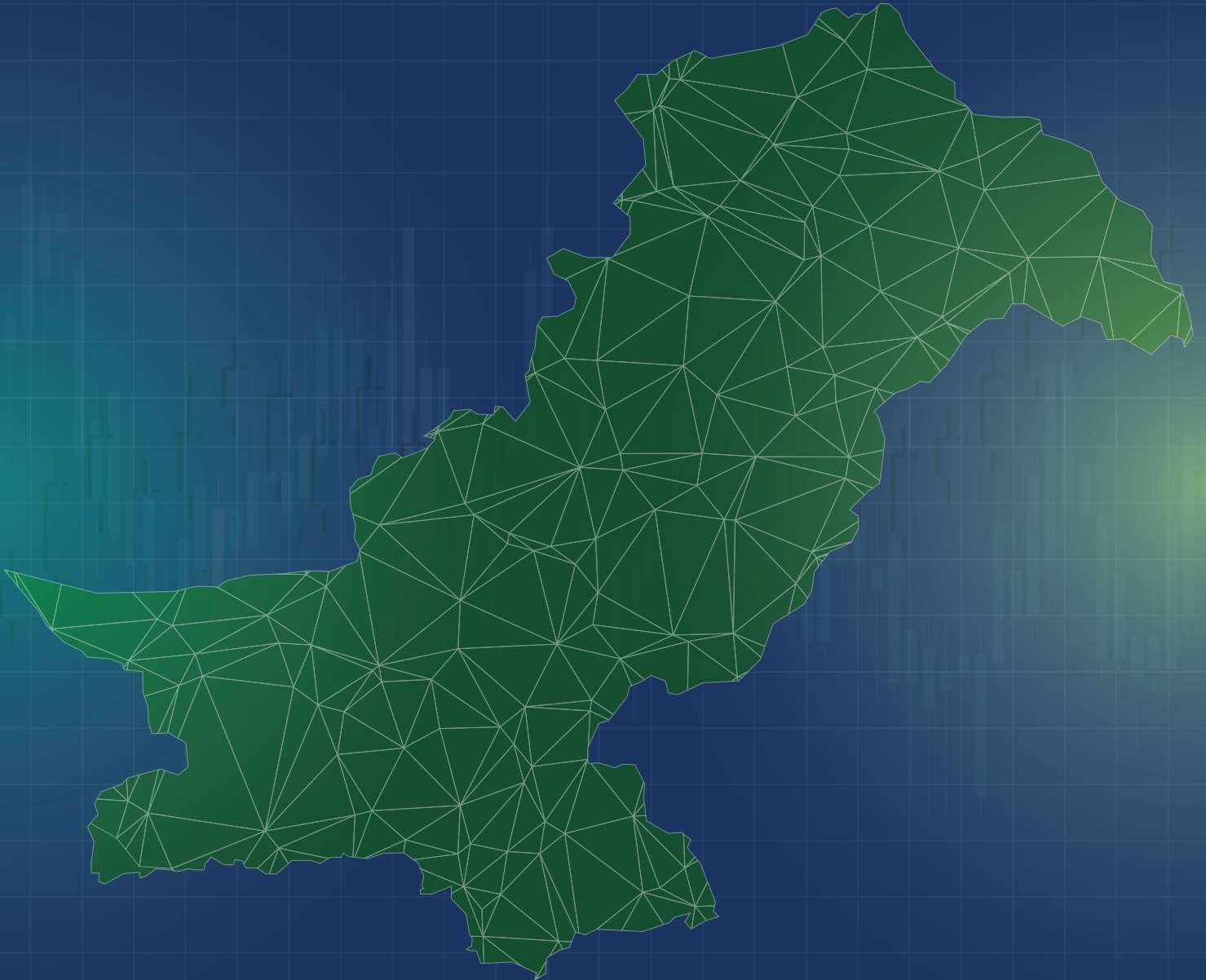


Pakistan Non-Formal Education

ANNUAL
STATISTICAL
REPORT
2021-22



National Non-Formal Education
Management Information System
Pakistan Institute of Education (PIE)
Ministry of Federal Education and Professional Training
Government of Pakistan

In collaboration with
JICA-Advancing Quality Alternative Learning (AQAL-II)
March, 2024

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ACRONYMS

ALC	Adult Literacy Center
AEPs	Accelerated Education Programs
ALPs	Accelerated Learning Programs
ASC	Annual School Census
AJK	Azad Jammu & Kashmir
GB	Gilgit-Baltistan
ICT	Islamabad Capital Territory
HCI	Human Capital Index
HDI	Human Development Index
KP	Khyber Pakhtunkhwa
NEC	National Education Census
NEMIS	National Education Management Information System
NEP	National Education Policy
NER	Net Enrolment Ratio
NFEMS	Non-Formal Education Management Information System
NFBE	Non-Formal Basic Education
NGOs	Non-Government Organizations
PIE	Pakistan Institute of Education
OOSC	Out of School Children
SDGs	Sustainable Development Goals



Waseem Ajmal Chaudhary

Secretary

**Ministry of Federal Education and Professional Training,
Government of Pakistan**

I am delighted to present the Non-Formal Education Report 2021-22, a continuation of our commitment to providing comprehensive and insightful data on the state of education in Pakistan. This report goes beyond presenting statistics by offering a meticulous analysis of data, identifying key areas that warrant attention from policymakers and planners.

Pakistan grapples with a substantial challenge of addressing the rising population of out-of-school children (OOSC) and adult illiteracy, a task heightened by the increasing rate of population growth but the expanding educational requirements are beyond the capacity of the current formal education system to adequately address. Non-formal education becomes an instrument of empowerment for marginalized communities like women, minorities and low-income groups. Aptly fulfilling the commitment to the SDG 4, we need to build a robust and all-inclusive literacy and non-formal education sector policy framework.

The findings of this report reaffirm the dedication of the Ministry of Federal Education and Professional Training to fulfilling its constitutional obligations under Article 25-A – Right to Education. With a focus on marginalized and disadvantaged groups, the report aims to guide resource allocation for more targeted interventions.

The collaboration between public and private development sector organizations showcases a collective commitment to providing diverse educational opportunities, contributing significantly to the broader landscape of education in Pakistan as the report sheds light on the investments made by federal and provincial governments in education.

It is my hope that the insights presented here will contribute significantly to shaping education policies, sectoral plans, and government priorities, fostering efficient resource allocation to enhance access and improve quality and governance in education.



Dr. Muhammad Shahid Soroya Director General

**Pakistan Institute of Education,
Ministry of Federal Education and Professional Training,
Government of Pakistan**

Informed decision-making underpins effective educational management, institutional development, service delivery, and accurate assessments. Data-driven Project Management (DDPM) offers an optimal approach for making informed choices throughout the non-formal education planning, implementation, analysis, synthesis, monitoring, and evaluation cycle.

Recognizing the critical need for dedicated NFE data, Pakistan Institute of Education (PIE) partnered with JICA to establish the Non-Formal Education Management Information System (NFE-MIS). This online database serves diverse stakeholders across public and private sectors at various administrative levels. Separate Technical Committee and Coordination Committee for NF-EMIS have been established on the analogy of formal EMISs. 6th Joint Session of these committee was held in August 2023 at PIE for consolidation of NFE data for the year 2021-22 of all NFE providers at federal/provincial levels.

NFE-MIS comprehensively manages NFE data in Pakistan, encompassing learner information, teacher details, learning centers, academic achievements, attendance records, learner tracking, out-of-school children (OOSC) status, center monitoring, and procurement. This holistic view empowers data-driven management (DDM) for qualitative and quantitative educational improvement. Personalized dashboards and reporting systems provide each user/organization with real-time insights into their interventions. Moreover, NFE-MIS data feeds into broader education sector initiatives.

The 2021-22 NFE Statistical Report reflects the dedication and contributions of NFE practitioners nationwide. The report reveals 25,565 NFE centers (NFBs, ALPs, and adult literacy centers) across Pakistan, staffed by 27,763 teachers and serving 919,128 learners. Learner enrollment is concentrated in Punjab (46%), followed by KP (27%) and Sindh (13%) with AJK and ICT exhibiting the lowest figures.

We envision this National Non-Formal Statistical Report serving as an authoritative information source for all stakeholders, particularly educationists and researchers, offering a clear picture of Pakistan's NFE landscape. We urge federal, provincial, and area governments to leverage this valuable data for informed planning, strategic development, and collaborative learning.

In closing, we commend the MIS Wing & JICA-AQAL team for their invaluable contribution in preparing and publishing this report. Recognizing the constant pursuit of excellence, we anticipate PIE's continued journey towards achieving this ambition.



EXECUTIVE SUMMARY

According to recent estimates by the Pakistan Institute of Education (PIE) during year 2023, Pakistan accommodates approximately 26.2 million out of school children (OOSC) of 5-16 years of age. The OOSC number has increased drastically during the past few years as COVID-19 and deadly floods that hit Pakistan during 2021-22 exacerbated the OOSC crises and increased the number from 23 million to 26 million approximately. It is pertinent to mention that Non-Formal Education (NFE) has been actively responding to the OOSC crises as an alternative, flexible and equivalent learning model both in normal and emergency circumstances. NFE has witnessed innovative and system level developments during the past few years and has strengthened NFE system through NFE policy, planning, creating functional NFE systems, enhancing funding, designing and scaling up the accelerated learning programmes (ALPs) for Primary and post primary levels as well as foundational literacy modules for youth and adults. Vocational skills-based ALP (Middle-Tech) has also been serving as an innovative and attractive learning model for OOSC. Besides, non-governmental organizations have also taken greater level of interest in the field of NFE and have shouldered the state responsibility in providing right to education to all children without discrimination. Recently, MoFEPT, through its attached organizations, and NFE providers/ NGOs have developed a successful model of addressing OOSC issues through “ZERO OOSC Campaign” in ICT with technical assistance provided by JICA-AQAL, which built partnerships through an effective coordination system, intervened locally with active support of local people, identified and enrolled OOSC and developed effective monitoring mechanism to track and retain OOSC. The campaign successfully identified over 80,000 OOSC and enrolled 70,000 of them. One of the strategies to bring OOSC in the learning system was establishing ALPs through NGOs/ NFE providers, while public and private sector schools contributed through morning and evening shift enrollment drives. It was evident that NFE as an alternative, equivalent and flexible learning stream appeared critical as a cost effective and quick solution in addressing the OOSC issues.

Objective of the NFE statistical report is to inform stakeholders, policy and decision makers about how NFE is contributing in addressing the OOSC issues and why NFE can serve as an alternative, cost effective and flexible learning system in not only addressing the OOSC crises but also in uplifting the literacy situation in Pakistan.

Report statistics reveal that there were 25,565 NFE centers (NFBES/ ALPs and adult literacy) centers in all areas and provinces in Pakistan with 27,763 teachers and an enrollment of 919,128 learners in 2021-22. The enrollment figures were actually 1,215,971 in this reporting period, and approximately 296,843 learners were mainstreamed by handing over NCHD and BECS run NFE centers to the School Education Department. Out of total NFE enrollment, 59% were girls, and highest female percentage was observed in Sindh where girls were 73% of the total enrollment, while lower female percentage was noted in AJ&K where their percentages were 51%. Maximum enrollment was found in Punjab (46%) and minimum enrollment was noted in AJK and ICT where NFE enrollment was 2% each. It is pertinent to mention that majority (79%) of these NFE centers were Co-Education (mixed) centers that genuinely helped in promoting girls' enrollment, which enhanced the enrollment to 59% from 54% in previous reporting period. It is equally important to specify that out of total 27,763 teachers, 81% were females. Maximum percentage of female teachers was noted in ICT and GB where 87% were female teachers, while lowest female teachers' percentage was noted in GB where female teachers were 65% of the total NFE teachers.

Further, data reveal that 94% of the total NFE centers were NFBES/ ALP for out of school children, while remaining 6% were youth/ adult literacy centers. Out of total NFBES/ ALP centers, 98% were primary level centers, while 2% were middle level centers. This shows us that graduates of NFBES/ ALP centers at primary level hardly obtain the opportunity to continue their education to middle level.

Furthermore, ALP (Middle-Tech) is a new learning stream that was developed by the AIOU, collaboratively with JICA-AQAL, and implemented in a hybrid learning way across the country. Data further presented that 0.3% of the total NFE learners were refugees and stateless (4%). The refugees that constituted 96% of the total Non-Pakistanis were Afghan refugees, while stateless children that constituted only 4% of the Non-Pakistani enrollment belonged to Bengalis and Burmese. At the same time, data of learners reveal that 2% of the total enrollment were Non-Muslims and out of these Non-Muslim learners 86% were Hindus and 14% Christians. It is important to note that 36% of the total Non-Muslim learners were girls. In addition, data presented that 81% of enrollment was contributed by public sector NFE organizations whereas remaining 19% belonged to private/ development sector organizations. Approximately 71 organizations were operating in NFE sector, out of which public sector departments and directorates operate at large scale and contribute major funding proportion. However, private/ development sector contribution was also worth appreciating in providing right to education to all children.

The NFE statistical report recommends to expand NFE to deal with massive OOSC who have crossed 26 million number. It is also recommended to invest more on the Accelerated Learning Program (ALP) at the middle education level (Middle and Middle-Tech) (total 1.5 years) as well as to scale up the ALP at the primary education level (total maximum 2.5 years) to provide access of overage OOSC to fast track and equivalent education programmes, as 59 % of OOSC in Pakistan are overage (10-16 years of age). Similarly, a well thought out attention is needed for youth/ adult literacy as only 40,309 learners were found enrolled in only 1,590 literacy centers while over 67 million illiterate population of 10 years and above is waiting for learning literacy, numeracy and skills. It is therefore recommended to invest wisely on ALPs and youth/ adult literacy by integrating vocational skills and delivering the same through distance learning, digital and hybrid delivery strategies.

OBJECTIVES OF NFE STATISTICAL REPORT

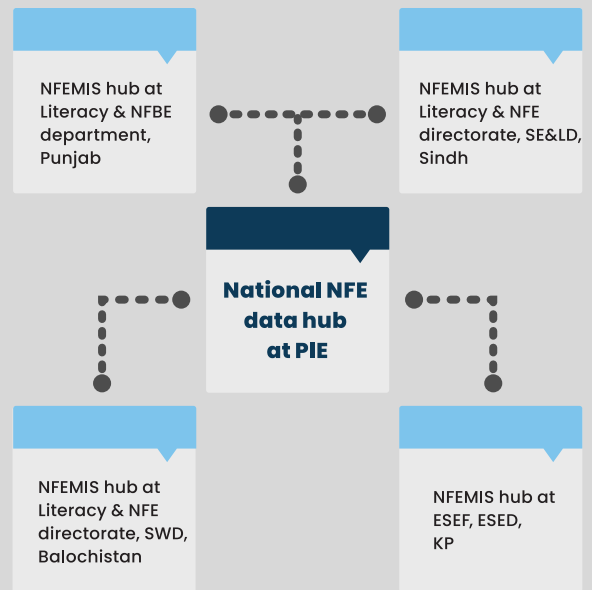
Objective of the NFE statistical report is to inform stakeholders, policy and decision makers about how NFE is contributing in addressing the OOSC issues and why NFE can serve as an alternative, cost effective and flexible learning system in not only addressing the OOSC crises but also in uplifting the literacy situation in Pakistan.

Specific objectives include:

1. To widely disseminate NFE information with particular emphasis on establishing a fact that NFE is serving as an alternative, flexible and cost-effective learning model in addressing the OOSC crises in Pakistan
2. To develop evidence-based plans and policies for NFE in provinces and areas in Pakistan
3. To create a culture of data driven management of NFE programmes and strengthen NFE system to make the same a responsive, effective and efficient delivery system in Pakistan
4. To promote research and development in the field of NFE in Pakistan

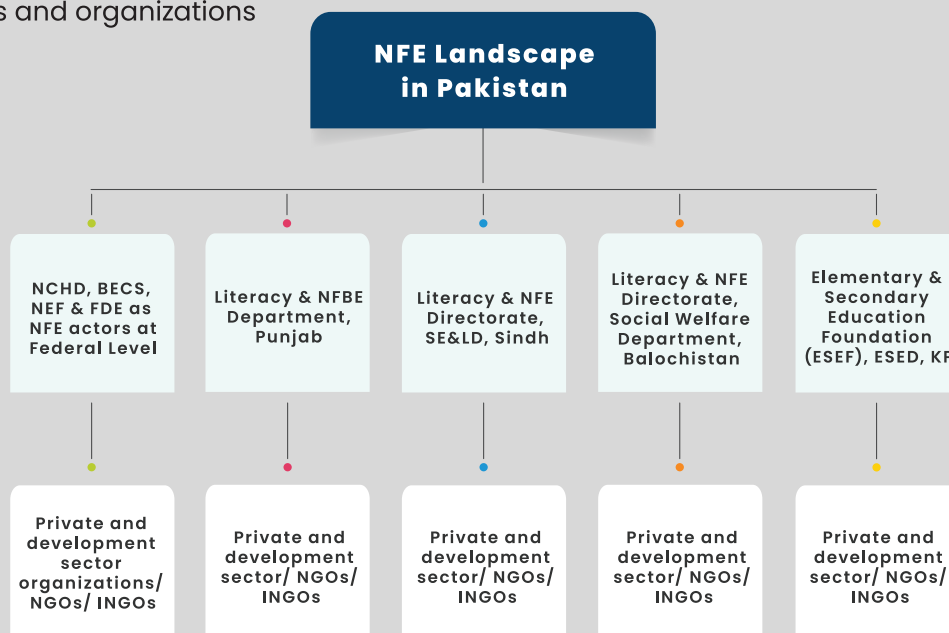
DATA COMPILATION MECHANISM AND DEVELOPMENT OF THIS REPORT

Non-Formal Education Management Information System (NF-EMIS) is a web-based data management system that has its approved and functional hubs in all provincial departments/ directorates of literacy & non-formal education (L&NFE) and these provincial NFE data hubs collect, validate and compile data at provincial levels and then supply the data to national NFEMIS hub that is available at PIE. It contains data of all NFE centers operating across the country in public, private and development sectors. Separate Technical Committee and Coordination Committee for NF-EMIS have been established on the analogy of formal EMISs. 6th Joint Session of these committees have been held on 23-24th August 2023 at PIE for consolidation of NFE data for the year 2021-22 of all NFE providers at federal/provincial levels. Hence the NFE data reported throughout this report has been extracted from NF-EMIS.



NFE LANDSCAPE IN PAKISTAN

The landscape of Non-Formal Education (NFE) in Pakistan comprises the following directorates, departments and organizations



BACKGROUND

According to UNDP 2021-22, Pakistan is ranked at 161 out of 191 countries in Human Development Index (HDI), placing the country among those at bottom. Similarly, the Human Capital Index (HCI) ranking for year 2020 places Pakistan at 144 out of 173 countries, again at bottom as in HDI. It is pertinent to mention that both HDI and HCI counts literacy rate and years of schooling/participation rates as basic indicators in calculating the said development indexes. Low literacy rate, prevalence of out of school children and low quality of education are among the major reasons for low development indicators and putting the country at bottom of both development indexes.

According to PSLM 2019-20, literacy rate of 10 years and older population in Pakistan is 60%, while the same for 15 years and older is 57% and is 72% for youth age cohort (15-24 years). Data further reveal that literacy rate in urban Pakistan is better than rural areas; 74% and 52%. Literacy rate of women is significantly less as compared to male especially in rural areas. Data confirm that literacy rate of women is 49% as compared to men who are 70% literate. Similarly, women in rural Pakistan are only 39% literate, while literacy rate of women in rural Balochistan is only 22%. It is worthwhile to mention that low literacy especially in rural areas impact negatively to survival and health related indicators, which are counted as well in calculating development indicators.

In addition to low literacy, out of school children (OOSC) is another critical issue, which not only contributes to low literacy but also in poor school participation/ years of schooling rates. According to Pakistan Education Statistics Report 2016-17, 26.2 million children (39%) between the ages of 5 and 16 are out of schools in Pakistan. It is important to note that out of school children of 5-9 years are only 41% whereas remaining cohort of 10-16 years of age constitutes the big chunk; 59%. This age cohort signifies a huge range of diversity and complexity with reference to their education. Most of them have become overage owing to missing early years of schooling or dropping out from schools before completing primary or elementary education cycles. Children belonging to this age cohort have to face difficulty in readmitting to schools owing to formal school's admission policy. Therefore, they necessarily require a second chance to educate themselves and re-enter the educational stream to complete basic education and continue their education as well. Out of school children's data have been reported by a few other sources, but the number and percentages of OOSC are alarming and are contributing to low development indicators. It is important to mention that education is a fundamental right of all children of 5-16 years as per article 25-A of the constitution of Pakistan that guarantees free and compulsory education to all the children between the ages of 5 and 16 years.

In a situation where literacy rate is alarmingly low and out of school children are huge, the response strategy has been innovative, well thought out and be devised on emergency basis so as the criticality of the low literacy and out of school crises is dealt seriously and intelligently.

Applicability of Non-Formal Education (NFE), which is a combination of Non-Formal Basic Education (NFBE) and youth/ adult literacy learning models, offers a viable strategy to deal with out of school children and low literacy issues simultaneously. It is added that NFBE is an approach and flexible model of providing right to education to OOSC especially those who have limitations in studying in formal schools. Similarly, the prevailing low literacy issues in Pakistan, which points towards low levels of reading and writing among youth and adults, are addressed by providing literacy and numeracy skills through various relevant delivery options. Non-Formal Basic Education (NFBE) provides second chance in the form of an alternative education model that offers flexible, fast track and equivalent education. Such models are also known as Accelerated Learning Programmes



(ALPs) that serve the learning needs of a specific group of out-of-school children especially those who missed their early school years or dropped out before completing primary or elementary education cycle. Similarly, the youth/ adult literacy programmes that offers reading, writing and numeracy skills, are combined with life-skills and are integrated with vocational skills as well to make these programmes more attractive for target low literate youth and adults.

The government of Pakistan is paying attention to NFE sector's growth so as the said low literacy and OOSC crises are dealt seriously. The NFBE/ ALP model is one teacher and one room model, where the space is generally provided by the community and community members regularly support in operations of the centers. It addresses diversity by including the excluded especially refugees, stateless children, IDPs and those with minor or moderate learning difficulties through multi-grade, multi-age, and multi-language teaching and learning approaches. Teachers' professional qualification is low, but their capacity is enhanced through extensive and enabling in-service CPD methods. Class timings are flexible and are offered as per the availability of learners in condensed and accelerated time frame. The primary model offers primary cycle in 30 months while ALP Middle/elementary & Middle-Tech models offer this cycle in 18 months including selected vocational skill courses. The assessment & examination is carried out through authorized assessment bodies for equivalent and valid certificates, which ensure continuing education and mainstreaming. This model is highly participative and involves community in all its operations for sustainability and lasting impact. Considering the current circumstances, this model is suitable for being in-expensive. The cost per child per month ranges from 500-1000 PKR. Therefore, this model can be adopted to address the issue of out-of-school children with minimum financial inputs.



DATA DRIVEN MANAGEMENT THROUGH NON-FORMAL EDUCATION MANAGEMENT INFORMATION SYSTEM (NF-EMIS)

The data-driven approach to non-formal education management is a way of making decisions throughout the process of planning, implementation, monitoring and evaluation of non-formal education activities based on evidence supported by factual data. NF-EMIS is a system, which is specifically conceived for the information management of non-formal education with the following main objectives:

- To provide accurate data and information at all levels of management of non-formal education for planning, decision making and policy formulation,
- To identify total number and percentage of literate population, those who are not able to read and write, as well as out of school children in different locations,
- Extensive information for micro planning to achieve the target of promotion of literacy in a specific country/area,
- To acquire the basic information about NFE institutions, teacher, learners, administrative staff, and affiliated NGO's,
- To monitor the performance of the NFE institutions in terms of results of monthly monitoring, records on learner attendance, learning achievement and learner tracking,
- To reflect information related to contributions of NFE in National education statistics by integrating with EMIS.

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

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

MANAGEMENT INFORMATION SYSTEM (MIS) WING

The Management Information System (MIS) Wing has been functioning in Pakistan Institute of Education (PIE) since 1993. The main purpose is to consolidate and collate education statistics,



maintain comprehensive national education database, set standards for quality improvement of education data, and provide technical support to the provincial and district EMISs for enhancing their capacity to generate and maintain education data. The MIS Wing does not collect, process and publish data of non-formal education institutes.

JICA-AQAL and PIE / MIS wing will collaborate for provision / availability of Non-Formal Education Schools data through Non-Formal Education Management Information System (NF-EMIS). For this purpose, a National level NF-EMIS cell will be established at PIE.

Annual School Census of Non-Formal Education through NF-EMIS

To develop a mechanism for collection, processing and publishing data of non-formal institutes of Pakistan in the pattern of MIS wing, the NF-EMIS will also composed of two regulatory committees: Technical Committee (TechCOM) and Coordination Committee (CoordCOM).

Technical Committee (TechCom)

- Consolidate and Finalize NF-EMIS database on annual basis
- Calculate and Finalize Education Indicators related to NFE including SDG-4 etc.
- Ensure Data Reliability and Consistency
- Discuss on problems/difficulties faced in carrying out the NF-EMIS activities
- Provide Technical Support to Provincial/Regional NF-EMIS staff

Coordination Committee (CordCOM)

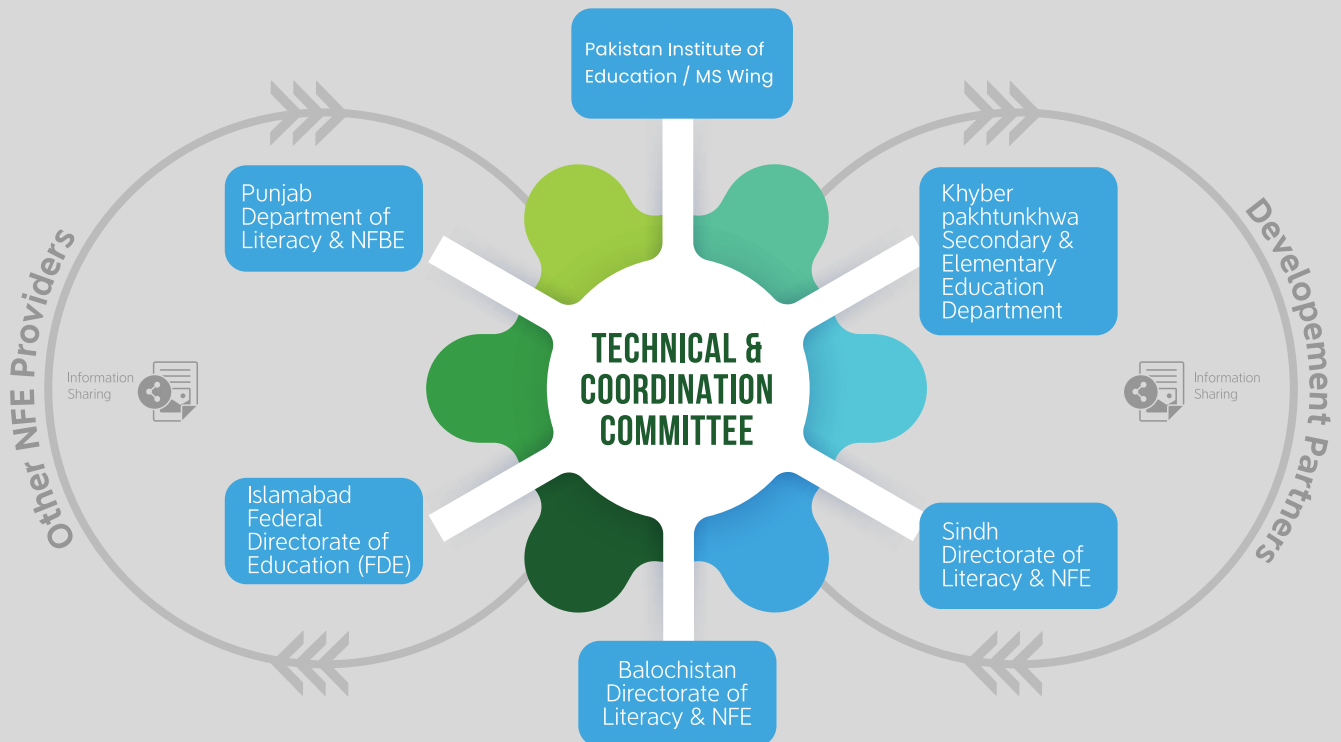
- Assess and determine National and Provincial needs for educational planning and management information and to cater for the same
- Discuss and resolve administrative issues and problems in the provincial NF-EMIS Centers and Coordinate between NF-EMIS and Provinces/Regions

Operationalizing NF-EMIS

1. Provincial level NF-EMIS cell of the Literacy & Non-Formal Education Departments and Directorate of Literacy & Non-Formal Education shall collect and maintain provincial level data of Non-Formal Education and transfer the data to Federal level NF-EMIS cell at PIE / MIS wing.
2. District level NF-EMIS cell of the Directorate of Literacy & Non-Formal Education shall collect and maintain district level data of Non-Formal Education and transfer the data to Provincial level NF-EMIS.
3. NF-EMIS shall be further consolidated and integrated with Provincial and MIS wing to reflect a holistic picture of Education and literacy in the provinces and in the country.
4. NF-EMIS shall be utilized to monitor and report the SDGs indicators especially those relating to enrolment, retention, quality/learning achievements and literacy levels of adults

- NF-EMIS shall be used for project cycle management including planning, implementation, monitoring and evaluation, decision making and policy making.

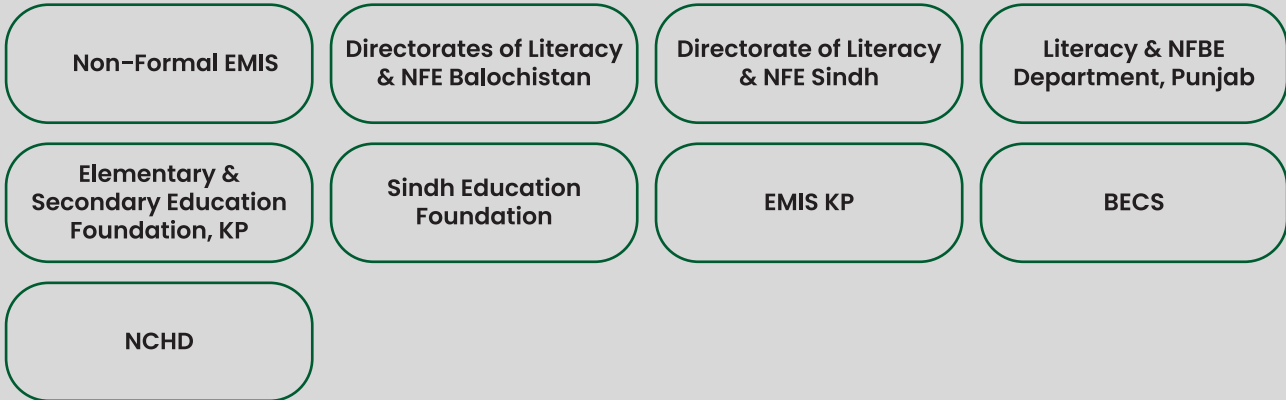
Management Structure of NFEMIS



DATA COLLECTION MECHANISM

- It shall be mandatory for all adult literacy and Non-Formal Basic Education providers (Public, Private and NGOs/CSOs managed) to provide information to the Directorate of Literacy and Non-Formal Education using the NF-EMIS tools
- MIS wing shall maintain and disseminate statistics of Literacy and Non-Formal Basic Education in Federal areas and Provinces
- MIS wing consolidates finding of Techcom & Coordcom data in Joint Session

Data Sources



Trainings

Trainings to District Managers (for usage of NF-EMIS for project management, decision making and policy making purpose) / IT heads / computer operators (for data-entry and report-publication of NF-EMIS purpose) will be conducted at provincial / regions level in collaboration with PIE and other NFE providers at national & provincial levels (for accurate data collection purpose) for smooth implementation of NF-EMIS. In this regards a detail training plan will be prepared.

Components of NF-EMIS

Planning

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

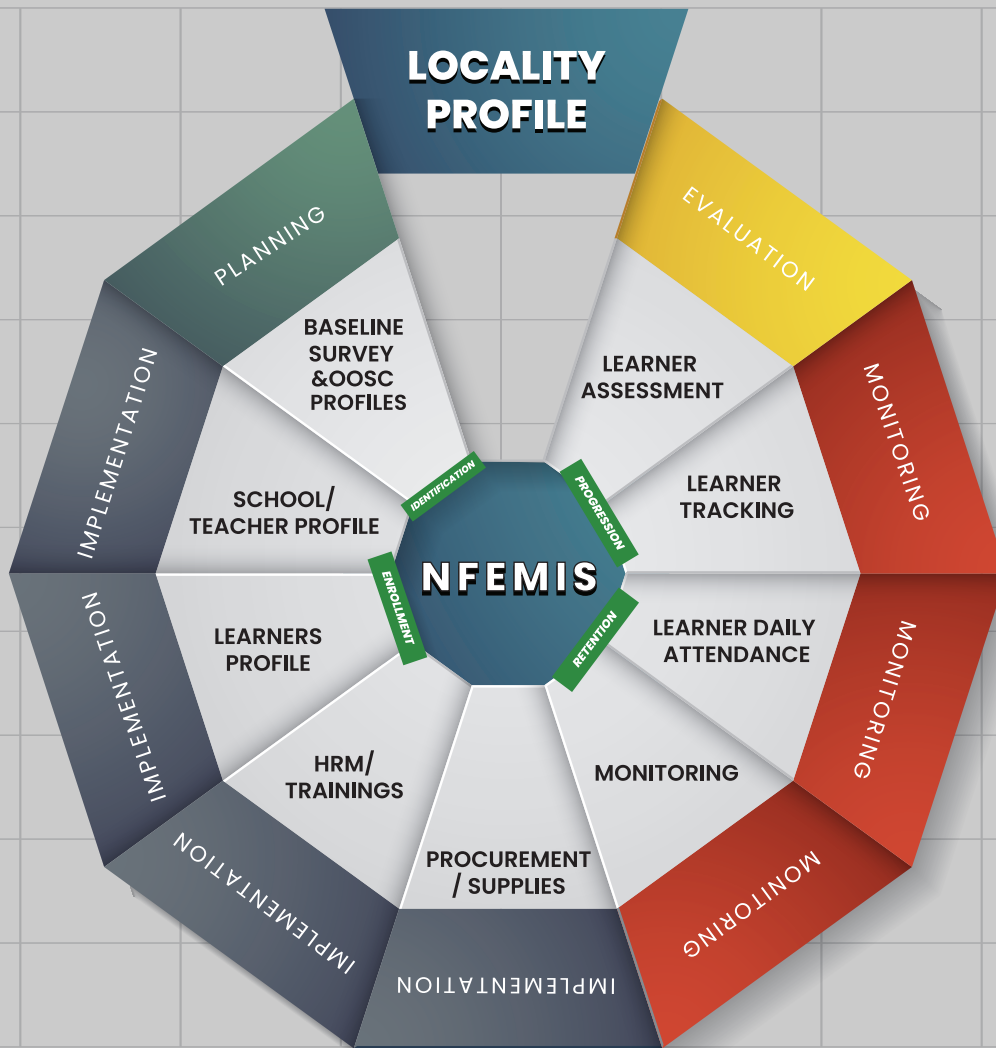
- I. House hold survey
- II. Out of School Children

Implementation

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

Monitoring & Evaluation

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



← Data Entry

- School
- Learner
- OOSC
- Teacher
- Monitoring
- Tracking
- Attendance
- Assessment
- Nearest Schools

← Map

Map Satellite

Keyboard shortcuts Map data ©2021 Terms of Use

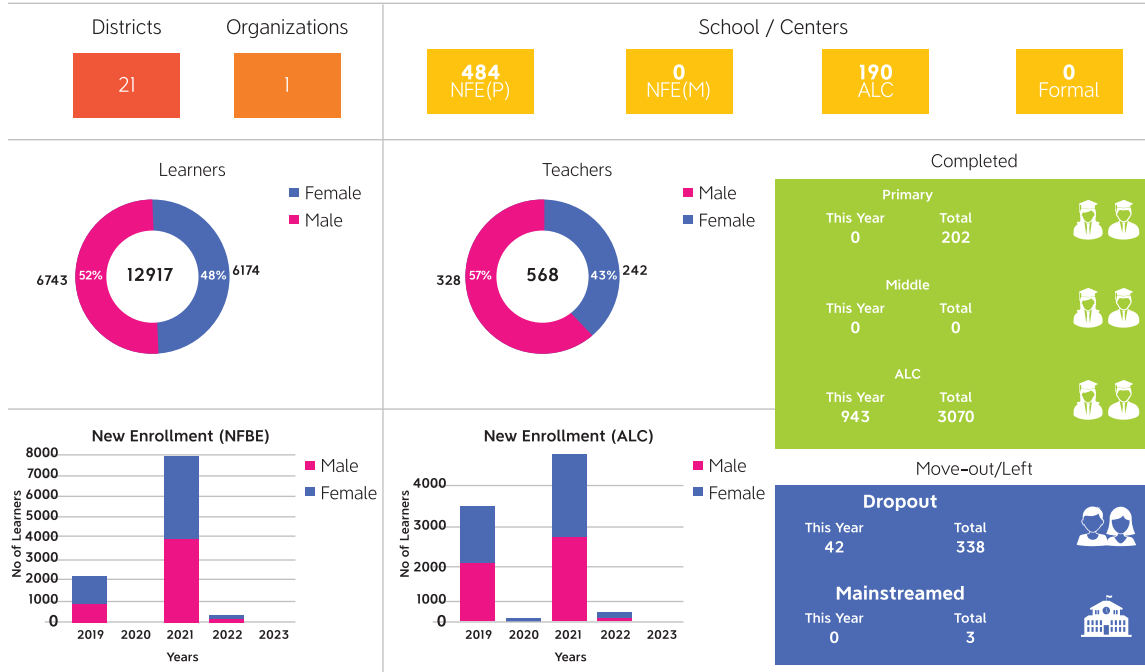
← Daily Attendance

Attendees	✓	✗
20	17	3
Sonia D/O Khan Amjad	✓	
Fatima D/O Muhammad Nabi	✓	
Ayna D/O Muhammad Nabi	✓	
Hafsa D/O Lal Baacha	✓	
Fauzia D/O Rafi ullah	✓	
Muskan D/O Bakhat Wali	✓	
Maryyam D/O Farhad Ahmad	✗	
Amna D/O Sabir Khan	✓	
Ajmal S/O Fazal-e-Rabbi	✓	
Roshni D/O Asmatullah	✓	

HOME NFEMIS SETTING

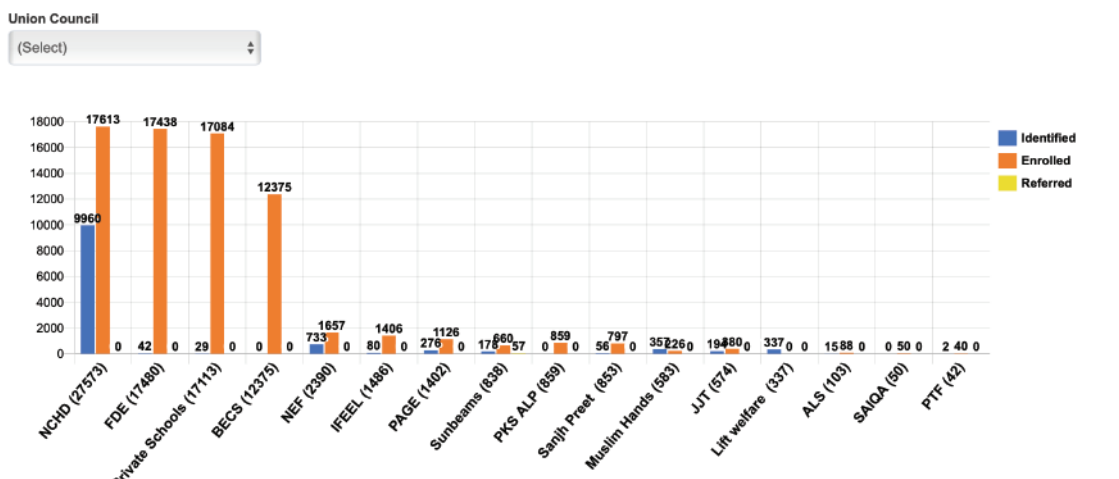
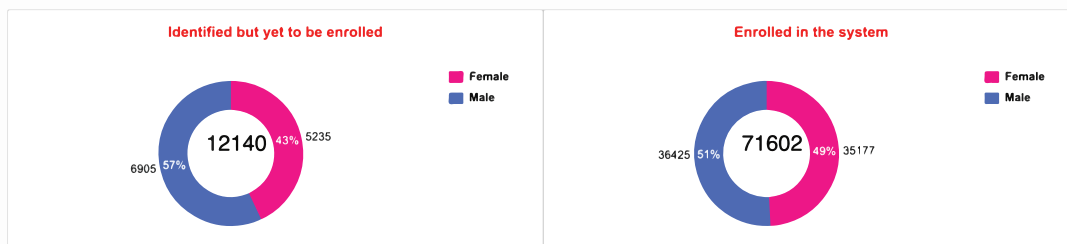
Dashboards

Each organization has its own customized dashboard showing real time data statistics



NFEMIS Dashboard Zero OOSC in ICT-2023

Total Identified Childrens: 83742 Male: 43330 Female: 40412





NON-FORMAL EDUCATION STATISTICS

NON-FORMAL EDUCATION (NFE) STATISTICS: AN OVERVIEW

SUMMARY OF NFE CENTERS, TEACHERS AND LEARNERS

There are 25,565 NFE centers (NFBEs/ ALPs and adult literacy) centers in all areas and provinces in Pakistan with 27,763 teachers and an enrollment of 919,128 learners. Data of learners enrolled in NFE centers reveal that majority around 46% are enrolled in Punjab, followed by KP, Sindh and Balochistan where enrollment is 27%, 13% and 7%. Enrollment in GB is 3%, while in ICT and AJK is 2% each respectively.

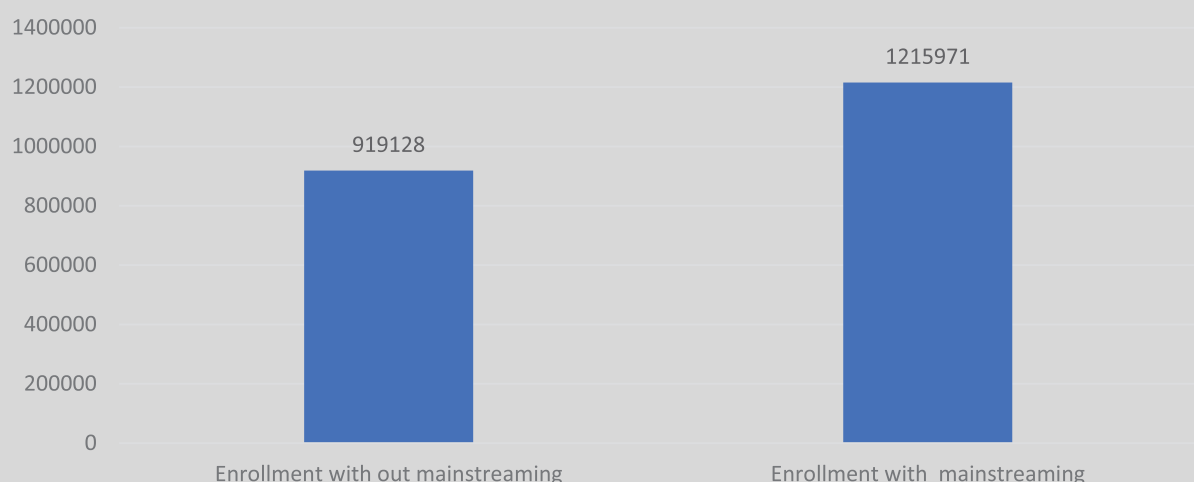
Table 1: Province wise NFE Centers, Teachers and Learners

Province / Area	Centers	Teachers	Learners
Azad Jammu & Kashmir (AJ&K)	449	580	19,796
Balochistan	2,852	2,950	66,485
Gilgit Baltistan (GB)	881	928	30,137
Islamabad Capital Territory (ICT)	407	550	16,275
Khyber Pakhtunkhwa (KP)	4,393	5,821	243,902
Punjab	13,408	13,443	425,813
Sindh	3175	3,491	116,720
Total	25,565	27,763	919,128

Enrollment statistics

Enrollment statistics with and without mainstreaming show a variance of about 296,843 learners. Total enrollment with mainstreaming was noted to be around 1.2 million, while the same without mainstreaming remained at 0.89 million.

Enrollment data with and without mainstreaming





Total enrollment in the beginning of the reporting period was 1,215,971, while this number was reduced to 919,128 because 296,843 learners were mainstreamed to formal schools gradually. Out of the total number mainstreamed to formal schools, majority belonged to NFBE/ ALPs operated mainly by NCHD and BECS, while other NFE providers contributed to this mainstreaming as well. It is added that NFE centers of NCHD and BECS in Sindh has been handed over to the School Education & Literacy Department (SE&LD), therefore, the learners of these centers are considered mainstreamed to the formal education schools.

Description	Learners
Total Enrollment (beginning of year 2021-22)	1,215,971
Mainstreamed during reporting period	296,843
Balance	919,128

NFE CENTERS

Data depict that out of total 25,565 NFE centers, 79% centers are mixed (co-ed), 17% are for girls, and remaining 4% are for boys. Punjab led the list of areas/ provinces with the most mixed (co-ed) centers with 100% centers that offered education to both boys and girls. After Punjab, provinces/ areas that offered Mixed/ Co-Edu centers included GB, ICT, KP and AJ&K with 89%, 83%, 76%, 56% respectively. However, Sindh and Balochistan had 39% and 28% respectively, but it was encouraging to note that percentage of NFE centers for girls in these provinces was more than any other province with 58% and 64% correspondingly.

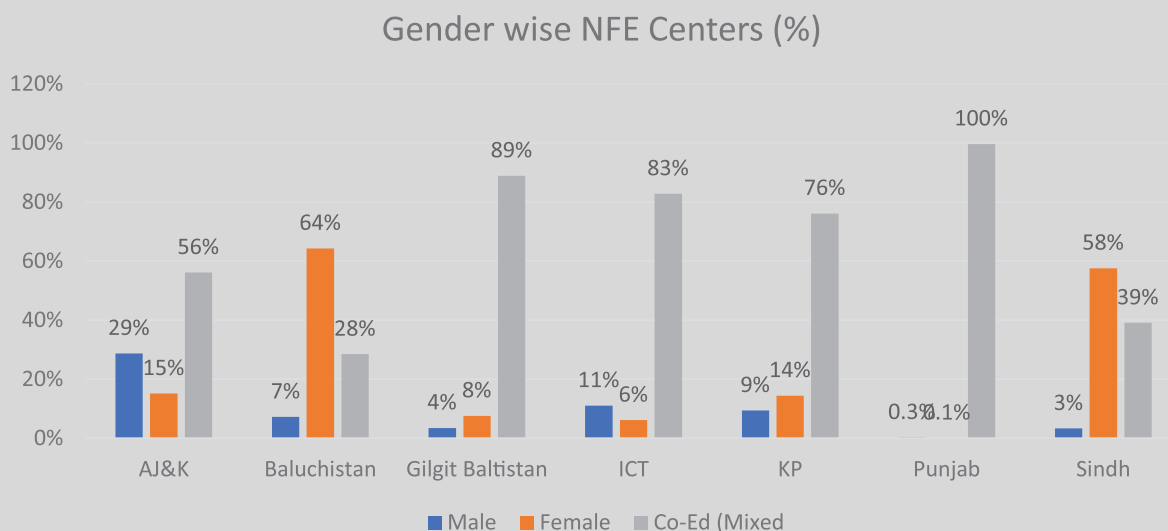
Table 2: Province & Gender wise centres

Province / Area	Male	Female	Co-Edu	Total
Azad Jammu & Kashmir (AJ&K)	129	68	252	449
Balochistan	206	1,834	812	2,852
Gilgit Baltistan (GB)	31	67	783	881
Islamabad Capital Territory (ICT)	45	25	337	407
Khyber Pakhtunkhwa (KP)	413	635	3,345	4,393
Punjab	35	10	13,363	13,408
Sindh	105	1,829	1,241	3,175
Total	964	4,468	20,133	25,565



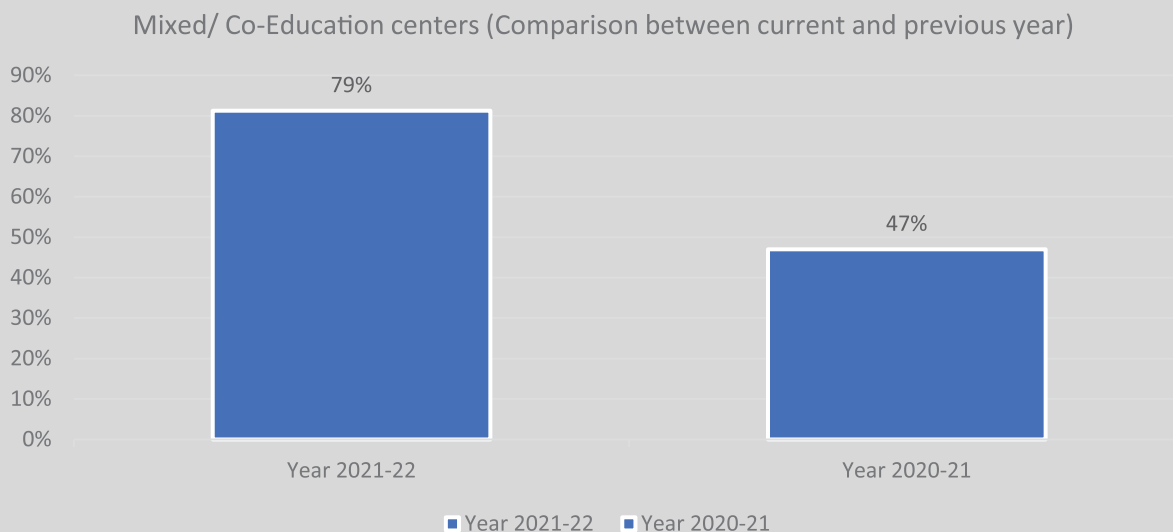
Policy to establish mixed/ Co-Education NFE centers:

It is pertinent to note that provinces have adopted a policy in NFE to offer mixed/ co-education centers for both boys and girls so as both genders have equal opportunities to learn and develop. However, in areas where cultural norms appeared to be rigid, provinces prefer to establish NFE centers for girls separately.

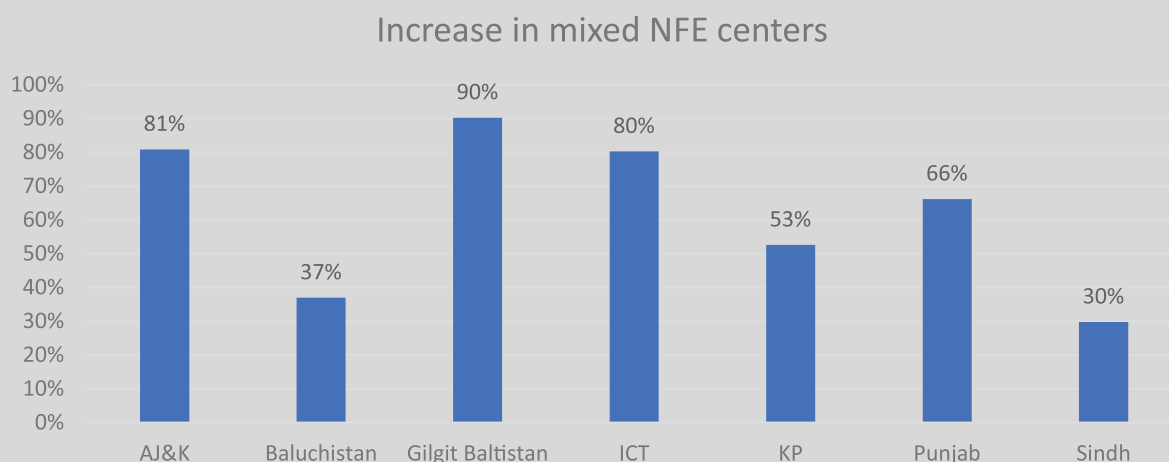


Comparison with previous year:

The comparative context of offering mixed/ co-education NFE centers describe that total mixed centers were 47% during previous year, while this percentage was improved significantly to 79%, which clearly manifest that provinces have adopted a policy to offer equal opportunity to the right to education with particular emphasis on girls as enrollment of girls with boys at primary level is somehow accepted at primary level. However, there are some areas where cultural priorities disallow opening mixed centers and local education officers decide to offer separate centers for girls in such situations.



Comparative situation of establishing mixed NFE centers reveal that 90% increase was witnessed in offering mixed centers in GB followed by AJ&K where it was 81%, and 80% in ICT. Similarly, in Sindh the increase was 30% and in Balochistan it was 37%, but these provinces offered more centers for girls/women.



NFE TEACHERS

Total NFE teachers in Pakistan are reported to be 27,763 slightly higher than the total number of NFE centers in the country. Percentage of female teachers in Pakistan is 81%. Highest percentage of female teachers is found in AJ&K & ICT which is 87% and in KP it is 85% while in Punjab & Sindh is 82%. Lowest percentage of female teachers was observed in GB where female teachers are 65%.

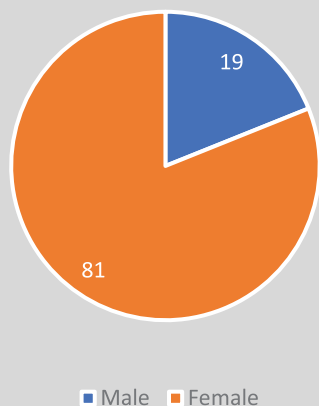
Table 3: NFE Teachers

Province / Area	Male	Female	Total
Azad Jammu & Kashmir (AJ&K)	77	503	580
Balochistan	823	2,127	2,950
Gilgit Baltistan (GB)	325	603	928
Islamabad Capital Territory (ICT)	69	481	550
Khyber Pakhtunkhwa (KP)	859	4,962	5,821
Punjab	2,435	11,008	13,443
Sindh	638	2,853	3,491
Total	5,226	22,537	27,763

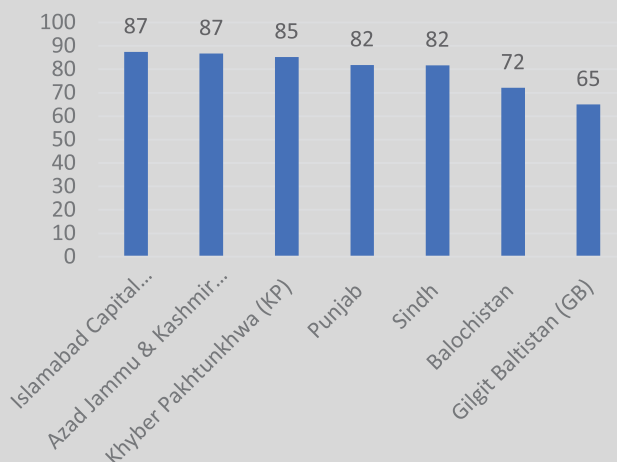
Gender wise data of NFE teachers

Out of total 24,750 teachers in NFE in Pakistan, 81% were female teachers as compared to 19% male teachers. All the provinces and areas followed the same positive trend of offering teaching profession to female teachers. The highest percentage was observed in AJ&K and ICT where 87% female teachers were teaching in NFE centers, followed by KP, Punjab, Sindh and Balochistan with 85%, 82%, 82% and 72% respectively, while GB had the lowest, yet more than male, with approximately 65%.

Gender wise data of teachers in NFE



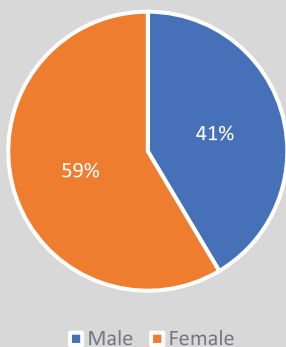
%age of female teachers



NFE LEARNERS / STUDENTS

Enrolment data in NFE portray that 59% are female as compared to 41% male. It is important to mention that enrollment of female students in NFE has increased to 59%, while the same was 54% in previous year.

Gender wise enrolment



Female enrollment now and in previous year

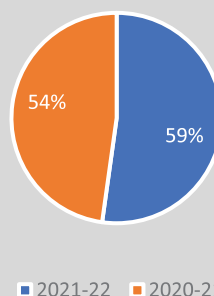


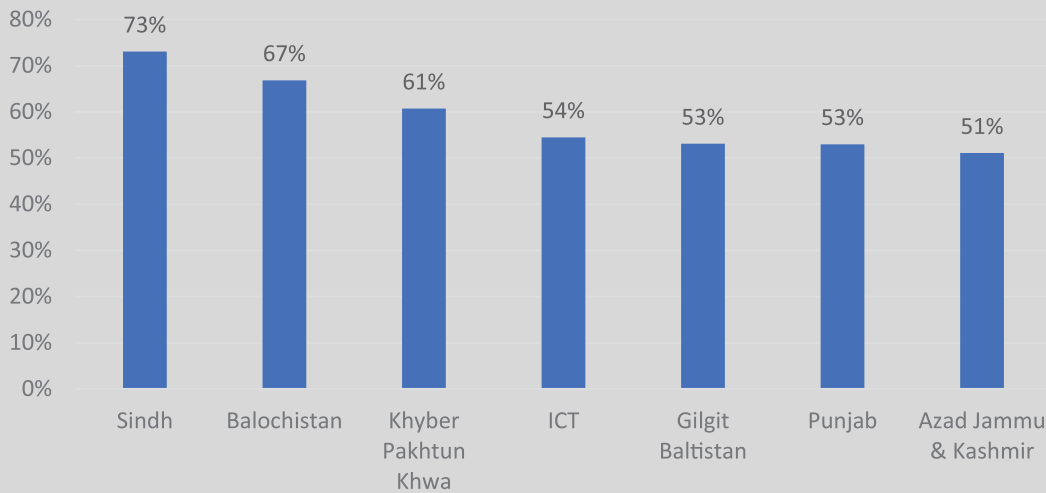
Table 4: Province wise NFE Learners / Students

Province / Area	Male	Female	Total
Azad Jammu & Kashmir (AJ&K)	9,687	10,109	19,796
Balochistan	22,059	44,426	66,485
Gilgit Baltistan (GB)	14,126	16,011	30,137
Islamabad Capital Territory (ICT)	7,406	8,869	16,275
Khyber Pakhtunkhwa (KP)	95,924	147,978	243,902
Punjab	200,117	225,696	425,813
Sindh	31,454	85,266	116,720
Total	380,773	538,355	919,128

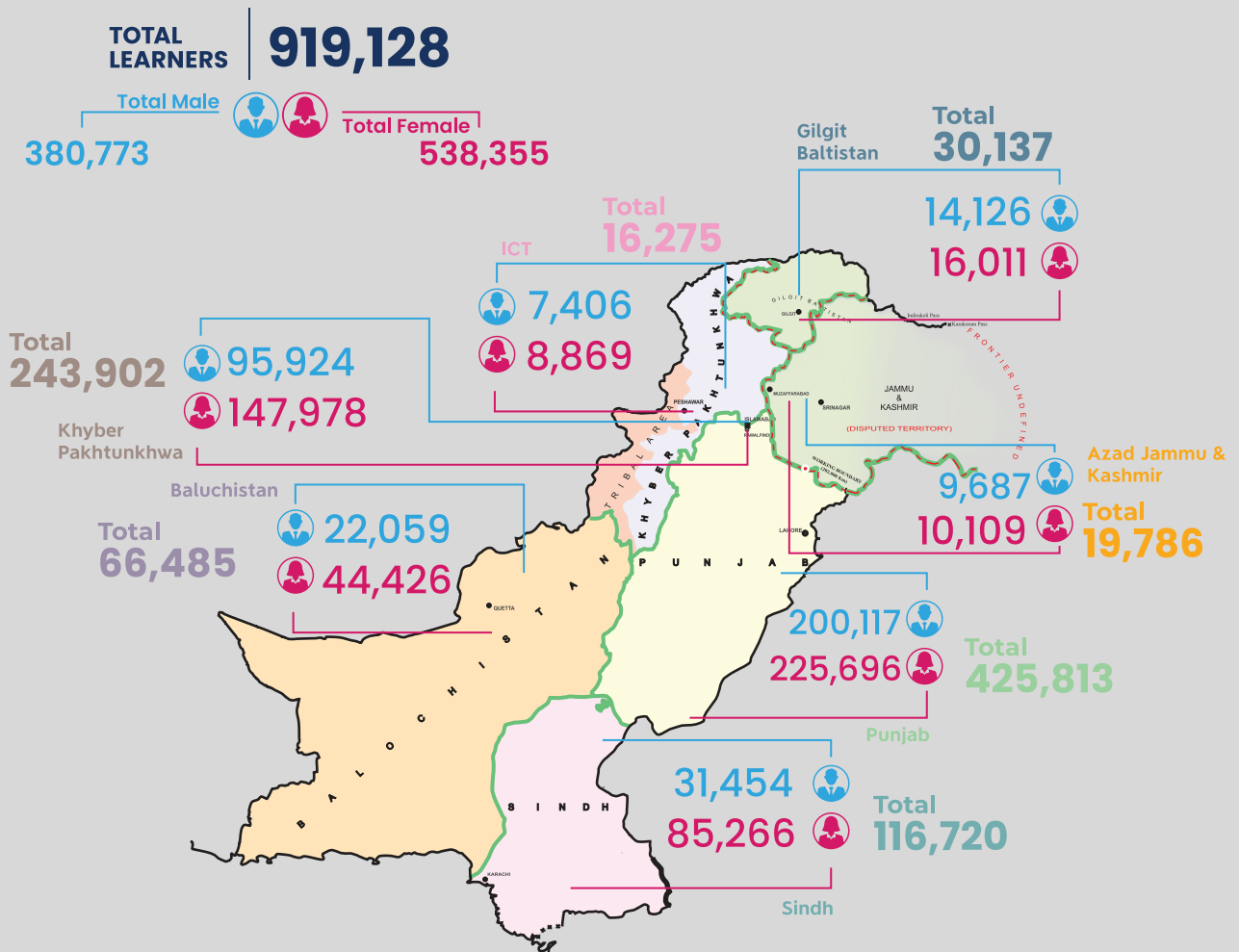


Highest percentage of girls/ female students was noted in Sindh where female students are 73%, followed by Balochistan, KP and ICT where it is 67% and 61% and 51% respectively. Percentage of female enrollment in Punjab and AJK is 53% and 51% respectively

Percentage of female students in provinces/ areas



NFE LEARNERS/STUDENTS



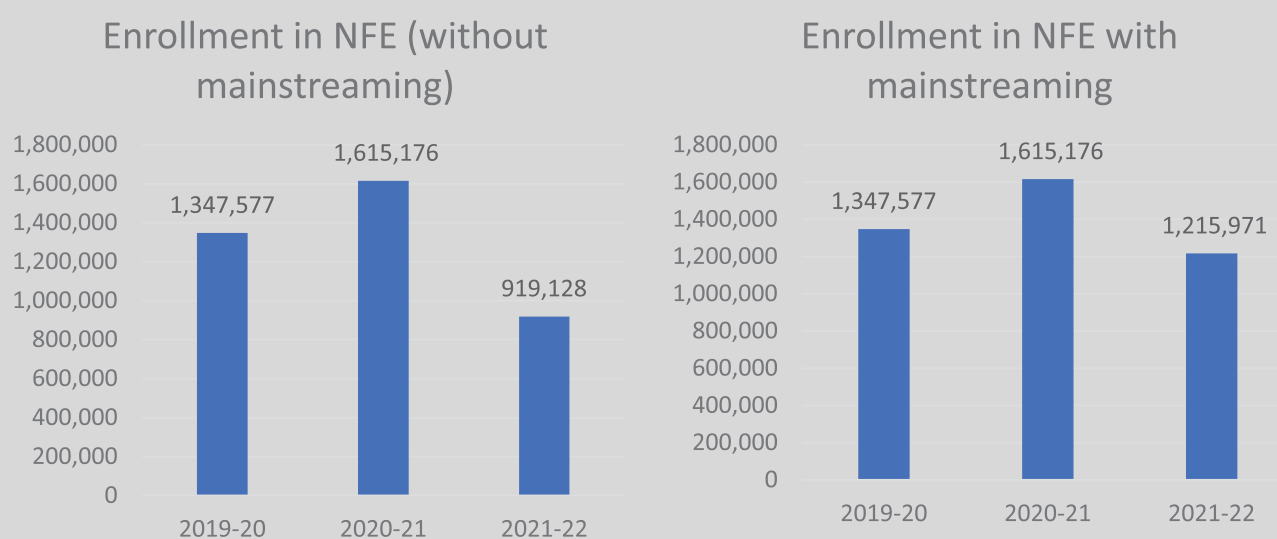
COMPARATIVE CONTEXT: NFE CENTERS, TEACHERS AND LEARNERS AS COMPARED TO PREVIOUS YEAR'S NFE DATA

Table

Description	2019-20	2020-21	2021-22
NFE Centers	36,142	40,696	25,565
NFE Teachers	37,119	42,873	27,763
NFE Learners	1,347,577	1,615,176	919,128

NFE data comparison (current year's comparison with previous year's data) reveal a slight decrease in number of centers, teachers and learners as compared to previous year's NFE data. Decline in enrollment is associated to mainstreaming of children from NFE to formal schools and completion of a few projects such as completion of a good amount of youth/ adult literacy centers in Sindh. Mainstreaming of learners to formal schools is mainly materialized by NCHD and BECS in Sindh in particular where majority of the learners counted as NFE learners have been mainstreamed to formal schools and are being shown as learners of formal school system. In this connection, the decline in enrollment is actually a point of success that NFE has experienced in Pakistan. Trajectory of enrollment in NFE centers is shown here in figures:

Figures



CATEGORY WISE NFE STATISTICS

NFE data are analyzed in two broad categories:

1. NFBE/ ALP Centers [Middle and Middle-Tech] (for children between the ages of 5-16 years)
2. Adult Literacy Centers (Youth and Adults)

According to NFE data, majority of the centers belong to NFBE/ ALP category, which is for children (5-16 years of age), while a very a smaller number of centers were found to be operating for youth and adults in Pakistan. Data confirm that 94% NFE centers are for NFBE/ ALP, while only 6% are for youth/ adult population. Under NFBE, 97% are primary level centers, while only 3% are ALP (Middle and Middle-Tech) level centers.

Out of total NFBE/ ALP centers, 84% are mixed/ co-education centers, while 12% offer schooling for girls and remaining 4% are for boys only. Likewise, in youth/ adult literacy, 100% centers offered classes for women.

Table 5: Category wise NFE statistics

Level	Male	Female	Co-Edu	Total
NFBE/ALP				
NFBE/ALP (Primary)	838	2,460	20,047	23,345
NFBE/ALP (Middle & Middle Tech)	126	418	86	630
Sub-Total	964	2878	20,133	23,975
Youth / Adult Literacy				
Adult Literacy Centers (ALC's)	0	1,590	0	1,590
Sub-Total	0	1,590	86	1,590
Total	964	4,468	20,133	25,565

PROVINCE AND GENDER WISE NFBE/ ALP (PRIMARY) CENTERS

Data of primary level NFBE/ ALP programmes reveal that a total 23,345 NFBE/ ALP centers are operating at primary level in Pakistan, which is 91% of the total NFE centers (including ALCs) in the country. Highest contribution was made by Punjab with 57%, followed by KP and Balochistan, which contributed to 17% and 11% respectively. Sindh's contribution was 7%, followed GB, where it was 4%, while ICT and AJ&K's contribution remained two percent each.

Furthermore, data confirm that 86% NFBE/ ALP centers are operating as mixed (Co-Ed) centers, while 11% are for girls, leaving only 4% for boys. The highest percentage of mixed (co-ed) is observed in Punjab (99%), followed by GB (89%), whereas mixed (co-ed) NFBE/ ALP centers in both ICT & KP is 83%. Lowest percentage of mixed/ Co-ed centers was noted to be in Sindh and Balochistan, but it was due to a cultural factor and that percentage of NFBE/ ALP centers for female students is the highest with in these provinces with 27% and 60% centers for girls.

Table 6: Province and gender wise NFBE/ ALP (Primary) centers

Province/Area	Male	Female	Co-Edu	Total
Azad Jammu & Jashmir (AJ&K)	129	68	250	447
Balochistan	190	1,493	800	2,483
Gilgit Baltistan (GB)	31	67	781	879
Islamabad Capital Territory (ICT)	45	24	335	404
Khyber Pakhtunkhwa (KP)	332	342	3,339	4,013
Punjab	34	4	13,352	13,390
Sindh	77	462	1,190	1,729
Total	838	2,460	20,047	23,345

PROVINCE AND GENDER WISE NFBE/ ALP (MIDDLE) CENTERS

Number of NFBE/ ALP centers for middle level are the lowest in Pakistan. But it is encouraging to note that major NFE providers have realized the significance of learning continuity and have started focusing on providing middle level NFBE/ ALP in Pakistan.

Currently, there are 630 NFBE/ ALP (Middle) level centers in the country. Majority (60%) is found in KP, followed by Sindh where it is 30%, while in Balochistan and Punjab, it is 5% and 3% respectively. In GB, ICT and AJ&K, middle level NFBE/ ALP centers are less than 1%.

Data of NFBE/ ALP (Middle) centers reveal further that majority of these centers are for girls (66%), while 14% are operating as mixed (co-ed) and remaining 20% are working for boys only. ALP (Middle) is regarded as the most needed learning model for girls in areas where posy primary education options are not available.

Table 7: Province and gender wise NFBE/ ALP (Middle and Middle-Tech) Centers

Province/Area	Male	Female	Co-Edu	Total
Azad Jammu & Jashmir (AJ&K)	0	0	2	2
Balochistan	16	5	12	33
Gilgit Baltistan (GB)	0	0	2	2
Islamabad Capital Territory (ICT)	0	1	2	3
Khyber Pakhtunkhwa (KP)	81	293	6	380
Punjab	1	6	11	18
Sindh	28	113	51	192
Total	126	418	86	630



Introduction of a new learning stream of ALP (Middle-Tech)

It is pertinent to mention that ALP (Middle-Tech) has also been introduced as a new learning stream that offers marketable vocational skills along with the conventional middle level education. This learning stream has been designed jointly by Advancing Quality Alternative Learning (AQAL) – JICA and Allama Iqbal Open University (AIOU) and is being offered through digital and distances learning delivery model in areas where accessibility to education is challenging especially for girls. This learning stream will not only serve as a learning continuity option for ALP (Primary) and conventional formal level primary schooling, but also open up avenues of both general and vocational learning and training beyond completion of this course/ programme.

PROVINCE AND GENDER WISE ADULT LITERACY CENTERS

There are 1,590 adult literacy centers in Pakistan, which is only 6% of the total NFE in Pakistan. All the Adult Literacy centers are for females. Sindh province tops the list with the most adult literacy centers with 79%, followed by Balochistan where adult literacy centers are 21%. Other provinces / areas have no adult literacy center, which points towards a fact that youth and adult literacy is being neglected massively whereas state of literacy in the country is not encouraging as approximately 40% population above 10 years in Pakistan is unable to read, write and perform basic arithmetic functions.

Table 8: Province and gender wise Adult Literacy centers

Province/Area	Male	Female	Co-Edu	Total
Balochistan	0	336	0	336
Sindh	0	1,254	0	1,254
Total		1590		1590

OVERALL SUMMARY OF TEACHERS

Around 81% teachers in NFE are female teachers in Pakistan. The percentages of female teachers in NFBE/ ALP primary and NFBE/ ALP (Middle) are 80% and 77% respectively, while the same in adult literacy setting is 95%. Overall percentage of teachers in primary is 91%, followed by 3% in ALP (Middle) and 6% in adult literacy centers.

Table 9: NFE Overall Summary of Teachers

Level	Male	Female	Total
NFBE/ALP Primary	4,970	20,428	25,398
NFBE/ALP Middle	117	599	776
Adult Literacy Centers (ALCs)	79	1,510	1,589
NFE Learners	5,226	22,537	27,763

TEACHERS IN NFBE/ ALP (PRIMARY)

Total teachers in NFBE/ ALP (Primary) are 25,398, which constitutes 91% of the total teachers in Pakistan in NFE setting. Out of total teachers in NFBE/ ALP (Primary) 80% are female teachers, which clearly portrays that focus is on education of female students by recruiting female teachers. Highest percentage of female teachers is observed in AJK, ICT, KP, ICT, Punjab and Sindh where female teachers are 87%, 87%, 86%, 82% and 75% respectively. Lowest percentage of female teachers in NFBE/ ALP (Primary) is observed in Balochistan and GB where it is 69% and 65% respectively.

Table 10: Teachers in NFBE/ ALP (Primary)

Province/Area	Male	Female	Total
Azad Jammu & Jashmir (AJ&K)	77	501	578
Balochistan	799	1,782	2,581
Gilgit Baltistan (GB)	325	601	926
Islamabad Capital Territory (ICT)	67	450	517
Khyber Pakhtunkhwa (KP)	774	4,619	5,393
Punjab	2,428	10,995	13,423
Sindh	500	1,480	1,980
Total	4,970	20,428	25,398

TEACHERS IN NFBE/ ALP (MIDDLE AND MIDDLE-TECH)

Total teachers in NFBE/ ALP (Middle and Middle-Tech) are 776, which constitutes only 3% of the total teachers in Pakistan in NFBE/ALP setting. Out of total teachers in NFBE/ ALP (Middle) 77% are female teachers, which clearly portrays that focus is on education of female students. In AJ&K and GB all the teachers are females. In other provinces / areas highest percentage of female teachers is observed in ICT where female teachers are 94%, followed by KP, Sindh and Punjab where female teachers are 80% 76% and 65% respectively. Lowest percentage of female teachers in NFBE/ ALP (Middle) is observed in Balochistan where this percentage is 33%.

Table 11: Teachers in NFBE/ ALP (Middle)

Province/Area	Male	Female	Total
Azad Jammu & Jashmir (AJ&K)	0	2	2
Balochistan	22	11	33
Gilgit Baltistan (GB)	0	2	2
Islamabad Capital Territory (ICT)	2	31	33
Khyber Pakhtunkhwa (KP)	85	343	428
Punjab	7	13	20
Sindh	61	197	258
Total	177	599	776

TEACHERS IN ADULT LITERACY CENTERS

Total teachers in adult literacy centers are 1,589 which constitutes 6% of the total teachers in Pakistan in NFE setting. Out of total teachers in adult literacy centers, 95% are female teachers, which clearly portrays that focus is on literacy of adult female population. Highest percentage of female teachers is found in Balochistan and Sindh where female teachers are 99% and 94% respectively. It is important to note that adult literacy centers were offered only in Balochistan and Sindh, while no other province offered adult literacy centers for youth and adults.

Table 12: Teachers in Adult literacy centers

Province/Area	Male	Female	Total
Balochistan	2	334	336
Sindh	77	1,176	1,253
Total	79	1,510	1,589

NFE ENROLLMENT STATISTICS

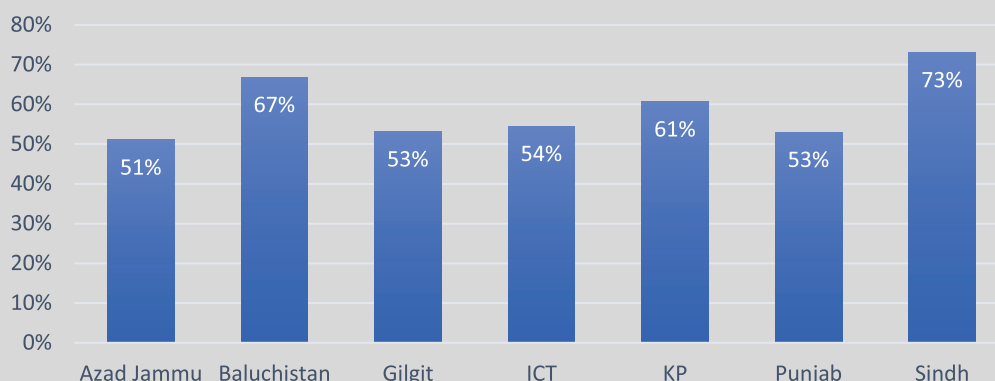
AREA AND GENDER WISE ENROLLMENT

Total enrollment in NFE setting in Pakistan is 919,128, out of which 59% are girls. The highest percentage of female students is recorded Sindh, Balochistan, and KP where girls/ female students are 73%, 67% and 61%, while in ICT, GB, Punjab and AJK, female enrollment is 54%, 53%, 53% and 51% respectively.

Table 13: NFE Enrollment Statistics Area and Gender Wise enrollment

Province/Area	Male	Female	Total
Azad Jammu & Jashmir (AJ&K)	9,687	10,109	19,769
Balochistan	22,059	44,426	66,485
Gilgit Baltistan (GB)	14,126	16,011	30,137
Islamabad Capital Territory (ICT)	7,409	8,869	16,275
Khyber Pakhtunkhwa (KP)	95,924	147,978	243,902
Punjab	200,117	225,696	425,813
Sindh	31,454	85,266	116,720
Total	380,773	538,555	919,128

Percentage of female students in provinces / area



CATEGORY WISE ENROLLMENT

Enrollment statistics reveal that 95.47% enrolment constitutes children enrolled in NFBE/ ALPs (including both primary and middle), while only 4.5% are enrolled in Adult Literacy Centers (ALCs). In NFBE/ ALP setting, around 57% children enrolled are girls, while the girls' percentage in NFBE/ ALP (Primary) is 56%, and the same in NFBE/ ALP (Middle) is 75%.

Similarly, in Adult Literacy Centers, enrollment is 4.5% of the total enrollment in NFE sector. Out of the total enrollment in Adult Literacy setting, 100% are women/ female learners.

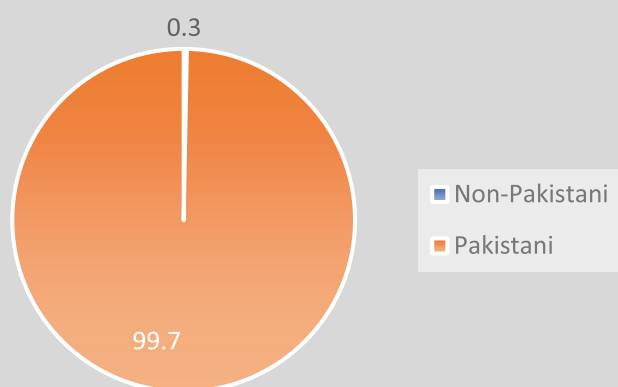
Table 13: NFE Enrollment Statistics Area and Gender Wise enrollment

Category of NFE Centers	Male	Female	Total
NFBE/ALP			
NFBE/ALP (Primary)	375,701	482,179	857,865
NFBE/ALP(Middle)	5,072	15,867	20,954
Sub Total	380,773	498,046	878,819
Adult Literacy			
Adult Literacy Centers (ALCs)	0	40,309	40,309
NFBE/ALP(Middle)	0	40,309	40,309
Total	380,773	538,555	919,128

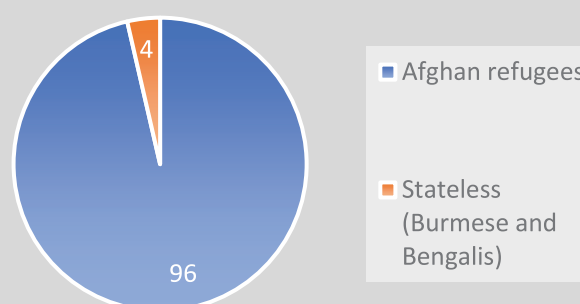
ENROLLMENT OF REFUGEE/ STATELESS CHILDREN IN NFBE/ ALP SETTING

Enrollment data of Pakistani and Non-Pakistanis (refugees and stateless) show that only 0.3% are stateless and refugee children enrolled in NFE setting.

Pakistani and Non-Pakistani Children



Refugees and stateless children



Nationality wise data of children reveal that 96% are refugees, while others are stateless and belong to Burmese and Bengalis communities.

Table 15: Enrollment of refugee/ stateless children in NFBE

Nationality	Male	Female	Total
Afghan Refugees	452	2,141	2,593
Burmese (Stateless)	12	25	37
Bengali (Stateless)	12	28	60
Total	476	2,214	2,690

Same data is shown in areas/ provinces:

Data of Non-Pakistani given in the table below show that majority (55%) Non-Pakistani belong to KP, followed by 32% in Balochistan and all are Afghan refugees. While in Sindh, stateless children are observed to be enrolled and that are 8%. Remaining 4% are Afghan refugees and belong to ICT.

Table 16: Data of Non-Pakistani Learners in NFE

Province/Area	Non Pakistanis	Male	Female	Total
Balochistan	Afghani	316	542	858
ICT	Afghani	42	78	120
Khyber Pakhtunkhwa	Afghani	49	1,419	1,468
Sindh	Afghani	45	102	147
Sindh	Burmese	12	25	37
Sindh	Bengali	12	48	60
	Total	476	2,214	2,690

ENROLLMENT OF CHILDREN BELONGING TO DIFFERENT RELIGIONS

As NFE is among the flexible delivery models that offers equal opportunity for all children without any discrimination on the basis of religion, caste, color, nationality, and socio-economic backgrounds. NFEMIS collects data of religions of the learners to give this variable a priority and inform teachers and managers to provide right to education to all children belonging to any religion.

Data reveal that Non-Muslim children enrolled in NFE centers constitute 2% of the total enrollment in Pakistan. data further describe that three main religions other than Islam are identified and that enrollment of Hindu children found to be the highest with 86%, followed by Christian children who constituted 14% children enrolled in NFE centers.

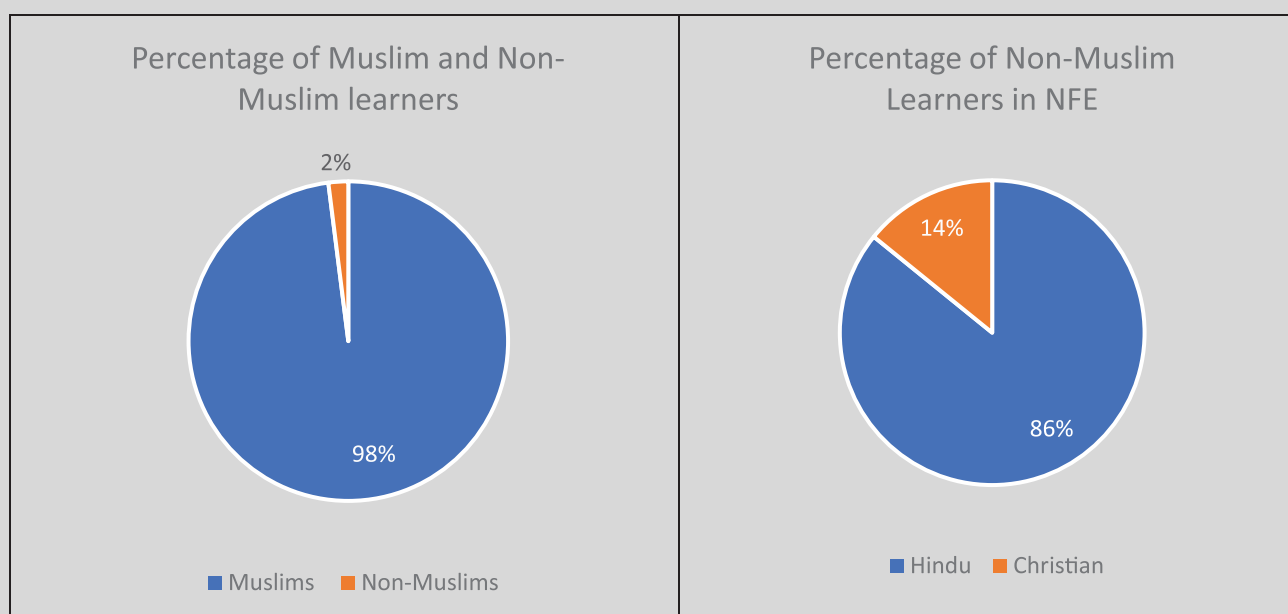
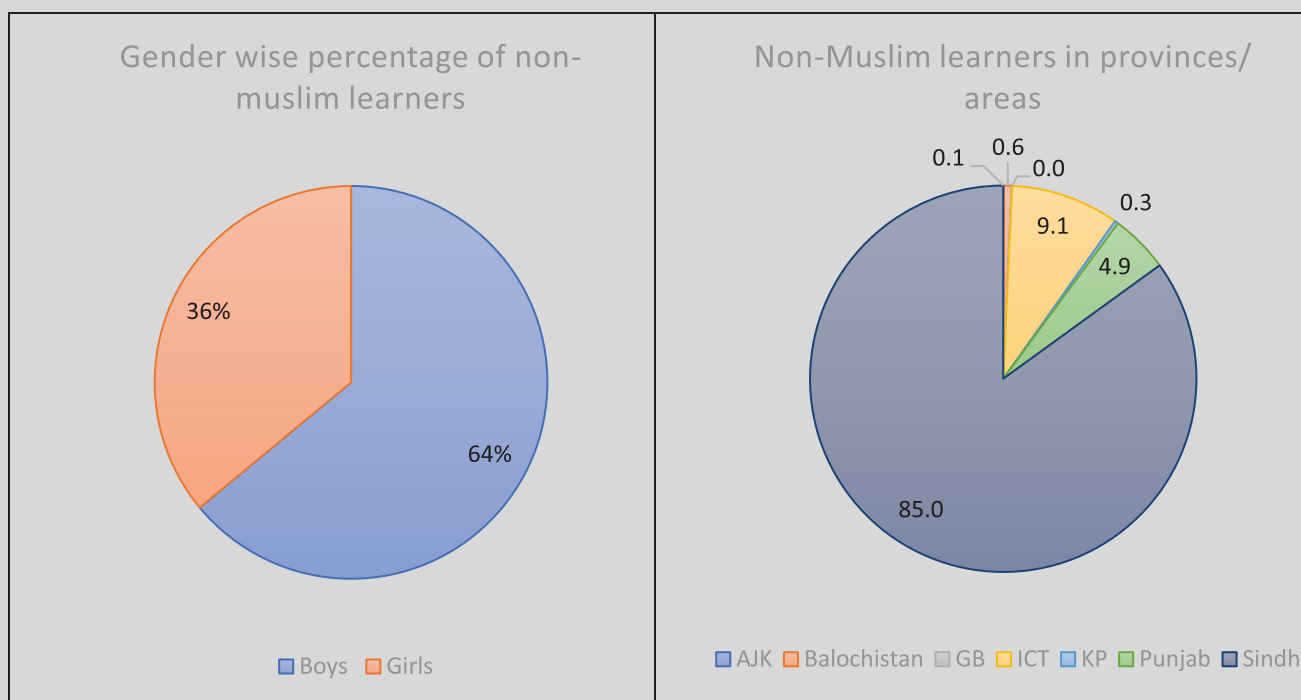


Table 17: Enrollment of children belonging to different religions

Non Muslims	Male	Female	Total
Christians	1,126	1,343	2,469
Hindus	10,022	4,945	14,967
Total	11,148	6,288	17,436

It is important to note that female percentage of Non-Muslim learners is much less than overall percentage of girls/ female students in NFE in Pakistan. Data reveal that only 36% of the total Non-Muslim learners are girls/ female as compared to 64% boys. At the same time, majority of the Non-Muslim learners belong to Sindh which accommodates 85% of the total Non-Muslim learners, followed by ICT and Punjab where Non-Muslim learners are 9% and 5% respectively. However, lowest percentage of Non-Muslim learners is found in KP, GB, Balochistan and AJK, where Non-Muslim are less than 1% for each province/ area.





Provinces/ areas	Other Religions	Male	Female	Total
AJ&K	Hindu	5	4	9
	Sun-total	5	4	9
Balochistan	Christian	4	9	13
	Hindu	38	63	101
	Sub-total	42	72	114
Gilgit Baltistan	Christian	-	1	1
	Hindu	-	6	6
	Sub-total	-	7	7
ICT	Christian	661	836	1,497
	Hindu	2	3	5
	Sub-total	663	839	1,502
Khyber Pakthunkhwa	Christian	-	7	7
	Hindu	21	23	44
	Sub-total	21	30	51
Punjab	Christian	222	260	482
	Hindu	253	124	377
	Sub-total	475	384	859
Sindh	Christian	239	230	469
	Hindu	9,703	4,722	14,425
	Sub-total	9,942	4,952	14,894
	Total	11,148	6,288	17,436



CLASS/ GRADES AND PACKAGE WISE ENROLLMENT IN NFBE/ ALP CENTERS

Class wise/ grade wise and Package wise data of NFBE and ALP (primary and Middle) is given in the table below.

Table 18: Class/ grades and package wise enrollment in NFBE/ ALP centers

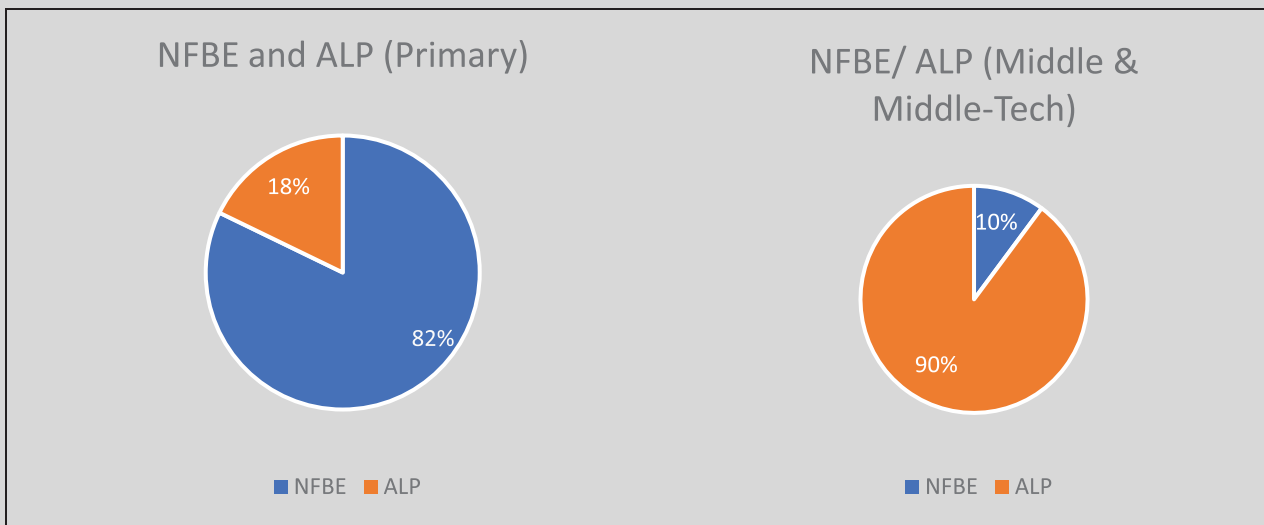
Learning Programs	Packages* / Grades	Male	Female	Total
ALP (Primary) [accelerated model]	Package-A	29,947	54,110	84,057
	Package-B	6,463	11,759	18,222
	Package-C	21,285	29,001	50,286
ALP (Middle) (accelerated model)	Package-D	4,450	12,667	17,117
	Package-E	112	2,752	2,864
NFBE (Primary) [conventional model]	Katchi	136,468	143,007	279,475
	One	70,897	83,157	154,054
	Two	42,843	55,814	98,657
	Three	30,382	43,194	73,576
	Four	21,728	33,934	55,662
NFBE (Middle) Conventional model	Five	15,327	27,261	42,588
	Six	507	368	875
	Seven	214	106	320
Adult Literacy	Eight	150	916	1,066
	Literacy	-	40,309	40,309
	Total	380,773	538,355	919,128

Breakup between the enrolment data of NFBE (primary) and Accelerated Learning Program (ALP) Primary is shown in the figures below. Data shows that 82% enrollment is found in conventional NFBE (Primary), while 18% enrollment is found in ALP (Primary), which is condensed and accelerated learning programme that offers primary completion in 30 months.

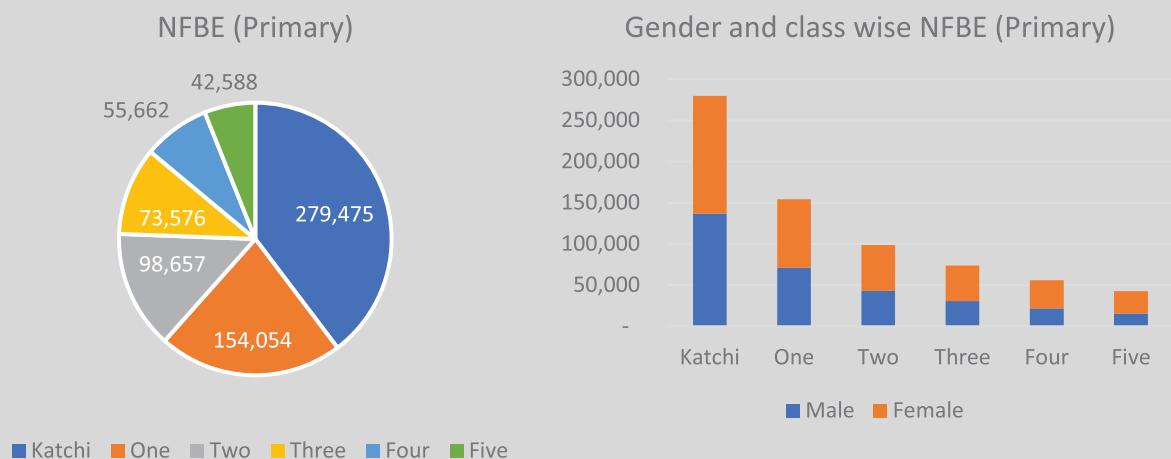
At the same time, 10% enrollment is noted in conventional NFBE (Middle), while 90% enrollment is found in ALP (Middle and Middle-Tech), which is an accelerated learning programme and offers middle level and Middle-Tech completion in 18 months. It is important to note that ALP (Middle-Tech) is a new learning stream that integrates vocational skills in only 18 months. This stream is being implemented in collaboration with Allama Iqbal Open University (AIOU) through distance and hybrid learning delivery model.

Table 19: Breakup Between enrolment data of NFBE Primary

Categories of Centers	NFBE	ALP	Total
NFBE/ALP (Primary)	704,012	152,565	856,577
NFBE/ALP(Middle and Middle-Tech)	2,261	19,981	22,242
Total	706,273	172,546	878,819



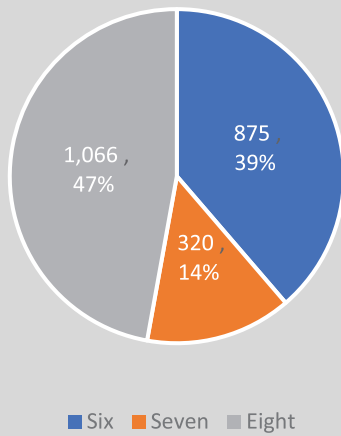
Class/ grade wise enrolment of conventional NFBE is shown in the figure below that shows a consistent trend in enrollment of children. 40% enrollment is observed in Katchi, followed by 22% in one, 14% in two, 10% in three, 8% in four and 6% in five grades. The given trend points towards the drop-out rate/ trends as well.



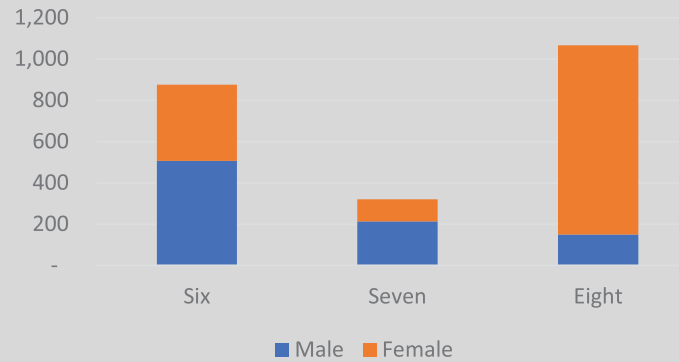
In conventional NFBE (Middle), 39% enrollment is in grade 6, followed by 14% in grade 7 and 47% in grade 8.



NFBE (Middle)

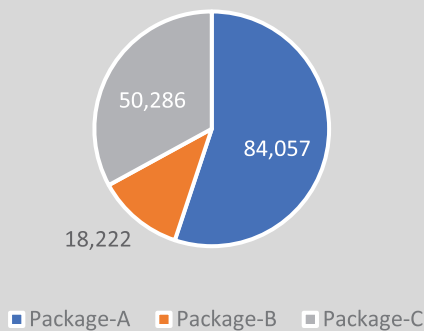


Gender and grade wise enrollment in NFBE (Middle)

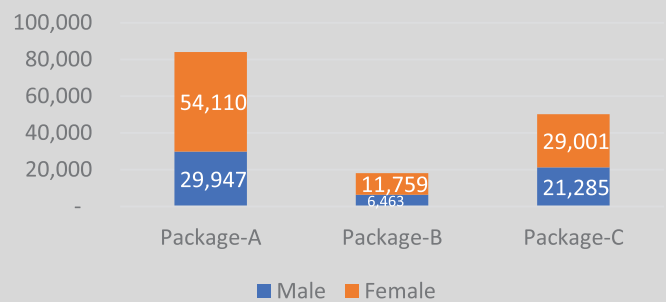


Class/ grade wise enrolment of conventional NFBE is shown in the figure below that shows a consistent trend in enrollment of children. 40% enrollment is observed in Katchi, followed by 22% in one, 14% in two, 10% in three, 8% in four and 6% in five grades. The given trend pints towards the drop-out rate/ trends as well.

Enrollment in ALP (Primary)



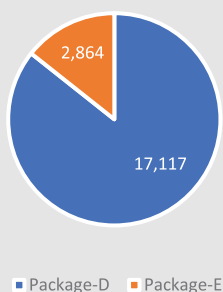
Gender and Package wise enrollment in ALP (Primary)



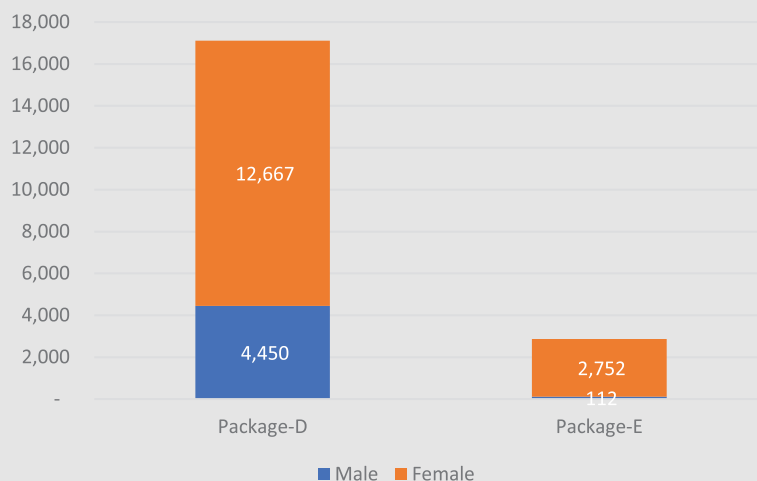
Class/ grade wise enrolment of conventional NFBE is shown in the figure below that shows a consistent trend in enrollment of children. 40% enrollment is observed in Katchi, followed by 22% in one, 14% in two, 10% in three, 8% in four and 6% in five grades. The given trend pints towards the drop-out rate/ trends as well.



Enrolment in ALP (Middle and Middle-Tech)



Gender and package wise enrolment in ALP (Middle and Middle-Tech)



SECTOR WISE NFE STATISTICS

Table 20: Overall contribution of public and development sector organizations

Sector	Centers	Teachers	Learners		
			Boys	Girls	Total
Public	20,646	22,263	324,702	433,262	757,964
Development	4,919	5,500	56,071	105,093	161,164
Total	25,565	27,763	380,773	538,355	919,128

Class wise/ grade wise and Package wise data of NFBE and ALP (primary and Middle) is given in the table below.



Table 21: Area/ province and sector wise NFE statistics














Province	Sector	Centers	Teachers	Learners		
				Boys	Girls	Total
Azad Jammu & Kashmir (AJ&K)	Public	444	575	9,569	9,948	19,517
	Development	5	5	118	161	279
	Total	449	580	9,687	10,109	19,796
Balochistan	Public	1,396	1,371	6,265	23,584	29,849
	Development	1,456	1,579	15,794	20,842	36,636
	Total	2,852	2,950	22,059	44,426	66,485
Gilgit Baltistan	Public	874	921	13,980	15,802	29,782
	Development	7	7	146	209	355
	Total	881	928	14,126	16,011	30,137
ICT	Public	293	299	4,289	5,023	9,312
	Development	114	251	3,117	3,846	6,963
	Total	407	550	7,406	8,869	16,275
KP	Public	3,346	4,686	84,274	125,593	209,867
	Development	1,047	1,135	11,650	22,385	34,035
	Total	4,393	5,821	95,924	147,978	243,902
Punjab	Public	13,325	13,328	198,882	223,492	422,374
	Development	83	115	1,235	2,204	3,439
	Total	13,408	13,443	200,117	225,696	425,813
Sindh	Public	968	1,083	7,443	29,820	37,263
	Development	2,207	2,408	24,011	55,446	79,457
	Total	3,175	3,491	31,454	85,266	116,720

Development sector organization's contribution was noted to be the highest in Sindh where 68% development sector organizations are contributing to enrollment in NFE sector, followed by Balochistan where this contribution is 55%. After that, the development sector actors contributed to 43% in ICT, while the same remained 1% in GB, 14% in KP, and only 1% in AJK and only 1% in Punjab. Overall contribution of development sector in NFE remained around 18%, while majority was contributed by public sector spending/ budgets in Pakistan in NFE.












It is further elaborated that approximately 65% of these organizations operating in NFE belong to development sector and other 35% are public sector organizations/ departments. However, in terms of investment public sector is investing as a major provider in NFE in Pakistan.


ORGANIZATION WISE STATISTICS

Table 22: Organization wise statistics









Sindh				
	Agency for Technical Cooperation and Development	Centers: 177 Teachers: 99	Boys: 542 Girls: 4,324	Total: 4,866
	Amal-e-Danish	Centers: 2 Teachers: 6	Boys: 172 Girls: 235	Total: 407
	Dhartee Development Society	Centers: 2 Teachers: 12	Boys: 193 Girls: 203	Total: 396
	Green Rural Development Organization	Centers: 2 Teachers: 12	Boys: 198 Girls: 166	Total: 364
	Health And Nutrition Development Society	Centers: 321 Teachers: 370	Boys: 3,147 Girls: 4,307	Total: 7,454
	Idara-e-Taleem-o-Agahi	Centers: 77 Teachers: -	Boys: 1312 Girls: 1,239	Total: 2,551
	Indus Crafts Foundation	Centers: 4 Teachers: 11	Boys: 34 Girls: 364	Total: 398
	Indus Resource Center	Centers: 385 Teachers: 331	Boys: 5633 Girls: 7,962	Total: 13,595
	Institute of Rural Management	Centers: 6 Teachers: 24	Boys: 704 Girls: 742	Total: 1,446
	Kashf Foundation	Centers: 4 Teachers: 16	Boys: 7 Girls: 778	Total: 785
	Legal Rights Forum	Centers: 21 Teachers: 20	Boys: 0 Girls: 507	Total: 507
	MDF & NRSP SUCCESS	Centers: 484 Teachers: 484	Boys: 0 Girls: 12,268	Total: 12,268
	Momentum & NCHD Supported by Thardeep Rural Development Programme TRDP (SUCCESS)	Centers: 770 Teachers: 769	Boys: 0 Girls: 19,350	Total: 19,350















	National Commission for Human Development (NCHD)	Centers: 20 Teachers: 20	Boys: 349 Girls: 135	Total: 484
	National Rural Support Program (NRSP)	Centers: 8 Teachers: 6	Boys: 834 Girls: 1037	Total: 1,871
	Pakistan Alliance for Girls Education	Centers: 43 Teachers: 43	Boys: 495 Girls: 797	Total: 1,292
	Path Development Network	Centers: 10 Teachers: 12	Boys: 86 Girls: 308	Total: 394
	Root Work Foundation	Centers: 4 Teachers: 4	Boys: 357 Girls: 573	Total: 930
	Save the Children- Voices and Choices through a Resilient and Integrated Education Program (implementing partner: Tameer-e-Khalaq foundation)"	Centers: 70 Teachers: 140	Boys: 846 Girls: 1,272	Total: 2,118
	SEF - Agency for Technical Cooperation and Development	Centers: 37 Teachers: 29	Boys: 761 Girls: 1,231	Total: 1,992
	SEF - Badin Rural Development Society	Centers: 2 Teachers: 9	Boys: 0 Girls: 868	Total: 868
	SEF - Basic Urban Services for Katchi Abadies	Centers: 2 Teachers: 8	Boys: 225 Girls: 221	Total: 446
	SEF - Charter for Compassion	Centers: 5 Teachers: 13	Boys: 598 Girls: 601	Total: 1,199
	SEF - Community Development Foundation	Centers: 3 Teachers: 12	Boys: 0 Girls: 459	Total: 459
	SEF - Ghazali Educational Society	Centers: 1 Teachers: 5	Boys: 94 Girls: 62	Total: 156
	SEF - Gorkah Foundation	Centers: 2 Teachers: 8	Boys: 215 Girls: 220	Total: 435

	SEF - Human Development Foundation	Centers: 2 Teachers: 9	Boys: 173 Girls: 183	Total: 356
	SEF - Legal Rights Forum	Centers: 50 Teachers: 50	Boys: 0 Girls: 1,609	Total: 1,609
	SEF - National Rural Support Programme	Centers: 6 Teachers: 18	Boys: 815 Girls: 615	Total: 1,430
	SEF - Sind Madressa Board	Centers: 10 Teachers: 20	Boys: 302 Girls: 407	Total: 709
	SEF - Strengthening Participatory Organization	Centers: 18 Teachers: 81	Boys: 1,986 Girls: 2,382	Total: 4,368
	SEF - Management and Development Foundation	Centers: 2 Teachers: 8	Boys: 155 Girls: 363	Total: 518
	SEF- HELP Development Society	Centers: 1 Teachers: 4	Boys: 37 Girls: 81	Total: 118
	SEF - Sindh Rural Partner Organization	Centers: 3 Teachers: 8	Boys: 175 Girls: 326	Total: 506
	Serve Foundation Pakistan	Centers: 4 Teachers: 13	Boys: 0 Girls: 864	Total: 864
	Sindh Madressa Board	Centers: 28 Teachers: 72	Boys: 684 Girls: 2,264	Total: 2,948
	Sindh Community Foundation	Centers: 1 Teachers: 6	Boys: 100 Girls: 80	Total: 180
	Sindh Development Society	Centers: 15 Teachers: 60	Boys: 1,582 Girls: 173	Total: 1,755
	Sindh Rural Support Organization	Centers: 12 Teachers: 75	Boys: 1,672 Girls: 848	Total: 2,520



	SRSO & ECI SUCCESS	Centers: 200 Teachers: 200	Boys: 20 Girls: 4,078	Total: 4,098
	Strengthening Participatory Organization	Centers: 14 Teachers: 60	Boys: 1,358 Girls: 1,403	Total: 2,761
	Tameer-e-Khalaq Foundation (aplmtch)	Centers: 1 Teachers: 1	Boys: 0 Girls: 43	Total: 43
	Teach a Kid, Make an individual's Life	Centers: 6 Teachers: 6	Boys: 130 Girls: 27	Total: 157
	Thar Education Alliance	Centers: 1 Teachers: 1	Boys: 44 Girls: 1	Total: 45
	Thardeep Rural Development Programme	Centers: 3 Teachers: 18	Boys: 200 Girls: 388	Total: 588
	The NGO World	Centers: 318 Teachers: 318	Boys: 5,219 Girls: 8,902	Total: 14,121
Punjab				
	Akhuwat	Centers: 6 Teachers: 7	Boys: 19 Girls: 175	Total: 194
	Bunad Literacy Community Council (Supported by KOI-CA/UNESCO)	Centers: 10 Teachers: 10	Boys: 68 Girls: 340	Total: 408
	Ghazali Education Trust	Centers: 8 Teachers: 8	Boys: 58 Girls: 124	Total: 182
	Junior Jinnah Trust	Centers: 3 Teachers: 23	Boys: 161 Girls: 175	Total: 336
	Literacy & Non Formal Basic Education Department, Punjab - NFBES	Centers: 12,061 Teachers: 12,061	Boys: 180,641 Girls: 204,438	Total: 385,079
	Literacy & Non Formal Basic Education Department, Punjab - NFEFS	Centers: 1,226 Teachers: 1,226	Boys: 17,449 Girls: 19,005	Total: 36,454


	Lodhran Pilot Project (Supported by KOICA/UNESCO)	Centers: 10 Teachers: 10	Boys: 0 Girls: 335	Total: 335
	Muzaffarabad Social Welfare Society,(MSWS) Multan	Centers: 4 Teachers: 6	Boys: 95 Girls: 78	Total: 173
	National Commission for Human Development (NCHD)	Centers: 26 Teachers: 29	Boys: 555 Girls: 49	Total: 604
	Pakistan Alliance for Girls Education	Centers: 9 Teachers: 9	Boys: 102 Girls: 165	Total: 267
	Sanjh Preet Organization	Centers: 18 Teachers: 18	Boys: 297 Girls: 516	Total: 813
	School Education Department, South Punjab/Early Morning Schools	Centers: 12 Teachers: 12	Boys: 237 Girls: 0	Total: 237
	Sunbeams	Centers: 6 Teachers: 14	Boys: 173 Girls: 166	Total: 289
	Teach a Kid, Make an individual's Life	Centers: 9 Teachers: 10	Boys: 262 Girls: 180	Total: 442
Khyber Pakhtunkhwa				
	ALP-PIU (Alternate Learning Pathways -Project Implementation Unit) E&SED	Centers: 796 Teachers: 796	Boys: 9,524 Girls: 14,378	Total: 23,902
	Elementary & Secondary Education Foundation (ESEF) / Girls Community Schools	Centers: 3,315 Teachers: 4,655	Boys: 82,904 Girls: 124,979	Total: 207,883
	Ghazali Education Trust	Centers: 2 Teachers: 2	Boys: 33 Girls: 41	Total: 74
	HUJRA VSO	Centers: 30 Teachers: 30	Boys: 427 Girls: 722	Total: 1,149



	IDEA/ EQAE UNHCR Funded Project-1	Centers: 17 Teachers: 17	Boys: 0 Girls: 381	Total: 381
	IDEA/ EQAE UNHCR Funded Project-2	Centers: 18 Teachers: 36	Boys: 0 Girls: 410	Total: 410
	Knk Japan	Centers: 2 Teachers: 2	Boys: 0 Girls: 64	Total: 64
	National Commission for Human Development (NCHD)	Centers: 29 Teachers: 29	Boys: 1,370 Girls: 550	Total: 1,920
	National Integrated Development Association (NIDA) Pakistan	Centers: 60 Teachers: 90	Boys: 444 Girls: 2,773	Total: 3,217
	Pakistan Alliance for Girls Education	Centers: 20 Teachers: 20	Boys: 276 Girls: 578	Total: 854
	Peace and Development Organization (PADO)/ Non Formal Education (ALP)	Centers: 54 Teachers: 54	Boys: 0 Girls: 1,930	Total: 1,930
	Relief International /Promoting Afghan Childrens Education	Centers: 42 Teachers: 82	Boys: 824 Girls: 862	Total: 1,686
	"Sustainable Peace & Development Organization-SPADO NFE for Afghan Refugees in transitional settlements "	Centers: 8 Teachers: 8	Boys: 122 Girls: 310	Total: 432

Balochistan

	Balochistan Education Support II Program - UNICEF	Centers: 334 Teachers: 378	Boys: 6,727 Girls: 5,070	Total: 11,797
	Balochistan Rural Support Program (BRSP)	Centers: 256 Teachers: 256	Boys: 0 Girls: 6,418	Total: 6,418
	Baluchistan Education Foundation (Implementing partner of IRC)	Centers: 583 Teachers: 583	Boys: 0 Girls: 12,000	Total: 12,000

	Education Support Program - UNICEF	Centers: 211 Teachers: 266	Boys: 4,701 Girls: 2,820	Total: 7,521
	Mercy Corps	Centers: 5 Teachers: 10	Boys: 74 Girls: 126	Total: 200
	National Commission for Human Development (NCHD)	Centers: 25 Teachers: 25	Boys: 1,717 Girls: 63	Total: 1,780
	National Rural Support Program (NRSP)	Centers: 80 Teachers: 80	Boys: 0 Girls: 2,273	Total: 2,273
	Pakistan Alliance for Girls Education	Centers: 31 Teachers: 31	Boys: 373 Girls: 609	Total: 982
	Rural Community Development Society (RCDS)	Centers: 1 Teachers: 1	Boys: 12 Girls: 18	Total: 30
	Tameer-e-Khalaq Foundation (Implementing Partner of IRC - ERMP)	Centers: 10 Teachers: 20	Boys: 317 Girls: 264	Total: 581
	Tameer-e-Khalaq Foundation (Implementing Partner of IRC - TEACH)	Centers: 754 Teachers: 754	Boys: 0 Girls: 7,180	Total: 7,180
	Taraqee Foundation - ECHO-Project Chaman	Centers: 8 Teachers: 12	Boys: 1,658 Girls: 1,130	Total: 2,788
	Taraqee Foundation - ECHO-Project Killa Abdullah	Centers: 8 Teachers: 12	Boys: 1,760 Girls: 1,169	Total: 2,929
	Teach a Kid, Make an individual's Life	Centers: 15 Teachers: 16	Boys: 184 Girls: 201	Total: 385
	The Society for Community Strengthening and Promotion of Education, Balochistan (SCSPEB)	Centers: 2 Teachers: 2	Boys: 36 Girls: 25	Total: 61



ICT

	Basic Education Community Schools (BECS)	Centers: 248 Teachers: 238	Boys: 3,415 Girls: 3,925	Total: 7,340
	Group Development Pakistan	Centers: 1 Teachers: 2	Boys: 28 Girls: 38	Total: 66
	International Foundation for Education, Empowerment and Learning	Centers: 13 Teachers: 07	Boys: 104 Girls: 312	Total: 416
	Junior Jinnah Trust	Centers: 1 Teachers: 2	Boys: 44 Girls: 56	Total: 100
	Mashal	Centers: 1 Teachers: 31	Boys: 305 Girls: 273	Total: 578
	Momentum	Centers: 6 Teachers: 5	Boys: 25 Girls: 118	Total: 143
	National Commission for Human Development (NCHD)	Centers: 40 Teachers: 41	Boys: 627 Girls: 584	Total: 1211
	National Education Foundation	Centers: 5 Teachers: 20	Boys: 247 Girls: 514	Total: 761
	Pakistan Alliance for Girls Education	Centers: 55 Teachers: 58	Boys: 855 Girls: 1,147	Total: 2,002
	Pakistan Teachers Forum	Centers: 1 Teachers: 2	Boys: 10 Girls: 3	Total: 13
	Pakistan Youth Change Advocates	Centers: 9 Teachers: 9	Boys: 151 Girls: 156	Total: 307
	Pehli Kiran School System	Centers: 9 Teachers: 9	Boys: 151 Girls: 156	Total: 307
	Solidar Suisse and Sanjh Preet Organization : Strengthening of Learning and Protection of Children living in slum areas of Islamabad	Centers: 21 Teachers: 123	Boys: 1,507 Girls: 1,535	Total: 3,042

Gilgit Baltistan



Alight Pakistan

Centers: 2
Teachers: 2

Boys: 8
Girls: 36

Total:
44



**Basic Education Community
Schools (BECS)**

Centers: 776
Teachers: 776

Boys: 11811
Girls: 13,689

Total:
25,500



**National Commission for Human
Development (NCHD)**

Centers: 98
Teachers: 145

Boys: 2,169
Girls: 2,113

Total:
4,282



**Pakistan Alliance for Girls
Education**

Centers: 5
Teachers: 5

Boys: 138
Girls: 173

Total:
311

Azad Jammu & Kashmir



**Basic Education Community
Schools (BECS)**

Centers: 201
Teachers: 201

Boys: 3,568
Girls: 3,970

Total:
7,538



**National Commission for Human
Development (NCHD)**

Centers: 197
Teachers: 248

Boys: 4,095
Girls: 3,991

Total:
8,086



National Education Foundation

Centers: 46
Teachers: 126

Boys: 1,906
Girls: 1,987

Total:
3,893



**Pakistan Alliance for Girls
Education**

Centers: 5
Teachers: 5

Boys: 118
Girls: 161

Total:
279



FINDINGS & RECOMMENDATIONS

Findings using data given above are given under:

SUPPLY OF NFBE/ ALP AGAINST THE DEMAND (OOSC SCENARIO)

Pakistan Education Statistics Report 2021-22 reveals that 26.2 million children of 5-16 years of age are out-of-schools in Pakistan, which highlights that 39% children between the ages of five and sixteen are not attending any schools in Pakistan. It is added that NFBE/ ALP constitutes only 2% of the total enrollment in Pakistan. Given the demand where over 26 million children are not in schools, and it is somehow time consuming and expensive to enhance and expand supply of public sector schooling, it seems an appropriate option to invest wisely in NFBE/ ALP to address the OOSC crises in the country. It is pertinent to mention that NFBE/ ALP is cost effective, flexible and equivalent and the ALP (Primary and Middle and Middle-Tech), which are more cost effective and accelerated than even NFBE, are successfully operating and expanding rapidly as an alternative and accelerated learning model to provide right to education to children.

Country wide Alternative and Accelerated Learning Programmes (ALPs) have been strengthened and being scaled up as these models are flexible, equivalent and cost-effective. Therefore, public and development sector should invest in expanding ALP in Pakistan so as the said learning stream could timely provide right to education to around 26 million OOSC.

SUPPLY OF YOUTH. ADULT LITERACY PROGRAMMES AGAINST THE DEMAND (LOW LITERACY/ ILLITERACY SCENARIO)

<p>According to PSLM 201-20, literacy rate of 10 years and older population is 60%, which means around 40% population of 10 years and above is unable to read, write and perform basic arithmetic operations. NFEMIS report has revealed that there are 1,590 literacy centers for youth and adults and approximately 40,309 learners have learned basic literacy and numeracy. However, demand side portrays that approximately 67 million (40% people of 10 years and above) are in need for any literacy and education programme that would equip them with such skills. Through literacy is uplifted through schooling, however, a large segment of population that has crossed 16 years of age barrier, necessarily need a youth/ adult literacy based learning support to impart basic literacy and numeracy. Therefore, public, private and development sector organizations must prioritize investment for youth and adult literacy, which can be further strengthened by integrating vocational skills.</p>	<p>Literacy & NFE departments have prepared youth/ adult literacy and skill modules for various vocations that offer integrated learning and skill development. In addition, it is recommended to employ other innovative models such as RPL* in adult literacy which recognizes learners' prior learning and allows learners to efficiently acquire literacy. Such learning models may be expanded through enhanced funding to attract over 67 million illiterate populations to come and learn literacy, numeracy and skills simultaneously..</p>
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RPL is referred to as Recognition of Prior Learning and RPL in adult literacy would mean large scale assessment of literacy and numeracy skills and recognizing what has been learned through certification and introduction of smart modules to build on what has been learned already. Lorem ipsum



NFE CENTERS, TEACHERS AND ENROLLMENT; GENDER PERSPECTIVE:

<p>Percentage of mixed (co-ed) centers in Pakistan 81%, while female centers are 16%. This situation clearly points towards a fact that the supply for girls' education is higher. Mixed/ Co-Edu centers for primary = 79%, middle = 86% and youth/ adult literacy = 79%). However, the enrollment statistics reveal that girls are 59% of the total enrollment. This situation depicts that the supply system has more capacity for girls and more girls can be enrolled in the NFE setting in specific areas where girls inclusion rate is low. It is pertinent to note that provinces have adopted a policy in NFE to offer mixed/ co-education centers for both boys and girls so as both gender have equal opportunities to learn and develop. However, in areas where cultural norms appeared to be rigid, provinces prefer to establish NFE centers for girls separately.</p> <p>Overall girls' enrollment in NFE in Pakistan is 59% and highest girls' enrollment is recorded in Sindh (73%), while the lowest is in AJK with 51% and 53% and 54% in GB, ICT and Punjab.</p>	<p><i>Continue to invest in and prioritize girls' education by focusing supply side in areas where more girls are out of schools.</i></p> <p><i>Prioritize girls enrollment in AJK, ICT, GB and Punjab.</i></p>
<p>Percentage of female teachers in NFE setting is 78.4%, which again portrays a fact that female education is the priority. Percentage of female teachers at primary level is 80%, at middle level is 77% and for youth/ adult literacy centers is 95%.</p>	<p><i>High percentage of female teachers has produced better results in terms of promoting girls' education. Therefore, NFE providers are encouraged to induct female teachers in the NFE centers to have a community confidence and attract girls' enrollment.</i></p>
<p>Low girls' enrollment in case of refugees and Non-Muslim children enrolled in NFE. Data reveal that enrollment of Non-Muslim girls is only 36%.</p>	<p><i>Promote girls' enrollment in areas where Non-Muslim families reside through positive community engagement and other support strategies.</i></p>

ADULT LITERACY CENTER'S CONTRIBUTION IN NFE

<p>Out of total NFE centers in Pakistan, which includes both adult literacy centers and NFBE/ ALP centers, percentage of youth/ adult literacy centers is only 6.4% (1,590 centers), while percentage of youth/ adult literacy centers in previous year was 13% (5,410 centers). This clearly indicates an enhanced focus and investment in youth/ adult literacy. Further, it has been noted only 336 ALCs are government funded literacy centers in Balochistan, whereas other literacy centers are EU supported.</p>	<p><i>It is extremely important that government take greater interest in youth and adult literacy by allocating reasonable funds through innovative and skills based learning models. Further, digital skills may be offered through literacy and using digital technology as well to make the literacy & numeracy programmes attractive and have more buy-in by the local people.</i></p>
<p>In adult literacy centers, priority has been given to female literacy as 100% enrollment in adult literacy centers is female.</p>	<p><i>Prioritize adult literacy for men and youth as well with special focus on youth with innovative and skills based literacy and functional literacy modules</i></p>

ALP (MIDDLE AND MIDDLE-TECH) IN PAKISTAN

<p>It is appraised that NFBE centers for primary and middle levels constitute the majority with around 94% of the total NFE in Pakistan. Out of the total NFBE/ ALPs, 98% are for NFBE/ ALP (Primary), while only 2% are NFBE/ ALP (Middle and Middle-Tech).</p>	<p><i>Increased attention and investment for ALP (Middle and Middle-Tech) as a learning continuity option as well as a stream to promote skills development leading to employment and entrepreneurship</i></p>
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RATIO OF LEARNERS AND CENTERS/ TEACHERS

<p>Ratio of learners per center is noted to be 36, which reveals that NFE have some space to enroll additional learners as the accepted learner-center ratio is 40:1.</p>	<p><i>Optimize the system capacity to take the learner-center ratio to at least 40:1 by including the ones who are excluded for various reasons in NFE system for learning and development.</i></p>
<p>Ratio of learners per teacher is noted to be 33:1, which again reveal that more learners may be accommodated and brought into the NFE system.</p>	<p><i>Optimize the system capacity to take the learners-teacher ratio to at least 40:1 by including the excluded.</i></p>

NFE FOR NON-PAKISTANIS AND NON-MUSLIMS

<p>Percentage of Non-Pakistani students is 0.3%, which portrays that the NFEMIS collects data of other nationalities and that NFE, as a flexible delivery model offers right to education to all children without any discrimination of nationalities. Data present that out of total 2,690 Non-Pakistani students, majority are Afghan refugees (96%), while remaining 4% are Burmese and Bengali nationals.</p>	<p><i>NFE may be considered as a viable learning stream for Non-Pakistani children as they might face issues with national identity and necessary documentation. In such case studying in formal education would appear difficult and studying in NFE would somehow put them at ease as the NFE centers may be established close to their homes/ camps or settlements.</i></p>
<p>Of the total enrollment in NFE, there are 2% Non-Muslim learners and major categories of Non-Muslim learners include Hindus & Christians. Hindus have the highest percentage in this category with around 86%, followed by 14% Christians.</p>	<p><i>Many Non-Muslim families remain excluded of the education system especially in circumstances where they belong to poor social segment. Therefore, local departments families reside in general.</i></p>



RETENTION OF LEARNERS (SITUATION OF VERTICAL MOVEMENT IN GRADES AND PACKAGES)

Data of NFBE (conventional NFBEs that use formal education programme) reveal that retention of learners confront serious challenges and a consistent drop-out is noted in vertical movement of learners. Out of total 279,475 learners enrolled in Katchi were reduced to only 42,588 in grade 5, which means only 15% learners could survive to grade 5. Although ALP system shows some recovery of drop out, which is associated with flexibility of the system that allows admission in any Package (grade) based on the placement test and accommodating prior learning. Survival rate in ALP was calculated to be 60%.

Data collection and analysis of attendance, classroom based observation and monitoring to find out real issues and then work closely with local teachers and communities to find out viable solutions to increase retention in NFBE/ALPs.

At the same time, conventional NFBE may switch to ALPs, which shows more flexibility and learning friendly classroom climate and logically designed curriculum and learning materials.

MAINSTREAMING OF LEARNERS FROM NFE TO FORMAL STREAM

It is important to note that approximately 296,843 learners have been mainstreamed to formal setting during the reporting period. If we include this number, total enrollment of NFE goes beyond 1 million. Mainstreaming to formal setting is also a good sign in terms of learning continuity of learners, which is also one of the objectives of NFE setting.

Mainstreaming is considered a success in NFE as the learners are placed in a system that provides consistent vertical linkages. However, in such situations, NFBE/ALP should offer post primary learning models as a continuing learning stream and also focus on completion through a recognized assessment & certification system.

EXPANSION OF CONDENSED/ ACCELERATED LEARNING / EDUCATION PROGRAMMES

Data of NFE centers, especially in NFBE (Primary and Middle) category reveal that seven percent of the total NFBE centers follow the accelerated/ condensed learning model in the form of Accelerated Learning Programme / Accelerated Education Programmes (ALPs/ AEPs). The ALP/ AEP (Primary) is an accelerated and flexible delivery model, which is equivalent to national curriculum and offers primary completion in 30 months, while ALP (Middle and Middle-Tech) offers the middle education cycle completion in 18 months. These models accommodate prior learning and enable learners to learn to the best of their potential and complete or mainstream in formal education at any stage. These models are scientifically designed and covers 100% curricula without compromising on SLOs/ learning contents. ALP (Primary) was being implemented since past few years, while ALP (Middle-Tech) has been introduced and piloted this year in active collaboration with Allama Iqbal Open University (AIOU) across the country.

Both public and development sector organizations should consider expansion of the ALP (Primary and Middle & Middle-Tech) so as these learning streams are used to provide right to education to all children.

Similarly, the ALPs may be offered through various “delivery models” such as digital, distance learning and hybrid learning models to expand access.

CONTRIBUTION OF PRIVATE/ DEVELOPMENT SECTOR ORGANIZATIONS IN NFE

Data of NFE in Pakistan reveal that 19% of the total enrollment is contributed by the development sector organizations (NGOs/ CSOs/ INGOs), which is much appreciated and shows that development sector is playing its vital role in providing the right to education to children. Approximately 71 public and private/ development sector organizations are operating in NFE in Pakistan and 35% of these belong to public sector departments. However, major funding from the public sector through PPP or directly by establishing and offering NFE centers in target areas.

Development sector, which is already contributing around 18% of the total enrollment in NFE in Pakistan, should invest more on supply side to attract more out of school children and also support the provincial/ area governments in addressing quality gaps.

PICTURES GALLERY

COORDINATION & TECHNICAL MEETINGS







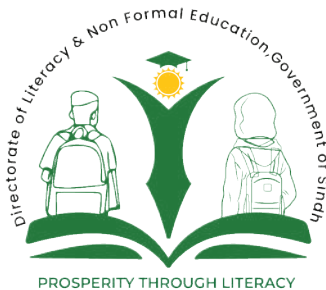
TRAININGS & WORKSHOPS



MEETINGS



Other Contributors in the NFE Sector



Sindh Education Foundation
Government of Sindh



THE CITIZENS FOUNDATION





National Non-Formal Education Management Information System
Pakistan Institute of Education (PIE)
Ministry of Federal Education and Professional Training
Government of Pakistan

In collaboration with
JICA-Advancing Quality Alternative Learning (AQAL-II) Project