



Consultation meetings on the

National Education Policy 2016- Lahore

Voices of Citizens and Youth

Lahore, Bahawalpur, Rawalpindi



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- Education Youth Ambassadors (EYAs) and Right to Education (RTE)
- Annual Status of Education Report (ASER) Pakistan
- Idara-a-Taleem-o-Aagahi (ITA) public trust National and Provincial teams

Acronyms and Abbreviations

AJK	Azad Jammu and Kashmir
ASER	Annual Status of Education Report
CSOs	Civil Society Organizations
EFA	Education for All
EYAs	Education Youth Ambassadors
FATA	Federally Administered Tribal Areas
GB	Gilgit-Baltistan
ICT	Islamabad Capital Territory
ICTs	Information and Communication Technology
IPEMC	Inter Provincial Education Ministries Conference
ITA	Idara-e-Taleem-o- Agaahi
KP	Khyber Pakhtunkhwa
LMTF	Learning Metrics Task Force
MoE&PT	Ministry of Education and Professional Training
NEP	National Education Policy
NFE	Non Formal Education
PAIS	Pakistan Alliance of Independent Schools
PPPs	Public Private Partnerships
RTE	Right to Education
SDGs	Sustainable Development Goals
TVET	Technical Vocational Education and Training

Introduction

The National Education Policy (NEP) 2009 is part of a series of education policies dating back to the very inception of Pakistan. In August 2015, the Minister of Federal Education and Professional Training (MoE&PT) completed the first round of review of the implementation status of the NEP 2009 and acknowledged the process at the Inter Provincial Education Ministers Conference (IPEMC) – the highest inter provincial education body of the country, a forum of all federating units comprising Ministry of Federal Education and Professional Training, four provinces (Sindh, Baluchistan, Punjab & Khyber Pakhtunkhwa) and four Areas (FATA, GB, AJK and ICT). Further guidelines on review and updating of the NEP 2009 were issued with timelines to all units. Civil society working on cutting edge evidence based reforms stepped in to consult and include citizens' voices particularly the youth, as students, teachers, head teachers, edu-preneurs, and CSOs at the district level across the country with support from the departments of education and their focal persons for NEP 2009 review from each province.

National Education Policy 2009

<http://unesco.org.pk/education/teachereducation/files/National%20Education%20Policy.pdf>

The 18th Amendment to the Constitution of Pakistan was passed shortly after the NEP 2009 was formally passed by the cabinet (September 2009) on 19th April 2010. This amendment led to major shifts in entitlements, decision making, and responsibilities across the federation, necessitating review of the national education policy 2009. However, this review was put off through an agreement across Provinces and the Federal Government in September 2011 to honor NEP 2009 and the National Curriculum 2006/7. Since subjects on which earlier both federal and provincial governments could make laws were devolved completely to the provinces, the NEP 2009, particularly its assumptions on governance and financing became increasingly difficult to sustain.

18th Amendment-- New Fundamental Rights and Key Shifts

19A. Rights to information- every citizen shall have the right to have access to information in all matters of public importance subject to regulation and reasonable restrictions imposed by law

In the Constitution, after Article 25, the following new article shall be inserted, namely:

“25A Right to education – the state shall provide free and compulsory education to all children of the age five to sixteen year in such manner as may be determined by law.”

Abolishing the concurrent list transferring the residuary powers to provinces for 47 subjects including Education and Health

Full text on the 18th amendment at <http://pakistanconstitutionlaw.com/4thschedule-legislative-lists/>

Furthermore, in light of Article 25-A, the conclusion of MDGs in December 2015 and the recently endorsed Sustainable Development Goals (SDGs) 2030 – especially Goal 4 and its 7 accompanying

targets and 3 strategies, on education, the need for a review of the 2009 Policy became even more pressing.

Article 25-A

“The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.”

Well known for its work with youth across Pakistan, especially for the citizen led country wide initiative ASER with 10,000 youth volunteers, its work with Education Youth Ambassadors (EYAs) program, and its close engagement with the SDGs post 2015 agenda, Idara-e-Taleem-o-Aagahi (ITA) was naturally inclined to take the NEP 2016 consultations forward and upon the request of the MoE&PT provided technical assistance with the NEP 2016 revisions process. ITA set up a website dedicated to the review effort (<http://itacec.org/nep.php>) ensuring all relevant reference documents at the provincial, national and global levels are at one place.

ITA along with ASER, Right to Education Teams (RTE) and PAIS conducted 14 consultative meetings across Pakistan in order to mobilize public opinion and to provide inputs to revise National Education Policy. The aim of the consultation was to provide the Pakistani youth (teachers, associations, students, education youth ambassadors /activists, young entrepreneurs in education and learning), civil society, and experts with a platform to give their input on the upcoming new National Education Policy 2016, a policy that will undoubtedly have an impact on their lives for years to come.

More specifically, the broader objective of the NEP 2016 exercise is ***to engage with focused constituencies, especially youth through consultations, face to face and through social media for the NEP 2016 ensuring links with 25 A and the Sustainable Development Goal No 4 for voice and recommendations.***

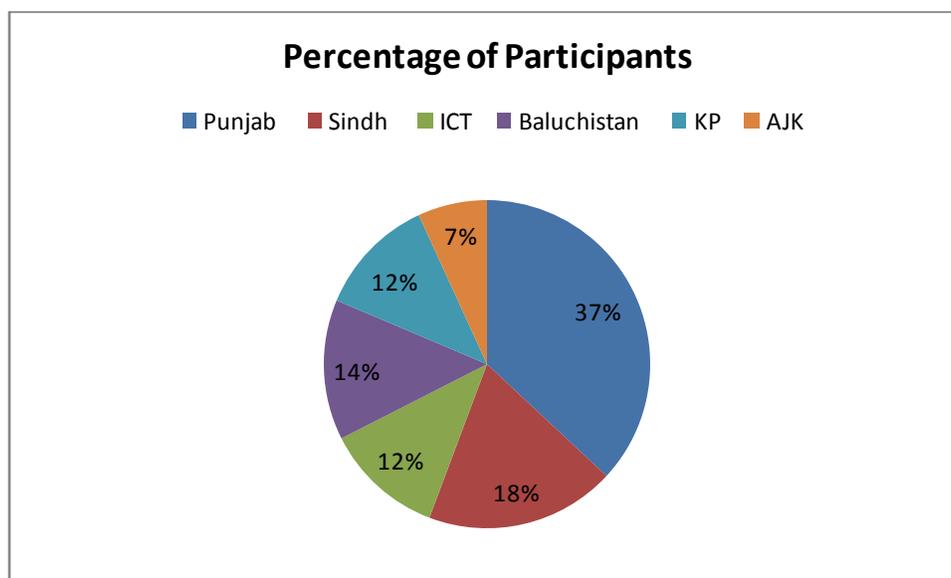
The reports/recommendations of each consultation have been shared with and formally signed off by the provinces and federal government representatives, so that they may be integrated within specific segments of the NEP 2016.



“This is an awesome experience. I hope my contribution will go a long way in influencing our education policies” - Education Youth Ambassador from Lahore

With the aim of including voices in distant areas of Pakistan and enabling for early ownership in the process, 14 consultations were held across Pakistan of which **4 were held in Punjab** – 2 in Lahore, 1 in Bahawalpur and 1 in Rawalpindi. These sessions were attended by over **800 participants** including youth, teachers, civil society members and government representatives of which **37 % of the participants were from districts of Punjab**.

Figure 1: Percentage of participants from each province/administrative unit



Tools for Consultations

For this process to be an effective one, ITA developed a sector wide analysis on the education sector and its sub-sectors. For each sub-sector, the analysis included national commitments (NEP 2009 policy actions), provincial commitments (education sector plans), international commitments (SDGs and EFA etc.), current baseline on key indicators pertinent to the sector and the challenges that need to be overcome. By providing the participants with critical reference documents including sector plans from each province, ITA was able to engage in and receive meaningful recommendations. Furthermore, a number of additional tools were used to make the exercise a successful and meaningful one.

Framework for Engagement with the NEP 2016 Architecture

The sessions started with a presentation on the overview of NEP 2009, explaining the current structure, outcomes, and shortcomings of the existing policy, and explaining the need for a review. It further highlighted the need to match and upgrade the national education policy in light of the 18th amendment, article 25-A, and the upcoming SDGs. A presentation on the relevant Right to Education Act was also presented to the audience.

These presentations can be found online [here](#).

At the directive of the Government, ITA ensured inclusion of 25-A requirements, ICTs, TVET and post 2015 SDGs with a strong leaning towards equity, public private partnerships (PPPs) and gender equality

during the consultation sessions. A thematic note on life skills based education was developed by the SRHR groups (led by Rutgers WPF) to share with the participants in the aftermath of Kasur tragedy in August 2015, which was a frightening wake up call for educators and schools alike (**Annex A** in the Appendix). The format of the consultations was sharp and intensive; following the presentations and remarks from special guest/s, the audience was split into seven groups, each group evenly consisting of students(college/university) youth groups, teachers and government representatives. The seven groups were as follows:

1. Early Childhood Education
2. Primary Education
3. Secondary Education
4. TEVT and Special Education
5. NFE and Adult Literacy
6. Governance and Financing for Education
7. Madrassas

The groups were then given a set of guidelines and questions (**Annex B in the Appendix**) to consider during their discussions. Groups were also provided with a specially prepared working note on the sub-sector with the current status of key indicators/progress and challenges as well as the key policy actions as contained in the NEP 2009 which can be found online on the website designed specifically to assist with the review process. The metrics/data and current implementation status of the key actions of NEP would help focus on how to make the recommendations more meaningful and evidence based.

The audience was also provided a guided set of questions or group discussions and recommendations (**Annex C in the Appendix**), allowing the team to gather inputs in a systematic way.

National Education Policy 2016 Consultations Website

<http://itacec.org/nep.php>

NEP Website

A comprehensive [website](#) hosting all documents – national and international – relevant to the NEP review process including NEP 2009, Right to Education Acts, Provincial Education Sector Plans, SDGs, draft of Framework of Action and others, was created for stakeholders to inform themselves regarding previous policies as well as keep abreast of new developments with regards to the NEP.

Furthermore, proceedings and recommendations/reports from each districts' consultation sessions were also uploaded.

NEP Consultation Session- Lahore in the Media

The Express Tribune

<http://www.livewebnews.com/education-policy-children-dont-get-the-attention-they-deserve/>

Daily Times

<http://www.dailytimes.com.pk/punjab/22-Aug-2015/upcoming-national-education-policy-ita-organises-stakeholders-consultative-meeting>

Pak Observer

<http://pakobserver.net/detailnews.asp?id=271253>

Dawn

<http://www.dawn.com/news/1202049>

The News

<http://www.thenews.com.pk/Todays-News-6-325653-Revised-education-policy-to-be-announced-early-next-year>

Formal Endorsements

This process has been fully endorsed by provincial departments of Education and Literacy and the MoE&PT. Each province nominated representatives from their relevant education department to attend consultation meetings so that recommendations/inputs gathered would have a formal status in the policy revision process that would be embedded and recognized in the final document fully.

Comprehensive recommendations

Early Childhood Education

- All children between the ages of 3-5 should be enrolled in ECE programs
- Schools must have separate ECE classrooms that are fully equipped with learning aids
- Special ECE teacher training certification should be introduced
- ECE teachers should be hired on a longer term basis
- A greater budget should be allocated to ECE programs
- Appoint education counselors who can address the special needs of younger children and help with mental and emotional development

Primary Education

The Punjab Education Sector Plan stresses on the importance of improvements in all sub-sectors of education especially in the areas of (1) standards (2) curriculum (3) teachers (4) textbooks (5) examination and (6) school environment. The Government of Punjab makes a commitment to address issues of quality by making education service delivery a priority.

During the consultation session, participants focused on answering questions such as how access to schools can be improved, what the medium of instruction should be, what can be done to ensure

teachers are appropriately qualified and certified, and how technology can be used to our advantage. There was also a lot of focus on how dropout rates can be decreased.

Pointing out students, parents, communities, and teachers as stakeholders, the group made the following recommendations:

- Monitoring tools to be introduced and implemented to ensure a check and balance in the primary education sector.
- Semester system to be introduced at primary level as well to ensure better learning
- To make schools more accessible, government should provide transportation to students who don't live close to schools.
- Schools should be at the center of all communities
- Primary teachers should not be given the responsibility of teaching at ECE level as well. ECE needs its own set of trained teachers
- Capacity building events for teachers and parents should be organized and held often
- There should be the same number of primary and secondary schools, so when children have completed primary education, they have somewhere to graduate to
- Retirement age for teachers should be 45 years
- National standards should be set so quality can be ensured
- Ensure a child friendly learning environment
- Student teacher ratio should be monitored, and each classroom should house only one class
- Develop a decentralized examination system
- Provide teacher training on the basis of national professional standards to all levels
- Develop an integrated curriculum that is used across Pakistan

Secondary Education

In its sector plan, the Govt. of Punjab states that "(1) standards for science laboratories in Secondary and Higher Secondary Schools shall be revised (2) implementation of standards, utilization and maintenance of standardized science labs in all Secondary and Higher Secondary Schools will be ensured (3) standards for school libraries (primary, middle, secondary and higher secondary levels) shall be developed (4) curriculum/syllabi for secondary education shall be revised to enhance relevance to the world of work (i.e. enhance employability)."

During the consultation session, the group discussed issues such as how access to secondary schools can be improved for boys and girls, what can be done to incorporate life skills in students' education, and whether or not grades 11th and 12th should be included in secondary education as well.

Recommendations and way forward include:

- A school ranking system, similar to the primary system, should be introduced at secondary level as well
- Community service and sports activities should be made part of the curriculum
- National merit programs should be introduced to encourage enrollments and retention

- Teacher training and certification should train teachers to teach in a hands-on manner. A culture of learning by doing needs to be introduced at secondary level
- Different incentives should be created and offered to parents so they continue to enroll their children in schools
- Supply and demand of teachers must be monitored and balanced
- LSBE must be made a part of the curriculum
- All teachers must be subject specialists
- Teachers must ensure they are disseminating strong conceptual knowledge
- Well-equipped labs and libraries must be made available
- Training methodologies should be developed keeping in mind new trends and developments

Technical and Vocational Training

The Punjab Free and Compulsory Act defines education as “teaching and training of mind and character by attendance in regular school education, madrasa education, **vocational training and special education** in the class room and school setting, or non-formal education or the education prescribed for a child or category of children by the Government”. While acknowledging the Right to Free and Compulsory Education it also states “(2) The Government shall **prescribe academic calendar for class one to class ten and for non-formal education, vocational education and special education.** (4) The Government shall, in the prescribed manner, provide or cause to be provided suitable education to a child suffering from disability or a special child.”

During the breakout session, participants discussed how manpower can be optimally used, the need for job creation, introducing ways to generate income, eradicating gender specific jobs/tasks, and eliminating gender and ethnic disparities.

Recommendations and suggested way forward include:

- Create an awareness regarding TVET opportunities and bring about a shift in the stigma attached with TVET
- Define standards for various fields – brick laying/plumbing etc
- Integration of conventional/skill based trainings in schools
- Create awareness about the benefits of trained/certified workforce
- The current quota system must be revised
- Accountability systems for teachers/trainers/institutes/instructors have to be introduced
- Alignment of training and industry expectations so students have employment opportunities after the training
- Career counselors must be present in all secondary schools to guide children with regards to technical and vocational training
- Research based studies, reports and findings should be considered for policy making process
- Very specific trainings for inclusive education for ICTs along infrastructure modification and requirements
- Monitoring and evaluation tools should be put in place to ensure efficient performance

Non-formal Education (NFE)

Punjab Education Sector Plan describes non-formal education as “*formal linkages between the NFE and regular schools need to be established. Students enrolled in NFE and Adult Literacy programs need to be registered and tracked. EMIS is to provide NFE students and award unique ID.*”

Participants within this sub-sector discussed the need for creating linkages between formal and non-formal education, creating jobs, and educating women. They wanted to clarify what “adult” education constitutes and establish evaluation and assessment systems.

The main recommendations presented included:

- Ensuring effectiveness and improvements in the quality of NFE
- Mobilizing the community and media to encourage and motivate parents to send their children to schools
- Allowing each government school to open doors for NFE /transitional/ literacy programs to be held in spare space during morning or afternoons
- Raising the standards of the NFE programs through :
 - Curriculum expansion and flexibility that is gender sensitive
 - Linkage to ICTs .digital and mobile programs
 - Incorporate LSBE, gender needs /rights, climate change, DRR, citizenship etc.
- Continuous professional development of teachers, linked to 3 year cycles at least
- Good pool of resource persons for NFE/Literacy /LSBE training
- Assessment system that is modular for each segment completed linked to local context
- Flexible equivalence system at district /local levels
- Budget to be enhanced for NFE, bridge/transitional and literacy programs
- Links of older groups 14 years plus with TVET livelihoods and financial inclusion services

Financing for Education

When discussing how to best finance and allocate resources within the education sector, the group discussed what the optimal percentage of GDP allocated to education should be. They also discussed whether introducing a voucher system to keep children in school would work. Further they discussed the current infrastructure of schools and how to best prioritize the use of the allocated budget.

The group presented the following recommendations:

- Increasing the GDP allocated to the education sector – recommended percentage was 4%
- Creating attractive incentives to prevent dropout rates – scholarships, food, gifts etc.
- Directing fund towards developing infrastructures – libraries, Audio Visual aids, labs, play grounds etc.
- Bring per student public sector spending to the same level as private sector spending

Governance

When talking about governance, the group discussed why there is a need for a new revised policy, what can be done to ensure 100 percent enrollment at primary level and decrease the percentage of

dropouts. Teacher absenteeism and missing facilities were pointed out as the most pressing issues that need immediate attention.

The recommendations presented included:

- Proper training of stakeholders – teachers, school management etc
- Accountability across the board
- Suitable monitoring measures
- Appropriate recruitment processes
- Relevant personnel for governance
- Involvement of and training of students and parents and school councils to build capacity for meaningful engagement

Important Recommendations

- The rules of the act made under 25 A in Punjab must not be delayed but be made for urgent implementation
- Language - Urdu as a medium of instruction. English as a medium in secondary level when student competencies are very weak.- the issue of Language/medium of instruction can be resolved through a national commission on Languages
- In the Vision Statement the term “fostering creativity and independent learning “ must be part of the NEP 2016
- Curriculum and textbook board authority have merged as one entity; is this right thing in Punjab and the policy of multiple textbooks and private contributions must be retained.
- Revisiting the curriculum and its alignment with the 2016 NEP to be mandated for the National Curriculum Council (NCC-Federal)
- Integrated curriculum and project based/inquiry based approaches to be included
- Regulatory body of private sector is a must – not a punitive but a friendly body
- Actively address the challenge of a Poor research culture. Use of research in our daily lives and policy making

Madrassa

- To bring Madrassa education to mainstream as a non-state provider that needs support and interactions
- Involvement of teachers and students in various public sector forums /activities
- To introduce the subjects like languages, social sciences and physical sciences
- Arrangements for life skill based education
- Use of ICTs in madrassas
- Monitoring and Assessment to be made more learner friendly and with linkages to the mainstream system
- Involvement of students in social activities, citizenship skills
- Establish model madrassas by the government at least 10 at each district level upgrading what exists already
- Regularity Authority for madrassa to facilitate mainstreaming and standards
- The madrassa education be shaped in accordance Articles 25 A- 20 (a) and Article 22 (1) of the Constitution of Pakistan

Article 20 (a)

Freedom to profess religion and to manage religious institutions.

Subject to law, public order and morality:-

a) Every citizen shall have the right to profess, practice and propagate his religion

Article 22 (1)

No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such institution, ceremony or worship relates to a religion other than his own.

Appendix

Table 1: Number of participants from each district

Sr.No	Province	District	No. of Participants
1	Punjab	Lahore	88
2		Bahawalpur	84
3		Rawalpindi- University	73
4		Lahore- University	53
5	Sindh	Hyderabad	45
6		Mithi	46
7		Sukkur	60
8	ICT	Islamabad	28
9		Islamabad-University	67
10	Baluchistan	Quetta	50
11		Lasbela	62
12	KP	Peshawar	44
13		Mardan- University	51
14	AJK	Muzaffarabad	55

Annex A: Thematic Note on LSBE by Rutgers Pakistan

Life Skills Based Education

Scope

The aim of this document is to highlight the importance of provision of life skills based education; to understand the current status of the policies and international commitments made by Pakistan with regards to providing sexual and reproductive health information to young people.

Introduction

Pakistan is going through a period of demographic dividend and currently has the largest cohort of young population in its history. However, Pakistani adolescents and young people lack the necessary information, knowledge and understanding about their sexual and reproductive health and rights (SRHR). Life Skills Based Education (LSBE) aims to change this situation by helping young people to make informed, responsible and healthy decisions.

Life Skills Based Education (LSBE)

Life Skills Based Education (LSBE) has been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”.

LSBE is an interactive process of teaching and learning which prepares adolescents and youth for a responsible and fulfilling adult life as well as to empower them to safeguard against risky behaviors prevalent in the external environment. Life Skills Based Education curriculum covers a wide range of topics in a culturally appropriate manner including: physical development; gender equality; marital rights and birth spacing; harassment and violence; protection from diseases. LSBE also focuses on the individuality of students by building their core life skills with regards to effective communication, decision making abilities and negotiation skills. Another concept related to LSBE is Comprehensive Sexuality Education (CSE) that emphasizes a holistic approach to human development and sexuality. UNESCO has noted that sexuality education can be delivered through a range of programming modalities, including: family life education (FLE), population education, sex and relationships education, SRH education and life skills education, or through dedicated sexuality education programmes. Furthermore, As per International Planned Parenthood Federation (IPPF), the seven essential components of CSE are Gender, Sexual and Reproductive Health, HIV, Sexual Rights, Pleasure, Violence, Diversity and Relationships.

Keeping in mind the current demographics of Pakistan there is a strong need to implement the Life Skills Based Education Programme in Pakistan.

LSBE as a Policy Instrument

An analysis and review of policies in Pakistan depict that Pakistan's commitment to Sexual and Reproductive Health & Rights (SRHR) Policies has been inconsistent. SRHR overall has to be addressed through various policies especially Education, Health, Youth and Population.

In 2009 the result of the consistent efforts of civil society including Rutgers WPF Pakistan Life Skills Based Education was incorporated into the National Education Policy 2009.

National Education Policy states that 'life skills based education will be promoted through secondary education. Under policy action it is also stated that 'life skills education ... shall be infused in curricula, and teachers' trainings and culturally apposite awareness materials be developed.

The first ever National Youth Policy (2009) also makes a clear reference towards life skills. Clause 11 talks about 'providing necessary life skills for youth through university and school curriculum and in the non-formal education sector in order to make youth capable of coping with their problems in the early years of marriage.'

These policies, although crucial in advancing SRHR of young people at the time of formation, have not been implemented. Furthermore, after the 18th Amendment, youth, health, education, social welfare and women development have been devolved to provinces, which are in the process of forming their own policies in these areas.

National Education Policy 2009 has been adopted by all the provinces. Therefore all provinces have committed to providing Life Skills Based Education in schools and integrating LSBE into the education

curriculum of their respective province. The policies at provincial level that address the rights of young people to be provided sexual and reproductive health information are at different stages:

Punjab Youth Policy 2012 is vocal about “Adolescence and Youth Health Rights.” It explicitly talks about the need to “Create awareness on high risk behaviors such as HIV/AIDS and STIs and increase availability of integrated sexual and reproductive health information and services for adolescents and youth, especially the most marginalized and help prevent HIV/AIDS and STIs.”

Draft Youth Policy of Sindh 2012 recognizes that, “Adolescence and youth health rights are one of the main areas of concern in the province of the Sindh. Poor and rural youth specifically have less information and awareness about their sexual and reproductive rights”. It further highlights the need for “establishing a “Youth Helpline” for counseling of adolescents on their health and reproductive issues; undertaking education and communication activities in reproductive rights at the school level with cultural sensitivities of the regions in view.”

Although there is recognition of the importance of life skills education from the government, the systematic development of clear guidelines for the integration of a comprehensive curriculum is still lacking.

Pakistan's International Commitments

- Pakistan is a signatory to various international instruments that recognize and address the needs of young people including:
- International Conference on Population and Development (ICPD) and its accompanying Programme of Action which brought about a paradigm shift by aligning population issues with reproductive health and rights of individuals.
- World Education Forum (26-28 April 2000, Dakar) which adopted the Dakar Framework for Action, Education for All: Meeting our Collective Commitments. "Life skills" has been included as a basic learning need for all young people under this framework.
- Commission on Population and Development 45th session on Adolescents and Youth in 2012 Outcome Resolution states that young people should be provided 'with evidence-based comprehensive education on human sexuality, sexual and reproductive health, human rights and gender equality to enable them to deal in a positive and responsible way with their sexuality;
- Sixth Asian and Pacific Population Conference in September 2013 Pakistan further reaffirmed the need for providing young people with comprehensive sexuality education and access to comprehensive and integrated quality sexual and reproductive health services .

In order to fulfill these commitments the incorporation of SRHR in relevant policies is paramount.

SDGs Reference

Following goals of SDGs directly relate with provision of Life Skills Education for youth:

Goal 3 (Healthy Lives)

- Universal access to **SRH services**, including FP
- Reduce global **maternal mortality** ratio to less than 70 per 100.000 live births
- End the epidemic of AIDS, TB, and neglected tropical diseases

Goal 5 (Gender equality and women's empowerment)

- Eliminate all forms of **violence against all women and girls** in public and private spheres, including trafficking and sexual and other types of exploitation
- Eliminate all **harmful practices**, such as child, early and forced marriage and female genital mutilations
- Ensure universal access to **SRH and RR**

Goal 10 (Inequalities within and among countries)

- **Social, economic and political inclusion** of all irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
- Equal opportunity and reduce inequalities of outcome, including through **eliminating discriminatory laws, policies and practices** and promoting appropriate legislation, policies and actions in this regard.

Recommendations

- National and provincial policymakers can take several steps to ensure that Life Skills Based Education is offered as a part of school education to youth nationwide. The recommendations include those that can be implemented in the short term as well as those that will be more feasible in the long term.
- Operationalization of the Education Policy is the necessary first step for both the Federal and provincial governments
- The Federal and provincial governments should begin implementation of the National Education Policy by integrating Life Skills Based Education into national curriculum by putting it on the agenda of National Curriculum Council (NCC).
- Provincial Education departments should devise an implementation plan for the provision of LSBE in education institutes of their provinces and after the recommendations and finalization of inclusion framework by NCC, the Provincial Education Departments should assure the LSBE integration into the provincial curricula. The textbooks may be revised to include LSBE contents in different courses at different levels to make it age appropriate and need based.
- Provincial Education Department should integrate LSBE in the teacher's training manuals (both pre service and in-training). For example the same may be made part of different courses taught in PTC, CT, B.Ed and M.Ed schemes of studies.

Proposed Framework Recommendations for Inclusion in to Curricula

The LSBE curriculum contents may be infused in to existing courses taught in different classes so no additional subject will be required. In this way every teacher will automatically cover the contents as the same also will be part of assessment being done on regular basis. Following is a proposed framework that how LSBE contents can be infused in to different courses from Grade 1 to 10.

Level/ Class	Core Subjects	Skills/ Contents to be infused
Grade I & II	Urdu, English, General Knowledge	Basic communication, Self-protection, Physical Training
Grade III	Urdu, English, General Knowledge, Islamiat	Basic communication, Self-protection, Physical Training and Basic Ethics
Grade IV & V	Urdu, English, Science, Islamiat, Social studies	Basic communication, Self-protection, Physical Training and Basic Ethics, body image
Grade VI-VIII	Urdu, English, Science, History, Computer Sc. (Arabic/ Persian / Regional Languages/ Drawing/ Health & Phy.Edu/H.Eco./ Agriculture/ Intro to Technologies.	Communication Skills, Relationship Building, Gender and GBV, protection from Abuse, Human Rights, Health and Hygiene, Self Awareness, puberty and body changes
Grade IX & X	Urdu, English, Islamiat, Pak St. Physics, Chemistry, Biology/ Computer Studies/ General Science	Social Values and character building, puberty and body changes, infectious diseases& STIs, Human Rights, Self Awareness, Human Physiology and Hygiene, Gender roles and Gender role transformation

Many of these skills are already covered in to different subjects therefore, a detailed mapping may be done by provincial bureaus of curriculum for developing a detailed implementation plan for inclusion of Life Skills in to existing curricula.

In addition, development and improvement of life skills may also be focused during regular sports and co-curricular activities in schools. Teachers may be encouraged to include activities like role plays, drawing competitions, debating etc. around the basic contents of life skills curriculum.

Conclusion

It is integral to build an enabling environment for harnessing the potential of youth without ignoring provision of their rights which include the right to get correct and comprehensive information with regards to their sexual and reproductive health and rights. To create such an enabling environment, the necessary policies and their implementation is paramount.

Annex B: Guidelines for breakout session discussions

National Education Policy 2016 Consultative Meetings

Guidelines for Breakout Sessions/ Group Work (All by sub-sectors and governance/financing)

- **What are the gaps and challenges in Quality/Access/Governance?**
- **Which Policy Actions from NEP 2009 remain unaddressed? What was left out in NEP 2009?**
- **Where does the sector fit in given provisions of provincial legislation under 25-A?**
- **What is reported, and what must be the official age group for each sub-sector to be reported in indicators? (25 A/ NEP 2009/SDG No. 4)**
- **Issues of Quality and learning in the sub-sector:**
 - Teacher adequacy in sector/recruitment systems(lack of head teachers primary/elementary levels)
 - Teacher Education (pre-service)and training systems(in-service);
 - Assessment systems /Boards: reliability; regularity, access & end use to improve learning
 - Textbooks: relevance, diversity, alignment to National Curriculum/new versions SLOs etc.
 - Integration of Inclusive education; Life Skills Based Education (LSBE); Climate Change; Environment. Child & Human Rights; Protection; Tolerance/peace; heritage; demographics/population.
 - Role of and space for supplementary materials in the 'official teaching time'
 - *Role of, and support to technology enabled learning solutions and innovations*
- **Issues of access across each thematic area? (public sector and private sector share)**
 - Provincial Sector Plans to address access/gender, geography, class to reach unreached;

- Role of private sector on its own resources/support through the education foundation
- Facilities and norms in schools e.g. Number of rooms by level; need for inclusive spaces; library/resource room; ECE rooms; kitchen/store in low lying areas near rivers where emergency shelters are needed. Etc.
- **Governance :**
 - How can we activate school councils; ensure participation of students (grade 5 onwards); capability to spend large funds e.g. Non-Salary budgets (NSBs) *fact sheet on NSB?* How to ensure capacity for community engagement both VOICE & timely actions?
 - *Official role and scope of public private partnerships in public sector administrative and financing systems*
 - What are some ways of promoting Information and Communication Technologies (ICTs) in education – learning, monitoring and accountability?
 - Child/youth Protection/Life Skills: Importance of Life-Skills based education(LSBE) how can we ensure these in teacher education/training and in schools equipping students/ SCs with essential LSBE?: *Emergencies, preparedness systems & budgets mainstreamed.*
- **Financing: Is the financing adequate for the sub-sector? Releases are on time?** What are some innovative ways to tap resources for enhancing financing of education?
- Recommendations and way forward

Annex C: Template for group discussions and recommendations

Recommendation from Group Discussion:

For each group select a Chair (moderating/time management/reference to key docs); a Note Taker & agree on who will read the recommendations from this group. Each group should have access to reference documents. Please take 10 minutes to review documents in your folders.

Note: Please reference any additional documents used (internet sources/journals/books/news articles etc.)

Group Title: _____

Name of Group Chair/Moderator: _____

Name of Presenter: _____

Name of Note taker: _____

Group Members:

Please provide objectives of the sub-sector assigned:

Target goals to be achieved (e.g. increase enrollment by x% by December 2016):

Target audience and Key stakeholders:

RECOMMENDATIONS AND WAY FORWARD: