

Pakistan Non-Formal Education

ANNUAL
STATISTICAL
REPORT
2020-21

Annual Statistical Report 2020-21



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
February 2023



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ACRONYMS

ALC	Adult Literacy Center
AEPs	Accelerated Education Programmes
ALPs	Accelerated Learning Programmes
ASC	Annual School Census
AJK	Azad Jammu & Kashmir
BISP	Benazir Income Support Programmes
CPD	Country News Professional Development
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 for education
PSLN	Pakistan Social and Living Standard Measurement
OOSC	Out of School Children
SDGs	Sustainable Development Goals
UNDP	United Nation Development Program

FOREWORD

Informed decision making is quite essential and pre-requisite for better educational management, institutional development, better service delivery mechanism and accurate terminal assessment. The Data-Driven Project Management in Non-Formal Educational Management is the best way of making the decision in the process of planning, implementation, analysis, synthesis, formative monitoring and summative evaluation. There was a dire need and consistent demand for separate statistical report on Non Formal Education Sector.

Non-Formal EMIS established by Pakistan Institute of Education in collaboration with JICA has proved to serve diverse need of stakeholders in both public and private sectors at various administrative levels. NFE-MIS is an online database to manage data of Non-Formal Education in Pakistan. It covers information of learners, teachers, centers, learning achievement, daily attendance, tracking of the learners, Out of School Children (OOSC), monitoring record of the centers and procurement to show holistic picture of NFE users. It is expected that the statistics will strongly help to improve NFE sector efforts. Each user / organization has its own customized dashboard and reporting system to view updated information of their interventions. The data maintained in NFE-MIS is also used to supplement other aspects of education sector from time to time.

The NFE statistics report 2020-21 consists of all the efforts and contributions of NFE practitioners at the national and provincial levels. As per the statistics of this report there are 40,696 NFE centers (NFBES/ ALPs and adult literacy) centers in all areas and provinces in Pakistan with 42,873 teachers and an enrollment of 1,615,176 learners. Data of learners enrolled in NFE centers reveal that 52% learners are enrolled in Punjab, followed by Sindh with 20% and then KP and Balochistan with 17% & 6% respectively. Enrollment in NFE in AJK and ICT is the lowest.

We hope that this National Non-Formal Education Statistical Report will provide clear picture of the NFE situation in Pakistan as an authentic source of information for all stakeholders including educationists and researchers to understand NFE landscape. I hope federal and provincial / area governments will make affective use of this valuable data in planning and strategizing NFE interventions.

I would like to gratefully appreciate the work of NEMIS and JICA-AQAL project team for preparing this report.

Dr. Muhammad Zaigham Qadeer
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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, 22.8 million children (44%) 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 22% whereas remaining cohort of 10-16 years of age constitutes the big chunk; 78%. 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. Benazir income support programme (BISP) 2020-21, which is a latest data set that reports out of school children, confirms that out of school children of 5-16 years in Pakistan are 23 million. 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 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. More details on ALP, Feasible way to Provide Out of School Children and Youth with learning Opportunity" are at Annex-A

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

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. NFEMIS 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 NFEMIS is properly synchronized with SDGs. It is pertinent to mention that NFEMIS 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.

National Educational Management Information System (NEMIS)

The National Educational Management Information System (NEMIS) has been functioning in Academy of Educational Planning and Management (AEPAM) since 1993. The main purpose of the NEMIS 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 NEMIS does not collect, process and publish data of non-formal education institutes.

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

Annual School Census of Non-Formal Education through NFEMIS

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

Technical Committee (TechCom)

- Consolidation and Finalization of NFEMIS database on annual basis
- Calculation and Finalization of Education Indicators related to NFE including SDG-4 etc.
- Ensure Data Reliability and Consistency

- Discussion on problems/difficulties faced in carrying out the NFEMIS activities
- Provide technical support to integrate NFEMIS with National/Provincial EMIS
- Providing Technical Support to Provincial/Regional NFE Providers for smooth functioning of NFEMIS

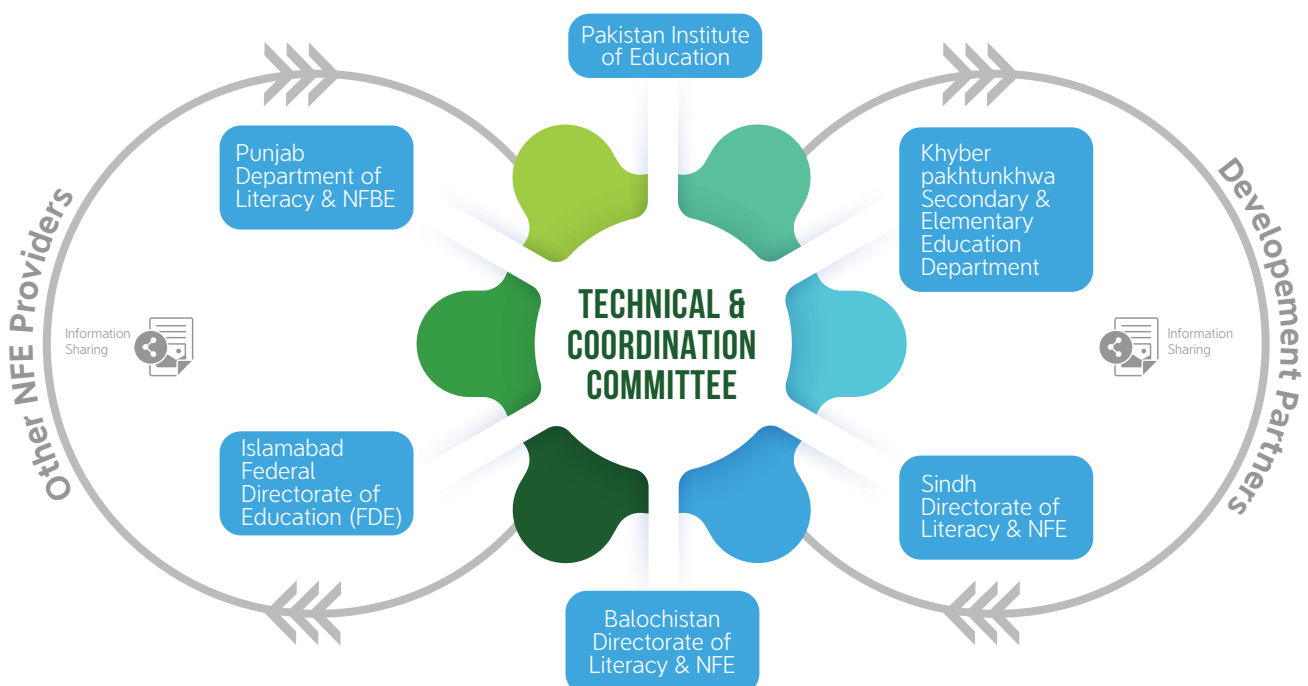
Coordination Committee (CordCOM)

- Assess and determine National and Provincial needs for educational planning and management information and to cater for the same
- Provision of NFE data of National & Provincial publications
- Discuss and resolve administrative issues and problems in the provincial NFEMISs
- Coordination between National NFEMIS and Provinces/Regions
- Facilitate management in implement data driven management (Planning-implementation-monitoring-evaluation)

Operationalizing NFEMIS

1. Provincial level NFEMIS 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 NFEMIS cell at AEPAM / NEMIS.
2. District level NFEMIS 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 NFEMIS.
3. NFEMIS shall be further consolidated and integrated with Provincial and NEMIS to reflect a holistic picture of Education and literacy in the provinces and in the country.
4. NFEMIS shall be utilized to monitor and report the SDGs indicators especially those relating to enrolment, retention, quality/learning achievements and literacy levels of adults
5. NFEMIS shall be used for project cycle management including planning, implementation, monitoring and evaluation, decision making and policy making.

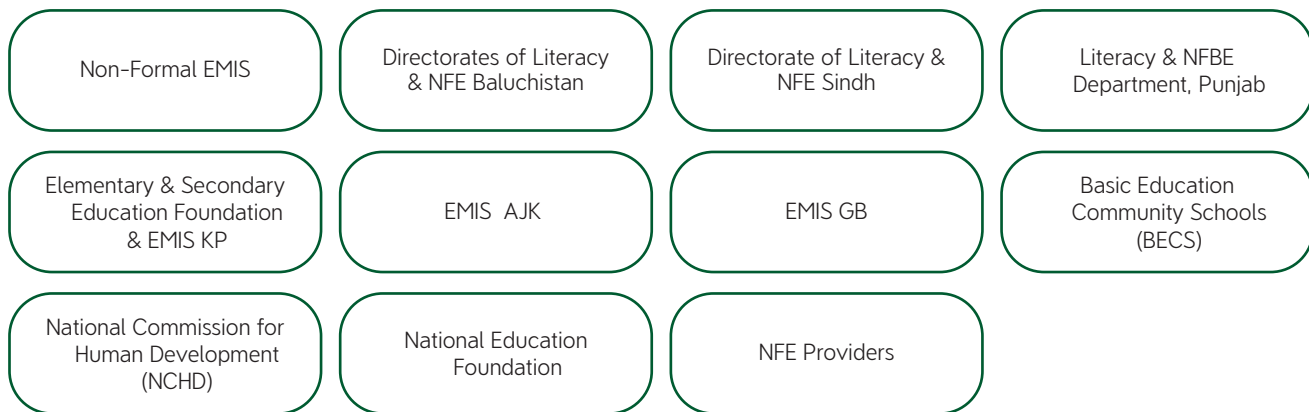
Management Structure NFEMIS Diagram



Data Collection Mechanism

1. 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 NFEMIS tools
2. NEMIS shall maintain and disseminate statistics of Literacy and Non-Formal Basic Education in Federal areas and Provinces
3. NEMIS consolidates finding of Techcom & Coordcom data in Joint Session

Data Sources



Trainings

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

Components of NFEMIS

Planning

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

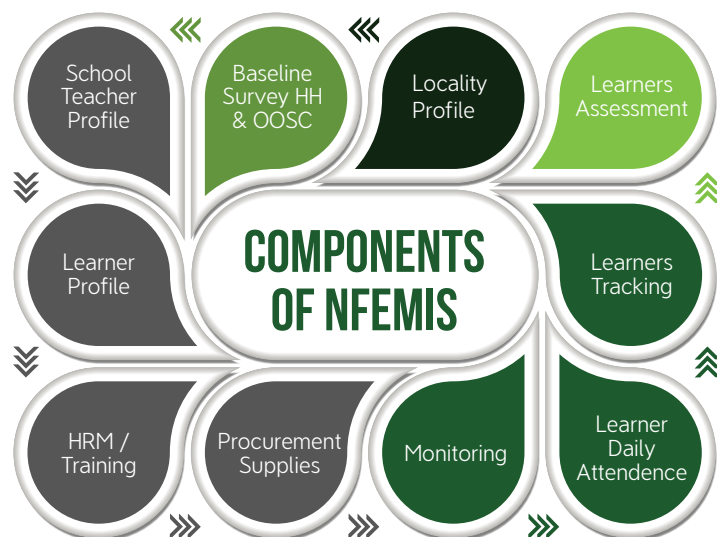
- I. House hold survey of educational situation
- II. Out of School Children survey

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 learners tracking

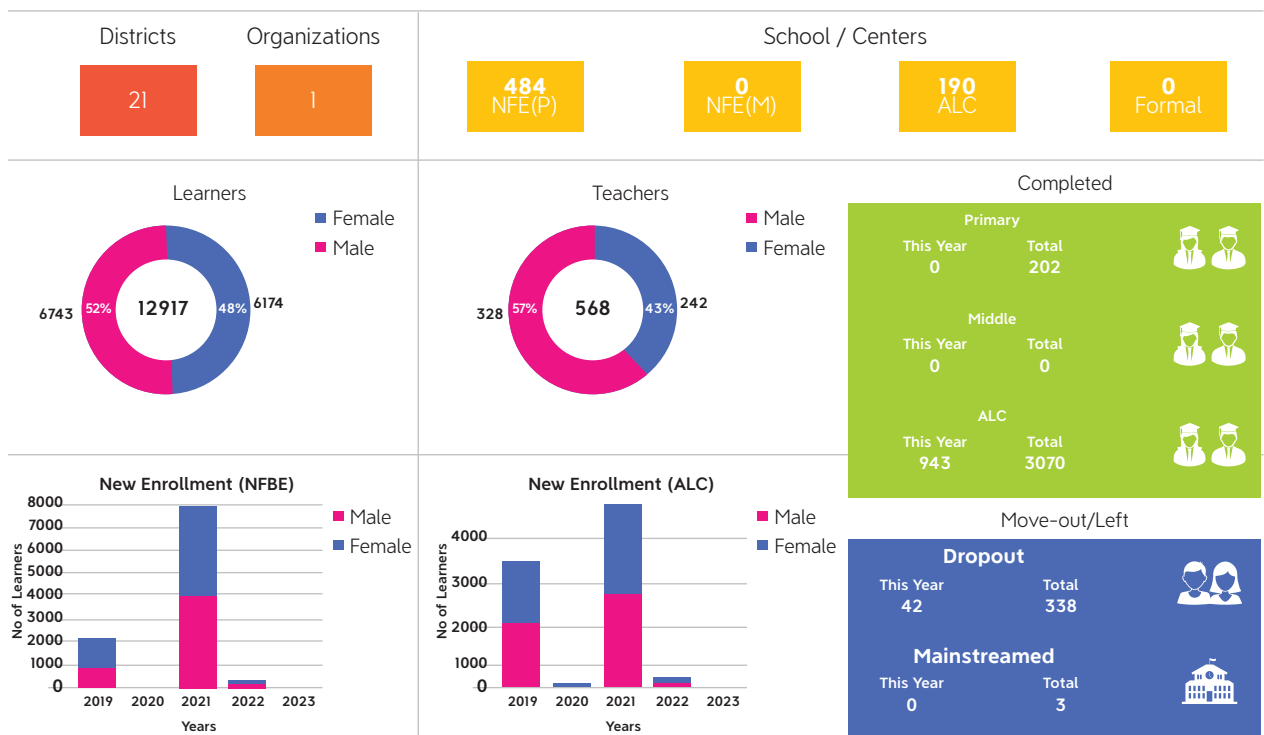




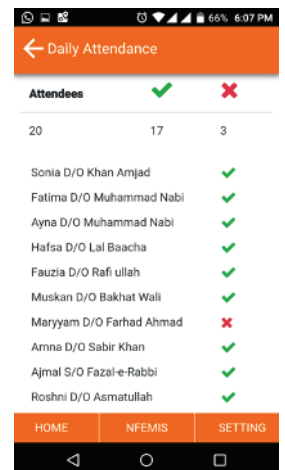
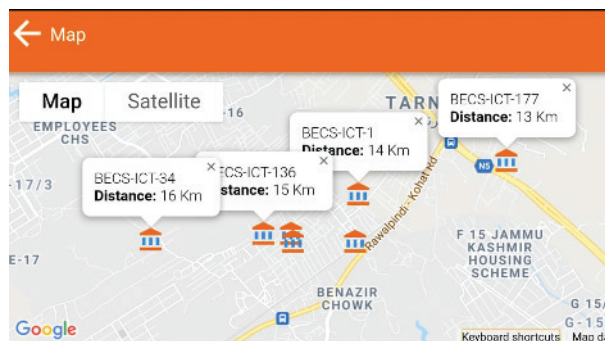
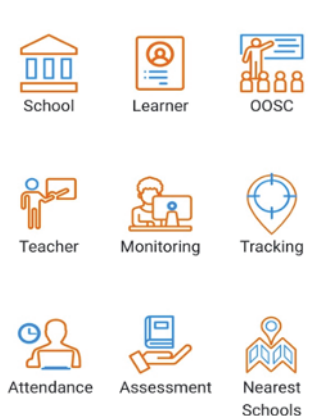
Dashboard

Each organization has its own customized dashboard showing real time data statistics of NFE interventions which includes:

- Number of districts where NFE intervention are carried out
- Number NFE centers primary, middle and ALCs
- Gender wise learners enrolled
- Number of learners completed, dropout & mainstreamed
- Years wise enrollment / admissions in NFEs & ALCs separately
- Gender wise teachers



Mobile Application



Non-Formal Education Statistics

NON-FORMAL EDUCATION (NFE) STATISTICS: AN OVERVIEW

Summary of NFE Centers, Teachers and Learners

There are 40,696 NFE centers (NFBES/ ALPs and adult literacy) centers in all areas and provinces in Pakistan with 42,873 teachers and an enrollment of 1,615,176 learners. Data of learners enrolled in NFE centers reveal that majority around 52% are enrolled in Punjab, followed by Sindh with 20% and then KP where enrolment is 17%. Enrollment in NFE in AJK and ICT is the lowest.

Table 1: Province wise NFE Centers, Teachers and Learners

Province / Area	Centers	Teachers	Learners
Azad Jammu & Kashmir	544	682	22,081
Baluchistan	4,051	4,154	104,641
Gilgit Baltistan	1,052	1,118	36,082
ICT	507	445	15,905
Khyber Pakhtunkhwa	5,670	6,922	273,062
Punjab	21,457	21,777	842,691
Sindh	7,415	7,775	320,714
Total	40,696	42,873	1,615,176

NFE Centers

Data depict that out of total 40,696 NFE centers, 47% centers are mixed (co-ed), 39% are for girls, and remaining 14% are for boys. Gilgit Baltistan led the list of areas/ provinces with the most mixed (co-ed) centers with 80%, followed by Punjab and ICT where the percentage is 66% equally.

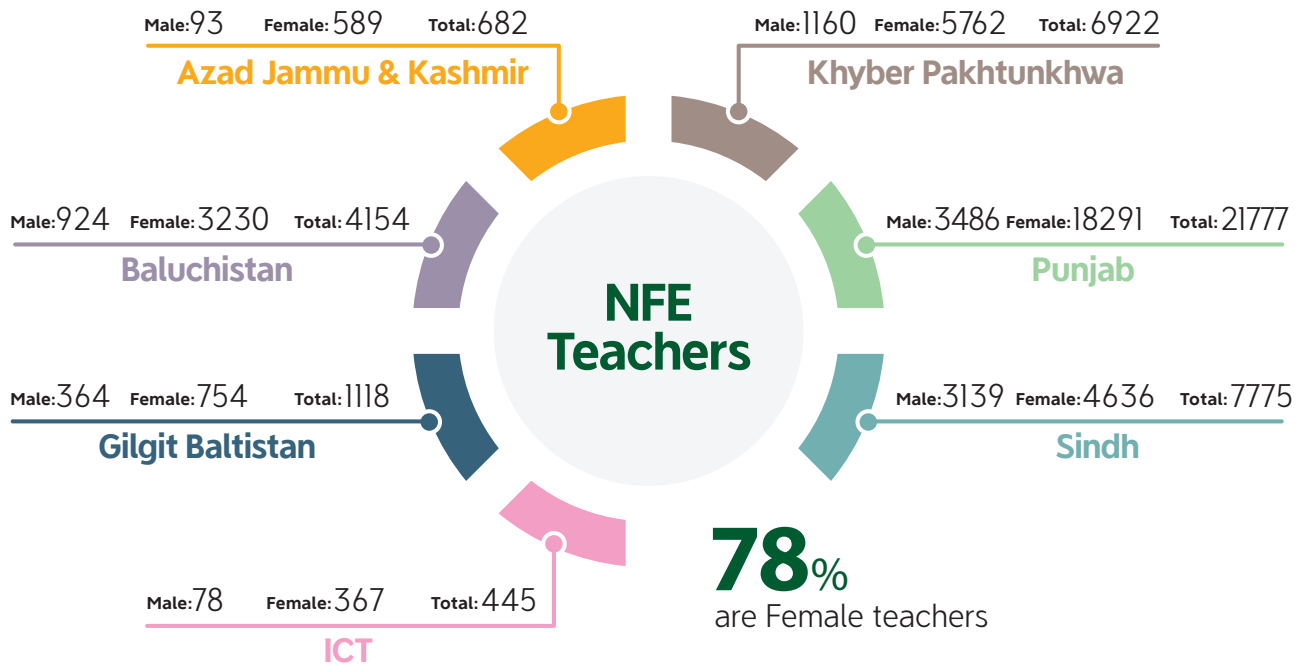
Balochistan, Sindh and KP are among the provinces where mixed (co-ed) centers are the least with 11%, 12% and 40% respectively. However, these provinces are listed among the highest of those offering the most centers for girls/ women. Balochistan offers 74% centers for girls, while Sindh and KP offers 51% and 44% centers for girls respectively.

Table 2: Province & Gender wise centres

Province / Area	Male	Female	Co-Edu	Total
Azad Jammu & Kashmir	129	168	247	544
Baluchistan	645	2980	426	4051
Gilgit Baltistan	31	177	844	1052
ICT	95	75	337	507
Khyber Pakhtunkhwa	931	2469	2270	5670
Punjab	954	6346	14157	21457
Sindh	2781	3771	863	7415
Total	5,566	15,986	19,144	40,696

NFE Teachers

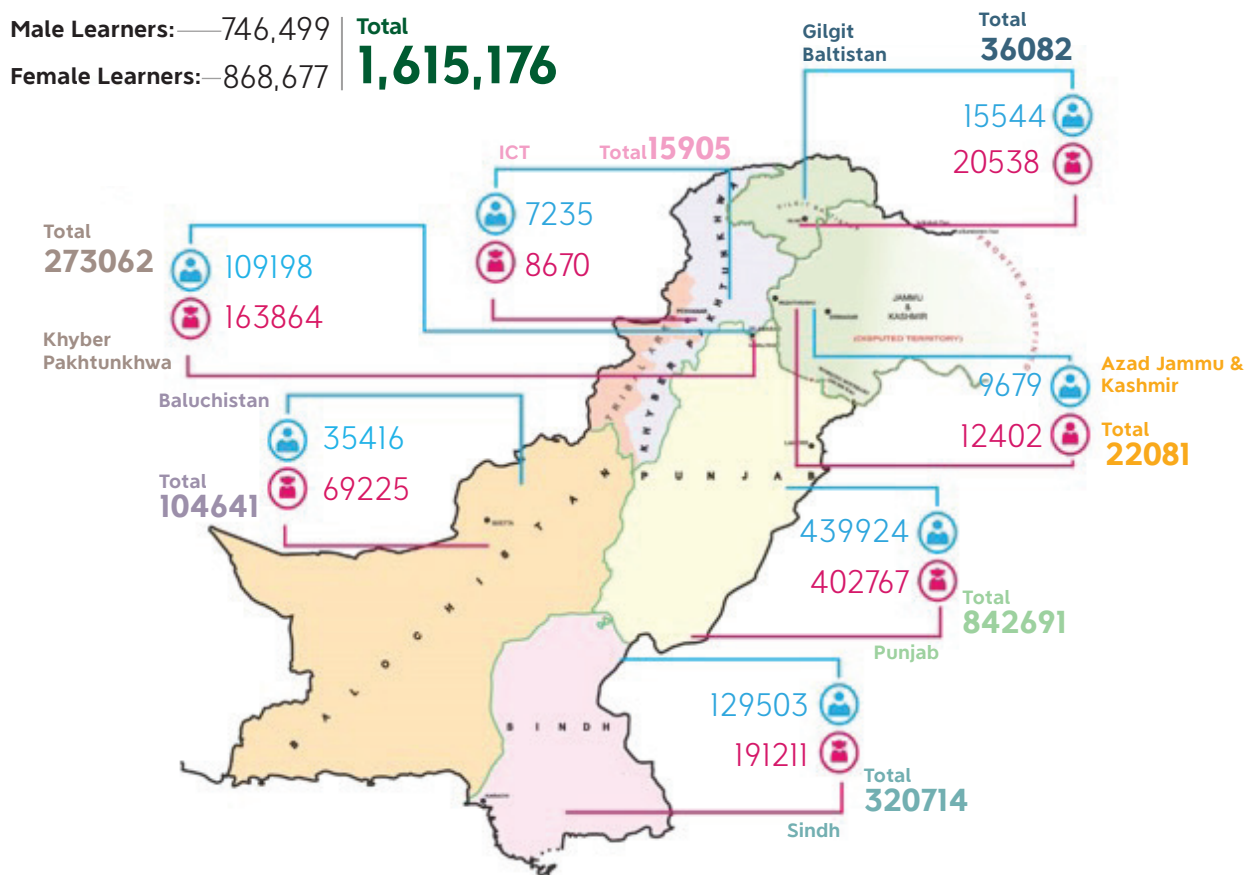
Total NFE teachers in Pakistan are reported to be 42,873 slightly higher than the total number of NFE centers in the country. Percentage of female teachers in Pakistan is 78.4%. Highest percentage of female teachers is found in AJK, Punjab, KP and ICT where female teachers are 86%, 84%, 83% and 82% respectively. Lowest percentage of female teachers was observed in Sindh where female teachers are 60%.



NFE learners / students

Enrollment data of the total enrolment portray that 54% are girls as compared to 46% boys. Highest percentage of girls/ female students was noted in Balochistan where females are 66%, followed by KP and Sindh where it is 60% and 59% respectively. Female enrollment percentage in GB, AJK and ICT is 57%, 56% and 54% respectively, while in Punjab the female enrollment is the lowest of all with 47% female students enrolled in NFE centers.

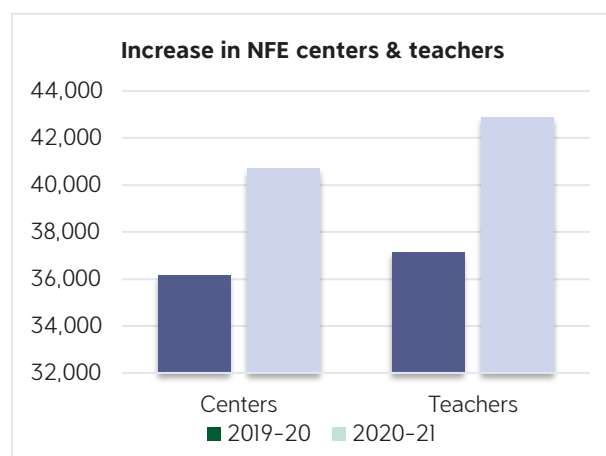
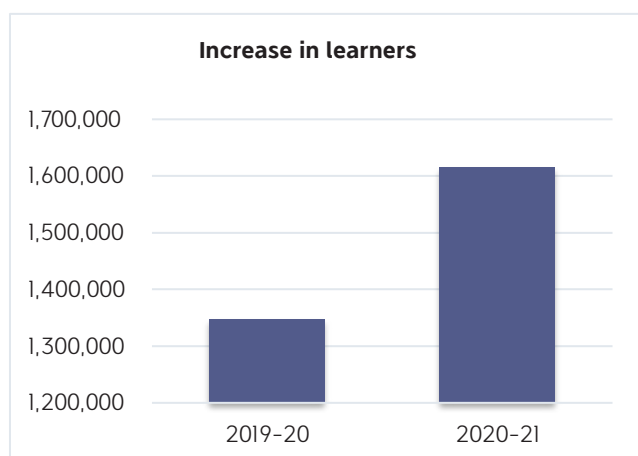
Table 4: Province wise NFE Learners / Students



Comparative Context: NFE Centers, Teachers and Learners as compared to previous year's data:

Description	2019-20	2020-21	Difference
NFE Centers	36,142	40,696	4,554
NFE Teachers	37,119	42,873	5,754
NFE Learners	1,347,577	1,615,176	267,599

NFE data comparison (current year's comparison with previous year's data) reveal an increase in number of centers, teachers and learners as compared to previous year's NFE data. Rate of increase may be termed as significant @ 13.7%. Increase in NFE centers, NFE teachers and NFE learners remained 11%, 13% and 16.7% respectively. Rate of increase in NFE is an indicator of sector growth as well as optimal utilization of the sector services. Overall rate of increase in NFE centers is 11%, while rate of increase in enrollment is 16.7%, which points towards a fact that NFE providers are making serious efforts in using available spaces optimally by providing right to education and learning to children and young people.



Category wise NFE statistics

NFE data are analyzed in two broad categories:

1. NFBE (ALP) centers (for children between the ages of 5-16 years)
2. Adult literacy (youth and adults)

According to NFE data, majority of the centers belong to NFBE/ ALP category, which is for children, while a very a smaller number of centers were found to be operating for youth and adults in Pakistan. Data confirm that 85% NFE centers are for NFBE/ ALP, while only 15% are for youth/ adult population. Under NFBE, 99% are primary level centers, while only 1% are middle level centers.

Table 5: Category wise NFE statistics

Level	Male	Female	Co-Edu	Total
NFBE/ ALP				
NFBE (Primary)	5,473	11,045	18,553	35,071
NFBE (Middle)	13	184	18	215
Sub-Total	5,486	11,229	18,571	37,286
Adult Literacy				
Adult literacy Centers (ALCs)	80	4,757	573	5,410
Sub-Total	80	4,757	573	5,410
Total	5,566	15,986	19,144	40,696

Province and gender wise NFBE/ ALP (Primary) centers

Data of primary level NFBE/ ALP programmes reveal that a total 35,071 NFBE/ ALP centers are operating in Pakistan, which is 86% of the total NFE centers (including ALCs) in the country. Highest contribution was made by Punjab with 58%, followed by Sindh and KP, which contributed to 15% and 14% respectively. Balochistan's contribution is 7%, followed BG, where it is 3%, while ICT and AJK contribute to 1 percent each.

Furthermore, data confirm that 53% NFBE/ ALP centers are operating as mixed (Co-Ed) centers, while 31% are for girls, leaving only 16% for boys. Highest percentage of mixed (co-ed) is observed in GB (89%), followed by ICT and Punjab where mixed (co-ed) NFBE/ ALP centers are 75% and 66% respectively. 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 33% and 58% centers for girls.

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

Province / Area	Male	Female	Co-Edu	Total
Azad Jammu & Kashmir	129	68	247	444
Baluchistan	564	1394	425	2383
Gilgit Baltistan	31	77	835	943
ICT	95	15	337	447
Khyber Pakhtunkhwa	919	1766	2269	4954
Punjab	954	5946	13580	20480
Sindh	2781	1779	860	5420
Total	5,473	11,045	18,553	35,071

Province and gender wise NFBE/ ALP (Middle) centers

Number of NFBE/ ALP centers for middle level are the lowest in Pakistan. But 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 215 NFBE/ ALP (Middle) level centers in the country. Majority (82%) is found in KP, followed by Sindh where it is 11%, while in GB, it is 4%. In Punjab and Balochistan, middle level NFBE/ ALP centers are 2% and 1% respectively. It worthwhile to note that there is no NFBE/ ALP (Middle) in ICT and AJK.

Data of NFBE/ ALP (Middle) centers reveal further that majority of these centers are for girls (86%), while 8% are operating as mixed (co-ed) and remaining 6% are working for boys only.

Table 7: Province and gender wise NFBE/ ALP (Middle) centers

Province / Area	Male	Female	Co-Edu	Total
Baluchistan	1	1	1	3
Gilgit Baltistan			9	9
Khyber Pakhtunkhwa	12	163	1	176
Punjab			4	4
Sindh		20	3	23
Total	13	184	18	215

Province and gender wise Adult Literacy centers

There are 5,410 adult literacy centers in Pakistan, which is only 15% of the total NFE in Pakistan. 88% adult literacy centers are for women, followed by 11% for both men and women, whereas only 1.5% centers are for male population. Sindh province tops the list with the most adult literacy centers with 36.4%, followed by Balochistan where adult literacy centers are 31%. Punjab has 18% contribution in adult literacy, while KP has 10% literacy centers. Remaining areas including ICT, GB and AJK share around 1% each.

Table 8: Province and gender wise Adult Literacy centers

Province / Area	Male	Female	Co-Edu	Total
Azad Jammu & Kashmir		100		100
Baluchistan	80	1,585	-	1,665
Gilgit Baltistan		100		100
ICT		60		60
Khyber Pakhtunkhwa		540		540
Punjab	-	400	573	973
Sindh	-	1,971	1	1,972
Total	80	4,756	574	5,410

NFE Teachers

Overall summary of teachers

Around 78% teachers in NFE are female teachers in Pakistan. The percentages of female teachers in NFBE/ ALP primary and NFBE/ ALP (Middle) are 76% and 88% respectively, while the same in adult literacy setting is 94%.

Table 9: NFE Overall Summary of Teachers

Level	Male	Female	Total
NFBE/ ALP Primary	8,904	28,282	37,186
NFBE/ ALP Middle	33	240	273
Adult Literacy Centers (ALCs)	307	5,107	5,414
Total	9,244	33,629	42,876

Teachers in NFBE/ ALP (Primary)

Total teachers in NFBE/ ALP (Primary) are 37,186, which constitutes 87% of the total teachers in Pakistan in NFE setting in Pakistan. Out of total teachers in NFBE/ ALP (Primary) 76% are female teachers, which clearly portrays that focus is on education of female students. Highest percentage of female teachers is observed in AJK, Punjab, KP and ICT where female teachers are 84%, 84%, 82% and 79% respectively. Lowest percentage of female teachers in NFBE/ ALP (Primary) is observed in Sindh where it is 47%.

Table 10: Teachers in NFBE/ ALP (Primary)

Province / Area	Male	Female	Total
Azad Jammu & Kashmir	93	489	582
Baluchistan	840	1645	2485
Gilgit Baltistan	362	647	1009
ICT	78	307	385
Khyber Pakhtunkhwa	1136	5013	6149
Punjab	3336	17456	20792
Sindh	3059	2725	5784
Total	8,904	28,282	37,186

Teachers in NFBE/ ALP (Middle)

Total teachers in NFBE/ ALP (Middle) are 273, which constitutes only 1% of the total teachers in Pakistan in NFBE/ALP setting. Out of total teachers in NFBE/ ALP (Middle) 88% are female teachers, which clearly portrays that focus is on education of female students. Highest percentage of female teachers is observed in KP and Sindh where female teachers are 90%, 87% respectively. Lowest percentage of female teachers in NFBE/ ALP (Middle) is observed in Balochistan and Punjab where this percentage is 50% each.

Table 11: Teachers in NFBE/ ALP (Middle)

Province / Area	Male	Female	Total
Baluchistan	2	2	4
Gilgit Baltistan	2	7	9
Khyber Pakhtunkhwa	24	209	233
Punjab	2	2	4
Sindh	3	20	23
Total	33	240	273

Teachers in Adult literacy centers

Total teachers in adult literacy centers are 5,414, which constitutes 15% of the total teachers in Pakistan in NFE setting. Out of total teachers in adult literacy centers, 94% are female teachers, which clearly portrays that focus is on literacy of adult female population. Highest percentage of female teachers is observed in AJK, GB, ICT and KP where female teachers are 100% in each area. Lowest percentage of female teachers in adult literacy centers is observed in Punjab where it is 85%.

Table 12: Teachers in Adult literacy centers

Province / Area	Male	Female	Total
Azad Jammu & Kashmir		100	100
Balochistan	82	1,583	1,665
Gilgit Baltistan		100	100
ICT		60	60
Khyber Pakhtunkhwa		540	540
Punjab	148	833	981
Sindh	77	1,891	1,968
Total	307	5,107	5,414

NFE Enrolment Statistics

Area and Gender wise enrollment

Total enrollment in NFE setting in Pakistan is 1.6 million, out of which 54% are girls. The highest percentage of female students is noted to be in Balochistan, Sindh and KP where girls/ female students are 66%, 60% and 59%, while lowest percentage of female students is observed in Punjab and ICT where this is 47% and 53% respectively.

Table 13: NFE Enrolment Statistics Area and Gender Wise enrollment

Province / Area	Male	Female	Total
Azad Jammu & Kashmir	9,679	12,402	22,081
Baluchistan	35,416	69,225	104,641
Gilgit Baltistan	15,544	20,538	36,082
ICT	7,235	8,670	15,905
Khyber Pakhtunkhwa	109,198	163,864	273,062
Punjab	439,924	402,767	842,691
Sindh	129,503	191,211	320,714
Total	746,499	868,677	1,615,176

Category Wise Enrollment

Enrollment statistics reveal that 93% enrolment constitutes children enrolled in NFBE/ ALPs (including both primary and middle), while only 7% are enrolled in Adult Literacy Centers (ALCs). In NFBE/ ALP setting, around 50.5% children enrolled are girls, while the girls' percentage in NFBE/ ALP (Primary) is 50%, and the same in NFBE/ ALP (Middle) is 60%.

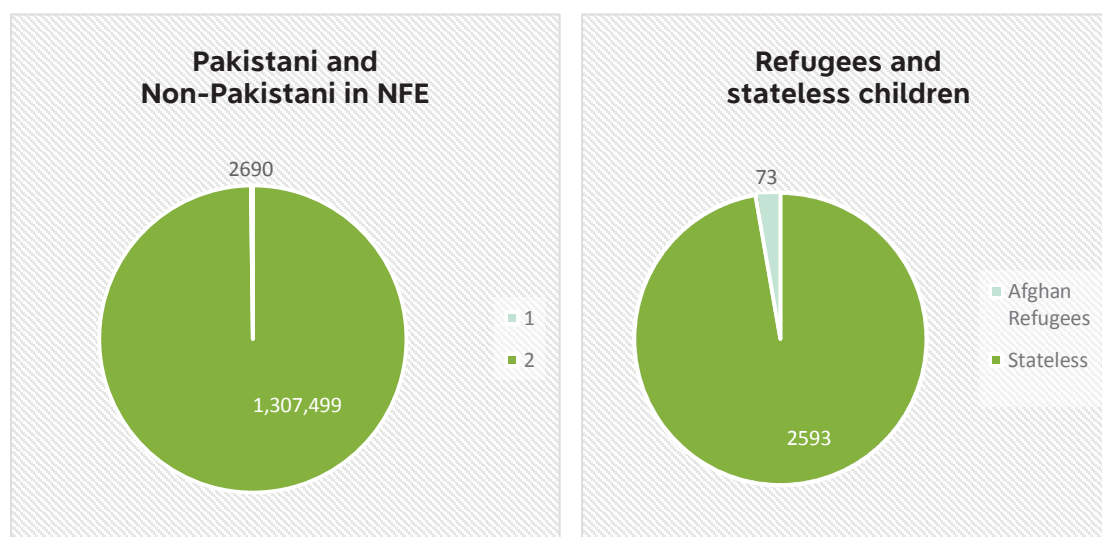
Similarly, in Adult Literacy Centers, enrollment is 7% of the total enrollment in NFE sector. Out of the total enrollment in Adult Literacy setting, 96% are women/ female learners.

Table 14: Category Wise Enrollment

Category of NFE centers	Male	Female	Total
NFBE/ ALP			
NFBE (Primary)	738,433	751,503	1,489,936
NFBE (Middle)	3,466	5,152	8,618
Sub-Total	741,899	756,655	1,498,554
Adult literacy			
ALCs	4,600	112,022	116,622
Sub-Total	4,600	112,022	116,622
Total	746,499	868,677	1,615,176

Enrollment of refugee/ stateless children in NFBE/ ALP setting

Enrollment data of Pakistani and Non-Pakistanis (refugees and stateless) show that only 0.27% are stateless and refugee children enrolled in NFE setting.



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
Afghani	452	2141
Burmese	12	25
Bengali	12	48
Total	476	2214

Same data is shown in areas/ provinces:

Data of Non-Pakistani given in the table below show that majority (54%) 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 9%. Remaining 4.5% are Afghan refugees and belong to ICT.

Table 16: Data of Non-Pakistani belong to KP

Province	Non-Pakistanis	Male	Female
Baluchistan	Afghani	316	542
ICT	Afghani	42	78
Khyber Pakhtunkhwa	Afghani	49	1419
Sindh	Afghani	45	102
Sindh	Burmese	12	25
Sindh	Bengali	12	48
	Total	476	2214

Enrollment of children belonging to different religions

As NFE is among the flexible delivery models that offers equal opportunity for all children with 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 children enrolled in NFE centers constitute 1.3% 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 93.5%, followed by Christian children who constituted 6.4%, while Sikh children were the lowest with only five children enrolled in NFE centers.

Table 17: Enrollment of children belonging to different religions

Non-Muslims/ Other religions	Male	Female	Total
Christians	483	556	1,039
Hindus	10,146	4,988	15,134
Sikhs	2	3	5
Total	10,631	5,547	16,178

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

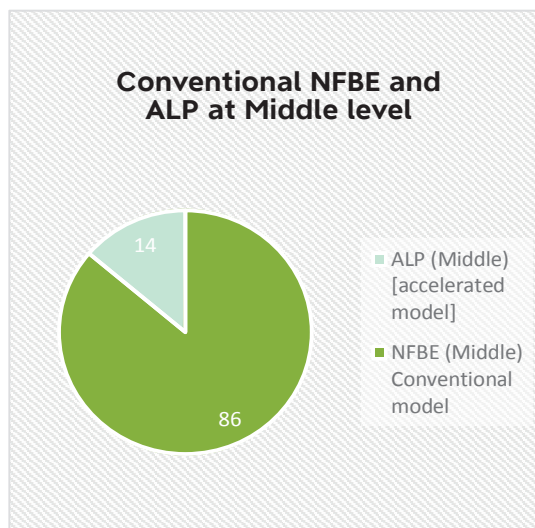
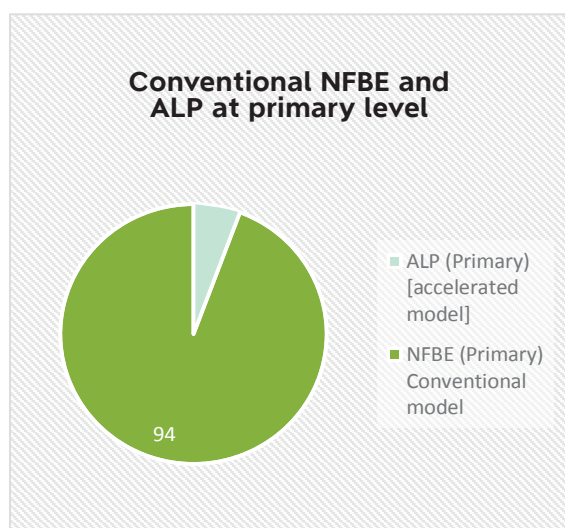
Learning Programs	Packages* / Grades	Male	Female	Total
ALP (Primary) [accelerated model]	Package-A	17,006	23,805	40,811
	Package-B	4,129	9,521	13,650
	Package-C	10,551	19,530	30,081
ALP (Middle) (accelerated model)	Package-D	3,223	4,010	7,233
	Package-E	36	526	562
NFBE (Primary) [conventional model]	Katchi	244197	239721	483,918
	One	162695	154334	317,029
	Two	105478	102908	208,386
	Three	79920	85135	165,055
	Four	62780	63501	126,281
NFBE (Middle) [conventional model]	Five	51591	52697	104,288
	Six	154	626	780
	Seven	91	242	333
Adult Literacy	Eight	43	93	136
	Literacy	4,605	112,028	116,633
	Total	746,499	868,677	1,615,176

Breakup between the enrolment data of NFBE (primary) and Accelerated Learning Program (ALP) Primary is shown in the figures below. Data shows that 94% enrollment is found in conventional NFBE (Primary), while 6% enrollment is found in ALP (Primary), which is condensed and accelerated learning programme that offers primary completion in 30 months.

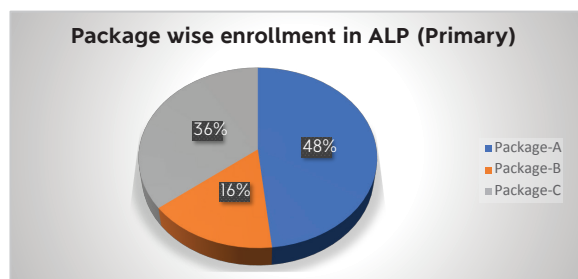
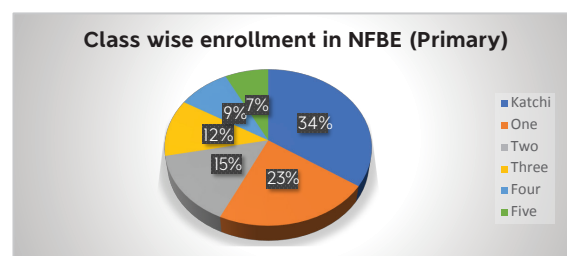
At the same time, 14% enrollment is noted in conventional NFBE (Middle), while 86% enrollment is found in ALP (Middle), which is an accelerated learning programme and offers middle level completion in 18 months.

Table 19: Breakup Between enrolment data of NFBE Primary

Categories of Centers	NFBE	ALP	Total
NFBE/ ALP (Primary)	1,404,957	84,542	1,489,499
NFBE/ ALP (Middle/ Elementary)	1,249	7,795	9,044
Total	1,406,206	92,337	1,498,543



Class/ grade wise enrolment of conventional NFBE is shown in the figure below that shows a consistent trend in enrollment of children. 34% enrollment is observed in Katchi, followed by 23% in one, 15% in two, 12% in three, 9% in four and 7% in five grades. The given trend points towards the drop-out rate/ trends as well.



Package wise enrollment in ALP (Primary) is shown below that clearly shows a high enrollment in Package A, followed by a high rate of drop in Package B and then again, a significant rise in Package C. This points towards a reason of drop out and recovery owing to system flexibility that takes in enrollment and open admission policy based on the entry level assessment and consequent placement.

Sector wise NFE statistics

Table 20: Overall contribution of public and development sector organizations

NFE Providers	Enrolment				
	Centers	Teachers	Boys	Girls	Total
Public sector Organizations	33,993	35,697	684,032	732,700	1,416,732
Development sector Organizations	6,703	7,176	62,467	135,977	198,444
Total	40,696	42,873	746,499	868,677	1,615,176

88% enrollment is found to be in public sector run NFE centers, while 12% contribution is made by the development sector organizations.

Table 21: Area/ province and sector wise NFE statistics

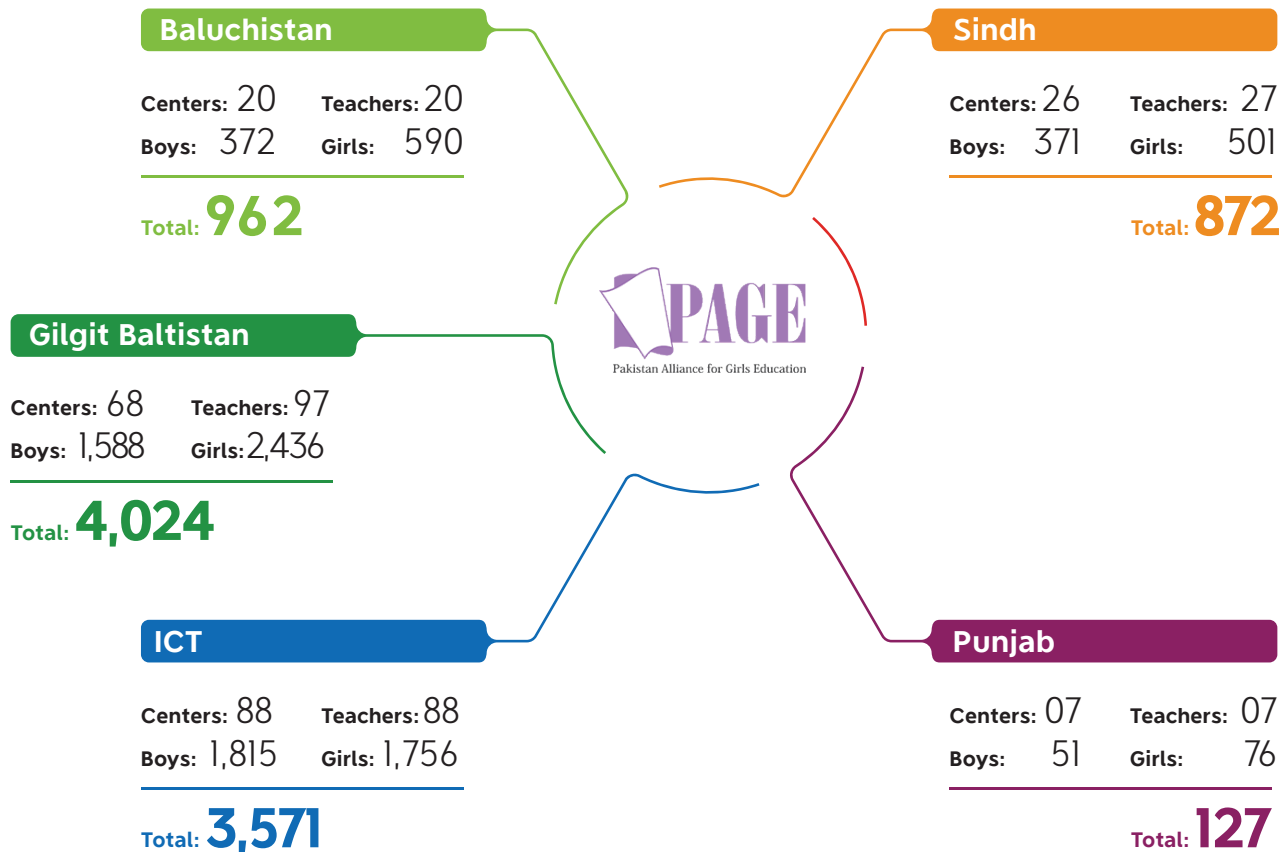
NFE Providers	Sector	Centers	Teachers	Learners		
				Boys	Girls	Total
Azad Jammu & Kashmir (AJK)	Public	544	682	9,679	12,402	22,081
	Development					
	Sub-Total	544	682	9,679	12,402	22,081
Baluchistan	Public	2,452	2,468	29,667	45,900	75,567
	Development	1,599	1,686	5,749	23,325	29,074
	Sub-Total	4,051	4,154	35,416	69,225	104,641
Gilgit Baltistan (GB)	Public	984	1,021	13,956	18,102	32,058
	Development	68	97	1,588	2,436	4,024
	Sub-Total	1,052	1,118	15,544	20,538	36,082
ICT	Public	414	349	5,283	6,750	12,033
	Development	93	96	1,952	1,920	3,872
	Sub-Total	507	445	7,235	8,670	15,905
Khyber Pakhtunkhwa	Public	5,233	6,288	102,577	155,227	257,804
	Development	437	634	6,621	8,637	15,258
	Sub-Total	5,670	6,922	109,198	163,864	273,062
Punjab	Public	21,069	21,351	432,673	395,594	828,267
	Development	388	426	7,251	7,173	14,424
	Sub-Total	21,457	21,777	439,924	402,767	842,691
Sindh	Public	3,297	3,538	90,197	98,725	188,922
	Development	4,118	4,237	39,306	92,486	131,792
	Sub-Total	7,415	7,775	129,503	191,211	320,714
Total (Pakistan)	Public	33,993	35,697	684,032	732,700	1,416,732
	Development	6,703	7,176	62,467	135,977	198,444
	Total	40,696	42,873	746,499	868,677	1,615,176

Development sector organization's contribution was noted to be highest in Sindh where 41% development sector organizations are contributing to enrollment in NFE sector, followed by Balochistan where this contribution is 28%. After that, the development sector actors contributed to 24% in ICT, while the same remained 11% in GB, 6% in KP, and only 2% in Punjab. Overall contribution of development sector in NFE remained around 12%, while majority was contributed by public sector spending/ budgets in Pakistan in NFE.

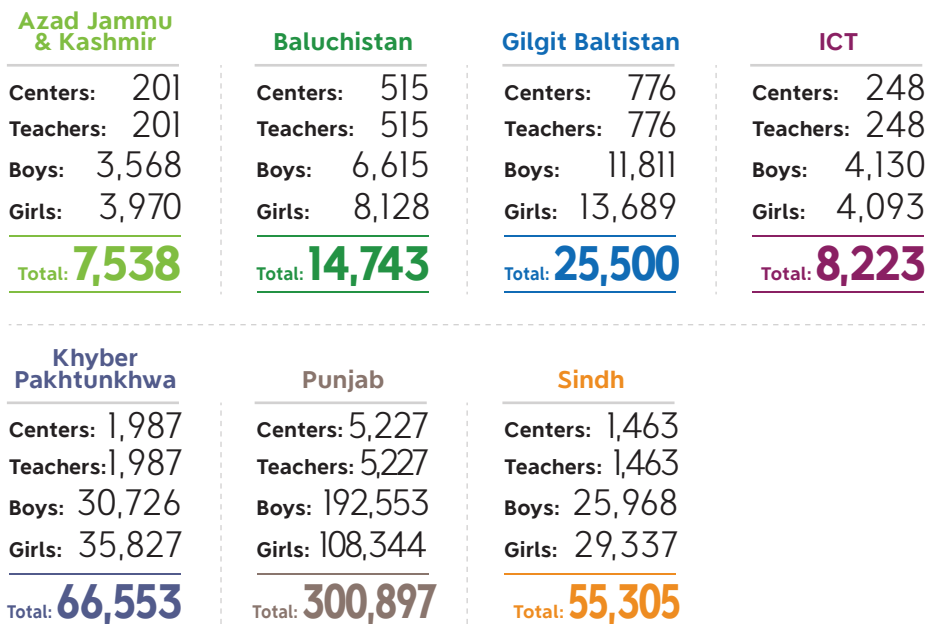
Organization wise statistics

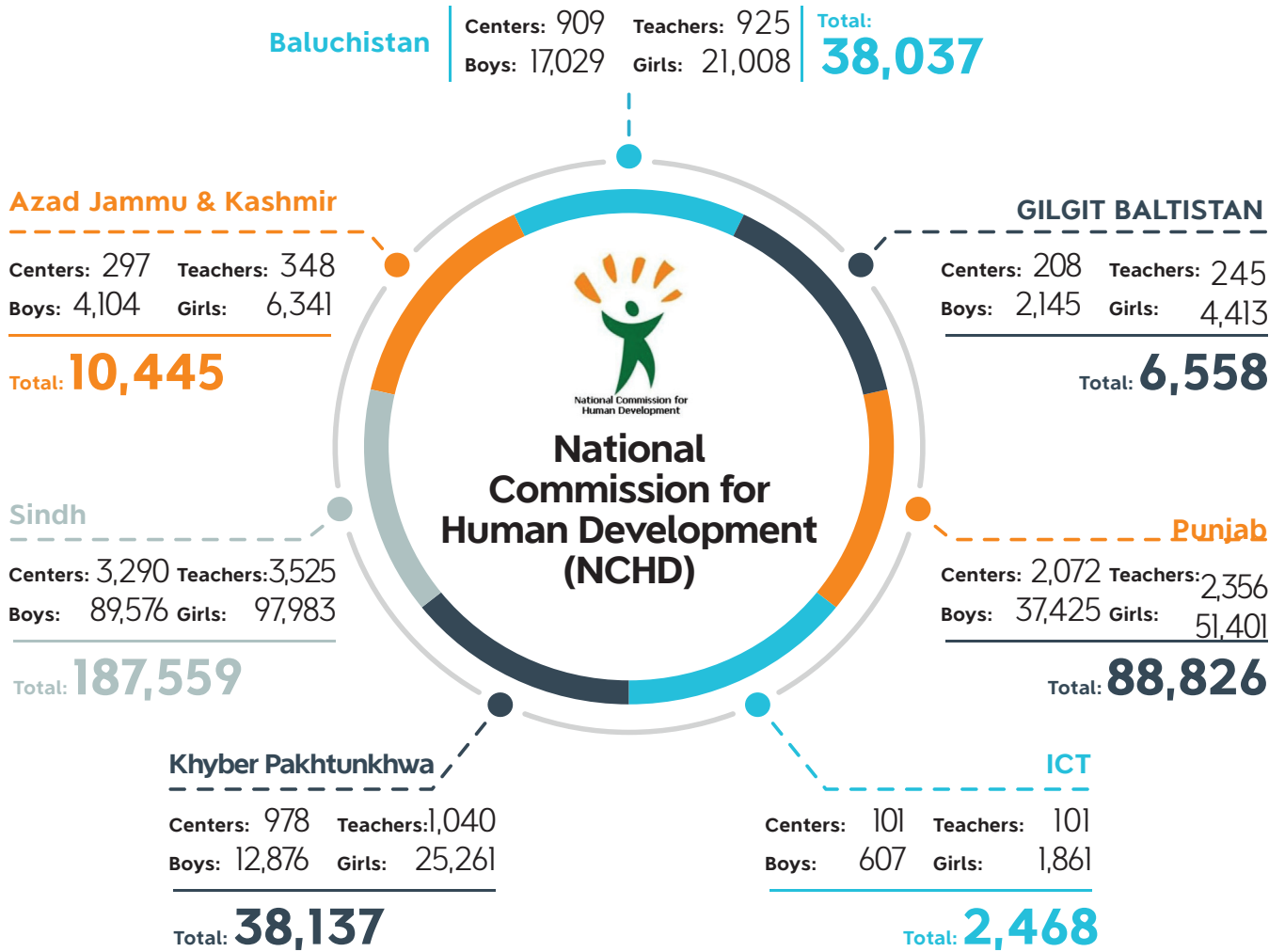
Organization wise NFE statistics are given below:

Table 22: Organization wise statistics

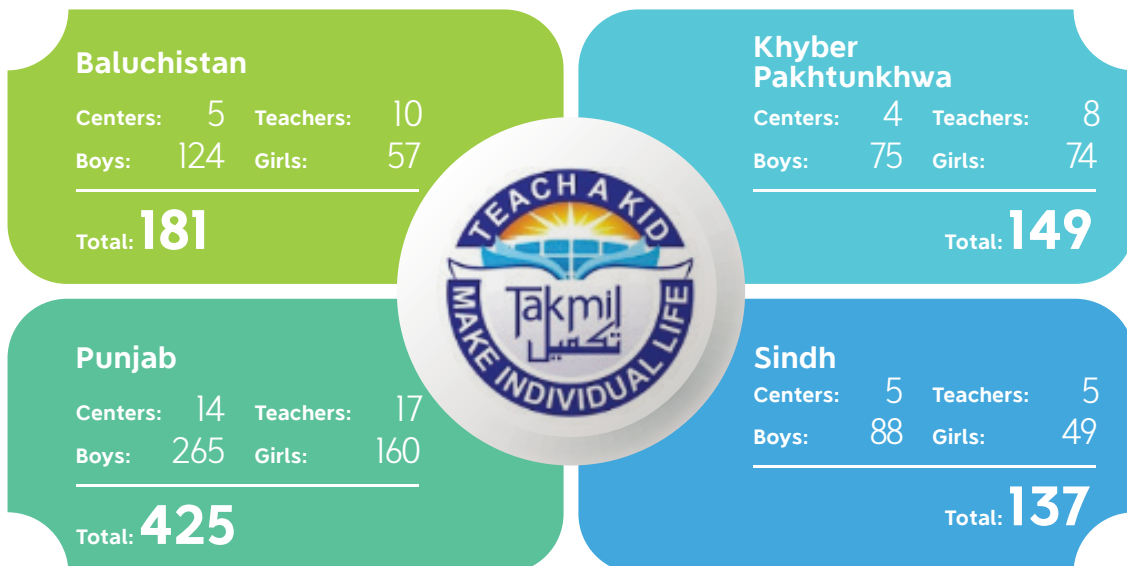


Basic Education Community Schools

















**Teach a Kid,
Make an individual's Life**



Sindh

	Agency for Technical Cooperation and Development	Centers: 17,029 Teachers: 21,008	Boys: 17,029 Girls: 21,008	Total: 38,037
	Badin Rural Development Society	Centers: 02 Teachers: 08	Boys: - Girls: 507	Total: 507
	Basic Urban Services for Katchi Abadies	Centers: 02 Teachers: 08	Boys: - Girls: 400	Total: 400
	Charter for Compassion	Centers: 06 Teachers: 19	Boys: 252 Girls: 180	Total: 432
	Community Development Foundation	Centers: 01 Teachers: 06	Boys: - Girls: 152	Total: 152
	GHAZALI EDUCATIONAL SOCIETY (GES)	Centers: 01 Teachers: 04	Boys: 96 Girls: 52	Total: 148
	Health And Nutrition Development Society	Centers: 300 Teachers: 350	Boys: 2,578 Girls: 4,068	Total: 6,646
	Human Development Foundation	Centers: 02 Teachers: 04	Boys: 144 Girls: 132	Total: 276
	Indus Resource Center	Centers: 383 Teachers: 332	Boys: 5,503 Girls: 7,500	Total: 13,003
	Legal Rights Forum supported by Save the Children	Centers: 70 Teachers: 70	Boys: - Girls: 2,293	Total: 2,293
	Management and Development Foundation	Centers: 02 Teachers: 08	Boys: 102 Girls: 298	Total: 400
	MDF & NRSP SUCCESS	Centers: 484 Teachers: 484	Boys: - Girls: 12,268	Total: 12,268
	Momentum & NCHD Supported by Thardeep Rural Development Programme TRDP (SUCCESS)	Centers: 770 Teachers: 770	Boys: - Girls: 19,350	Total: 19,350



	National Rural Support Programme	Centers: 04 Teachers: 08	Boys: 621 Girls: 605	Total: 1,226
	Sind Madrassa Board (SMB)	Centers: 06 Teachers: 08	Boys: 64 Girls: 113	Total: 177
	Sindh Rural Partner Organization	Centers: 02 Teachers: 08	Boys: 120 Girls: 272	Total: 392
	Sindh Rural Support Organization	Centers: 03 Teachers: 05	Boys: - Girls: 137	Total: 137
	RSRO & ECI SUCCESS	Centers: 190 Teachers: 186	Boys: - Girls: 3,800	Total: 3,800
	Strengthening Participatory Organization	Centers: 14 Teachers: 60	Boys: 1,358 Girls: 1,403	Total: 2,761
	The NGO World	Centers: 217 Teachers: 238	Boys: 2,662 Girls: 5,354	Total: 8,016
Punjab				
	ALIGHT in collaboration with Bunyad BLCC	Centers: 110 Teachers: 110	Boys: 3,024 Girls: 1,853	Total: 4,877
	Education Department South Punjab	Centers: 05 Teachers: 03	Boys: 54 Girls: 44	Total: 98
	Ghazali Education Trust	Centers: 07 Teachers: 07	Boys: 107 Girls: 88	Total: 195
	Jinnah Jr. Trust	Centers: 10 Teachers: 45	Boys: 483 Girls: 341	Total: 824
	Literacy & Non Formal Basic Education Department- AEP	Centers: 240 Teachers: 240	Boys: 3,321 Girls: 4,655	Total: 7,976



**Literacy & Non Formal Basic
Education Department-
PNFEPKatchi Abadies**

Centers: 11,952
Teachers: 11,952

Boys: 181,948
Girls: 207,596

Total:
389,544



**Literacy & Non Formal Basic
Education Department- TSKL**

Centers: 571
Teachers: 571

Boys: 2,960
Girls: 8,460

Total:
11,420



**Literacy & Non Formal Basic
Education Department- TSKL
(Feeder up to 3)**

Centers: 1,242
Teachers: 1,242

Boys: 17,733
Girls: 19,749

Total:
37,482

Khyber Pakhtunkhwa



ALP-PIU- UNICEF

Centers: 380
Teachers: 558

Boys: 6,546
Girls: 7,419

Total:
13,965



**Elementary & Secondary
Education Foundation
(Girls Community Schools)**

Centers: 2,268
Teachers: 3,261

Boys: 58,975
Girls: 94,139

Total:
153,114



FWA/GLSEP (UNESCO)

Centers: 10
Teachers: 10

Boys: -
Girls: 222

Total:
222



**Initiative for Development &
Empowerment Axis (Supported
by UNHCR)**

Centers: 28
Teachers: 28

Boys: -
Girls: 579

Total:
579



**Khwendo Kor - Enhancing
Access to Quality Education**

Centers: 15
Teachers: 30

Boys: -
Girls: 343

Total:
343

Baluchistan



**Balochistan Rural Support
Program**

Centers: 256
Teachers: 256

Boys: -
Girls: 6,418

Total:
6,418



**Directorate of Literacy &
Non-Formal Education Balochistan**

Centers: 692
Teachers: 692

Boys: 6,023
Girls: 8,073

Total:
14,096



**International Rescue Committee
(BEF/TKF) TEACH**

Centers: 1,337
Teachers: 1,337

Boys: -
Girls: 19,180

Total:
19,180



International Rescue Committee (TKF) (ERMP)

Centers:	10	Boys:	322	Total: 591
Teachers:	20	Girls:	269	



Mercy Corps

Centers:	16	Boys:	230	Total: 639
Teachers:	33	Girls:	409	



National Rural Support Programme

Centers:	80	Boys:	-	Total: 2,273
Teachers:	80	Girls:	2,273	

UNICEF (Education Support Program)

Centers:	211	Boys:	4,701	Total: 7,521
Teachers:	266	Girls:	2,820	

ICT

Federal Directorate of Education (OOSC)

Centers:	65	Boys:	546	Total: 1,342
Teachers:	-	Girls:	796	



Group Development Pakistan

Centers:	01	Boys:	23	Total: 61
Teachers:	-	Girls:	38	



International Foundation for Education, Empowerment and Learning (I-FEEL)

Centers:	01	Boys:	-	Total: 37
Teachers:	01	Girls:	37	



Sunbeams in collaboration with NEF

Centers:	03	Boys:	114	Total: 203
Teachers:	07	Girls:	89	

Azad Jammu & Kashmir



National Education Foundation (NEF)

Centers:	46	Boys:	2,007	Total: 4,098
Teachers:	133	Girls:	2,091	

Other Contributors in the NFE Sector



Directorate of Literacy and
Non-Formal Education
Government of Sindh



Save the
Children



Sindh Education Foundation
Government of Sindh



THE CITIZENS FOUNDATION



FINDINGS AND RECOMMENDATIONS

Findings using data given above are given under:

NFE Centers; Gender Perspective:

1. Percentage of mixed (co-ed) centers in Pakistan 47%, while female centers are 39%. This situation clearly points towards a fact that the supply for girls' education is higher. However, the enrollment statistics reveal that girls are 54% 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;
2. Percentage of female teachers in NFE setting is 78%, which again portrays a fact that female education is the priority;
3. Girls' enrollment is found to be 47% in Punjab, while figures in all other provinces and areas are above 50%. Highest percentage of enrollment of girls is observed in AJK, where it is 66%.

Adult literacy center's contribution in NFE:

1. Out of total NFE centers in Pakistan, which includes both adult literacy centers and NFBE centers, percentage of adult literacy centers is found to be 13%, while remaining 87% are NFBE centers which offers alternative and accelerated education/ learning for out of school children.
2. In adult literacy centers, priority has been given to female literacy. Out of total adult literacy centers, 88% are for women and 11% are mixed (co-ed) for both men and women, while only 1.5% are for male population. In terms of enrollment, 96% learners in adult literacy centers are women.

Ratio of learners and centers/ teachers:

1. Ratio of learners per center is noted to be 40, which is on a higher side. Though, an accepted learner-center ratio is 40:1, yet it poses serious challenges for the teachers to teach this number of learners in one class. Lesser the number of learners is the greater the attention is given to the learners by the teachers.
2. Ratio of learners per teacher is noted to be 37.7, which is on a higher side. Though, an accepted learner-teacher ratio is 40:1, yet it poses serious challenges for the teachers to teach this number of learners in one class.
3. Rate of learners per center in adult literacy centers (ALCs) is 22:1, and learners per teacher is 22:1 simultaneously. Ratio of learners per center in NFBE (elementary/ middle) is 40:1, and ratio of learners per teacher in same category of centers is 31.6:1. At the same time, Ratio of learners per center in NFBE/ALP (Primary) is 43:1, and ratio of learners per teacher in same category of centers is 40:1. Overall ratio of learners per center in NFBE (Primary and elementary/ middle) is 43:1, and ratio of learners per teacher in same category of centers is 40:1.

NFBE/ ALP; provision of Primary and Middle education:

1. NFBE (ALP) primary and middle centers are 87%, while adult literacy centers are 13% in overall NFE in Pakistan. contribution of adult literacy in NFE sector has increased as compared to previous year's data (only 4% contribution of adult literacy). Nevertheless, contribution of adult literacy in overall NFE sector is still very low as the illiteracy crises in Pakistan is huge.
2. Out of total NFBE/ ALP centers in Pakistan, 99% are for primary level, while less than one percent are for middle level, which is crucial for vertical linkages and ensure learning continuity.

NFE for Non-Pakistanis:

1. Percentage of Non-Pakistani students is 0.27, 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 2214 Non-Pakistani students, majority are Afghan refugees (96%), while remaining 4% are Burmese and Bengali nationals.

Retention of learners:

Data of NFBE (conventional NFBEs that use formal education curriculum) reveal that retention of learners confront serious challenges and a consistent drop-out is noted towards upward grades; 34% enrollment in Katchi against only 7% in grade five. However, in ALP centers that employs accelerated/ condensed curriculum, the dropout is noted from Package A to B, while in Package C, significant recovery of enrollment is observed. Around 48% students enrolled in Package A dropped to 16% in Package B, while in Package C, the enrollment percentage rose to 36%, which confirms that the system managed to recover the dropout. This recovery is associated with flexibility of the system that allows admission in any Package (grade) based on the placement test and accommodating prior learning.

Introduction 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 curricula 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) 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.

Contribution of private/ development sector organizations in NFE:

2. Data of NFE in Pakistan reveal that 12% 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.
3. Development sector organization's contribution was noted to be highest in Sindh where 41% development sector organizations are contributing in enrollment, followed by Balochistan where this contribution is 28%. After that, the development sector actors contributed to 24% in ICT, while the same remained 11% in GB, 6% in KP, and only 2% in Punjab.

RECOMMENDATIONS

Recommendations are divided into two sections; 1) recommendations based on the data findings [specific recommendations], 2) recommendations based on the overall NFEMIS/ data system and NFE delivery models [general recommendations].

Section 1 (Specific Recommendations):

1. Continue to prioritize girls' education by focusing supply side in areas where more girls are out of schools.
2. High percentage of female teachers has produced better results in terms of girls' education. Therefore, NFE providers from public and development sectors are encouraged to continue recruiting female teachers.
3. Data have revealed that girls' enrollment is slightly less in public sector NFE centers especially in Punjab, therefore, the delivery system must focus on the enrollment of girls in Punjab in public sector NFE centers
4. Provision of adult literacy centers, though slightly better as compared to previous years, yet needs to be focused and funded well as the low literacy issues are massive as per literacy rate of Pakistan. literacy & NFE organizations from both public and development/ private sectors must invest adequately on supply side as well as identify innovative delivery models to expand literacy for youth and adult population groups.
5. Ratio of learners per center and per teacher is on higher side, which impacts negatively in quality of education. Therefore, a policy decision is required to reduce the official learner and center/ teacher ratio to 25:1, 30:1 at least.
6. Provision of ALP/ AEP (Middle) is extremely low in Pakistan, which is crucial in ensuring vertical linkages by enhancing opportunities of transition beyond Grade 5/ Package C. public and development sector organizations that are already operating in NFBE/ ALP (Primary), must invest adequately in provision of ALP (Middle). At the same time, provision of ALP (Middle-Tech), which is new delivery model that offers vocational skills, may also be provided to provide more opportunities for children to learn education and skills simultaneously.
7. ALP/ AEP delivery model has proved its success overtime and has demonstrated success as a scientifically designed learning model in almost all provinces and areas in Pakistan. Therefore, public, and private/ development sector NFE providers should switch to ALPs, which is cost effective and demonstrates quality as well.
8. Development sector, which is already contributing around 10% of the total enrollment in NFE in Pakistan, should invest more on supply side to attract more out of school children.

Section 2 (General Recommendations):

1. NFEMIS both at provincial and federal levels must continue with the same spirit and continue adding more children to the data bank by exerting extra efforts
2. Development/ private/ NGOs sector organizations are encouraged to contact NFEMIS both at provincial and federal levels so as their efforts are counted in the national education data bank
3. Both public and development/ NGOs sector organizations should report extensive data, which is more than centers, teachers, and learners, so that an in-depth analysis may be conducted, and the PIE is able to report against the SDG-4 indicators.
4. Both public and development/ private/ NGOs sector NFE organizations should concentrate on quality delivery to reduce drop out in NFE setting

ANNEX-A ALP, FEASIBLE WAY TO PROVIDE OUT OF SCHOOL CHILDREN AND YOUTH WITH LEARNING OPPORTUNITY"

WHY ALP?

The National Education Management Information Systems (NEMIS) estimates that around 22.8 million children of 5-16 years of age were out of school in 2016/17, of which around 78% belonged to 10-16 years of age group. This specific age cohort of out of school children, being the largest, is complex and difficult to be enrolled as they are average and cannot continue their schooling in conventional formal schools. Therefore, they need an accelerated learning model that prepares them to learn quickly and join the mainstream or learn through non-formal means to acquire basic learning competencies.

ALPs is further necessitated as:

1. Rigid system (that does not address certain requirements i.e. overage, school timings, stateless & refugees etc.)
2. Supply side limitations (slow response to educational needs)
3. Expensive delivery model (2,582 PKR per child/ month)
4. Distances and safety issues to access schools (especially for girls)
5. Education not relevant to (socio-economic and cultural needs)

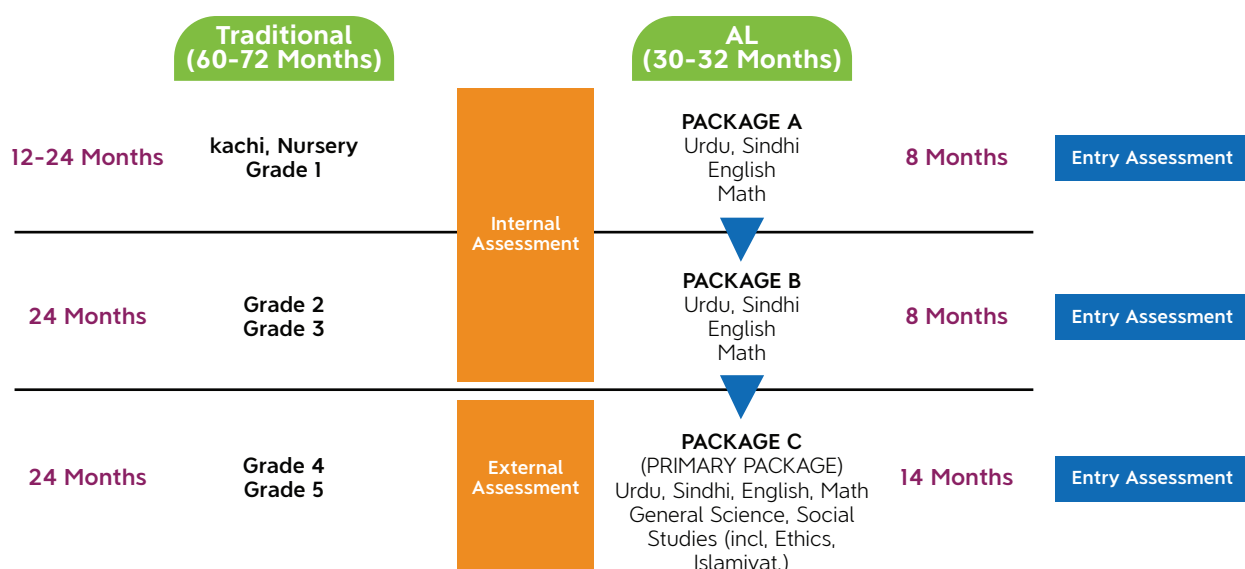
KEY FEATURES:

Accelerated Learning Programme-PRIMARY

Key features of ALP primary programme are:

Level	Accelerated Primary level equivalent to formal primary
Duration	30 - 32 months, while formal primary is offered in 60-72 months
Approach	Fast track, Multi-grade, phonics based, integrated & interactive/ activity based, and certificate based
Continuing Education	1) mainstreaming in any school, 2) transition to next level (grade 6) in any formal/ non-formal school, and 3) enrollment in vocational training to learn skills
Focus	Focus on girls (75% teachers and 55% enrollment of girls)

Accelerated Learning Programme (ALP) Equivalency Model



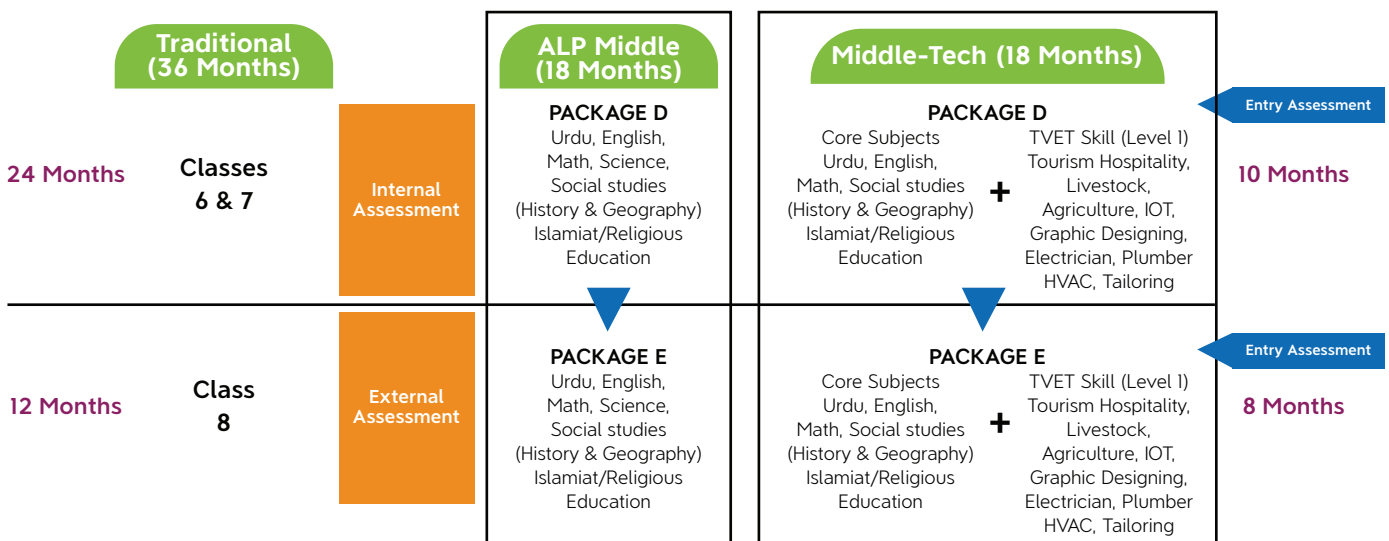
Accelerated Learning Programme – MIDDLE and Middle-Tech:

Key features of ALP Elementary programme are:

Target group	Accelerated Primary level equivalent to formal primary
Programme Level	Package D & E
Vocational skills	13 technical and vocational skills integrated with this programme (Approved by NAVTTC, TEVTA)
Equivalency of middle	Equivalent to grade 8 of the formal school system Package D = grade 6 & 7 Package E = grade 8
Equivalency of skills (Tech)	Skills equivalent to Level 1 and 2 of the NVQF
Programme Duration	18 months

EQUIVALENCY MODEL ELEMENTARY

ALP Middle & Middle-Tech Equivalency Model



PICTURES GALLERY

Coordination & Technical Training Meetings



Trainings



Learners




Pakistan Non-Formal Education



STATISTICAL CARD 2020-21

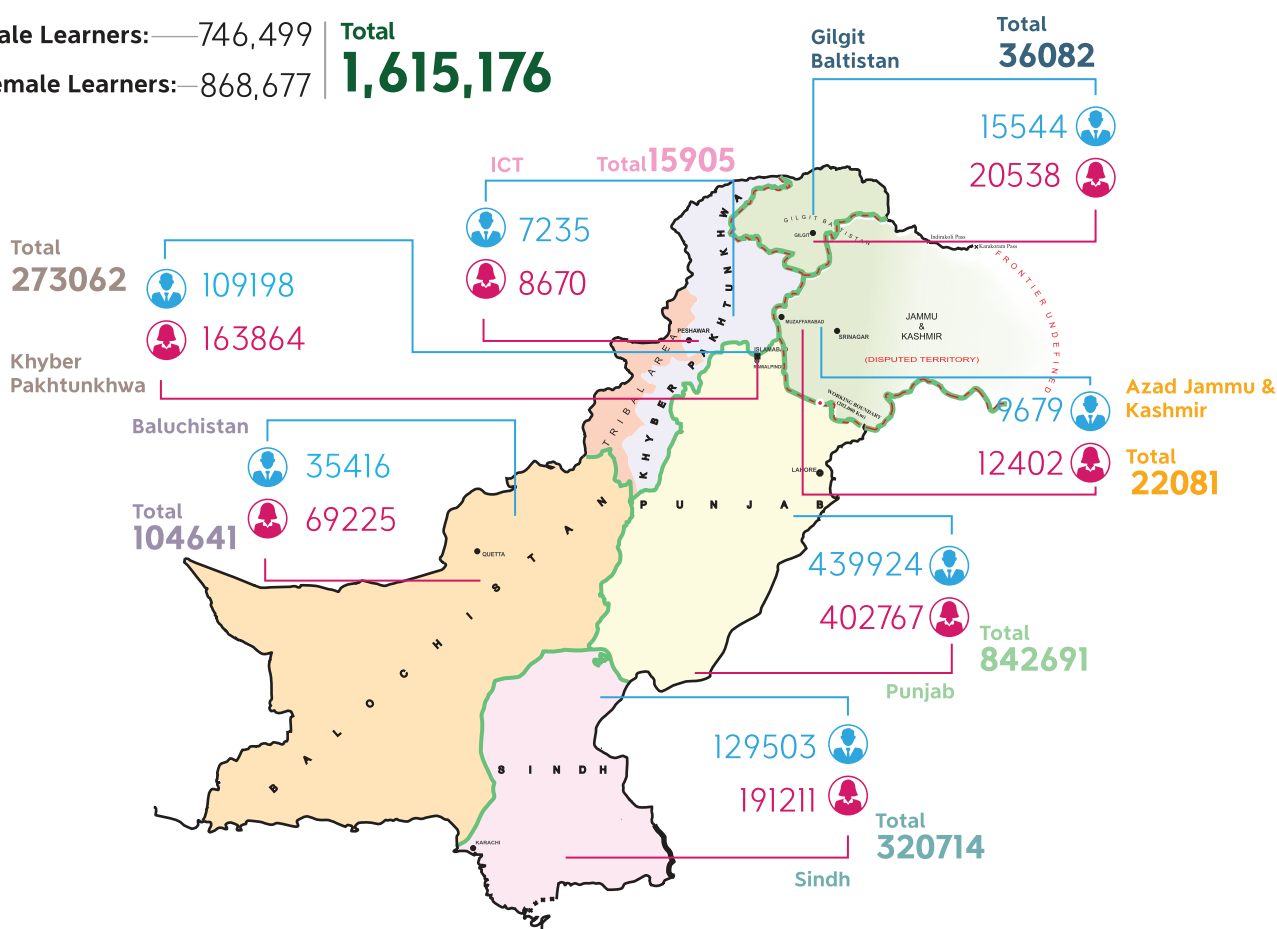
Centers 
40,696

Teachers 
42,873

Learners 
1,615,176

Province wise NFE Learners / Students

Male Learners:—746,499 | Total **1,615,176**
Female Learners:—868,677



Package-A

48%

Package-B

16%

Package-C

36%



Hindus **15,134**



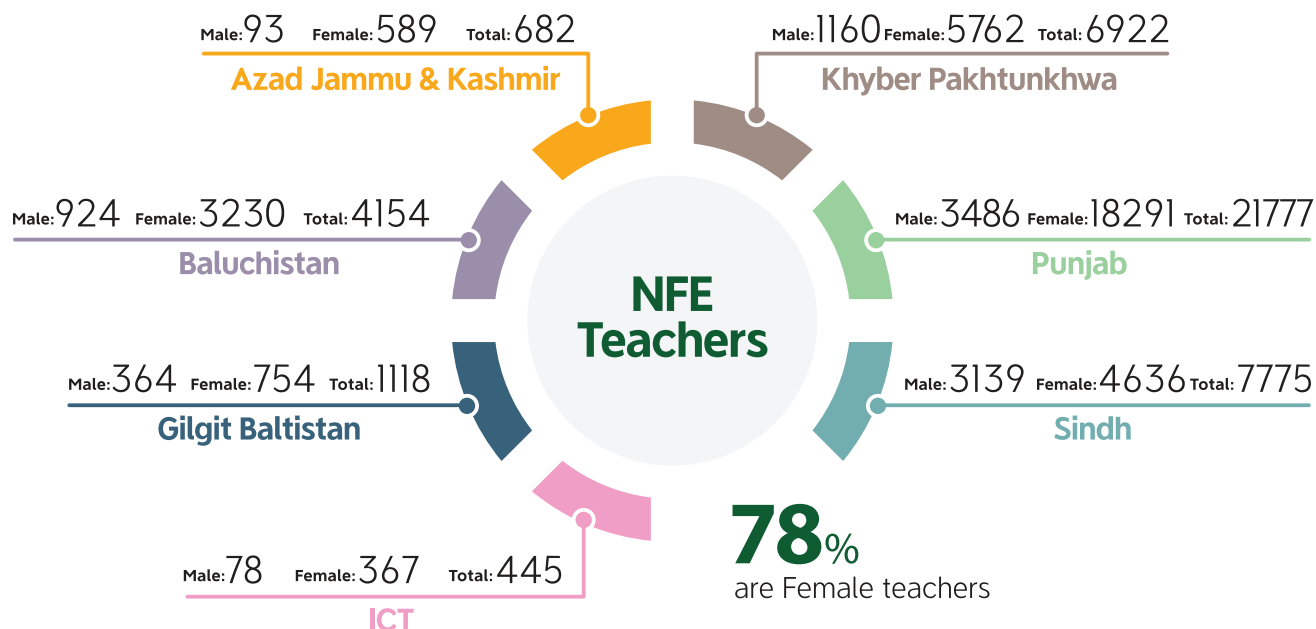
Christian **1,039**



Refugees **2,690**

Recommendations

- 1) Focus on enrollment of girls and children belonging to religious and ethnic minorities, as well as those affected by emergencies
- 2) Introduce post-primary learning program as ALP (Middle-Tech) to expand outreach and continuity of learning
- 3) More focus on youth/ adult literacy programmes that integrate with skills
- 4) Provide need based and relevant ALP programmes to working children in hybrid and distance learning mode
- 5) Utilize all modules of NFEMIS for evidence based planning, implementation and monitoring to ensure the quality non formal education opportunities for out of school children and illiterate youth



Category wise NFE statistics

NFBE/ ALP **37,286** Adult literacy Centers (ALCs) **5,410**

Overall contribution of public and development sector organizations

Public sector Organizations	Centers: 33,993 Teachers: 35,697	Learners 1,416,732
Development sector Organizations	Centers: 6,703 Teachers: 7,176	Learners 198,444

Non Formal Education Management Information System NFEMIS

Planning

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

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

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 learners tracking

