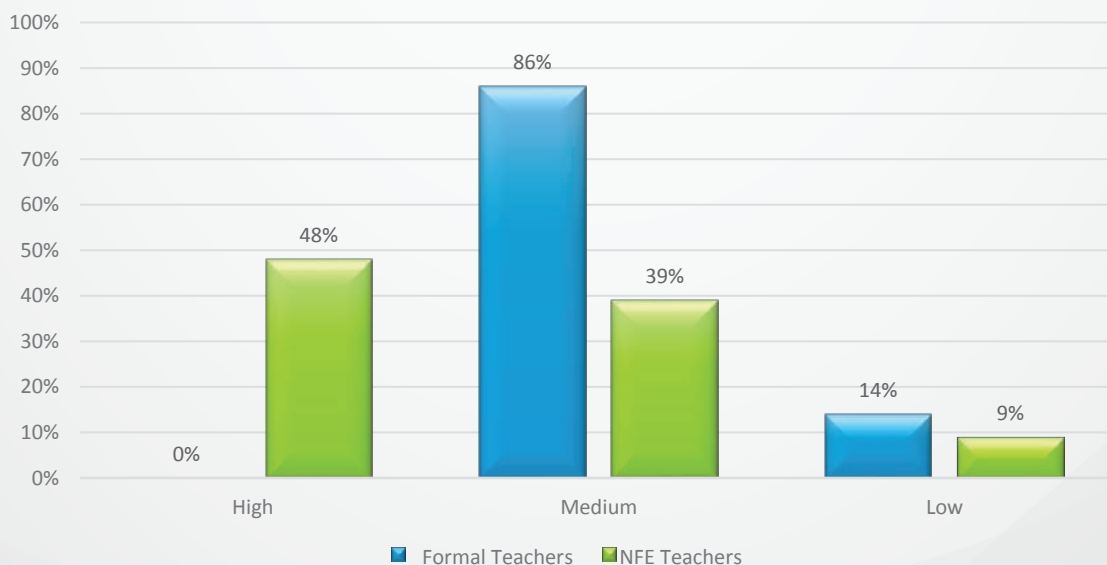
In terms of gauging retention of newly enrolled learners, respondents were posed several questions and were asked to suggest suitable strategies and challenges that are commonly faced in this process.

Teachers of formal and NFE schools shared that financial constraints and lack of parental support are among the high ranked factors that create challenges in retaining children in schools. Quality of learning and school infrastructure issues are also among the major issues, but are less than the first two.



**Figure 47: Challenges in Retention of Learners (responses in percentages)**

While responding to the probability of retention, 86% teachers said that retention probability is medium, while remaining 14% opted for “low” probability. Surprisingly, none of the teachers opted for high probability



**Figure 48: Probability of Retention (responses in percentages)**

Strategies for retention and active participation in learning

### Formal School Teachers

**Table 7: Retention strategies (formal school teachers)**

Strategies	Response percentage	Priority
Culture to welcome children in schools	50%	Medium
Positive and friendly relationship with learners	100%	High
Inclusive learning environment	43%	Medium
Provide individual attention to learners	36%	Low
Relevant teaching strategies	64%	Medium
Motivating parents	43%	Medium
Appreciating learners (achievements/ activities)	93%	High
Provide incentives	86%	High
Provide books, stationery and bags	100%	High
Meeting parents frequently	86%	High
Counseling support for learners	64%	Medium
Repeatedly motivate learners on importance of education	64%	Medium

### Non-Formal School Teachers

**Table 8: Retention strategies (NFE teachers)**

Strategies	Response percentage	Priority
Activity based teaching & learning	82%	High
Use of learning aids (flash cards)	91%	High
Sports/ play based activities	55%	Medium
Co-curricular activities (speech, drawing, singing etc.)	61%	Medium
Commemorate “special days” for children (international and national days)	76%	High
Child friendly teaching and learning	82%	High
Less academic burden on learners (only teaching 3 subjects in ALP-Primary)	67%	Medium
Positive feedback, appreciation and encouragement	91%	High
Giving small prizes, gifts, candies, cookies, etc. as a token of appreciation	82%	High
Use of video games to engage learners	61%	Medium
Frequent meetings with parents and their motivation	67%	Medium
Door to door visits to meet and convince parents and children	30%	Low
Use of inspiring/ success stories and share successful models with children	91%	High
Individual attention to all learners	76%	High

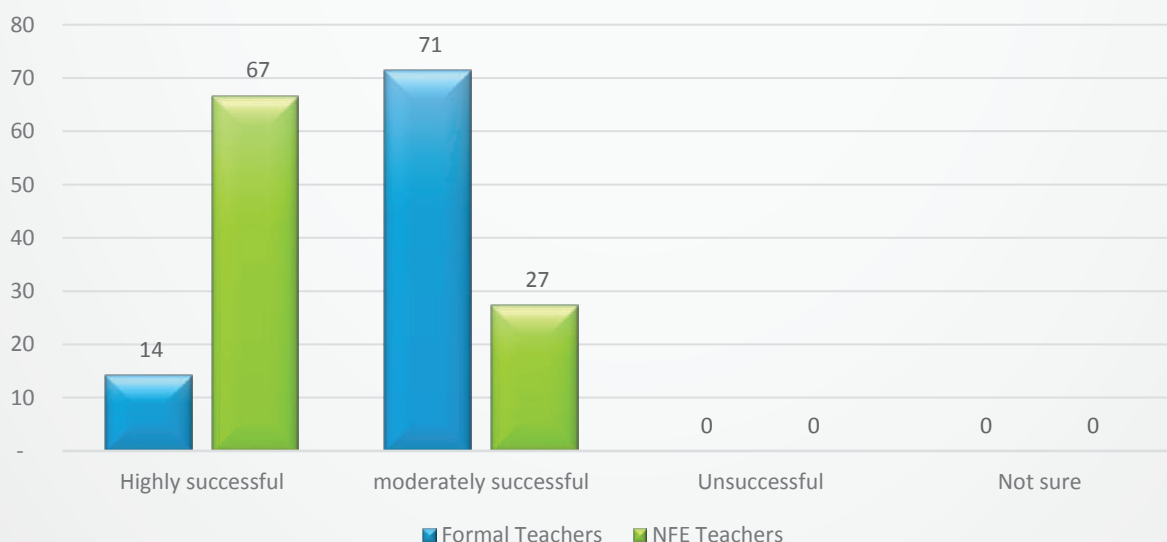
### Initiatives taken so far to mainstream OOSC in ICT

Following initiatives were derived from the interview and discussions held with stakeholders, field officers, and teachers. Approximately 50 responses were analyzed to derive the below mentioned initiatives and their role in enrollment and mainstreaming of children in education:

**Table 9: Initiatives to mainstream OOSC**

Initiatives	Response percentage
Coordination among MoFEPT, NGOs and private sector schools	100%
Evening shift in formal schools	100%
Well planned and organized survey to identify OOSC	96%
Provision of additional classrooms in formal schools	96%
Active participation of private schools in planning and implementation	96%
Enrolment campaigns and door to door visits	90%
Provision of stationery, books, bags etc.	90%
Focus on age and gender	90%
ZERO OOSC campaign as a project to deal with OOSC issue	90%
ALP by various NGOs	90%
Induction of teachers (additional teachers)	84%
Enrolment in madrassas	84%
Positive engagement of BECS, NEF and NCHD	84%
Stipends/ incentives for OOSC	70%
ALP-Primary (accelerated learning model) in formal schools	70%
Barakat Bundle Program, "Ilm 2 share program" "Taleem Do" program	20%

### Success Rate of these Initiatives

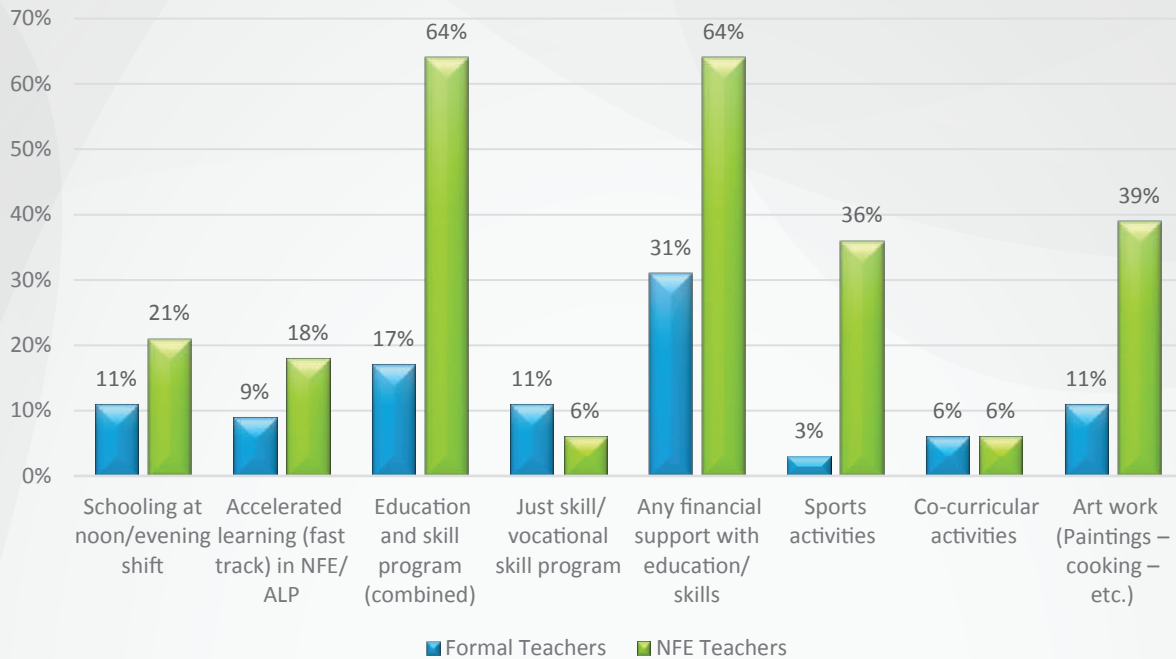


**Figure 49: Rate of success of initiatives to address OOSC**

Teachers were asked about their views on what can bring the children back in schools, if they dropout. Majority, as shown in the figure, were of the opinion to offer financial support, while a different shift of schooling (evening/ noon shift) or ALP as fast track learning option may also be offered as an option to bring them back in learning system. At the same time,

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sports / co-curricular activities and art activities may also be used as options to attract children to rejoin the schools.

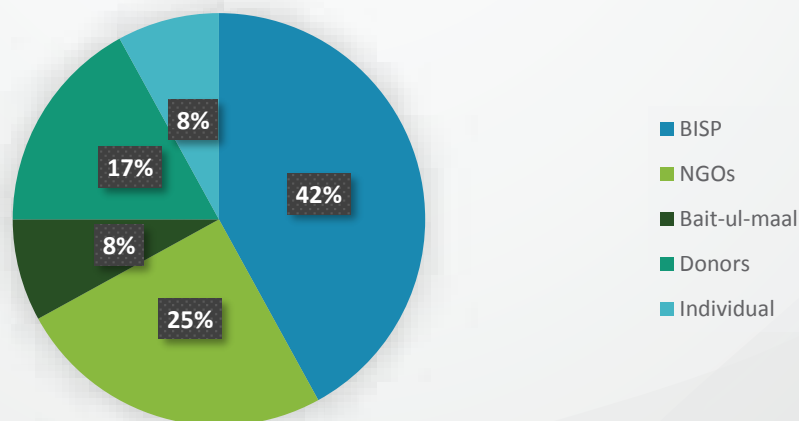


**Figure 50: What can bring children back to schools/ NFE centers**

### Financial Support/ Linkages with Social Safety Nets

Around 14 teachers of formal educational setting who were interviewed, revealed that approximately 1 to 2% of the children enrolled in formal schools have linkages with social safety nets such as BISP (waseela-e-Taleem), Bait-ul-maal, etc. although the percentages of linkages with social safety nets is extremely small, yet, the same may be considered as an opportunity for future to connect deserving children with social safety schemes. According to the data, majority (42%) are linked to BISP (Waseela-e-Taleem), while remaining 25%, 8%, 17% and 8% are linked to NGO based philanthropy, Pakistan Bait-ul-Maal, donors and individual philanthropy.

### Linkages with income support schemes



**Figure 51: Linkages of enrolled children with income support schemes**

### Satisfaction levels of the learners and their parents

As far as the satisfaction levels of the learners and their parents are concerned, it was satisfying to know that majority (around 90%) parents and learners are “very happy” after the enrollment. Just one percent reported as “not satisfied” as both parents and the children were not willing to join the school, however, they underwent social pressure, which may or may not work in future. In such situations, the teachers and local influential people should continue to mobilize such families until they have an inner and genuine feel for education.

### Learning Continuity/ Vertical Education

With reference to continue education/ learning after new enrollment, newly enrolled children were asked a few questions such as will you continue your studies even your parents wouldn't allow so, or what until which grade you would like to study and what can keep in school in case of any fear or issue.

While responding to a question on “in case your parents would not allow you to study any more, what will you do”, 75% children responded that they will continue to study even if their parents are not willing. However, 25% said they would drop if their parents would like so.

At the same time, 31% children said they will continue and complete at least 16 years of education, while those who wished to study till grade 10, 12, 14, and complete Ph.D constitute 6%, 5%, 2% and 3% respectively. Surprisingly, 48% of the enrolled students didn't respond to this question.

Similarly, the below given matrix show the factors that can keep them in schools or bring them back in schools in case they drop-out:

### What can keep children in the schools

*Table 10: What can keep children in the schools*

Friendly environment	Teachers' positive and caring behavior	Financial support/ incentive	Transport support to access school	Sports (specify)	Co-curricular activities (specify
60%	30%	7%	10%	17%	33%

### What can bring children back in schools

*Table 11: What can bring children back in schools*

Schooling at noon/evening shift	Accelerated learning (fast track) in NFE/ALP	Education and skill program (combined)	Just skill/ vocational skill program	Any financial support with education/ skills
21%	40%	40%	6%	18%

The learners recommended following key factors for improved retention:

1. Addressing financial issues/ poverty
2. Provision of school uniform
3. Provision of stationery (Notebooks, Bags, etc.)
4. Easy teaching methods (story telling)
5. Safe and renovated building / school infrastructure
6. Adequate furniture/ other basic facilities
7. Availability of sports/ games
8. Offering drawing painting activities and competitions
9. Access to cartoon and similar short films
10. Controlling the migration related challenges

### **Strategies to Engage Local Communities in Enrollment and Retention:**

Following are a few key strategies that were employed in the ZERO OOSC campaign:

1. Identifying local groups such as SMCs with formal schools and local education committees with NFE centers
2. In case there is no organized group available at local level, organize/ form a local community group
3. Build capacity of the local community groups or SMCs including local teachers who are actively engaged in the process of enrollment campaigns. The capacity building process may be commenced by orientation sessions at each school and should include process orientation and use of tools and campaign objectives
4. Social mobilization strategy/ manual that has already been developed may be used for this purpose
5. Reorganize/ revitalize existing SMCs or local education groups with active support of the local teachers by including people who demonstrate interest in the process of campaigns
6. In case, reorganization of local committees/ groups or SMCs is not possible, involve a few additional people and youth who show interest and are ready to adequately manage for the campaign and follow up activities
7. Additional members from local communities may include elected representatives, retired government servants and teachers, youth, notable people who are considered influential, Pesh-Imam (leader of the local mosque), head/ member of the local masjid committee, and other who can genuinely participate and contribute
8. Always hold someone from the local community responsible for a specific activity; for example, an active member can lead the process of identification of OOSC, one local community member can organize the campaign (street walk with banners displayed), one member can take lead of door to door visits etc.
9. It has been learned that every member responsible for any specific activities must record all the activities and update information on regular intervals
10. In case a few community members are not taking enough interest in the campaign process, never offend for their disinterest and always keep trying to include them
11. Always appreciate the local community members who have taken lead in any activity. The appreciation should continue on regular basis and if possible, write names of the local people who genuinely participated and contributed to the best of their potentials at some prominent place within the school premises (a chart may be used for this purpose or hard board may be used for this purpose displayed inside the school somewhere)
12. Role of "Pesh Imam" (masjid leader) and members of the masjid committee as well as conducting meetings in the masjid have helped a lot in genuinely motivating communities

### Challenges faced and lesson learned during enrollment campaigns

Following challenges were noted during enrollment campaigns:

1. Owing to limited and different timings and duty hours of the school teachers, it was somehow difficult to engage them fully in enrollment campaigns and have their full say in convincing parents. This was particularly relevant for female teachers who showed some reluctance and give adequate time for enrollment campaigns.
2. In some areas number of identified out of school children was more than the space available in nearby existing formal schools, as available classrooms were unable to accommodate additional enrollment. This was noted to be basic reason that had kept many children away from schools as there was no space available for them and their admissions were denied. In such situations, additional rooms should be supplied at the earliest through public sector funds or through local community support or evening classes may be initiated to manage additional enrollment. In addition, NFE may also be an option that could accommodate additional enrollment
3. Out of school children who were involved in labor and were identified as OOSC through the local survey, consumed a large amount of time to get convinced to join schools. According to data of OOSC, around 17% were identified as working children. However, efforts to enroll them in formal or non-formal settings were not fully successful. Only few of those were enrolled and they were always declared at risk of dropping out. Therefore, campaign designers must devise a clear strategy for these children, which must consider some key factors such as opportunity cost, timing of schools/ centers they would get enrolled and strategies to mobilize them to get enrolled.
4. Convincing parents through door to door visits or through corner meetings have been extremely difficult as to respond to their questions and motivate them to send their children in schools especially in cases where their children were engaged in labor or they were intending to send their children to some work. It was observed that many parents who were contacted during enrollment campaign were planning to send their children to some work to make them economically productive owing to unavailability of schools, space in the school, complex admission policy, or unavailability of birth registration certificate or any other proof in case of a refugee. In such situations, alternative learning models may be offered on timings that are suitable to the target population eligible for enrollment.
5. Harsh weather conditions interrupted the flow of enrollment campaign, which was natural. However, such campaigns may be planned wisely considering the weather severity and mitigating measures.
6. During the campaign, it was observed that community members and parents showed a kind of lack of trust over NGOs. However, after demonstrating timely efforts and establishing ALPs, people started to show a sign of trust and send their children to ALP centers and evening shift classes in formal setting.
7. Local community didn't come up openly initially at the beginning of the identification and campaign process, however, repeated efforts and meeting calls helped eventually to bring them closer, open up and participate the process of campaign. Therefore, it is shared that community mobilizers and local teachers must continue their efforts and never give up by looking at initial failures.
8. Such efforts should be locally motivated and should go on without any interruption. Time bound projects generally produce less results. For example, one-time campaign or twice a year wouldn't bring results, it has to be a consistent and regular and department or NFE providers must plan and conduct such campaigns in regular basis and make sure that drop-out doesn't happen and enrolled children either complete or mainstream to complete their basic education.
9. Monitoring system has to be an inbuilt feature of such campaigns and every provider and designer/ conductor of the campaign must develop a structured monitoring system and carry



the same out to derive findings and improve their efforts using the same findings and recommendations.

10. Orientation sessions in some areas went unplanned, hence were less productive as compared to areas where orientation sessions went planned and organized. Therefore, orientation sessions for field officers, teachers and local community members must be well planned and be conducted enthusiastically to motivate and mobilize relevant stakeholders.

### Good Practices

Following are some examples of good practices used in some targeted areas:

1. Repeated orientation sessions with the local committees/ SMCs, especially with a few members who showed interest in the process of enrollment and retention of learners. Well trained community members were very effective and their role was worth appreciating
2. Inclusion of Pesh-Imam (leader of the mosque) has been crucial. In some areas where such leaders were available and ensured their participation, things went very well. On the contrary, there some areas where religious leader didn't support and process of enrollment was slow and were not that effective
3. Inclusion and discussions with the members of the Mosque/ Masjid committee has been very useful. In some areas, members of such committees worked really hard and supported in data collection, enrollment campaigns and follow up with families who were not ready to send their children to schools.
4. Inclusion of elected representatives in the enrollment process proved useful
5. Teachers' behavior was crucial in every aspect and every step of the enrollment; therefore, teachers must be positively involved in a lead role so as their buy-in is sought for enrollment and retention as well.

### PHASE-IV: Data Management and Monitoring of ZERO OOSC initiative

The zero OOSC campaign, with its well-designed architect, and strategic planning mode, needed a robust and vibrant data management and monitoring system that would give an update and provide real time data for progress review and planning. Data entry and analysis were given to the implementing organizations so as they could update their efforts and contribute to campaign positively.

It is pertinent to share that a Technical Working Group (TWG) was created to develop, maintain and update dash-board for the campaign. The TWG included representatives from various ministries, NGOs, and education organizations who discussed and finalized the designing of Dashboard, Data Analysis and Data entry related issues. The Technical Working Group (TWG) held regular periodic meetings, most of which were held in PIE and were chaired by Dr. Shahid Soroya, Director General PIE.

During discussions, it was decided that entire process of identifying OOSC, their enrollment, and tracking for retention needs to be well organized and recorded in a data base, which will not only help in managing the data of children, but facilitate the process of monitoring for accuracy, accountability and reporting. Data of educational facilities where out of school children would get registered, data of children, enrollment status and their status of retention

was considered crucial. Group members suggested to use an existing data platform/ hub instead of developing a new to manage time and resources. Considering the functionality of available data base of NFEMIS, all participants agreed to use NFEMIS as a platform for the management of data of this campaign. NFEMIS and its features suited as a data hub for managing data of the campaign.

### ***Introduction to NFEMIS:***

Non-Formal Education Management Information System (NFEMIS) is a system that aims to manage information of non-formal education with particular focus to record, analyze and provide basic information of NFE institutions (NFBEs/ALPs and adult literacy centers), teachers, learners, administrative staff and managing organizations. The NFEMIS analyzes available data and analytical reports for planning, decision making and policy formulation. NFEMIS facilitates the process of micro planning and monitor the performance of the NFE institutions in terms of results of monthly monitoring, records on learner attendance, learning achievement and learner tracking.

Raw data is collected from the field on a system generated pro-forma. Planners/ Managers can do the statistical analysis based on the reports generated from that raw data. Its implementation module covers the detailed information about Non-Formal Basic Education (NFBE) schools and Adult Literacy Centers (ALCs), teachers and their qualification, Learner enrolment history, complete tracking information on open and closed schools, teacher replacement history as well as information on school supervisory staff and affiliated NGOs. Its monitoring module is divided into two parts; in the first part, physical conditions of schools/ centers and provided facilities are monitored on monthly-basis, while in the second part, learners are tracked individually on quarterly-basis. The Evaluation module assesses the learners who are appeared in the exam and are evaluated by taking mid and final exam.

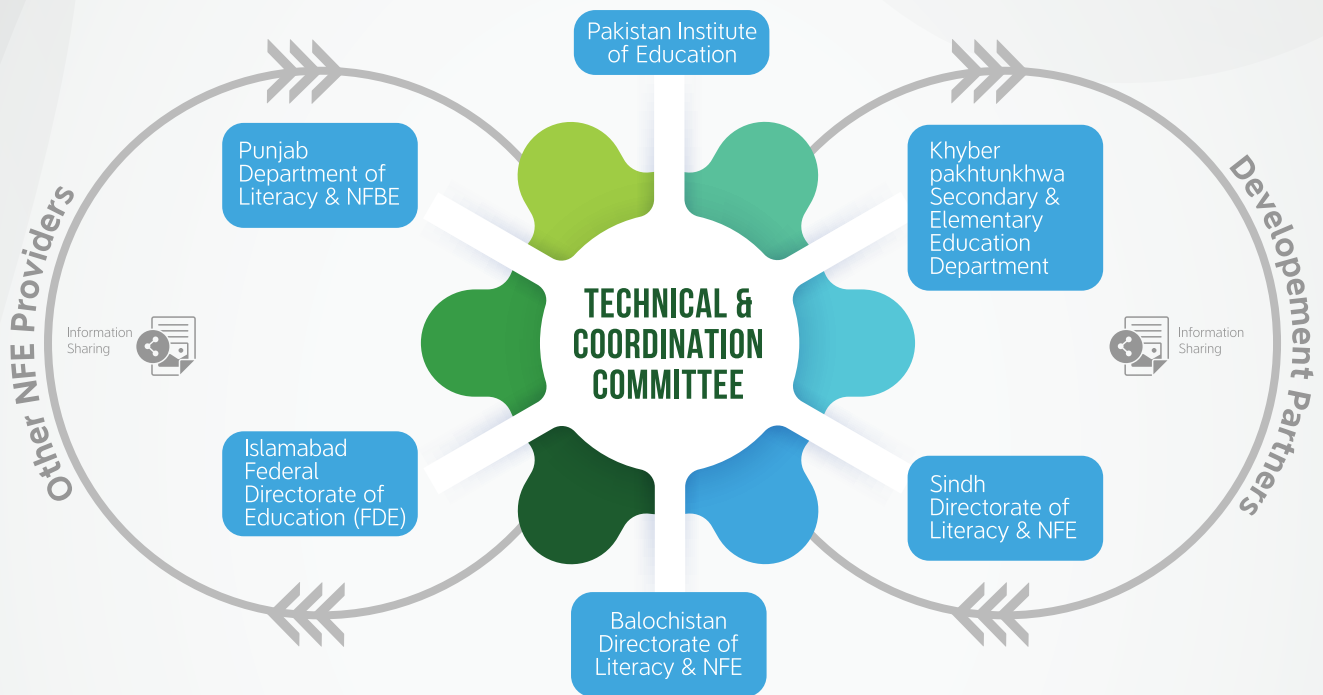
In addition to the above-mentioned characteristics, the NFEMIS is properly synchronized with SDGs. It is pertinent to mention that NF-EMIS is not just able to respond and report against relevant indicators of SDG-4, but many other SDGs, such as poverty reduction, gender, climate change, labor and employment etc. In fact, the flexible nature of NFE programmes allows to include specific content that may contribute in improving a particular indicator or related SDGs.

To develop a mechanism for collection, processing and publishing data of non-formal institutes of Pakistan in the pattern of NEMIS, the NFEMIS will also composed of two regulatory committees: Technical Committee (Tech.COM) and Coordination Committee (Coord.COM).

NFEMIS is operating in all the provinces at offices of the literacy & NFE directorates and at national level at PIE. Following are key points that describe how NFEMIS is being operationalized in Pakistan:

1. Provincial level NFEMIS cells of the Literacy & Non-Formal Education Departments/ Directorate collect and maintain provincial level data of Non-Formal Education and transfer the data to Federal level NFEMIS cell at PIE's NEMIS.

2. District level NFEMIS cells of the Directorate of Literacy & Non-Formal Education collect and maintain district level data of Non-Formal Education and transfer the data to Provincial level NFEMIS.
3. NFEMIS is being integrated with Provincial EMIS to reflect a holistic picture of Education and literacy in the provinces.
4. NFEMIS shall is being utilized to monitor and report the SDGs indicators especially those relating to enrolment, retention, quality/learning achievements and literacy levels of adults
5. NFEMIS is being used for project cycle management (PCM) including planning, implementation, monitoring and evaluation, decision making and policy making.



**Figure 52: NFEMIS skeleton - coordination scheme**

NFEMIS is mandatory for all adult literacy and Non-Formal Basic Education providers/ ALPs managed by Public, Private and development (NGOs/CSOs) sector organizations and these organizations/ providers provide information to the Directorate of Literacy and Non-Formal Education using the NFEMIS tools or web-based features.

NEMIS maintains and disseminates statistics of Literacy and Non-Formal Basic Education/ ALPs at federal and provincial levels. NEMIS consolidates finding of Tech-Com & Coord-Com data in Joint Session.

### Components of NFEMIS:

#### Planning

To identify the number and percentage of illiterates and OOSC in a locality following two survey tools are supported

- I. House hold survey
- II. Out of School Children

#### Implementation

- I. Basic information about NFE institutions, teachers, learners, administrative staff etc
- II. Procurement and distribution of educational equipment / materials
- III. Other administrative work including teacher training, teacher replacement and teacher salary payment

#### Monitoring & Evaluation

Performance of the NFE institutions is analyzed in terms of results of monthly monitoring, records on learner attendance, learning achievements and learner tracking.

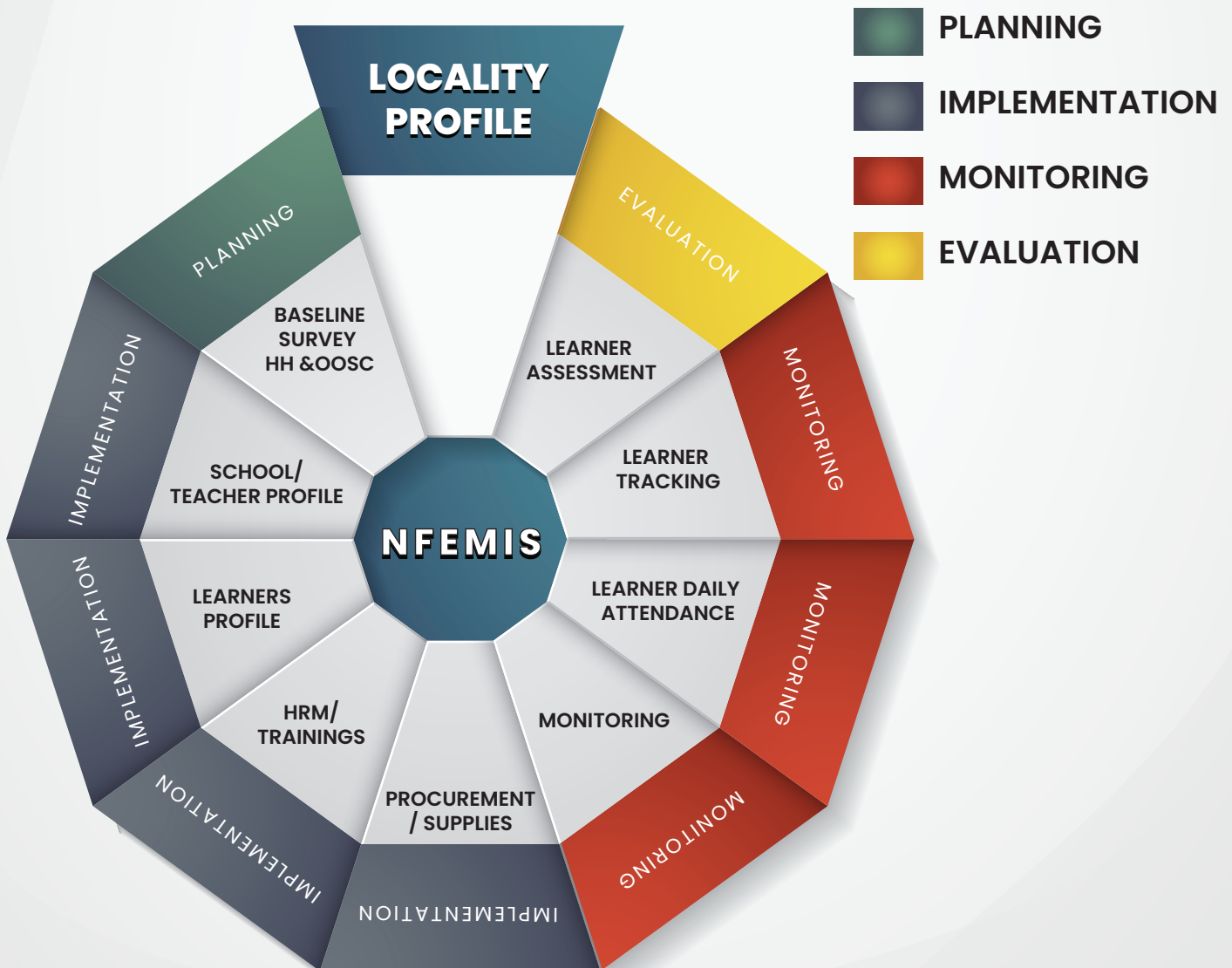


Figure 53: Components of NFEMIS

## Dashboard of NFEMIS:

Dashboard of NFEMIS is shown here:

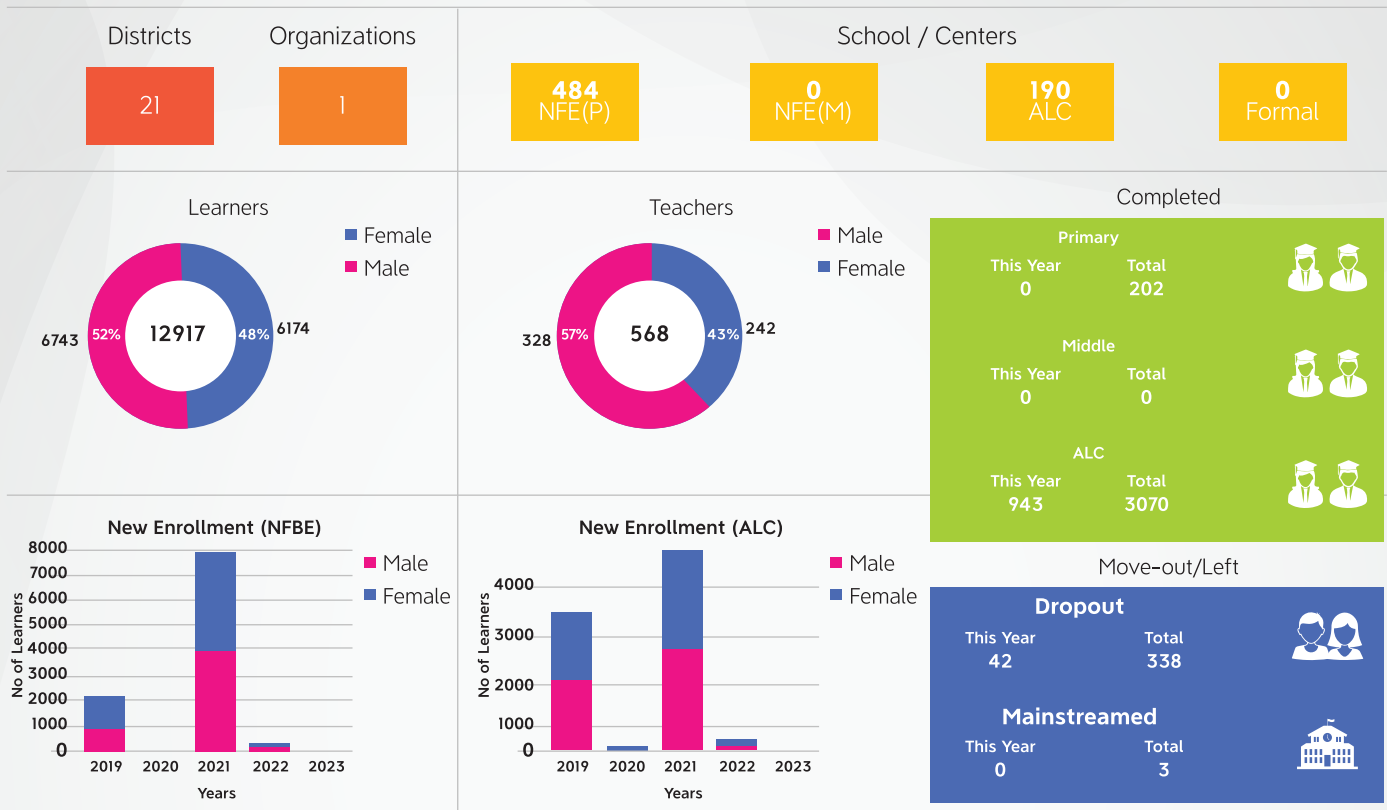


Figure 54: Dashboard of NFEMIS

It is important to mention that ability of NFEMIS as a web-based software was among the key factors to be used as dashboard for managing data of the campaign.

### Process of Developing and Maintaining Dashboard in NFEMIS:

Following are some details of the actions taken after repeated consultation with TWG members:

#### Creation of new “Zero OOSC Project” in the NFEMIS

In addition to existing modules of planning, implementation, monitoring, and assessment, another module for “Zero OOSC campaign” was created on NFEMIS. Dashboard was simple initially that provided information of OOSC and status of their enrollment. However, as the campaign kicked off and implementation began in full swing, implementers started to think to add additional features and fields with particular focus on user friendliness of the operations.

### **Customizing and updating the dashboard for ZERO OOSC campaign in NFEMIS in phased manner**

After developing dashboard that included several fields for OOSC, responsible organizations, areas, Union Councils, nearby schools, etc., necessary changes were made in the data collection tool for OOSC and the same changes were included in the dashboard. There were seven mandatory fields in the OOSC survey, while a few other fields were also created. It pertinent to mention that dashboard customization took place right from the beginning of the campaign process. Initially a few fields pertaining to data of OOSC were included in the dashboard, but later, organization wise fields were also included for the ease of implementing organizations. Status of the OOSC survey and enrolled students were added in existing dashboard after modification.

### **Creation of Organization wise “Login” and training of implementing organizations on using dashboard**

As stated earlier, organization wise fields and “log-in” were created in the dashboard so as each implementing organization could manage data entry, analysis and reporting at their end and data of all the UCs and organizations could feed into overall data of the dashboard, which was made available for all users without any login for information purposes. Organization wise chart showed current status in dedicated dashboard and organization wise progress for OOSC and enrolled students were added as well. According to the latest information available on dashboard, total 11 implementing organizations participated in the campaign in all the targeted UCs and managed to identify around 81,668 out of school children (48% girls), out which 70,604 (49% girls) were successfully enrolled in the targeted areas.

### **Training of implementing organizations on using dashboard**

In order to train implementing organizations on using the dashboard, each organization designated one staff member with IT skills to use the dashboard and seek adequate training. Experts who created the dashboard jointly from PIE and AQAL (JICA) organized and imparted training sessions for all the implementing organizations on understanding and using the dashboard. The training sessions were organized in a series to ensure that all the team members responsible to manage the dashboard are adequately trained on using the dashboard. A short video tutorial was also developed for data entry of OOSC survey and newly established schools and designated staff members were asked to view the tutorial to learn and understand the dashboard data management. It is important to mention that training process was consistent and involved interactive discussions to troubleshoot the challenges that came across the staff members in managing data of OOSC. Most of the training sessions were organized at PIE, followed by a few sessions in offices of the respective organizations on need basis.

### Creation of a new dashboard for monitoring and tracking

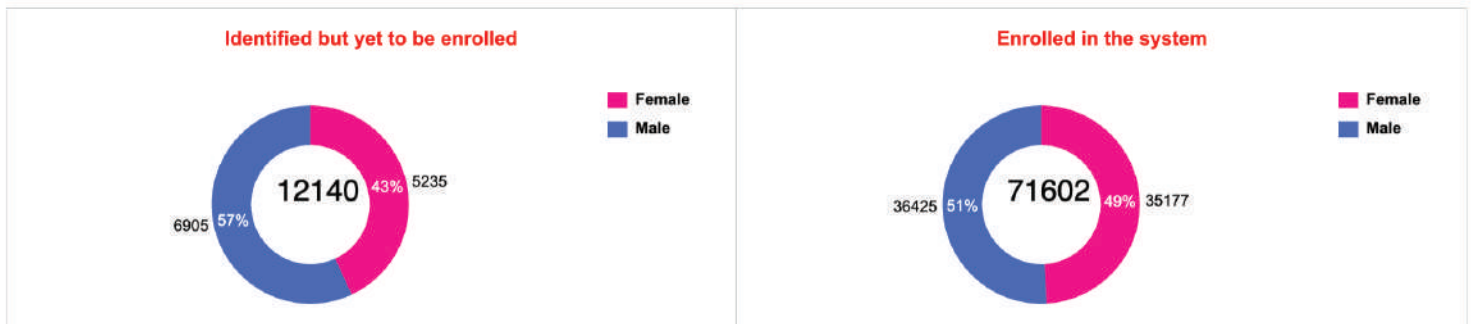
Later, it was felt that monitoring and tracking of the children enrolled in targeted schools and ALP centers was equally important to increase the probability of retention and take preemptive measures to address the issues of dropout. The TWG for campaign data management/ dashboard decided to include attendance and tracking fields in the dashboard. So far, the said modifications are in process and resources to equip teachers with necessary gadgets/ smart phones is in process. However, monitoring and tracking of enrolled learners for improved retention is underway manually by the implementing organizations and related data are being fed to the dashboard on regular basis. Dashboard for the campaign in NFEMIS is reporting data of identified and enrolled children, while reporting on retention and progression will begin soon after necessary modifications. Dashboard is hosted on <http://www.nfemis.net>.

### *Pictorial view of the Dashboard*



#### NFEMIS Dashboard Zero OOSC in ICT-2023

**Total Identified Childrens: 83742 Male: 43330 Female: 40412**



*Figure 55: Dash-Board for ZERO OOSC Campaign*

### Monitoring of the Campaign Process

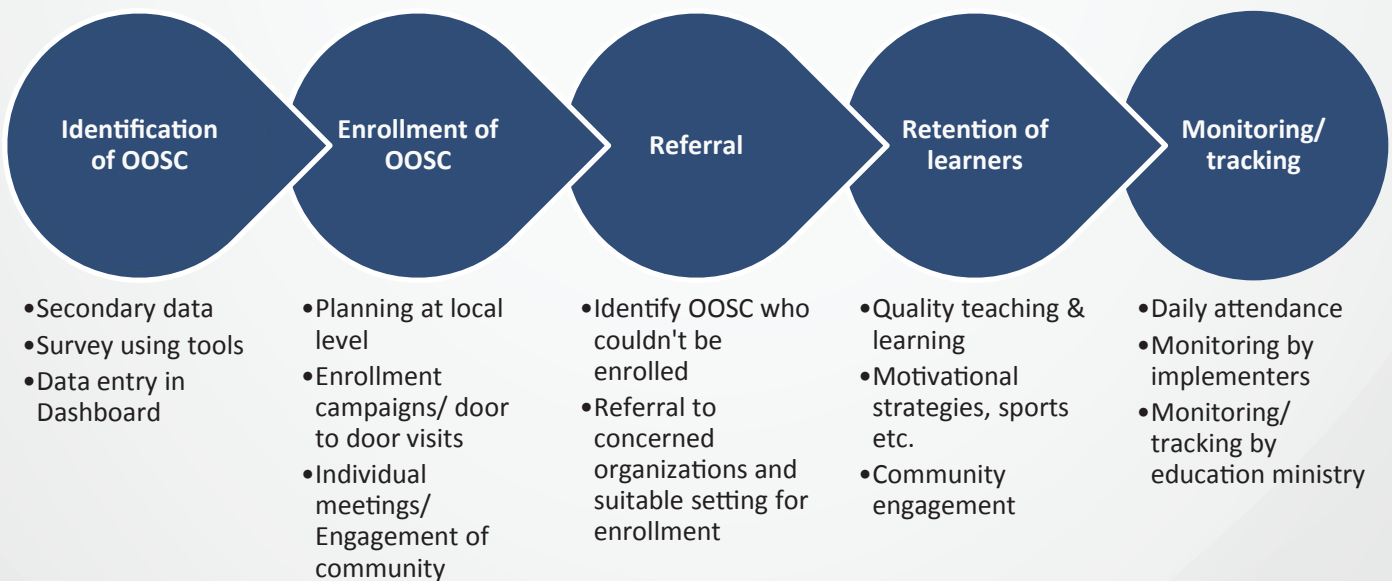
Monitoring has been an inherent feature of the campaign as the Secretary and the Minister MoFE&PT not only chaired the periodic review meetings, but also visited target areas to make sure that planned activities are underway.

In addition, a WhatsApp group was created comprising all the members of the campaign and representatives of the implementing organizations and other contributors. Members of WhatsApp group provide an update and others follow, monitor and act as needed.

Currently, implementing organizations are monitoring the retention of enrolled children using monitoring tools. However, monitoring of enrolled children through regular daily attendance is being planned using web-based field of the dashboard. Necessary gadgets/ smart phones will be procured and given to teachers and field officers for this purpose. With this monitoring strategy, tracking of enrolled children will become tech-based, easy and quick. After creating such system, dashboard will show the status of retention and teachers and local community members will be in a position to play their role in checking dropout.

## Summary of Findings and Conclusion

ZERO OOSC campaign was designed to address the OOSC crises in ICT and make ICT a place with zero OOSC. Summary of the findings of the study to document the campaign process is explained in the figure below, followed by a description of the events of the campaign:



*Figure 56: Complete process of the campaign*



### Summary of the Findings

#### Background and Rationale

According to MoFE&PT, around 26 million children of 5-16 years of age are out of schools in Pakistan, which places the country among the top countries globally to host the most of out of school children. BISP 2021-22 reports that Islamabad Capital Territory (ICT) accommodates around 52,796 OOSC of 5-16 years of age, out of which 79% have never attended any school and remaining 21% are dropouts, data further share that 44% are girls and 79% of these OOSC belong to urban areas of ICT. MoFE&PT jointly with other ministries and development partners has prepared an investment case to address the issue of OOSC and developed a strategy for ICT, which will further be replicated in provinces later. The said strategy was termed as “ZERO OOSC campaign” aimed at capitalizing on existing potential and resources primarily to provide the right to education by employing various strategies including formal and Non-Formal Education settings, and offer morning and evening shift schooling, construct additional rooms, and provide additional teachers, as well as offer alternative and accelerated learning model to specific children groups who have difficulties in studying in formal schools. Inclusion of private schools and NGOs in addressing the OOSC crises in ICT has been among the crucial features of the campaign along with purposefully engaging the local communities in this process. The campaign began early 2023 and continued till the end of the same year and successfully enrolled approximately 70,727 children out of a total 81,668 identified through field surveys. As per secondary data sources, around 52,796 children of 5-16 years are out of schools in ICT, whereas the total number identified through field surveys was 81,668, approximately 35% additional than thought and planned initially. That was reason every participating organization showed a real commitment and increased their targets voluntarily and made extra efforts accordingly.

Keeping in view the significance of the “ZERO OOSC campaign”, PIE and JICA decided to document the entire campaign with a focus on its process, good practices and lessons learned to carry out the same in future with better plans and take the learning forward to provinces to address the issue holistically and fully. The present study covered the planning process that involved almost all education stakeholders operating in ICT, the process of identifying and enrolling OOSC, and the process of managing and monitoring data through integrating a designated dashboard in NFEMIS.

#### **Study Objectives and Design, Sample and Data Management**

Main objective of the study was to explore and document the process of mainstreaming OOSC in ICT to identify good practices, challenges, and lessons learned. Specific objectives states to: 1) Gather anecdotes from the planning process and actors involved in the planning process; 2) Understand the process of identification of OOSC with specific focus on challenges and lesson learned; 3) Explore the process of enrollment campaigns, placement of children in right educational settings and strategies to retain learners; and 4) Understand the data management and monitoring during the process of campaign.

The study is a mixed method design that included both quantitative and qualitative research methods to collect data and investigate the process of identifying OOSC, enrolling and retaining them in various educational settings. Data collection was done by employing the said design and prescribed tools, which were piloted before using at a scale. NFEMIS and excel sheets were used to record, analyze and report the data of the present study in descriptions and percentages. However, qualitative data were organized, analyzed and interpreted in the report manually by classifying and coding in themes, and numbers of the responses were calculated and reported in percentages.

The study sample included: 1) Out of School Children, 2) Enrolled children, 3) Teachers (Formal), 4) Teachers (NFE), 5) Community Members, 6) Field Officers, and 7) Representatives of Implementing organizations as stakeholders. At the time of designing the study, it was planned to reach out to 272 respondents, while 263 was the actual reach, which establishes a response rate of 97%.

Demographic data of study respondents reveal that out of total 72 OOSC 49% were girls and their age cohorts included 5-7 years (21%), 8-9 years (29%), 10-12 years (39%), 13-16 years (11%).

Similarly, 100 enrolled children were planned to be reached for interviews, whereas 121 were actually approached for this purpose. Out of 121 enrolled children interviewed, 50.4% were girls and their age cohorts included 3-4 years (3%), 5-7 years (45%), 8-9 years (24%), 10-12 years (20%), 13-16 years (8%). Furthermore, 4% of the enrolled children were Afghan refugees.

Out of total 14 formal school teachers, 36% were women and 7% of them were teaching in girls' primary school, 29% in boys' primary schools, 36% in girls' secondary school, and 29% in boy's secondary schools.

Out of total 33 non-formal education teachers, 97% were women. Six (6%) of them were teaching in lower primary center, 67% in co-education primary ALP centers, 3% in boy's primary centers and 24% in girls' primary ALPs.

At the same time, out of total 8 field officers who participated in the study, 50% were women and they represented BECS, NCHD, NEF, Sunbeams and JJT. In terms of community members 70% were men, and they represented all the target UCs in ICT. Similarly, out of total six stakeholders (organizations) who were interviewed 67% were men and they represented JICA, PIE, NEF, NCHD, Sunbeams and JJT.

### **Planning Process**

Planning process was holistic and inclusive as the same engaged all major stakeholders in the education sector in ICT and their engagement was based on high level of consultations and positive engagement at field level. Largely, three level planning process was adopted for the said campaign that involved:

- 1) Ministry level planning (Upstream)
- 2) UC/ area level planning
- 3) Local/ school level planning (Downstream)

Ministry level planning process was like an apex body planning carried out by the MoFEPT primarily, which designated the major functions of the campaign to Pakistan Institute of Education (PIE). Director General PIE (DG-PIE) led the planning process by engaging N-EMIS and research teams, while FDE was also among the critical organizations from the ministry that took active part in the campaign along with NCHD, NEF and BECS. It is pertinent to mention that honorable Secretary MoFEPT led the campaign himself and ensured that the secretariat remains actively involved with the PIE during planning and monitoring of the ZERO OOSC campaign. In addition, private schools and NFE/ ALP providers were also involved through the “ICT NFE forum<sup>4</sup>”. MoFEPT through PIE established TWGs to take care of the data management, planning and monitoring related affairs of the campaign. At ministry level planning, a comprehensive working/ strategy paper was developed that provided scope of the campaign, strategies and work plan and there were periodic meetings to discuss progress status and troubleshoot the emerging issues and challenges.

Second layer of planning was at Union Council (UC) / area level planning was mainly led by the designated organization responsible for a particular UC of ICT. The designated organization such as NCHD, BECS or NEF or any NGO involved major stakeholders at UC level including elected representatives, heads of the schools of the UC and Area Education Officers (AEOs) of the FDE. Planning process began with a kick start meeting, followed by community engagement and commencement of field survey at local/ school level.

Local level planning involved respective Area Education Officers of the FDE, managers and field officers of relevant NGOs/ INGOs assigned to work in a particular UC, heads of the public and private schools and NFE centers, and local community members. Local level planning led to identify the OOSC using BISP data and hold door to door survey, plan and conduct enrollment drives by engaging local people, mobilize parents through corner meetings and door to door visits, followed enrollment in the relevant public schools, private schools or NFE/ ALP centers.

Challenges faced during the planning stage included accuracy issues with the BISP data, which was only used to identify “hot spots” and carry out further data collection/ field level survey to identify OOSC. As the frequency of progress review meetings was high, it was somehow difficult to manage, yet participating organizations managed to participate all the meetings at ministry and UC levels. Community participation and identifying local level young volunteers were challenging tasks, which were materialized by repeated efforts and by deploying well-trained field officers and project managers. It is important to mention that the success of planning process was hidden in high level of ownership and interest by the

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<sup>4</sup> ICT NFE forum is an apex platform for NFE providers operating in ICT. The forum includes public, private and development sector NFE/ ALP providers and the forum holds regular quarterly and need based meetings to discuss progress in NFE in ICT and address major issues in promoting NFE

top management of the education ministry. Most of the ministry level planning meetings were chaired either by the Secretary or the Minister himself. Even UC/ area level and local meetings were chaired by elected representatives and AEOs of FDE. Progress review meetings were highly organized and purpose oriented where most of the stakeholders actively participated, invested through offering refreshments in the review meetings. Further, activities planned for the campaign were cost effective and ministry was always ready to supply funds for planned activities. Even the ministry has approved a development project to establish ALPs for overage OOSC and this project will be implemented through local NGOs/ NFE providers.

### Identification of OOSC

The process of identification of OOSC started by organizing local people in the form of local groups, analyzing BISP data to find out “hot spots” and organizing orientation sessions for local volunteers, teachers and field officers on data collection, carrying out field survey, data entry in dashboard of NFEMIS and data analysis for reporting and use for enrollment and referral at later stage. Referral was done for those who were left behind after the enrollment campaign.

The process of identification of OOSC was full of challenges as many parents showed reluctance in sharing data of their children. Specific population groups such as those with economic challenges and refugees or internally displaced families. Similarly, lack of awareness about the importance of education has been one of fundamental reasons that parents didn't share information of their OOSC. Language barriers especially from the refugee and IDP families has been one of the reasons that created mistrust between the targeted families and education providers. At the same time, unavailability of birth registration certificates for local residents and unavailability of Proof of Registration (POR) for refugee families was a major bottleneck for identification and enrollment. Further, it was learned that field officers or data collectors who didn't receive adequate orientation or training for data collection couldn't perform well and left issues in data accuracy and reporting for decision making. Best practices denote an obvious focus on well-planned training sessions for the persons deployed for data collection. It was noted that “clarity of purpose” was crucial among the field officers, community members and teachers. Field teams with better clarity of the purpose demonstrated keen interest and their communities and teachers were equally enthusiastic. Furthermore, those who had a belief in “data driven planning” and used BISP data for defining hot spots and design campaign/ mobilization strategies based on the data of OOSC were able to show better results than those who went on to work with less belief on the data driven/ evidence-based planning.

The study gathered brief data about who these OOSC are and why they were not in schools. Data showed that 49% of OOSC were girls, 50% of families of OOSC were temporary residents, which left vulnerability to migration and eventual dropout. Further, 15% of OOSC were Afghan refugees against 85% local residents. In addition, 21% of these OOSC were dropped out, most of which (87%) were dropped out in lower primary (before grade 3) and remaining 13% were dropped out during upper primary and before completing grade 5. Regarding economic activities, 79% fathers of OOSC were daily wagers/ laborers and

remaining were shopkeepers, taxi drivers, mason/ construction workers, tailors. 51% mothers were not involved in any economic activity, while remaining were engaged in daily wage work, followed by tailoring and even some were begging. Average monthly income of 58% fathers fell between a range of 10,000 to 20,000 PKR and only 1% were able to earn over 20,000 PKR. Reasons for being away from schools included access and safety issues especially for girls, unavailability of schools/ educational facility, supporting families in their work/ business, peer influence and taking care of siblings etc. Support to parents in family business/ shops, taking care of siblings, and peer influence were among the major reasons for being out of schools. Data further revealed that 17% were working children as 50% of them were daily wage laborers, 25% were auto mechanics, and 17% were self-employed. Similarly, health related issues were also discussed with OOSC who informed that 36% of them had some kind of learning or health issues. On further inquiry and observation, it was noted that 21% had fever, followed by 18% suffering from malnutrition (extreme weakness), and 14% had some kind of learning challenges such as difficulty in reading, calculations, and weak memory etc.

### **Enrollment and Retention**

Enrollment process was scientific as it was driven by the data of OOSC variables like gender, age, residential status, nationality, reasons and current status of the OOSC helped in designing the campaign objectives and also define the “narrative” that social mobilizers and community members will share with the parents/ guardians of the OOSC. Every organization leading in a particular UC developed reports of OOSC and equipped their field mobilizers/ community members and conducted enrollment campaigns in addition to door to door visits, street walk using banners and placards bearing specific messages, Friday prayer speeches in mosques by the local religious leaders/ Pesh Imam who delivered a sermon/ speech on the importance of education, corner meetings where local influential people met people randomly and convinced them on education, and an enrollment week where an enrollment desk was arranged in schools.

It is important to note that matters pertaining to enrollment and retention were discussed with teachers, field officers and stakeholders to have their inputs on the success and effectiveness of the campaign, awareness levels of people on the issue of education, community engagement, and placement of children in educational settings and probability of retention. The present study assessed awareness levels of various stakeholders about education. It was noted that majority of the stakeholders had a moderate level of awareness about education and the issue of OOSC, which clearly points towards sensitizing people on such issues. Regarding awareness of enrollment campaign, all teachers from formal setting were well aware of the enrollment campaign and related steps, while around 9% of NFE teachers had no idea about the enrollment campaign as they were newly recruited and had never been into such campaigns. Regarding effectiveness of these enrollment campaigns, 85% of the formal school teachers shared that these campaigns are very effective and remaining 15% confirmed these are effective. However, NFE teachers shared different opinions. Around 29% shared that the campaigns were very effective, 50% confirmed as effective and 21% said these were somewhat effective. This shows that NFE teachers had less involvement in designing and conducting the enrollment campaigns.

Formal and NFE teachers shared their perceptions about placement of OOSC in any suitable educational setting. Public formal, private formal, both in morning and evening shifts, NFBE/ ALP (community, tent, open, and home based), vocational training, Madaris/ religious schools and Masajids/ mosques were among the given options. Community based and home based NFBE/ ALP was among the top most options opted by both formal and NFE teachers, while vocational education/ training was also opted by 13% formal and 6% NFE teachers. Teachers shared their views about why their chosen options were suitable for OOSC. For example, small distances from home to school, safety especially for girls, caring & friendly teachers, availability of basic facilities, co-curricular/ sports activities, fast track courses, reduced class duration were among major reasons that teachers shared in support of their choices. In addition, teachers shared their views about how well these educational settings are equipped. around 50% formal teachers confirmed that the formal settings are equipped, while 29% responded in negative confirming a fact that there is certainly a room to improve the formal education settings. However, in NFE setting, 82% NFE teachers were sure that their facilities were adequately equipped against 12% who needed some additional facilities and support to equip their centers to accommodate the OOSC. Both formal and NFE teachers identified specific areas that need improvement to better accommodate the OOSC. Formal school teachers identified remedial courses, infrastructure / facilities and academic staff as their need in the formal setting. However, in NFE setting, list of requirements was long but majority of the NFE teachers demanded for notebooks/ copies, pencils, and school bags, improved basic facilities, furniture/ bench and desks, and financial support for learners in addition to uniforms and play based equipment.

Then both formal and NFE teachers shared their perceptions about the retention of newly enrolled learners. Under challenges financial constraints, lack of parental support, quality of teaching and infrastructure issues were identified as major challenges in retention of learners. Both formal and NFE teachers shared that lack of financial and parental support were among the major challenges in retention. Teachers also shared their views about the probability of retention; majority of them assessed the probability as “medium” level, while 48% NFE teachers said that it is “high” and there was no formal school teacher who rated the probability as “high”. Further, 14% formal school teachers and 9% NFE teachers rated the probability as “low”.

Teachers from both of these settings shared some strategies to retain children in schools. Formal school teachers rated the following strategies as “high”:

- Positive and friendly relationship with learners (100%)
- Appreciating learners [achievements/ activities] (93%)
- Provide incentives (86%)
- Provide books, stationery and bags (100%)
- Meeting parents frequently (86%)

Similarly, NFE teachers shared the following as high priority for improved retention of learners:

- Activity based teaching & learning (82%)

- Use of learning aids [flash cards] (91%)
- Commemorate “special days” for children [international and national days] (76%)
- Child friendly teaching and learning (82%)
- Positive feedback, appreciation and encouragement (91%)
- Giving small prizes, gifts, candies, cookies, etc. as a token of appreciation (82%)
- Use of inspiring/ success stories and share successful models with children (91%)
- Individual attention to all learners (76%)

Teachers were also asked about what can bring children back to schools if they drop-out. Various strategies were shared by the teachers. However, focus remained on provision of skills-based courses and financial support, as well as offering sports/ co-curricular activities and art work in the classrooms. Offering education in afternoon/ evening shifts and offering fast track learning models will also be helpful in bringing children back to schools.

Teachers shared data about the linkages of children with social safety nets. Surprisingly, 42% of the newly enrolled children were benefiting from BISP, 25% were NGO based provisions, 17% were donor based financial support, followed individual philanthropy and Bait-ul-Maal to 8% children. It is important to note that such linkages are extremely important and teachers must explore further linkages of this type to support the deserving families.

Satisfaction level of parents on the enrollment process was assessed, which showed that 90% parents were satisfied. At the same time, newly enrolled learners were asked about their choices to continue learning even if their parents would not opt education for them; 75% learners wished to continue their learning, while 25% decided to follow the parent’s decisions.

In addition, learners were asked about their choices on “what can keep you in the schools” and what can bring you back in schools if dropped out for any reason”. Friendly and caring behavior of the teachers (60% and 30% respectively) was the strongest factor that can keep children in schools, while other factors included financial support, transport, sports and co-curricular activities. Learners shared their views on what can bring them back in schools in case they would dropout. Around 40% learners would be back if they would be offered with a skill based learning and fast track learning models, and 21% would get back if they would have an evening shift schooling. In addition, learners asked for financial support, school uniform, stationery (note books, pencils, bags etc.), smart phones to play games, copies for drawing and art work, and equipment for sports and co-curricular activities.

Field officers and teachers shared some strategies to engage local communities in the process of enrollment retention of learners. Reorganization of local community groups by including those who show interest and then hold every community member responsible for a particular task/ activity so as every one of them has some work to do and they have timeline for this as well. In addition, every member must be appreciated before everyone on doing anything and that every activity must be recorded in the process register and every community member’s support is written with their names and contribution. Plan activities in the mosque or in the school and include religious leader/ Pesh Imam and members of the masjid committee in educational affairs.

Challenges faced during the campaign process included limited participation of teachers especially the female teachers as their working hours didn't match the social mobilization. There were issues pertaining to limited space in schools, whereas the number of children identified was much more. In such situations, offering evening shift schooling, ALPs and private schools were suitable options, therefore, members of these organizations must take part in planning meetings at local levels. In addition, it was extremely challenging to offer education to children who were involved in labor. Their needs were entirely different and they needed opportunity cost in case they would leave their work or they would need an alternative model in evening or night shifts so they could study after doing their work. Mobilization of parents especially those who belong to refugees, IDPs etc. was very challenging and the same was more challenging for people who speak different languages such as refugees from Afghanistan. Conducting activities under enrollment campaigns in mosques under the lead of Imam/ leader and members of the masjid committee has remained extremely useful. Similarly, elected representatives were also effective in areas where they were part of these campaigns.

### **Data Management and Monitoring**

Data management and monitoring of the ZERO OOSC campaign was as important as its planning and implementation. In fact, data management was central to the campaign right from the campaign design, planning the same and its implementation. Use of BISP data to identify hot spots, data entry of OOSC, its analysis and use for enrollment campaign and door to door visits to mobilize parents to get their children enrolled in nearby schools, and reporting of data for progress sharing and monitoring were major steps in the management of campaign data.

In order to manage the campaign data, a TWG was constituted that comprised of IT experts from PIE, JICA and other participating organizations. The TWG held its meetings on regular intervals right from the beginning of the campaign and decided to use NFEMIS as host and platform for management of the campaign data. It is pertinent to mention that Non-Formal Education Management Information System (NFEMIS) is a system that aims to manage information of Non-Formal Education (NFE) with particular focus to record, analyze and provide basic information of NFE institutions (NFBES/ALPs and adult literacy centers), teachers, learners, administrative staff and managing organizations. The NFEMIS analyzes available data and analytical reports for planning, decision making and policy formulation.

The TWG decided to create a dashboard on NFEMIS to record, analyze and report data of the campaign. The campaign dash-board was an addition to the existing modules of planning, implementation, monitoring, assessment and evaluation. The dashboard included data of OOSC initially, but included more field and variables for the ease of implementing organizations. The dashboard development and maintenance included following major steps:

- Creation of new Dash-board "Zero OOSC Project" in the NFEMIS with options to enter data of OOSC by names, gender, age, prior learning and reasons for being out of schools.



- Customizing and updating the dashboard for ZERO OOSC campaign in NFEMIS in phased manner by including additional fields/ variables for UCs, organizations, and for referral purposes.
- Creation of organization wise “Logins” and training of implementing organizations on using the dashboard. These logins made things easier for the implementing organizations as they were recording the campaign data using web-based options that enabled them to manage data during the field work.
- Training of implementing organizations on using dashboard was a necessary step to equip designated staff of the implementing organizations to understand dashboard operations and manage data at their ease. The TWG experts provided continuous support to the implementing organizations in troubleshooting emerging issues in data entry, analysis and reporting.
- Creation of a new dashboard for monitoring and tracking of enrolled learners so as their retention rate is increased and enrolled learners sustain to study. The new dashboard for monitoring purpose will further be used to manage contracts with the NGOs/ NFE providers who would partner with the MoFE&PT in addressing the OOSC issues in ICT.

# Conclusion

The MoFEPT is keen in developing ICT a place with zero OOSC and aims to address the issue of OOSC consistently with active participation of its attached organizations (FDE, PIE, NCHD, BECS and NEF), private schools and local NGOs. The MoFEPT will continue to employ various strategies to address this complex issue. These strategies include offering evening shift schooling, provide additional rooms to increase the capacity of FDE schools, provide more teachers, support private schools to enroll OOSC and facilitate local level NGOs to provide alternative and accelerated learning models for marginalized and overage group of OOSC. The MoFEPT is also keen to take the learning of this campaign forward to provinces and support them in addressing the OOSC crises by replicating the “ZERO OOSC campaign” learning. The MoFEPT is also seriously engaging with other ministries and donor agencies to offer additional resources and technical expertise to address this issue holistically and fully. It is important to mention that the MoFEPT has approved a PC-1 to establish ALPs and engage private schools for enrolment of OOSC. At the same time, the MoFEPT printed textbooks for ALPs and distributed the same to ALPs that enrolled OOSC in targeted UCs in ICT.

Further it is added that the said ZERO OOSC campaign was completed in just 6 months, which categorically indicates the extraordinary serious efforts by the MoFEPT, attached organizations and NFE providers operating in ICT. Engagement of stakeholders such as private schools, public sector schools and officers, and NFE providers (members of ICT NFE forum) turned out to be a success behind the campaign as experts of these organizations actively participated in planning process and contributed to the best of their potential in implementation of the campaign. In addition, higher level of interest by the top management of the MoFEPT and PIE that was demonstrated through regular weekly meetings continued to trigger interest of all stakeholders in the campaign. Active community engagement was yet another critical factor that made the campaign a real success. Data management of the campaign and data driven management through dashboard (NFEMIS) not only helped in driving the campaign strategically, but also provided regular periodic updates and analytical reports for decision making at times. Dashboard served as central point for effective planning, implementation and monitoring.

# Annexures

## Study Instruments



### Interview Guide for Out-of-School Children (OOSC) - Reasons Zero OOSC campaign in ICT (identified but not enrolled)

1. Area Information															
Area Type:	Village/ Area Name:	UC Name:	Area (Education)				District:								
<input type="checkbox"/> Urban <input type="checkbox"/> Rural															
2. Basic Information of Child															
Name:	Age Day _____ Month _____ Year _____	Residential status <input type="checkbox"/> Permanent <input type="checkbox"/> Temporary If temporary: Stay in this area: [Month/Year ] Stay in other area: [Month/Year ] Specify the area: [_____ ] Reason of movement: <input type="checkbox"/> Economic <input type="checkbox"/> Personal <input type="checkbox"/> _____	Nationality <input type="checkbox"/> Pakistani <input type="checkbox"/> Non-Pakistani In case of Non-Pakistani Specify country: _____ Have POR card or stateless? <input type="checkbox"/> POR card <input type="checkbox"/> Unregistered <input type="checkbox"/> Stateless	Education <input type="checkbox"/> Never been to school <input type="checkbox"/> Drop-out <i>In case of drop-out, check following</i> <input type="checkbox"/> Lower Primary (1-3 grade) <input type="checkbox"/> Upper Primary (4-5 grade) <input type="checkbox"/> Primary Passed <input type="checkbox"/> Middle not completed (between 6-8 grade)											
B-Form/ registration:	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female														
Literacy Skills (Method to know: Self Reporting)	<input type="checkbox"/> Can read a text in any language <input type="checkbox"/> Yes <input type="checkbox"/> No میرا نام ----- ہے اور میں ----- رہتا ہوں <input type="checkbox"/> Can write a meaningful sentence in any language <input type="checkbox"/> Yes <input type="checkbox"/> No _____ <input type="checkbox"/> Numeracy Skills _____ <input type="checkbox"/> Yes <input type="checkbox"/> No بچے سیے کہیں کہ وہ ایک سے بیس تک کی گنتی سنائے <input type="checkbox"/> Other: Please Specify _____														
3. Family Data															
3.1 Information of Parents															
Alive	Not Alive	Parent Living together	Ages	Education (specify the option only if the same is completed)		Employment status	Occupation Status (Nature of work)	Monthly Income							
<input type="checkbox"/> Mother <input type="checkbox"/> Father	<input type="checkbox"/> Mother <input type="checkbox"/> Father	<input type="checkbox"/> Yes <input type="checkbox"/> No	Mother _____ Father _____	<b>Mother</b> <input type="checkbox"/> Primary <input type="checkbox"/> Middle <input type="checkbox"/> Matric <input type="checkbox"/> HSSC <input type="checkbox"/> B.A <input type="checkbox"/> Masters <input type="checkbox"/> above masters <input type="checkbox"/> Others	<b>Father</b> <input type="checkbox"/> Primary <input type="checkbox"/> Middle <input type="checkbox"/> Matric <input type="checkbox"/> HSSC <input type="checkbox"/> B.A <input type="checkbox"/> Masters <input type="checkbox"/> above masters <input type="checkbox"/> Others	<b>Mother</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Govt. <input type="checkbox"/> Private  <b>Father</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Govt. <input type="checkbox"/> Private	<b>Mother</b> [_____]	<b>Mother:</b> [_____]	<b>Father:</b> [_____]						
<table border="1"> <tr> <td>Below 10K</td> <td>10K-20K</td> <td>20K-30K</td> <td>30K-40K</td> <td>40K-50K</td> <td>50K &amp; above</td> </tr> </table>										Below 10K	10K-20K	20K-30K	30K-40K	40K-50K	50K & above
Below 10K	10K-20K	20K-30K	30K-40K	40K-50K	50K & above										
4. Questions															
4.1. DROP OUTS															
i.	Which year did you discontinue education/studies?			Month [_____] Year [_____]											
ii.	From which school did you drop out?			<input type="checkbox"/> Pre Primary & Primary <input type="checkbox"/> Middle <input type="checkbox"/> Matric											
iii.	Which grade did you drop out from?			<input type="checkbox"/> Pre Primary (Nursery/Prep) <input type="checkbox"/> Primary [1] – [2] – [3] – [4] – [5] <input type="checkbox"/> Middle [6] – [7] – [8]											

		<input type="checkbox"/> Matric [9] – [10]												
iv.	<p>Why did you drop out from school? (In-school factors) [More than one options may be chosen]</p>	<p>1: No boundary wall - <input type="checkbox"/> Yes <input type="checkbox"/> No                  2: No toilets - <input type="checkbox"/> Yes <input type="checkbox"/> No                  3: No separate toilets for girls - <input type="checkbox"/> Yes <input type="checkbox"/> No                  4: Shelter-less School - <input type="checkbox"/> Yes <input type="checkbox"/> No                  5: Attitude/behavior of teachers were not good - <input type="checkbox"/> Yes <input type="checkbox"/> No                  6: Relations with peers (classmates) were not good - <input type="checkbox"/> Yes <input type="checkbox"/> No                  7: Sexually harassed - <input type="checkbox"/> Yes <input type="checkbox"/> No                  8: Punished for indiscipline - <input type="checkbox"/> Yes <input type="checkbox"/> No                  9: Punished for academic failure (poor academic performance) - <input type="checkbox"/> Yes <input type="checkbox"/> No                  10: Teachers abused verbally/emotionally - <input type="checkbox"/> Yes <input type="checkbox"/> No                  11: Teachers abused physically - <input type="checkbox"/> Yes <input type="checkbox"/> No                  12: Lack of interest/ didn't see any value in education - <input type="checkbox"/> Yes <input type="checkbox"/> No                  13: Married so dropped out - <input type="checkbox"/> Yes <input type="checkbox"/> No                  14: Didn't have enough pocket money - <input type="checkbox"/> Yes <input type="checkbox"/> No                  15: Didn't have money to buy stationery, books and uniforms - <input type="checkbox"/> Yes <input type="checkbox"/> No                  16: School timing didn't suit; Reason _____                  17: School study hours were extended/ more and I couldn't concentrate well                  18: School bag was heavy - <input type="checkbox"/> Yes <input type="checkbox"/> No                  19: Others (specify _____)</p>												
v.	<p>Causes of academic failure/ poor academic performance: [More than one options may be chosen]</p>	<p>1: Couldn't understand teachers - <input type="checkbox"/> Yes <input type="checkbox"/> No                  2: Teaching methods could never generate interest in me - <input type="checkbox"/> Yes <input type="checkbox"/> No                  3: Interest in subjects:  <u>Discussion on subjects a child don't like with reasons:</u></p> <table border="1"> <tr><td>Urdu</td><td></td></tr> <tr><td>English</td><td></td></tr> <tr><td>Mathematics</td><td></td></tr> <tr><td>Social studies</td><td></td></tr> <tr><td>Islamiat</td><td></td></tr> <tr><td>General knowledge</td><td></td></tr> </table> <p>4: Couldn't do home-work regularly; Reason _____                  5: Spent more time in watching TV/ cable - <input type="checkbox"/> Yes <input type="checkbox"/> No                  6: Spent too much time with friends - <input type="checkbox"/> Yes <input type="checkbox"/> No                  7: Engaged too much in sports/co/extra-curricular activities - <input type="checkbox"/> Yes <input type="checkbox"/> No                  8: Had consistent health issues - <input type="checkbox"/> Yes <input type="checkbox"/> No                  9. Others: _____                  10: School policies and its impact on drop-out                  Admission policy - <input type="checkbox"/> Yes <input type="checkbox"/> No; Promotion <input type="checkbox"/> Yes <input type="checkbox"/> No; Assessment <input type="checkbox"/> Yes <input type="checkbox"/> No; certification <input type="checkbox"/> Yes <input type="checkbox"/> No; Other school rules/ regulations and its impact on drop-out and OOSC <input type="checkbox"/> Yes <input type="checkbox"/> No                  Comments:</p>	Urdu		English		Mathematics		Social studies		Islamiat		General knowledge	
Urdu														
English														
Mathematics														
Social studies														
Islamiat														
General knowledge														
vi.	<p>Why did you drop out from school? (Family/ social factors)  (To be asked from Children &amp; Parents) [More than one options may be chosen]</p>	<p>1: Parents' personal issues [_____] probe further                  2: Had to fetch water for home [total hours in fetching water _____]                  3: Had to support in family agriculture [total hours for this _____]                  4: Had to support in family livestock [total hours for this _____]                  5: Had to support in family business [total hours for this _____]                  6: Had to take care of the younger siblings <input type="checkbox"/> Yes <input type="checkbox"/> No                  7: Too much into sports and couldn't study enough <input type="checkbox"/> Yes <input type="checkbox"/> No</p>												

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		<p>8: Spent more time with friends and couldn't study enough <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>9: Dropped out because your friend/s dropped out <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>10: Involved too much into political activities <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>11: Involved in drug addiction <input type="checkbox"/> Yes <input type="checkbox"/> No [if YES, drug type, when started, did you quit, received any medical assistance,]</p> <p>12: Family migration <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>13: Parents moved me to Madrassa <input type="checkbox"/> Yes <input type="checkbox"/> No, [if YES, Madrassah Name and how long you have been to Madrassah]</p> <p>14: Got married <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>15: Poverty (counted as workforce) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>16: Parent/guardian's discontinuance of sending <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>17: Parent/guardian's didn't see any value in education <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>18: worked part time after school hours <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>19: Poor health status (repeat variables given above) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>20: Safety/ security issues in going to school <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>21: Others (specify _____)</p>
<b>4.2. Never attended School</b>		
	<p>Why you never attended the school?</p> <p><i>[More than one options may be chosen]</i></p>	<p>1: Safety issues in accessing the school kept me out of school <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2: Unavailability of school <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3: Health Problems <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4: Parents' personal issues <input type="checkbox"/> Yes <input type="checkbox"/> No [_____] probe further</p> <p>5: Had to fetch water for home [total hours in fetching water _____]</p> <p>6: Had to support in family agriculture [total hours for this _____]</p> <p>7: Had to support in family livestock [total hours for this _____]</p> <p>8: Had to support in family business [total hours for this _____]</p> <p>9: Had to take care of the siblings <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>10: Too much interest in sports <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>11: Spent more time with friends <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>12: Friend/s never attended, so did I <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>13: Involved in drug addiction <input type="checkbox"/> Yes <input type="checkbox"/> No [if YES, drug type, when started, did you quit, received any medical assistance,]</p> <p>14: Consistent family migration <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>15: Parents moved me to Madrassa <input type="checkbox"/> Yes <input type="checkbox"/> No, [if Yes, Madrassah Name and how long you have been to Madrassah]</p> <p>16: Got married <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>17: Parents decided to learn practical skills <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>18: Poverty (counted as workforce) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>19: Parent/guardian's didn't see any value in education <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>20: School timing didn't suit; Reason _____</p> <p>21: Others (specify _____)</p>
<b>4.3. Both: Drop out/Never attended School</b>		
I.	<p>What are you doing since dropped out from the school or being never attendee of school?</p> <p><i>[More than one options may be chosen]</i></p>	<p>1: Staying idle <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2: Look after siblings/Other household chores <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3: Daily wage labour <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4: Support father/guardian in his job/business <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>5: Attend Madrassah classes <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6: Others (specify _____)</p>
II.	<p>Do you work? (Ignore next questions if here 'no' is ticked)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

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a)	If yes, what work do you do to earn income?	1: Daily wage Labour- on farm [ _____ ] 2: Daily wage Labour- off farm [ _____ ] 3: Self Employed _____ 4: Others (specify) _____
b)	How many hours a day you spend at work?	_____ hours
c)	What is your monthly income? <i>Respondent will tell the spending pattern in numbers and enumerator is supposed to convert it to percentages for each spending head.</i>	Monthly _____ Rs. Where do you spend your earning? 1: Hand over to family ___% 2: Keep for myself ___% 3: Pay rent/bills ___% 4: Others (specify) _____%
III.	Response these questions if health problem/ disability is selected as reason for being dropped out/ never been to school?	1. Did your health issue was noticed by teacher/parent [yes-no] 2. Did you receive any support/ counseling from school/home to cure disease [yes-no] 3. Did your teacher/parent refer you to some medical assistance [yes-no] 4. (for Drop-outs only) Did your teacher call your parents to discuss the health issue [yes-no]  Specify health issue/ disease <b>A) What Health problem are you facing?</b> 1: Hearing Impairment 2: Physical Disability 3: Intellectually Challenged 4: Visual Impairment 5: Other: specify _____ <b>B) Please specify the level of impairment for each disability you mentioned:</b> 1: Hearing Impairment <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe <input type="checkbox"/> Profound Use of any hearing aid: <input type="checkbox"/> Yes <input type="checkbox"/> No 2: Physical Disability <input type="checkbox"/> Poor functioning ability <input type="checkbox"/> Low/no functioning ability Use of any aids such as crutches/ wheel chair: <input type="checkbox"/> Yes <input type="checkbox"/> No 3: Intellectually Challenged <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe <input type="checkbox"/> Profound 4: Visual Impairment <input type="checkbox"/> Low Vision <input type="checkbox"/> Blind Use of any vision glasses: <input type="checkbox"/> Yes <input type="checkbox"/> No
IV.	What do your parents (guardians) say about you going to school?  (To be asked from Children & Parents)	1: You are over age now to attend school <input type="checkbox"/> Yes <input type="checkbox"/> No 2: We would have sent if you don't have to do labour for basic needs <input type="checkbox"/> Yes <input type="checkbox"/> No 3: Now you should be getting married/ learn household chores <input type="checkbox"/> Yes <input type="checkbox"/> No 4: There is no school where can we send her/him? <input type="checkbox"/> Yes <input type="checkbox"/> No 5: The school is too far <input type="checkbox"/> Yes <input type="checkbox"/> No 6: I would have sent my daughter if male teacher/s wouldn't be teaching in nearby school <input type="checkbox"/> Yes <input type="checkbox"/> No 7: How is education going to help my child? <input type="checkbox"/> Yes <input type="checkbox"/> No Others (specify) _____

Interviewer Name:		Date/ time of interview:	Date:	Time:
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## Interview and Focus Group Guide for “Newly Enrolled Learners” Studying the Process of Mainstreaming OOSC in ICT

<b>Name</b>		<b>Gender</b>	<input type="checkbox"/> Male <input type="checkbox"/> Female
<b>Age</b>	Day____Month____Year____	<b>Class/ School/ center</b>	Class---- School/ center----
<b>Nationality</b>	<input type="checkbox"/> Pakistani <input type="checkbox"/> Non-Pakistani	<b>Area</b>	
<b>UC</b>		<b>Date of the interview</b>	

### Family information:

Alive	Not Alive	Parent Living together	Employment		Occupation Status
<input type="checkbox"/> Mother <input type="checkbox"/> Father	<input type="checkbox"/> Mother <input type="checkbox"/> Father	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Mother</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Govt. Private	<b>Father</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Govt. <input type="checkbox"/> Private	<b>Mother</b> _____ <b>Father</b> _____

### Questions:

Questions	Responses
<b>Status before enrollment</b>	<input type="checkbox"/> Never been to school <input type="checkbox"/> Drop-out <i>In case of drop-out, check following</i> <input type="checkbox"/> Pre Primary <input type="checkbox"/> Lower Primary (1-2-3 grade) <input type="checkbox"/> Upper Primary (4-5 grade) <input type="checkbox"/> Primary Passed <input type="checkbox"/> Middle not completed (between 6-8 grade)
<b>Status before joining the school/ center</b>	<input type="checkbox"/> Working <input type="checkbox"/> Not working If working, where, what, working hours and wages _____ _____ If not working, what you were doing _____ _____
<b>Health status (any disease that damaged health before or now)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If the answer is ‘No’, ignore next question.</i>
<b>Response these questions if health problem/ disability is selected:</b>	<b>C) What Health problem are you facing?</b> 1: Hearing Impairment 2: Physical Disability 3: Intellectually Challenged 4: Visual Impairment 5: Other: specify _____ <b>D) Please specify the level of impairment for each disability you mentioned:</b> 1: Hearing Impairment <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe <input type="checkbox"/> Profound Use of any hearing aid: <input type="checkbox"/> Yes <input type="checkbox"/> No 2: Physical Disability <input type="checkbox"/> Poor functioning ability <input type="checkbox"/> Low/no functioning ability Use of any aids such as crutches/ wheel chair: <input type="checkbox"/> Yes <input type="checkbox"/> No 3: Intellectually Challenged

## Zero OOSC Campaign in Islamabad: A Tale of Best Practices

	<input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe <input type="checkbox"/> Profound <b>4: Visual Impairment</b> <input type="checkbox"/> Low Vision <input type="checkbox"/> Blind Use of any vision glasses: <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Your feelings on getting enrolled in this schools?</b>	<input type="checkbox"/> <i>Very happy</i> , <input type="checkbox"/> <i>Happy</i> , <input type="checkbox"/> <i>Satisfied</i> , <input type="checkbox"/> <i>Not satisfied</i> <b>Reason:</b>
<b>Do you think your parents are happy on your enrollment?</b>	<input type="checkbox"/> <i>Very happy</i> , <input type="checkbox"/> <i>Happy</i> , <input type="checkbox"/> <i>Satisfied</i> , <input type="checkbox"/> <i>Not satisfied</i> <b>Reason:</b>
<b>Do you plan to continue your studies?</b>	If yes, up to which grade/ level
<b>What you want to be in future</b>	(Career path/ target)
<b>In case your parents would not like you to study, what you will do?</b>	
<b>Any other support / activities that can keep you in the school</b>	<input type="checkbox"/> friendly environment <input type="checkbox"/> teachers' positive and caring behavior <input type="checkbox"/> financial support/ incentive <input type="checkbox"/> transport support to access school <input type="checkbox"/> sports (specify) <input type="checkbox"/> co-curricular activities (specify)..... <input type="checkbox"/> .....
<b>In case you drop-out for any reason? What can bring you back?</b>	<input type="checkbox"/> Schooling at noon/evening shift <input type="checkbox"/> Accelerated learning (fast track) in NFE/ ALP <input type="checkbox"/> Education and skill program (combined) <input type="checkbox"/> Just skill/ vocational skill program <input type="checkbox"/> Any financial support with education/ skills <input type="checkbox"/> Others.....
<b>What are some factors that may cause dropout in future (in-school factors)</b>	
<b>What are some factors that may cause dropout in future (social, family factors)?</b>	
<b>Other information</b>	
<b>Recommendations for improving retention in schools/ centers</b>	

<b>Interviewer Name:</b>		<b>Date/ time of interview:</b>	<b>Date:</b>	<b>Time:</b>
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## Interviews Guide for Field Officers

### Studying the Process of Mainstreaming OOSC in ICT

#### Basic Information

<b>Name</b>		<b>Gender</b>	
<b>Designation</b>		<b>Organization</b>	
<b>Date of interview</b>		<b>Area/ school</b>	

#### Questions:

Questions	Responses
<b>Section 1: identification of OOSC</b>	
Share something about this project and what is the role of your organization in this?	
Level of awareness among people / general public regarding the issue of OOSC in ICT?	<input type="checkbox"/> Very low <input type="checkbox"/> Low <input type="checkbox"/> moderate <input type="checkbox"/> high <input type="checkbox"/> very high <b><i>Additional Comments:</i></b>
Did you receive any orientation/ training before beginning the process of identification of OOSC? If yes, who provided, duration and major contents of the orientation session?	
Did you use any survey tool? Questionnaire for this?	<input type="checkbox"/> Yes <input type="checkbox"/> No Questionnaire reference:
What is your role in the process of identifying and enrolling OOSC?	
What are the main challenges you face in identifying and enrolling OOSC in ICT?	
Did you engage local community in identifying OOSC?	<input type="checkbox"/> Yes <input type="checkbox"/> No <b><i>Additional Comments:</i></b>
Did you use BISP household data to identify OOSC? If yes, to what extent that data were correct?	<input type="checkbox"/> Yes <input type="checkbox"/> No <b><i>Additional Comments:</i></b>
How do you ensure the accuracy of the data collected during field surveys? (explain strategy/ technique used for data accuracy)	
Are there any specific strategies or techniques you use to motivate local communities to participate in the process of identification of OOSC?	

## Zero OOSC Campaign in Islamabad: A Tale of Best Practices

Any best practice you would like to share that helped in identifying OOSC?			
<b>Section 2: Enrollment Campaign</b>			
Your experience and understanding about the planning of enrollment? Did it happen and what was the strategy adopted for this purpose?			
Did you plan the enrollment campaign at local/ school level? If yes, who were involved and the process of planning/ organizing the campaign?			
What are some of the best practices you have observed or implemented in the process of identifying and enrolling OOSC?			
What types of support or interventions do you believe are necessary to facilitate the mainstreaming of out-of-school children in Islamabad?	<i>Particulars</i>	<i>Yes</i>	<i>No</i>
	<i>Financial assistance for families</i>		
	<i>Free textbooks and school supplies</i>		
	<i>Scholarships or tuition waivers</i>		
	<i>Remedial or catch-up program</i>		
	<i>Vocational training opportunities</i>		
	<i>Other (please specify)_____</i>		
How do you coordinate and communicate with other stakeholders involved in the process?			
Challenges you faced in mobilizing 1) communities, 2) parents/ guardian, 3) others in the process enrollment campaigns?			
Do you receive any training or support for enrollment campaign to carry out your role effectively? If yes, please describe.			
How do you monitor and evaluate the progress of the identification and enrollment process?			
On a scale of 1 to 5, rate the availability and effectiveness of support and interventions for out-of-school children in ICT.	<input type="checkbox"/> Not effective <input type="checkbox"/> somewhat effective <input type="checkbox"/> effective <input type="checkbox"/> very effective <input type="checkbox"/> highly effective <u>Additional comments:</u>		
What are the key lessons you have learned from your experience in working with OOSC in ICT?			
Your recommendations to make the process more effective			

## Interviews Guide for Community Members

### Studying the Process of Mainstreaming OOSC in ICT

#### Basic Information

<b>Name</b>		<b>Gender</b>	
<b>Village/ area</b>		<b>School/ NFE</b>	
<b>UC</b>		<b>Date of interview</b>	

#### Questions:

Questions	Responses
<b>Section 1: Personal information</b>	
<b>Livelihoods</b>	<input type="checkbox"/> <b>Business</b> _____ <input type="checkbox"/> <b>Employment</b> _____
<b>Are you member of SC/ SMC</b>	<input type="checkbox"/> Yes <input type="checkbox"/> NO If Yes: specify school
<b>When did you join this campaign</b>	Date: _____
<b>Any other information</b>	
<b>Section 2: identification of OOSC</b>	
<b>Level of awareness among people / general public regarding the issue of OOSC in ICT?</b>	<input type="checkbox"/> Very low <input type="checkbox"/> Low <input type="checkbox"/> moderate <input type="checkbox"/> high <input type="checkbox"/> very high <b><u>Additional Comments:</u></b>
<b>Did you receive any orientation/ training before beginning the process of identification of OOSC?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <b>When</b> ----- <b>Who</b> -----
<b>Did you use any survey tool?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No Number of households visited:
<b>What is your role in the process of identifying and enrolling OOSC?</b>	
<b>What are the main challenges you face in identifying and enrolling OOSC in ICT?</b>	
<b>Did you engage other local community members in identifying OOSC?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <b><u>Comments (how may and who they were):</u></b>
<b>How do you ensure the accuracy of the data collected during field surveys? (explain strategy/ technique used for data accuracy)</b>	
<b>Are there any specific strategies or techniques you use to motivate local communities to participate in the process of identification of OOSC? Any best practice you would like to share that helped in identifying OOSC?</b>	
<b>Section 2: Enrollment Campaign</b>	

## Zero OOSC Campaign in Islamabad: A Tale of Best Practices

<p>Your experience and understanding about the planning of enrollment? Did it happen and what was the strategy adopted for this purpose?</p>																						
<p>Did you plan the enrollment campaign at local/ school level? If yes, who were involved and the process of planning/ organizing the campaign?</p>																						
<p>What are some of the best practices you have observed or implemented in the process of identifying and enrolling OOSC?</p>																						
<p>What types of support or interventions do you believe are necessary to facilitate the mainstreaming of out-of-school children in schools/ centers?</p>	<table border="1"> <thead> <tr> <th><i>Particulars</i></th> <th><i>Yes</i></th> <th><i>No</i></th> </tr> </thead> <tbody> <tr> <td><i>Financial assistance for families</i></td> <td></td> <td></td> </tr> <tr> <td><i>Free textbooks and school supplies</i></td> <td></td> <td></td> </tr> <tr> <td><i>Scholarships or tuition waivers</i></td> <td></td> <td></td> </tr> <tr> <td><i>Remedial or catch-up program</i></td> <td></td> <td></td> </tr> <tr> <td><i>Vocational training opportunities</i></td> <td></td> <td></td> </tr> <tr> <td><i>Other (please specify) _____</i></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Particulars</i>	<i>Yes</i>	<i>No</i>	<i>Financial assistance for families</i>			<i>Free textbooks and school supplies</i>			<i>Scholarships or tuition waivers</i>			<i>Remedial or catch-up program</i>			<i>Vocational training opportunities</i>			<i>Other (please specify) _____</i>		
<i>Particulars</i>	<i>Yes</i>	<i>No</i>																				
<i>Financial assistance for families</i>																						
<i>Free textbooks and school supplies</i>																						
<i>Scholarships or tuition waivers</i>																						
<i>Remedial or catch-up program</i>																						
<i>Vocational training opportunities</i>																						
<i>Other (please specify) _____</i>																						
<p>Number of OOSC you successfully enrolled in schools?</p>	<p>Enrolled in formal schools (FDE) [Morning Shift----- Evening----- ---] Enrolled in formal schools (Private) [-----] school name [----- ---] Enrolled in Non-Formal Centers [-----] Comments:</p>																					
<p>Challenges you faced in mobilizing 1) other community members, 2) parents/ guardian, 3) others in the process enrollment campaigns?</p>																						
<p>Do you receive any orientation/ training or support for enrollment campaign to carry out your role effectively? If yes, please describe.</p>																						
<p>How do you monitor and evaluate the progress of the identification and enrollment process?</p>																						
<p>On a scale of 1 to 5, rate the availability and effectiveness of support and interventions for out-of-school children in ICT.</p>	<p><input type="checkbox"/> Not effective      <input type="checkbox"/> somewhat effective      <input type="checkbox"/> effective  <input type="checkbox"/> very effective      <input type="checkbox"/> highly effective  <u>Additional comments:</u></p>																					
<p>What are the key lessons you have learned from your experience in working with OOSC in ICT?</p>																						
<p>Your recommendations to make the process more effective</p>																						

Interview Guide for Head Teachers/Teachers

Studying the Process of Mainstreaming Out-of-School Children in Islamabad

General Information

School/Center name			
Name of the respondent:		Gender	
Designation		School (gender/level)	
Contact		Interview date	

Questions:

<b>Enrollment Drives</b>	
Are you aware of any enrollment drives conducted in Islamabad for out-of-school children? If yes, please specify the organizations/ institutions that conducted these enrollment drives:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure <u>Additional comments:</u>
How effective do you think these enrollment drives have been in increasing the enrollment of out-of-school children?	<input type="checkbox"/> very effective <input type="checkbox"/> effective <input type="checkbox"/> somewhat effective <input type="checkbox"/> ineffective <input type="checkbox"/> not sure <u>Additional comments:</u>
<b>Placement of Children in Various Educational Settings</b>	
What types of educational settings are available in your institution for out-of-school children?	<input type="checkbox"/> Public schools (morning shift – evening shift) <input type="checkbox"/> Private schools (morning shift – evening shift) <input type="checkbox"/> NFBE (Community schools) <input type="checkbox"/> NFBE (Tent schools/ centers – Tree school) <input type="checkbox"/> NFBE (home based school/ center) <input type="checkbox"/> Vocational training centers <input type="checkbox"/> Madaris <input type="checkbox"/> Masjid <input type="checkbox"/> Other -----

<p>School/ center premises (relocation of place, change of place and its impact on retention of learners) specific [private and NFE schools]</p>	
<p>Do you think these educational settings are adequately equipped to cater to the needs of out-of-school children?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure  <u>Additional comments:</u></p>
<p>What factors do you think are important to consider when placing out-of-school children in different educational settings? (e.g., proximity to their homes, quality of education, availability of specialized support, safety measures)</p>	
<p><b>Retention of Learners</b></p>	
<p>What are the common challenges faced in retaining learners in schools?</p>	<p><input type="checkbox"/> Financial Constraints <input type="checkbox"/> lack of parental support <input type="checkbox"/> quality of teaching  <input type="checkbox"/> infrastructure issues <input type="checkbox"/> Others ____  <u>Additional comments:</u></p>
<p>According to your experience so far of dealing with newly enrolled children, what is the probability of retention of these children?</p>	<p><input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low  <u>Additional comments:</u></p>
<p>How do teachers support and motivate OOSC to stay in school and actively participate in their learning?</p>	
<p><b>Mainstreaming Out-of-School Children</b></p>	
<p>What initiatives have been taken in Islamabad to mainstream out-</p>	

<p>of-school children into the regular education system?</p>	
<p>How successful have these initiatives been in integrating out-of-school children into mainstream schools?</p>	<p> <input type="checkbox"/> Highly successful                   <input type="checkbox"/> Moderately successful                   <input type="checkbox"/> unsuccessful                   <input type="checkbox"/> Not sure  <input type="checkbox"/> Others _____  <u>Additional Comments:</u> </p>
<p>In case of drop-outs or out-of-school children (for any reason), What can bring them back?</p>	<p> <input type="checkbox"/> Schooling at noon/evening shift  <input type="checkbox"/> Accelerated learning (fast track) in NFE/ ALP  <input type="checkbox"/> Education and skill program (combined)  <input type="checkbox"/> Just skill/ vocational skill program  <input type="checkbox"/> Any financial support with education/ skills  <input type="checkbox"/> Sports activities  <input type="checkbox"/> Co-curricula activities  <input type="checkbox"/> Art work (Paintings – cooking – etc.)  <input type="checkbox"/> Others.....                 </p>
<p>Number of children linked with any social safety net/ scheme</p>	<p> <input type="checkbox"/> BISP _____                       <input type="checkbox"/> NGOs _____                       <input type="checkbox"/> Bait-ul-maal _____  <input type="checkbox"/> NGOs _____                       <input type="checkbox"/> Donors _____                       <input type="checkbox"/> Individual _____  <input type="checkbox"/> Others _____                 </p>
<p>Suggestions and Recommendations</p>	
<p>Based on your experience and knowledge, what measures do you suggest improving enrollment drives, placement of children, and retention of learners in Islamabad?</p>	
<p>Is there any additional information or comments you would like to provide related to this topic?</p>	
<p>Teachers' personal and professional development (training) needs with reference to retention of learners and their learning</p>	

### Interview Guide for Planner/Stakeholders Studying the Process of Mainstreaming OOSC in ICT

The purpose of this survey is to gather insights and perspectives on the process of mainstreaming out-of-school children in Islamabad. Your responses will contribute to understanding the challenges, successes, and recommendations for improving the educational inclusion of these children. Please provide your thoughtful responses. Your participation is voluntary and confidential.

#### Demographic Information

<b>Name of the respondent:</b>		<b>Gender</b>	
<b>Designation</b>		<b>Organization</b>	
<b>Contact</b>		<b>Interview date</b>	

#### Questions

Questions	Responses															
<b>1. Awareness and Knowledge</b>																
How would you rate the level of awareness among the general public regarding the issue of out-of-school children in ICT?	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low															
What sources of information do you believe are most effective in raising awareness about the importance of education for out-of-school children?																
<b>Mainstreaming Process</b>																
In your opinion, what are the main challenges faced in the process of mainstreaming out-of-school children in ICT?																
What were the main strategies identified in the planning process for identifying and enrolling OOSC in ICT?	<table border="1"> <tr> <td>Were strategies age-appropriate (age of the OOSC)</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Were strategies workable/ doable? Realistic?</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Were strategies need based?</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Were those strategies flexible and area appropriate?</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Were those strategies financially viable?</td> <td>Yes</td> <td>No</td> </tr> </table>	Were strategies age-appropriate (age of the OOSC)	Yes	No	Were strategies workable/ doable? Realistic?	Yes	No	Were strategies need based?	Yes	No	Were those strategies flexible and area appropriate?	Yes	No	Were those strategies financially viable?	Yes	No
Were strategies age-appropriate (age of the OOSC)	Yes	No														
Were strategies workable/ doable? Realistic?	Yes	No														
Were strategies need based?	Yes	No														
Were those strategies flexible and area appropriate?	Yes	No														
Were those strategies financially viable?	Yes	No														



	<u>Additional comments:</u>
What strategies or approaches do you think have been effective in facilitating the mainstreaming process of out-of-school children?	
How would you assess the involvement and collaboration of relevant stakeholders (government, NGOs, community, etc.) in addressing the issue of out-of-school children?	
What kind of support and resources do you think are crucial for successful mainstreaming efforts?	
what were the anticipated outcomes or goals of the planning process?	
Identifying and Engaging Out-of-School Children	
How were the strategies for identifying and enrolling OOSC determined? Were there any consultations or assessments conducted?	
What methods or strategies do you think are effective in identifying out-of-school children in ICT?	
What best practices were used to ensure active engagement and participation of out-of-school children and their families in the mainstreaming process?	
Are there any specific barriers or cultural factors that hinder the identification and engagement of out-of-school children in ICT? If yes, please elaborate	
Support and Interventions	
What types of support or interventions do you believe are necessary to address the barriers faced by out-of-school children in ICT?	
Have you observed any specific interventions or programs that have been successful in addressing the needs of out-of-school children?	

What measures do you think can be taken to enhance the quality and relevance of education provided to out-of-school children?	
Recommendations	
Based on your experiences and observations, what recommendations do you have for improving the mainstreaming process of out-of-school children in Islamabad?	
Additional Comments	
Please feel free to provide any additional comments, insights, or suggestions related to the issue of mainstreaming out-of-school children in Islamabad	

## Monitoring matrix

Out of School Children Initiative - Monitoring Matrix										
Monitoring Indicators					Data Collection			Responsibility & Frequency of Data Collection/Reporting		
Sr #	Monitoring Component/Objectives	Monitoring Indicators	Sub indicators	Definition	Data Source	Data Collection Method	Monitoring Tool	Teacher	Social Mobilizer	Monitoring Officer/MIS/Organization
1	Identification	Identification of OOSC in age break-ups (with unique learner ID preferably by NADRA - B Form)	Number of OOSC children identified organization wise and with age break-ups	Organization wise data of identified OOSC in age break-ups	Survey Data	Survey of OOSC	Survey form of NFEMIS	NA	NA	Need based
		Identified Learners - Referral to the relevant organizations	Number of the identified OOSC children referred to the relevant organization	With mutual consent one organization will refer the children to another organization (formal/non form). This referral record will also be shown in the NFEMIS once it is referred online through Learner's survey Report.	Referral Record	Refer OOSC on NFEMIS	Learner's Survey Report	NA	NA	Need based
2	Enrollment	OOSC Enrolled in formal and non-formal settings	Number of out-of-school children successfully enrolled in formal and non-formal education programs.	Number of registered OOS Children in formal or non-formal setting	Learners' Profile	Updating of Tracking of Learners Tool	Tracking of Learner's Tool in NFEMIS	At the time of admission	Monthly Cross verification from Entry and Exit Register	Monthly
3	Retention	Tracking of Learners	The data collection on the following indicators:1- Number of enrolled learners attending the class/school regularly (Attendance status).2- The number of	1- Headcount of the enrolled learners attending class daily. This can also be verified through checking daily	1-Daily Attendance- NFEMIS2- Entry and Exit Register/ Completion Certificate3- Attendance register	1- Mark/verify attendance of Learners2- Track each Learner on the Tracking of Learners	1-Daily Attendance- NFEMIS2- Tracking of Learners on NFEMIS Module	1- Daily on register or on daily Attendance Module 2- Monthly on Entry and Exit Register	1- Daily on NFEMIS, Weekly on spot check	1- Daily on Daily attendance Module2- Quarterly Tracking of Learners on NFEMIS Module

			learners who passed and certified a certain level of education cycle such as primary out of total enrolled learners of that cohort.(Completion Rate).3- Number of the learners who are absent for 30 to 45 consecutive days. (Dropout Rate).4- Number of the learners transitioned to any formal education setting from non-formal during or after completing the current class. (Mainstreaming /Transition)	attendance Module in NFEMIS or in attendance register2,3 and 4- Given in the previous column	4- Enrollment Proof in the next school/ Registration number in the formal school	Module- NFEMIS				
		Teacher's Attendance	Number of teachers regularly conducting their classes	Record of Teacher's attendance through daily attendance module	Daily Attendance Module	Cross check through surprise visits	Daily Attendance Module	NA	Daily on Daily Attendance Module/Spot check	Daily on Daily Attendance Module/Spot check
		Profiling of the centres/Schools	Profiling of the Centres/ Teachers and Learners	The basic data of the centres / teachers and learners is included in the basic profiling	1- Centre/school Profile 2- Centre Profile 3- Teacher Profile	Profiling data entry at the time of centre establishment	1- Centre/school Profile- NFEMIS 2- Centre Profile- NFEMIS 3- Teacher Profile- NFEMIS	NA	Profiling data entry at the time of centre establishment and need based	Profiling data entry at the time of centre establishment and need based
4	Progression	Academic Performance/Learning outcome of the Learners	Assessment Results of Learners on periodic assessment of ALP programmes (Package A,B,C,D,E) or Formal school Exams	Record of periodic assessment results for each learner in each class at least once in a quarter	Learning Achievement Assessment Proforma	Data entry of Assessment results of the learners	Learning Achievement Assessment Proforma	Periodic data entry on assessment results	NA	Periodic data entry on the NFEMIS Learning Achievement Assessment Proforma

# کیونٹی موبلائزیشن

## جنرل گائیڈ لائنیں برائے این جی اوز (زیر و آؤٹ آف سکول چلڈرن کمپین، اسلام آباد)

اسلام آباد میں زیر و آؤٹ آف سکول کمپین کے تحت تقریباً 50,000 سکول نہ جانے والے بچوں کی نشاندہی کی جا چکی ہے اور ان کی تفصیلی معلومات کمپیوٹر میں ریکارڈ کی گئی ہیں۔ پروگرام پر عملدرآمد کے لیے مقامی این جی اوز کے ساتھ اشتراک کیا گیا ہے۔ اور ان کے متعلقہ علاقہ جات میں حتمی منتخب اسکولوں کی لسٹ دے دی گئی ہے۔

سکول نہ جانے والے بچوں کے داخلے اور سکولوں میں پڑھائی کے معیار کو برقرار رکھنے کے لیے مقامی کیونٹی سے اشتراک اور تعاون حاصل کرنے کے لیے گائیڈ لائنیں تیار کی گئی ہیں۔ جس میں کیونٹی موبلائزیشن کی اہمیت اور طریقہ کار کا مختصر بیان شامل کیا گیا ہے تاکہ اس سے مستفید ہو کر مذکورہ این جی اوز مقامی لوگوں کی شرکت اور تعاون کو یقینی بنائیں۔ گائیڈ لائنیں درج ذیل حصوں پر مبنی ہیں:-

ماڈیول 1- غیر رسمی تعلیم میں کیونٹی موبلائزیشن کی اہمیت

ماڈیول 2- مقامی کیونٹی میں تنظیم سازی

ماڈیول 3- داخلہ مہم اور غیر رسمی تعلیمی مراکز کا قیام

ماڈیول 4- سازگار تعلیمی ماحول اور مقامی کیونٹی کا قیام

## ماڈیول 1

### غیر رسمی تعلیم اور کمیونٹی موبلائزیشن کی اہمیت:

پاکستان کا شمار دنیا کے ان ممالک میں ہوتا ہے جہاں خواندگی کی شرح بہت کم ہے۔ ملک کی تقریباً آدھی آبادی ناخواندہ ہے۔ خواتین میں خواندگی کا تناسب بہت کم ہے۔ PSLM کی سروے رپورٹ 2019-20 کے مطابق پاکستان میں بالغ افراد کی شرح خواندگی 60 فیصد ہے اور سکول نہ جانوالے بچوں کی شرح 24 فیصد ہے۔

کم شرح خواندگی کی ایک وجہ بچوں کا سکولوں میں داخلہ نہ لینا یا پرائمری پاس کیے بغیر مختلف وجوہات کی بنا پر سکول چھوڑ جانا ہے۔ ان وجوہات میں ایک بڑی وجہ والدین اور کمیونٹی کی عدم دلچسپی ہے دوسری جانب آبادی میں بے تحاشہ اضافہ ہونے کی وجہ سے پہلے سے موجود ناخواندہ افراد کی تعداد میں روز بروز اضافہ ہوتا جا رہا ہے۔

سکول نہ جانوالے بچوں کی مختلف وجوہات ہیں جن میں زائد عمر بچے، مزدوری کرنے والے بچے، تعلیم میں عدم دلچسپی، غریب والدین کے بچے، اقلیتوں سے تعلق رکھنے والے بچے، مہاجرین، لڑکیاں، دور دراز علاقوں میں رہنے والے بچے اور قدرتی آفات کے متاثرین بچے شامل ہیں۔

اتنے بڑے مسئلے کے حل کرنے کے لیے رسمی طریقہ کے ساتھ ساتھ متبادل نظام کی اشد ضرورت ہے۔ ساتھ ہی ساتھ مقامی سطح پر والدین اور لوگوں کو تعلیم کی اہمیت کی آگاہی دینا اور تعلیمی ترقی میں انکی بھرپور شرکت و تعاون انتہائی ضروری ہے۔

غیر رسمی تعلیمی مراکز میں بچوں اور بالغوں کو ان کی سہولت کے مطابق تعلیم دی جاتی ہے۔ جو بچے کسی وجہ سے تعلیم کے رسمی سکولوں میں داخلہ نہیں لے سکے ایسے بچوں کو تعلیم حاصل کرنے کا ایک اور متبادل موقع دیا جاتا ہے تاکہ وہ اپنی تعلیم کی کمی پوری کر کے زندگی کی دوڑ میں دوسرے بچوں کے برابر شریک ہو سکیں۔ ضرورت اور ترجیحات کے مطابق غیر رسمی تعلیم کے یہ پروگرام کمیونٹی کی شرکت اور تعاون سے ترتیب دیے جاتے ہیں۔

### کمیونٹی موبلائزیشن برائے غیر رسمی تعلیم کے مقاصد:

کمیونٹی موبلائزیشن برائے غیر رسمی تعلیم و خواندگی کے چیدہ چیدہ مقاصد درج ذیل ہیں:

- 1- مقامی افراد میں خواندگی و تعلیم سے متعلق شعور بیدار کرنا۔
- 2- مقامی افراد کو خواندگی و تعلیم کے فروغ کے عمل میں شامل کرنا۔

- ۳۔ مقامی لوگوں کا گاؤں کی سطح پر خواندگی و تعلیم کے بارے میں معلومات اکٹھی کرنا۔
- ۴۔ خواندگی و غیر رسمی تعلیم کی منصوبہ بندی اور فیصلہ سازی میں مقامی لوگوں کی شمولیت کو یقینی بنانا۔
- ۵۔ خواندگی و غیر رسمی تعلیم کے لیے ضروری وسائل کی فراہمی کو مقامی سطح پر یقینی بنانا۔
- ۶۔ مقامی لوگوں کو ترغیب دینا اور سکول سے باہر بچوں اور ناخواندہ بالغوں کا تعلیمی مراکز میں داخلہ یقینی بنانا۔
- ۷۔ مقامی لوگوں کا خواندگی و غیر رسمی تعلیم کی بہتری کے لیے نگرانی کے عمل میں حصہ لینا۔

## ماڈیول 2

### تنظیم سازی کرنا (مقامی تعلیمی کمیٹی کا قیام):

جب کسی علاقہ یا گاؤں میں زیادہ سے زیادہ لوگ اصولی طور پر مل کر کام کرنے کے لیے آمادہ ہو جائیں تو وہاں پورے گاؤں کے اجتماعی تعلیمی و خواندگی مسائل کے حل کے لیے مقامی تعلیمی کمیٹی کی تشکیل کا کام شروع کیا جاتا ہے۔ اس کا بنیادی مقصد باہمی تعاون اور شراکت سے گاؤں کی سطح پر موجودہ تعلیمی و خواندگی حالات کا جائزہ لینا، متعلقہ امور کی منصوبہ سازی کرنا اور ان پر عمل درآمد کرنا نیز سرکاری و غیر سرکاری اداروں کے ساتھ مل کر خواندگی و تعلیمی ترقی کو ممکن بنانا ہے۔

نوٹ:- جس گاؤں میں مقامی سطح کی تعلیمی کمیٹی (مثلاً سکول مینجمنٹ کمیٹی) پہلے سے موجود ہو اس میں نئی کمیٹی تشکیل دینے کی بجائے موجودہ کمیٹی کو فعال اور مضبوط بنایا جائے اور اس کے مطابق ذمہ داریاں اور پروگرام شامل کیے جائیں۔

### مقامی تعلیمی کمیٹی کے ارکان:

مقامی تعلیمی کمیٹی درج ذیل اراکین پر مشتمل ہو سکتی ہے۔

نمبر شمار	اراکین	عہدے
1-	نمبردار / فعال سماجی کارکن	چیئر مین
2-	محکمہ تعلیم کا حاضر سروس / ریٹائرڈ نمائندہ	جنرل سیکریٹری
3-	محکمہ لٹریسی کا نمائندہ (لٹریسی موبلائزر)	لازمی رکن اور معاون
4-	غیر رسمی تعلیمی ادارے کا معلم / معلمہ (سہولت کار)	رکن
5-	امام مسجد	رکن
6-	معزز علاقہ / بااثر پڑھا لکھا فرد	رکن
7-	طلباء کے والدین (خصوصاً ماہرین)	رکن

## مقامی تعلیمی کمیٹی کے مقاصد اور کردار:

ناخواندگی کے عوامل اور وجوہات مختلف اور نہایت پیچیدہ ہو سکتے ہیں اس لئے ناخواندگی سے نجات کی جدوجہد کے لیے ایک ایسے ادارے کی ضرورت ہوتی ہے جو وسیع مقاصد رکھتا ہو اور لمبے عرصے تک کام کرے۔ وقتی مقاصد کے لئے بنائے گئے ادارے موثر اور دیرپا کام نہیں کر سکتے۔ مقامی تعلیمی کمیٹی کے مقاصد اور کردار درج ذیل ہیں:

- (i) مقامی لوگوں میں خواندگی و تعلیمی ترقی کی اہمیت کو اجاگر کرنا۔
- (ii) خواندگی اور تعلیمی ترقی کے لیے مقامی وسائل کی نشاندہی اور ان کو حاصل کرنے کے لئے اقدامات کرنا۔
- (iii) غیر رسمی تعلیمی مراکز کے لئے موزوں اساتذہ کے انتخاب میں تعاون کرنا۔
- (iv) غیر رسمی تعلیمی مراکز کے لئے مناسب جگہ کا انتخاب اور فراہمی۔
- (v) سکول نہ جانے والے بچوں کے والدین کو بچوں کو سکول بھیجنے پر قائل کرنا
- (vi) اساتذہ اور والدین کے باہمی تعاون کو فروغ دینا۔
- (vii) تعلیم و خواندگی کے بنیادی معیار کی نگرانی کرنا۔
- (viii) غیر رسمی تعلیمی اور تعلیم بالغاں کے مراکز کے انتظامی امور کی نگرانی کرنا اور جائزہ لینا۔

## تعلیمی کمیٹی کی کارروائی کا طریقہ کار:

- (i) مقامی تعلیمی کمیٹی کی کارروائی کا طریقہ کار مندرجہ ذیل ہے۔
- (ii) کمیٹی کے سیکرٹری (اُستاد) کا میٹنگ کی تاریخ کے بارے میں ممبران کو آگاہ کرنا اور بروقت میٹنگ بلانا۔
- (iii) سابقہ اجلاس کے فیصلہ جات پر عملدرآمد کا جائزہ اور نئے اجلاس کا ایجنڈا تیار کرنا۔
- (iv) ایک مہینے میں کم از کم ایک دفعہ اجلاس منعقد ہونا۔
- (v) کمیٹی کی میٹنگ کے لیے دو تہائی ارکان کا اجلاس میں موجود ہونا۔
- (vi) ادارہ کے نمائندہ کو تعلیمی و خواندگی مسائل سے آگاہ کرنا۔
- (vii) استاد کا مرکز کے تعلیمی معاملات اور مسائل پر رپورٹ پیش کرنا۔
- (viii) سیکرٹری کمیٹی کا تعلیم و خواندگی کے مسائل کے حل کے بارے میں لائحہ عمل بیان کرنا۔
- (ix) میٹنگ کی کارروائی کار جسٹری میں اندراج اور متعلقہ آفیسر (فیلڈسٹاف) کو آگاہ کرنا۔
- (x) کمیٹی کے ارکان کا مسائل کے حل کے لیے تعاون اور راہنمائی مہیا کرنا اور بوقتِ ضرورت مراکز کا وزٹ کرنا۔
- (xi) لٹریسی موبلائزر کمیٹی میٹنگ میں شامل ہونا اور تعلیمی مسائل کے حل میں معاونت کرنا۔



## مقامی تعلیمی کمیٹی کے اجلاس کی کارروائی (برائے غیر رسمی تعلیمی سنٹر)

تاریخ:	دن:	ٹیچر کا نام:	سکول کا پتہ:
وقت (شروع):	وقت (انتهاء):	حاضر ممبران:	کل ممبران:
اجلاس کی کارروائی:			
سابقہ اجلاس میں کیے گئے فیصلہ جات پر عملدرآمد کا جائزہ:			
موجودہ اجلاس میں کئے گئے فیصلہ جات:			
نمبر شمار	فیصلہ (سرگرمی)	ذمہ داران اور دورانیہ	
1			
2			
3			
4			
اجلاس میں موجود ممبران کی حاضری شیٹ:			
نمبر شمار	نام اور ولدیت / زوجیت	کمیٹی میں عہدہ	دستخط
1			
2			
3			

## ماڈیول 3

### داخلہ مہم (رسمی سکولوں میں داخلہ):

سوفیصد بچوں کی سکولوں میں داخلہ کی کمپین پر عملدرآمد کے لیے سب سے پہلے علاقے میں موجود وسائل اور مواقع کو استعمال کیا جائے اور اسکے بعد نئے وسائل کی فراہمی کی کوششیں کی جائیں۔ لہذا 51 سے 7 سال کی عمر کے سکول نہ جانے والے بچوں کو ترجیحاً مقامی رسمی سکولوں میں داخل کروایا جائے۔ اس کے لیے مقامی کمیٹی داخلہ مہم کا انعقاد کرے، والدین اور اساتذہ کے ساتھ تعلیم کی اہمیت کو اجاگر کرے اور مقامی آبادی کو بچوں کے سکول میں داخلہ کی آگہی دی جائے۔ علاقے میں موجود رسمی سکولوں کی انتظامیہ سے میٹنگز کر کے سکولوں کی استعداد کے مطابق بچوں کے داخلہ کے انتظامات کیے جائیں۔ جب موجودہ رسمی سکولوں میں مزید داخلے کی گنجائش نہ رہے تو باقی رہ جانے والے بچوں کے لیے غیر رسمی سکولوں کا قیام عمل میں لایا جائے۔

### بستی (محلہ / گلی) کی نشاندہی اور درکار تعلیمی مراکز کی تعداد کا تعین:

غیر رسمی تعلیمی مراکز کے لیے بستی کا انتخاب اعداد و شمار سے اکٹھی ہونے والی معلومات پر منحصر ہے۔ کسی بستی یا گاؤں میں کتنے تعلیمی مراکز کی ضرورت ہے، وہاں کتنے تعلیم بالغاں کے مراکز اور کتنے بنیادی تعلیمی مراکز چاہئیں اس کا تعین عددی معلومات سے کیا جاتا ہے۔ ایک سکول کے لیے کم از کم 30 طلباء درکار ہوتے ہیں اور اسی حساب سے مراکز کی تعداد کا تعین کیا جاتا ہے۔

### طلباء کی نشاندہی اور والدین کی رضامندی:

بستی میں موجود گھرانوں کی معلومات کے مطابق سکول نہ جانے والے بچوں کی لسٹ تیار کی جاتی ہے جو کہ عموماً مقامی تنظیم / محلہ کی تعلیمی کمیٹی کرتی ہے۔ لسٹ کی تیاری کے لیے گھروں میں وزٹ کیا جاتا ہے اور والدین سے بات چیت کر کے ان بچوں کو سکول بھیجنے پر آمادہ کیا جاتا ہے۔ اس کے علاوہ والدین سے مشترکہ میٹنگ یا اجلاس کا اہتمام بھی کیا جاتا ہے جس میں والدین کو تعلیم کی اہمیت، مقامی سطح پر موجود تعلیمی ضروریات اور مقامی لوگوں کے تعلیمی منصوبے و کوششوں سے آگاہ کیا جاتا ہے۔

### اساتذہ کی نشاندہی، تعداد اور انتخاب:

اساتذہ کی تعداد کا تعین بھی طلباء کی تعداد پر منحصر ہے۔ 30 طلباء کے حساب سے جتنے مراکز ہوں گے اتنے ہی اساتذہ درکار ہوں گے۔ جس جگہ پر بچوں کی مزکورہ تعداد موجود ہو ترجیحاً اسی جگہ سے مجوزہ قابلیت کے اساتذہ کی نشاندہی کی جاتی ہے۔ اساتذہ کے انتخاب اور پیشہ ورانہ قواعد و ضوابط صوبائی محکمہ خزانہ کی غیر رسمی تعلیم کی طرف سے جاری کردہ فریم ورک (NFE Facilitators' Management Framework) سے اخذ کیے جائیں۔ مذکورہ دستاویز کے مطابق غیر رسمی اساتذہ کے معیارات درج ذیل ہیں:

✓ کم از کم تعلیمی قابلیت: تعلیمی قابلیت کم از کم انٹر میڈیٹ لیکن جہاں انٹر میڈیٹ یا زیادہ قابلیت والا فرد دستیاب نہ ہو وہاں میٹرک قابلیت بھی قابل قبول ہے۔ مطلوبہ قابلیت کی خاتون امیدوار دستیاب نہ ہونے کی صورت میں رسمی سکولوں کے ریٹائرڈ اساتذہ بھی امیدوار ہو سکتے ہیں۔

✓ کم از کم پیشہ ورانہ قابلیت: غیر رسمی اساتذہ کے لیے کم از کم پیشہ ورانہ قابلیت (بی ایڈ، ایم ایڈ وغیرہ) کی کوئی شرط نہیں ہے۔ تاہم پیشہ ورانہ قابلیت (ڈگری، ڈپلومہ) کے حامل امیدواروں کو ترجیح دی جائے۔ پی. ٹی. سی اور سی. ٹی. (متروکہ کورسز) کے حامل امیدواروں کو بھی غیر رسمی تعلیم کے لیے ترجیح دی جائے۔

✓ عمر (کم از کم اور زیادہ سے زیادہ حد): غیر رسمی اساتذہ کے لیے عمر کی کم سے کم حد 18 سال ہے جبکہ زیادہ کی کوئی حد نہیں ہے۔

✓ عملی تجربہ: غیر رسمی اساتذہ کے لیے تجربہ لازم نہیں ہے البتہ تعلیمی میدان میں کسی بھی شعبہ میں تجربہ رکھنے والے کو بھی زیر غور رکھا جائیگا۔ مقامی آبادی سے تعلق رکھنے والے امیدوار کو ترجیح دی جائے گی۔

### جگہ کا انتخاب اور تعین:

مرکز کے لیے مناسب اور غیر متنازعہ جگہ کے انتخاب کے لیے گاؤں کی تعلیمی کمیٹی / مقامی تنظیم کی ذمہ داری ہے کہ وہ ادارہ کے نمائندہ کی مدد سے اپنے گاؤں میں مناسب جگہوں کا انتخاب کرے۔ غیر رسمی تعلیمی مراکز کے لیے جگہ کا انتخاب کرتے ہوئے درج ذیل ترجیحات کو مد نظر رکھا جائے۔

- (i) جگہ مناسب اور غیر متنازعہ ہو۔
- (ii) سرکاری بلڈنگ ہو یا
- (iii) استاد کا اپنا گھر ہو یا
- (iv) کمیونٹی کی رضا کارانہ دی ہوئی جگہ ہو۔
- (v) جگہ کا مالک یا کمیونٹی تحریری طور پر رضامندی دے۔

### معیارات برائے غیر رسمی تعلیمی ماحول:

غیر رسمی تعلیم کے مراکز پر درج ذیل تعلیمی ماحول کے معیارات کو یقینی بنایا جائے:

✓ تمام ناخواندہ افراد اور سکول سے باہر بچوں کو ان کی ضروریات کے مطابق غیر رسمی تعلیمی اداروں میں مواقع فراہم کرنا۔

✓ لرنرز محفوظ، شمولیاتی، روشن، ہوادار، کشادہ، پینے کے صاف پانی اور باتھ روم کی سہولیات سے مزین تعلیمی ماحول میں تعلیم

حاصل کریں۔

✓ ایسے تعلیمی ماحول کی تشکیل جہاں تعلیمی عمل اور مقاصد کو حاصل کرنے کے لیے مثبت سماجی روابط، مکمل طور پر تعلیمی عمل میں شرکت اور تعلیمی سرگرمیوں میں خود سے متحرک رہنے کی حوصلہ افزائی کی جائے۔

✓ تعلیمی ماحول ایسا ہونا چاہیے جس میں لرنرز اور اساتذہ کے لیے تحفظ و سلامتی کے ساتھ نفسیاتی و سماجی بہتری کا اہتمام کیا جائے۔

✓ کمیونٹی کے تمام ارکان کو بلا تفریق اور شفاف طریقہ کار پر مبنی غیر رسمی تعلیم کی مقامی سطح پر ہونے والی تمام سرگرمیوں (جس میں تجزیہ، منصوبہ سازی، ڈیزائن، عملدرآمد، نگرانی اور جائزہ شامل ہیں) میں بھرپور انداز میں شریک ہونا چاہیے۔

### طلباء کو داخل کروانا:

گاؤں کی تعلیمی کمیٹی کو سکول نہ جانے والے 5 سے 16 سال کی عمر کے بچوں کی لسٹ دے دی جائے تاکہ سنٹر کے قیام اور استاد کے انتخاب کے بعد وہ ہر سنٹر میں 25 سے 30 تک طلباء داخل کروا سکیں۔ طلباء کو داخل کروانا مشکل کام ہے اسکے لئے مندرجہ ذیل لائحہ عمل پر عمل کریں۔

- ✓ مقامی سطح پر باقاعدہ داخلہ مہم چلائی جائے اور تعلیمی کمیٹی کی تیار کردہ طلباء کی نشاندہی فہرست کی پڑتال کی جائے۔
- ✓ گاؤں کی تعلیمی کمیٹی گھر گھر جا کر والدین اور ان کے بچوں سے ملے اور انہیں سنٹر میں داخل ہونے کی ترغیب دے۔
- ✓ مراکز میں داخلہ کرتے ہوئے خیال رہے کہ طلباء پہلے سے کسی سکول (گورنمنٹ یا پرائیویٹ) میں داخل نہ ہوں۔
- ✓ بچوں کے سکولوں میں داخلے کا ہفتہ (Enrollment Week) منایا جائے۔
- ✓ گاؤں کی تعلیمی کمیٹی مسجد میں امام مسجد سے جمعہ کے روز خطبہ دلوائے جس میں تعلیم کی اہمیت کو قرآن و سنت کی نظر میں واضح کیا جائے۔
- ✓ معلوماتی و تعلیمی مواد (IEC Material) مثلاً بروشر، اشتہارات، بل بورڈز، سائن بورڈز کے ذریعے تعلیم کی اہمیت کا پرچار کیا جائے۔
- ✓ والدین کو واٹس ایپ (WhatsApp) پیغامات اور ویڈیوز کے ذریعے تعلیم کی اہمیت سے آگاہ کیا جائے۔
- ✓ ٹی وی اور ویڈیوز کے ذریعے نظم، گانے، کہانیاں اور ڈرامے کی صورت میں تعلیم کی اہمیت سے روشناس کروایا جائے۔
- ✓ سیمینار، واک، سٹریٹ تھیٹر / تپلی تماشہ بھی اس عمل میں بہت کارگر ثابت ہوتے ہیں۔

## ماڈیول 4

### سازگار تعلیمی ماحول پیدا کرنا

#### غیر رسمی سکول میں نظم و ضبط کے اصول

استاد اور بچوں کے لیے کمرہ جماعت کا ماحول بڑی اہمیت کا حامل ہوتا ہے۔ لہذا ضروری ہے کہ اس کو بچوں اور استاد دونوں کے لیے دلچسپ بنایا جائے۔ غیر رسمی سکول بچوں کی پسندیدہ درسگاہ کے طور پر بنائی جائے۔ سکول میں بنیادی ضروریات و سہولیات موجود ہوں اور کمرہ جماعت کی تنظیم سازی موثر طریقے سے انجام دی جائے۔ تنظیم میں بہت سے عوامل شامل ہوتے ہیں۔ مثلاً کمرہ جماعت میں لرنرز کے بیٹھنے کے مختلف انداز، تدریسی و غیر تدریسی سامان کی ترتیب اور استعمال، کمرہ جماعت کے اصول وغیرہ۔

لٹریری موبلائز اور مقامی کمیونٹی مل کر اس بات کو یقینی بنائیں کہ استاد مذکورہ تنظیم سازی کی مہارت رکھتا ہے اور دلجوئی سے سرانجام دیتا ہے۔ اس ضمن میں مندرجہ ذیل نکات پر عمل کیا جائے:

✓ استاد اور سکول (غیر رسمی تعلیمی ماحول) سے متعلق معیارات کو یقینی بنایا جائے۔ معیارات اور ان کے ماہانہ اہداف کا چارٹ بنا کر ہر غیر رسمی سکول میں آویزاں کیا جائے۔ استاد اور کمیٹی مل کر ان معیارات کو حاصل کرنے اور برقرار رکھنے میں مل کر کام کریں اور ہر ماہانہ اجلاس کے دوران چارٹ پر حاصل شدہ اہداف کے سامنے پراگرس درج کریں۔

✓ بچوں کی شمولیت سے سکول کے کچھ اصول بنوائیں اور ان کو لکھ کر آویزاں کریں اور ان پر عملدرآمد کریں۔

✓ قواعد و ضوابط کو سمجھنے اور علم کرنے میں بچوں کی مدد کریں۔ قواعد و ضوابط پر خود عمل کریں اور بچوں کو ترغیب دیں۔

✓ بچوں کی اچھے کام پر حوصلہ افزائی کریں، غلط رویے کو نظر انداز کریں اور دوسروں کے سامنے شرمندہ مت کریں۔

✓ خود بھی وقت کی پابندی کریں اور بچوں کو بھی وقت کا پابند بنائیں۔

✓ بچوں کو ان کے ناموں سے پکاریں اور ہر بچے کو انفرادی توجہ دیں تاکہ لا تعلق کا اظہار کریں۔

✓ سکول کی تزئین و آرائش اور صفائی میں خود کر کے دکھائیں اور بچوں کو بھی شامل کریں۔

✓ بچوں کے لیے مختلف مطالعاتی دوروں کا اہتمام کیا جائے۔

## بچوں کی نفسیاتی نشوونما اور کردار سازی

کمرہ جماعت (سکول) کا پرکشش اور مثبت ماحول لرنرز کے سیکھنے کے عمل میں اہم کردار ادا کرتا ہے اور بچوں کی شخصیت پر مثبت اثر ڈالتا ہے۔ یہ استاد پر منحصر ہے کہ وہ خود اور مقامی کمیونٹی کے تعاون سے ایک مثبت ماحول قائم کرتا ہے۔ بچے تمام عمر تبدیلی کا سامنا کرتے رہیں گے اس لیے ضروری ہے کہ عمر بھر سیکھنے کا شوق اور رویہ پیدا کیا جائے۔ اس مقصد کے حصول کے لیے بچوں کو ان تمام رویوں، معلومات اور صلاحیتوں سے روشناس کروایا جائے جو آنے والے وقت میں پیش آنے والی صورت حال اور مشکلات کا سامنا کرنے کے لیے ضروری ہیں۔ مثلاً

تبدیلی کا سامنا کر سکیں اور خود تبدیلی لاسکیں، اجتماعی سوچ کی عادت اپنائیں اور رائے دے سکیں، روزمرہ مسائل کو پہچانیں اور سلجھا سکیں، تخلیقی صلاحیت کے مالک بنیں، اپنی برادری کمیونٹی اپنے وطن اور ماحول سے لگاؤ رکھیں۔

استاد سکول کی تزئین و آرائش اور خوشگوار تعلیمی ماحول ترتیب دینے میں لرنرز اور والدین کو شامل کریں۔ جہاں لرنرز اپنی نصابی اور ہم نصابی سرگرمیاں بغیر کسی رکاوٹ اور پریشانی کے کر سکیں۔ بچوں اور والدین کو شرکت کا بھرپور موقع دیں اور اہمیت دیں۔ ان کو سکول کے کاموں میں فیصلہ سازی میں شامل کریں۔ والدین کو مختلف سرگرمیوں میں مدعو کریں اور ان کے سامنے بچوں کی حوصلہ افزائی کریں۔ سیکھنے سکھانے کے عمل میں لرنرز کو درج ذیل طریقوں سے اہمیت دی جاسکتی ہے؛

- ✓ بچوں کو ان کے ناموں سے پکاریں۔
- ✓ جتنا ممکن ہو بچوں سے فرداً فرداً بات چیت کریں۔
- ✓ بچوں کی بات غور سے سنیں اور اس کا مناسب جواب ضرور دیں۔
- ✓ بچوں کو اجتماعی سوچ اور اپنائیت کا احساس دینا۔
- ✓ بچوں کی سوچ اور صلاح کو استعمال کریں اور اس کا اعتراف کریں۔
- ✓ بچوں کو سکول کے نظم و ضبط کے اصول طے کرنے اور ترقی کے کاموں کی فیصلہ سازی میں شامل کریں تاکہ وہ ذمہ داری کا احساس کر سکیں۔

### بچوں اور والدین کی دلچسپی برقرار رکھنا

غیر رسمی سکولوں میں داخل شدہ بچوں کے پھر سے ڈراپ آؤٹ ہونے کا خطرہ ہوتا ہے۔ بچوں کی مسلسل حاضری اور سیکھنے کی استعداد بڑھانے کے لیے بچوں اور والدین کی دلچسپی برقرار رکھنا بہت ضروری ہے۔ جس کے لیے اساتذہ کے ذریعے درج ذیل طریقہ جات پر عمل کیا جاسکتا ہے:

- ✓ والدین اور مقامی کمیٹی کو روزانہ کی بنیاد پر درس و تدریس کے عمل سے آگاہ رکھنا اور سنٹر کی سرگرمیوں میں مدعو کرنا۔
- ✓ مقامی کمیٹی کے ارکان کو گاہے بگاہے دعوت دینا تاکہ تعلیمی سرگرمیوں اور ماحول کے معیار کا جائزہ لے سکیں۔
- ✓ ہفتہ وارانہ ہم نصابی و تخلیقی سرگرمیوں کا انعقاد کرنا اور والدین اور کمیٹی ارکان کو شمولیت کی دعوت دینا۔ نیز بچوں کی حوصلہ افزائی کے لیے والدین اور کمیٹی ارکان کے ہاتھوں تعریفی کلمات و انعامات دلوانا۔
- ✓ سنٹر میں قومی و بین الاقوامی دن کی تقریبات منعقد کرنا اور والدین و کمیٹی ارکان کو شمولیت کی دعوت دینا۔
- ✓ سنٹر کی ماہانہ پراگرس رپورٹ مرتب کرنا اور مقامی کمیٹی کا ماہانہ اجلاس منعقد کرنا۔
- ✓ لرنرز کا ڈراپ آؤٹ اور غیر حاضری روکنے کے لیے والدین سے رابطہ سازی کرنا۔