



# PAKISTAN NON-FORMAL EDUCATION

## ANNUAL STATISTICAL REPORT 2022-23



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

In collaboration with  
Advancing Quality Alternative Learning (AQAL-II)  
June 2024



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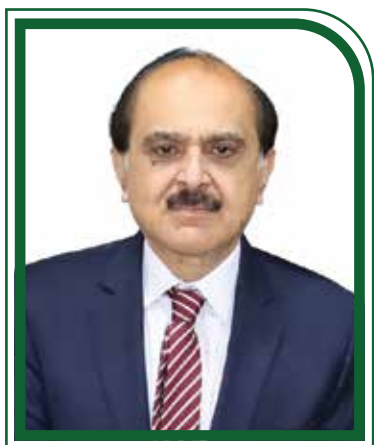
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## ACRONYMS

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



## Mr. Mohyuddin Ahmad Wani SECRETARY

Ministry of Federal Education and Professional Training  
Government of Pakistan

The Prime Minister of Pakistan has announced a national 'education emergency' in Pakistan. This is in recognition of the fact that our country faces one of the world's largest populations of out-of-school children, totaling over 26 million aged 5 to 16 years.

The declaration of the Education Emergency is expected to prompt significant actions aimed at accelerating the growth of school education nationwide. The Ministry of Federal Education and Professional Training along with Planning Commission and Provincial Chief Ministers Offices are tasked with formulating concrete and strategic planning. The objective is to reduce the number of out-of-school children, currently from nearly one-third to one-fourth by 2029.

Non-formal education in this dire situation serves as a tool for empowerment among overlooked societies of the state in order to effectively meet the SDG 4 targets. The findings of this report guide resource allocation for more targeted interventions, ensuring resources are directed effectively and efficiently to areas of greatest need.

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 anticipated that the insights presented here will play a significant role in shaping education policies, sectoral plans, and government priorities. This will lead to more efficient allocation of resources, improving access, quality, and governance in education.



## Dr. Muhammad Shahid Soroya

### DIRECTOR GENERAL

Pakistan Institute of Education  
Ministry of Federal Education and Professional Training  
Islamabad

Utilizing data to make informed decisions is pivotal for effective educational management, institutional development, service delivery, and accurate assessments. There was a pendency in availability of official education statistics beforehand. I reiterate my commitment to eliminate the backlog of education statistics publications and ensuring that statistics for the current year are available in the same year. The data for the year 2022-23 has been released, and we anticipate making the 2023-24 data available by the end of December 2024.

The Non-Formal Education Management Information System (NF-EMIS) housed in Pakistan Institute of Education (PIE) in collaboration with JICA proficiently manages NFE data of Pakistan. Since the inception of NFEMIS, there have been notable achievements in improving data accuracy, transparency, and accessibility within the NFE sector. Key stakeholders, including government agencies, development partners, and civil society organizations, have collaborated to enhance the management and governance of NFE programs. This collaborative effort has led to more targeted interventions, increased enrollment rates, and improved educational outcomes.

Technical Committee and Coordination Committee for NF-EMIS have been established on the analogy of formal EMISs. The Joint Session of these committee was held in the end of May 2024 at PIE, Islamabad for consolidation of education data for the year 2022-23. For the Year 2022-23 NFE Statistical Report reveals 31,522 NFE centers (NFBs, ALPs, and adult literacy centers) across Pakistan, staffed by 33,733 teachers and serving 1,073,704 learners which envisage that Non-Formal Education programs and NFEMIS are pivotal in addressing the challenge of Out-of-School Children in Pakistan.

The NFEMIS Dashboard empowers users with comprehensive tools for qualitative and quantitative educational improvement. Alongside NFEMIS dashboard, a comprehensive monitoring system has also been developed that is aimed at retention and tracking of children. This Dashboard also serves as central point for data driven planning and implementation of the ZERO OOSC campaign.

I wish to express my sincere gratitude to both the MIS Wing and the JICA-AQAL team for their invaluable efforts in meticulously crafting and publishing this report. The dedication and expertise have been instrumental in ensuring the quality and thoroughness of the findings presented. Moving forward, we remain optimistic about PIE's continued journey towards excellence, confident that our steadfast commitment will pave the way for further achievements and advancements to our goals.



## 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. 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 81,000 OOSC and enrolled 70,000 of them within 6 months, and at last the number of identified OOSC exceeded 87,000 and enrolled them reached 75,000. 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 31,522 NFE centers (NFBEs/ ALPs and adult literacy) centers in all areas and provinces in Pakistan with 33,733 teachers and an enrollment of 1,073,704 learners in 2022-23. Out of total NFE enrollment, 57% were girls, and highest female percentage was observed in Sindh where girls were 72% of the total enrollment, while lower female percentage was noted in ICT where percentage was 49%. Maximum enrollment was found in Punjab (57%) and minimum enrollment was noted in AJK and Balochistan where NFE enrollment was 3% and 2% respectively. It is worthwhile to mention that enrollment during current reporting period has witnessed an increase of around 14%. The highest increase was noted in ICT where 68% increase was noted, followed by Punjab where 31% increase was reported. However, Sindh and Balochistan witnessed a significant decrease.

It is pertinent to mention that majority (74%) of these NFE centers were Co-Education (mixed) centers that genuinely helped in promoting girls' enrollment. It is equally important to specify that out of total 33,733 teachers, 84% were females. Maximum percentage of female teachers was noted in AJK where 93% were female teachers, while lowest female teachers' percentage was noted in Balochistan where female teachers were 51%.

Further, data reveal that 95.5% of the total NFE centers were NFBE/ ALP for out of school children, while remaining 4.5% were youth/ adult literacy centers. Out of total NFBE/ ALP centers, 95% were Primary level centers, while 5% were Middle and Middle-Tech level centers. This shows us that graduates of NFBE/ 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 jointly by the AIOU and JICA-AQAL, and implemented in a hybrid learning way across the country. Currently, 1,442 ALP (Middle and Middle-Tech) centers are providing right to education to approximately 39,917 learners. It is narrated that ALP (Middle and Middle-Tech) centers have witnessed a significant increase as compared to previous year where only 630 centers were operating in Pakistan. This new learning stream ALP Middle and Middle-Tech

is a viable and powerful solution to bridge the gap in learning opportunity at the middle level in this country.

In addition, data of youth/ adult literacy centers reveal that 1,416 literacy centers are providing literacy and numeracy services to 32,932 learners, whereas 1,590 literacy centers were providing literacy to around 40,309 learners during year 2021-22. This shows a decline in supply of adult literacy centers and requires the government to take necessary steps to uplift literacy in Pakistan.

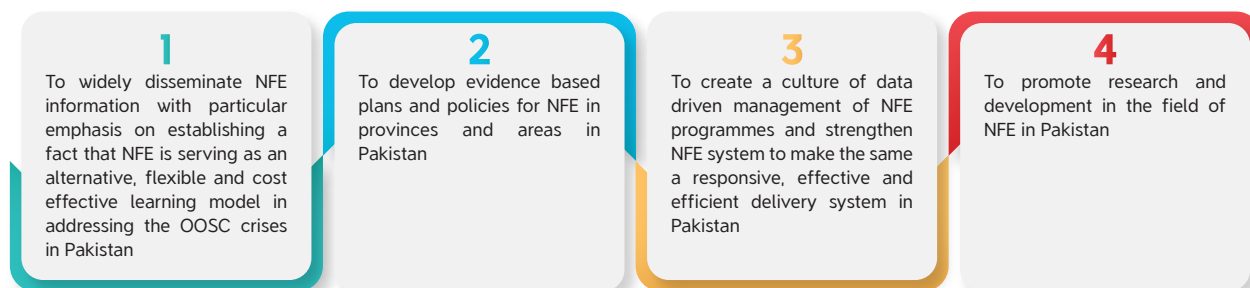
Data further presented that 0.7% of the total NFE learners were refugees and stateless. The refugees that constituted 99.6% of the total Non-Pakistanis were Afghan refugees, while stateless children that constituted only 0.4% of the Non-Pakistani enrollment belonged to Burmese. At the same time, data of learners reveal that 0.61% of the total enrollment were Non-Muslims and out of these Non-Muslim learners 64% were Hindus, 35% Christians and 2% were other Non-Muslims. It is important to note that 56% of the total Non-Muslim learners were girls. In addition, data presented that 91% of enrollment was contributed by public sector NFE organizations whereas remaining 9% belonged to private/ development sector organizations. However, it is pertinent to note that development sector's contribution has decreased to 9% as compared to previous year's contribution, which was 19%. Furthermore, approximately 70 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/ ALP to deal with massive OOSC who have crossed 26 million number. Report reveals that ALP produces improved retention rate than conventional NFBE (70% retention for ALP as compared to only 22% in conventional NFBE). It is also recommended to invest more on the Accelerated Learning Program (ALP) [Middle and Middle-Tech], which offers course completion in 18 months and certification of middle education and vocational skill (level 2) as well. This learning model is being accepted widely by the local communities and NFE providers. The report recommends to optimize existing potential of the NFE centers by enrolling additional OOSC. Similarly, a well thought out attention is needed for youth/ adult literacy as only 32,932 learners were enrolled in only 1,416 literacy centers while over 67 million illiterate population of 10 years and above is waiting for learning literacy, numeracy and skills. Departments and organizations mandated to improve literacy in Pakistan should focus on legislation, invest on supply side, and introduce innovative foundational learning modules. The adult literacy may also be promoted through RPL (recognition of prior learning) in literacy. It is therefore recommended to invest wisely on ALPs and youth/ adult literacy by integrating vocational skills and delivering the same through distance learning, self-learning, digital and hybrid delivery strategies.

# OBJECTIVES OF THE NFE STATISTICAL REPORT

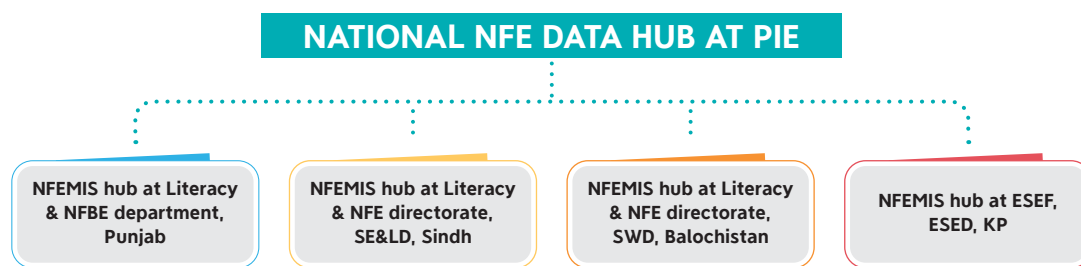
Objective of the NFE statistical report is to inform stakeholders, policy and decision makers about how NFE is contributing in addressing the OOSC issues and why NFE can serve as an alternative, cost effective and flexible learning system in not only addressing the OOSC crises but also in uplifting the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

Specific objectives include:



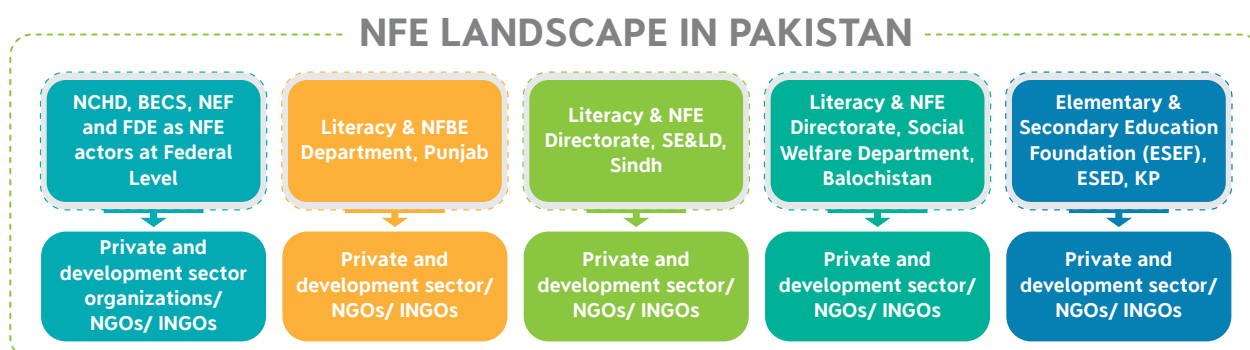
# DATA COMPILATION MECHANISM AND DEVELOPMENT OF THIS REPORT

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. 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. 7th Joint Session of these committee was held on 28-29th May 2024 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 2023-24, Pakistan is ranked at 164 out of 193 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 Pakistan Economic Survey 2022-23, literacy rate of 10 years and older population in Pakistan is 62.8%. Data further reveal that literacy rate in urban Pakistan is better than rural areas; 77.3% and 54%. Literacy rate of women is significantly less as compared to male especially in rural areas. Data confirm that literacy rate of women is 51.9% as compared to men who are 73.4% literate. Similarly, women in rural Pakistan are only 40.8% literate, while literacy rate of women in rural Balochistan is only 31%. 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 2021-22, 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 / NEMIS 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 NEMIS, the NF-EMIS will also be 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

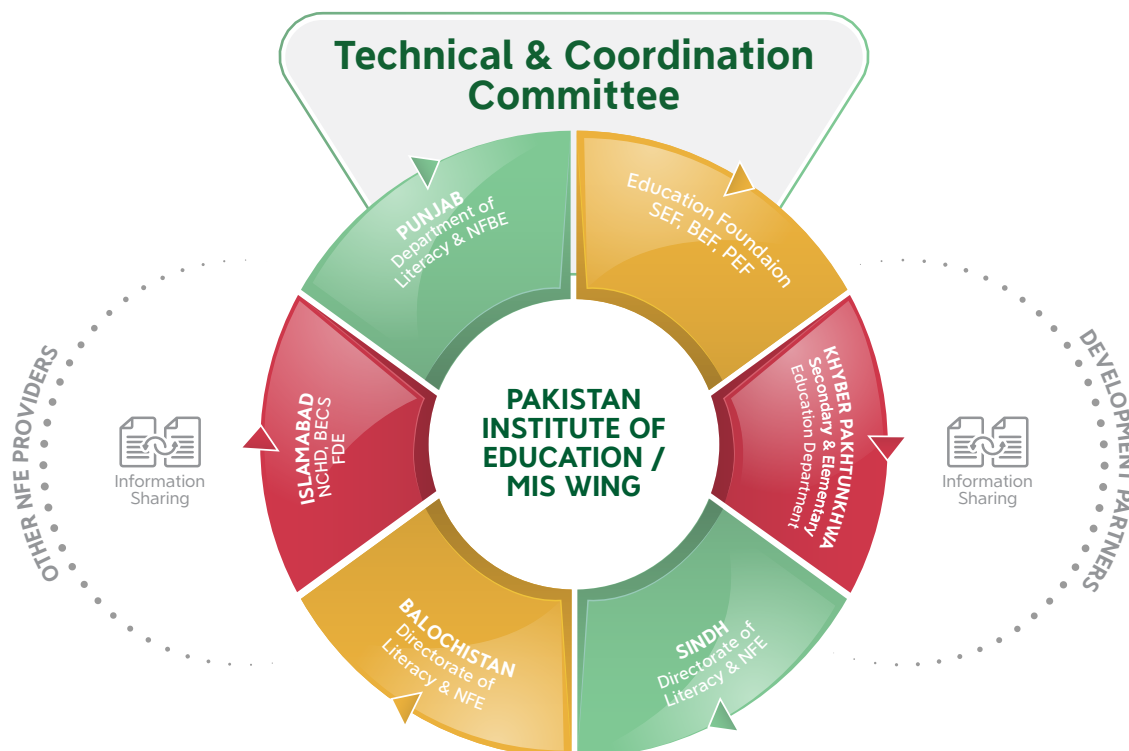
### Coordination Committee (CordCOM)

- ✓ 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 / NEMIS.
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 NEMIS 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
5. 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

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 NF-EMIS 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

1. Non-Formal EMIS
2. Directorates of Literacy & NFE Balochistan
3. Directorate of Literacy & NFE Sindh
4. Literacy & NFBE Department, Punjab
5. Elementary & Secondary Education Foundation, KP
6. Sindh Education Foundation
7. EMIS KP
8. BECS
9. NCHD

## 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

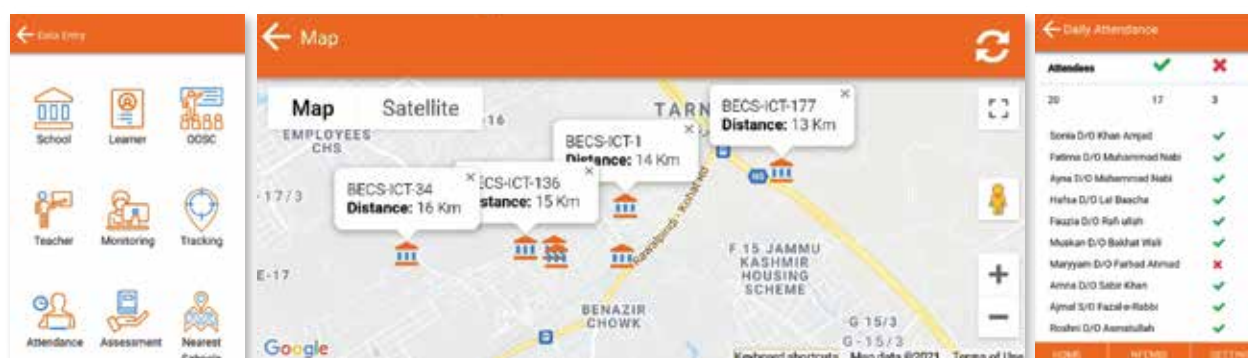
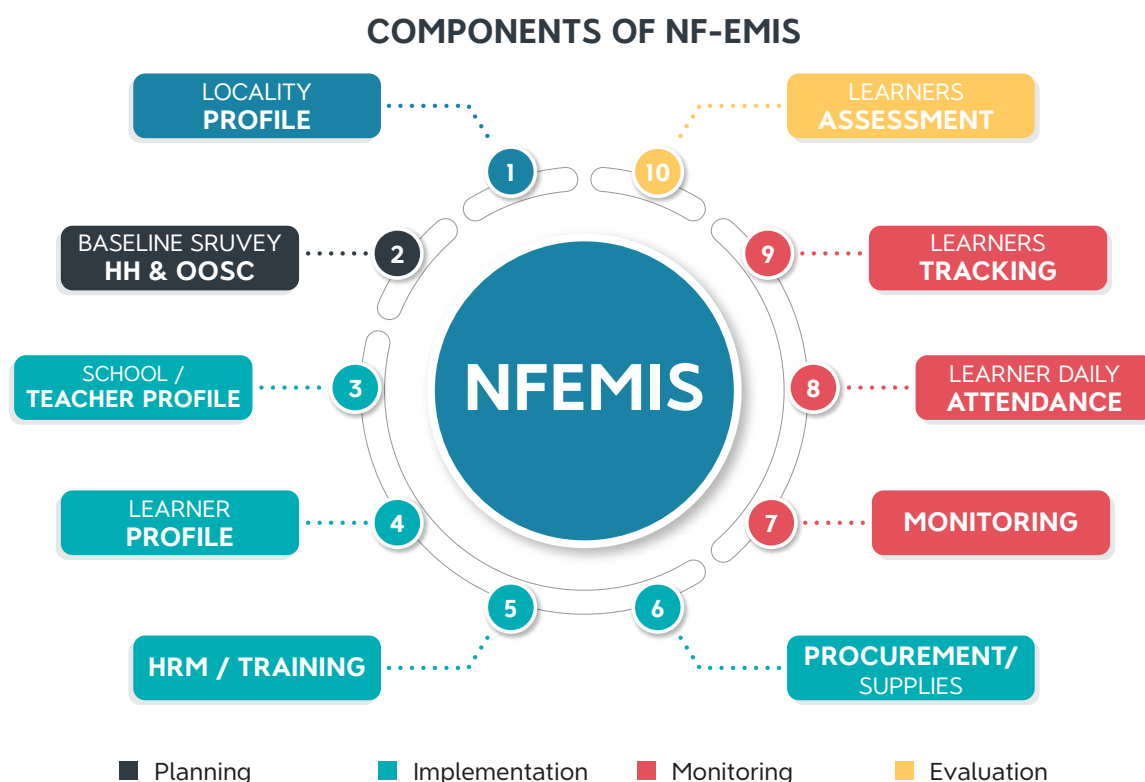
- I. House hold survey
- II. Out of School Children

## 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

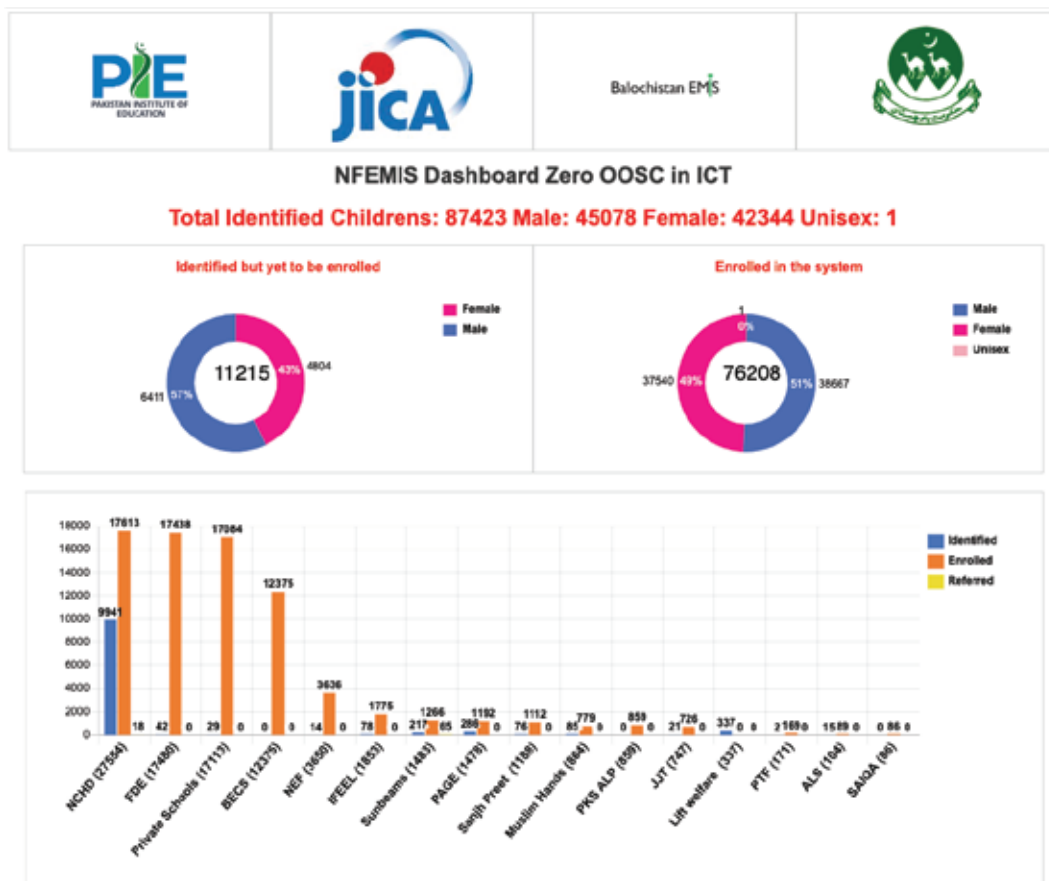
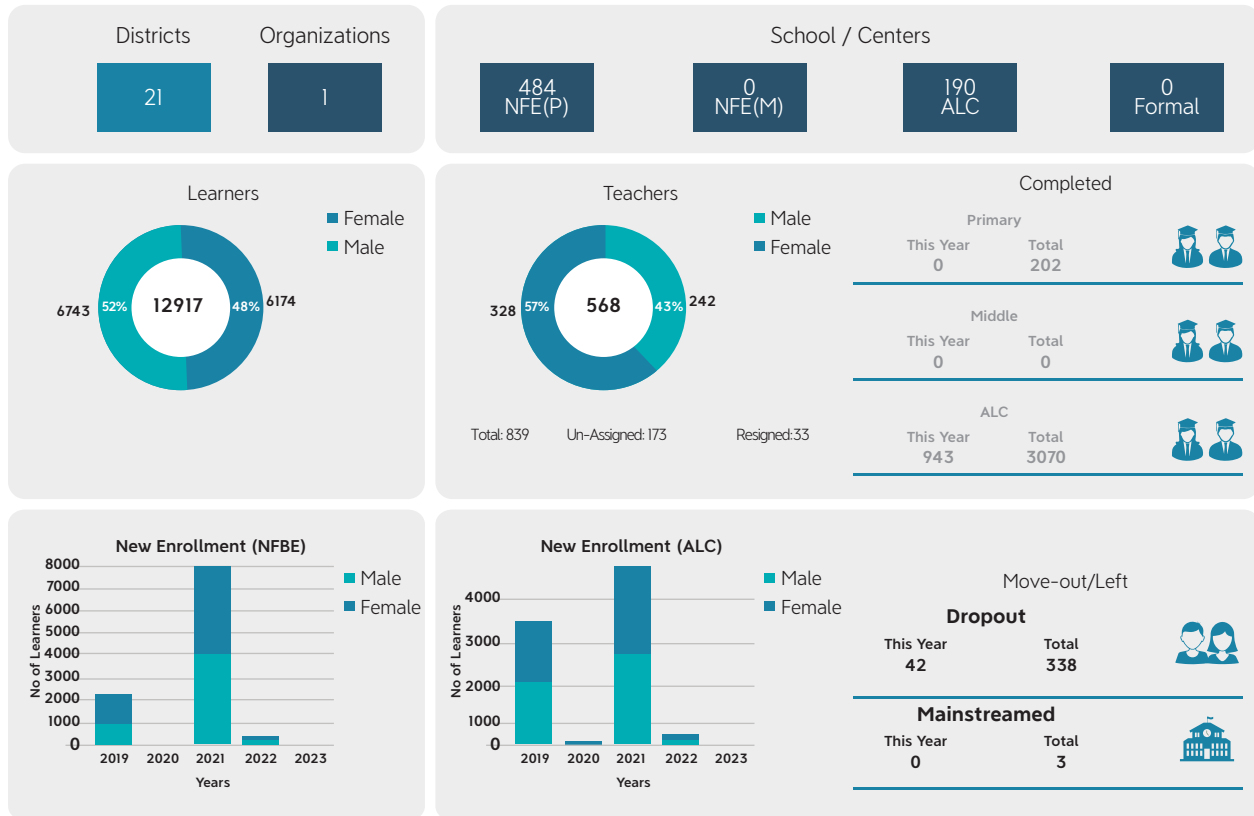
## Monitoring & Evaluation

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



# DASHBOARD

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



# NON-FORMAL EDUCATION STATISTICS

## NON-FORMAL EDUCATION (NFE)

### STATISTICS: AN OVERVIEW

#### Summary of NFE Centers, Teachers and Learners

There are 31,522 NFE centers (NFBEs/ ALPs and adult literacy) centers in all areas and provinces in Pakistan with 33,733 teachers and an enrollment of 1,073,704 learners. Data of learners enrolled in NFE centers reveal that majority around 57% are enrolled in Punjab, followed by KP with 27% and then ICT where enrollment is 5%. Enrollment in NFE in Sindh, Balochistan, GB, and AJK is 4%, 3%, 3% and 2% respectively.

**Table 1: Province wise NFE Centers, Teachers and Learners**

Province / Area	Centers	Teachers	Learners
Azad Jammu & Kashmir	445	603	21,188
Balochistan	927	962	28,959
Gilgat Baltistan	901	938	30,019
ICT	1,380	1,677	51,209
Khyber Pakhtunkhwa	6,461	7,773	285,866
Punjab	20,292	20,378	616,975
Sindh	1,116	1,402	39,488
Total	31,522	33,733	1,073,704

#### NFE CENTERS

Data depict that out of total 31,522 NFE centers, 74% centers are mixed (co-ed), 22% are for girls, and remaining only 4% are for boys. AJK, Gilgit Baltistan and Punjab led the list of areas/ provinces with the most mixed (co-ed) centers with 100%, 99% and 97%, followed by ICT and Balochistan where the percentages are 81% and 58% respectively.

KP has only 1% mixed/ co-ed center, however, it was noted that the center for girls in KP are over 84%, which clearly depicts a KP government is managing girls' education by offering separate schools for girls.

**Table 2: Province & Gender wise centres**

Province / Area	Male	Female	Co-Edu	Total
Azad Jammu & Kashmir	0	0	445	445
Balochistan	87	300	540	927
Gilgit Baltistan	4	1	896	901
ICT	164	101	1,115	1,380
Khyber Pakhtunkhwa	1,019	5,396	46	6,461
Punjab	33	582	19,677	20,292
Sindh	41	556	519	1,116
Total	1,348	6,936	23,238	31,522

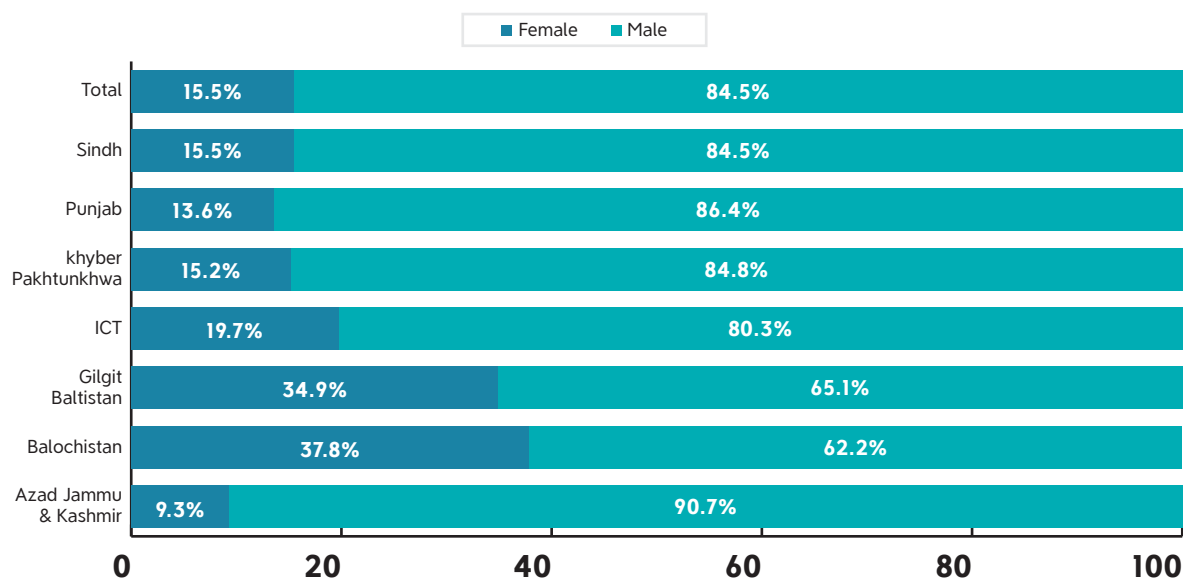
## NFE TEACHERS

Total NFE teachers in Pakistan are reported to be 33,733 slightly higher than the total number of NFE centers in the country. Percentage of female teachers in Pakistan is 84%. Highest percentage of female teachers is found in AJK, Punjab, KP, Sindh and ICT where female teachers are 91%, 86%, 85%, 84% and 80% respectively. Lowest percentage of female teachers was observed in GB and Balochistan where female teachers are 65% and 62%.

**Table 3: NFE Teachers**

Province / Area	Male	Female	Total
Azad Jammu & Kashmir	56	547	603
Balochistan	364	598	962
Gilgit Baltistan	327	611	938
ICT	330	1,347	1,677
Khyber Pakhtunkhwa	1,184	6,589	7,773
Punjab	2,762	17,616	20,378
Sindh	218	1,184	1,402
Total	5,241	28,692	33,733

**Figure : NFE Teachers (area and gender wise data)**



## NFE LEARNERS / STUDENTS

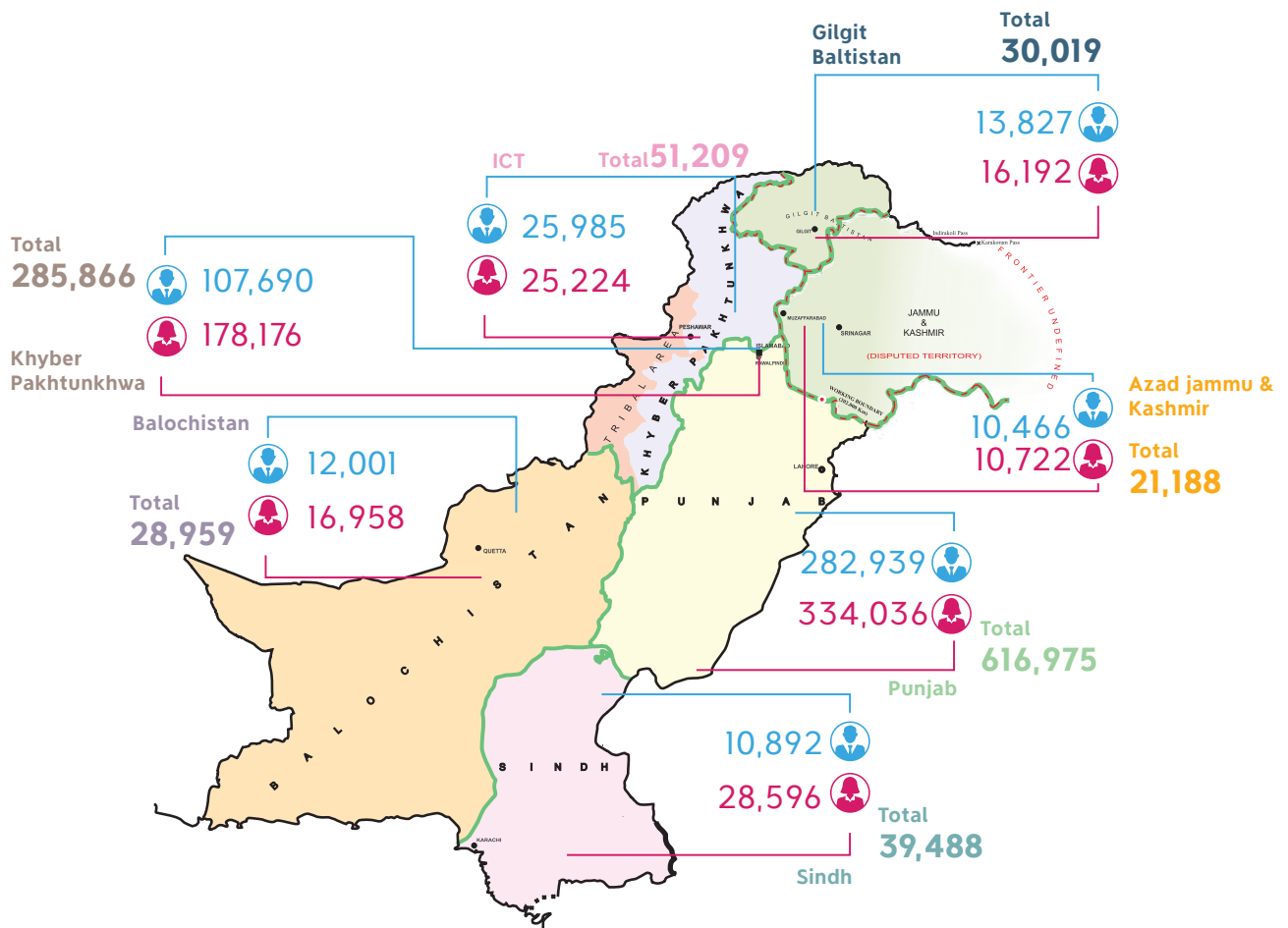
Enrollment data of the total enrolment portray that 57% are girls as compared to 43% boys. Highest percentage of girls/ female students was noted in Sindh where females are 72%, followed by KP and Balochistan where it is 62% and 59% respectively. Female enrollment percentage in Punjab, GB, AJK and ICT is 54%, 54%, 50% and 49% respectively.

**Table 4: Province wise NFE Learners / Students**

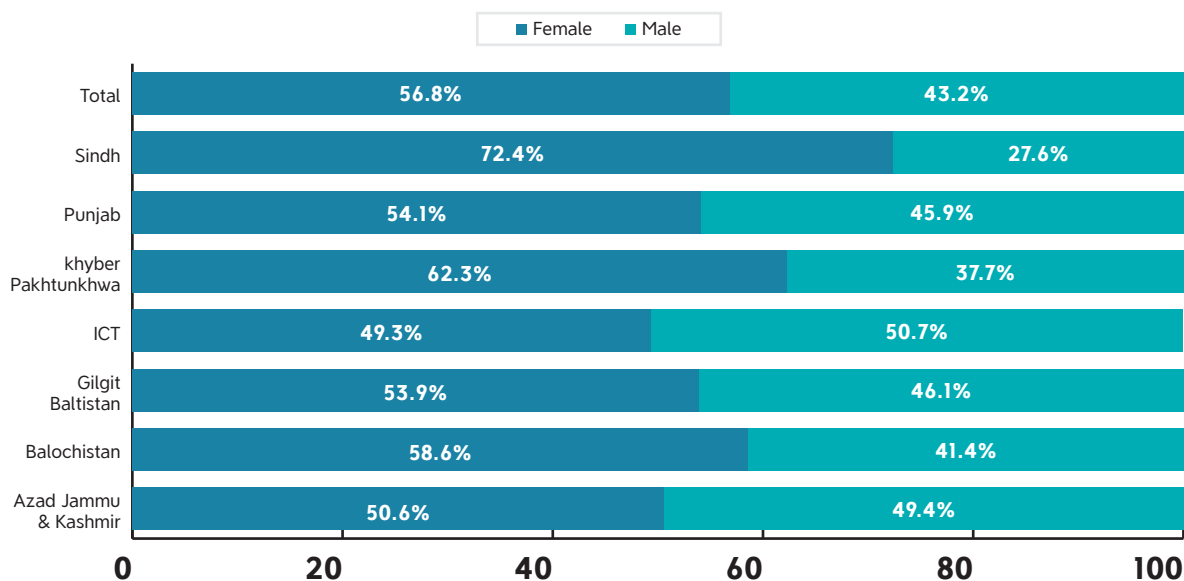
Province / Area	Male	Female	Total
Azad Jammu & Kashmir	10,466	10,722	21,188
Balochistan	12,001	16,958	28,959
Gilgit Baltistan	13,827	16,192	30,019
ICT	25,985	25,224	51,209
Khyber Pakhtunkhwa	107,690	178,176	285,866
Punjab	282,939	334,036	616,975
Sindh	10,892	28,596	39,488
<b>Total</b>	<b>463,800</b>	<b>609,904</b>	<b>1,073,704</b>

**Province wise NFE Learners / Students**

Male Learners: — 463,800 | **Total**  
Female Learners: — 609,904 | **1,073,704**



**Figure: Enrollment in NFE in Pakistan (area and gender wise data)**



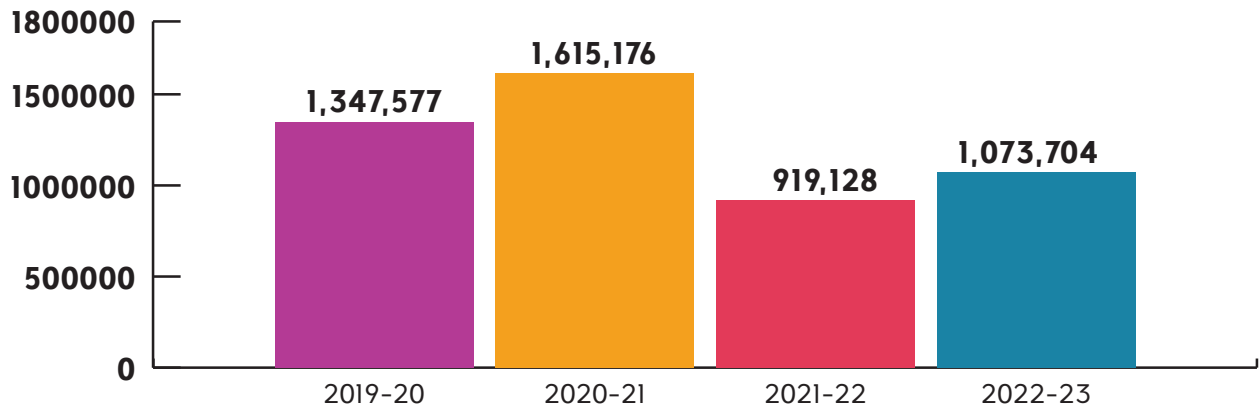
**Comparative Context: NFE Centers, Teachers and Learners as compared to previous year's NFE data:**

**Table: year wise comparison of enrollment in NFE in Pakistan**

Description	2019-20	2020-21	2021-22	2022-23
NFE Centers	36,142	40,696	25,565	31,522
NFE Teachers	37,119	42,873	27,763	33,733
NFE Learners	1,347,577	1,615,176	919,128	1,073,704

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 during previous reporting year. 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. Such mainstreaming happened during year 2021-22. Furthermore, completion of projects happened mainly in Sindh during the same year (2021-22) that resulted in sudden decline in enrollment. SUCCESS project of the EU was phased out in the same year that focused on literacy of women in rural Sindh. In this connection, the decline in enrollment is actually a point of success that NFE has experienced in Pakistan. However, slight increase in enrollment is observed during the current reporting period, which is mainly attributed to Punjab and ICT where new projects have been initiated to address OOSC issues. Trajectory of enrollment in NFE centers is shown here in figures:

**Figure: Year wise comparison of enrollment in NFE in Pakistan**



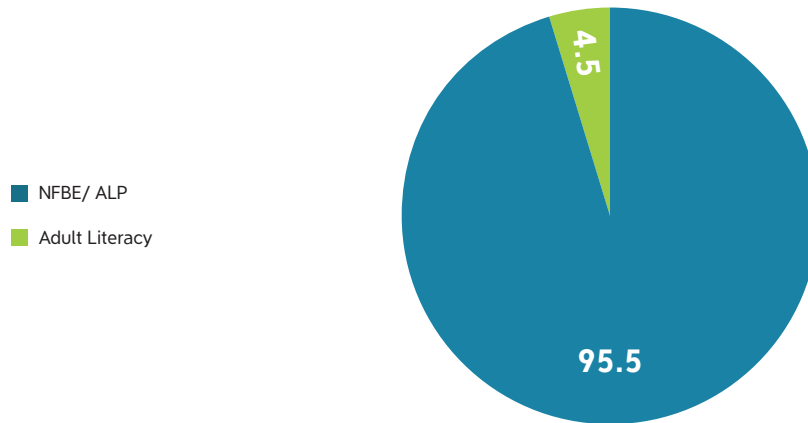
**Category wise NFE statistics**

NFE data are analyzed in two broad categories:

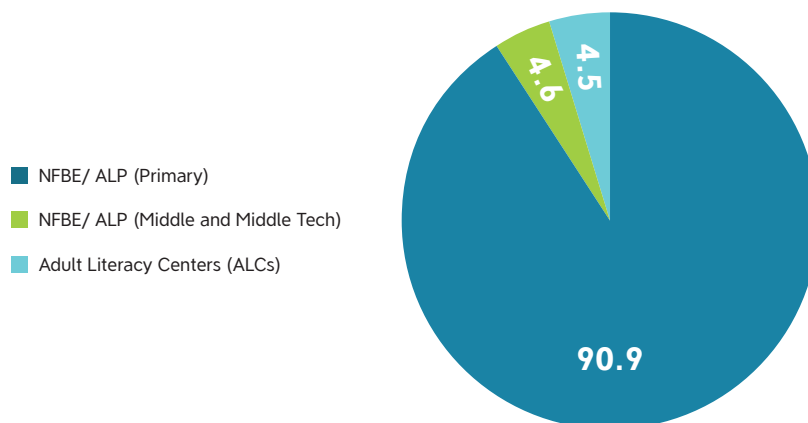
1. NFBE/ ALP Centers [Middle and Middle-Tech] (for children between the ages of 5-16 years)
2. Adult Literacy Centers (Youth and Adults)

According to NFE data, majority of the centers belong to NFBE/ ALP category, which is for children (5-16 years of age), whereas a very a smaller number of centers were found to be operating for youth and adults in Pakistan. Data confirm that 95.5% NFE centers are for NFBE/ ALP, while only 4.5% are for youth/ adult population. Under NFBE/ ALP category, 95% are primary level centers, while remaining 5% are NFBE/ ALP (Middle and Middle-Tech) level centers.

**Figure: Percentage of NFBE/ ALP and Adult Literacy Centers**

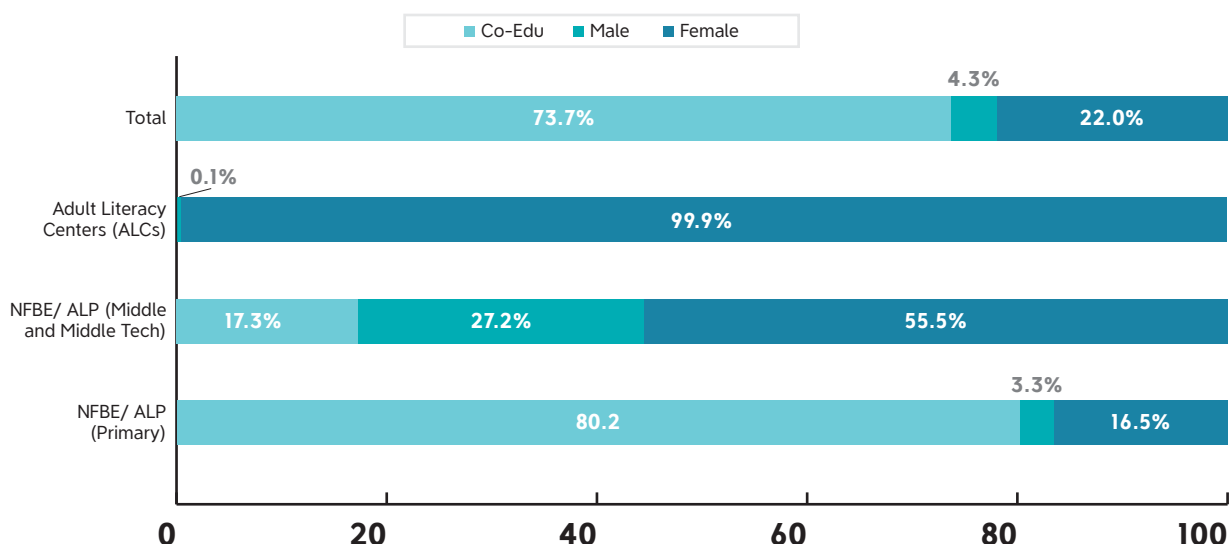


**Figure: Percentage of NFBE/ ALP and Adult Literacy Centers**



Out of total NFBE/ ALP centers, 74% are mixed/ co-education centers, while 22% offer schooling for girls and remaining 4% are for boys only. Likewise, in youth/ adult literacy, majority of the centers offered classes for women and only one center found as for men.

**Figure: Percentage of Co-Edu / Male / Female centers of NFBE/ALP and Adult Literacy in Pakistan**



**Table 5: Category wise NFE statistics**

Level	Male	Female	Co-Edu	Total
<b>NFBE/ ALP</b>				
NFBE/ ALP (Primary)	955	4,720	22,989	28,664
NFBE/ ALP (Middle and Middle-Tech)	392	801	249	1,442
Sub-Total	1,347	5,521	23,238	30,106
<b>Youth/ Adult Literacy</b>				
Adult Literacy Centers (ALCs)	1	1,415	0	1,416
Sub-Total	1	1,415	0	1,416
Total	1,348	6,936	23,238	31,522

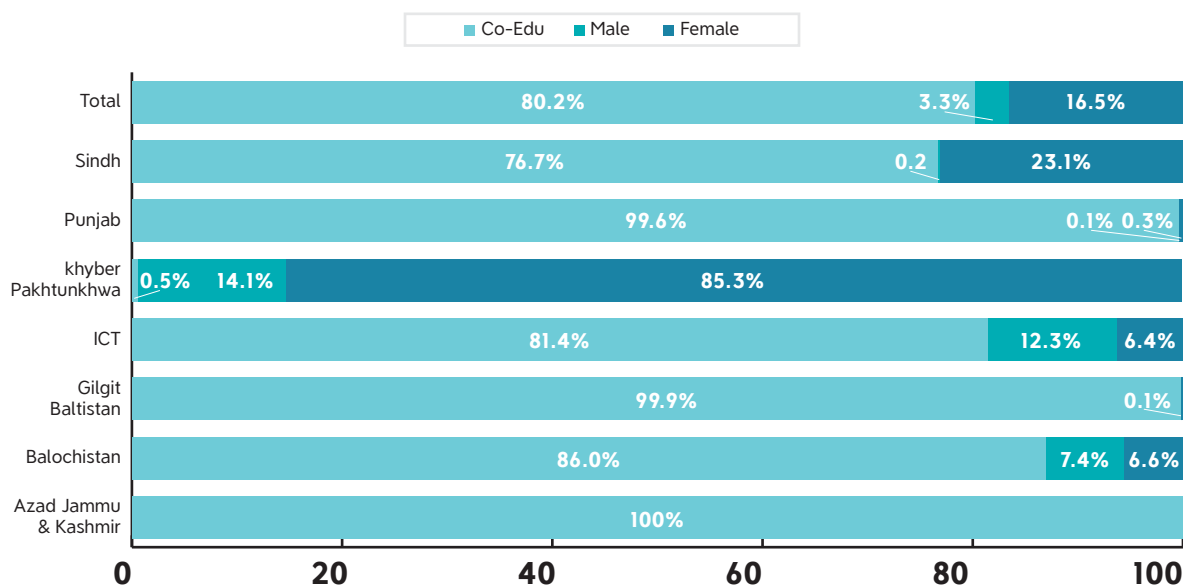
### Province and gender wise NFBE/ ALP (Primary) centers

Data of primary level NFBE/ ALP programmes reveal that a total 28,664 NFBE/ ALP centers are operating at primary level in Pakistan, which is 95.5% of the total NFE centers (including ALCs) in the country. Highest contribution was made by Punjab with 69%, followed by KP with 18%, whereas other province's contribution remained under 5%.

Furthermore, data confirm that 80% NFBE/ ALP centers are operating as mixed (Co-Ed) centers, while 17% are for girls, leaving only 3% for boys. The highest percentage of mixed (co-ed) is observed in Punjab (85.5%), while other provinces offer less than 5% co-education centers. Lowest percentage was found in KP where less one percent offers co-education, which is for cultural reasons that doesn't accept co-education at any stage. However, in KP, majority of the NFE centers are for girls.



**Figure: Percentage of Co-Edu / Male / Female centers of NFBE/ALP (Primary) in Pakistan**



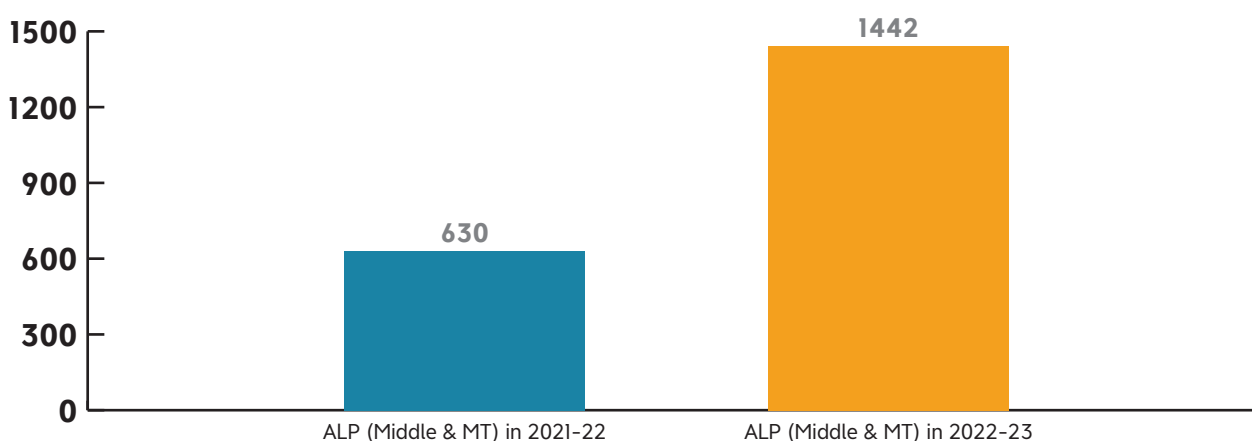
**Table 6: Province and gender wise NFBE/ ALP (Primary) centers**

Province / Area	Male	Female	Co-Edu	Total
Azad Jammu & Kashmir (AJ&K)	0	0	443	443
Balochistan	38	34	442	514
Gilgit Baltistan (GB)	0	1	885	886
Islamabad Capital Territory (ICT)	164	85	1,089	1,338
Khyber Pakhtunkhwa (KP)	730	4,409	27	5,166
Punjab	22	54	19,649	19,725
Sindh	1	137	454	592
Total	955	4,720	22,989	28,664

### Province and gender wise NFBE/ ALP (Middle and Middle-Tech) centers

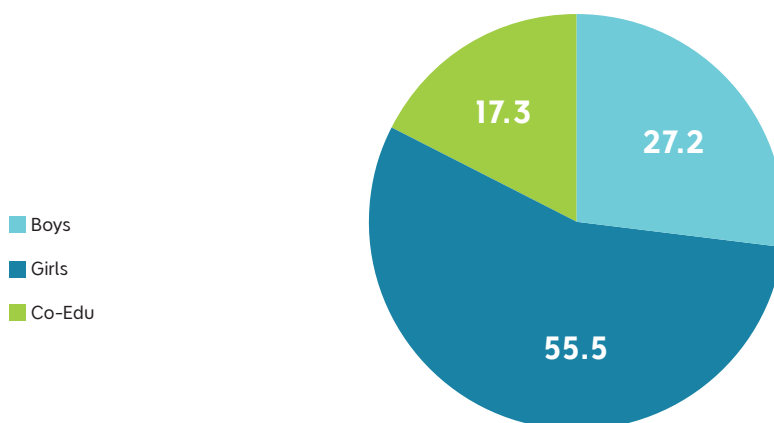
Number of NFBE/ ALP centers for middle and Middle-Tech is on increase in all provinces. But it is encouraging to note that major NFE providers have realized the significance of learning continuity and have started focusing on providing middle level NFBE/ ALP in Pakistan.

**Figure: Increase in ALP (Middle and middle-tech) centers in Pakistan**



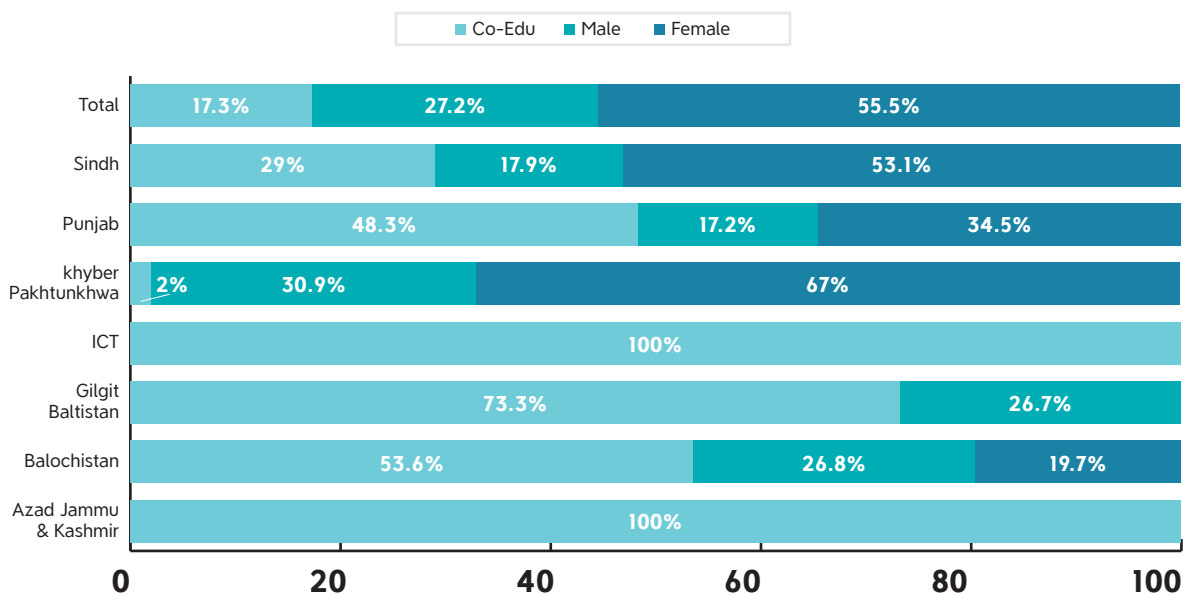
Currently, there are 1,442 NFBE/ ALP (Middle and Middle-Tech) level centers in the country, whereas this number was 630 in previous year. Majority (65%) of the ALP Middle) centers are found in KP, followed by Sindh where it is 16%, while in Balochistan and Punjab, it is 13% and 4% respectively. In GB, ICT and AJ&K, middle level NFBE/ ALP centers are less than 1%.

**Figure: ALP (Middle) centers - type of delivery (percentage)**



Data of NFBE/ ALP (Middle) centers reveal further that majority of these centers are for girls (56%), while 17% are operating as mixed (co-ed) and remaining 27% are working for boys only. ALP (Middle) is regarded as the most needed learning model for girls in areas where post primary education options are not available.

**Figure: Percentage of Co-Edu / Male / Female centers of NFBE / ALP (Middle and Middle- Tech) in Pakistan**

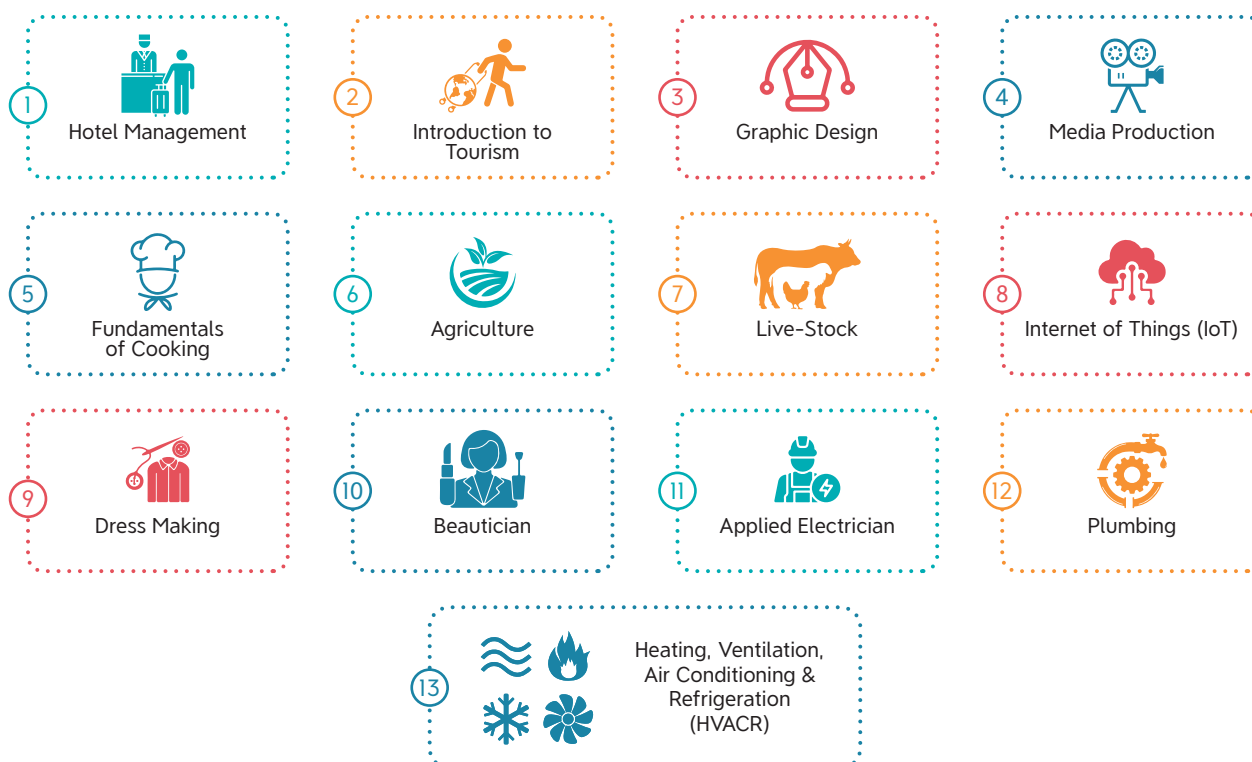


**Table 7: Province and gender wise NFBE/ ALP (Middle and Middle-Tech) Centers**

Province / Area	Male	Female	Co-Edu	Total
Azad Jammu & Kashmir (AJ&K)	0	0	2	2
Balochistan	49	36	98	183
Gilgit Baltistan (GB)	4	0	11	15
Islamabad Capital Territory (ICT)	0	0	26	26
Khyber Pakhtunkhwa (KP)	289	626	19	934
Punjab	10	20	28	58
Sindh	40	119	65	224
<b>Total</b>	<b>392</b>	<b>801</b>	<b>249</b>	<b>1,442</b>

### 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 (AIU) 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. Following 13 trades/ vocational skills of level I and II are integrated with the said ALP (Middle-Tech) model:



- 1 Hotel Management
- 2 Introduction to Tourism
- 3 Graphic Design
- 4 Media Production
- 5 Fundamentals of Cooking
- 6 Agriculture
- 7 Live-Stock
- 8 Internet of Things (IoT)
- 9 Dress Making
- 10 Beautician
- 11 Applied Electrician
- 12 Plumbing
- 13 Heating, Ventilation, Air Conditioning & Refrigeration (HVACR)

## Equivalency model of ALP (Middle and Middle-Tech)

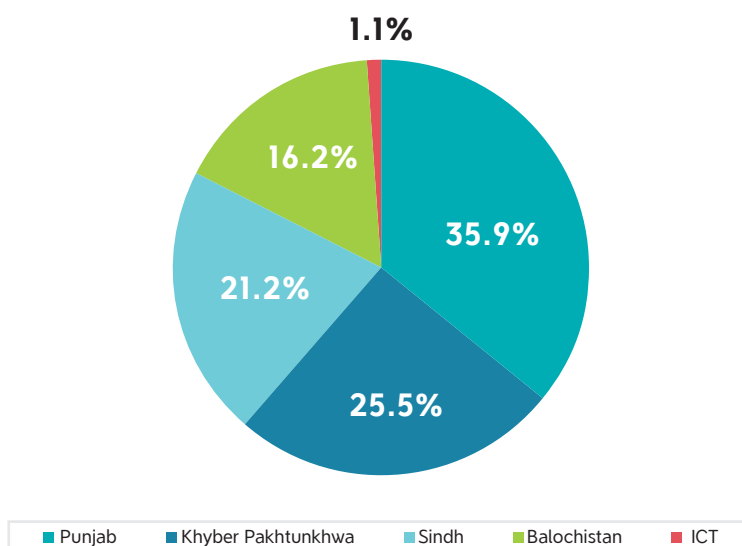
Traditional, ALP Middle & Middle - Tech Equivalency Model

Traditional (36 Months)		ALP Middle (18 Months)	Middle-Tech (18 Months)		Entry assessment
24 Months	Grade 6 & 7	Internal Assessment	Package D	Package D	
			Urdu, English, Math, Science, Social studies (History & Geography) Islamiat/Religious Education	<b>Core Subjects</b> Urdu, English, Math, Social studies Islamiat/Religious Education. <b>TVET Skill (LEVEL 1)</b> Tourism Hospitality, Livestock, Agriculture, IOT, Graphic designing, Electrician, Plumber, HVAC, Tailoring	
12 Months	Grade 8	External Assessment	Package E	Package E	8 Months
			Urdu, English, Math, Science, Social studies (History & Geography) Islamiat/Religious Education	<b>Core Subjects</b> Urdu, English, Math, Social Islamiat/religious Education. <b>TVET Skill (LEVEL 2)</b> Tourism Hospitality, Livestock, Agriculture, IOT, Graphic designing, Electrician Plumber, HVAC, Tailoring	

## Province and gender wise Adult Literacy centers

There are 1,416 adult literacy centers in Pakistan, which is only 4.5% of the total NFE in Pakistan. All the Adult Literacy centers are for females. Punjab province tops the list with the most adult literacy centers with 36%, followed by KP, Sindh and ICT where adult literacy centers are 25%, 21% and 1% respectively. 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 38% population above 10 years in Pakistan is unable to read, write and perform basic arithmetic functions. It is pertinent to specify that majority of the adult literacy centers are for women, and only 1 center was found to be for men.

Figure: Province Wise percentage of Adult Literacy Centers



**Table 8: Province and gender wise Adult Literacy centers**

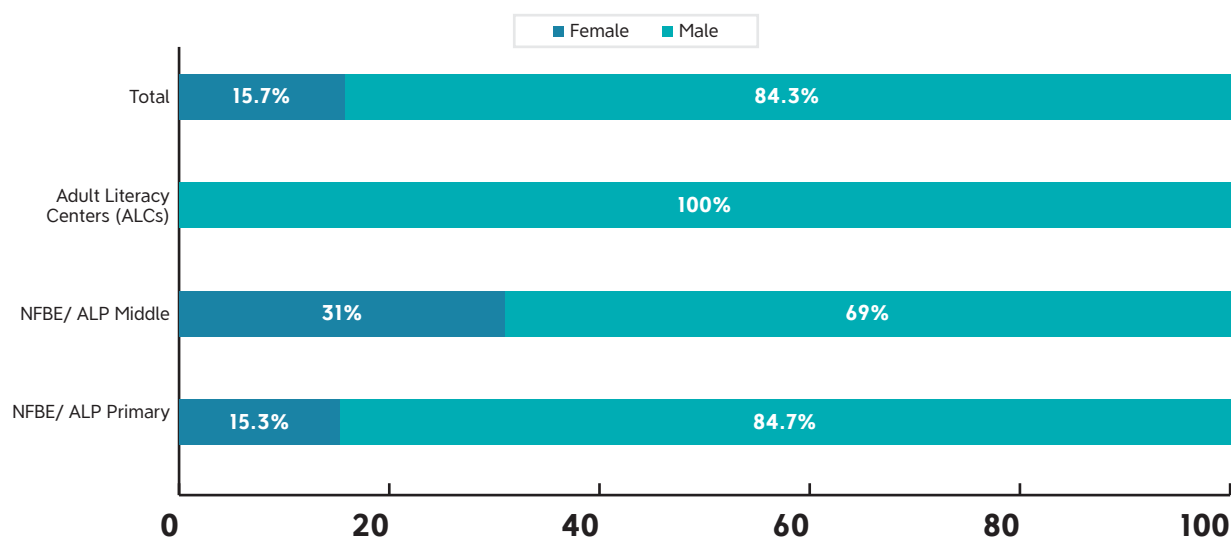
Province / Area	Male	Female	Co-Edu	Total
Balochistan	0	230	0	230
ICT	0	16	0	16
Khyber Pakhtunkhwa	0	361	0	361
Punjab	1	508	0	509
Sindh	0	300	0	300
Total	1	1,415	0	1,416

## NFE TEACHERS

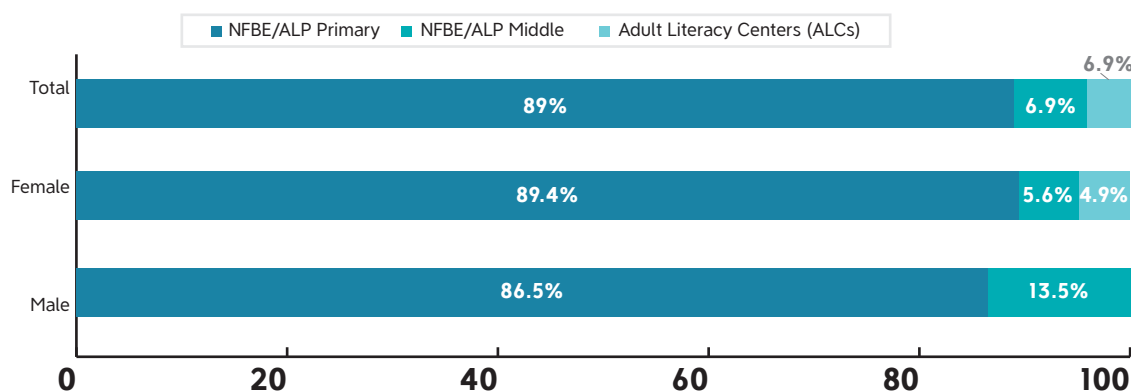
### Overall summary of teachers

Around 84% teachers in NFE are female teachers in Pakistan. Data reveal that 89% teachers belong to NFBE/ ALP (Primary), followed by 7% to ALP (Middle and Middle-Tech) and remaining 4% to adult literacy centers. The percentages of female teachers in NFBE/ ALP primary and NFBE/ ALP (Middle) are 85% and 89% respectively, while the same in adult literacy setting is 100% (all teachers are female in adult literacy centers).

**Figure: Percentage of Male / Female teachers in NFBE/ALP (Primary and Middle) and AL centers**



**Figure: Percentage of NFBE/ALP (Primary and Middle) and AL centers Male / Female teachers work for**



**Table 9: NFE Overall Summary of Teachers**

Province / Area	Male	Female	Total
NFBE/ ALP Primary	4,562	25,416	29,978
NFBE/ ALP Middle	725	1,614	2,339
Adult Literacy Centers (ALCs)	0	1,416	1,416
Total	5,287	28,446	33,733

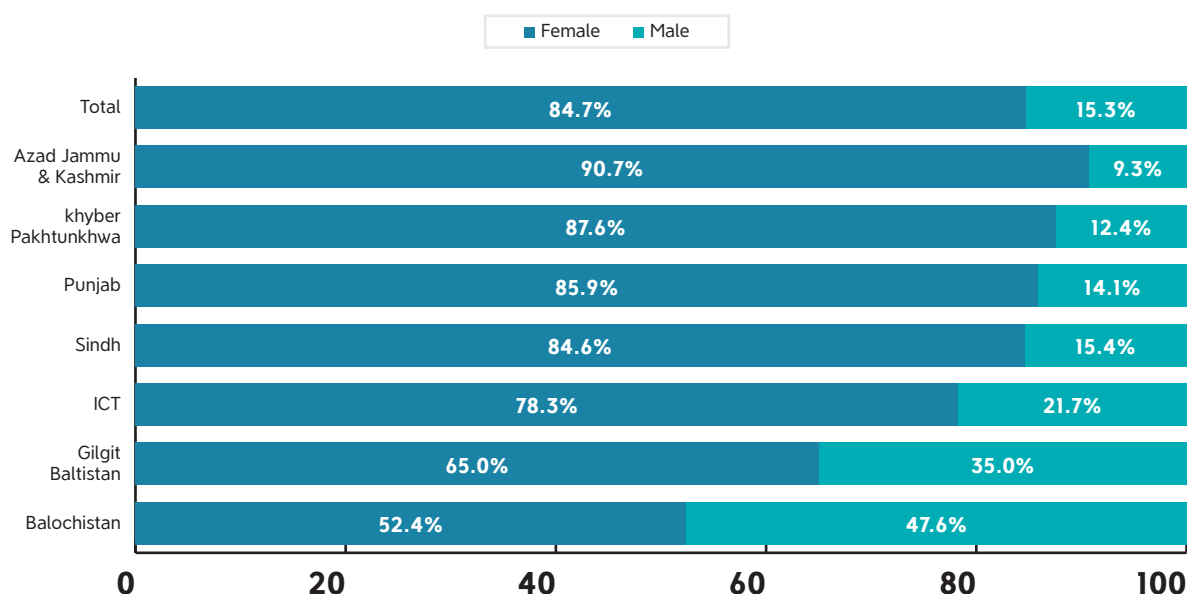
**Teachers in NFBE/ ALP (Primary)**

Total teachers in NFBE/ ALP (Primary) are 29,978, which constitutes 89% of the total teachers in Pakistan in NFE setting. Out of total teachers in NFBE/ ALP (Primary) 85% 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, KP, Punjab, Sindh and ICT where female teachers are 91%, 88%, 86%, 85% and 78% respectively. Lowest percentage of female teachers in NFBE/ ALP (Primary) is observed in GB and Balochistan where it is 65% and 52% respectively.

**Table 10: Teachers in NFBE/ ALP (Primary)**

Province / Area	Male	Female	Total
Azad Jammu & Kashmir (AJ&K)	56	545	601
Balochistan	252	277	529
Gilgit Baltistan (GB)	323	600	923
Islamabad Capital Territory (ICT)	311	1,122	1,433
Khyber Pakhtunkhwa (KP)	754	5,320	6,074
Punjab	2,765	16,998	19,763
Sindh	101	554	655
Total	4,562	25,416	29,978

**Figure : Gender wise data of teachers in NFBE/ ALP (Primary)**



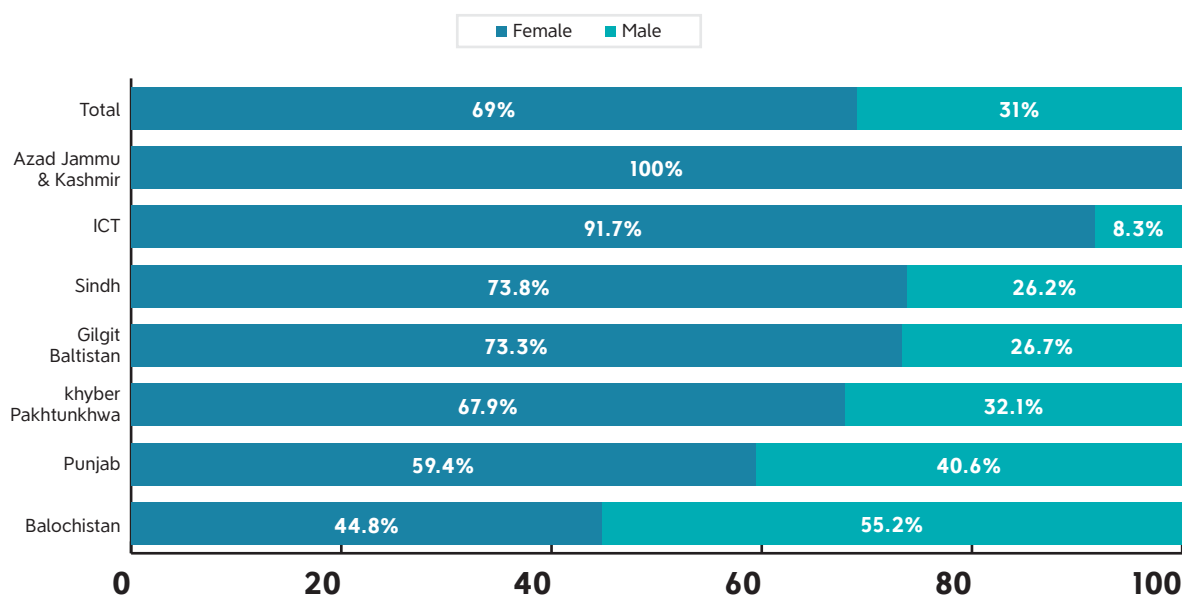
## Teachers in NFBE/ ALP (Middle and Middle-Tech)

Total teachers in NFBE/ ALP (Middle and Middle-Tech) are 2,339, which constitutes only 7% of the total teachers in Pakistan in NFBE/ALP setting. Out of total teachers in NFBE/ ALP (Middle) 69% are female teachers, which clearly portrays that focus is on education of female students. In AJ&K all the teachers are females, while in other provinces / areas highest percentage of female teachers is observed in ICT where female teachers are 92%, followed by Sindh, GB, KP and Punjab where female teachers are 74%, 73%, 68% and 59% respectively. Lowest percentage of female teachers in NFBE/ ALP (Middle) is observed in Balochistan where this percentage is 45%.

**Table 11: Teachers in NFBE/ ALP (Middle)**

Province / Area	Male	Female	Total
Azad Jammu & Kashmir (AJ&K)		2	2
Balochistan	112	91	203
Gilgit Baltistan (GB)	4	11	15
Islamabad Capital Territory (ICT)	19	209	228
Khyber Pakhtunkhwa (KP)	430	908	1,338
Punjab	43	63	106
Sindh	117	330	447
Total	725	1,614	2,339

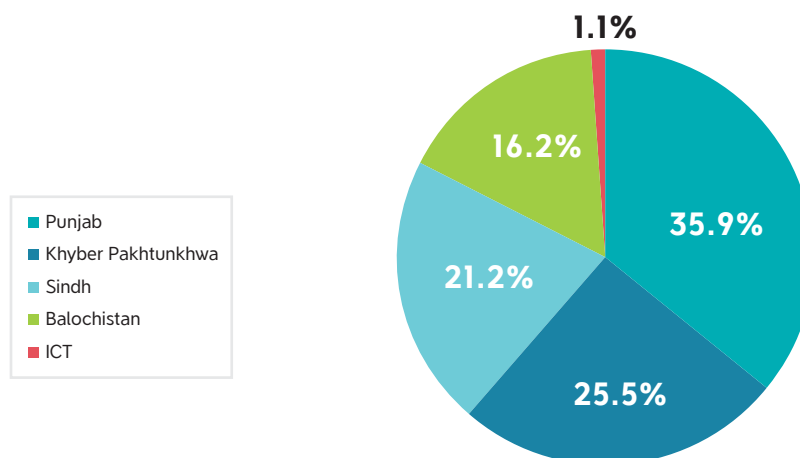
**Figure : Gender wise data of teachers in NFBE/ ALP (Middle)**



## Teachers in Adult literacy centers

Total teachers in adult literacy centers are 1,416 which constitutes 4% of the total teachers in Pakistan in NFE setting. All the teachers in adult literacy centers are female teachers, which clearly portrays that focus is on literacy of adult female population. Highest number of teachers in adult literacy is found in Punjab where teachers are 36%, whereas KP, Sindh, Balochistan and ICT has 25%, 21%, 16% and 1% literacy teachers respectively. It is important to note that adult literacy centers were offered only in the said provinces, while GB and AJK offer no adult literacy centers for youth and adults.

**Figure: Province-wise teachers in adult literacy centers**



**Table 12: Teachers in Adult literacy centers**

Province / Area	Male	Female	Total
Balochistan	0	230	230
ICT	0	16	16
Khyber Pakhtunkhwa	0	361	361
Punjab	0	509	509
Sindh	0	300	300
Total		1,416	1,416

## NFE Enrolment Statistics

### Area and Gender wise enrollment

Total enrollment in NFE setting in Pakistan is 1,073,704 out of which 57% are girls. The highest percentage of female students is recorded Sindh, KP and Balochistan where girls/ female students are 72%, 62% and 59% respectively. Female students in Punjab and GB is 54% each and in AJK, it is noted to be 51% and in ICT it is 49%.

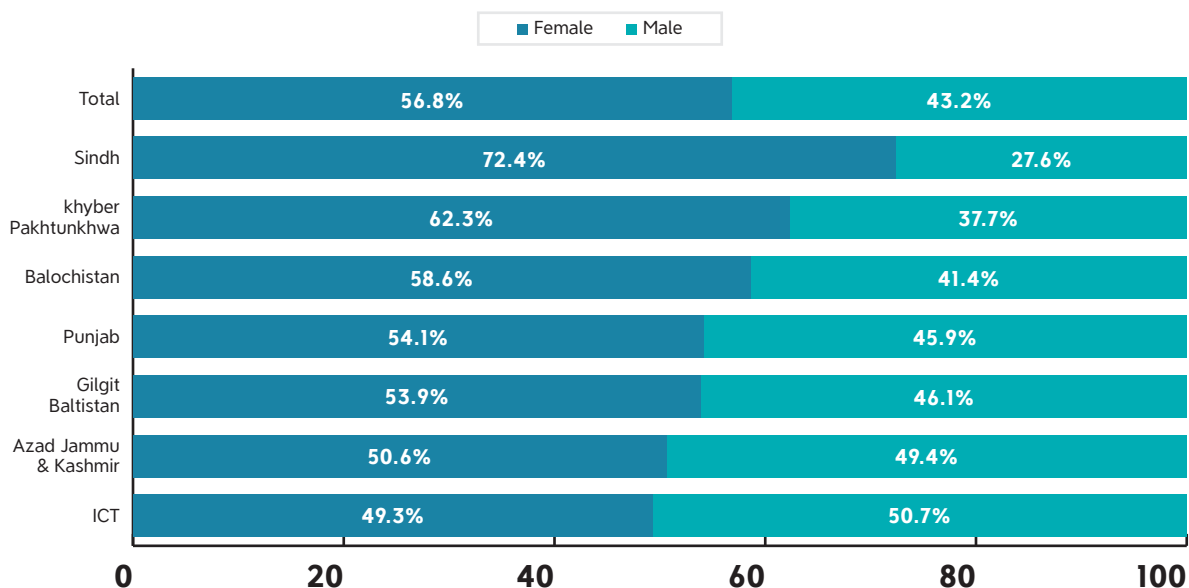
In terms of enrollment, 57% students are enrolled in Punjab, followed by KP where these are 27%, whereas all other provinces and areas have less than 5% contribution to the enrollment in NFE. It is important to mention that Sindh and Balochistan has witnessed decrease in enrollment.

**Table 13: NFE Enrolment Statistics Area and Gender Wise enrollment**

Province / Area	Male	Female	Total
Azad Jammu & Kashmir	10,466	10,722	21,188
Balochistan	12,001	16,958	28,959
Gilgit Baltistan	13,827	16,192	30,019
ICT	25,985	25,224	51,209
Khyber Pakhtunkhwa	107,690	178,176	285,866
Punjab	282,939	334,036	616,975
Sindh	10,892	28,596	39,488
Total	463,800	609,904	1,073,704



**Figure : NFE Enrolment Statistics "Area and Gender Wise enrollment"**



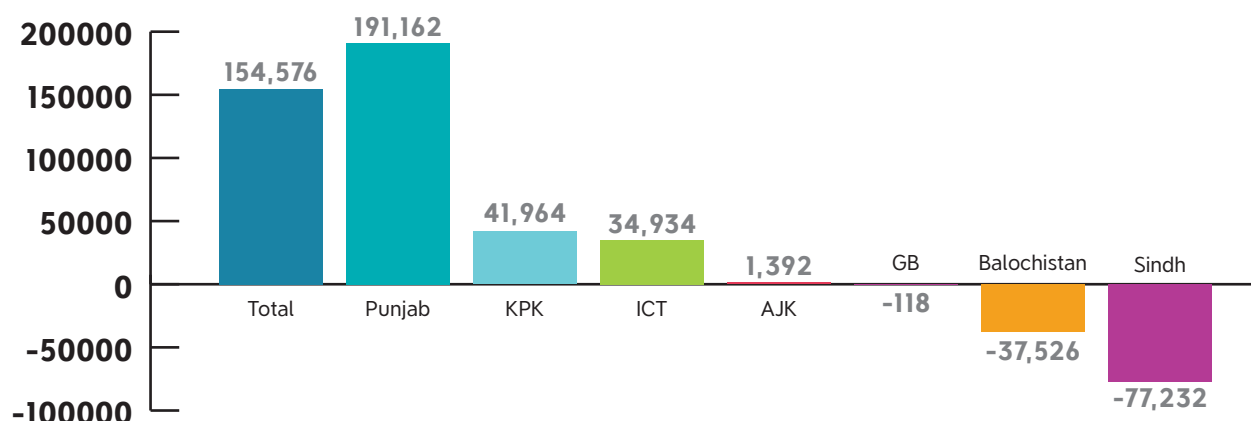
### Comparison in enrollment as compared to previous year's data

Approximately 14% increase in enrollment as compared to previous year's data has been observed during the current reporting period. Around 154,576 learners are increased during year 2022-23. However, drastic decline in enrollment is noted in Sindh, Balochistan and GB. In Sindh, enrollment declined to 39,488 from 116,720 (196% in negative), and in Balochistan the decline is calculated as 130% in negative. In GB, the decrease in enrollment is slight.

**Table : Comparative Enrolment Statistics (Area Wise Comparison)**

Province / Area	2021-22	2022-23	Year-on-Year	
			Number	Percentage
Azad Jammu & Kashmir (AJ&K)	19,796	21,188	+1,392	+7%
Balochistan	66,485	28,959	-37,526	-56.4%
Gilgit Baltistan (GB)	30,137	30,019	-118	-0.4%
Islamabad Capital Territory (ICT)	16,275	51,209	+34,934	+214.6%
Khyber Pakhtunkhwa (KP)	243,902	285,866	+41,964	+17.2%
Punjab	425,813	616,975	+191,162	+44.9%
Sindh	116,720	39,488	-77,232	-66.2%
Total	919,128	1,073,704	+154,576	+16.8%

**Figure : Comparative Enrolment Statistics (Area Wise Comparison)**



### Category Wise Enrollment

Enrollment statistics reveal that 97% enrolment constitutes children enrolled in NFBE/ ALPs (including primary, middle and middle-tech), while only 3% 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 55%, and the same in NFBE/ ALP (Middle and Middle-Tech) is 63%.

Similarly, in Adult Literacy Centers, enrollment is 3% of the total enrollment in NFE sector. Out of the total enrollment in Adult Literacy setting, only 14 learners are male, while remaining majority are women.

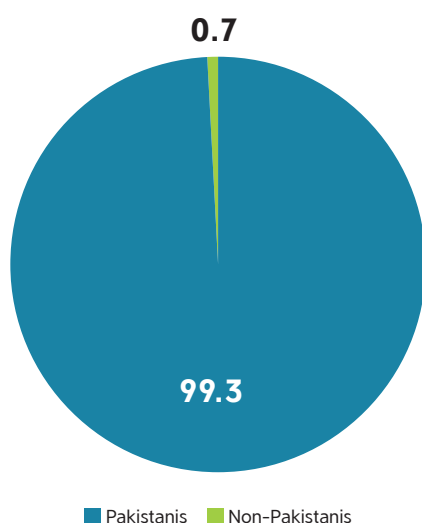
**Table 14: Category Wise Enrollment**

Category of NFE centers	Male	Female	Total
<b>NFBE/ ALP</b>			
NFBE/ ALP (Primary)	442165	539536	981701
NFBE/ ALP (Middle)	21621	37450	59071
Sub-Total	463,786	576,986	1,040,772
<b>Adult literacy</b>			
Adult Literacy Centers (ALCs)	14	32918	32932
Sub-Total	14	32,918	32,932
<b>Total</b>	<b>463,800</b>	<b>609,904</b>	<b>1,073,704</b>

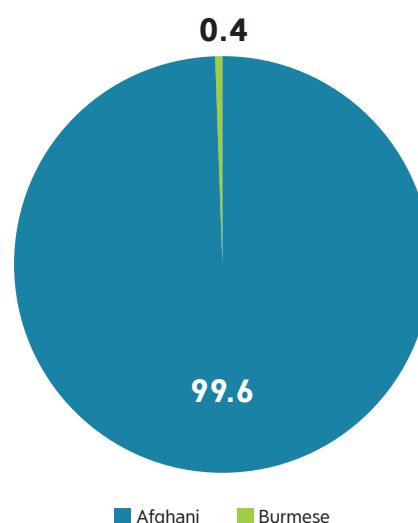
### Enrollment of refugee/ stateless children in NFBE/ ALP setting

Enrollment data of Pakistani and Non-Pakistanis (refugees and stateless) show that only 0.7% are stateless and refugee children enrolled in NFE setting.

**Figure: Percentage of Pakistani and non-pakistani learners**



**Figure: Percentage of Afghanis and refugees/ stateless**



Nationality wise data of children reveal that 99.6% are refugees, while others (0.4%) are stateless and belong to Burmese communities.

**Table 15: Enrollment of refugee/ stateless children in NFBE**

Category	Male	Female	Total
Afghani	3,535	3,904	7,439
Burmese (stateless)	9	18	27
Total	3,544	3,922	7,466

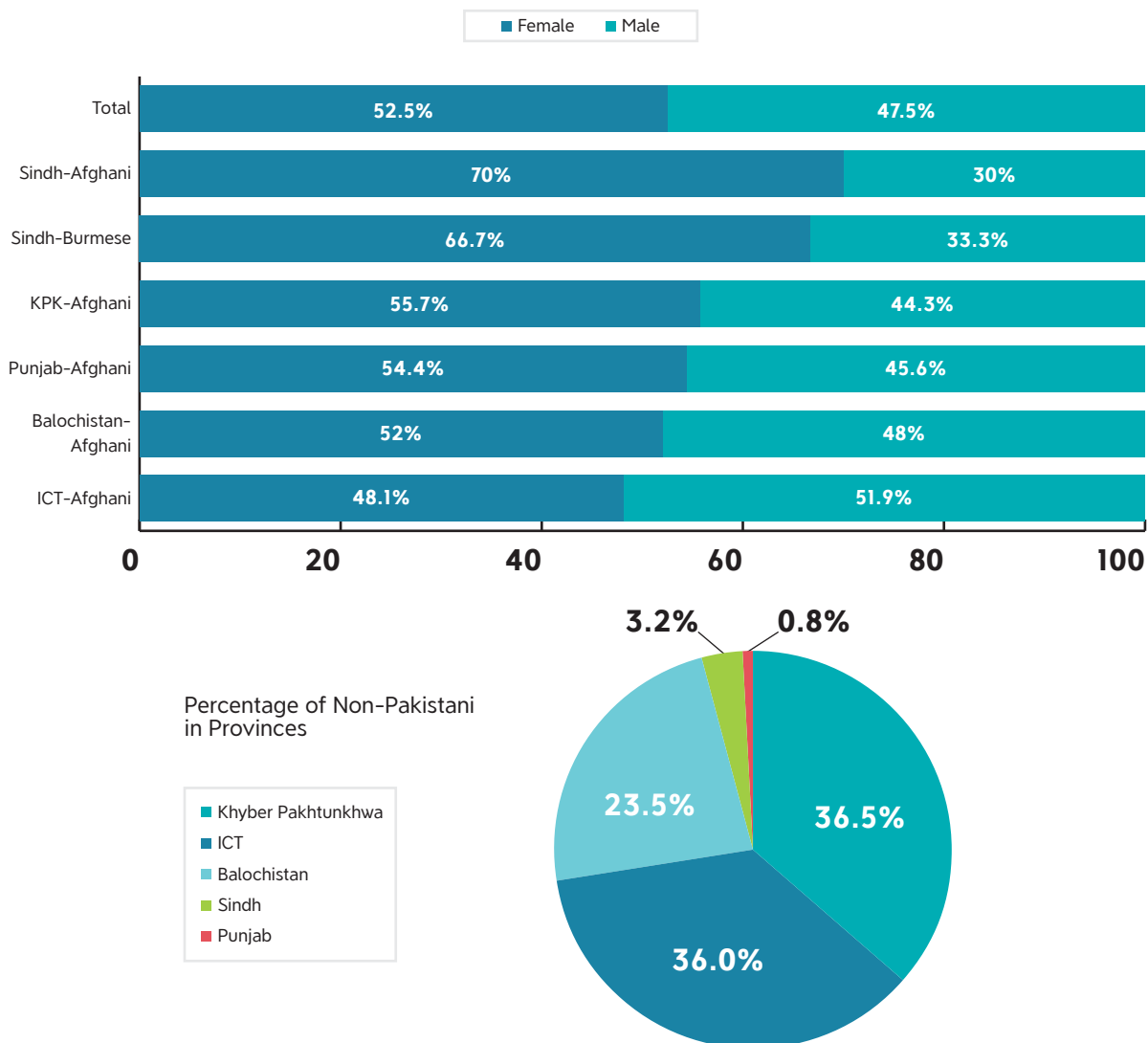
**Same data is shown in areas/ provinces:**

Data of Non-Pakistani given in the table below show that majority (36.5%) Non-Pakistani belong to KP, followed by 36% in ICT and 23.5% in Balochistan. While in Sindh, and Punjab, percentage is 2.9% and 0.8% respectively. Data reveal that ICT has shown increase in accommodating Non-Pakistani during the current reporting period. Furthermore, girls from Non-Pakistani category of students are 52.5% as compared to 47.5% boys.

**Table 16: Data of Non-Pakistani Learners in NFE**

Province	Refugees from country	Male	Female	Total
Balochistan	Afghani	843	913	1,756
Khyber Pakthunkhwa	Afghani	1,207	1,520	2,727
Sindh	Afghani	64	149	213
Punjab	Afghani	26	31	57
ICT	Afghani	1,395	1,291	2,686
Sindh	Burmese	9	18	27
	Total	3,544	3,922	7,466

**Figure : Data of Non-Pakistani Learners in NFE (gender and areas wise data)**

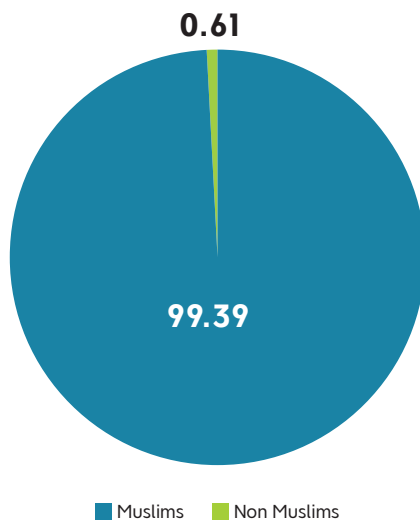


### Enrollment of children belonging to different religions:

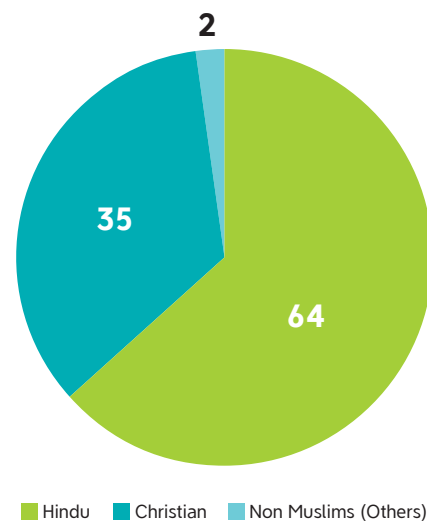
As NFE is among a flexible delivery models that offers equal opportunity for all children without any discrimination on the basis of religion, caste, color, nationality, and socio-economic backgrounds. NFEMIS collects data of religions of the learners to give this variable a priority and inform teachers 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 0.6% of the total NFE enrollment in Pakistan. Data further describe that three major categories of Non-Muslim learners are identified, which include 1) Hindus, 2) Christians, 3) Other (Non-Muslims). Percentage of Hindu learners remained 64%, followed by 35% Christians and 2% as other Non-Muslims.

**Figure: Percentage of Muslim and Non-Muslim learners**



**Figure: Percentage of Non-Muslim Learners**



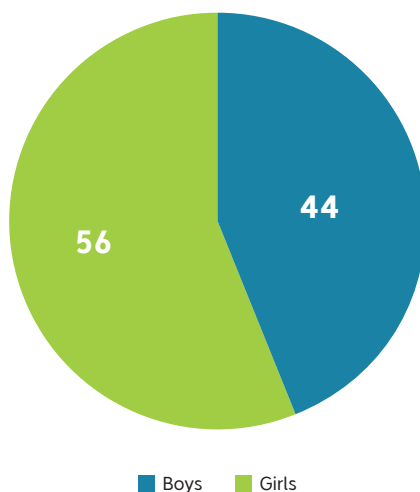
**Table 17: Enrollment of children belonging to different religions**

Non-Muslims/ Other religions	Male	Female	Total
Christians	1,823	2,379	4,202
Hindus	1,008	1,276	2,284
Non-Muslims (Others)	52	56	108
<b>Total</b>	<b>2,883</b>	<b>3,711</b>	<b>6,594</b>

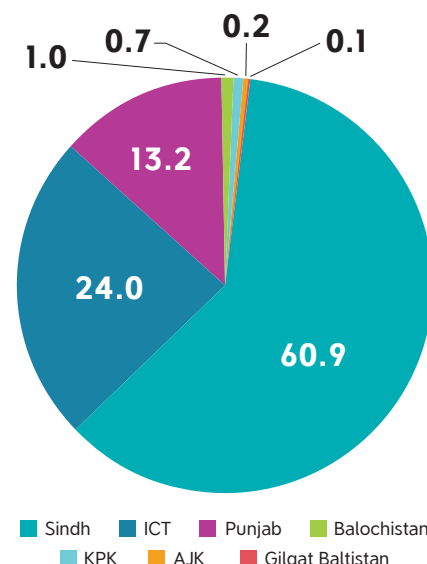
Enrollment of Non-Muslim female students is noted to be higher than male learners. Data reveal that 56% of all Non-Muslim learners are girls.

At the same time, majority of the Non-Muslim learners belong to Sindh, which accommodates 61% of the total Non-Muslim learners, followed by ICT and Punjab where Non-Muslim learners are 24% and 13% respectively. However, lowest percentage of Non-Muslim learners is found in Balochistan, KP, AJK and GB, where Non-Muslim are less than 1% for each province/ area.

**Figure: Percentage of Non-Muslim girls**



**Percentage of Non-Muslim learners in Provinces/ Areas**



**Table: Province wise data of Non-Muslim Students**

Province	Other Religions	Male	Female	Total
AJK	Hindu	6	4	10
	Sub-Total	6	4	10
Balochistan	Hindu	17	46	63
	Sub-Total	17	46	63
Gilgit Baltistan	Hindu	0	6	6
	Sub-Total	0	6	6
ICT	Christian	652	831	1,483
	Hindu	2	3	5
	Non-Muslims (Others)	48	44	92
	Sub-Total	702	878	1,580
Khyber Pakthunkhwa	Christian	0	2	2
	Hindu	21	23	44
	Sub-Total	21	25	46
Punjab	Christian	223	261	484
	Hindu	258	131	389
	Sub-Total	481	392	873
Sindh	Christian	133	182	315
	Hindu	1,519	2,166	3,685
	Non-Muslims (Others)	4	12	16
	Sub-Total	1,656	2,360	4,016
<b>Total</b>		<b>2,883</b>	<b>3,711</b>	<b>6,594</b>

**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 Programmes	Packages* / Grades	Male	Female	Total
ALP (Primary) [accelerated model]	Package-A	18,740	22,830	41,570
	Package-B	12,744	14,868	27,612
	Package-C	13,755	15,433	29,188
	Sub-Total	45,239	53,131	98,370
ALP (Middle & Middle-Tech) [accelerated model]	Package-D	9,179	19,059	28,238
	Package-E	2,703	7,745	10,448
	Sub-Total	11,882	26,804	38,686
NFBE (Primary) Conventional model	Katchi	142,550	149,578	292,128
	One	105,478	119,433	224,911
	Two	60,564	78,286	138,850
	Three	42,963	60,917	103,880
	Four	30,699	46,957	77,656
	Five	23,926	41,134	65,060
	Sub-Total	406,180	496,305	902,485
NFBE (Middle) Conventional Model	Six	262	267	529
	Seven	160	392	552
	Eight	63	87	150
	Sub-Total	485	746	1,231
Adult Literacy	Literacy	14	32,918	32,932
	Sub-Total	14	32,918	32,932
	<b>Total</b>	<b>463,800</b>	<b>609,904</b>	<b>1,073,704</b>

Breakup between the enrolment data of NFBE (primary) and Accelerated Learning Program (ALP) Primary is shown in the figures below. Data show that 84% enrollment is found in conventional NFBE (Primary), while 9% enrollment is found in ALP (Primary), which is condensed and accelerated learning programme that offers primary completion in 30 months.

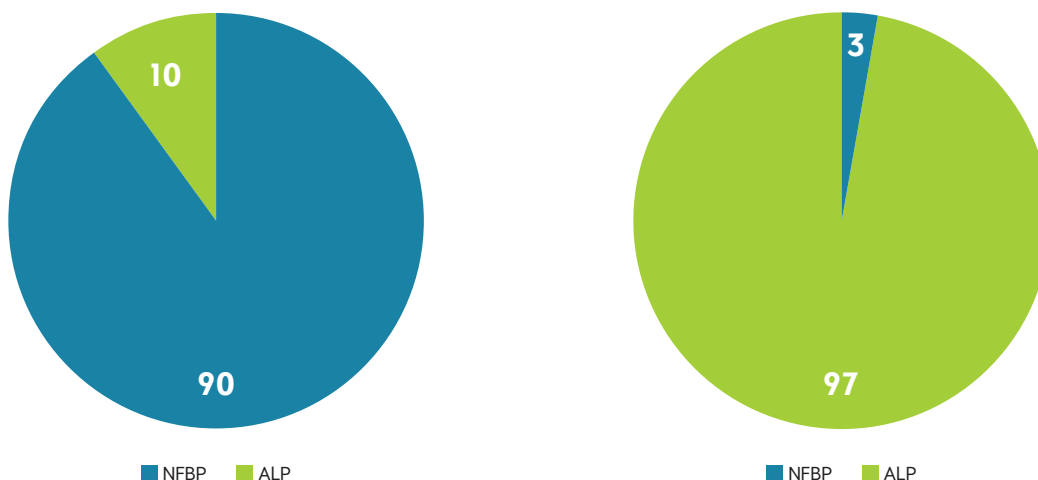
At the same time, 0.1% enrollment is noted in conventional NFBE (Middle), while 3.6% enrollment is found in ALP (Middle-Tech), which is an accelerated learning programme and offers middle level and Middle-Tech course completion in 18 months. It is important to note that ALP (Middle-Tech) is a new learning 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. In addition, 3% enrollment is noted in adult literacy centers.

**Table 19: Breakup Between enrolment data of NFBE and ALP Primary & Middle/Tech**

Categories of Centers	NFBE	ALP	Total
NFBE/ ALP (Primary)	902,485	98,377	1,000,855
NFBE/ ALP (Middle & Middle-Tech)	1,213	38,686	39,917
<b>Total</b>	<b>903,698</b>	<b>137,063</b>	<b>1,040,772</b>

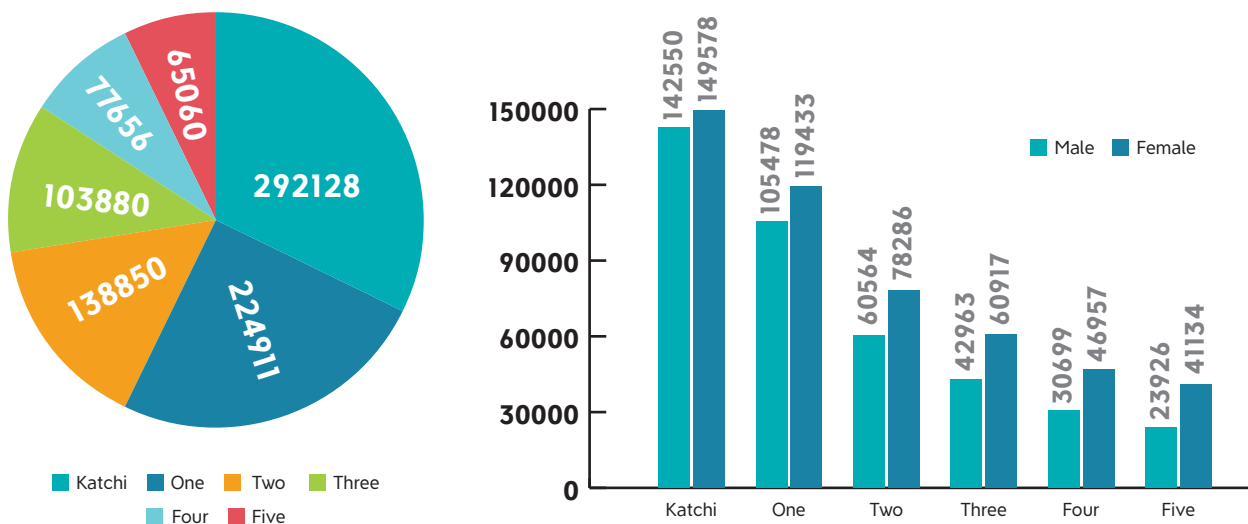
In NFBE/ ALP (Primary) approximately 10% of the total enrollment is found in accelerated learning model, while remaining learners in primary are studying conventional learning model. Similarly, the NFBE/ ALP (Middle & Middle-Tech) category clearly shows that 97% children are enrolled in accelerated / distance learning model, whereas only 3% study conventional NFBE middle.

**Figure : Breakup Between enrolment data of NFBE and ALP Primary & Middle/Tech**



Class/ grade wise enrolment of conventional NFBE is shown in the figure below that reveal a consistent declining trend in enrollment of children. Around 32% enrollment is observed in Katchi, followed by 25% in one, 15% in two, 12% in three, 9% in four and 7% in five grade. The given trend points towards the drop-out rate/ trends as well.

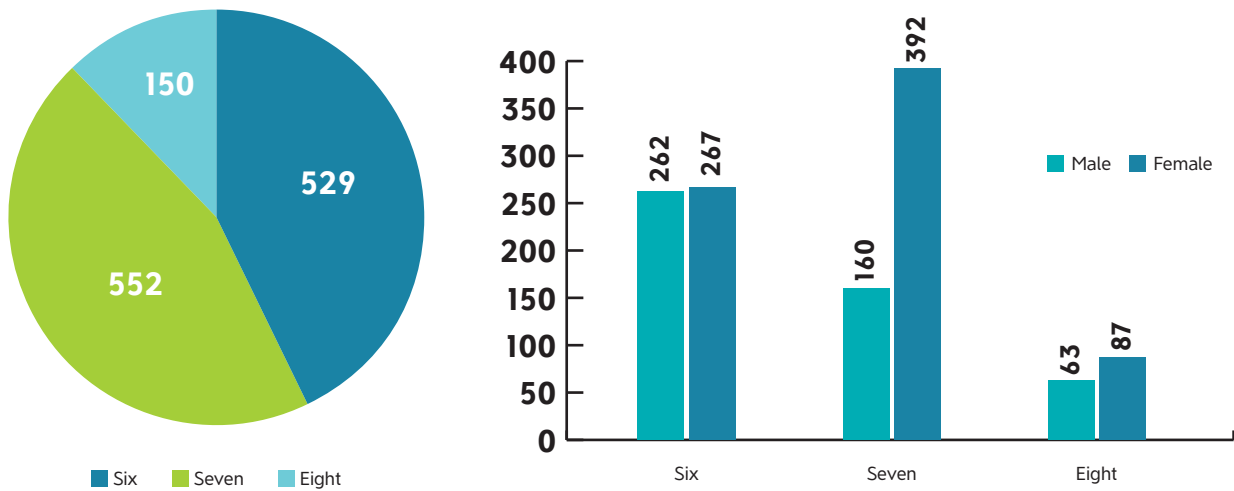
**Figure : Enrolment data of NFBE (Primary) – grade and gender wise data**



In conventional NFBE (Middle), 43% enrollment is in grade 6, followed by 45% in grade 7 and only 12% in grade 8 after observing a drastic dropout in grade 7. Slightly higher percentage of enrollment in grade 7, even higher than grade 6 denotes additional intake in grade 7, which happens in NFBE model that allows enrollment/ admission in any level/ grade through a placement test.



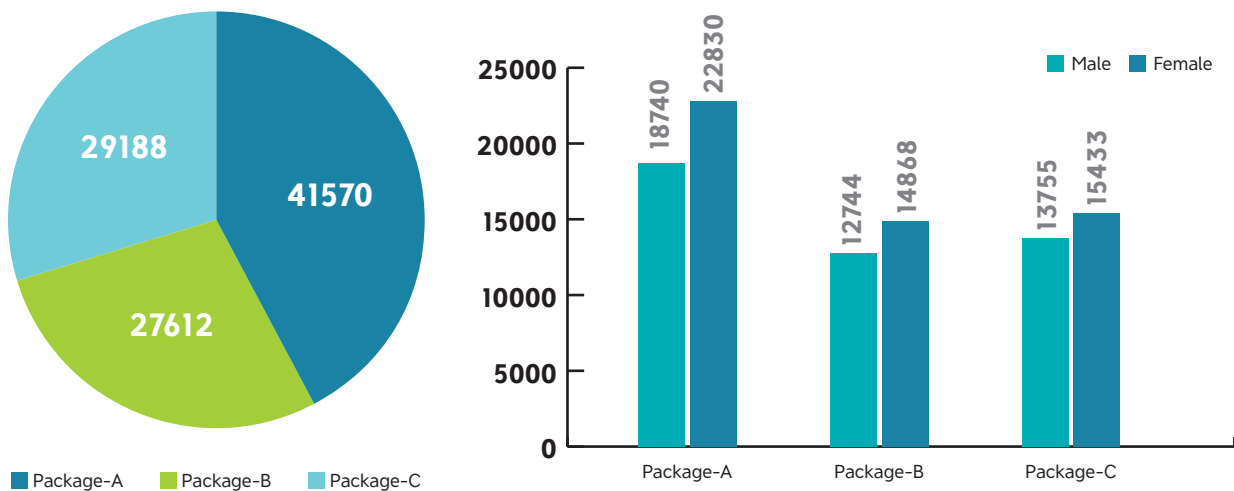
**Figure : Enrolment data of NFBE (Middle & Middle-Tech) – grade and gender wise data**



Package wise enrollment in ALP (Primary) is shown below that clearly shows a high enrollment (42%) in Package A, 28% in Package B and 30% in Package C. A situation that shows a drop in enrollment in Package B (from 42% to 28%) points towards a reason of drop out and then recovery in Package C (where enrollment goes up to 33%) owing to system flexibility that takes in enrollment and open admission policy based on the entry level assessment and consequent placement.

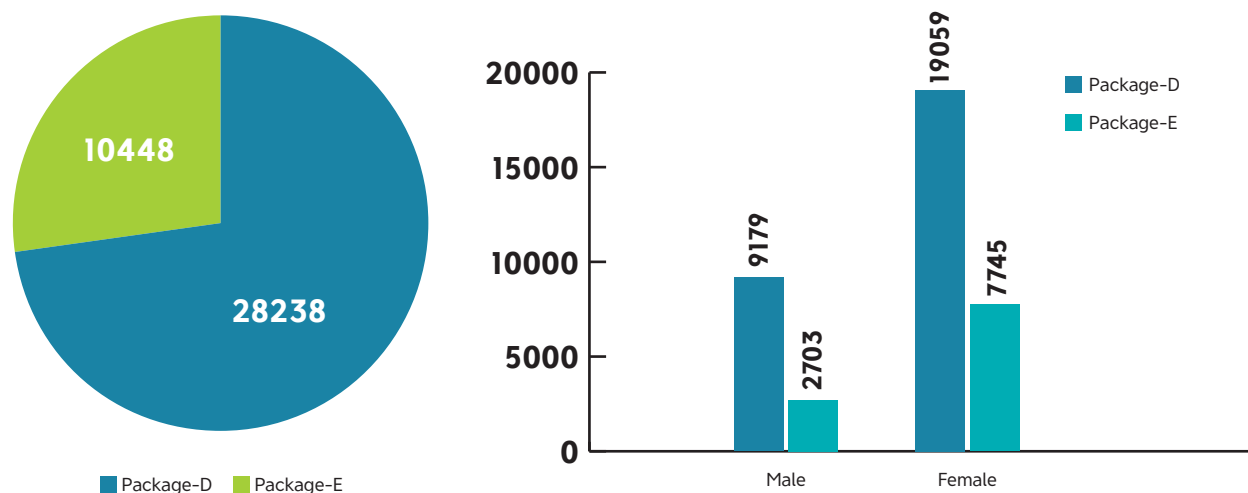
It is important to mention that ALP centers recognizes prior learning at the time of admission through a placement test that leads to placement of learners in the right packages.

**Figure : Enrolment data of ALP (Primary) – grade and gender wise data**



In ALP (Middle and Middle-Tech), 73% enrollment was reported in Package D (equivalent to grade 6 and 7), while 27% enrollment was noted in Package E, which is equivalent to grade 8 of the formal school system. The learning model has witnessed a drop-out right after Package D (grade 7), which points towards identifying reasons through qualitative study and provide right inputs to check the drop-out at this Package/ level in particular.

**Figure : Enrolment data of ALP (Middle and Middle-Tech) – grade and gender wise data**















**Sector wise NFE statistics**

**Table 20: Overall contribution of public and development sector organizations**




Sector	Centers	Teachers	Learners		
			Boys	Girls	Total
Public	28,754	30,102	426,798	548,261	975,059
Development	2,768	3,631	37,002	61,643	98,645
<b>Total</b>	<b>31,522</b>	<b>33,733</b>	<b>463,800</b>	<b>609,904</b>	<b>1,073,704</b>

91% enrollment is found to be in public sector run NFE centers, while 9% contribution is made by the development sector organizations.















## TABLE 21: AREA/ PROVINCE, ORGANIZATION AND SECTOR WISE NFE STATISTICS

















Azad Jammu & Kashmir							
	Basic Education Community Schools	Centers <b>201</b>	Teachers <b>201</b>	Boys: Girls:	<b>4,409</b> <b>4,848</b>	Total: <b>9,257</b>	Sector: <b>Public</b>
	National Commission for Human Development	Centers <b>197</b>	Teachers <b>248</b>	Boys: Girls:	<b>3,944</b> <b>3,947</b>	Total: <b>7,891</b>	Sector: <b>Public</b>
	National Education Foundation	Centers <b>47</b>	Teachers <b>154</b>	Boys: Girls:	<b>2,113</b> <b>1,927</b>	Total: <b>4,040</b>	Sector: <b>Public</b>
<b>Sub-Total</b>		Centers <b>445</b>	Teachers <b>603</b>	Boys: Girls:	<b>10,466</b> <b>10,722</b>	Total: <b>21,188</b>	
Balochistan							
	Balochistan Rural Support Programme (BRSP)	Centers <b>15</b>	Teachers <b>24</b>	Boys: Girls:	<b>2,266</b> <b>1,698</b>	Total: <b>3,964</b>	Sector: <b>Public</b>
	Directorate of Literacy and Non-Formal Education	Centers <b>312</b>	Teachers <b>312</b>	Boys: Girls:	<b>2,751</b> <b>3,402</b>	Total: <b>6,153</b>	Sector: <b>Public</b>
	National Commission for Human Development	Centers <b>255</b>	Teachers <b>255</b>	Boys: Girls:	<b>597</b> <b>5,652</b>	Total: <b>6,249</b>	Sector: <b>Public</b>
	EDUCATION SUPPORT PROGRAMME-DIRECTORATE OF SCHOOLS (UNICEF)	Centers <b>259</b>	Teachers <b>263</b>	Boys: Girls:	<b>4,894</b> <b>4,142</b>	Total: <b>9,036</b>	Sector: <b>Development</b>
	MERCY CORPS; PAKISTAN	Centers <b>5</b>	Teachers <b>11</b>	Boys: Girls:	<b>148</b> <b>252</b>	Total: <b>400</b>	Sector: <b>Development</b>
	Pakistan Alliance for Girls Education (PAGE)	Centers <b>31</b>	Teachers <b>31</b>	Boys: Girls:	<b>352</b> <b>586</b>	Total: <b>938</b>	Sector: <b>Development</b>
	Rural Community Development Society (RCDS)	Centers <b>1</b>	Teachers <b>1</b>	Boys: Girls:	<b>12</b> <b>18</b>	Total: <b>30</b>	Sector: <b>Development</b>
	SCSPEB (Society)	Centers <b>2</b>	Teachers <b>2</b>	Boys: Girls:	<b>36</b> <b>25</b>	Total: <b>61</b>	Sector: <b>Development</b>
	TAKMIL Foundation	Centers <b>23</b>	Teachers <b>23</b>	Boys: Girls:	<b>429</b> <b>501</b>	Total: <b>930</b>	Sector: <b>Development</b>
	Taraqee Foundation	Centers <b>24</b>	Teachers <b>40</b>	Boys: Girls:	<b>516</b> <b>682</b>	Total: <b>1,198</b>	Sector: <b>Development</b>
<b>Sub-Total</b>		Centers <b>927</b>	Teachers <b>962</b>	Boys: Girls:	<b>12,001</b> <b>16,958</b>	Total: <b>28,959</b>	

### Gilgat Baltistan


















	Basic Education Community Schools	Centers <b>776</b>	Teachers <b>776</b>	Boys: Girls:	<b>11,811</b> <b>13,689</b>	Total: <b>25,500</b>	Sector: <b>Public</b>
	National Commission for Human Development	Centers <b>108</b>	Teachers <b>145</b>	Boys: Girls:	<b>1,856</b> <b>2,389</b>	Total: <b>4,245</b>	Sector: <b>Public</b>
	TAKMIL Foundation	Centers <b>17</b>	Teachers <b>17</b>	Boys: Girls:	<b>160</b> <b>114</b>	Total: <b>274</b>	Sector: <b>Development</b>
<b>Sub-Total</b>		Centers <b>901</b>	Teachers <b>938</b>	Boys: Girls:	<b>13,827</b> <b>16,192</b>	Total: <b>30,019</b>	

### ICT

	Basic Education Community Schools	Centers <b>627</b>	Teachers <b>643</b>	Boys: Girls:	<b>10,491</b> <b>11,168</b>	Total: <b>21,659</b>	Sector: <b>Public</b>
	National Commission for Human Development	Centers <b>602</b>	Teachers <b>602</b>	Boys: Girls:	<b>10,044</b> <b>7,899</b>	Total: <b>17,943</b>	Sector: <b>Public</b>
	National Education Foundation	Centers <b>5</b>	Teachers <b>21</b>	Boys: Girls:	<b>265</b> <b>358</b>	Total: <b>623</b>	Sector: <b>Public</b>
	American Lyceustuff	Centers <b>2</b>	Teachers <b>3</b>	Boys: Girls:	<b>79</b> <b>37</b>	Total: <b>116</b>	Sector: <b>Development</b>
	i-feel	Centers <b>13</b>	Teachers <b>39</b>	Boys: Girls:	<b>385</b> <b>723</b>	Total: <b>1,108</b>	Sector: <b>Development</b>
	Junior Jinnah Trust	Centers <b>15</b>	Teachers <b>54</b>	Boys: Girls:	<b>558</b> <b>580</b>	Total: <b>1,138</b>	Sector: <b>Development</b>
	Muslim Hands	Centers <b>4</b>	Teachers <b>14</b>	Boys: Girls:	<b>185</b> <b>181</b>	Total: <b>366</b>	Sector: <b>Development</b>
	Pakistan Alliance for Girls Education PAGE	Centers <b>58</b>	Teachers <b>58</b>	Boys: Girls:	<b>725</b> <b>1,074</b>	Total: <b>1,799</b>	Sector: <b>Development</b>
	Pakistan Youth Change Advocates	Centers <b>3</b>	Teachers <b>3</b>	Boys: Girls:	<b>-</b> <b>49</b>	Total: <b>49</b>	Sector: <b>Development</b>
	Pakistana Teachers Forum	Centers <b>2</b>	Teachers <b>6</b>	Boys: Girls:	<b>54</b> <b>56</b>	Total: <b>110</b>	Sector: <b>Development</b>
	Pehli Kiran Schools Islamabad	Centers <b>10</b>	Teachers <b>173</b>	Boys: Girls:	<b>2,437</b> <b>2,274</b>	Total: <b>4,711</b>	Sector: <b>Development</b>
	SAIQA	Centers <b>3</b>	Teachers <b>3</b>	Boys: Girls:	<b>45</b> <b>46</b>	Total: <b>91</b>	Sector: <b>Development</b>
	Sanjh Preet Organization/ERP-OOSC-ICT	Centers <b>13</b>	Teachers <b>14</b>	Boys: Girls:	<b>244</b> <b>151</b>	Total: <b>395</b>	Sector: <b>Development</b>
	SUNBEAMS	Centers <b>22</b>	Teachers <b>43</b>	Boys: Girls:	<b>459</b> <b>599</b>	Total: <b>1,058</b>	Sector: <b>Development</b>

	TAKMIL Foundation	Centers <b>1</b>	Teachers <b>1</b>	Boys: Girls:	<b>14</b> <b>29</b>	Total: <b>43</b>	Sector: <b>Development</b>
<b>Sub-Total</b>		Centers <b>1,380</b>	Teachers <b>1,677</b>	Boys: Girls:	<b>25,985</b> <b>25,224</b>	Total: <b>51,209</b>	
<b>Khyber Pakhtunkhwa</b>							
	Elementary & Secondary Education Foundation	Centers <b>4,613</b>	Teachers <b>5,479</b>	Boys: Girls:	<b>88,800</b> <b>136,921</b>	Total: <b>225,721</b>	Sector: <b>Public</b>
	National Commission for Human Development	Centers <b>390</b>	Teachers <b>390</b>	Boys: Girls:	<b>429</b> <b>8,689</b>	Total: <b>9,118</b>	Sector: <b>Public</b>
	ALP-PIU, E&SED KP	Centers <b>1,137</b>	Teachers <b>1,464</b>	Boys: Girls:	<b>15,348</b> <b>23,155</b>	Total: <b>38,503</b>	Sector: <b>Development</b>
	Ghazali Education Trust	Centers <b>2</b>	Teachers <b>2</b>	Boys: Girls:	<b>33</b> <b>41</b>	Total: <b>74</b>	Sector: <b>Development</b>
	HUJRA VSO	Centers <b>30</b>	Teachers <b>30</b>	Boys: Girls:	<b>427</b> <b>722</b>	Total: <b>1,149</b>	Sector: <b>Development</b>
	IDEA/ EQAE UNHCR Funded Project	Centers <b>35</b>	Teachers <b>53</b>	Boys: Girls:	<b>-</b> <b>791</b>	Total: <b>791</b>	Sector: <b>Development</b>
	Khweondo Kor	Centers <b>15</b>	Teachers <b>21</b>	Boys: Girls:	<b>-</b> <b>299</b>	Total: <b>299</b>	Sector: <b>Development</b>
	Knk Japan	Centers <b>2</b>	Teachers <b>2</b>	Boys: Girls:	<b>-</b> <b>64</b>	Total: <b>64</b>	Sector: <b>Development</b>
	National Integrated Development Association (NIDA) Pakistan	Centers <b>60</b>	Teachers <b>90</b>	Boys: Girls:	<b>444</b> <b>2,773</b>	Total: <b>3,217</b>	Sector: <b>Development</b>
	Pakistan Alliance for Girls Education PAGE	Centers <b>20</b>	Teachers <b>20</b>	Boys: Girls:	<b>290</b> <b>574</b>	Total: <b>864</b>	Sector: <b>Development</b>
	Peace and Development Organization (PADO)/ Non Formal Education (ALP)	Centers <b>54</b>	Teachers <b>54</b>	Boys: Girls:	<b>-</b> <b>1,930</b>	Total: <b>1,930</b>	Sector: <b>Development</b>
	Relief International/PACE	Centers <b>42</b>	Teachers <b>84</b>	Boys: Girls:	<b>819</b> <b>895</b>	Total: <b>1,714</b>	Sector: <b>Development</b>
	Sustainable Peace & Development Organization-SPADO	Centers <b>8</b>	Teachers <b>8</b>	Boys: Girls:	<b>135</b> <b>354</b>	Total: <b>489</b>	Sector: <b>Development</b>
	TAKMIL Foundation	Centers <b>30</b>	Teachers <b>30</b>	Boys: Girls:	<b>736</b> <b>678</b>	Total: <b>1,414</b>	Sector: <b>Development</b>
	Women Empowerment Organization (WEO)	Centers <b>23</b>	Teachers <b>46</b>	Boys: Girls:	<b>229</b> <b>290</b>	Total: <b>519</b>	Sector: <b>Development</b>
<b>Sub-Total</b>		Centers <b>6,461</b>	Teachers <b>7,773</b>	Boys: Girls:	<b>107,690</b> <b>178,176</b>	Total: <b>285,866</b>	

### Punjab

	Literacy & Non Formal Basic Education Department	Centers <b>19,554</b>	Teachers <b>19,554</b>	Boys: Girls:	<b>279,244</b> <b>318,713</b>	Total: <b>597,957</b>	Sector: <b>Public</b>
	National Commission for Human Development	Centers <b>476</b>	Teachers <b>476</b>	Boys: Girls:	<b>531</b> <b>10,008</b>	Total: <b>10,539</b>	Sector: <b>Public</b>
	School Education Department South Punjab / Early Morning Schools	Centers <b>30</b>	Teachers <b>57</b>	Boys: Girls:	<b>559</b> <b>6</b>	Total: <b>565</b>	Sector: <b>Public</b>
	SUNBEAMS	Centers <b>2</b>	Teachers <b>6</b>	Boys: Girls:	<b>130</b> <b>60</b>	Total: <b>190</b>	Sector: <b>Public</b>
	TAKMIL Foundation	Centers <b>61</b>	Teachers <b>61</b>	Boys: Girls:	<b>952</b> <b>951</b>	Total: <b>1,903</b>	Sector: <b>Public</b>
	Akhuwat	Centers <b>6</b>	Teachers <b>13</b>	Boys: Girls:	<b>28</b> <b>150</b>	Total: <b>178</b>	Sector: <b>Development</b>
	Al Furqan Trust	Centers <b>1</b>	Teachers <b>1</b>	Boys: Girls:	<b>-</b> <b>19</b>	Total: <b>19</b>	Sector: <b>Development</b>
	Ali Institute of Education	Centers <b>2</b>	Teachers <b>2</b>	Boys: Girls:	<b>25</b> <b>27</b>	Total: <b>52</b>	Sector: <b>Development</b>
	Bunyad Literacy and Community Council (Bridge Pakistan Project)	Centers <b>48</b>	Teachers <b>48</b>	Boys: Girls:	<b>-</b> <b>1,200</b>	Total: <b>1,200</b>	Sector: <b>Development</b>
	Bunyad Literacy and Community Council (Elimination of Child & Forced Labor in the Cotton, Textile and Value Supply Chain)	Centers <b>52</b>	Teachers <b>52</b>	Boys: Girls:	<b>715</b> <b>1,245</b>	Total: <b>1,960</b>	Sector: <b>Development</b>
	Bunyad Literacy and Community Council (Support to National Capacity Building to Realize Girls' Right to Education in Punjab)	Centers <b>10</b>	Teachers <b>10</b>	Boys: Girls:	<b>24</b> <b>376</b>	Total: <b>400</b>	Sector: <b>Development</b>
	Dosti Welfare Organization	Centers <b>15</b>	Teachers <b>15</b>	Boys: Girls:	<b>258</b> <b>264</b>	Total: <b>522</b>	Sector: <b>Development</b>
	Ghazali Education Foundation	Centers <b>8</b>	Teachers <b>8</b>	Boys: Girls:	<b>72</b> <b>144</b>	Total: <b>216</b>	Sector: <b>Development</b>
	Junior Jinnah Trust	Centers <b>7</b>	Teachers <b>43</b>	Boys: Girls:	<b>281</b> <b>311</b>	Total: <b>592</b>	Sector: <b>Development</b>
	Pakistan Alliance for Girls Education PAGE	Centers <b>9</b>	Teachers <b>9</b>	Boys: Girls:	<b>102</b> <b>164</b>	Total: <b>266</b>	Sector: <b>Development</b>
	Sanjh Preet Organization/ ALP (Middle-Tech) Distance Learning	Centers <b>2</b>	Teachers <b>6</b>	Boys: Girls:	<b>-</b> <b>64</b>	Total: <b>64</b>	Sector: <b>Development</b>
	Sanjh Preet Organization/ Education Response & Restoration activities for flood affected Districts Rajanpur and Dera Ghazi Khan, Punjab, Pakistan	Centers <b>8</b>	Teachers <b>16</b>	Boys: Girls:	<b>-</b> <b>319</b>	Total: <b>319</b>	Sector: <b>Development</b>
<b>Sub-Total</b>		Centers <b>20,292</b>	Teachers <b>20,378</b>	Boys: Girls:	<b>282,939</b> <b>334,036</b>	Total: <b>616,975</b>	

Sindh										
	Directorate of Literacy & Non Formal Education (Self Help Project)	Centers <b>8</b>	Teachers <b>8</b>	Boys: <b>163</b>	Girls: <b>114</b>	Total: <b>277</b>	Sector: <b>Public</b>			
	National Commission for Human Development	Centers <b>320</b>	Teachers <b>320</b>	Boys: <b>382</b>	Girls: <b>7,131</b>	Total: <b>7,513</b>	Sector: <b>Public</b>			
	Sindh Education Foundation – AALTP project implemented by following IPs: 1. Acted. 2. Badin Rural Development Society, 3. Charter for Compassion, 4. Community Development Foundation. 5. Gazali Education Society, 6. Gorakh Foundation, 7. HELP, 8. Human Development Foundation, 9. Kachi BUSTI. 10. Legal Rights Forum 11. Management for Development Foundation. 12. National Rural Support Program. 13. Strengthening Participatory Organization, 14. Sindh Rural Participatory Organization. 15. Sindh Madressah Board	Centers <b>155</b>	Teachers <b>370</b>	Boys: <b>5,061</b>	Girls: <b>8,691</b>	Total: <b>13,752</b>	Sector: <b>Public</b>			
	Agency for Technical Cooperation and Development	Centers <b>177</b>	Teachers <b>177</b>	Boys: <b>542</b>	Girls: <b>4,324</b>	Total: <b>4,866</b>	Sector: <b>Development</b>			
	Indus Resource Center	Centers <b>101</b>	Teachers <b>100</b>	Boys: <b>772</b>	Girls: <b>2,038</b>	Total: <b>2,810</b>	Sector: <b>Development</b>			
	Pakistan Alliance for Girls Education PAGE	Centers <b>43</b>	Teachers <b>43</b>	Boys: <b>483</b>	Girls: <b>723</b>	Total: <b>1,206</b>	Sector: <b>Development</b>			
	Save the Children - Voices and Choices through resilient Integrated Education Program, implemented by Tameer-e-Khalq Foundation	Centers <b>70</b>	Teachers <b>140</b>	Boys: <b>843</b>	Girls: <b>1,275</b>	Total: <b>2,118</b>	Sector: <b>Development</b>			
	Sindh Community Foundation Literacy for Rights	Centers <b>15</b>	Teachers <b>15</b>	Boys: <b>-</b>	Girls: <b>525</b>	Total: <b>525</b>	Sector: <b>Development</b>			
	Sindh Madressa Board	Centers <b>1</b>	Teachers <b>1</b>	Boys: <b>17</b>	Girls: <b>12</b>	Total: <b>29</b>	Sector: <b>Development</b>			
	TAKMIL Foundation	Centers <b>23</b>	Teachers <b>23</b>	Boys: <b>279</b>	Girls: <b>240</b>	Total: <b>519</b>	Sector: <b>Development</b>			
	Tameer-e-Khalq Foundation	Centers <b>1</b>	Teachers <b>1</b>	Boys: <b>22</b>	Girls: <b>-</b>	Total: <b>2</b>	Sector: <b>Development</b>			
	Thar Education Alliance	Centers <b>1</b>	Teachers <b>3</b>	Boys: <b>34</b>	Girls: <b>10</b>	Total: <b>44</b>	Sector: <b>Development</b>			
	The NGO World Foundation	Centers <b>201</b>	Teachers <b>201</b>	Boys: <b>2,294</b>	Girls: <b>3,513</b>	Total: <b>5,807</b>	Sector: <b>Development</b>			
<b>Sub-Total</b>		<b>1,116</b>	<b>1,402</b>	<b>10,892</b>		<b>28,596</b>				
<b>Total</b>	Centers	<b>31,522</b>	Teachers	<b>33,733</b>	Boys:	<b>463,800</b>	Girls:	<b>609,904</b>	Total:	<b>1,073,704</b>

Development sector organization's contribution was noted to be the highest in Sindh and Balochistan where development sector organizations are contributing to 45% and 44% respectively. After that, the development sector actors contributed to 21% in ICT, while the same remained 18% in KP. Lowest percentage of development sector contribution is noted in Punjab and GB where they contributed to around 1%. Overall contribution of development sector in NFE remained around 9%, while majority was contributed by public sector spending/budgets in Pakistan in NFE.

# OTHER CONTRIBUTORS IN THE NFE SECTOR



# FINDINGS AND 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.

Non-Formal Basic Education (NFBE) in the form of Alternative and Accelerated Learning Programmes (ALPs) for Primary and Middle-Tech are being scaled up as these models are flexible, equivalent and cost-effective. Therefore, public and development sector organizations should invest in expanding NFBEs/ ALPs in Pakistan so as the said learning stream could provide right to education to OOSC.

## Supply of Youth. Adult Literacy Programmes against the demand (low literacy/ illiteracy scenario)

According to Pakistan Economic Survey 2022-23, literacy rate of 10 years and older population in Pakistan is 62.8%, which means around 37.2% population of 10 years and above is unable to read, write and perform basic arithmetic operations. NFEMIS report has revealed that there are 1,416 literacy centers are providing basic literacy services to around 32,932 youth and adults. However, demand side portrays that approximately 37.2% population (67 million people of 10 years and above) are in need for literacy or education programme that would equip them with such skills. Although, literacy is being uplifted through current school system, a large segment of population that has crossed 16 years of age barrier, necessarily need a youth/ adult literacy based learning support to gain 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.

Departments and organizations mandated to uplift literacy and provide Non-Formal Education/ ALP have designed youth/ adult literacy & skill modules that offer integrated learning and skill development. It is highly recommended to invest suitably and scale up the foundational literacy modules to uplift literacy. In addition, other innovative strategies should be employed such as RPL\* in adult literacy which recognizes learners' prior learning and allows learners to efficiently acquire literacy.

*\*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.*

## NFE Centers, Teachers and Enrollment; Gender Perspective

Percentage of mixed (co-ed) centers in Pakistan 74%, while female centers are 22%. This situation clearly points towards a fact that the supply for girls' education is higher. However, the enrollment statistics reveal that girls are 57% 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.

Overall girls' enrollment in NFE in Pakistan is 57% and highest girls' enrollment is recorded in Sindh (72%), while the lowest is 49% in ICT.

Continue to invest in and prioritize girls' education

Establish girls' centers in ICT and other areas through a doorstep based delivery to attract girls' enrollment.

Offer mixed/ Co-Education centers in areas where co-education is accepted to enhance girls' enrollment.

Design and offer mothers' education/ literacy to encourage more girls to join learning programmes

Percentage of female teachers in NFE setting is 84%, which again portrays a fact that female education is the priority. Percentage of female teachers at primary level is 85%, at middle level is 69% and for youth/ adult literacy centers is 99%.

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 trust and attract girls' enrollment.

## Adult literacy center's contribution in NFE

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 4.5% (1,416 centers), which shows a decline as compared to previous year's data where literacy centers were 6.4% (1,590 centers), while percentage of youth/ adult literacy centers in two years earlier was 13% (5,410 centers). This clearly indicates a steady decline in supply of youth/ adult literacy centers in Pakistan. Such situation invites an enhanced focus and investment in youth/ adult literacy.

2022-23 = 1,416 (4.5% of total NFE)

2021-22 = 1,590 (6.4% of total NFE)

2020-21 = 5,410 (13% of total NFE)

Government's greater interest in supplying youth and adult literacy is highly recommended given a situation where literacy centers are witnessing a steady decline. Government may demonstrate interest in following ways:

Legislation and implementation of existing legislative framework

Allocate reasonable funds for adult literacy

Introduce innovative and skills based learning models.

Digital literacy skills may be offered through literacy and using digital technology

Introduce RPL in adult literacy

In adult literacy centers, priority has been given to female literacy as 100% enrollment in adult literacy centers is female.

Prioritize adult literacy for men and youth as well with special focus on youth with innovative and skills based and digital literacy and functional literacy modules and other delivery strategies.

## ALP (Middle and Middle-Tech) in Pakistan

It is appraised that NFBE centers for primary and middle levels constitute the majority with around 95.5% of the total NFE in Pakistan. Out of the total NFBE/ ALPs, 94% are for NFBE/ ALP (Primary), while only 6% are NFBE/ ALP (Middle and Middle-Tech).

It is narrated that ALP (Middle and Middle-Tech) has witnessed significant increase as compared to previous year's data.

After witnessing the greater buy-in of ALP (Middle and Middle-Tech), it is recommended to increase the supply of ALP (Middle and Middle-Tech) as an effective and need based learning stream that offers learning continuity and promotes skills development leading to employment and entrepreneurship.

## Ratio of learners and centers/ teachers

Ratio of learners per center is noted to be 34, which reveals that NFE have some space to enroll additional learners as the accepted learner-center ratio is 40:1.

Ratio of learners per teacher is noted to be 32:1, which again reveal that more learners may be accommodated and brought into the NFE system.

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.

Optimize the system capacity to take the learners-teacher ratio to at least 40:1 by including the excluded.

## NFE for Non-Pakistanis and Non-Muslims

Percentage of Non-Pakistani students is 0.7%, 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 7,466 Non-Pakistani students, majority are Afghan refugees, while very less number is of Burmese.

Of the total enrollment in NFE, there are 0.6% Non-Muslim learners and major categories of Non-Muslim learners include Hindus, Christians, and other religions. Hindus have the highest percentage in this category with around 64%, followed by 35% Christians and 2% other religions/ Non-Muslims.

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.

Many Non-Muslim families remain excluded of the education system especially in circumstances where they belong to poor social segment. Therefore, local departments and organization should supply NFE in areas where Non-Muslim families reside in general.

## 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 292,128 learners enrolled in Katchi were reduced to only 65,060 in grade 5, which means only 22% learners could survive to grade 5.

At the same time, ALP system shows better survival rate where 41,570 learners were reduced to 29,188 showing a fact that around 70% learners could survive to Package C. The ALP (Primary) shows better retention and improved recovery because of its flexibility that allows admission in any Package (grade) based on the placement test and accommodating prior learning.

Replace conventional NFBE with ALP as ALP has proved to be more flexible and with better learning approaches.

Action research is recommended which will focus on 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.

## Expansion of Condensed/ Accelerated Learning / Education Programmes:

Data of NFE centers, especially in NFBE (Primary and Middle) category reveal that 12.7% 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 (AIU) across the country.

It is important to mention that expansion of ALP has witnessed an increase this year. Last year's ALP contribution to NFBE was 7% and this year's contribution has increased to 12.7%.

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 learning**
- Distance learning**
- Self-Learning**
- Hybrid learning**
- Skill integrated**

## Contribution of private/ development sector organizations in NFE:

Data of NFE in Pakistan reveal that 9% 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 70 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.

However, it has been noted that development sector's contribution was 18% during previous year, which has reduced to 9%.

Development sector, which is already contributing around 9% 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. Development sector should invest more and also contribute in designing innovative and flexible learning models to attract new enrollment.

# 7<sup>th</sup> COORDINATION & TECHNICAL COMMITTEE MEETING



# PROVINCIAL LAUNCHINGS



# WORKSHOPS TRAININGS



# LAUNCHING OF NFE 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

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