MINIMUM STANDARDS
FOR QUALITY NON-FORMAL EDUCATION
IN KHYBER PAKHTUNKHWA (KP)

Standards for effective teaching and improved learning outcomes

September 2024

Directorate of Curriculum and Teacher Education (DCTE)

Elementary and Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa (KP)

Acronyms:

CBO	Community Based Organization
CSO	Civil Society Organization
DCTE	Directorate of Curriculum and Teacher Education
DRR	Disaster Risk Reduction
ESED	Elementary & Secondary Education Department
ESEF	Elementary & Secondary Education Foundation
ICT	Information Communication Technology
JICA	Japan International Cooperation Agency
KP	Khyber Pakhtunkhwa
M&R	Maintenance & Repair
MaEF	Merged Areas Education Foundation
MoFEPT	Ministry of Federal Education and Professional Training
NCHD	National Commission for Human Development
NFE	Non-Formal Education
NGO	Non-Governmental Organization
PIU-ALP	Project Implementation Unit – Accelerated Learning Programme
PTC	Parent Teacher Council
SLO	Student learning outcome
TLM	Teaching & learning materials
UNICEF	United Nations' children fund

Acknowledgements:

I feel genuinely delighted upon finalizing the minimum standards for quality Non-Formal Education in Khyber Pakhtunkhwa (KP), which has been one of my long awaited dreams. I have a firm belief that quality education can only be delivered if we have a reference point and measure for that "quality" and standards serve as the reference point and measure for quality education. When we talk about non-formal education, which is one of the suitable solutions to address out of school children (OOSC) issue, quality delivery of NFE has to be a great concern for all those engaged in designing and delivering NFE.

Keeping in view the significance of NFE and need for its quality delivery, I appreciate the efforts of Mr. Athar (Additional Director) and his team, who has contributed in developing and finalizing these standards. Let me also appreciate the contribution of UNICEF and JICA and other development sector organizations who extended required cooperation and took this noble cause to a fine finishing, which I think is the beginning of our efforts to deliver quality NFE in our province.

I believe that these minimum standards will not only be used mainly for:

- Preparing and developing curriculum, materials, strategies, assessment techniques and items to develop good quality learners and teachers as well as interactive learning environment where learners learn to the best of their potential and teacher teach to the best of their abilities
- Developing tools to measure the quality of learners, teachers, learning environment as well as quality of curriculum, learning materials and assessment to see the level of compliance against the pre-defined standards.
- Developing improvement plans based on the compliance results

I wish that all the NFE organizations operating in KP in NFE, including ESEF, PIU-ALP, MaEF, NCHD, and private/ development sector organizations have a copy of these standards, they use these standards for their development and also have necessary tools to measure their quality for continuous improvement.

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Introduction to Standards

What are Standards[1]?

Standards are published documents that set out specifications, procedures and guidelines that are designed with the aim of ensuring appropriate quality and reliability of a product or a service. Standards make it possible to evaluate and compare the products, processes and/or services for which they have been developed. Standards provide the basis of and determine the direction and purpose of products and processes to achieve desired outcomes. Therefore, standards serve an important role in aligning inputs and processes in achieving the desired outcomes.

What are Standards for Education?

In the context of education, standards are the specifications or yardsticks for the inputs, processes and outcomes of an education system. There is a combination of resources (inputs) and processes that support the acquisition of knowledge (and other higher order) skills to create learning (outcomes). Therefore, there is a need for input standards, process standards and outcome standards. There are, however, common elements across the three categories of standards. For example, pupil-teacher ratio can be seen as both a part of an input standard as well as a component of a process standard.

Input Standards: These standards define resource inputs for schools, such as classroom size, pupil-teacher ratio and a standard allocation of textbooks and other learning resources.

Process Standards: These refer to the nature, approach and quality of educational processes, such as classroom practices including pedagogical approaches being used; strategies for discipline and classroom management; interaction between school management and parents; in-service training for teachers; use of ICT in education, and so on.

Outcome Standards: Outcome standards define the knowledge and skills students are expected to have and display at different points of progression during their educational career. The level of academic knowledge, higher order thinking skills, ethical behaviour and life skills that learners possess and exhibit at different grade levels are defined by outcome standards. Outcome standards are traditionally measured using summative assessment systems.

The level to which a standard is observed is called the compliance level. The level of compliance defines the priority given to a certain standard, which may vary over time or may vary with the socio-economic or cultural context, or with political or disaster-related occurrences. Implementers of standards may decide on a mechanism to rate standards in terms of priority for resource allocation (time, human resource, financial). One way to classify priorities is to tag standards as norms, requirements, and measures. Norm refers to a standard or level that is commonly used or expected but is not applied in all cases. Requirement implies that the standard has to be met or adhered to as it is mandatory to do so. A measure does not imply enforced compliance but may refer to a graduated series of benchmarks against which performance on standard compliance can be measured.

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[1] *Contents given under "What are standards and why are these important" are derived from "Minimum standards for quality education in Pakistan 2016 (MoFEPT)"*

What are Standards for Quality Education?

There are several ways to organise standards for quality education. The present document categorises them under the following five main headings:

1. Standards for Learners
2. Standards for Teachers
3. Standards for School Environment
4. Standards for Curriculum
5. Standards for Textbooks
6. Standards for Assessment

There are input, process and outcome standards across all these five categories. The users will decide on the degree of compliance that they can realistically expect for each standard. This will require consultation and buy-in from all the relevant stakeholders in order to agree upon appropriate levels of compliance which may be ambitious but achievable.

Why are Standards Important?

Cohesion

The socio-economic, cultural and political landscape of Pakistan is characterised by sharp contrasts across different provinces and across the rural/urban divide within each province. After the dissolution of the Federal Ministry of Education (2011), the need to design a cohesive common core for education across the provinces was recognized. The Quality Standards for Education, elaborated in this document, were developed by equal participation of all provinces and areas to provide this cohesive core to the nation. Each province, in turn, will prioritise implementation sub-steps to achieve the Quality Standards based on their respective contexts and available resources. However, the direction that each area and province takes will be determined by a shared common vision of education translated into the Quality Standards for education.

In addition, common standards will also address practical issues such as transfers of students from one province/area to another. Major discrepancies in standards across the provinces/ areas currently make such transitions challenging. Common standards agreed upon by all provinces and areas will make such transitions smoother and more practicable.

Accountability for Increased Equity

A set of standards recognised and endorsed by the provincial/ area governments will make the concerned departments and implementers such as schools and textbook boards accountable for their performance against the agreed upon standards. This will lead to standardization of education provisioning and delivery processes throughout the country. The standards do not guarantee an immediate impact. However, they do provide a framework for monitoring that is likely to bring about positive changes over a period of time, depending on how the planning bodies determine the required degrees of compliance for each standard and how closely the implementation is actively monitored and steered in the light of analysed information and proactive trouble shooting.

<u>Planning</u>

As stated earlier, standards define the direction of the various aspects of the education system and ensure their mutual alignment. The standards should guide planning for all aspects of education, from pre-service teacher education courses to the process of reviewing new textbooks and to improvement in assessment methods and the measurable outcomes thereof. Standards also provide a basis upon which to justify resource allocation. The greater the degree of compliance required for a standard, the higher will be its priority for appointing human resource and/or for allocation of funds. Quality Education, primarily, and the mode of measuring it (through set standards) ultimately constitutes the basis for planning and must certainly feature in education sector strategic planning documents.

<u>Accountability for International Agreements</u>

In the presence of shared standards for quality education, the performance of provinces/areas can be monitored and measured against standards set by international agreements signed by the Federal government. Therefore, while provinces remain the supervisors and custodians of their own context specific standards, the commonality between provinces and areas ensure a minimum level of developmental effort that can be reported by the federal level for the entire country.

Process of Developing Minimum Standards for Quality NFE in KP:

The process of development minimum quality standards for NFE began in early 2023 during a joint discussion among DCTE, ESEF and development sector organizations. Key stakeholders operating in KP in NFE genuinely wanted to improve the quality of NFE, hence, need for standards was realized and a thorough consultative process began.

Then, DCTE held internal consultations and standards wing at DCTE, led by the additional director took the responsibility to develop/ customize minimum quality standards for NFE in KP.

The DCTE decided to adopt a scientific approach to develop/ customize the standards, which included following methods:

- Literature review/ documents analysis
- Consultation
- Review and improvement
- Finalization and approval

Under literature review following documents were thoroughly referred, reviewed and analyzed to derive contents for minimum quality standards for NFE in KP:

- Minimum standards for quality education in Pakistan 2016 (MoFEPT)
- Standards developed by private sector organizations globally to improve their quality
- Curriculum, textbooks, and other relevant literature used in NFE for reference
- Standards for NFE teachers developed earlier

- Tools/ questionnaires developed and administered in NFE by various NFE providers

These materials/ literature were carefully reviewed and analyzed and first draft of minimum standards for quality NFE was developed through a consultative process during mid-year 2024. However, the development/ customization process was vigorously organized and used to improve the draft standards.

Later, DCTE held review process of the developed draft of minimum standards for quality NFE. In this connection, a series of review workshops were organized in DCTE Abbottabad and ESEF office Peshawar. The review process engaged public sector and development sector exerts who provided adequate inputs to refine the standards.

Finally, the reviewed and improved draft of standards was reviewed by the DCTE management and handed over to DCTE for required approval and notification, which was awarded in August 2024.

Purpose and Structure of the Document:

This document is aimed to provide minimum standards to design, deliver and measure quality non-formal education in KP, which means a reference point for learners enrolled in NFE setting, teachers/ facilitators teaching in NFE sector and learning environment created jointly by learners and teachers in this connection. This document also provides minimum standards for the development of curricula, textbooks/ teaching & learning materials in as well as development and conduction of assessment in this setting in KP.

This document introduces briefly what are standards and why the standards are essential in quality teaching & learning. Then, it narrates the process adopted to develop and improve the said minimum quality NFE standards, followed by standards and indicators for the said six categories that includes standards for 1) learners, 2) facilitators/ teachers, 3) learning environment, 4) curriculum, 5) textbooks and 6) assessment.

Finally, the document provides a brief on how to implement these standards to measure and improve the quality of NFE in KP.

Introductory section	Standards and Indicators	Implementation guidelines
• Acronyms • Acknowledgements • Purpose & structure of the document	• Introduction to Standards • Standards and indicators for learners, teachers, environment, curriculum, materials and assessment	• how to use and implement the said standards

Standards and Indicators

STANDARDS FOR NFE LEARNERS

Non-formal learning encompasses a range of experiences that occur outside the traditional classroom, such as community programs, workshops, and online courses. To ensure the quality and effectiveness of these experiences, standards for non-formal learners have been established.

These standards recognize that non-formal learners bring unique strengths, experiences, and perspectives to the learning process. They emphasize the importance of:

1. Autonomy and self-direction
2. Practical application and skill-building
3. Collaboration and community engagement
4. Flexibility and adaptability
5. Innovation and creativity
6. Critical thinking and problem-solving
7. Emotional intelligence and well-being
8. Digital literacy and technology skills
9. Cultural competence and social awareness
10. Continuous learning and growth

By embracing these standards, non-formal education programs can provide high-quality learning experiences that meet the diverse needs and goals of non-formal learners.

The following standards are designed to guide non-formal education programs in promoting learner-centered, inclusive, and effective learning environments.

No	Standard	Description	Indicators
1.	**Content Knowledge**	It refers to the specific information, facts and concepts that are relevant to the particular subject or discipline	- Demonstrate the relevant subject knowledge - Use content knowledge to solve problems - Use prior and background knowledge as context for new learning - Follow an inquiry-based process in seeking knowledge in curricular and co-curricular activities - Connect learning with real life situation, personal experiences and skills in daily life
2.	**Learning and Innovative Skills**	Develop skills to learn, be a self-directed learner to innovate and solve daily life problems with curiosity and creativity.	- Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts - Develop and refine a range of questions to frame the search for new understandings - Analyze information and ideas - Prioritize tasks and goals - Take initiatives and calculate risks

			• Manage time and resources effectively • Maintain a critical stance by questioning the validity and accuracy of all information • Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, and organization)
3.	**Digital Skills**	Learn and use ICT tools and strategies to learn new knowledge	• Use ICT/ digital gadgets and available applications to explore knowledge and seek answers to daily life problems • Learn and use basic computer applications and other necessary ICT tools • Use of ICT for virtual learning purpose • Demonstrate the information technology tools for accessing requisite information • Search, evaluate and use online information • Know and understand the ethical use of digital resources
4.	**Communication & Collaboration**	Communicate effectively and collaborate purposefully to broaden and deepen understanding	• Articulate ideas clearly and concisely • Respond to others in a variety of verbal and non-verbal ways • Clarify understanding through questioning • Use the writing, media and visual literacy, and information technology to create products that clearly express new understandings • Foster a positive and inclusive team culture • Use collaborative techniques to work in teams and build knowledge by sharing and learning from each other to promote leadership • Display emotional resilience in information and knowledge acquisition despite challenges • Respect other's opinions by ethics and etiquettes and appreciate as well. • Collaborate and contribute ideas within a learning environment that broaden and deepen understanding
5.	**Develop Life and Career Skills**	Develop life-skills to become a dynamic citizen who have clear career prospects	• Demonstrate confidence and self-direction to make independent selection of career • Seek information for personal and professional learning in a variety of formats and genres • Adapt necessary actions to continue progress in learning and life skills • Lead the team successfully and develop the sense of responsibility • Demonstrate social, cultural and career development skills through curricular and co-curricular activities

			• Take appropriate decisions independently on the basis of information • Learn organization of a library and be able to use the library effectively for the acquisition of knowledge, life-skills, and work skills • Use digital resources to explore knowledge about emerging trends and enhance skills for career development • Become career oriented to make right career choices • Be able to learn and access social services
6.	**Citizenship and Democratic values**	Learn democratic values, gender equality and equity, demonstrate the same with tolerance in social settings by being a member of the global community	• Promote love for country, respect for other cultures, values and norms • Use information and knowledge effectively in the service of democratic and patriotic values • Share knowledge and participate ethically and productively as members of a democratic society. • Understand and demonstrate behavior that promote human rights (children, women, persons with special needs, gender equality and equity etc.) • Promote inter faith harmony amongst religions and ethnic identities • Maintain openness to new ideas by divergent opinions • Adhere to the duties, responsibilities and ethical values
7.	**Practice healthy living**	Learn basic health, hygiene, and nutrition practices to improve overall health and well-being	• Learn basic health & hygiene practices and apply the same in daily life • Learn health literacy and inculcate the same for overall health, safety and security • Learn basics of nutrition and use balanced diet • Understand significance of sports and physical activities and participate regularly in sports and physical activities • Demonstrate awareness towards immunization (vaccination). • Take precautionary measures to prevent diseases (Epidemic and pandemic) • Avoid bullying and being bullied • Understand adverse effects of drugs

STANDARDS NON-FORMAL EDUCATION (NFE) FACILITATORS/ TEACHERS

Measuring NFE facilitator's quality is a very difficult task because the facilitators require a very wide range of competencies and skills which cannot all be tangibly observed. The following section lists the professional standards for teachers including the competencies, skills and behavior that are demanded of facilitators in Khyber Pakhtunkhwa (KP).

There are eight standards for facilitators, each explained further in three domains of 1) knowledge and understanding, 2) dispositions, 3) performance and skills
Standards are:

Standard # 1	Instructions, learning and learning environment
Standard # 2	Development of Learners
Standard # 3	Values
Standard # 4	Assessment & Monitoring
Standard # 5	Professional Capacity Development
Standard # 6	Use of Information Communication Technology in NFE
Standard # 7	Community Participation
Standard # 8	Management and development of NFE facilities

Standard 1: Instructions, Learning and Learning Environment

Facilitator has sound knowledge and understanding of the subject matter knowledge and delivery process of the subject particularly in relation to existing curriculum framework including subject standards, students learning outcomes and pedagogy.

Knowledge & Understanding	Facilitators know and understand:
	• The Non-Formal Education curriculum framework and its equivalency model and relationship with existing curriculum and curriculum goals and objectives.
	• In-depth knowledge of the basic concepts/ subject matter knowledge, learning materials (textbooks and Facilitator guides) and structure of NFE.
	• The process of acquiring knowledge of the subjects they are going to teach in multi grade/ package classroom situation.
	• The significance of vertical and horizontal integration of grades and subjects for effective and fast-track teaching and its usability in practical life.
	• Techniques to plan, develop, implement, and modify/ adapt instructional strategies based on students' individual needs, development progress, learning styles, social contexts, and prior knowledge to help all students learn.
	• A variety of instructional approaches and the use of various technologies including digital/ tech-based tools, to promote thinking, self-directed learning and understanding.

	• Classroom management principles, significance of positive and interactive learning environment, collaboration, and peer learning for meaningful dialogue.
Disposition	Facilitators value and are committed to: • Apply multiple ways to impart knowledge to learners. • Make knowledge applicable to real world situations. • Address the diverse talents of all students and helping them to develop self-confidence, self-directed learning and subject matter competence. • Encourage students to develop a positive attitude towards and an interest in the subject area. • Develop students' critical thinking, intellectual curiosity, independent problem-solving, self-driven learning, effective communication, team work and cooperation. • Establish positive learning environment by inculcating democratic values, responsibility, respecting each other's opinions, fair participation, and healthy competitive behavior that facilitate learning in the classroom. • Implement positive discipline strategies to develop personality of the learners and discourage physical, emotional, verbal and psychological punishment.
Performance & Skills	Facilitators demonstrate their knowledge and understanding through: • Effectively explaining the content in multiple ways and relate with all required relevant components. • Linking student's prior knowledge with new knowledge by using appropriate tools. • Giving examples of application of the content from practical life. • Planning and implementing lessons by organizing instructional activities flexibly and materials using digital and conventional tools and resources, adapt the same as per learning needs of learners of all ages and their learning levels for improved performance. • Reflecting systematically on the effectiveness of lessons and approaches to teaching and reinforcement. • Creating interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from across several subject areas. • Maintaining, monitoring and improving a learning community in which learners assume responsibility for themselves and others, participate in decision-making and work both collaboratively and independently, demonstrate patience, self-control, and leadership. • Enabling learners to create peer groups, set targets, use conventional and digital resources, create a culture of responsible leadership and followership among learners that respect socio-economic and cross-

	cultural diversity in a self-directed learning mode in and outside the classroom.

Standard 2: Development of Learners

Facilitators will be able to identify learners' developmental and learning needs and to cope with their individual differences to maximize their learning potentials, and create conditions for holistic (social, intellectual, emotional and physical) development of children, youth and adults.

Knowledge & Understanding	Facilitators know and understand: • How students of diverse and different age groups, different backgrounds and ethnic identities, nationalities, and learning challenges and different abilities construct knowledge, acquire skills and develop positive attitude. • How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family and community values. • The needs of all students based on their learning differences, cultural and socio-emotional differences, special physical or emotional challenges. • The processes and skills that help students to develop knowledge, skills and dispositions of reflective thinking and enable students to solve problems in and out of the class. • Importance of life-skills and career skills of learners that can harness their interest for life-long learning.
Disposition	Facilitators value and are committed to: • The belief that all children, adolescents and adults bring talents and strengths to learning. • Appreciate the diverse talents/ multiple learning styles of all students and helping them to develop self-confidence, self-direction and subject matter competence. • The belief that all children and adolescents can learn at high levels and achieve success while pursuing their career goals. • Treat all students equitably, which positively impacts emotional and cognitive development of learners.
Performance & Skills	Facilitators engage in activities to: • Promote critical thinking, problem-solving and decision-making skills by engaging students in a democratic classroom culture. • Apply basic learning theories to accommodate differences in student intelligence, perception and learning styles. • Encourage cooperation and collaboration for improved communication and collective problem solving.

	• Foster emotional intelligence skills among students including empathy, cooperation, resilience, self-awareness, self-control, self-direction for improved and consistent learning in and outside the classrooms.
	• Inspire learners to pursue career goals by presenting and showcasing successful case studies and models in the centers and outside in nearby areas
	• Demonstrate situations to enable learners to learn independently and in peer groups outside the NFE setting.

Standard 3: Values

Facilitators understand Islamic, ethical, social and universally accepted values and the importance, to create harmonious teaching & learning environment.

Knowledge & Understanding	Facilitators know and understand: • The code of conduct (beliefs, prayers and practices) in the light of the Holy Quran and Sunnah (i.e. Marof (Good) and Munkir (Evil), equality, justice, brotherhood, balance, tolerance, peace and ethical values for other religions). • The values which are globally accepted, factors affecting peace, decline of the values and ethics. • The positive effects of peaceful co-existence, tolerance and social justice on the moral development of learners. • How these Islamic and universal ethical values are incorporated in learners' beliefs and practices to bring peace. • Essential principles of Islamic values in the NFE textbooks/material and other resources available in soft and hard forms.
Disposition	Facilitators value and are committed to: • Aware amongst learners that the Quran and Sunnah are the only valid sources for knowing about Islamic values. • Respect for individual and cultural/ religious differences, and appreciate the worth of each individual and cultural/ religious group. • Encourage tolerance, recognize diversity and have sound understanding about conflict resolution, co-existence, inter-faith harmony.
Performance & Skills	Facilitators engage in activities to: • Create a learning environment in which individuals and their opinions are respected. • Practice Islamic code of conduct by their own behaviors and dialogue with learners for practicing the same. • Use knowledge of Islam taking into account issues of human rights, sexuality, social class, gender, race, ethnicity, language, age and special needs.

| | • Create a safe and secure learning environment that attracts out of school children and improve retention rates of those enrolled. |

Standard 4: Assessment and Monitoring

Facilitators understand various assessments and monitoring methods / strategies to evaluate learners' learning and use feedback/ results to modify and improve teaching strategies for improved students learning outcomes using conventional tools and tech-based resources**.**

Knowledge & Understanding	Facilitators know and understand: • Different types of assessments (formative and summative) for evaluating how students learn and what kinds of experiences will support their further growth and development. • Monitoring and its purpose in teaching & learning as well as benefits of mentoring and classroom-based monitoring and mentoring. • The results of monitoring and assessment to improve instructions and teaching & learning strategies. • Technology, digital gadgets, software and applications including online and offline resources that manage assessment and monitoring data.
Disposition	Facilitators value and are committed to: • The belief that students' learning outcomes are the basis for knowledge and the deficiencies are opportunities for learning. • Fair, objective assessment, monitoring and reporting to learners and parents. • Facilitate learners to see assessment as a challenge and not as a frightening experience. • Cooperate with monitors and mentors by fair demonstration of teaching & learning and receive criticism positively and improve on those basis.
Performance & Skills	Facilitators engage in activities to: • Develop and use facilitator made and tech-based system generated tests for continuous internal assessment of student performance and skills throughout academic session. • Appropriately use non-formal education management information system (NFEMIS) and other tools and applications available for monitoring and assessment • Analyze student performance using result, and to modify instructional plans that promote desired student learning outcomes. • Provide students with constructive feedback on their learning and encourage them to respond to the feedback. • Accurately document and report assessment data to parents and professional staff. • Promote opportunities for students to engage in self-assessment activities.

	• Improve teaching and school situations through monitoring, feedback and learning using monitoring and feedback system.

Standard 5: Continuous Capacity Development (CPD)

Facilitators take responsibility to continuously update content knowledge, adapt strategies to effectively transfer the same to learners, innovative and flexible learning models that suit to the learning needs of out of school children, low-literate youth and adults, knowledge of NFE as an effective approach to provide right to education, of learners and management of NFE facilities.

Knowledge and understanding	Facilitators know and understand: • The need to have certain level of mastery over subject matter knowledge, pedagogical skills. • Self-assessment strategies to identify their areas of improvement as well as use learning outcomes of learners to discern areas of improvement. • Learning theories, modern research findings and local conditions and application of the same in designing and imparting instructions. • Individual professional development plan, career goals, significance of consultations, identifying resources including digital resources for professional development, and professional courses. • Code of conduct for teachers, school/ center's improvement principles, and management of NFE centers.
Disposition	Facilitators value and are committed to: • Understand and value the need of continuous professional development and reflective practice. • Take responsibility of continuous professional development, advanced learning and that adhering to professional development plan can help improve professionally. • Read articles, research reports, educational resources produced by professionals and professional organizations and educational courses by academia are effective tools for professional development. • Participate in training workshops/ courses, learning teaching skills and application of the same in classroom is an effective way forward for professional development. • Share successful professional experiences with colleagues to nurture productive peer relationships in trainings, formal and informal gatherings.
Performance and skills	Facilitators engage in activities to: • Reflect and critically examine their practices to be free from prejudice. • Demonstrate problem solving, decision making, critical thinking and effective communication skills in classrooms.

	• Apply learning from Continuous Professional Development activities to improve their teaching practice and other aspects of school development and provide right to education and literacy to all children, youth and adults without any discrimination.
	• Learn through provincial, national and international professional education organizations/ academia and through print, electronic and social media.
	• Participate in educational refresher courses, formal and informal sessions, seek advice of others and draw on action research to improve teaching practice as part of individual professional development plan.
	• Implement code of conduct and uphold ethical behavior in teaching, learning, monitoring and assessment.
	• Demonstrate reflective practices that encourage comparing student performance with teaching inputs voluntarily.
	• Manage NFE facilities, positively engage parents, local communities and organizations, and implement NFE center improvement plan in true spirit.

Standard 6: Use of Information, Communication Technology in NFE

Facilitators communicate effectively with their learners using different verbal and non-verbal techniques and use ICT gadgets and related tools/ applications as part of data management and data driven management in NFE. In addition, facilitators understand the use of English and effectively communicate in English, Urdu and local languages for better teaching learning process.

Knowledge and understanding	Facilitators know and understand:
	• The learners' background (socio-economic, cultural) their individual learning needs and learning styles.
	• Functional English language related to their subjects.
	• Behavior changes communication (BCC) as an effective tool to communicate and build linkages with learners, communities, professional organizations, NFE providers and administrative departments.
	• Use of suitable software and applications for word processing, filing, research, data storage and presentation of information and their effectiveness in improving NFE at local level.
	• The techniques of effective communication and have clear understanding of digital gadgets, software, applications and tools.
Disposition	Facilitators value and are committed to:
	• Improve communication skills of learners by building on learners' prior experiences and socio-economic and cultural strength of diverse backgrounds.

	• Believe that necessary functional English, Urdu and local languages related to the teaching of their subjects are mandatory. • Foster diversity of opinions among students and celebrating it in the classroom and prepare learners to demonstrate the same in their social settings. • Believe that ICT tools can help in providing uninterrupted learning during and in post emergency situations.
Performance and skills	Facilitators engage in activities to: • Have skills of making teaching participatory through engaging diverse learners into participatory learning experiences. • Have skills and ability to relate to individual students in the classroom and use verbal and body language that reflect respect and value of the students. • Demonstrate high quality interpersonal skills. • Have requisite skills of using functional English, National and local languages in teaching learning process. • Apply digital gadgets, software, applications and tools to manage data in NFEMIS, use for instructional planning, implementation, monitoring, mentoring, assessment and evaluation and use the same to make decisions and improve NFE centers. • Incorporate up-to-date information from diverse sources (print, electronic and authentic social media) in lesson plans to supplement textbooks. • Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking and problem solving in conventional classroom setting and online/ offline learning situations and prepare learners to become self-directed learners.

Standard 7: Community Participation

Facilitators work in collaboration with all stakeholders including parents/ families, professionals, parent teacher Council (PTC) and the community to create and maintain interactive, safe, inclusive and joyful learning environment.

Knowledge and understanding	Facilitators know and understand: • The stakeholders (parents, family, employers, community members, Parents Teacher Council (PTC), Civil Society Organizations (CSOs) / Community Based Organizations (CBOs), who they are and what their stakes are in NFE centers. • The communication strategy which is relevant and effective in engaging different stakeholders for overall development of NFE facilities
Disposition	Facilitators value and are committed to:

	• Appreciate the community's and stakeholders' participation and their meaningful contribution in development of NFE centers and well-being of learners. • Allow genuine community participation in access, retention, addressing the drop-out challenges, and provision of quality learning in NFE centers. • Engage local community, professional organizations and young volunteers to improve the overall learning environment for students and inculcate leadership, responsibility, flexibility, tolerance, democratic values etc. • Facilitate the intellectual, physical and moral/psycho-social development of students through cooperative learning and interaction with families and community institutions.
Performance and skills	Facilitators engage in activities to: • Prepare plan for regular meetings with learners' families to discuss their performance, challenges and solutions in this relation. • Create opportunity (international/national/local events or days to promote local culture) for community involvement for improving NFE environment. • Materialize productive relationships and develop cooperative partnerships with diverse families, educators, micro-finance linkages, rights-based institutions, and others in the community in support of student learning, provision of rights, protection and wellbeing. • Link NFE centers with business, industry and community agencies and civil society representatives working in areas of human/ child rights, disaster preparedness, health, environment, education, etc. • Prepare families and communities to support learners in managing homework and learning at homes without teacher's supervision and support.

Standard 8: Management and Development of NFE facilities

Facilitators manage resources of the NFE facilities effectively for consistent development and well-being of learners and local communities.

Knowledge and understanding	Facilitators know and understand: • The NFE centers/ facilities basic functions, community linkages, data management tools and processes, management and use of learning resources. • The NFE strategic framework (vision, mission, goals), and targets of NFE centers' development plan. • The significance of monitoring and feedback for development and complaints system for improvement as well.

	• The financial and human resources are critical in developing the NFE centers consistently.
Disposition	Facilitators value and are committed to: • Develop participatory strategic framework jointly with local people, professional organizations and learners. • Develop center's development plan to strategically improve the NFE centers on regular basis. • Manage data at various levels and use of ICT gadgets and related tools (applications and software) such as EMIS are useful strategies for data driven management of NFE facilities.
Performance and skills	Facilitators engage in activities to: • Adhere to NFE center's strategic framework and NFE centers' development plan • Mobilize adequate financial, material and human resources in implementing the centers' development plan. • Manage data in EMIS and other software/ tools and applications at provincial level and use the same to improve NFE centers for overall well-being of learners. • Manage additional enrollment of out of school children and low-literate youth and adults. • Engage professional organizations and experts in developing and managing NFE center. • Update all records and implement complaints mechanism system.

Standards for Non-Formal Education (NFE) Learning Environment

Learning Environment

Education plays a vital role in helping people cope with their situation, poverty, and other problems and establish quality in their lives. It can provide knowledge, skills, and attitudes for survival, and may offer opportunities for change that will improve equity and quality of education. There is a substantial number of children who are out of school, so the authorities, communities, and developmental partners have a responsibility to ensure that all individuals have access to relevant, quality education in a needed and secure learning environment. NFE promotes the physical protection and psychosocial well-being of learners, teachers, and other education personnel. Learners, teachers, and other education personnel are often subjected to physical or psychosocial risks on their way to and from education and within the learning environment. NF Education programs require physical and psychosocial protection. Temporary and permanent education facilities, including NFE schools, centers, learning spaces, and student-friendly places, should be located, designed, and constructed to be resilient to all possible threats and hazards. These need to be accessible to all the people they are intended to serve.

Appropriate and safe non-formal education environments ensure educational continuity. They can become centers for community activities and provide services that are critical to reducing poverty, illiteracy, and disease.

The overall objectives of School Learning Environment is to create accessible, safe, supportive, and stimulating learning environments to increase learners' motivation that promotes knowledge, skills, and attitude toward learning, positive social interaction, and active participation in learning.

Standards for Learning Environment of Non-Formal Education (NFE)

1. ACCESSIBILITY
2. FACILITIES AND SERVICES
3. CONDUCIVE CLASSROOM ENVIRONMENT
4. PROTECTION AND SECURITY
5. COMMUNITY PARTICIPATION
6. USE OF INFORMATION COMMUNICATION TECHNOLOGY (ICT)

STANDARDS AND INDICATORS

No	STANDARDS	DESCRIPTION	INDICATORS
1	**ACCESSIBILITY**	Equal and easy access for all learners to NFE centers.	1. Ensure the accessibility of all targeted learners to the NFE Centers. 2. Post visible and clear signboards to identify the NFE centers. 3. Make sure that Individuals and social groups that are marginalized on social, economic,

			religious, and ethnic basis, are given priority in NFE centers.
			4. Design the schedule of NFE centers more flexible and suitable to all learners.
			5. Promote the enrolment process.
			6. Provide opportunities to a wider community to fulfill their learning needs through NFE.
			7. Facilitate NFE Learners in mainstreaming to formal schools through assessment and certification.
2	**FACILITATION AND SERVICES**	Provision of basic infrastructure facilities, human and financial resources, and services.	1. Make appropriate seating space for learners.
			2. Appoint trained and professional teachers in NFE Centers.
			3. Involve the community in enhancing infrastructural facilities for the teaching-learning process.
			4. Ensure the availability of clean drinking water.
			5. Provide appropriate sanitation facilities for personal health and hygiene in the learning center.
			6. Ensure proper lighting and ventilation as well as a safe electricity facility in the NFE centers.
			7. Ensure the availability of Teaching, learning, and supplementary reading materials/teaching kits to all the teachers and learners at NFE centers.
			8. Provide facilities like ramps with the support of local communities for differently-abled learners in the NFE centers.
			9. Provide opportunities for sports, co-curricular, and recreational activities to the learner for entertainment and sound health.
			10. Ensure the availability of technical workshop equipment with the support of local communities in the NFE center for the development of vocational and technical skills.
			11. Make a plan for the Maintenance & Repair (M&R) of NFE Centers.
			12. Facilitate the NFE centers with first aid, health & hygiene kits used for the health of learners in the time of any emergency.
3	**CONDUCIVE CLASSROOM ENVIRONMENT**	Creating an environment that promotes the active	1. Make appropriate seating arrangements in the classroom to promote a learner-centered approach.

		teaching-learning process.	2. Arrange and maintain a learning environment for the development of positive behavior (tolerance, respect for others) and attitude of learners.
			3. Manage learners' behavior constructively that promotes independence, and cooperation through developing their social, emotional, and behavioral skills.
			4. Develop and promote a culture of peace, tolerance, co-existence, and inter-faith harmony among learners and teachers of NFE centers.
			5. Promote an inclusive, vibrant, and collaborative classroom culture, fostering a dynamic and interactive learning environment.
			6. Adapt learning methodologies as per the needs and interests of the learners for motivation.
			7. Develop a fair and equity-based learning environment for teachers and learners.
			8. Motivate learners through demonstration, live interaction, physical activities, exposure visits, etc. for outside learning.
			9. Ensure the NFE teachers, learners, and communities are sensitized to gender-based issues and needs.
			10. Create a special arrangement for teachers and learners with minor or moderate learning challenges.
			11. Conduct Teachers' assessments to recognize learning gaps and use the same to make decisions for the effective teaching-learning process.
			12. Develop the NFE centers that have a vision, mission, and values as well as a code of conduct and all learners and local community members are well conversant.
4	SAFETY AND SECURITY	A safe and secure learning environment to enhance the smooth teaching-learning process.	1. Make safe and secure access to NFE center routes for learners and teachers.
			2. Develop learning environments in the NFE centers that are safe from all kinds of harm to both learners and teachers.
			3. Provide a learning environment that promotes psychosocial well-being to acquire the knowledge and skills needed for learning.

			4. Create awareness about Disaster Risk Reduction (DRR) measures among learners and teachers.
			5. Ensure the Safety of workshop equipment, and vocational materials of NFE centers.
			6. Ensure that the learners and teachers of NFE centers are safe from abuse, bullying, neglect, discrimination, and other exploitation.
			7. Ensure provision of all rights to learners including the right to survive, education, development, recreation, expression, health, and safety.
5	**COMMUNITY PARTICIPATION**	Active participation in the community to promote all curricular and co-curricular activities.	1. Constitute Parents Teachers Council (PTC) for planning and implementing the decisions. 2. Involve the community members/PTC in all sorts of curricular and co-curricular activities. 3. Involve the Community members in the enrollment campaign. 4. Ensure the participation of representatives from all segments of the locality/community. 5. Ensure Capacity building programs for community members. 6. Ensure the Coordination and information-sharing mechanism among all stakeholders.
6	**USE OF ICT.**	The Productive use of ICT for the promotion and development of learners' knowledge and skills.	1. Aware the learners of the positive use of ICT in the teaching-learning process. 2. Promote the constructive use of ICT gadgets and related software/ tools to accelerate and facilitate learners in and outside of the NFE centers. 3. Make adequate arrangements to provide uninterrupted ICT learning education during any type of emergency. 4. Identify the social barriers to the promotion of ICT knowledge and skills.

Standards for Curriculum

Curriculum consists of everything that promotes the learners' intellectual, spiritual/moral, aesthetic, emotional, social and physical development including co-curricular and extracurricular activities that include approaches to teaching, learning and assessment, the quality of relationships within the school, and the values embodied in the way the education system and a school operates. Subject curriculum refers to a document describing the aims and objectives, the scope and sequence of contents, learning activities, methods of delivery in the classroom, and evaluation and assessment techniques in accordance with the curriculum framework of that particular subject. Curriculum is an important element of the teaching and learning system, which derives its inspiration and vision from education policies stated in curriculum framework and sets its structure accordingly to describe concepts, skills and attitudes that have to be developed in students. A curriculum aims to address key questions such as the purpose of teaching, the desired level of competencies as measured by standards and benchmarks, and the scope of the subject matter to be taught. The curriculum also sets parameters for textbook authors to develop textbooks and supplementary learning materials according to the defined and agreed-upon competencies, scope and guidelines. A curriculum enables teachers to plan their classroom lessons, examiners to create assessments according to the prescribed competencies, and textbook reviewers to review the textbooks according to contents and scope. Finally, a curriculum also helps inform the general public about the wider aims of the educational objectives and processes planned for the students.

The aims of curriculum

A well-designed curriculum based on

- clear values that reflect national ideology and culture
- clear expression of the current and future national aims for education and learners' needs as individuals and as citizen's guidelines for promoting intellectual, holistic, spiritual, aesthetic, emotional, social, moral and physical development of learners
- a sense of high expectations for all, extending horizons and raising aspirations
- outcomes relating to knowledge, skills, contemporary trends, as well as personal attitudes and attributes

STANDARDS FOR CURRICULUM

NO	Standards	Description	Indicators
1	Goals, aims and objectives	The curriculum defines and elaborate curriculum goals, aims and objectives	• To achieve desirable national goals and objectives of education set in curriculum • Define curriculum objectives / instructional objectives that clearly states what a curriculum is aiming to achieve in general and what expectations are from the learners and society.
2.	Adherence with Islamic and National ideology	The curriculum is aligned with Islamic ideology and contemporary philosophies of education in the light of the constitutional provisions	• Defines framework that elaborates the overall structure of curriculum in national and provincial context • Explains rationale for the course contents in curriculum development • Focuses on national integrity, solidarity, cohesion and integrity of Muslim Ummah in alignment with international perspectives • Promotes harmony, unity and global citizenship in the light of Islamic and contemporary philosophical foundations • Provides lifelong learning with understanding and acquisition of knowledge and skills with the ability to apply it in real life

| 3 | Holistic Development | Fulfills the needs of philosophical psychological and culture foundations , cognitive and intellectual growth and development | • Creates conducive environment for personality development
• develop character building of learners in light of Quran and Sunnah
• Builds capacity of self-directed learning and balance personality
• Promotes the spirit of inquiry to discover facts through research
• Reflects Pakistani cultures, norms, values and customs
• Respects cultural diversity and traditions
• Emphasizes on the transmission/transformation of cultural heritage
• Inculcates critical thinking and reasoning skills
• Makes use of prior knowledge to explore new dimensions
• Applies learners' skills of analysis and synthesis to develop new knowledge and understanding
• Designs learning outcomes to discover the potentials of learners
• Ensures character building for holistic development of learners through curricular and co-curricular activities |

| 4 | Social Development | Emphasizes on the social needs of learners in creating conducive environment for socio-cultural development | Promotes harmony and peaceful co-existence to respect diversity Respects all faith, cultures and religion in the light of ideology of Islam and Pakistan for national harmony as mentioned in the constitution Inculcates collaboration, coordination and co-operation among learners through productive and interactive activities Promotes civic sense and respect for global citizenship Educates about human rights especially child rights as provided by international covenants and constitution of Pakistan Provides equal educational opportunities to all citizens Promotes democratic values for peaceful co-existence, unity in diversity and development of positive attitudes Quotes famous national and international personalities as role model for character building Gives awareness about population education and media explosion |
| 5 | Market oriented trends | Includes the factors of individual and collective development by adopting market oriented trends that focus on the relevant skills for the fulfillment of required needs and utilization of resources | Enables the learner to earn livelihood in a respectable and dignified way Guides and promotes the learners to respect and enhance all professions Enables for prioritization and proper utilization of resources Enhances awareness about vocational skills Enables for entrepreneurial, economic and market oriented knowledge and skills for national and global career development Sensitizes for knowledge based economy Provides knowledge and skills for effective utilization of digital resources |

6	Historic perspectives	Provides awareness about the historic facts of history of Pakistan, Islam and other religions.	• Provides awareness about the importance of relevant historic facts
			• Enables to differentiate historic facts and fables
			• Promotes a sense of responsibility and freedom of expression as provided in the constitution
			• Develops critical analysis skills of historic events
			• Acquaints with history of Islam, Pakistan and other religions
			• Provides adequate historic facts and information about Sub-continent before, during and after partition
			• Develops tolerance, patriotism, interfaith harmony and social cohesion
			• Use Holistic wisdom for future planning
7	Contemporary trends	Reflects the learners' needs and their way out to overcome the future challenges by using the latest and relevant approaches.	• Enables learner to meet contemporary challenges and global trends
			• Inculcates life skills-based education and peace education to resolve daily life problems
			• Develops contents to learn and understand ICT skills, artificial intelligence and related tools/applications
			• Use ICT tools /applications to accelerate and enhance teaching and learning
			• Creates conditions where learners have choices to take right decisions independently
			• Use digital resources to explore knowledge and skills to find out solutions of daily life problems
			• Promotes emerging trends and Modern skills, digital learning and science and technology to cope future challenges

8	Promote inclusive education	Promotes inclusive education through building understanding around identifying learning challenges and adapting the instructions accordingly to improve performance of learners with minor or moderate learning challenges	- Identify learning challenges in learners that act as barriers to learning - Promote curriculum adaptation that help in addressing learning challenges - Create conditions in classrooms where learners with various learning challenges participate in all curricula and co-curricular activities - Provide equal opportunities to learners with various learning challenges in all academic and social/ literal societies/ groups - Make peer groups intelligently that allow learners with learning challenges to the best of their potentials - Make special arrangements that permit learners to address their learning challenges without being stereotyped
9	Teaching and Assessment Strategies	Provides variety of innovative, interactive teaching and assessment strategies for imparting contents in an interactive, simulative and innovative way to attain the desired outcomes	- Develop scheme of studies in the light of guide lines present in the curriculum - Introduces teaching and learning strategies that are interactive, inclusive, effective and productive - Guides activities that are suitable to facilitate learning inside and outside the classroom - Emphasizes on diagnostic, formative and summative assessment - Embeds assessment with curricular and co-curricular activities - Focuses on a variety of assessment strategies to measure knowledge, skills and dispositions - Adapts innovative and appropriate teaching and assessment strategies, techniques and methods to enhance learning

Standards for non-formal Textbooks & Teaching and Learning Materials (TLMs)

All around the world there is increased awareness concerning the importance of high quality textbooks and other learning materials that support teaching and learning process in the classrooms. School systems in most developed countries consider the textbook as a part of a variety of tools used for teaching and learning. Most developing countries, on the other hand, consider a textbook to be the sole primary resource for students as well as for teachers. The first learning resource that students get in their hands, when they enter a school in Pakistan is a textbook. Most of the students' future academic life is focused on textbooks with a high probability of them experiencing a single textbook for each subject. This perceived role of a textbook increases its significance and necessitates the introduction and institutionalization of quality-focused processes for the development of textbooks.

Students rely heavily on textbooks as the essential source of learning and as the basis for appraisal and examination. In the absence of other learning materials, the importance of textbooks significantly increases. Textbooks provide students with facts and knowledge, and additionally provide examples of several exercises and assignments for students to practice what they have learnt. Therefore, textbooks must be designed to be student-centered.

Textbooks serve as the primary teaching resource for teachers as well, guiding their teaching process and helping them plan lessons and in setting lesson objectives. Teachers find textbooks particularly useful because they provide order and pacing of instruction and serve as a structured framework for teaching throughout the academic year.

However, textbooks by themselves cannot provide everything required to achieve curriculum objectives. This is particularly true where outcomes-based curricula, student-centered learning, problem solving and the development of thinking skills are specified.

Standards for Textbooks& Other Learning Materials

- Aligned with the curriculum by promoting child centered pedagogy
- Promote harmony and unity for national cohesion and integrity
- Support inquiry-based learning, critical thinking and problem solving
- Free from gender, ethnic, religious, sectarian, geographical, cultural, occupational biases and respect diversity
- Attractive, interesting and engaging for the learner to pursue further study
- Have authentic texts presented systematically in gradual steps
- Provide a variety of assessment opportunities to evaluate the cognitive, psychomotor and affective abilities
- Facilitates teachers to use a variety of instructional strategies to deliver the content
- To understand the application of ICT in textbook/textual materials

No	Standards	Description	Indicators
1	Compliance with Curriculum Goal and objective	Textbook of relevant subject is developed according to existing Curriculum	• Address selected SLOs /Competencies/themes and sub themes through textual material (graphs, diagrams, tables, exercises, information boxes, titbits) • Give real life examples and activities that help in mastering to address particular SLOs/Competencies/themes and sub themes • Develop textual material grade- level appropriate
2	Compliance with Islamic and National Ideology, Culture and Values.	Reflection of National ideology, culture, traditions and values in textbooks	• Promote Islamic National Ideology through textual material • Ensure textual material inclusive and free from biases like religious, sectarian, ethnic, regional, cultural, occupational, socio-economic, color, creed, intellectual biases and respect diversities. • Make sure the text and illustrations free from gender biases • Include text, illustrations and activities which reflect democratic and ethnic values of all segments of society • Extends textual material and learning activities to reinforce interfaith harmony, co-existence and respect for diversity and tolerance • Promote, Islamic cultural/ethical/democratic values through text, illustrations and learning activities
3	Quality of Content, language and logical Organization	The textbook for the relevant subject have suitable text, clear language and logical organization of content and concept	• Develop a learner centered content • Ensure textual material free from lexical/ typographic, spelling and grammatical errors • Support content (main text, exercises, activities) with conceptual understanding and include higher order thinking skills with real life examples related to the learner experiences.

No	Standards	Description	Indicators
			• Align content horizontally and vertically with curriculum and keep balance between depth and width of SLOs
			• Promote critical thinking, core skills and problem-solving skills
			• Relevant learning from previous grade and/or from previous chapters from the same grade is referred to for better understanding and reinforcement
			• Learning from textual material/similar SLOs from other subjects narrate understanding and reinforcement that helps for reducing text in book
			• Make sure that content is accurate and up-to-date and sequence of content of book is logical
			• Develop chapter/section previews/real life extracts and summaries to allow learners absorb main ideas/concept
			• Organize chapters and concepts in a way that facilitate the acquisition of learning
			• Authenticate contents in aligned with emerging trends
			• Makes text student-centered and meet the needs of society and the interests of students
			• Include a variety of tasks and activities based on observation and hands on learning that support inquiry- based learning, critical thinking, and problem-solving
			• Ensure the verification of QR code in the textual material
			• Ensure the textual material free from plagiarism and copy rights violation
4	Quality and Support for Instruction	Activity based/interactive content using modern pedagogical approaches/skills are included in the textual material.	• Develop textual material based on the sequential order of learning • Reflect teaching strategies/modern approaches such as discussion, field visits, role play, group work, question answers, projects, assignment and teacher tips

No	Standards	Description	Indicators
			• Interactive questions/discussion points are given in the chapter text and end of chapter exercises to facilitate teachers in engaging students • A variety of tasks and activities (based on observation and hands-on learning) are given which support inquiry-based learning, critical thinking and problem solving through strategies such as discussion, role play and critical thinking, problem solving and inquiry skills • Extension activities are included to provide further practice and reinforcement of concepts and skills • Make learning activities have connections with real life situations /problems
5	Physical Presentation	The physical appearance of the textbook is appealing and attractive	• Highlight name, grade of the book and year of existing curriculum clearly on the title page • Design the cover page and title page including images of real-life extracts related to the content of the book • Design a table of contents attractive for viewers • Write the names of developers and reviewers with their complete profiles on the inner side of the title page • Select the font size of the text according to set standard criteria • Include a variety of visual elements such as pictures, tables, figures, maps, information boxes, scales, data charts, mind maps • Give summary , glossaries and definitions at the end of chapters / textbook
6	Assessment	Assessment and Evaluation activities (formative and Summative) are given in textbook	• Include questions/activities for measuring learner's abilities and skills, i.e., lower and higher order, which may be derived from taxonomies, consistent with assessment practices

No	Standards	Description	Indicators
			• Develop questions/ activities/ exercises for both formative and summative assessment • Include selected SLOs/ competencies based questions/activities, to promote creativity, critical thinking and problem solving
7	Application of ICT	Ensure adequate availability of ICT resources in the textbook	• Use ICT and digital resource to support textual material • Include reference of updated data/information from authentic Sources • Include online resources given in curriculum relevant to the topic for further studies

Foot Note on Textbook Standards 1ˢᵗ page

Apply the notification Ref No.SO.(HR&MA)/AHR&MAD/1-1/2019 , dated 24.09.2020 issued by Govt: KP Auqaf ,Hajj, religious and minority Affair regarding mention of Prophet Muhammad ﷺ خاتم النبيين shall be written and used in all record . and also Apply the notification Ref NO. F(1)/AD(Isl)/2016 Dated 21 August 2020 regarding mention of Prophet Muhammad خاتم النبيين ﷺ ,and Government of Pakistan notification no F.1-1/2012/EO(CD&TPW) Dated Islamabad the 04ᵗʰ oct,2013, regarding use of English terminology for religious terms and follow the subsequent notifications in this regard

Standards for Assessment

Non-formal education refers to education that occurs outside the formal school system. Non-formal education is often used interchangeably with terms such as community education, adult education, lifelong education and second-chance education. Assessment is an integral component of the teaching learning process which provides foundation for decision making and planning. Assessment can generally be summed up as the measurement of learning. In any field of study, it is important to assess the work that has been important to understand its strength and weaknesses. The assessment can help the researchers understand how best to approach a problem and determine the effectiveness of a given intervention. It allows the student what students know and do not know and what skill they need to develop in order to support learners.

Assessment provides feedback that can help educators improve their teaching practices. It provides information that can be used to improve program effectiveness. It is important part of teaching -learning process. It provides way for teachers to measure how well students are understanding the material they are teaching. It is important for teachers to be aware of their students' misconception so they can address these during instructions. By taking into account both prior knowledge and student understanding, teachers can help ensure that all students are able to learn successfully. Assessment help to measure students' skills and creative thinking. The ability the assess the performance of students and their ability to apply newly learned skills is critical for instructors need to be able to monitor student progress and identity areas in which students need assistance.

The use of assessment tools can help instructors measures the effectiveness of their methods and identify any changes that may be need. These assessment standards will play pivotal role in bringing positive changes in the field of assessment and will provide high quality assessment system for non-formal education.

No	Standard	Description	Indicators
1	**Assessment process**	Establish a standardized assessment process including examination to ensure uniformity across the examination so that all the students are assessed against corresponding student learning outcome (SLO), benchmarks and curricula.	• Establish the assessment system across the learning streams and learning / educational levels which help to follow uniform instructions and time limits • Follow similar pattern of question papers • Ensure alignment of assessment to the prevalent curricula that is in use for various learning models/ streams and levels • Ensure proper mechanism for all types of assessments including practical and oral exam

			• Develop rubrics-based marking scheme so that assessment be evaluated on the same criteria.
2	**Taxonomy based assessment**	Assessments aim to measure cognitive, psychomotor and affective domains.	• Measure and focus equally on cognitive, psychomotor and affective domains with fair representation • Assuring quality (assess learning) of learning and improve the same using assessed all learning domains • Develop tests including items which measure knowledge, comprehension, application, analysis, evaluation and creativity • Focus on outcomes encompassing attitudes, behaviours and skills.
3	**Transparent examination**	Standardize procedures in order to curb and penalize academic misconduct such as cheating and use of other unfair means for examinations.	• Prepare guidelines, rules & regulations to penalize misconduct, cheating and use of unfair means • Print, display and disseminate guidelines, rules & regulations in the learning centers • Ensure trainings, monitoring and supervision and involved relevant staff that are well conversant with the proposed guidelines, rules & regulations.

4	**Multiple Assessment**	Focus to develop valid and reliable multiple assessment (formative, summative and diagnostic) tools for different areas to provide feedback in instructional process, curricula and educational planning to achieve the set objectives. It reflects true learning achievement of students.	• Develop multiple tools for various assessments:
			  • For co-curricular activities.
			  • For giving feedback into curricula, instructional, and educational planning.
			• Develop valid and reliable tests (formative and diagnostic) that reflects:
			  • Construct validity, based on table of specification using Student Learning Outcomes (SLOs)

			• Balance (difficulty level as per prescribed criteria) • Content validity • Reliability • Fairness • Utility • Rubrics based marking scheme • Award certificates on the basis of summative assessment.
5	**Monitoring & Supervision**	Monitoring and supervision of the examination from submission of forms to declaration of results in terms of paper setting, preparation of marking scheme, supervision, collection of materials, coding, decoding, marking, checking and rechecking of papers.	• Monitor and supervise the attendance of the staff • Monitor the logistic mechanism of examination material • Monitor the application of SOPs for examination conduct (i.e. paper start/paper end, timely collection/dispatch) • Requisite actions/ rectifications during the monitoring • Monitor and supervise the activities of coding, decoding and marking by utilization of ICT.
6	**Information and Communication Technology (ICT)**	Appropriate use of ICT for ensuring efficiency and transparency in assessment processes.	• Use items bank software (IBS) and related software to store, analyze and report assessment data • Use items for generating tests for both formative and summative assessments • Ensure availability of requisite ICT equipment. • Use necessary software that assists in assessment process • Generate reports for various users of assessment data / operational and administrative tiers and managers
7	**Accountability**	Accountability of assessment process through a system of checks & balances, monitoring and	• Build capacity of monitors and supervisors on using the monitoring and evaluation system for assessment

		supervision on regular basis.	• Develop reports using monitoring & evaluation system and improve the assessment system • Conduct audit of assessment process (pre, during and post). • Use ICT in accountability of assessment process.
8	**Continuous Professional Development (CPD)**	Uniform continuous professional training of human resource for all stages of assessment cycle.	• Develop training materials/ manuals to train staff members engaged in assessments at various levels • Develop master trainers and prepare them to cascade the same and train others engaged in assessments • Identify designated staff members involved in designing and conducting assessment (both formative and summative) – items developers, markers, data entry operators, analysts, reporters, invigilators, monitors/ supervisors etc., and build their professional capacity as per their role and on general code, rules & regulations • Make special arrangements in developing the capacity of facilitators/teachers on implementing formative assessment across the learning programs at all levels
9	**Use of assessment data**	Effective policy mechanisms to ensure appropriate use of assessment data.	• Share assessment results, findings and recommendations with students, teachers/facilitators, parents and stakeholders • Share assessment information about areas that need improvement with the authorities concerned • Generate reports for users of assessment data

			• Apply accountable facts as output of data relating to different functionaries of system
			• Provide feedback to professionals, technical teams and organizations involved in developing /revising curricula, textual material and training manuals.
10	**Productive disposition of assessment in society**	Focus on outcomes encompassing attitudes, behaviors and skills (both hard and soft) that link to positive participation in the society which motivate the learner.	• Develop assessment tools reflecting real life problems • Use assessment tools to measure • Develop a soft skill i.e. teamwork communication, adaptability, critical thinking, time management intrapersonal and interpersonal skills • Develop assessments tools to produce useful citizen to cope with the global challenges • Ensure assessment to promote positive attitude and sound behavior in the society.

Guidelines for implementation of minimum quality standards

Standards/ categories	How to use/ implement
Standards for Learners	• Developing curriculum, textbooks and supplementary reading materials • Developing items bank/ items for assessment of learners • Developing tools to test the abilities/ capacities of the learners • Teachers to refer and use these standards as point of reference to devise strategies for the development of learners in and outside the classroom
Standards for Teachers	• Use these standards and indicators to: • Select/ recruit the teachers • Develop training materials/ manuals / modules or any contents to be used for professional development of teachers • Devise strategies to deliver trainings of teachers • Develop test/ measure to test capacity of teachers • Develop any other monitoring/ mentoring tools and classroom observation checklists for monitoring and support of teachers • Rank teachers using the standards
Standards for School Environment	• Use in the training manuals/ module developed for teachers' professional development • Make sure that these standards are part of the training of teachers so as they know how to improve the learning environment • Use these standards to develop questionnaire for monitoring • Develop plan to improve classroom environment
Standards for Curriculum	• Refer these standards while developing any curriculum • Use these standards to make checklists to review the process of development and curriculum quality
Standards for Textbooks	• Refer these standards while developing any textbook Use these standards to make checklists to review the process of development and textbook quality
Standards for Assessment	• While developing test items and piloting/ finalizing them • Processes and procedures of assessment • Use of assessment for improvement

Notification of minimum standards for quality NFE in KP:

Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad
Phone #:0992-382634 Fax #:0992-381527 E-mail: director.dcte@kpese.gov.pk

NOTIFICATION:

No. 2940-46/SSW/Standards, Dated: 13/08/2024: Consequent upon the recommendations and contextualization of the Review Committee notified by this Directorate vide Letter No. 691-97/F.2/SSW/Standards/Non-Formal dated:26.02.2024, and in exercise of powers conferred under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standard of Education Act 2011, Director, Curriculum & Teacher Education Khyber Pakhtunkhwa, Abbottabad is pleased to approve the content of the reference material titled; **'Standards for Quality Non-Formal Education (NFE) in Khyber Pakhtunkhwa (Pakistan)'** developed by JICA AQAL Pakistan, for all Non-Formal Educational Institutions of Khyber Pakhtunkhwa.

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DIRECTOR

Copy forwarded for information and necessary action to the:

1. Secretary, E&SED Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director E&SED Khyber Pakhtunkhwa, Peshawar.
3. Director, Professional Development, Khyber Pakhtunkhwa, Landay Sarak Charsadda Road Larama Peshawar.
4. Mr. Asif Kasi, JICA AQAL Peshawar.
5. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
6. PS to the Director, local Directorate.

(Muhammad Athar)
ADDITIONAL DIRECTOR
Standards Setting Wing (SSW)