



# ANNUAL STATISTICAL REPORT

## 2024-25

## Pakistan Non-Formal Education



Management Information System (MIS) wing  
Pakistan Institute of Education (PIE), Ministry of Federal Education  
and Professional training, Government of Pakistan

In collaboration with  
JICA-Advancing Quality Alternative Learning (AQAL-III)  
Feb, 2026



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## ACRONYMS (NGOS/ NFE PROVIDERS)

|                             |                                                                                                                                                     |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AIE (CEP)</b>            | Ali Institute of Education/Community Education Program Syedanwala                                                                                   |
| <b>BECS</b>                 | Basic Education Community Schools                                                                                                                   |
| <b>BRSP</b>                 | Balochistan Rural Support Program                                                                                                                   |
| <b>Bunyard/ BLCC</b>        | Bunyard-Bridge Pakistan Project (KNCU)                                                                                                              |
| <b>DL&amp;NFE</b>           | Directorate of Literacy & non-Formal Education                                                                                                      |
| <b>DL&amp;NFE (IPs)</b>     | Directorate of Literacy & Non Formal Education Sindh<br>(Implementing Partners) GEF. PAGE, MDF, SMB. TEA,<br>Max Green Skill, GBF, CDF, IRC and SPO |
| <b>E&amp;SEF</b>            | Elementary & Secondary Education Foundation KP                                                                                                      |
| <b>HI run project in KP</b> | Humanitarian Response to Address Immediate Life Needs of<br>Vulnerable Afghan Communities in Khyber Pakhtunkhwa                                     |
| <b>ESP</b>                  | Education Support Program                                                                                                                           |
| <b>GEF</b>                  | Ghazali Education Foundation                                                                                                                        |
| <b>HHRD</b>                 | Helping Hand for Relief and Development/ OOSC                                                                                                       |
| <b>HI</b>                   | Federation Handicap International                                                                                                                   |
| <b>IDEA</b>                 | Initiative for Development and Empowerment Axis                                                                                                     |
| <b>IRC</b>                  | Indus Resource Centre                                                                                                                               |
| <b>L&amp;NFBED</b>          | Literacy & Non Formal Education Department Punjab                                                                                                   |
| <b>MaEF</b>                 | Merged Area Education Foundation                                                                                                                    |
| <b>NCHD</b>                 | National Commission For Human Development                                                                                                           |
| <b>NEF</b>                  | National Education Foundation                                                                                                                       |
| <b>PAGE</b>                 | Pakistan Alliance for Girls Education                                                                                                               |
| <b>PTF</b>                  | Pakistan Teachers Forum                                                                                                                             |
| <b>PYCA</b>                 | Pakistan Youth Change Advocates                                                                                                                     |
| <b>RDO</b>                  | Rural Development Foundation                                                                                                                        |
| <b>SED – (SP) EMS</b>       | School Education Department South Punjab / Early Morning Schools                                                                                    |
| <b>SEF</b>                  | Sindh Education Foundation                                                                                                                          |
| <b>SHAPE-KP</b>             | Supporting Humanitarian Assistance for Protection and Education<br>of Afghan Refugees in KP – Pakistan                                              |
| <b>SRSP</b>                 | Sarhad Rural Support Program                                                                                                                        |
| <b>SSPEB</b>                | Society for Strengthening and Promotion of Education, Balochistan                                                                                   |

# 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 Rate                                 |
| <b>NF-EMIS</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. Nadeem Mahbub SECRETARY

Ministry of Federal Education and Professional Training  
Government of Pakistan  
Islamabad

The Prime Minister of Pakistan has declared a national Education Emergency, recognizing the urgent challenge of more than 25 million out-of-school children between the ages of 5 and 16. This bold declaration underscores the government's resolve to accelerate progress in education sector and ensure that every child has access to learning opportunities.

The Ministry of Federal Education and Professional Training (MoFEPT), in collaboration with the Planning Commission and Provincial Chief Ministers, has been tasked with developing concrete action plans to address this crisis. The collective objective is clear: to substantially reduce the number of out-of-school children by 2030. A national plan of action to address OOSC based on provincial/areas plans has been endorsed by Inter-Provincial Education Ministers' Conference (IPEMC) in January 2026 at Islamabad.

In this context, Non-Formal Education (NFE) emerges as a vital instrument of empowerment, particularly for marginalized communities. To strengthen its role, MoFEPT has initiated comprehensive reforms at the federal level. These reforms focus on enhancing governance structures, establishing robust monitoring and feedback mechanisms, improving teacher development, and ensuring credible assessment and certification systems.

The findings of this annual Pakistan Non-Formal Education Statistics Report 2024-25 will serve as a guiding framework for resource allocation, enabling more targeted interventions where they are most needed. By directing resources effectively and efficiently, we aim to maximize impact and accelerate progress toward achieving the Sustainable Development Goal 4 (SDG-4).

This report also highlights the collaborative efforts of public and private sector organizations, reflecting a shared commitment to expanding educational opportunities. It offers valuable insights that will inform future education policies, sectoral strategies, and government priorities.

We anticipate that the evidence and recommendations presented here will contribute significantly to improving access, quality, and governance in Non-Formal Education ensuring that Pakistan moves closer to its vision of inclusive and equitable learning for all.



## **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.

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 and Coordination Committees for NF-EMIS have been established on the analogy of formal EMIS. The Joint Session of these committee was held in May 2024 at PIE, Islamabad for consolidation of education data for the year 2023-24. NFEMIS is also serving as data hub in managing, analyzing and reporting NFE data in Pakistan on regular basis.

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 PIE 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

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 highlight the potential of NFE as an alternative, cost-effective and flexible learning system capable of addressing the OOSC crises and uplifting literacy situation in Pakistan.

According to recent estimates by the Pakistan Statistics Report 2023-24, Pakistan accommodates approximately 25 million out-of-school children (OOSC) aged 5-16 years. The OOSC number has increased drastically during the past few years, mainly due to COVID-19 and deadly floods that hit Pakistan during 2021-22. In response to the OOSC crisis, Non-Formal Education (NFE) has been actively responding through alternative, flexible and equivalent learning models both in normal and emergency circumstances.

NFE experience innovative system level developments during the past few years, including a strengthened NFE governance system through NFE policy & strategic planning, functional NFE support systems and improved funding scenarios at provincial and federal levels. Accelerated Learning Programme (ALP) for Primary level and Foundational Literacy Programmes for low-literate youth and adults have received wide-scale recognition. Meanwhile, ALP (Middle-Tech) has also emerged as an innovative and attractive learning model for OOSC that integrates vocational skills and digital delivery options. Besides, Non-Governmental Organizations have taken greater interest in the field of NFE by complementing efforts of the state in providing right to education to all children without discrimination.

Report for year 2024-25 reveals that there are 30,543 NFE centers (NFBES/ ALPs and Adult Literacy) operating across Pakistan with 34,256 teachers and of 1,238,573 learners. Out of total learners enrolled in NFE, 55% are girls, and the highest female percentage is observed in KP where girls are 60.4%, while the lowest female percentage is noted in ICT (48.6%). Maximum enrollment is in Punjab (55%) and minimum enrollment is observed in Gilgit Baltistan (GB) and AJ&K where it is 3% and 2% respectively. It is worthwhile to mention that enrollment during current reporting period has witnessed slight decline of around 51,436 learners. The highest decline is noted in ICT (23%), followed by 17% in Sindh. Only AJK has recorded minor increase in its enrollment.

Furthermore, 95% of the NFE centers are Co-Educational (mixed), 3% for girls and only 2% for boys that genuinely helped in equitable access to education with stronger emphasis on girls' enrollment. Of the total 34,256 teachers, 83% are female. Maximum percentage of female teachers is noted in AJK (90%), while Balochistan province reports the lowest proportion of female teachers at 58%.

NFE statistical data reveal that 99% of the total centers are NFBE/ ALPs for out-of-school children, while remaining 1% are youth/ adult literacy centers that serves low-literate youth and adults. This situation highlights distinct decline from previous year, where literacy centers signified 10% of the total NFE centers nationwide, requiring an additional emphasis towards the adult literacy in Pakistan. Out of total NFBE/ ALP centers, 97% are Primary level centers, while 3% are Middle and Middle-Tech centers, requiring a gradual investment to scale up Middle-Tech learning model.

ALP (Middle-Tech) learning stream, developed jointly by the Allama Iqbal Open University (AIU) and Japan International Cooperation Agency (JICA), implemented through a hybrid delivery model across the country, is a newly introduced learning programme. Currently, 930 NFBE/ ALP (Middle and Middle-Tech) centers are providing right to education to approximately 33,761 learners. ALP (Middle and Middle-Tech) centers have declined as compared to previous year's data. There were 2,301 centers during 2023-24 and have now been reduced to 930, resulting a reduction in enrollment that came down to 33,761 in this year from 58,623 in 2023-24. Despite this, ALP (Middle and Middle-Tech) is widely recognized as a viable and cost-effective solution by public and private sector providers for bridging the supply gap that exists at middle level in Pakistan and offering continued learning for ALP (Primary) pass-outs.

Data of youth/ adult literacy centers reveal that 302 youth/ adult literacy centers are providing literacy and numeracy services to 4,998 learners as compared to 3,382 literacy centers that covered around 80,093 learners during year 2023-24. This shows a significant decrease in the supply of adult literacy centers, which is a much-needed step to uplift literacy in Pakistan.

Data further present that 1.3% (15,747) of the total NFE learners are refugees, all of them are Afghan nationals. Out of total refugee enrolled in Pakistan, 74% are enrolled in Khyber Pakhtunkhwa, followed by ICT and Balochistan that provide education to 13% refugees each. At the same time, data of learners reveal that 1% (11,774) of the total enrollment belongs to minority religions, out of which, 76% are Hindus and remaining 24% follow the Christianity. Sindh accommodates 74% of learners of minority religions, followed by ICT and Punjab that accommodate 18% and 8% children respectively.

Data present that 97% of enrollment is contributed by public sector NFE organizations whereas private/ development sector organizations accounts for the remaining 3%. 41 organizations are operating in NFE sector, out of which Private sector organizations and directorates operate at large scale (27 organizations) and contribute major funding proportion. However, 14 organizations of public sector continue to play a pivotal role in education of children.

The NFE statistical report recommends to expand NFE/ ALP to address the massive OOSC challenge nationwide. Report reveals that ALP produces improved retention rate than conventional NFBE models. Substantial increase in investment on ALP (Middle and Middle-Tech) is recommended that offers course completion in 18 months and certification of middle education and vocational skills of level II. Similarly, a well thought out attention is needed to scale up the youth/ adult literacy. Departments and organizations mandated to improve literacy in Pakistan should focus on legislation, invest more on supply side, and introduce innovative foundational learning modules. The adult literacy may also be promoted through RPL (Recognition of Prior Learning) and lifelong learning (LLL), and promoting Each One Teaches One (EOTO) nationwide. It is recommended to invest 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

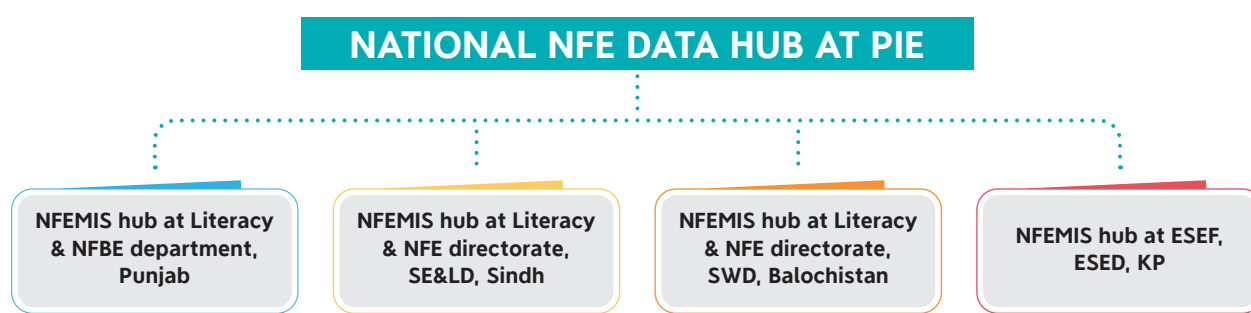
Objective of the NFE statistical report is to inform stakeholders, policy and decision makers about NFE's contributing in addressing the OOSC and low-literacy issues. The report provides pragmatic data, findings and recommendations around centers, teachers and enrollment of NFBEs, ALPs and adult literacy centers, so as the policy makers, funders and implementers could plan their investments on the basis of evidence.

Specific objectives include:

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

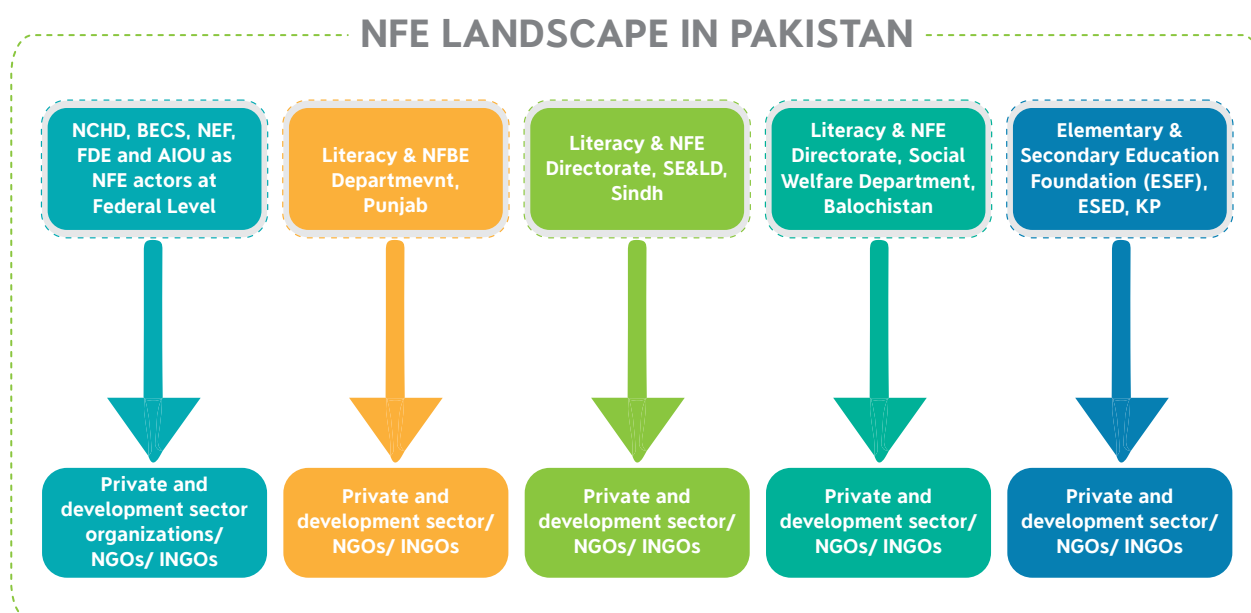
# DATA COMPILATION MECHANISM AND DEVELOPMENT OF THIS REPORT

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



## NFE LANDSCAPE IN PAKISTAN:

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



In addition to these organizations (departments/ directorates), mandated to regulate and offer NFE services for OOSC and illiterate youth and adults, there are other public sector organizations/ departments/ authorities serving partially and supporting the primary departments in offering NFE services in their provinces/ areas. Major providers in public sector in different provinces and areas are given under:

| Provinces           | NFE Providers                                                                                                                                  |                                                                                                             |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|                     | Public Sector                                                                                                                                  | Development Sector                                                                                          |
| <b>Federal/ ICT</b> | BECS, NEF, FDE and AIOU                                                                                                                        | American Lyctuff, ifeel, JJT, Muslim Hands, PAGE, PYCA, PTF, PKS, SAIQA, Sanjh Preet Organization, Sunbeams |
| <b>Punjab</b>       | Punjab Education Foundation (PEF), Punjab Education Initiatives Management Authority (PEIMA), School Education Department (SED) (South Punjab) | Akhuwat, AFT, AIE, Bunyad, Dosti, GEF, JJT, PAGE, Sanjh Preet, Sunbeams, TAKMIL, WPTGF                      |
| <b>Sindh</b>        | Sindh Education Foundation (SEF)                                                                                                               | ATCD, IRC, Muslim Hands, PAGE, READ Foundation, Save the Children, SCF, SMB, LRF, TAKMIL, TKF, TEA, TNW     |
| <b>Balochistan</b>  | School Education Department (SED)                                                                                                              | Alkhidmat, ESP (UNICEF), GEF, Helping Hands, Mercy Corps, PAGE, RCDS, Society, SPO, TAKMIL, Taraqee         |
| <b>KP</b>           | PIU-ALP, Merged Areas Education Foundation (MaEF)                                                                                              | FWA, GEF, HUJRA, IDEA (UNHCR), KK, NIDA, PAGE, PADO, Relief International, SRSP, SPDO, TAKMIL, WEO          |

## BACKGROUND

The 2023/2024 Report places Pakistan in the 'low' human development category with a Human Development Index (HDI) value of 0.540 and global ranking of 164 out of 193 countries. In the 2021/2022 Report Pakistan had a Human Development Index (HDI) value of 0.544 with a global ranking of 161 out of 191 countries

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 7th Population & Housing Census 2023, literacy rate of 10 years and older population in Pakistan is 60.5%. Data further reveal that literacy rate in urban Pakistan is better than rural areas; 74% and 52%. Women's literacy is significantly low as compared to male especially in rural areas; 52.8% as compared to 68% men's literacy. Similarly, women in rural Pakistan are only 42% literate, while literacy rate of women in rural Balochistan is only 26.6%. 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. As far as the number of illiterate population of 10 years in Pakistan is concerned, over 67.5 million population is illiterate, which is more than the population of 150 countries worldwide.

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 7th Population and Housing Census 2023, 25.3 million children (35.6%) between the ages of 5 and 16 years are out of schools nationwide. Out-of-school children of 5-9 years are only 40% whereas remaining cohort of 10-16 years of age constitutes the big chunk; 60%. This age cohort signifies a huge range of diversity and complexity with reference to their prior learning, drop-out status and age appropriateness for reconnecting to schooling/ education. Most of them have become overage owing to missing their early years of schooling or dropping out from schools before completing primary or elementary/ middle 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 1000 -1500 PKR, or even less in some cases and far less than the government spend in formal education. 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 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

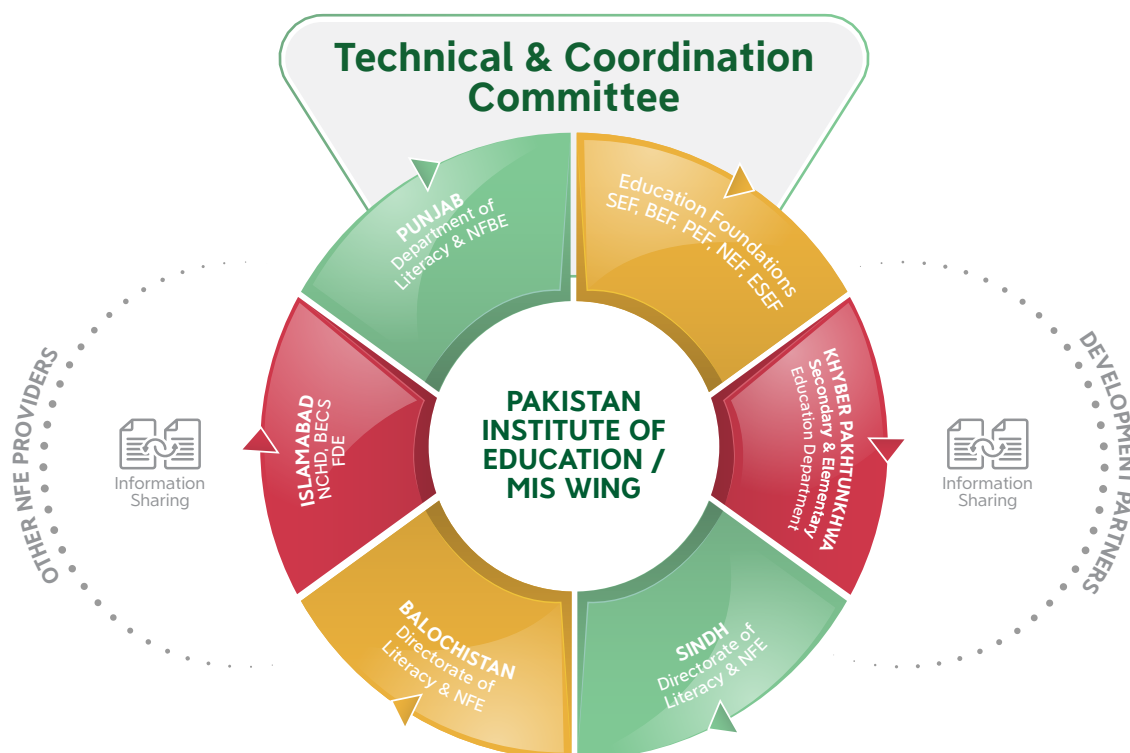
## Coordination Committee (CordCOM)

- ✓ 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 are collecting and maintaining 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 are collecting 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 PIE to reflect a holistic picture of Education and literacy in the provinces and in the country.
4. NF-EMIS is 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 is 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

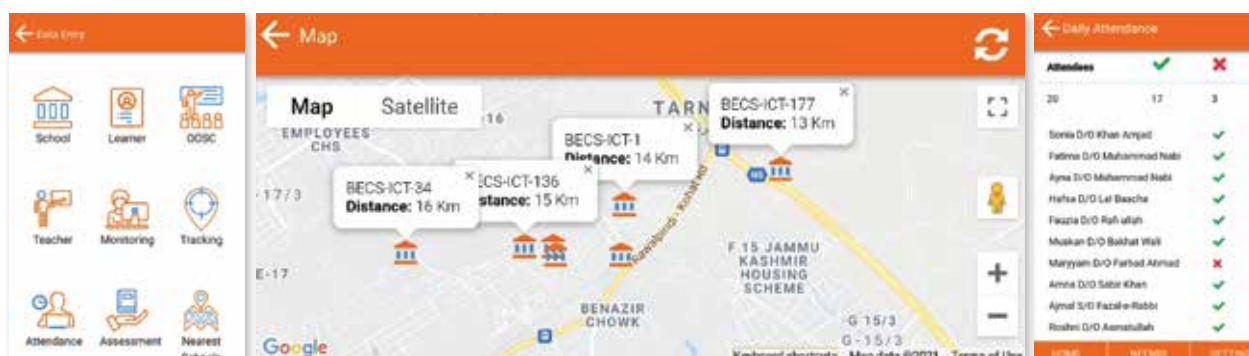
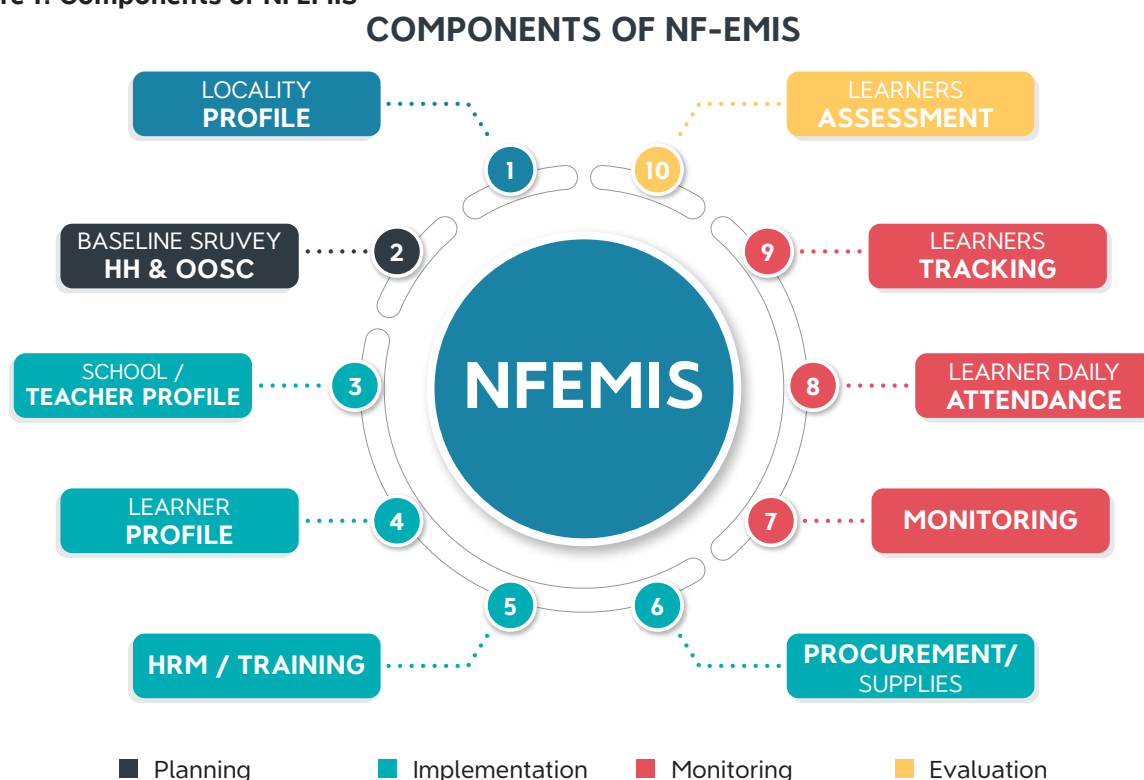
## Implementation

- 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

Figure 1: Components of NFEMIS



# DASHBOARD

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

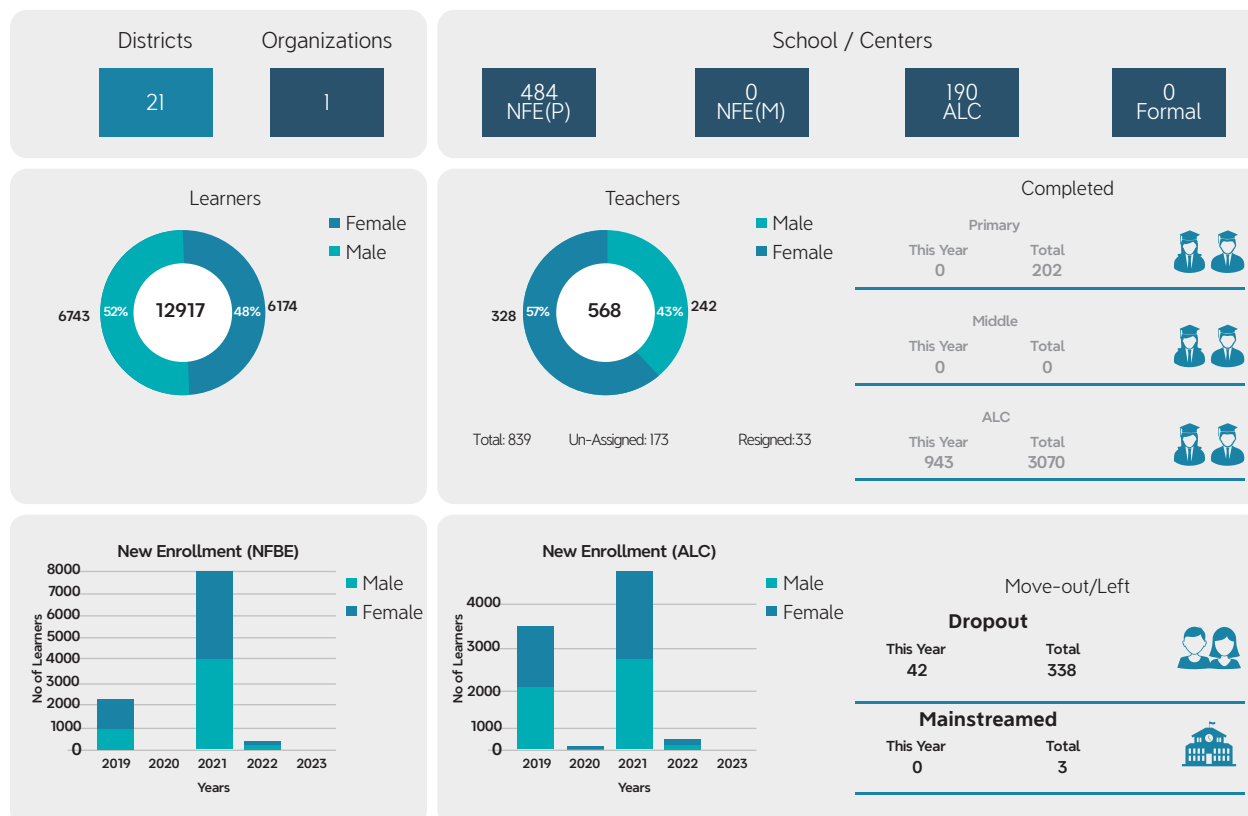
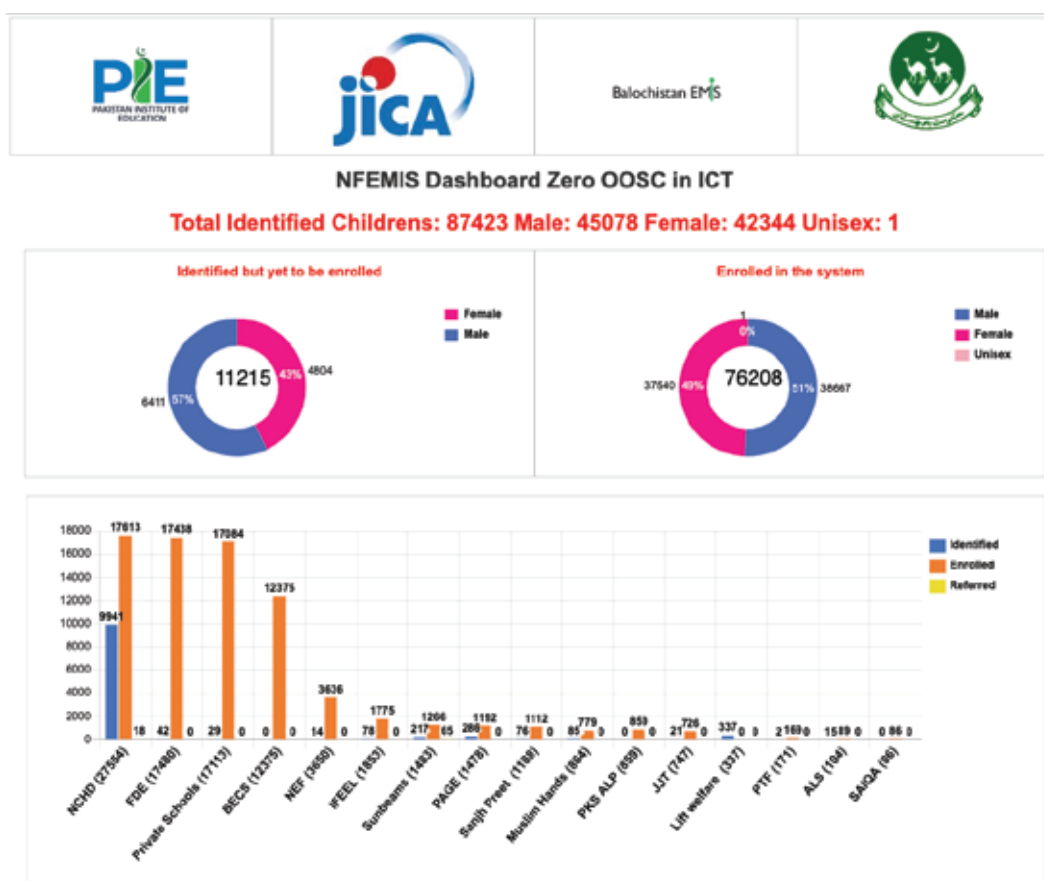


Figure 2: NFEMIS DASHBOARD



# NON-FORMAL EDUCATION STATISTICS

## NON-FORMAL EDUCATION (NFE)

### STATISTICS: AN OVERVIEW

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

The province-wise distribution of Non-Formal Education (NFE) centers, teachers, and learners shows notable variation across Pakistan. A total of 30,543 NFE centers are operating nationwide with 34,256 teachers, serving 1,238,573 learners. Punjab constitutes the largest share, with 55% learners, accounting for more than half of total enrollment. Khyber Pakhtunkhwa follows with around 28% learners, reflecting a substantial contribution to overall enrollment in NFE in Pakistan. ICT, Sindh, and Gilgit-Baltistan represent moderate levels of enrollment, while Balochistan and Azad Jammu & Kashmir report comparatively lower figures. The distribution indicates a concentration of NFE services in more populous provinces, with smaller and geographically dispersed regions contributing a limited share to national enrollment. The enrollment data further suggest that 83% contribution is coming from two provinces (Punjab and KP), whereas only 17% enrollment share is contributed by all other provinces and areas including Sindh, Balochistan, AJ&K, GB and ICT.

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

| Province / Area      | Centers       | Teachers      | Learners         |
|----------------------|---------------|---------------|------------------|
| Azad Jammu & Kashmir | 453           | 598           | 25,765           |
| Balochistan          | 751           | 757           | 38,115           |
| Gilgat Baltistan     | 965           | 1,002         | 35,208           |
| ICT                  | 1,586         | 2,327         | 49,788           |
| Khyber Pakhtunkhwa   | 5,026         | 7,140         | 352,535          |
| Punjab               | 20,610        | 20,739        | 678,751          |
| Sindh                | 1,152         | 1,693         | 58,411           |
| <b>Total</b>         | <b>30,543</b> | <b>34,256</b> | <b>1,238,573</b> |

#### Pupil-school/Center and Pupil/Learner-Teacher Ratio

The learner-center ratio provides the average number of learners enrolled per NFE/ ALP center. Lower ratios generally suggest smaller class size and improved quality of teaching & learning, while higher ratios point towards overburdened classes with possible quality concerns and supply side challenges.

#### Learner-Center Ratio

Overall "Learner-Center Ratio" in NFE in Pakistan has been recorded as 41:1, which is just above the officially stated ratio of 41:1. However, learner-center ratio of provinces/ areas showed a significant inter-provincial disparity and a wide range where minimum was 31:1 in ICT and maximum was noted to be 70:1 in KP. According to the figure, KP, AJ&K, Balochistan and Sindh indicated higher ratios, which suggest higher demand and slightly challenged supply by the government and private/ development sector providers. Similarly, GB, Punjab and ICT had lower learner-center ratios indicating potential for additional enrollment and need to work on the demand side.

| Province / Area                 | Learner-Center Ratio |
|---------------------------------|----------------------|
| Azad Jammu & Kashmir            | 57:1                 |
| Balochistan                     | 51:1                 |
| Gilgat Baltistan                | 36:1                 |
| ICT                             | 31:1                 |
| Khyber Pakhtunkhwa              | 70:1                 |
| Punjab                          | 33:1                 |
| Sindh                           | 51:1                 |
| <b>Over all NFE in Pakistan</b> | <b>41:1</b>          |

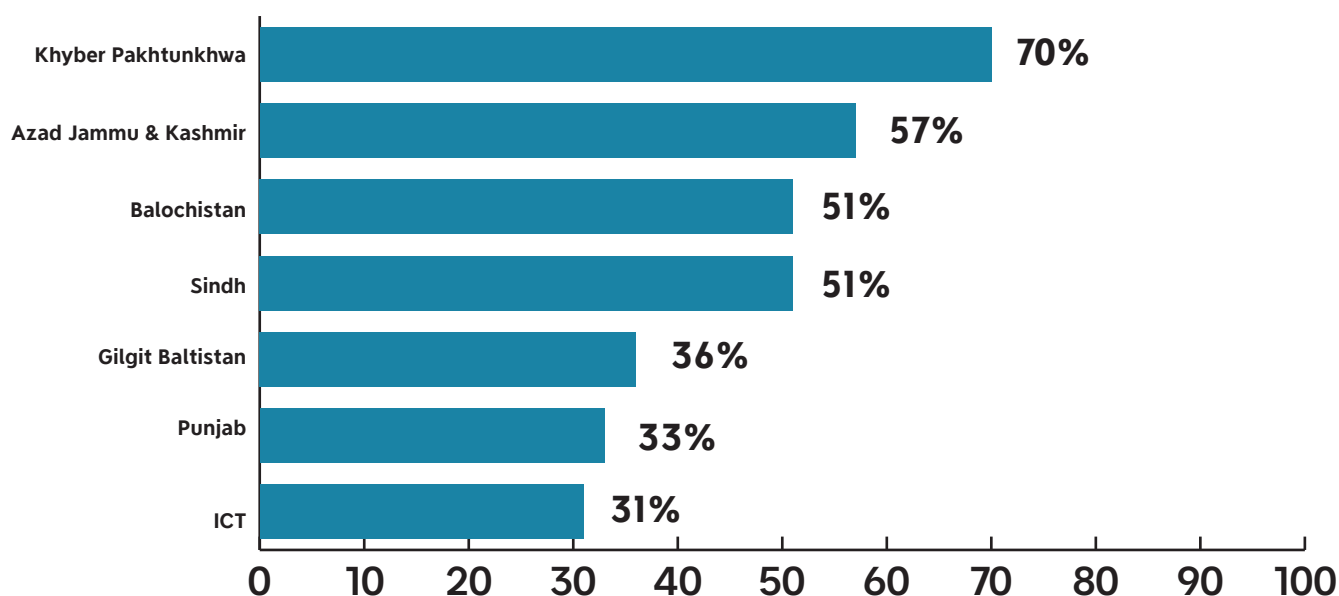


Figure 1: Province wise Learner - Teacher Ratio

### Pupil-Teacher Ratio (Learner-Teacher-Ratio)

Overall Pupil-teacher ratio in NFE in Pakistan has been noted as 36 as compared to officially started ration, which is 40:1. Balochistan and KP demonstrate higher learner-teacher ratio with 50:1 and 49:1. At the same time, AJ&K shows improved PTR with 43:1. However, GB, Sindh and Punjab show 35, 35 and 33, just under the officially stated ratio, yet suitable for quality support by the teachers in classrooms. It is pertinent to mention that some provinces and areas are prioritizing quality and are trying to maintain low pupil-teacher ratio to ensure quality of teaching despite 40:1 as an officially approved PTR.

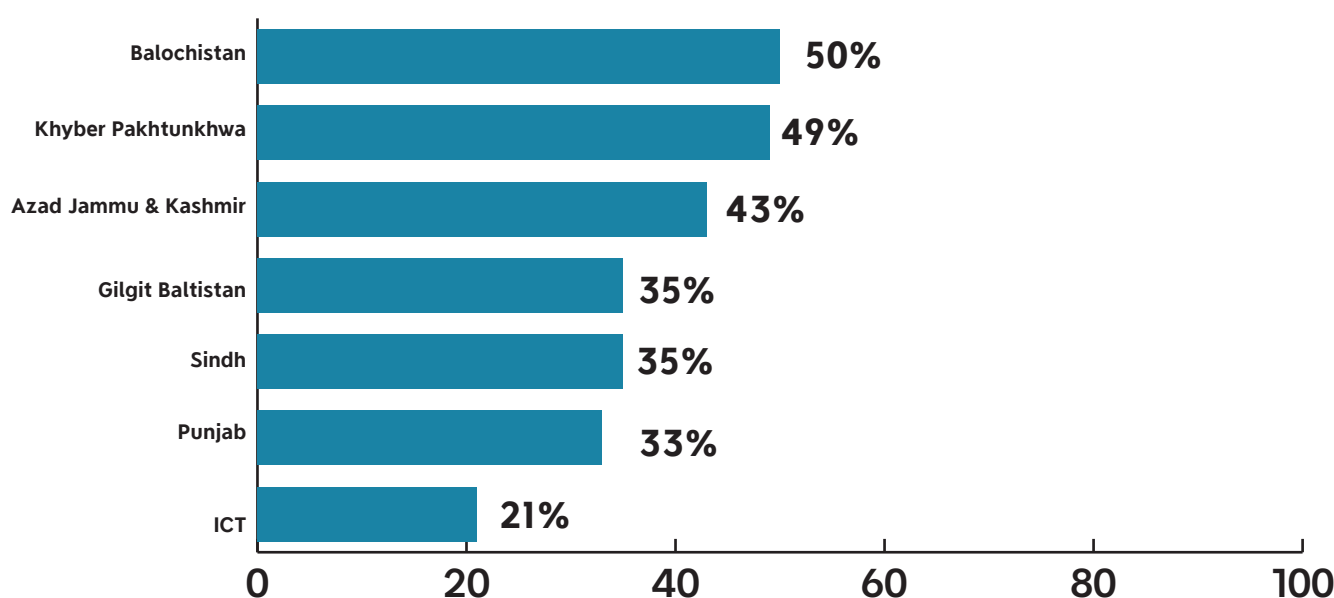


Figure 2: Province wise Pupil - Teacher Ratio

## NFE CENTERS

Province and area wise data of NFE centers are categorized into three types: 1) male, 2) female, and 3) mixed/ co-educational centers. The data reveal that co-educational/ mixed centers dominate across all provinces and areas, accounting for approximately 95% NFE centers in Pakistan. On the other hand, female and male centers constitute only 3% and 2% respectively. Percentage of mixed/ co-educational centers has been noted in Punjab where 99% NFE centers are mixed, followed by KP with 91%, ICT with 88%, Sindh with 87% and GB offers 81% mixed NFE centers. AJ&K offers 55% mixed NFE centers and remaining centers indicate 23% for females and 22% for male learners.

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

| Province / Area      | Male       | Female     | Co-Edu        | Total         |
|----------------------|------------|------------|---------------|---------------|
| Azad Jammu & Kashmir | 100        | 103        | 250           | 453           |
| Balochistan          | 78         | 149        | 524           | 751           |
| Gilgat Baltistan     | 31         | 152        | 782           | 965           |
| ICT                  | 102        | 94         | 1,390         | 1,586         |
| Khyber Pakhtunkhwa   | 194        | 259        | 4,573         | 5,026         |
| Punjab               | 88         | 56         | 20,466        | 20,610        |
| Sindh                | 29         | 123        | 1,000         | 1,152         |
| <b>Total</b>         | <b>622</b> | <b>936</b> | <b>28,985</b> | <b>30,543</b> |

## NFE TEACHERS

Total NFE teachers in Pakistan stands at 34,256, which is slightly higher than the total number of NFE centers (30,543) in the country as come NFE centers employ more than one teachers to accommodate more learners. Female teachers constitute 83% of the total teaching workforce in Pakistan. Higher percentage of female teachers validate a deliberate policy emphasis on inducting female teachers.

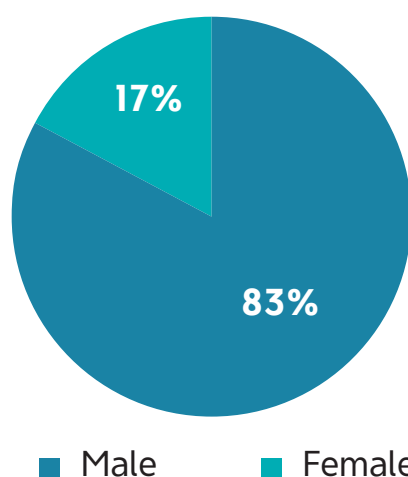
The highest percentage of female teachers is found in AJK where it is 90%, followed by Punjab and KP with 86% each. Female teachers in ICT are 74% whereas GB and Sindh have 68% and 63% female teachers respectively. Balochistan province has the lowest share of female teachers with around 58% female teachers as compared to male teachers.

The preference to employ female teachers in NFE is driven by a few critical factors that mainly include the following:

1. Provide employment opportunities to women and girls
2. Promote girls' enrollment as female teachers get acceptance of local communities who considers it safe for their girls
3. Teaching profession is regarded as socially acceptable and the most suited for women in Pakistan in general, even in areas where women employment is not considered good.
4. Evidences gathered from past NFE programmes validate that female teachers demonstrate improved teaching skills and higher retention rate than their male counterparts.

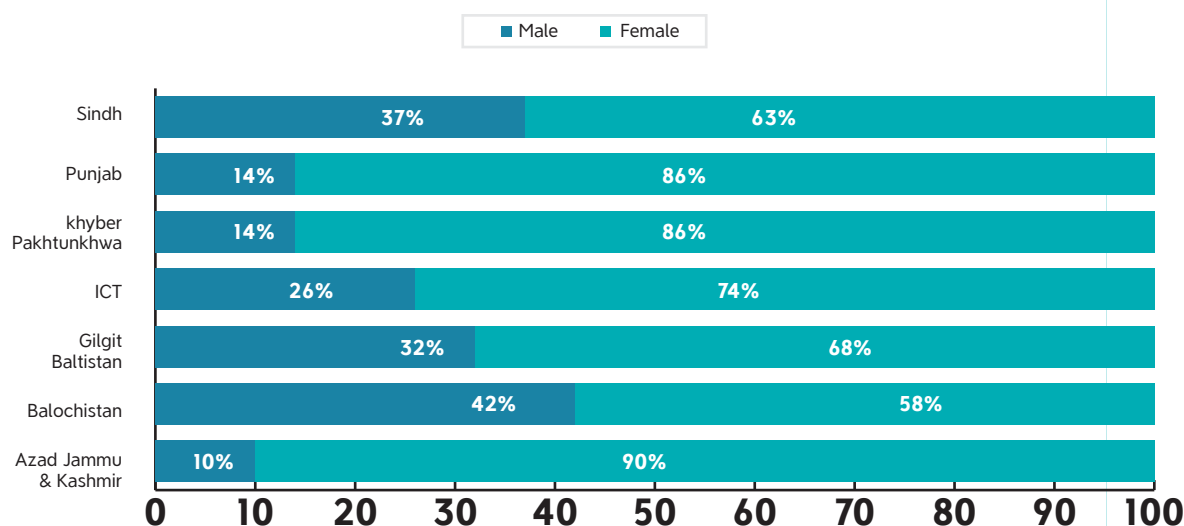
**Table 3: NFE Teachers**

| Province / Area      | Male         | Female        | Total         |
|----------------------|--------------|---------------|---------------|
| Azad Jammu & Kashmir | 60           | 538           | 598           |
| Balochistan          | 315          | 442           | 757           |
| Gilgit Baltistan     | 318          | 684           | 1,002         |
| ICT                  | 616          | 1,711         | 2,327         |
| Khyber Pakhtunkhwa   | 970          | 6,170         | 7,140         |
| Punjab               | 2,989        | 17,750        | 20,739        |
| Sindh                | 624          | 1,069         | 1,693         |
| <b>Total</b>         | <b>5,892</b> | <b>28,364</b> | <b>34,256</b> |



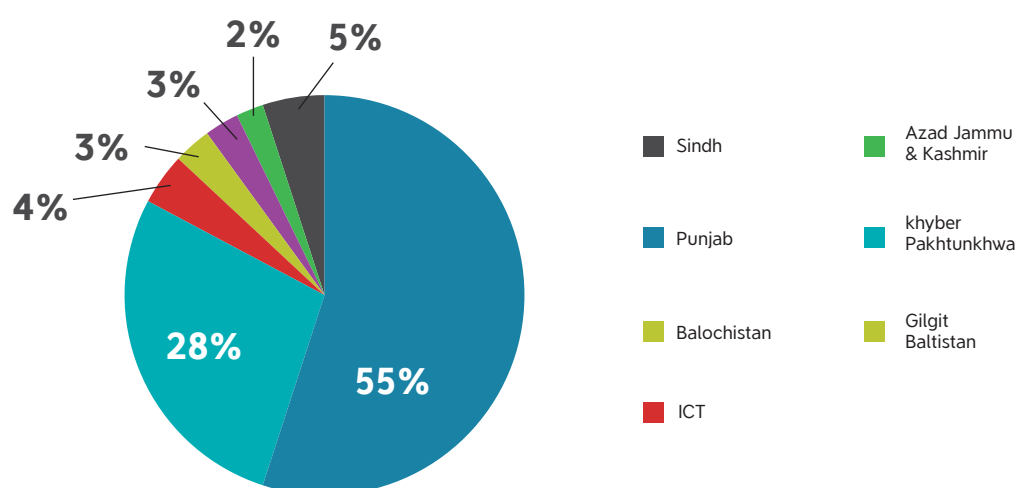
**Figure 3: Percentage of Male and Female Teachers in NFE**

**Figure 4: NFE Teachers (area and gender wise data)**



## NFE LEARNERS / STUDENTS

The highest contribution in NFE enrollment in Pakistan is made by the Punjab province (55%), followed by KP that shares around 28% of total enrollment countrywide. Overall enrollment landscape portrays that 83% of the total enrollment is contributed by Punjab and KP, whereas remaining 17% is contributed by Sindh, Balochistan, ICT, GB and AJ&K.



**Figure 4: Percentage of Enrollment share (Province wise)**

Gender wise enrollment data show that 55% of the total learners in NFE are girls as compared to 45% male learners. It is pertinent to note that girls are more than half of the enrollment in all provinces and areas except ICT where girls' enrollment is 49%. The highest percentage of girls/ female learners is observed in KP where females are 60%, followed by Sindh where it was 59%. Remaining provinces/ areas including GB, AJ&K, Balochistan, and Punjab ranges from 50% to 53%.

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

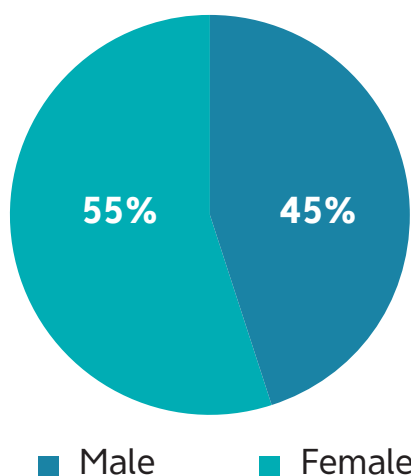
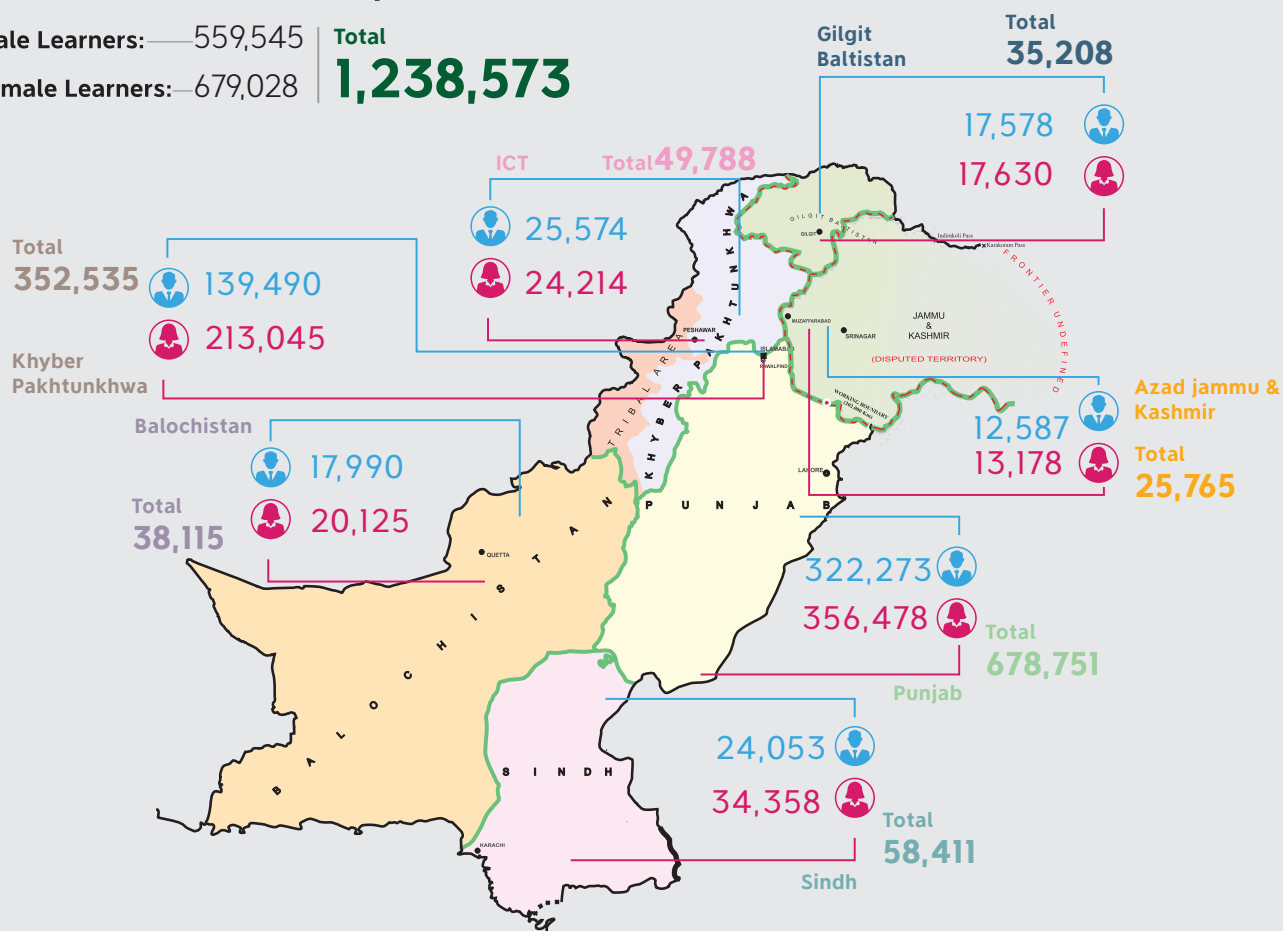
| Province / Area      | Male           | Female         | Total            |
|----------------------|----------------|----------------|------------------|
| Azad Jammu & Kashmir | 12,587         | 13,178         | 25,765           |
| Balochistan          | 17,990         | 20,125         | 38,115           |
| Gilgit Baltistan     | 17,578         | 17,630         | 35,208           |
| ICT                  | 25,574         | 24,214         | 49,788           |
| Khyber Pakhtunkhwa   | 139,490        | 213,045        | 352,535          |
| Punjab               | 322,273        | 356,478        | 678,751          |
| Sindh                | 24,053         | 34,358         | 58,411           |
| <b>Total</b>         | <b>559,545</b> | <b>679,028</b> | <b>1,238,573</b> |

## Province wise NFE Learners / Students

Male Learners: —559,545

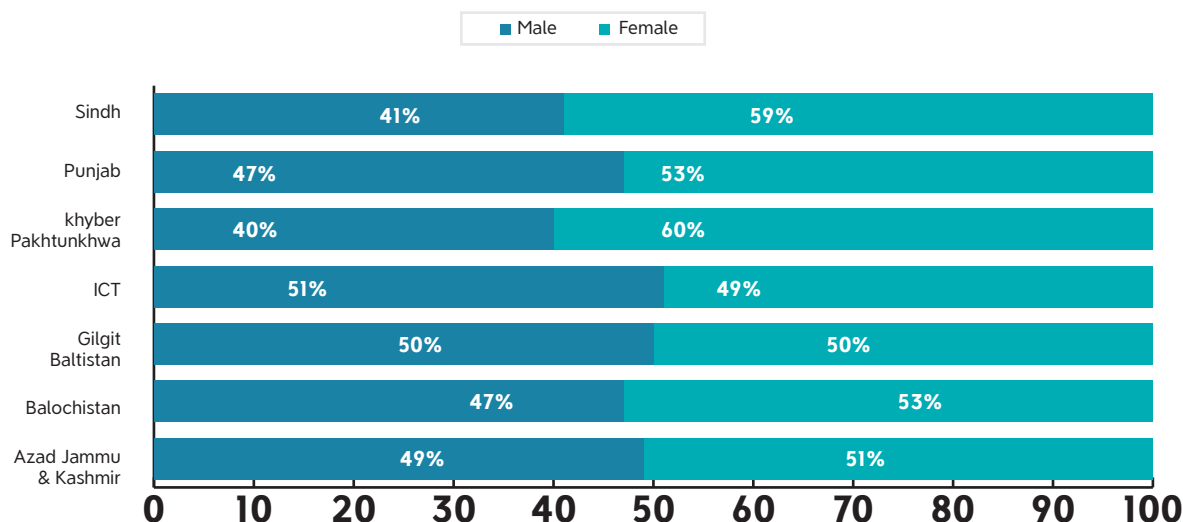
Female Learners: —679,028

**Total  
1,238,573**



**Figure 5: Overall Percentage of Male and Female Teachers in NFE in Pakistan**

**Figure 6: Enrollment in NFE in Pakistan (area and gender wise data)**



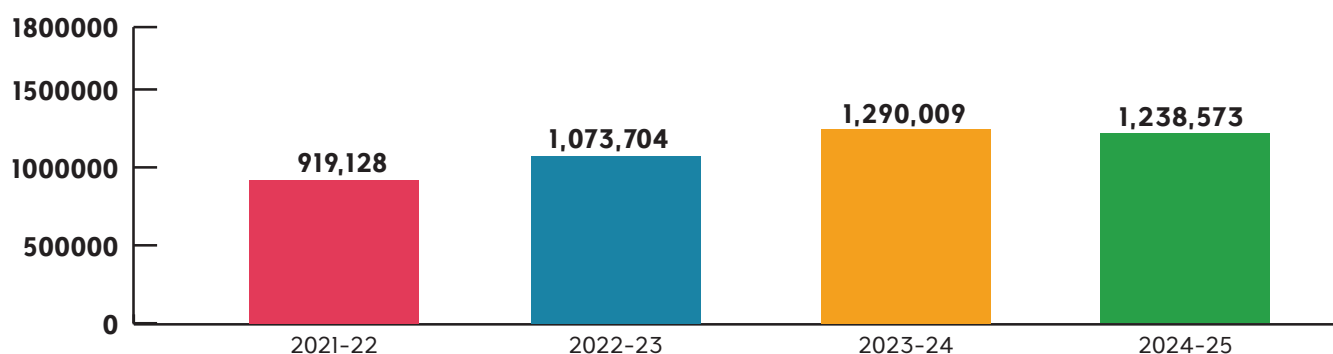
## Trends in NFE:

**Table 5: year wise comparison of enrollment in NFE in Pakistan**

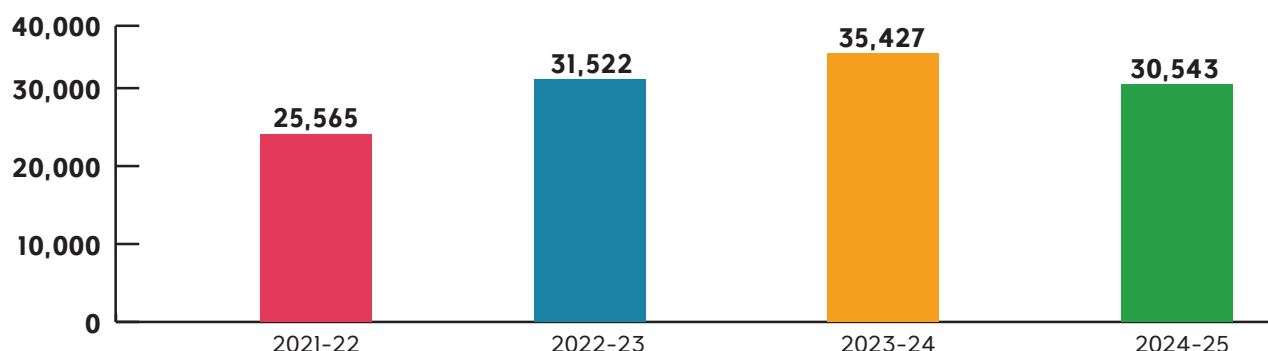
| Description  | 2021-22 | 2022-23   | 2023-24   | 2024-25   |
|--------------|---------|-----------|-----------|-----------|
| NFE Centers  | 25,565  | 31,522    | 35,427    | 30,543    |
| NFE Teachers | 27,763  | 33,733    | 38,403    | 34,256    |
| NFE Learners | 919,128 | 1,073,704 | 1,290,009 | 1,238,573 |

NFE data comparison (current year's comparison with previous year's data) reveal slight decrease in number of centers, teachers and learners as compared to previous year's NFE data (2023-24). However, the increase against the enrollment data of 2022-23 has been sustained to an extent during year 2024-25. Sustaining the increase in enrollment against 2022-23 is considered a positive sign confirming a fact that both government and non-government actors are prioritizing NFE to address the issues of out of school children and illiteracy/ low-literacy in Pakistan.

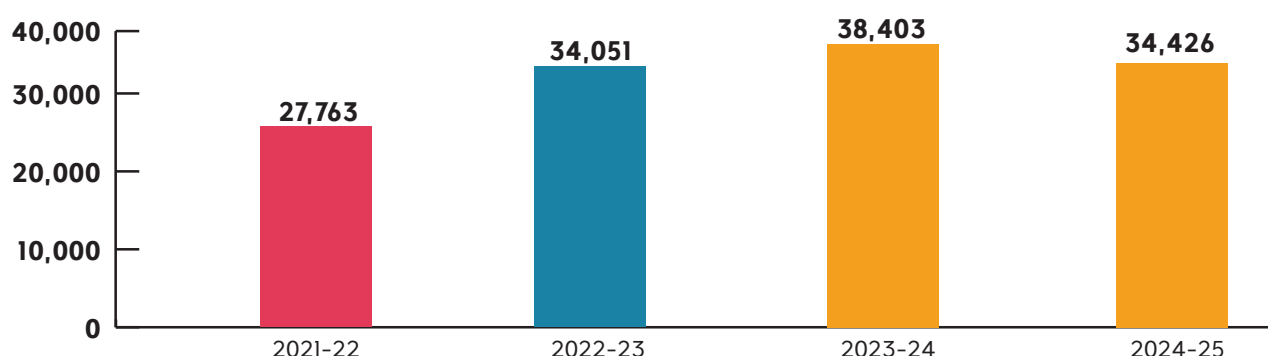
**Figure 7: Year wise comparison of enrollment in NFE in Pakistan**



**Figure 8: Year wise comparison of centers in NFE in Pakistan**



**Figure 9: Year wise comparison of Teachers in NFE in Pakistan**



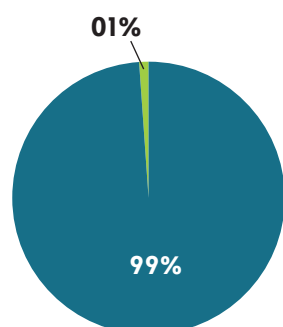
## Category wise NFE statistics

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)

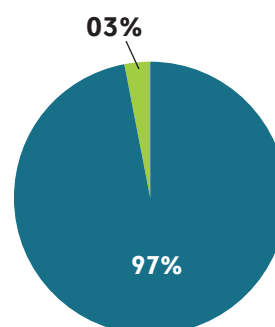
According to NFE data reported in 2024-25, majority of the centers belong to NFBE/ ALP category, which is for children (5-16 years of age), whereas a small number of centers were found to be operating for youth and adults in Pakistan. Data confirm that 99% NFE centers are for NFBE/ ALP, while only 1% are for youth/ adult population. Under NFBE/ ALP category, 97% are primary level centers, while remaining 3% are NFBE/ ALP (Middle and Middle-Tech) level centers. It is pertinent to mention that percentage of youth/ adult literacy centers was 10% during previous year 2023-24 and the same has reduced significantly during current reporting year, which is only 1 percent. This clearly shows that both government and non-government NFE providers are not prioritizing youth/ adult literacy in Pakistan. At the same time, out of total NFBES/ ALPs, 3% represent ALP (Middle-Tech), whereas the majority 97% belong to NFBE/ ALP (Primary).

**Figure 10: Percentage of NFBE/ ALP and Adult Literacy Centers**



■ NFBE/ ALP (Primary/Middle)  
■ Youth/Adult Literacy

**Figure 11: Percentage of NFBE/ ALP and Adult Literacy Centers**

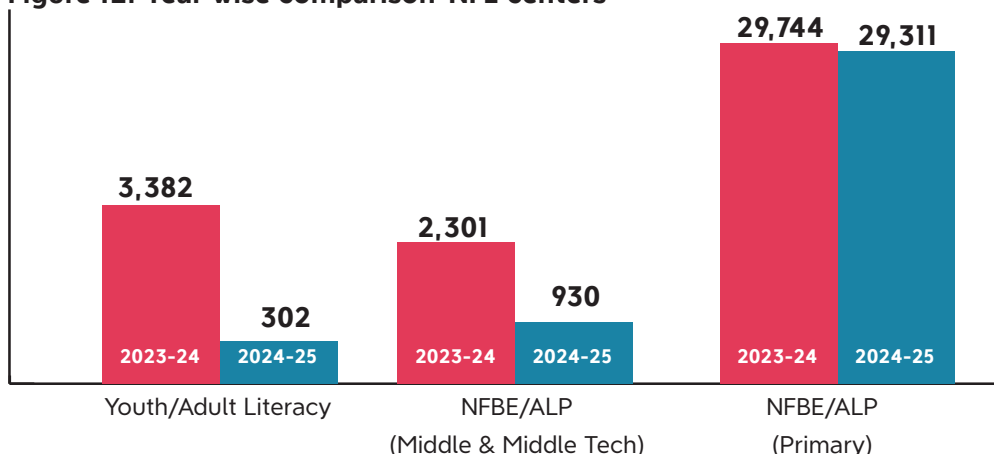


■ NFBE/ ALP (Primary)  
■ NFBE/ ALP (Middle and Middle Tech)

## Year wise comparison – NFE centers (2023-24 and 2024-25)

It is important to note that all categories of NFE (NFBE/ ALP – primary and middle and adult literacy) have witnessed slight decrease during the current reporting year (2024-25) as compared to previous year's statistics as shown in below given figure. Adult literacy centers have witnessed significant decrease from 3,382 to only 302, which means overall share of literacy centers came down to 1% from 10% in previous year. Similarly, ALP (middle and middle-tech) centers have also been decreased to 930 from 2,301 and NFBE/ ALP Primary have experienced minor decrease to 29,311 from 29,744.

**Figure 12: Year wise comparison-NFE centers**



## Overall Picture of NFBE/ ALPs and Adult Literacy centers

Out of total 30,542 NFE centers, 30,241 are NFBE/ ALPs (Primary and Middle) and only 302 centers are youth/ adult literacy centers, which is approximately 1% of the total NFE centers in Pakistan. Majority 28,985 (95%) are mixed/ co-educational centers while boys only and girls only are 622 (2%) and 936 (3%) respectively.

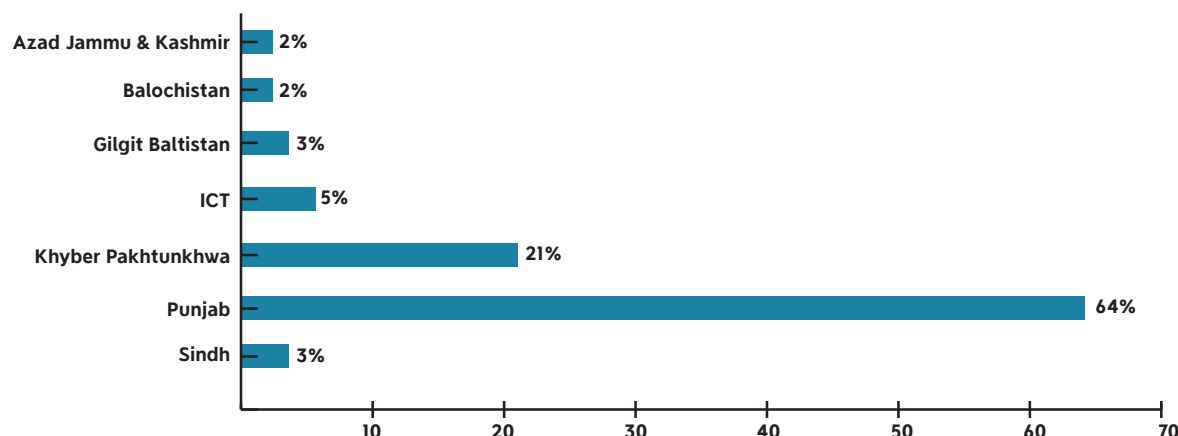
**Table 6: Category wise NFE statistics (2024-25)**

| Level                              | Male       | Female     | Co-Edu        | Total         |
|------------------------------------|------------|------------|---------------|---------------|
| <b>NFBE/ ALP</b>                   |            |            |               |               |
| NFBE/ ALP (Primary)                | 351        | 645        | 28,315        | 29,311        |
| NFBE/ ALP (Middle and Middle-Tech) | 109        | 154        | 667           | 930           |
| Sub-Total                          | 460        | 799        | 28,982        | 30,241        |
| <b>Youth/ Adult Literacy</b>       |            |            |               |               |
| Adult Literacy Centers (ALCs)      | 162        | 137        | 3             | 302           |
| Sub-Total                          | 162        | 137        | 3             | 302           |
| <b>Total</b>                       | <b>622</b> | <b>936</b> | <b>28,985</b> | <b>30,543</b> |

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

Data of primary level NFBE/ ALP programmes reveal that a total 29,311 NFBE/ ALP centers are operating at primary level in Pakistan, which is 96% of the total NFE centers (including ALCs) in the country. Highest contribution is made by Punjab with 64%, followed by KP with 21%, whereas other province's contribution ranges from 2% to 5% varyingly.

**Figure 13: NFBE/ ALP (PRIMARY) - CONTRIBUTION OF PROVINCES (PERCENTAGE)**

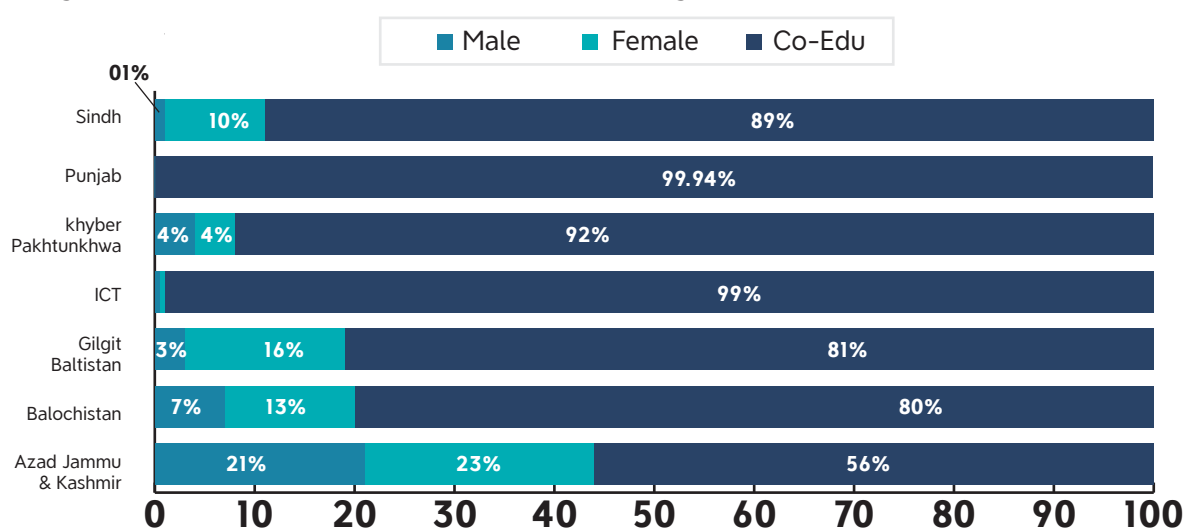


Furthermore, data confirm that 97% Primary level NFBE/ ALP centers are operating as mixed (Co-Ed) centers, while girls only and boys only centers are 2% and 1% respectively. The highest percentages of mixed (co-ed) is observed in Punjab and ICT with 100% and 99%, followed by 92% in KP and 89% Sindh. Lowest percentage of Mixed/ Co-educational Primary level NFBE/ ALP centers is 56% in AJ&K.

**Figure 14: NFBE/ ALP (Primary) - Gender wise centers**



**Figure 15: Enrollment in NFE in Pakistan (area and gender wise data)**



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

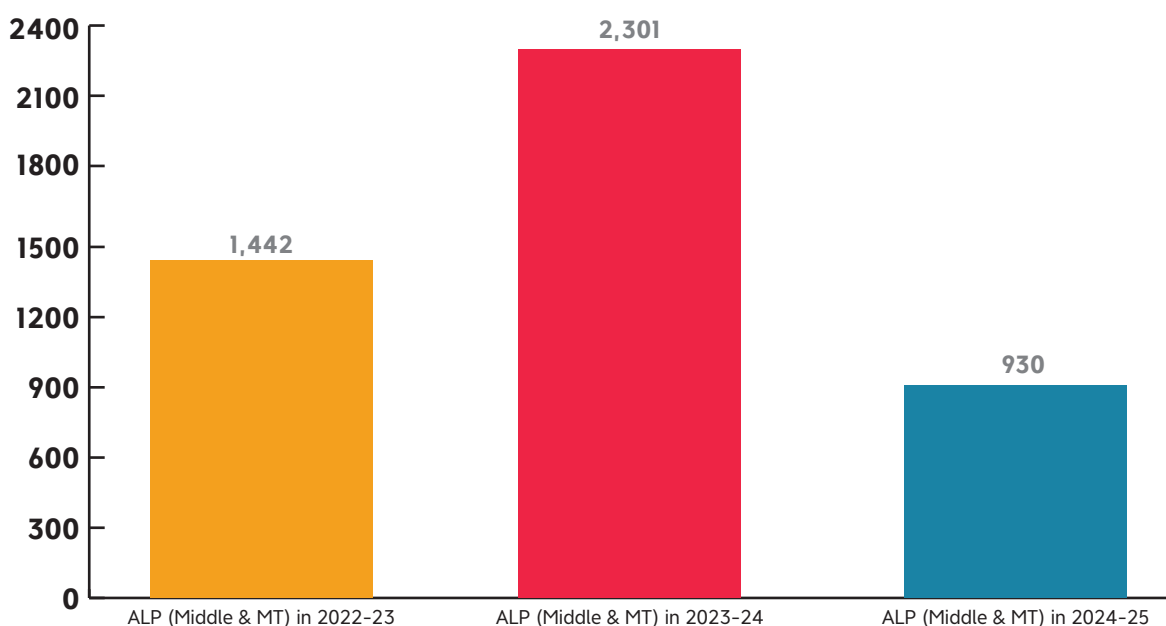
| Province / Area                   | Male       | Female     | Co-Edu        | Total         |
|-----------------------------------|------------|------------|---------------|---------------|
| Azad Jammu & Kashmir (AJ&K)       | 95         | 102        | 250           | 447           |
| Balochistan                       | 46         | 81         | 497           | 624           |
| Gilgit Baltistan (GB)             | 31         | 152        | 782           | 965           |
| Islamabad Capital Territory (ICT) | 3          | 8          | 1,386         | 1,397         |
| Khyber Pakhtunkhwa (KP)           | 159        | 191        | 3,992         | 4,342         |
| Punjab                            | 9          | 3          | 20,445        | 20,457        |
| Sindh                             | 8          | 108        | 963           | 1,079         |
| <b>Total</b>                      | <b>351</b> | <b>645</b> | <b>28,315</b> | <b>29,311</b> |

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

NFBE/ ALP for Middle and Middle-Tech is relatively a new educational stream, which was introduced in NFE few years ago. This stream has gained wide scale acceptance by public and development sector NFE providers in all provinces and areas as part of the efforts to provide continued educational opportunities. This learning stream of NFE is particularly useful for those who successfully complete primary education or had limited opportunities to join middle education owing to unavailability of middle level education in their areas.

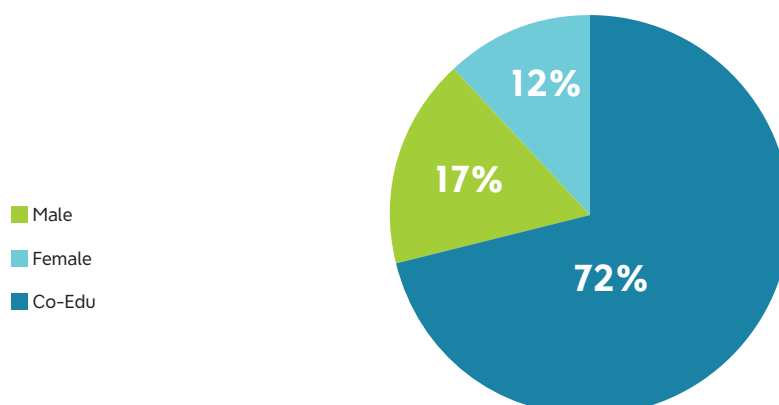
According to the figure below, NFBE/ ALP (Middle and Middle-Tech) centers witnessed decline during current reporting year. Previous year's statistics reported 2,301 centers, whereas current year (2024-25) reports 930 centers. However, it is encouraging to note that major NFE providers have increasingly recognized the significance of "learning continuity" and have been placing emphasis on providing middle level NFBE/ ALP in Pakistan.

**Figure 16: ALP (Middle and middle-tech) centers in Pakistan**



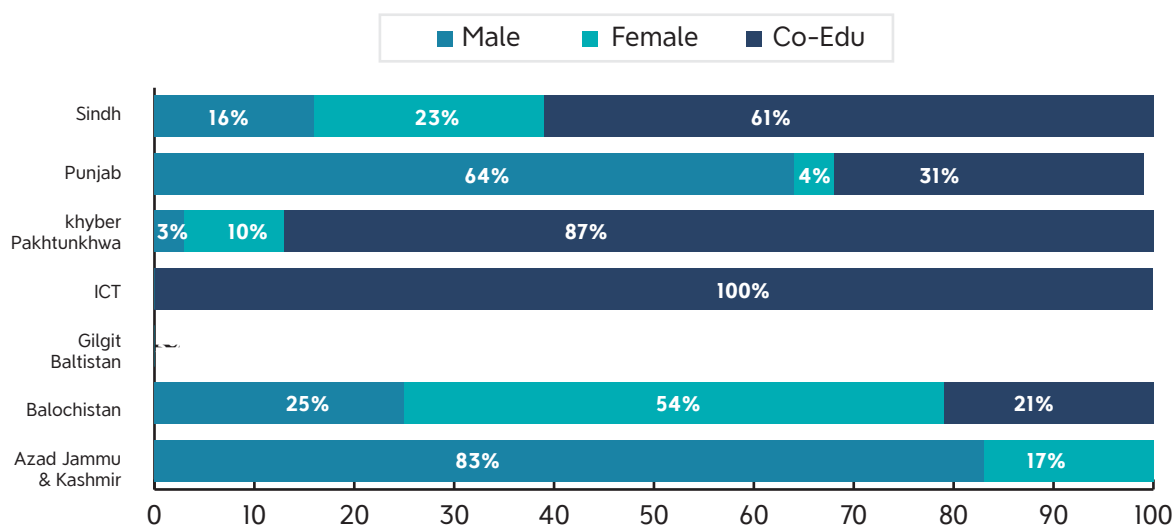
Data further reveal that mixed/ co-educational centers constitute the majority with 72% centers being offered as mixed for both boys and girls at middle level in NFE settings. Boys only and girls' centers for middle are 12% and 17% respectively.

**Figure 17: ALP (Middle & Middle Tech)- Type of Delivery**



Province and gender disaggregated data of NFBE/ ALP (Middle and middle-tech) centers reveal that ICT offers 100% mixed centers (there is only 1 center for ALP (Middle-Tech) in ICT. KP's percentage of mixed centers is 87%, whereas Sindh offers 61% mixed centers at middle level, followed by Punjab and Balochistan with 31% and 21% mixed centers respectively. NFBE/ ALP (Middle) for boys and girls portray a mixed trend offering equal opportunities for both boys and girls beyond primary level.

**Figure 18: Percentage of Co-Edu / Male / Female centers of NFBE / ALP (Middle and Middle- Tech) in Pakistan**

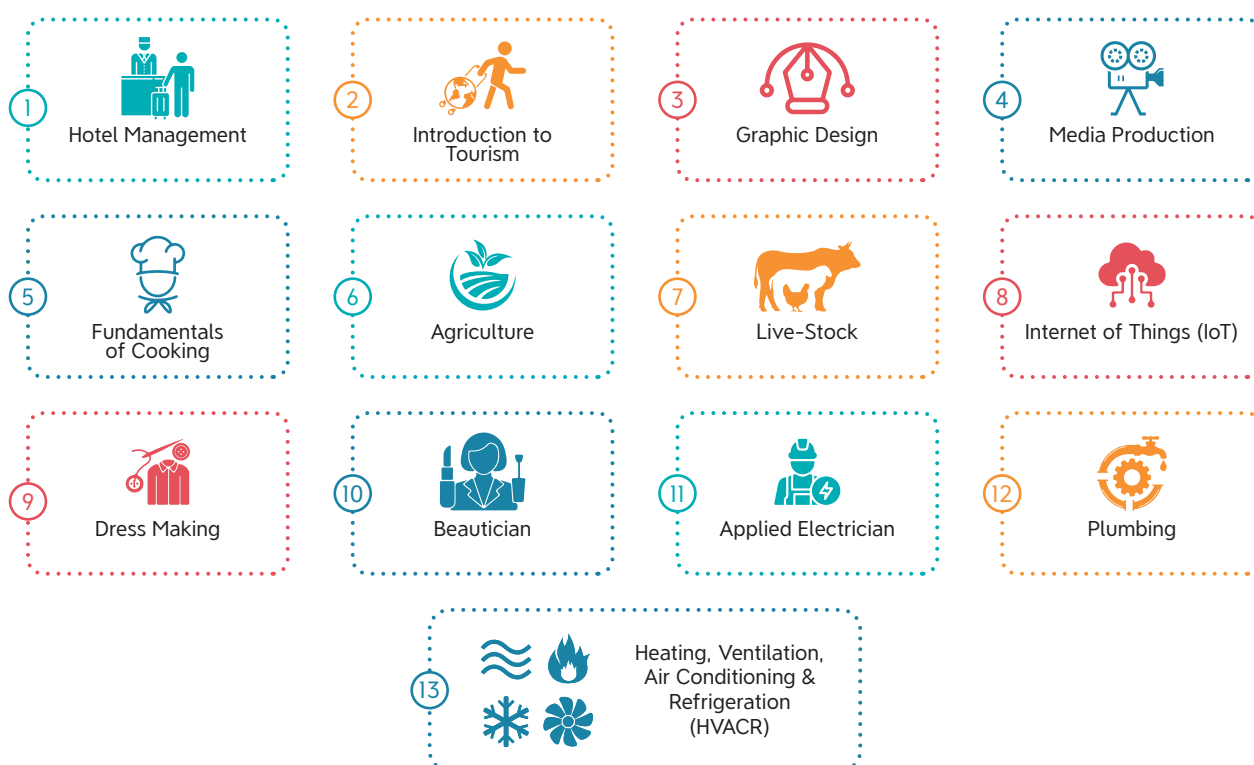


**Table 8: Province and gender wise NFBE/ ALP (Middle and Middle-Tech) Centers**

| Province / Area                   | Male       | Female     | Co-Edu     | Total      |
|-----------------------------------|------------|------------|------------|------------|
| Azad Jammu & Kashmir (AJ&K)       | 5          | 1          | 0          | 6          |
| Balochistan                       | 32         | 68         | 27         | 127        |
| Gilgit Baltistan (GB)             | -          | -          | -          |            |
| Islamabad Capital Territory (ICT) | -          | -          | 1          | 1          |
| Khyber Pakhtunkhwa (KP)           | 19         | 68         | 581        | 668        |
| Punjab                            | 43         | 3          | 21         | 67         |
| Sindh                             | 10         | 14         | 37         | 61         |
| <b>Total</b>                      | <b>109</b> | <b>154</b> | <b>667</b> | <b>930</b> |

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

ALP (Middle-Tech) has also been introduced as a new learning stream that offers marketable vocational skills along with the conventional middle level education. This learning stream has been designed jointly by Advancing Quality Alternative Learning (AQAL) – JICA and Allama Iqbal Open University (AIOU) and is being offered through digital and distances learning delivery model in areas where accessibility to education is challenging especially for girls. This learning stream will not only serve as a learning continuity option for ALP (Primary) and conventional formal level primary schooling, but also open up avenues of both general and vocational learning and training beyond completion of this course/ programme. following 13 trades/ vocational skills of level I and II are integrated with the said ALP (Middle-Tech) model



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

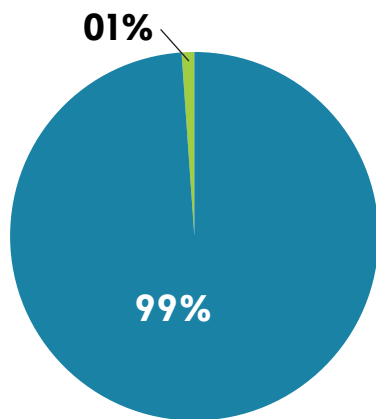
Traditional, ALP Middle & Middle - Tech Equivalency Model

| Traditional (36 Months) |             | ALP Middle (18 Months) | Middle-Tech (18 Months)                                                                         |                                                                                           | Entry assessment                                                                                                                          |           |
|-------------------------|-------------|------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                         |             | Package D              | Package D                                                                                       |                                                                                           |                                                                                                                                           |           |
| 24 Months               | Grade 6 & 7 | Internal Assessment    | Urdu, English, Math, Science, Social studies (History & Geography) Islamiat/Religious Education | <b>Core Subjects</b><br>Urdu, English, Math, Social studies Islamiat/Religious Education. | <b>TVET Skill (LEVEL 1)</b><br>Tourism Hospitality, Livestock, Agriculture, IOT, Graphic designing, Electrician, Plumber, HVAC, Tailoring | 10 Months |
|                         |             |                        |                                                                                                 |                                                                                           |                                                                                                                                           |           |
| 12 Months               | Grade 8     | External Assessment    | Urdu, English, Math, Science, Social studies (History & Geography) Islamiat/Religious Education | <b>Core Subjects</b><br>Urdu, English, Math, Social Islamiat/religious Education.         | <b>TVET Skill (LEVEL 2)</b><br>Tourism Hospitality, Livestock, Agriculture, IOT, Graphic designing, Electrician Plumber, HVAC, Tailoring  | 8 Months  |
|                         |             |                        |                                                                                                 |                                                                                           |                                                                                                                                           |           |

## Province and gender wise Adult Literacy centers

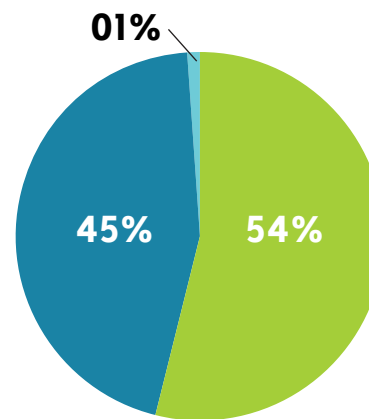
There are 302 adult literacy centers in Pakistan, which is approximately 1% of the total NFE centers in Pakistan; other 99% includes NFBE/ ALP Primary and Middle-Tech. It is added that 1% ALCs are mixed/ co-education centers, while 45% female only and only 54% are male only literacy centers.

**Figure 19 a: Percentage of NFBE/ ALP and Adult Literacy Centers**



■ NFBE/ALP ■ Adult Literacy

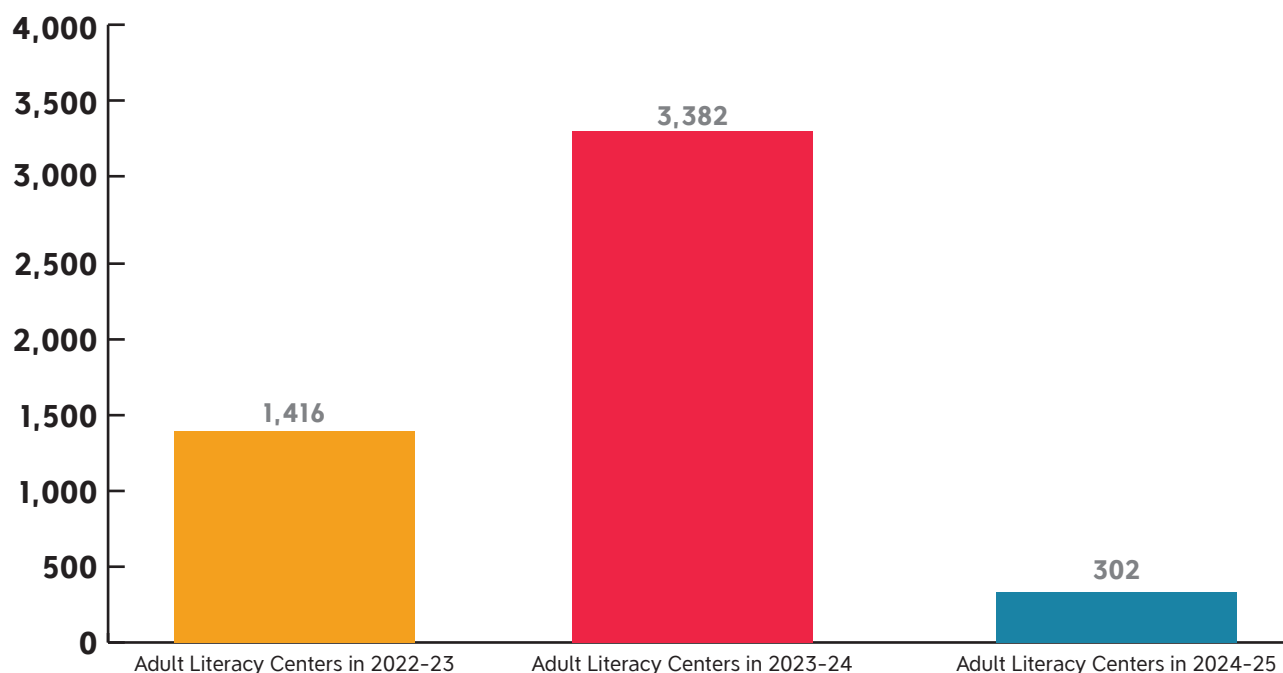
**Figure 19 b: Adult Literacy Centers (Gender wise percentage)**



■ Co-Edu ■ Male ■ Female

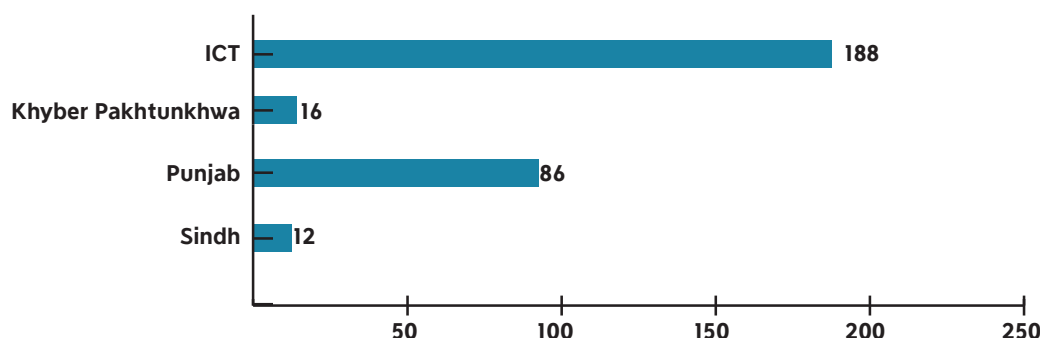
Comparative literacy statistics reveal that adult literacy in Pakistan have faced a mixed trend of increase and decrease during past three years. There were 1,416 ALCs in 2022-23, which increased significantly to 3,382 and now has declined significantly to 302 only during current reporting period (2024-25).

**Figure 20: Adult Literacy Centers - Year wise**



Province/ areas wise analysis of adult literacy centers portrays that ICT has the largest number of literacy centers (62%), followed by Punjab where ALCs are 28%. Share of KP and Sindh is 5% and 4% respectively. There are no ALCs in AJ&K, GB and Balochistan.

**Figure 21: Adult Literacy Centers - Provincves**



**Table 9: Province and gender wise Adult Literacy centers**

| Province / Area      | Male       | Female     | Co-Edu   | Total      |
|----------------------|------------|------------|----------|------------|
| Azad Jammu & Kashmir | -          | -          | -        | -          |
| Balochistan          | -          | -          | -        | -          |
| Gilgit Baltistan     | -          | -          | -        | -          |
| ICT                  | 99         | 86         | 3        | 188        |
| Khyber Pakhtunkhwa   | 16         | 0          | -        | 16         |
| Punjab               | 36         | 50         | 0        | 86         |
| Sindh                | 11         | 1          | -        | 12         |
| <b>Total</b>         | <b>162</b> | <b>137</b> | <b>3</b> | <b>302</b> |

## NFE TEACHERS

### Overall summary of teachers

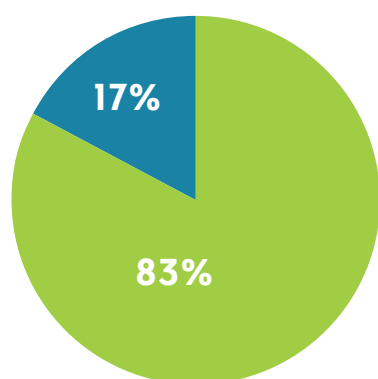
As far as Teachers in NFE in Pakistan are concerned, 34,256 NFE teachers are serving in 30,543 NFE centers in Pakistan. Out of the total NFE teachers, 83% are female teachers, while remaining 17% are male teachers. Data further reveal that 93% teachers are serving in NFBE/ ALP (Primary), 4% in NFBE/ ALP (Middle and Middle-Tech) and remaining 3% are serving in adult literacy centers nationwide.

With regards to female teachers, 84% female teachers serve in NFBE/ ALP (Primary), 73% in NFBE/ ALP (Middle and Middle-Tech), and 50% female teachers are working in adult literacy centers.

**Table 10: NFE Overall Summary of Teachers**

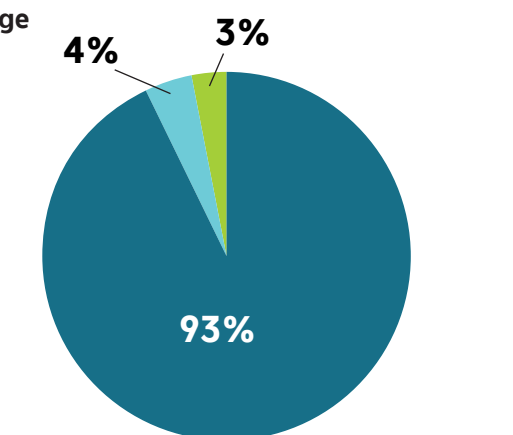
| Province / Area               | Male         | Female        | Total         |
|-------------------------------|--------------|---------------|---------------|
| NFBE/ ALP Primary             | 5,060        | 26,902        | 31,962        |
| NFBE/ ALP Middle              | 370          | 1,004         | 1,374         |
| Adult Literacy Centers (ALCs) | 462          | 458           | 920           |
| <b>Total</b>                  | <b>5,892</b> | <b>28,364</b> | <b>34,256</b> |

**Figure 22 a: NFE Teachers - percentage of male & female**



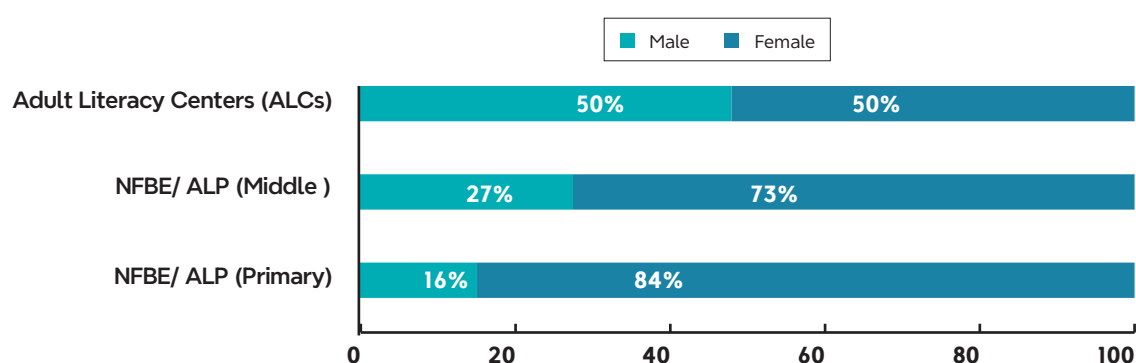
■ Male ■ Female

**Figure 22 b: NFE Teachers - Category wise percentage**



■ NFBE/ ALP (Primary) ■ Adult Literacy Centers (ALCs)  
■ NFBE/ ALP (Middle)

**Figure 23 : NFE Teachers (gender wise percentage)**



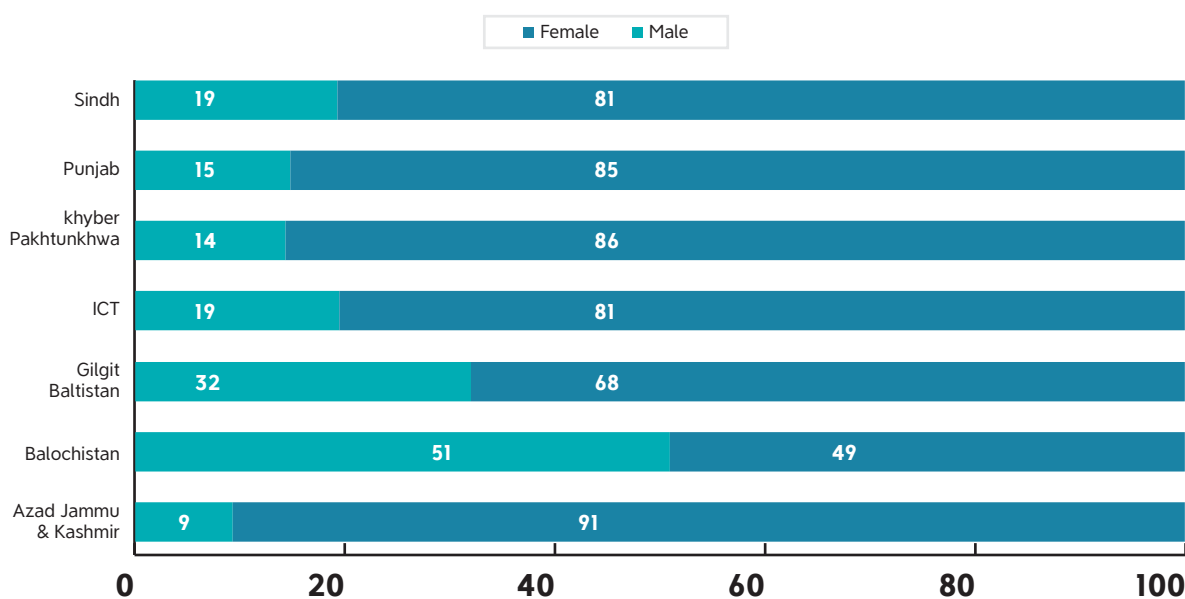
### Teachers in NFBE/ ALP (Primary)

Total teachers in NFBE/ ALP (Primary) are 31,962, which constitutes 84% of the total teaching force nationwide in NFE setting. Out of total teachers in NFBE/ ALP (Primary) 83% are female teachers, which clearly lay emphasis on the education of girls. Highest percentage of female teachers is recorded in AJK, KP, Punjab, and ICT where female teachers are 91%, 87%, 86%, and 86% respectively. Lowest percentage of female teachers in NFBE/ ALP (Primary) is observed in GB, Balochistan and Sindh where it is 68%, 58% and 56% respectively.

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

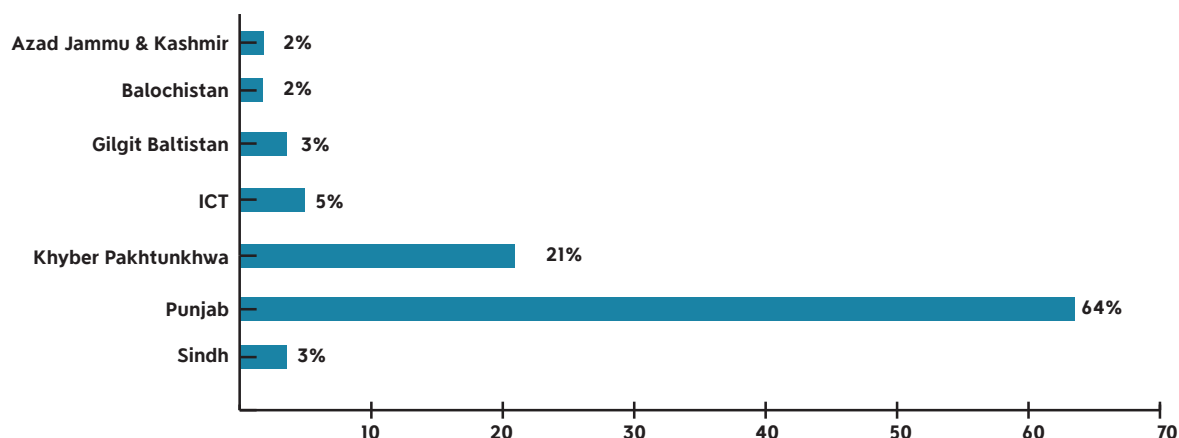
| Province / Area                   | Male         | Female        | Total         |
|-----------------------------------|--------------|---------------|---------------|
| Azad Jammu & Kashmir (AJ&K)       | 55           | 537           | 592           |
| Balochistan                       | 266          | 364           | 630           |
| Gilgit Baltistan (GB)             | 318          | 684           | 1,002         |
| Islamabad Capital Territory (ICT) | 217          | 1,303         | 1,520         |
| Khyber Pakhtunkhwa (KP)           | 876          | 5,834         | 6,710         |
| Punjab                            | 2,870        | 17,600        | 20,470        |
| Sindh                             | 458          | 580           | 1,038         |
| <b>Total</b>                      | <b>5,060</b> | <b>26,902</b> | <b>31,962</b> |
| Percentage                        | 17%          | 83%           | 100%          |

**Figure 24 : Gender wise data of teachers in NFBE/ ALP (Primary)**



Province and area wise share of teachers in NFBE/ ALP (Primary) shows that Punjab has the highest percentage of Teachers in NFE setting followed by 21% in KP; both constituting the majority that 85% teachers serve in these two provinces. Remaining 15% teachers come from ICT, Sindh, GB, Balochistan and AJ&K

**Figure 25 : NFBE/ ALP (Primary) Teachers - Province wise percentage**



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

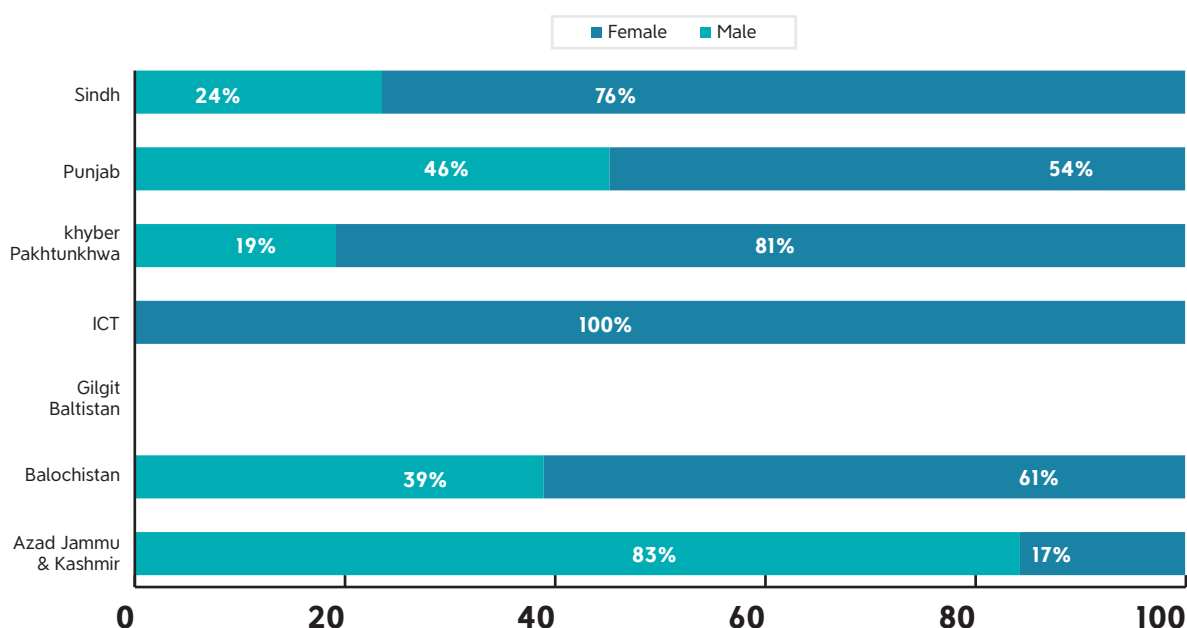
Total teachers in NFBE/ ALP (Middle and Middle-Tech) are 1,374, which constitutes only 4% of the total teaching work force nationwide in NFE setting. Out of total teachers in NFBE/ ALP (Middle) 73% are female teachers, which clearly portrays that focus is on education of girls. The highest percentage of female teachers in Middle and Middle-Tech is noted in ICT where 100% teachers are female teachers (total 3 female teachers in 1 ALP (Middle-Tech) center in ICT), followed by KP, Sindh and Balochistan where female teachers were 81%, 76% and 61% respectively. Percentage of female teachers in AJ&K and Punjab is found to be 54% and 17% respectively.

As far as province's contribution to middle and middle-tech teachers, Sindh has the highest percentage share in ALP (Middle-Tech) centers, followed by KP, Punjab and Balochistan with 30%, 13% and 9% contribution to the teaching work force in ALP (Middle-Tech) category across the country.

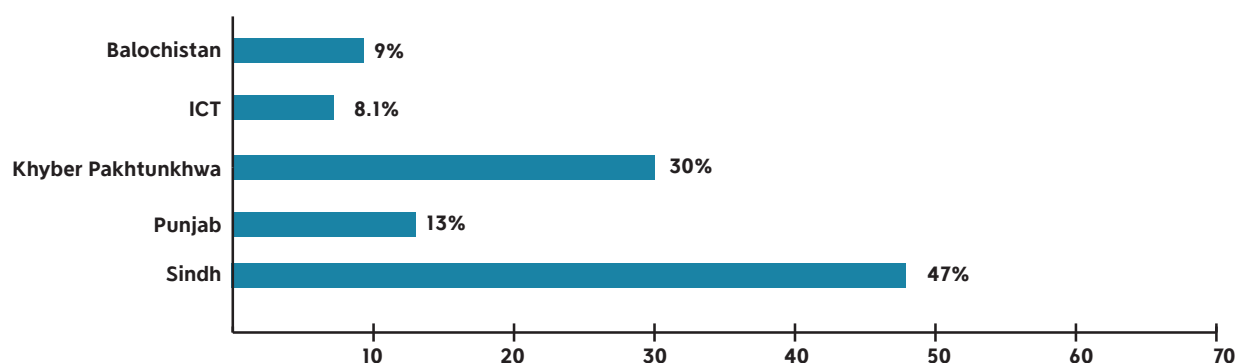
**Table 12: Teachers in NFBE/ ALP (Middle)**

| Province / Area                   | Male       | Female       | Total        |
|-----------------------------------|------------|--------------|--------------|
| Azad Jammu & Kashmir (AJ&K)       | 5          | 1            | 6            |
| Balochistan                       | 49         | 78           | 127          |
| Gilgit Baltistan (GB)             | -          | -            | -            |
| Islamabad Capital Territory (ICT) | -          | 3            | 3            |
| Khyber Pakhtunkhwa (KP)           | 78         | 336          | 414          |
| Punjab                            | 83         | 98           | 181          |
| Sindh                             | 155        | 488          | 643          |
| <b>Total</b>                      | <b>370</b> | <b>1,004</b> | <b>1,374</b> |
| Percentage                        | 27%        | 73%          | 100%         |

**Figure 26: Gender wise data of teachers in NFBE/ ALP (Middle)**



**Figure 27: NFBE/ ALP Middle & middle -tech teachers (Province wise percentage)**



## Teachers in Adult literacy centers

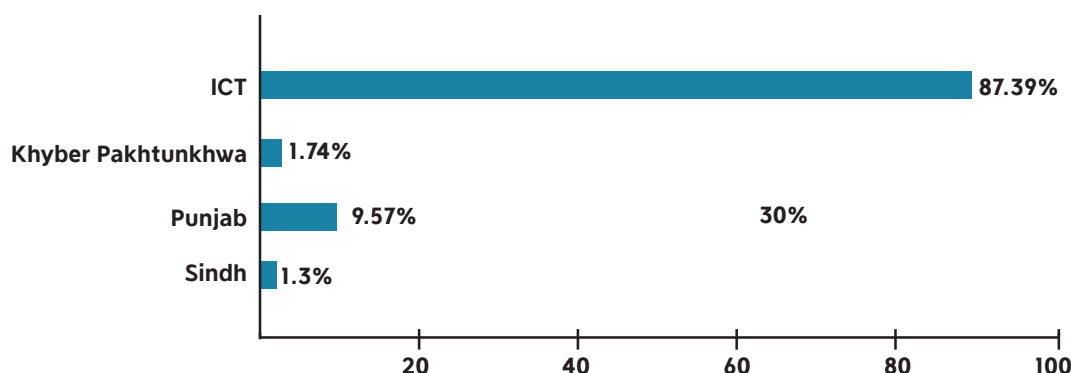
Total teachers in adult literacy centers are 920, with 50% male and female teachers. Number of teachers in this category of centers have declined significantly as compared to previous year's data of teachers in ALCs.

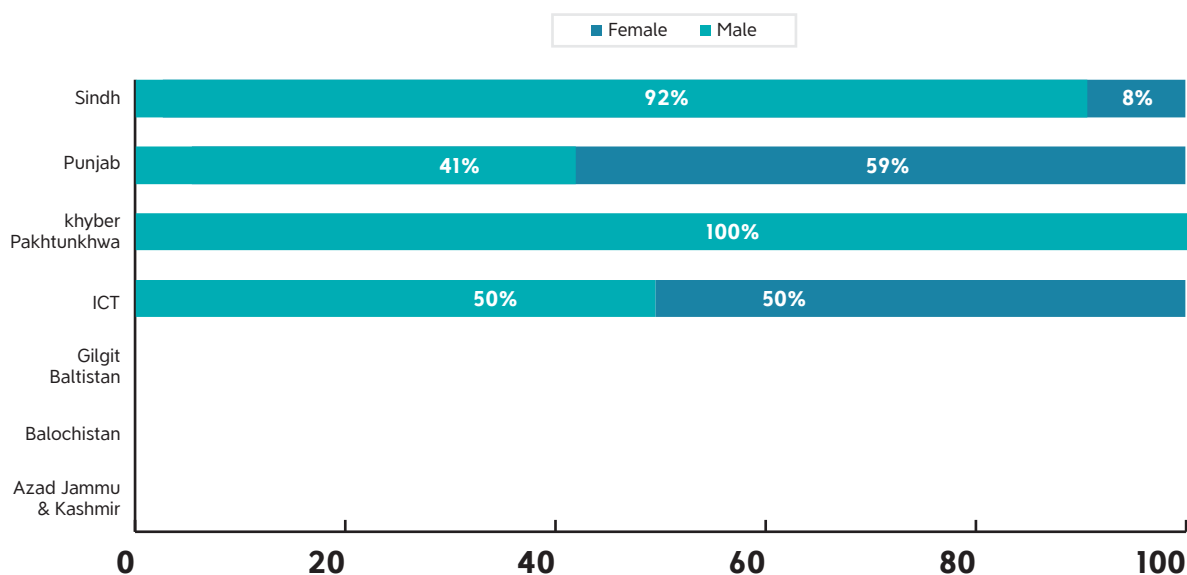
**Table 13: Teachers in Adult literacy centers**

| Province / Area                   | Male       | Female     | Total      |
|-----------------------------------|------------|------------|------------|
| Islamabad Capital Territory (ICT) | 399        | 405        | 804        |
| Khyber Pakhtunkhwa (KP)           | 16         | 0          | 16         |
| Punjab                            | 36         | 52         | 88         |
| Sindh                             | 11         | 1          | 12         |
| <b>Total</b>                      | <b>462</b> | <b>458</b> | <b>920</b> |
| Percentage                        | 50%        | 50%        | 100%       |

Province wise data of gender teachers in ALCs reveal that 92% teachers in Sindh are male teachers (out of 12 ALC teachers, 11 are male). Similarly, in KP, all the 16 centers are for male learners and teachers are male as well. However, Punjab has reported 59% female teachers in their ALCs as compared to 41% female teachers. In ICT, where ALC teachers have been the most in current reporting (804 ALC teachers), 50% are male and 50% are female teachers.

**Figure 28 : Percentage share of Provinces/Areas (Adult Literacy Centres)**



**Figure 29: Gender wise data of teachers in Adult Literacy Centers**

As far as the contribution of provinces/ areas is concerned, ICT has the highest percentage of ALC teacher with around 87%, followed by Punjab with 9.5%, whereas Sindh and KP's shares are 1% and 2% respectively.

## NFE Enrolment Statistics

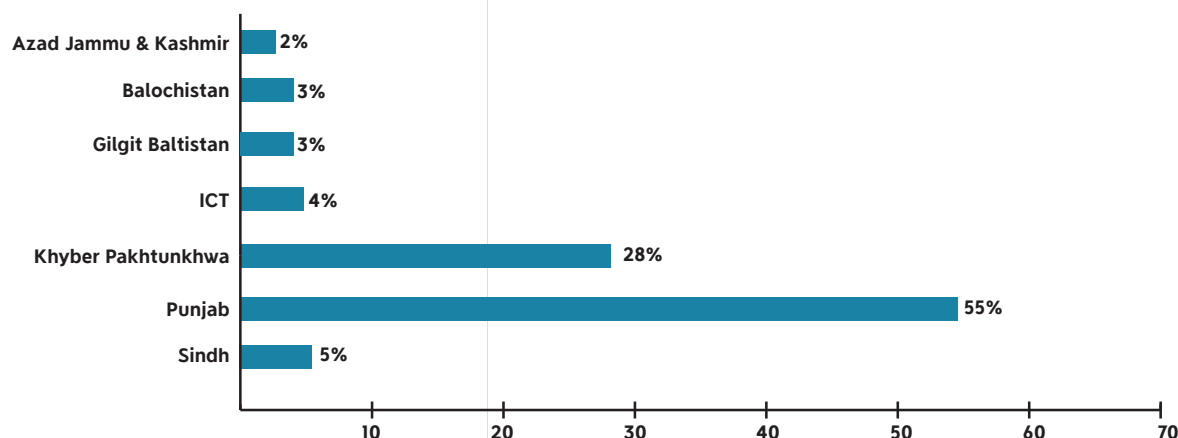
### Area and Gender wise enrollment

Total enrollment in NFE setting in Pakistan is 1,238,573 out of which 55% are girls. Of the total enrollment in NFE in Pakistan, 55% students are enrolled in Punjab, followed by KP where these are 28%, whereas all other provinces and areas collectively share around 17% of the total enrollment nationwide.

**Table 14: NFE Enrolment Statistics Area and Gender Wise enrollment**

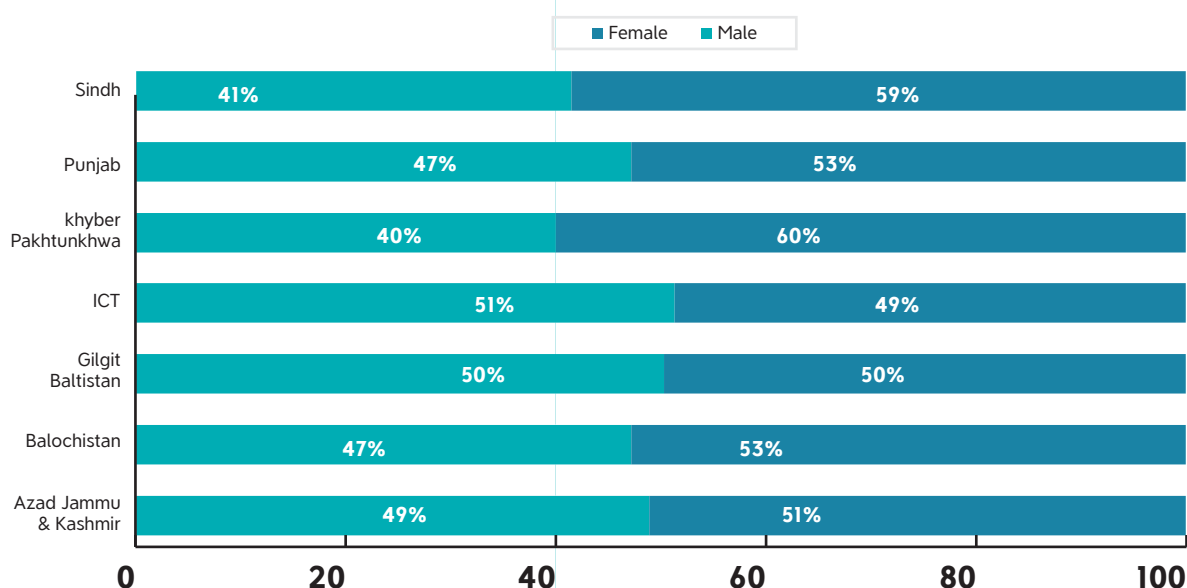
| Province / Area      | Male           | Female         | Total            |
|----------------------|----------------|----------------|------------------|
| Azad Jammu & Kashmir | 12,587         | 13,178         | 25,765           |
| Balochistan          | 17,990         | 20,125         | 38,115           |
| Gilgit Baltistan     | 17,578         | 17,630         | 35,208           |
| ICT                  | 25,574         | 24,214         | 49,788           |
| Khyber Pakhtunkhwa   | 139,490        | 213,045        | 352,535          |
| Punjab               | 322,273        | 356,478        | 678,751          |
| Sindh                | 24,053         | 34,358         | 58,411           |
| <b>Total</b>         | <b>559,545</b> | <b>679,028</b> | <b>1,238,573</b> |
| <b>Percentage</b>    | <b>45%</b>     | <b>55%</b>     |                  |

**Figure 30: NFE enrollment - Province wise percentage**



The highest percentage of female students is recorded in KP with 60% girls/ women, followed by 59% in Sindh and 53% each in Punjab and Balochistan. AJ&K and GB have 51% and 50% girls, whereas the lowest girls percentage is seen in ICT where girls are 49% of their enrollment.

**Figure 31: NFE Enrolment Statistics "Area and Gender Wise enrollment**



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

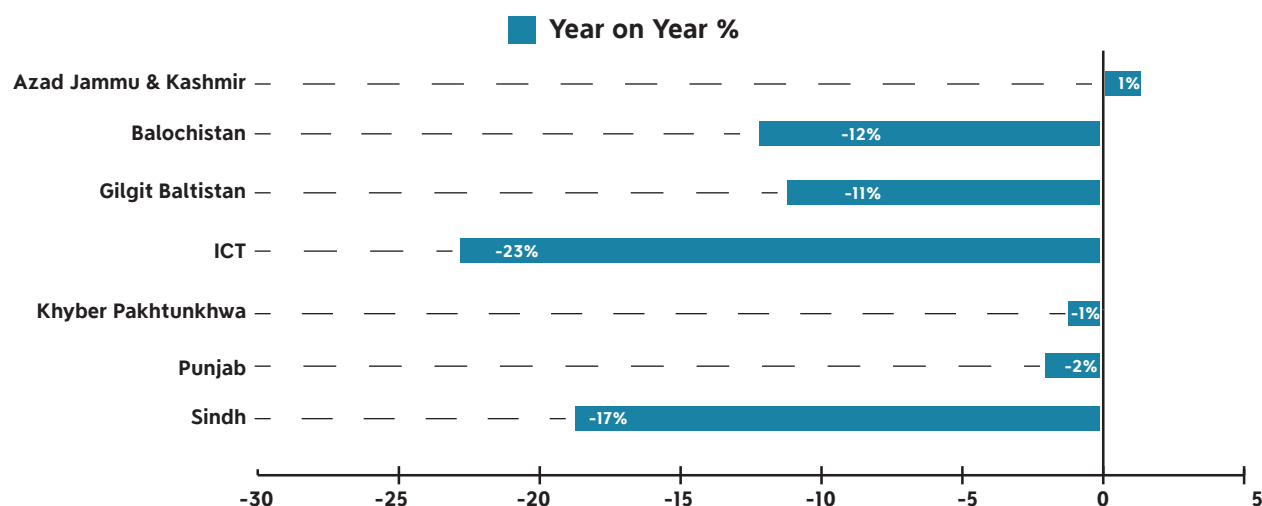
The enrollment reported during 2024-25 has witnessed slight declines as compared to the enrollment reported during previous year (2023-24). Data share that around 4% declines has been noted as the enrolment went down to 1.23 million from 1.29 million in previous year.

The table given below reveals overall declines in enrollment, and percentage of decline or increase in provinces and areas across the country. According to the data given, only AJ&K shows positive trend n enrollment with an increase of only 1%. On the other hand, all provinces and areas witnessed declines at various percentages. The maximum decline has been noted in ICT where went down to 23% (recorded 49,788 from 61,364 during past year). Sindh noted a declines of 17%, followed by Balochistan and GB where declines has been noted as 12% and 11% respectively. Lowest decrease in enrollment is noted in KP and Punjab where 1% and 2% enrollment is reduced.

It is pertinent to share that previous year's report witnessed an overall increase of 17% with enrollment jumped to 1.29 million from 1 million.

**Table 15: Comparative Enrolment Statistics (Area Wise Comparison)**

| Province / Area                   | 2023-24          | 2024-25          | Year-on-Year   |            | Trend           |
|-----------------------------------|------------------|------------------|----------------|------------|-----------------|
|                                   |                  |                  | Number         | Percentage |                 |
| Azad Jammu & Kashmir (AJ&K)       | 25,594           | 25,765           | 171            | 1          | Positive        |
| Balochistan                       | 42,815           | 38,115           | -4,700         | -12        | Negative        |
| Gilgit Baltistan (GB)             | 38,986           | 35,208           | -3,778         | -11        | Negative        |
| Islamabad Capital Territory (ICT) | 61,364           | 49,788           | -11,576        | -23        | Negative        |
| Khyber Pakhtunkhwa (KP)           | 357,717          | 352,535          | -5,182         | -1         | Negative        |
| Punjab                            | 695,169          | 678,751          | -16,418        | -2         | Negative        |
| Sindh                             | 68,364           | 58,411           | -9,953         | -17        | Negative        |
| <b>Total</b>                      | <b>1,290,009</b> | <b>1,238,573</b> | <b>-51,436</b> | <b>-4</b>  | <b>Negative</b> |

**Figure 32: Comparative Enrolment Statistics (Area Wise Comparison)**

## Category Wise Enrollment

Enrollment statistics reveal that 90% enrolment constitutes children enrolled in NFBE/ ALPs (including primary, middle and middle-tech), while only 10% 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.

Gender wise enrollment statistics reveal that 57% are girls in overall NFE, whereas this percentage drops a little to 55% in NFBE/ ALPs and in ALC, female enrollment is 92%.

Table 16: Category Wise Enrollment

| Category of NFE centers       | Male           | Female         | Total            |
|-------------------------------|----------------|----------------|------------------|
| <b>NFBE/ ALP</b>              |                |                |                  |
| NFBE/ ALP (Primary)           | 547,284        | 652,530        | 1,199,814        |
| NFBE/ ALP (Middle)            | 9,734          | 24,027         | 33,761           |
| Sub-Total                     | 557,018        | 676,557        | 1,233,575        |
| <b>Adult literacy</b>         |                |                |                  |
| Adult Literacy Centers (ALCs) | 2,527          | 2,471          | 4,998            |
| Sub-Total                     | 2,527          | 2,471          | 4,998            |
| <b>Total</b>                  | <b>559,545</b> | <b>679,028</b> | <b>1,238,573</b> |

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

Enrollment data of Pakistani and Non-Pakistanis (refugees) show that 1.3% refugee children are enrolled in NFE settings nationwide. It is added that enrollment of refugee children has witnessed significant increase as compared to the data reported during previous year. Total refugee children in previous year were 10,181, whereas their enrollment has risen to 15,747 during current reporting period. Enrollment of refugee children was 0.8% of the total enrollment during previous reporting year, whereas, it is 1.3% of the total NFE enrollment in Pakistan.

Table 17 Data of Non-Pakistani Learners in NFE 2024-25

| Province                | Male  | Female | Total  |
|-------------------------|-------|--------|--------|
| ICT                     | 942   | 1,077  | 2,019  |
| Sindh                   | 35    | 104    | 139    |
| Khyber Pakhtunkhwa (KP) | 4,155 | 7,422  | 11,577 |
| Balochistan             | 1,052 | 960    | 2,012  |
| Total                   | 6,184 | 9,563  | 15,747 |

Figure 33: Enrollment (Pakistani &amp; Non-Pakistani)

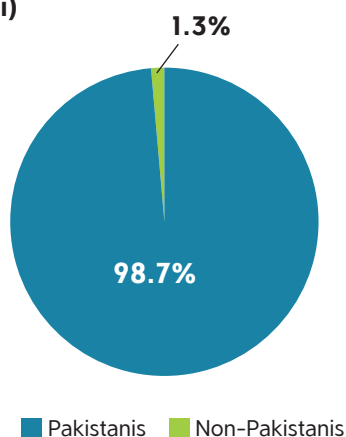
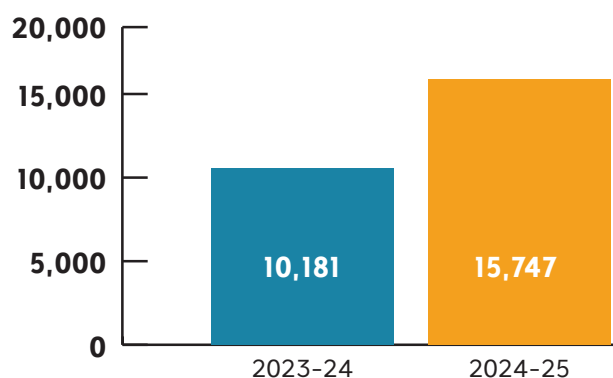
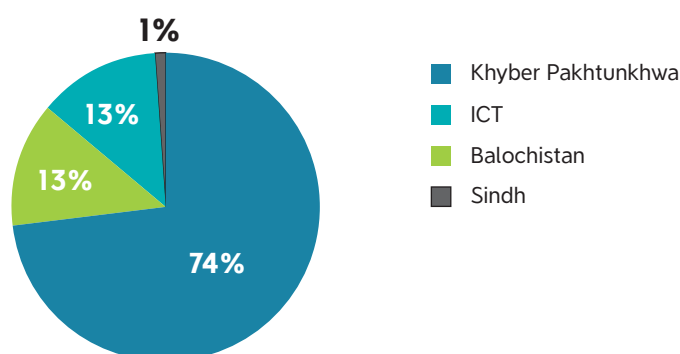


Figure 34: Refugee children - Year wise enrollment



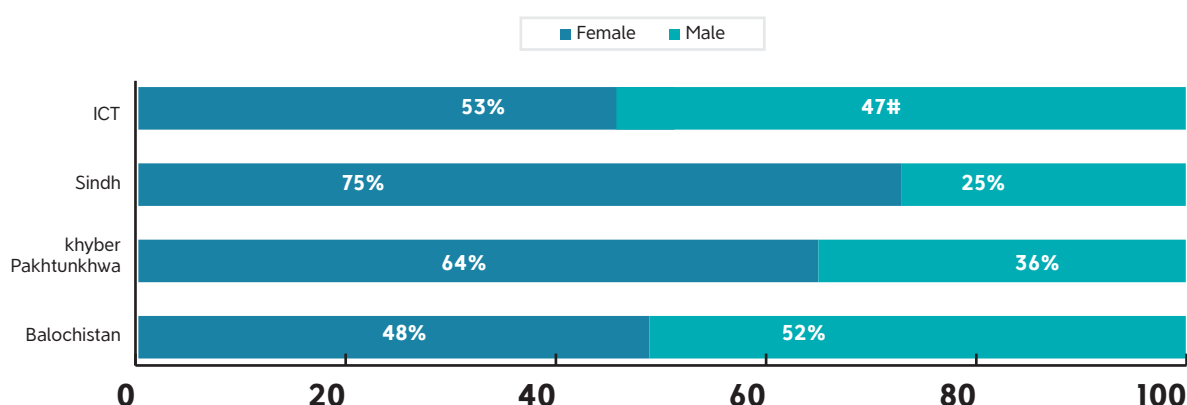
Data further reveal that 74% of these refugee children are enrolled in KP, followed by 13% each in ICT and Balochistan. Sindh is offering NFE to around 1% the refugee children. Reason behind majority enrollment of refugee children in KP, ICT and Balochistan is that majority of the refugee (Afghan) are settled in these provinces/ areas owing to their proximity near Afghan border.

**Figure 35 : Enrollment (Percentage of refugees in provinces)**



Gender wise data of refugee children reveal that 61% of these children are female students as compared to 39% male refugee children. Province wise data reveal that 75% learners are female in Sindh, followed 64% in KP, whereas female refugee learners in ICT are 53% and Balochistan offers NFE to around 48% female learners.

**Figure 36 : Data of Refugee Learners in NFE (Gender 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 without any discrimination on the basis of religion in particular.

Data of year 2024-25 reveal that 11,774 children of other religions, mainly from Hindu and Christian religions are enrolled in NFE system nationwide. This number is approximately 1% of the total NFE enrollment in the country. Enrollment recorded in current reporting period has witnessed significant increase as it went up to 11,774 from 7,158 during previous year.

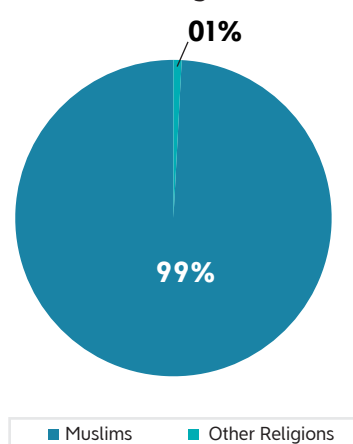
Consistent awareness to the field officers and teachers to provide right to education to children belonging to other religions will help in engaging more of these children and eliminate discrimination on the basis religion or ethnicity in particular.

**Table 18: Enrollment of children belonging to different religions**

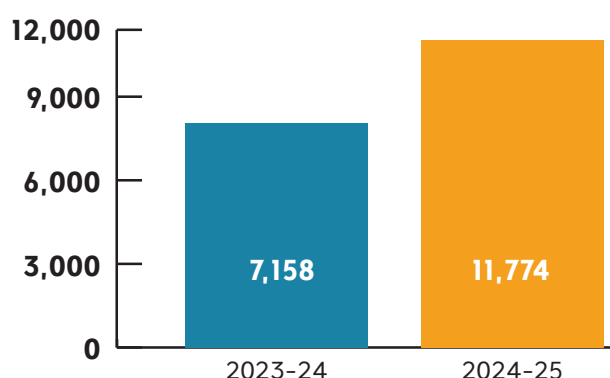
| Other religions | Male         | Female       | Total         |
|-----------------|--------------|--------------|---------------|
| Hindus          | 3,872        | 5,069        | 8,941         |
| Christians      | 1,279        | 1,554        | 2,833         |
| <b>Total</b>    | <b>5,151</b> | <b>6,623</b> | <b>11,774</b> |

Data further reveal that children of other religions (mainly Hindus and Christians) are 1% of the total NFE enrollment, whereas they were 0.6% of the total enrollment nationwide.

**Figure 37: Enrollment percentage of Muslims & Other Religion**

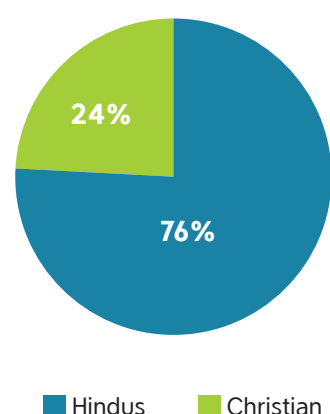


**Figure 38: Children of other religions - Year wise data**

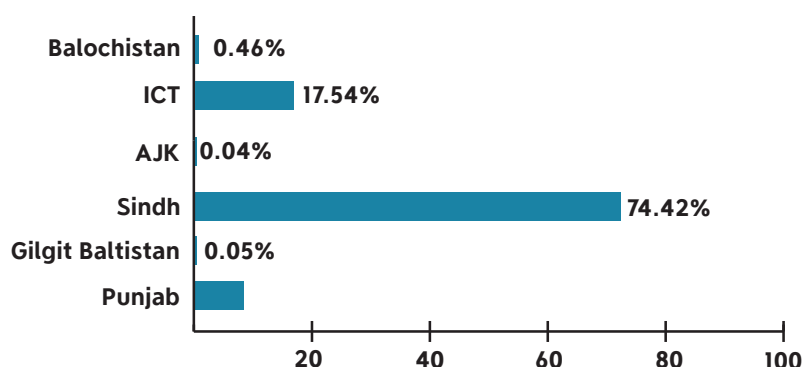


Data further describe that learners of two major religions are part of the NFE system: 1) Hindus, and 2) Christians. Percentage of Hindu learners remains 76%, and 24% are Christian learners. As far as the province and area wise data of children of other religions are concerned, Sindh accommodates the majority with around 74% learners belonging to Hindus and Christians, followed by ICT with 18%, and Punjab's share is approximately 7%, whereas other provinces/areas such as AJ&K, Balochistan and GB shares under 1% each. No child belonging to other religions is reported in KP, whereas they shared 0.6% of the total enrollment during previous year.

**Figure 39: Enrollment Percentage of Children of other religion**



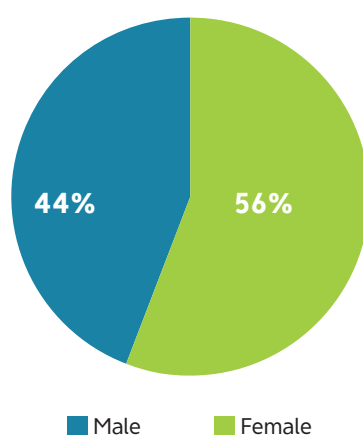
**Figure 40: Percentage of Children of Other Religions in Provinces/Areas**



Gender wise data reveal that 56% of these children are girls as compared to 44% male learners. Female learners have witnessed slight decline as they were 62% during previous year.

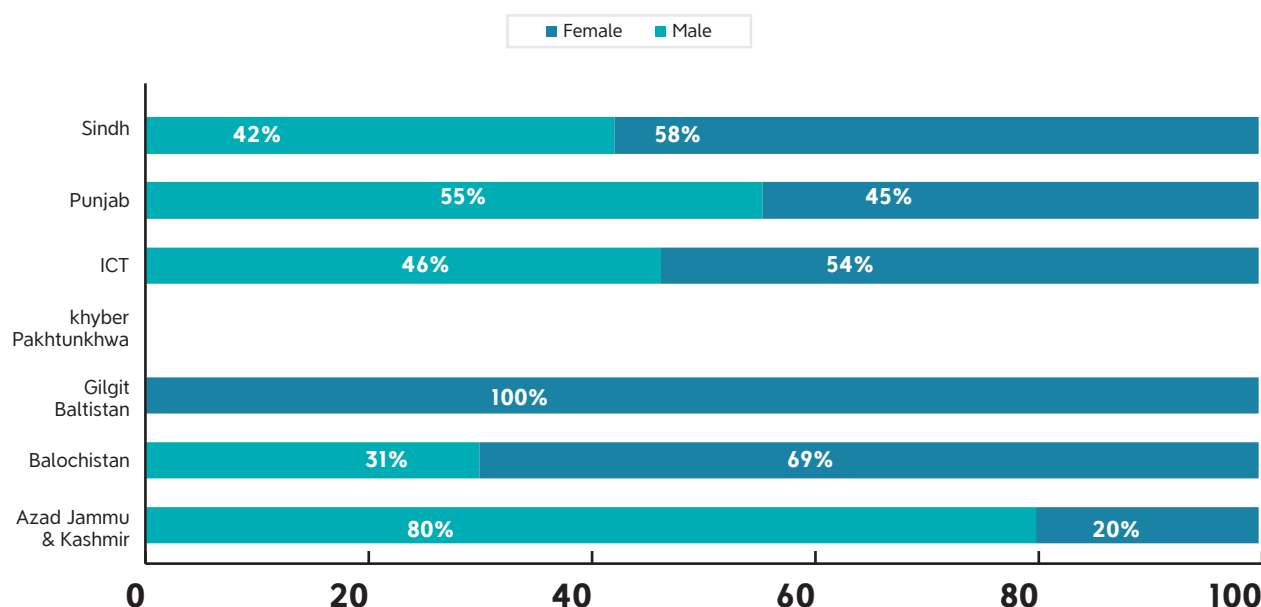
Similarly, gender wise data of learners belonging to Hindus and Christians reveal that 100% learners are female in GB (all 6 learners are Christians in GB). However, Highest percentage is noted in Balochistan where females are 69%, while Sindh's female share is 58% and ICT has 54% girls. The lowest female participation is noted in AJ&K where 20% are girls (out of total 5 learners, 1 is female).

**Figure 41 : Gender Wise data of children of othe religion**



Gender wise data of children of other religions reveal that 100% learners in GB female, followed by 73% in Balochistan, 67% in Sindh. Other areas show female students around 50% and less than it.

**Figure 42: Gender wise enrollment of students of other religions**



**Table 19: Province wise data of other religion students**

| Province           | Other Religions      | Male         | Female       | Total         |
|--------------------|----------------------|--------------|--------------|---------------|
| AJK                | Hindu                | 4            | 1            | 5             |
|                    | <b>Sub-Total</b>     | <b>4</b>     | <b>1</b>     | <b>5</b>      |
| Balochistan        | Hindu                | 17           | 37           | 54            |
|                    | <b>Sub-Total</b>     | <b>17</b>    | <b>37</b>    | <b>54</b>     |
| Gilgit Baltistan   | Hindu                | -            | 6            | 6             |
|                    | <b>Sub-Total</b>     | <b>-</b>     | <b>6</b>     | <b>6</b>      |
| ICT                | Christian            | 955          | 1,099        | 2,054         |
|                    | Hindu                | 5            | 6            | 11            |
|                    | Non-Muslims (Others) | -            | -            | -             |
|                    | <b>Sub-Total</b>     | <b>960</b>   | <b>1,105</b> | <b>2,065</b>  |
| Khyber Pakthunkhwa | Christian            | -            | -            | -             |
|                    | Hindu                | -            | -            | -             |
|                    | <b>Sub-Total</b>     | <b>-</b>     | <b>-</b>     | <b>-</b>      |
| Punjab             | Christian            | 233          | 271          | 504           |
|                    | Hindu                | 255          | 123          | 378           |
|                    | <b>Sub-Total</b>     | <b>488</b>   | <b>394</b>   | <b>882</b>    |
| Sindh              | Christian            | 91           | 178          | 269           |
|                    | Hindu                | 3,591        | 4,902        | 8,493         |
|                    | Non-Muslims (Others) | -            | -            | -             |
|                    | <b>Sub-Total</b>     | <b>3,682</b> | <b>5,080</b> | <b>8,762</b>  |
|                    | <b>Total</b>         | <b>5,151</b> | <b>6,623</b> | <b>11,774</b> |

### Class/ grades and package wise enrollment in NFBE/ ALP centers

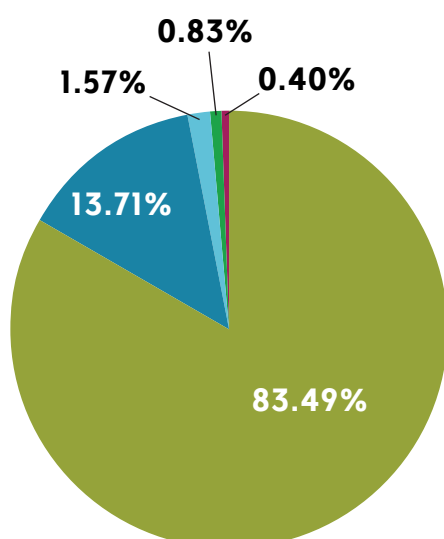
Class wise/ grade wise and Package wise data of NFBE and ALP (Primary and Middle) is given in the table below. Key features of the learning models given under in the table and their respective grades/ packages are given under:

| Learning Models   | Key Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NFBE (Primary)    | This is a condensed model generally offered in 40-48 months by the NFE providers. Currently, major providers of this model include Punjab and KP who establish Non-Formal Education Institutes (NFEIs) and Girls Community Schools (GCSs). They select certain important topics that are expected to be tested in summative assessments for completion and certification from conventional formal education textbooks. This learning model is grade based (Grades Katchi, 1, 2, 3, 4 and 5) and learning for each grade is offered using conventional formal education curriculum and textbooks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| ALP (Primary)     | This is genuinely accelerated learning model that is equivalent to formal primary that offers "Packages" instead of grades. Purpose of offering packages is that this model is vertically and horizontally integrated. Vertical integration denotes as "Katchi & grade 1 is integrated as Package A", "grades 2 & 3 are integrated as Packages B" and Grades 4 & 5 are integrated as Package C", which is a terminal package/ grade where terminal / summative assessment is held for certification. Even learners can mainstream during the course in this learning model and get admission in any other formal or private school. This learning model was developed, piloted and scaled up by JICA and provincial/ federal NFE authorities/ departments. This is being received widely and helping learners, especially those possessing prior learning, to learn quickly and attain competence in the shortest time period of around 30 months. Some provinces have offered this model in 24 months and even in 18 months for overage learners.                                                                                                                                                                                                                  |
| NFBE/ALP (Middle) | This is condensed model generally offered in 18-30 months by the NFE providers. Certain important topics that are expected to be tested in summative assessments for certification, are chosen and taught to the learners. This learning model is grade based (grade 6,7 and 8) and learning for each grade is offered using conventional formal education curriculum and textbooks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| ALP (Middle-Tech) | This is genuinely accelerated learning model that is equivalent to formal primary that offers "Packages" instead of grades. Purpose of offering packages is that this model is vertically and horizontally integrated. Vertical integration denotes as "grades 6 & 7 are integrated as Package D", and "grade 7 is termed as Package E", which is a terminal package/ grade where terminal / summative assessment is held for certification. Even learners can mainstream during the course in this learning model and get admission in any other formal or private school. This learning model was developed, piloted and scaled up by JICA and provincial/ federal NFE authorities/ departments. This is being received widely and helping learners, especially those possessing prior learning, to learn quickly and attain competence in the shortest time period of around 18 months. It is important to note that this model offers a range of trade specific vocational skills, one of which is offered to the target learners, who study and get certified eventually for a certification of level I or II. Learners, after completion can register in level III vocational skill course or seek admission in grade 9 after completing this learning model. |

Out of total 1.23 million enrolled in NFE, majority, 169,779 children are enrolled in ALP(Primary), around 10,317 children are part of ALP (Middle-Tech), another 1 million are enrolled in NFBE (Primary), which is a conventional learning model, 19,428 children are enrolled in NFBE (Middle) and only 4998 learners are enrolled in adult literacy.

**Table 20: Class/ grades and package wise enrollment in NFBE/ ALP centers**

| Learning Programmes                               | Packages* / Grades | Male           | Female         | Total            |
|---------------------------------------------------|--------------------|----------------|----------------|------------------|
| ALP (Primary)<br>[accelerated model]              | Package-A          | 22,407         | 25,374         | 47,781           |
|                                                   | Package-B          | 30,183         | 38,823         | 69,006           |
|                                                   | Package-C          | 24,152         | 28,840         | 52,992           |
|                                                   | <b>Sub-Total</b>   | <b>76,742</b>  | <b>93,037</b>  | <b>169,779</b>   |
| ALP (Middle & Middle-Tech)<br>[accelerated model] | Package-D          | 823            | 2,681          | 3,504            |
|                                                   | Package-E          | 2,294          | 4,519          | 6,813            |
|                                                   | <b>Sub-Total</b>   | <b>3,117</b>   | <b>7,200</b>   | <b>10,317</b>    |
| NFBE (Primary)<br>Conventional model              | Katchi             | 156,226        | 161,493        | 317,719          |
|                                                   | One                | 111,850        | 122,113        | 233,963          |
|                                                   | Two                | 74,418         | 89,835         | 164,253          |
|                                                   | Three              | 56,924         | 75,223         | 132,147          |
|                                                   | Four               | 40,095         | 59,094         | 99,189           |
|                                                   | Five               | 33,571         | 53,209         | 86,780           |
|                                                   | <b>Sub-Total</b>   | <b>473,084</b> | <b>560,967</b> | <b>1,034,051</b> |
| NFBE (Middle)<br>Conventional Model               | Six                | 2,089          | 7,857          | 9,946            |
|                                                   | Seven              | 918            | 4,218          | 5,136            |
|                                                   | Eight              | 1,068          | 3,278          | 4,346            |
|                                                   | <b>Sub-Total</b>   | <b>4,075</b>   | <b>15,353</b>  | <b>19,428</b>    |
| Adult Literacy                                    | Literacy           | 2,527          | 2,471          | 4,998            |
|                                                   | <b>Sub-Total</b>   | <b>2,527</b>   | <b>2,471</b>   | <b>4,998</b>     |
| <b>Total</b>                                      |                    | <b>559,545</b> | <b>679,028</b> | <b>1,238,573</b> |



**Figure 43 : Percentage share of major learning models**

- ALP PRIMARY (ACCELERATED MODEL)
- ALP MIDDLE & MIDDLE TECH (ACCELERATED MODEL)
- NFBE PRIMARY (CONVENTIONAL MODEL)
- NFBE MIDDLE(CONVENTIONAL MODEL)
- YOUTH/ADULT LITERACY

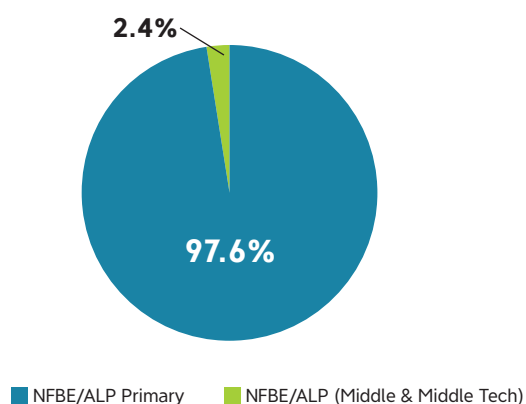
Data of "Primary" and "Middle" show that majority (97.6%) are enrolled in NFBE/ ALP (Primary), while Middle and Middle-Tech is approximately 2.6% of the total NFBE/ ALP Primary and Middle. Similarly, comparison between NFBE and ALP centers reveal that 85% children are enrolled in conventional NFBE system, whereas 15% children are participating in ALP, which is an accelerated and integrated learning model, designed particularly for overage children to allow them to complete primary and middle in fast track time frame.

It is pertinent to mention that Middle and Middle-Tech level learning stream has been introduced to the NFE system in Pakistan a few years ago to fill in the supply gap that exists because of the low supply of middle level schools and provide a continuing learning option for those who complete ALP (Primary). This learning model has gained significant attention during the past few years and NFE providers are using this model a continuing learning option blended with vocational skills at the same time.

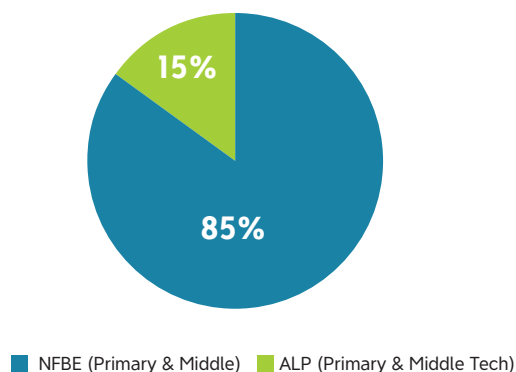
**Table 21: Breakup Between enrolment data of NFBE and ALP Primary & Middle/Tech**

| Categories of Centers            | NFBE             | ALP            | Total            |
|----------------------------------|------------------|----------------|------------------|
| NFBE/ ALP (Primary)              | 1,034,051        | 169,779        | 1,203,830        |
| NFBE/ ALP (Middle & Middle-Tech) | 19,428           | 10,317         | 29,745           |
| <b>Total</b>                     | <b>1,053,479</b> | <b>180,096</b> | <b>1,233,575</b> |

**Figure 44: Comparison between primary and middle (NFBE & ALP)**



**Figure 45: Comparison between NFBE & ALP**

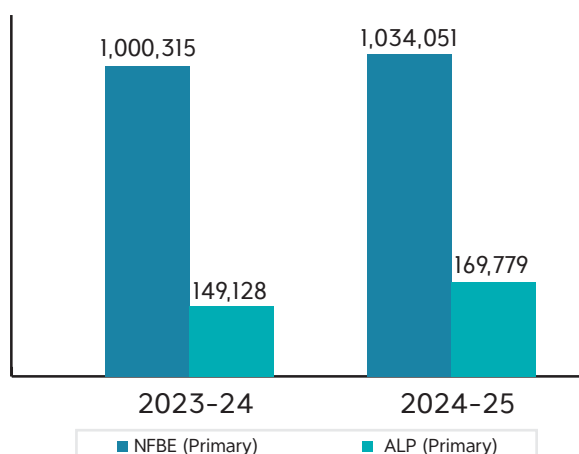


### Difference in enrollment

Figures given below clearly show an increase in enrollment in both NFBE (Primary) and ALP (Primary); enrollment trajectory observed slight increase for NFBE (Primary); from 1.00 million to 1.03 million, whereas ALP (Primary) also witnessed an increase to 169,779 this year from 149,128 reported during the previous reporting period.

For Middle and Middle-Tech category of NFBE and ALP centers, conventional learning model of NFBE (Middle) observed significant increase to 19,428 from mere 1,850 in previous report. At the same time, ALP (Middle and Middle-Tech) witnessed massive decline and enrollment went down to 10,217 from 58,623. Reason found for this decline is that many NFE providers completed their projects and successfully mainstreamed their children to next grades.

**Figure 46 : Difference of enrollment in NFBE Primary & ALP Primary - year wise**

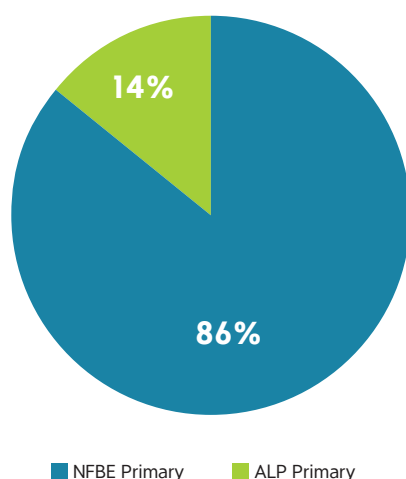


Out of total enrollment in NFBE/ALP (Primary), approximately 86% are enrolled in NFBE (Primary), while remaining 14% were found registered in ALP (Primary). Share of ALP (Primary) was 13% in last year and has grown to 14% this year, which means overage OOSC are being addressed.

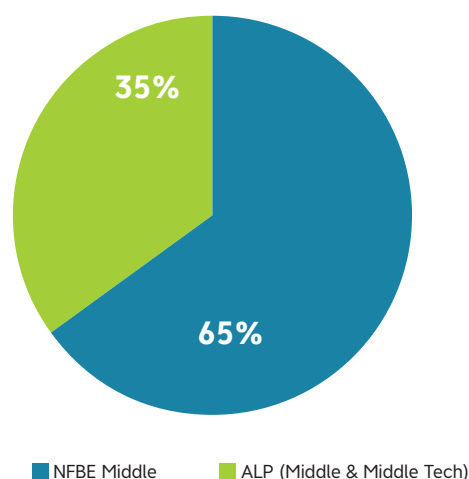
Similarly, out of total enrollment in NFBE/ ALP (Middle and Middle-Tech), around 65% are enrolled in conventional NFBE (Middle), while remaining 35% are enrolled in ALP (Middle and Middle-Tech) as this offered condensed and skills-based learning as well as home-based/ self-learning options. It is narrated that percentage of ALP (Middle-Tech) has declines as compared to previous year's data, owing to successful completion of a few large-scale projects in Pakistan.

**Figure 48 : Breakup Between enrolment data of NFBE and ALP Primary & Middle/Tech**

**NFBE and ALP (Primary) - Percentage Share**



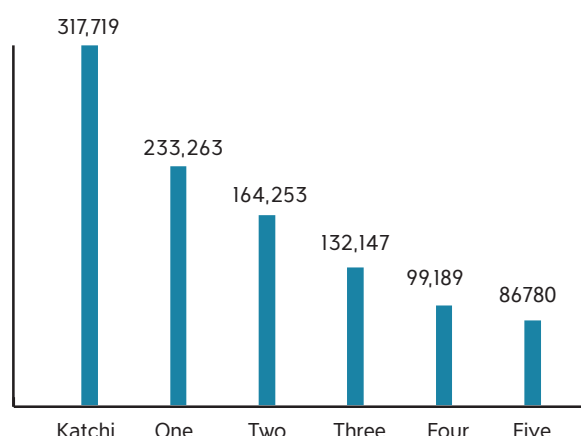
**NFBE and ALP (Middle & Middle-Tech) - Percentage Share**



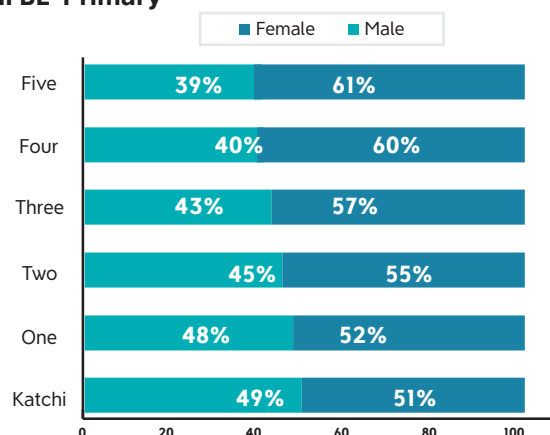
## NFBE (Primary) - Grade Wise Enrollment

Class/ grade and gender wise enrolment of conventional NFBE (Primary) is shown in the figure below that reveal a consistent declining trend in enrollment of children towards the vertical grade five. Out of total enrolment in NFBE (Primary), 317,719 are enrolled in Katchi and only 86,780 could manage get to grade five (5), which means grade five is approximately 27% of the total children entered in Katchi. Gender wise enrollment states that female enrollment percentage has observed a steady decline, starting from 61% in Katchi to 51% in grade five.

**Figure 49: NFBE (Primary) - Grade wise enrollment**



**Figure 50: Gender wise enrollment in NFBE-Primary**



## ALP (Primary) - Package Wise Enrolment

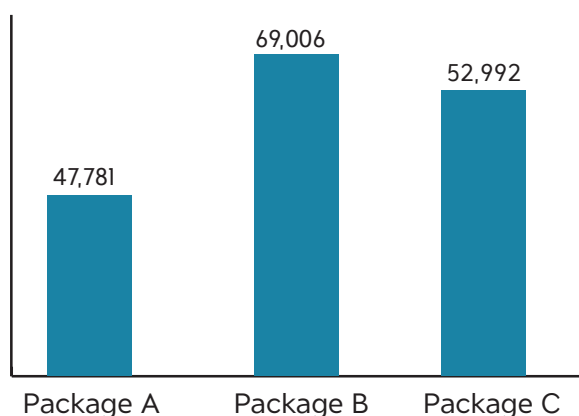
Package wise enrollment in ALP (Primary) is shown below that clearly shows a consistency and better retention rates than conventional NFE (Primary). Package wise enrollment states that 47,781 (28%), are enrolled in Package A, 69,006 (41%) are enrolled in Package B, and 52,992 (31%) are enrolled in Package C, which shows a kind of consistency in enrollment share of three packages in ALP (Primary).

Open admission policy of this learning model makes it acceptable at community and children level and allows them to learn quickly and come at par with other children.

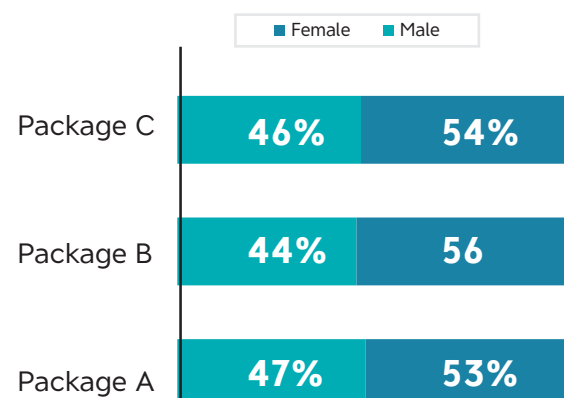
It is important to mention that ALP centers recognizes prior learning at the time of admission through a placement test that leads to placement of learners in the right packages.

Gender wise enrollment in the said three Packages denote that there are 53% female learners in Package A, which expanded to 56% in Package B, and then slightly dropped to 53% in Package C.

**Figure 50: ALP (Primary) - Package wise enrollment**



**Figure 51: Gender wise enrollment in ALP-Primary**

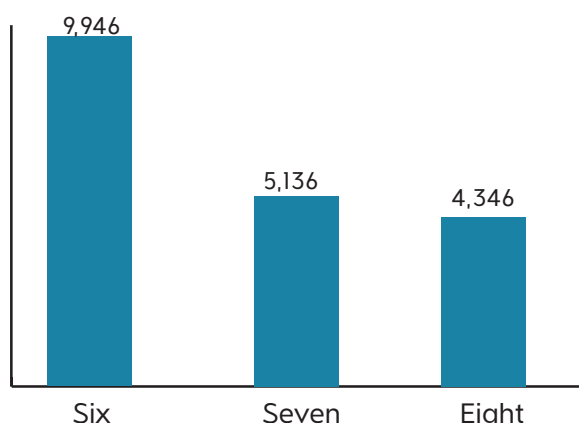


## NFBE (Middle) – grade wise enrollment

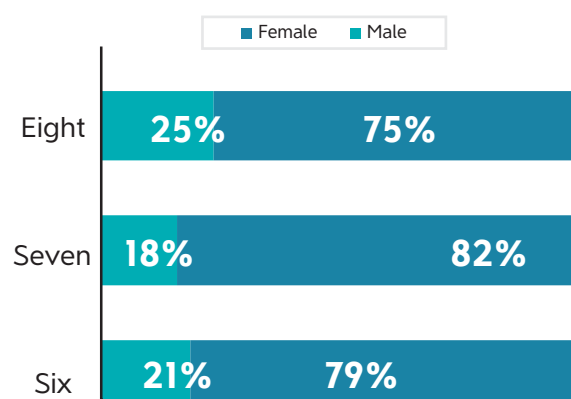
In conventional NFBE (Middle), enrollment observes better survival trends than in Primary education, especially from grade seven to grade eight. Around 51% children are part of the grade six, 26.5% are in grade seven and 22.3% are participating grade eight.

In terms of girls' share in enrollment, they outnumbered boys in all these three grades. Girls are 79% in grade six as compared to only 21% boys, whereas their percentage remains 82% in grade seven and 75% in grade eight. This confirms a fact that middle level NFBE has better acceptability among girls as middle schools are less in number across the country and middle level NFBE or ALP has turned out to be a huge opportunity to continue their learning beyond primary levels.

**Figure 52: NFBE (Middle) - grade wise enrollment**



**Figure 53: Gender wise enrollment in NFBE/ALP-Middle/ Elementary**



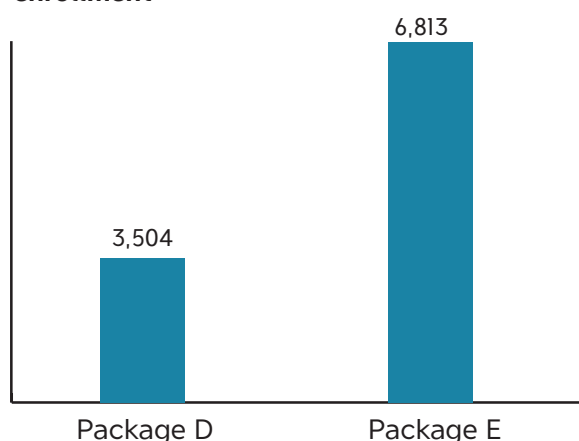
## ALP (Middle & Middle-Tech) – Package wise enrollment

In ALP (Middle and Middle-Tech), retention prevalence witnesses an improvement instead of generally accepted phenomenon of low retention in vertical grades/ packages. Enrollment in Package E (equivalent to grade eight) is almost double to Package D (equivalent to grades six and eight); 3,504 in Package D and 6,813 in Package E.

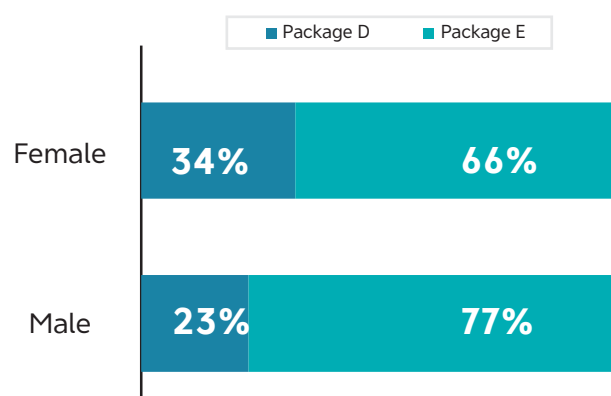
This scenario where enrollment witnesses higher trends in vertical grade/ package can only happen through an open admission policy, accepting children with any age and placing them in right grades and packages after placement/ admission test.

Similarly, girls' percentage in Package D and E has observed improved trend against their male counterparts; 77% are girls in Package D and 66% in Package E. This situation, where learners are showing better retention, especially girls, ALP (Middle-Middle-tech) turns out to be a better and viable learning model that is widely accepted among the local community especially children. Open admission policy based on the prior learning of learners, offering vocational skills and suitable options for learning continuity after completion in both general and vocational streams, makes this model a real success.

**Figure 54: ALP (Middle-Tech) - Package wise enrollment**



**Figure 55: Gender wise enrollment in ALP-Middle-Tech**



## Sector wise NFE statistics

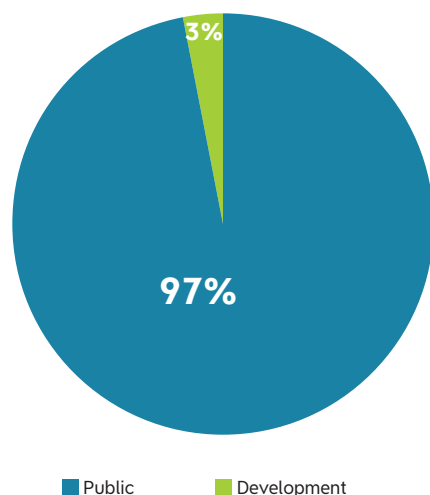
Sector wise contribution of public and development sectors to NFE in Pakistan is shown below according to provinces/ areas, percentage of contribution, and difference as compared to previous year's data. Table given under shows province wise contribution of both sector in terms of number of centers, teachers and gender wise enrollment.

**Table 22: Overall contribution of public and development sector organizations**

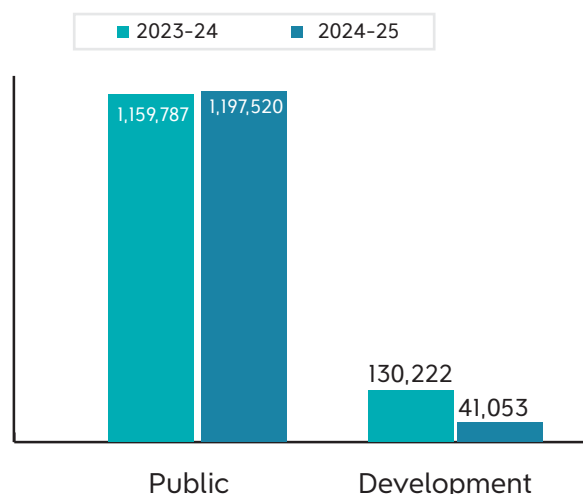
| Province             | Sector           | Centers       | Teachers      | Learners       |                |                  |
|----------------------|------------------|---------------|---------------|----------------|----------------|------------------|
|                      |                  |               |               | Boys           | Girls          | Total            |
| Azad Jammu & Kashmir | Public           | 449           | 594           | 12,492         | 113,078        | 25,570           |
|                      | Development      | 4             | 4             | 95             | 100            | 195              |
|                      | <b>Sub Total</b> | <b>453</b>    | <b>598</b>    | <b>12,587</b>  | <b>13,178</b>  | <b>25,765</b>    |
| Balochistan          | Public           | 581           | 581           | 15,294         | 17,157         | 32,451           |
|                      | Development      | 170           | 176           | 2,696          | 2,968          | 5,664            |
|                      | <b>Sub Total</b> | <b>751</b>    | <b>757</b>    | <b>17,990</b>  | <b>20,125</b>  | <b>38,115</b>    |
| Gilgit Baltistan     | Public           | 884           | 921           | 17,410         | 15,235         | 32,645           |
|                      | Development      | 81            | 81            | 168            | 2,395          | 2,563            |
|                      | <b>Sub Total</b> | <b>965</b>    | <b>1,002</b>  | <b>17,578</b>  | <b>17,630</b>  | <b>35,208</b>    |
| ICT                  | Public           | 1,489         | 2,199         | 23,863         | 22,123         | 45,986           |
|                      | Development      | 97            | 128           | 1,711          | 2,091          | 3,802            |
|                      | <b>Sub Total</b> | <b>1,586</b>  | <b>2,327</b>  | <b>25,574</b>  | <b>24,214</b>  | <b>49,788</b>    |
| Khyber Pakhtunkhwa   | Public           | 4,868         | 6,958         | 137,499        | 209,024        | 346,523          |
|                      | Development      | 158           | 182           | 1,991          | 4,021          | 6,012            |
|                      | <b>Sub Total</b> | <b>5,026</b>  | <b>7,140</b>  | <b>139,490</b> | <b>213,045</b> | <b>352,535</b>   |
| Punjab               | Public           | 20,419        | 20,463        | 317,934        | 350,901        | 668,835          |
|                      | Development      | 191           | 276           | 4,339          | 5,577          | 9,916            |
|                      | <b>Sub Total</b> | <b>20,610</b> | <b>20,739</b> | <b>322,273</b> | <b>356,478</b> | <b>678,751</b>   |
| Sindh                | Public           | 751           | 1,282         | 20,232         | 25,278         | 45,510           |
|                      | Development      | 401           | 411           | 3,821          | 9,080          | 12,901           |
|                      | <b>Sub Total</b> | <b>1,152</b>  | <b>1,693</b>  | <b>24,053</b>  | <b>34,358</b>  | <b>58,411</b>    |
| <b>Total</b>         | Public           | <b>29,441</b> | <b>32,998</b> | <b>544,724</b> | <b>652,796</b> | <b>1,197,520</b> |
|                      | Development      | <b>1,102</b>  | <b>1,258</b>  | <b>14,821</b>  | <b>26,232</b>  | <b>41,053</b>    |
|                      | <b>Sub Total</b> | <b>30,543</b> | <b>34,256</b> | <b>559,545</b> | <b>679,028</b> | <b>1,238,573</b> |

Out of total NFE enrollment, 3% is contributed by development sector and majority 97% has come through the public sector organizations (departments, directorates, autonomous organizations and education foundations) operating countrywide. As far as the comparison to previous year's data is concerned, both public sector organizations have shown increase in enrollment this year as compared to year 2023-24 (enrolment went up to 11.97 million from 11.59 million). However, development sector's contribution has witnessed significant declines as it went down to 41,053 from 130,222 (approximately, shrunk to 3% this year from 10% during previous year).

**Figure 56: Contribution of public and private sector in NFE (Percentage)**

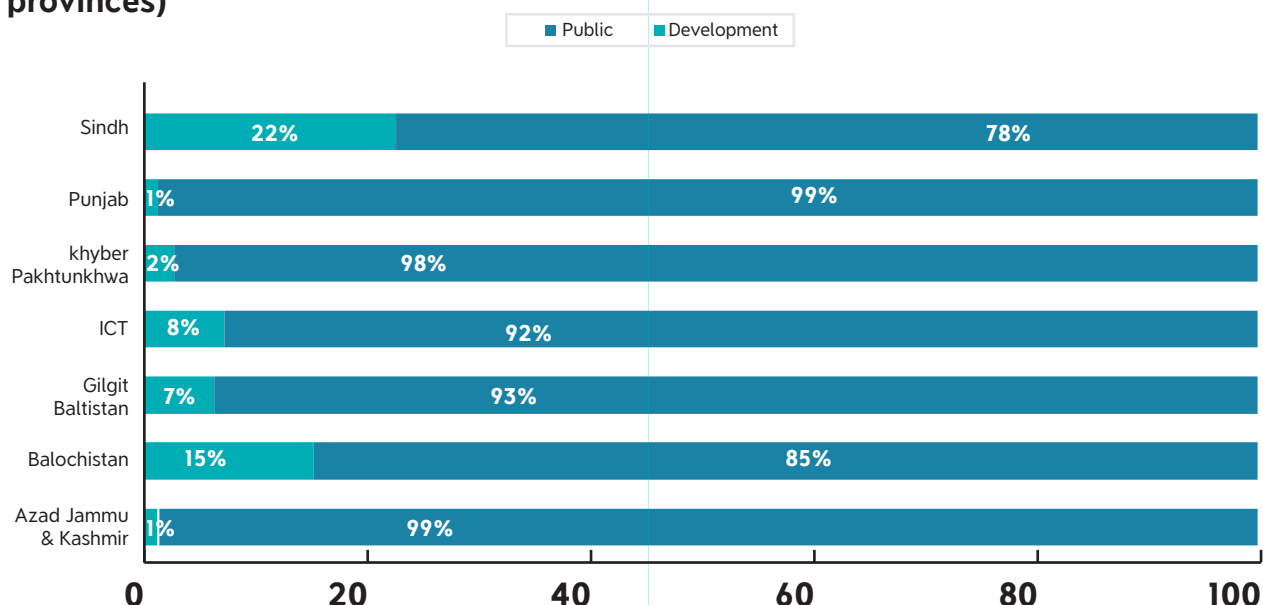


**Figure 57: Difference in contribution of public and private sectors (year wise data)**



Around 97% enrollment is found to be in public sector run NFE centers, while 3% contribution is made by the development sector organizations. Development sector contribution is noted to be the highest in Sindh (22%), followed by 15% in Balochistan whereas share of GB and ICT is 7% and 8% respectively. Lowest contribution of the development sector is observed in KP, Punjab and AJ&K, where it is 2% and 1% each respectively. Overall contribution of the development sector is 3%.

**Figure 58: Contribution of public and development sector (percentage share of provinces)**



It is important to note that 41 public and development sector organizations are noted as operational in NFE in Pakistan during the current reporting period, out of which 14 are public sector and other 27 belongs to development sector, identified as donor agencies, INGOs and national level NGOs. It is pertinent to mention that number of organizations in NFE has declined as compared to previous year (57 organizations during 2023-24). Reasons behind this decline is that some organizations have completed their projects, especially on ALP (Middle-Tech) and Youth/ Adult Literacy, which is why this report observes a declines in enrollment in both ALP (Middle-Tech) and Youth/ Adult Literacy. In addition, some development sector organizations are implementing partners of the DL&NFE (SE&LD) Sindh, and have not been mentioned in this inventory.

## TABLE 23: AREA/ PROVINCE, ORGANIZATION AND SECTOR WISE NFE STATISTICS

| Azad Jammu & Kashmir                                                              |                                              |                       |                        |                 |                                |                                                       |
|-----------------------------------------------------------------------------------|----------------------------------------------|-----------------------|------------------------|-----------------|--------------------------------|-------------------------------------------------------|
|  | Basic Education Community Schools            | Centers<br><b>201</b> | Teachers<br><b>201</b> | Boys:<br>Girls: | <b>6,057</b><br><b>6,629</b>   | Total:<br><b>12,686</b><br>Sector:<br><b>Public</b>   |
|  | National Commission for Human Development    | Centers<br><b>203</b> | Teachers<br><b>255</b> | Boys:<br>Girls: | <b>4,474</b><br><b>4,518</b>   | Total:<br><b>8,992</b><br>Sector:<br><b>Public</b>    |
|  | National Education Foundation                | Centers<br><b>45</b>  | Teachers<br><b>138</b> | Boys:<br>Girls: | <b>1,961</b><br><b>1,931</b>   | Total:<br><b>3,892</b><br>Sector:<br><b>Public</b>    |
|  | Pakistan Alliance for Girls Education (PAGE) | Centers<br><b>4</b>   | Teachers<br><b>4</b>   | Boys:<br>Girls: | <b>95</b><br><b>100</b>        | Total:<br><b>195</b><br>Sector:<br><b>Development</b> |
| <b>Total</b>                                                                      |                                              | Centers<br><b>453</b> | Teachers<br><b>598</b> | Boys:<br>Girls: | <b>12,587</b><br><b>13,178</b> | Total:<br><b>25,765</b>                               |

| Gilgat Baltistan                                                                    |                                                                              |                       |                          |                 |                                |                                                         |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------|--------------------------|-----------------|--------------------------------|---------------------------------------------------------|
|  | Basic Education Community Schools                                            | Centers<br><b>776</b> | Teachers<br><b>776</b>   | Boys:<br>Girls: | <b>15,481</b><br><b>13,128</b> | Total:<br><b>28,609</b><br>Sector:<br><b>Public</b>     |
|  | National Commission for Human Development                                    | Centers<br><b>108</b> | Teachers<br><b>145</b>   | Boys:<br>Girls: | <b>1,929</b><br><b>2,107</b>   | Total:<br><b>4,036</b><br>Sector:<br><b>Public</b>      |
|  | Pakistan Alliance for Girls Education (PAGE)                                 | Centers<br><b>3</b>   | Teachers<br><b>3</b>     | Boys:<br>Girls: | <b>69</b><br><b>74</b>         | Total:<br><b>143</b><br>Sector:<br><b>Development</b>   |
|  | READ Foundation/ Community Based Accelerated Learning Spaces (CBALS) Project | Centers<br><b>75</b>  | Teachers<br><b>75</b>    | Boys:<br>Girls: | <b>0</b><br><b>2,250</b>       | Total:<br><b>2,250</b><br>Sector:<br><b>Development</b> |
|  | Alkhidmat Foundation / Child Protection Center                               | Centers<br><b>3</b>   | Teachers<br><b>3</b>     | Boys:<br>Girls: | <b>99</b><br><b>71</b>         | Total:<br><b>170</b><br>Sector:<br><b>Development</b>   |
| <b>Total</b>                                                                        |                                                                              | Centers<br><b>965</b> | Teachers<br><b>1,002</b> | Boys:<br>Girls: | <b>17,578</b><br><b>17,630</b> | Total:<br><b>35,208</b>                                 |

### Balochistan

|                                                                                     |                                                                    |                       |                        |                 |                                |                         |                               |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------|------------------------|-----------------|--------------------------------|-------------------------|-------------------------------|
|    | Balochistan Rural Support Programme (BRSP)                         | Centers<br><b>211</b> | Teachers<br><b>211</b> | Boys:<br>Girls: | <b>9,627</b><br><b>9,784</b>   | Total:<br><b>19,411</b> | Sector:<br><b>Public</b>      |
|    | Directorate of Literacy and Non-Formal Education(Aspire)           | Centers<br><b>58</b>  | Teachers<br><b>58</b>  | Boys:<br>Girls: | <b>622</b><br><b>1,014</b>     | Total:<br><b>1,636</b>  | Sector:<br><b>Public</b>      |
|    | Directorate of Literacy and Non-Formal Education(PSDP-Middle Tech) | Centers<br><b>31</b>  | Teachers<br><b>31</b>  | Boys:<br>Girls: | <b>0</b><br><b>859</b>         | Total:<br><b>859</b>    | Sector:<br><b>Public</b>      |
|    | National Commission for Human Development(Aspire)                  | Centers<br><b>20</b>  | Teachers<br><b>20</b>  | Boys:<br>Girls: | <b>357</b><br><b>44</b>        | Total:<br><b>401</b>    | Sector:<br><b>Public</b>      |
|    | Alkhidmat Foundation / Child Protection Center                     | Centers<br><b>12</b>  | Teachers<br><b>18</b>  | Boys:<br>Girls: | <b>207</b><br><b>139</b>       | Total:<br><b>346</b>    | Sector:<br><b>Development</b> |
|    | EDUCATION SUPPORT PROGRAMME-(UNICEF)                               | Centers<br><b>261</b> | Teachers<br><b>261</b> | Boys:<br>Girls: | <b>4,688</b><br><b>5,456</b>   | Total:<br><b>10,144</b> | Sector:<br><b>Development</b> |
|    | Ghazali Education Foundation                                       | Centers<br><b>35</b>  | Teachers<br><b>35</b>  | Boys:<br>Girls: | <b>322</b><br><b>546</b>       | Total:<br><b>868</b>    | Sector:<br><b>Development</b> |
|   | Helping Hand - for Helpless People Organization Balochistan        | Centers<br><b>3</b>   | Teachers<br><b>3</b>   | Boys:<br>Girls: | <b>37</b><br><b>54</b>         | Total:<br><b>91</b>     | Sector:<br><b>Development</b> |
|  | Pakistan Alliance for Girls Education (PAGE)                       | Centers<br><b>20</b>  | Teachers<br><b>20</b>  | Boys:<br>Girls: | <b>265</b><br><b>334</b>       | Total:<br><b>599</b>    | Sector:<br><b>Development</b> |
|  | SCSPEB (Society)                                                   | Centers<br><b>6</b>   | Teachers<br><b>6</b>   | Boys:<br>Girls: | <b>100</b><br><b>15</b>        | Total:<br><b>115</b>    | Sector:<br><b>Development</b> |
|  | TAKMIL Foundation                                                  | Centers<br><b>36</b>  | Teachers<br><b>36</b>  | Boys:<br>Girls: | <b>554</b><br><b>486</b>       | Total:<br><b>1,040</b>  | Sector:<br><b>Development</b> |
|  | Taraqee Foundation                                                 | Centers<br><b>58</b>  | Teachers<br><b>58</b>  | Boys:<br>Girls: | <b>1,211</b><br><b>1,394</b>   | Total:<br><b>2,605</b>  | Sector:<br><b>Development</b> |
| <b>Total</b>                                                                        |                                                                    | Centers<br><b>751</b> | Teachers<br><b>757</b> | Boys:<br>Girls: | <b>17,990</b><br><b>20,125</b> | Total:<br><b>38,115</b> |                               |

| ICT                                                                                 |                                                |                         |                          |                 |                                |                                                         |
|-------------------------------------------------------------------------------------|------------------------------------------------|-------------------------|--------------------------|-----------------|--------------------------------|---------------------------------------------------------|
|    | Basic Education Community Schools              | Centers<br><b>643</b>   | Teachers<br><b>643</b>   | Boys:<br>Girls: | <b>11,585</b><br><b>10,933</b> | Total:<br><b>22,518</b><br>Sector:<br><b>Public</b>     |
|    | National Commission for Human Development      | Centers<br><b>774</b>   | Teachers<br><b>1390</b>  | Boys:<br>Girls: | <b>9,697</b><br><b>8,463</b>   | Total:<br><b>18,160</b><br>Sector:<br><b>Public</b>     |
|    | National Education Foundation                  | Centers<br><b>72</b>    | Teachers<br><b>166</b>   | Boys:<br>Girls: | <b>2,581</b><br><b>2,727</b>   | Total:<br><b>5,308</b><br>Sector:<br><b>Public</b>      |
|    | Alkhidmat Foundation / Child Protection Center | Centers<br><b>1</b>     | Teachers<br><b>3</b>     | Boys:<br>Girls: | <b>40</b><br><b>10</b>         | Total:<br><b>50</b><br>Sector:<br><b>Development</b>    |
|    | i-feel                                         | Centers<br><b>1</b>     | Teachers<br><b>1</b>     | Boys:<br>Girls: | <b>9</b><br><b>22</b>          | Total:<br><b>31</b><br>Sector:<br><b>Development</b>    |
|    | Junior Jinnah Trust                            | Centers<br><b>8</b>     | Teachers<br><b>16</b>    | Boys:<br>Girls: | <b>137</b><br><b>255</b>       | Total:<br><b>392</b><br>Sector:<br><b>Development</b>   |
|    | Muslim Hands                                   | Centers<br><b>10</b>    | Teachers<br><b>10</b>    | Boys:<br>Girls: | <b>124</b><br><b>108</b>       | Total:<br><b>232</b><br>Sector:<br><b>Development</b>   |
|    | Pakistan Alliance for Girls Education PAGE     | Centers<br><b>32</b>    | Teachers<br><b>32</b>    | Boys:<br>Girls: | <b>384</b><br><b>558</b>       | Total:<br><b>942</b><br>Sector:<br><b>Development</b>   |
|  | Pakistana Teachers Forum                       | Centers<br><b>2</b>     | Teachers<br><b>9</b>     | Boys:<br>Girls: | <b>74</b><br><b>68</b>         | Total:<br><b>142</b><br>Sector:<br><b>Development</b>   |
|  | Pakistan Youth Change Advocates                | Centers<br><b>5</b>     | Teachers<br><b>5</b>     | Boys:<br>Girls: | <b>4</b><br><b>87</b>          | Total:<br><b>91</b><br>Sector:<br><b>Development</b>    |
|  | Sanjh Preet Organization                       | Centers<br><b>10</b>    | Teachers<br><b>12</b>    | Boys:<br>Girls: | <b>236</b><br><b>169</b>       | Total:<br><b>405</b><br>Sector:<br><b>Development</b>   |
|  | SUNBEAMS                                       | Centers<br><b>26</b>    | Teachers<br><b>38</b>    | Boys:<br>Girls: | <b>680</b><br><b>777</b>       | Total:<br><b>1,457</b><br>Sector:<br><b>Development</b> |
|  | Taleem Foundation                              | Centers<br><b>2</b>     | Teachers<br><b>2</b>     | Boys:<br>Girls: | <b>23</b><br><b>37</b>         | Total:<br><b>60</b><br>Sector:<br><b>Development</b>    |
| <b>Total</b>                                                                        |                                                | Centers<br><b>1,586</b> | Teachers<br><b>2,327</b> | Boys:<br>Girls: | <b>25,574</b><br><b>24,214</b> | Total:<br><b>49,788</b>                                 |

| Khyber Pakhtunkhwa                                                                  |                                                                                                                                    |                         |                          |                 |                                  |                                               |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------|-----------------|----------------------------------|-----------------------------------------------|
|    | Elementary & Secondary Education Foundation                                                                                        | Centers<br><b>4,292</b> | Teachers<br><b>6,038</b> | Boys:<br>Girls: | <b>117,802</b><br><b>190,795</b> | Total:<br><b>308,597</b><br>Sector: Public    |
|    | Merrged Areas Education Foundation (MaEF)                                                                                          | Centers<br><b>374</b>   | Teachers<br><b>718</b>   | Boys:<br>Girls: | <b>16,874</b><br><b>14,553</b>   | Total:<br><b>31,427</b><br>Sector: Public     |
|    | National Commission for Human Development                                                                                          | Centers<br><b>47</b>    | Teachers<br><b>47</b>    | Boys:<br>Girls: | <b>776</b><br><b>191</b>         | Total:<br><b>967</b><br>Sector: Public        |
|    | Alkhidmat Foundation / Child Protection Center                                                                                     | Centers<br><b>17</b>    | Teachers<br><b>15</b>    | Boys:<br>Girls: | <b>307</b><br><b>66</b>          | Total:<br><b>373</b><br>Sector: Development   |
|    | ALP-PIU, UNICEF (NMDs)                                                                                                             | Centers<br><b>140</b>   | Teachers<br><b>140</b>   | Boys:<br>Girls: | <b>2,047</b><br><b>2,958</b>     | Total:<br><b>5,005</b><br>Sector: Development |
|    | HI-ECHO(Humanitarian Response to Address Immediate Life Needs of Vulnerable Afghan Communities in Khyber Pakhtunkhwa)              | Centers<br><b>50</b>    | Teachers<br><b>50</b>    | Boys:<br>Girls: | <b>1,088</b><br><b>1,889</b>     | Total:<br><b>2,977</b><br>Sector: Development |
|   | HI-Supporting Humanitarian Assistance for Protection and Education of Afghan Refugees in Khyber Pakhtunkhwa - Pakistan (SHAPE- KP) | Centers<br><b>2</b>     | Teachers<br><b>4</b>     | Boys:<br>Girls: | <b>0</b><br><b>115</b>           | Total:<br><b>115</b><br>Sector: Development   |
|  | Initiative for Development and Empowerment Axis (IDEA)                                                                             | Centers<br><b>34</b>    | Teachers<br><b>46</b>    | Boys:<br>Girls: | <b>0</b><br><b>852</b>           | Total:<br><b>852</b><br>Sector: Development   |
|  | Khweondo Kor                                                                                                                       | Centers<br><b>12</b>    | Teachers<br><b>24</b>    | Boys:<br>Girls: | <b>0</b><br><b>282</b>           | Total:<br><b>282</b><br>Sector: Development   |
|  | Pakistan Alliance for Girls Education PAGE                                                                                         | Centers<br><b>8</b>     | Teachers<br><b>8</b>     | Boys:<br>Girls: | <b>144</b><br><b>206</b>         | Total:<br><b>350</b><br>Sector: Development   |
|  | SRSP/ECW-MYRP (Bringing Back Out of School Children to Education in Selected Districts of KP)                                      | Centers<br><b>15</b>    | Teachers<br><b>15</b>    | Boys:<br>Girls: | <b>0</b><br><b>527</b>           | Total:<br><b>527</b><br>Sector: Public        |
|  | TAKMIL Foundation                                                                                                                  | Centers<br><b>35</b>    | Teachers<br><b>35</b>    | Boys:<br>Girls: | <b>452</b><br><b>611</b>         | Total:<br><b>1,063</b><br>Sector: Development |
| <b>Total</b>                                                                        |                                                                                                                                    | Centers<br><b>5,026</b> | Teachers<br><b>7,140</b> | Boys:<br>Girls: | <b>139,490</b><br><b>213,045</b> | Total:<br><b>352,535</b>                      |

## Punjab

|                                                                                     |                                                                  |                          |                           |                 |                                  |                          |                               |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------|---------------------------|-----------------|----------------------------------|--------------------------|-------------------------------|
|    | Literacy & Non Formal Basic Education Department                 | Centers<br><b>20,338</b> | Teachers<br><b>20,338</b> | Boys:<br>Girls: | <b>315,753</b><br><b>350,809</b> | Total:<br><b>666,562</b> | Sector:<br><b>Public</b>      |
|    | National Commission for Human Development                        | Centers<br><b>61</b>     | Teachers<br><b>61</b>     | Boys:<br>Girls: | <b>1,281</b><br><b>64</b>        | Total:<br><b>1,345</b>   | Sector:<br><b>Public</b>      |
|    | School Education Department South Punjab / Early Morning Schools | Centers<br><b>20</b>     | Teachers<br><b>64</b>     | Boys:<br>Girls: | <b>900</b><br><b>28</b>          | Total:<br><b>928</b>     | Sector:<br><b>Public</b>      |
|    | Alkhidmat Foundation / Child Protection Center                   | Centers<br><b>28</b>     | Teachers<br><b>30</b>     | Boys:<br>Girls: | <b>551</b><br><b>554</b>         | Total:<br><b>1,105</b>   | Sector:<br><b>Development</b> |
|    | Ali Institute of Education                                       | Centers<br><b>3</b>      | Teachers<br><b>4</b>      | Boys:<br>Girls: | <b>30</b><br><b>28</b>           | Total:<br><b>58</b>      | Sector:<br><b>Development</b> |
|    | Bunyad-bridge Pakistan project - KNCU                            | Centers<br><b>48</b>     | Teachers<br><b>48</b>     | Boys:<br>Girls: | <b>0</b><br><b>1,253</b>         | Total:<br><b>1,253</b>   | Sector:<br><b>Development</b> |
|    | Helping Hand for Relief and Development/OOSC                     | Centers<br><b>8</b>      | Teachers<br><b>8</b>      | Boys:<br>Girls: | <b>110</b><br><b>75</b>          | Total:<br><b>185</b>     | Sector:<br><b>Development</b> |
|   | NoonTech School                                                  | Centers<br><b>12</b>     | Teachers<br><b>82</b>     | Boys:<br>Girls: | <b>2,182</b><br><b>2,270</b>     | Total:<br><b>4,452</b>   | Sector:<br><b>Development</b> |
|  | Pakistan Alliance for Girls Education PAGE                       | Centers<br><b>6</b>      | Teachers<br><b>6</b>      | Boys:<br>Girls: | <b>61</b><br><b>74</b>           | Total:<br><b>135</b>     | Sector:<br><b>Development</b> |
|  | Rural Development Foundation/Adult Literacy Program              | Centers<br><b>2</b>      | Teachers<br><b>4</b>      | Boys:<br>Girls: | <b>22</b><br><b>30</b>           | Total:<br><b>52</b>      | Sector:<br><b>Development</b> |
|  | SUNBEAMS                                                         | Centers<br><b>20</b>     | Teachers<br><b>30</b>     | Boys:<br>Girls: | <b>470</b><br><b>251</b>         | Total:<br><b>721</b>     | Sector:<br><b>Development</b> |
|  | TAKMIL Foundation                                                | Centers<br><b>61</b>     | Teachers<br><b>61</b>     | Boys:<br>Girls: | <b>845</b><br><b>991</b>         | Total:<br><b>1,836</b>   | Sector:<br><b>Development</b> |
|  | Wain Foundation School                                           | Centers<br><b>3</b>      | Teachers<br><b>3</b>      | Boys:<br>Girls: | <b>60</b><br><b>59</b>           | Total:<br><b>119</b>     | Sector:<br><b>Development</b> |
| <b>Total</b>                                                                        |                                                                  | Centers<br><b>20,610</b> | Teachers<br><b>20,739</b> | Boys:<br>Girls: | <b>322,273</b><br><b>356,478</b> | Total:<br><b>678,751</b> |                               |

## Sindh

|                                                                                     |                                                                                                                                                     |                       |                        |                 |                                |                         |                               |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|-----------------|--------------------------------|-------------------------|-------------------------------|
|    | Directorate of Literacy & Non Formal Education (with IPS GEF, PAGE, MDF, SMB, TEA, Max Green Skill, GBF, CDF, IRC and SPO)                          | Centers<br><b>500</b> | Teachers<br><b>500</b> | Boys:<br>Girls: | <b>7,751</b><br><b>8,618</b>   | Total:<br><b>16,369</b> | Sector:<br><b>Public</b>      |
|    | National Commission for Human Development                                                                                                           | Centers<br><b>22</b>  | Teachers<br><b>22</b>  | Boys:<br>Girls: | <b>437</b><br><b>29</b>        | Total:<br><b>466</b>    | Sector:<br><b>Public</b>      |
|    | Sindh Education Foundation – AALTP project implemented by following IPs:                                                                            | Centers<br><b>229</b> | Teachers<br><b>760</b> | Boys:<br>Girls: | <b>12,044</b><br><b>16,631</b> | Total:<br><b>28,675</b> | Sector:<br><b>Public</b>      |
|    | Alkhidmat Foundation / Child Protection Center                                                                                                      | Centers<br><b>3</b>   | Teachers<br><b>3</b>   | Boys:<br>Girls: | <b>90</b><br><b>0</b>          | Total:<br><b>90</b>     | Sector:<br><b>Development</b> |
|    | Care Pakistan                                                                                                                                       | Centers<br><b>10</b>  | Teachers<br><b>20</b>  | Boys:<br>Girls: | <b>115</b><br><b>285</b>       | Total:<br><b>400</b>    | Sector:<br><b>Development</b> |
|    | Indus Resource centre                                                                                                                               | Centers<br><b>96</b>  | Teachers<br><b>96</b>  | Boys:<br>Girls: | <b>1,074</b><br><b>3,207</b>   | Total:<br><b>4,281</b>  | Sector:<br><b>Development</b> |
|   | Muslim Hands– Empowering Future: Accelerated Learning Pathways for OOSC and Adolescents, Integrated with Health, Nutrition, WASH, Skill Enhancement | Centers<br><b>80</b>  | Teachers<br><b>80</b>  | Boys:<br>Girls: | <b>59</b><br><b>1,773</b>      | Total:<br><b>1,832</b>  | Sector:<br><b>Development</b> |
|  | Pakistan Alliance for Girls Education PAGE                                                                                                          | Centers<br><b>112</b> | Teachers<br><b>112</b> | Boys:<br>Girls: | <b>1,554</b><br><b>1,812</b>   | Total:<br><b>3,366</b>  | Sector:<br><b>Development</b> |
|  | READ Foundation (Community Based Accelerated Learning Spaces (CBALS) project)                                                                       | Centers<br><b>45</b>  | Teachers<br><b>45</b>  | Boys:<br>Girls: | <b>0</b><br><b>1,350</b>       | Total:<br><b>1,350</b>  | Sector:<br><b>Development</b> |
|  | TAKMIL Foundation                                                                                                                                   | Centers<br><b>22</b>  | Teachers<br><b>22</b>  | Boys:<br>Girls: | <b>257</b><br><b>190</b>       | Total:<br><b>447</b>    | Sector:<br><b>Development</b> |
|  | The NGO World Foundation                                                                                                                            | Centers<br><b>33</b>  | Teachers<br><b>33</b>  | Boys:<br>Girls: | <b>672</b><br><b>463</b>       | Total:<br><b>11,35</b>  | Sector:<br><b>Development</b> |

## Total

Centers **1,152** Teachers **1,693** Boys: **24,053** Girls: **34,358** Total: **58,411**

Grand Total Centers **30,543** Teachers **34,256** Boys: **559,545** Girls: **679,028** Total: **1,238,573**

## OTHER CONTRIBUTORS IN THE NFE SECTOR

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
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|  |  |  |  |

# FINDINGS AND RECOMMENDATIONS

Findings using data given above are given under:

## Supply of NFBE/ ALP against the demand (OOSC scenario)

Pakistan Education Statistics Report 2023-24 reveals that 25.15 million children of 5-16 years of age are out-of-schools in Pakistan, which highlights that 35% children of this age cohort are not attending any schools in Pakistan. Similarly, 7th Population & Housing Census 2023 shares that 25.3 million children of 5-16 years are out of schools, which is very close to what PIE has published.

It is added that 47.1 million children are enrolled in 225,032 schools in Pakistan (all sector schools including public, private, other public). NFBE/ ALP constitutes only 2.6% of the total enrollment in Pakistan (excluding literacy only NFBE/ ALPs).

Given the demand where over 25 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 out of school children (OOSC).

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.

This report confirms that both NFBE and ALPs have witnessed an increase in supply of centers and consequent enrollment.

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

According to 7th Population & Housing Census 2023, literacy rate of 10 years and older population in Pakistan is 60.65%, which means around 39.4% population of 10 years and above is unable to read, write and perform basic arithmetic operations. Number of people who are unable to read and write in Pakistan is 67.5 million, more than population of over 150 countries globally. Nevertheless, both reporting sources confirm a low literacy and higher number illiterates and an equally well thought out and innovative response is awaited by the government to eradicate illiteracy in the country.

NFE statistical report 2024-245 has revealed that there are only 303 literacy centers nationwide that provide literacy, numeracy and life-skills to approximately 4,998 learners, whereas the number of literacy centers was 3,382 during year 2023-24 that provided literacy and numeracy services to around 80,093 youth and adults. However, demand side portrays that approximately 67.5 million people of 10 years and above are in need for literacy or education programmes that would equip them with at least foundational literacy/ learning skills (reading, writing & numeracy). Although, literacy is being uplifted through current school system, a large segment of population that has crossed 16 years of age barrier, necessarily need an additional youth/ adult literacy based foundational learning support to gain basic literacy and numeracy.

Departments and organizations mandated to uplift literacy and provide Non-Formal Education/ ALP should focus on the following:

1. Invest suitably and scale up Youth/ Adult Literacy & Skill Programmes, which are designed and piloted to promote foundational literacy, uplift literacy and support income enhancement for human development.
2. Other innovative strategies should be employed such as "RPL" in adult literacy which recognizes learners' prior learning and allows learners to efficiently acquire literacy.

Therefore, public, private and development sector organizations must prioritize investment for youth and adult literacy, which can be further strengthened by integrating vocational skills. It pertinent to mention that literacy centers, this year, have witnessed a significant decline as compared to previous year's supply of literacy centers; which was 3,382 and has been reported as only 302 this year.

3. "Each One Teaches One" (EOTO) should be implemented wisely by integrating digital technology and related Learning Management System (LMS) for enhanced accountability and transparency.
4. Integrate digital technology in adult literacy to expand outreach.
5. Build capacity of literacy providers on introducing new technology and scale up their programmes.

## NFE Centers, Teachers and Enrollment; Gender Perspective

Percentage of mixed (co-ed) centers in Pakistan 95%, while female centers are 3%. This situation clearly points towards a fact that co-education centers in NFE is one of the strategies to promote girls' education. However, the enrollment statistics reveal that girls are 55% 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 55% and highest girls' enrollment is recorded in KP (60.4), while the lowest is 48.6% in ICT.

- Following are key recommendations:
- Continue to invest in and prioritize girls' education
  - Establish ALP and literacy & skill centers for girls through 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 83%, which again portrays a fact that female education is the priority. Percentage of female teachers at primary level is 84%, at middle level is 73% and for youth/ adult literacy centers is 50%.

High percentage of female teachers has produced better results in terms of promoting girls' education. Therefore, NFE providers are encouraged to continue inducting 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 1% (302 centers), which shows a significant decline as compared to previous year's data where literacy centers were 10% (3,382 centers), while percentage of youth/ adult literacy centers in two years earlier was 4.5% (1,1416 centers). According to these data, supply of youth/ adult literacy centers has decreased significantly in current year, which needs to be highlighted at various forums so that NFE providers from public and development/ private sectors should invest wisely and carefully in uplifting adult literacy and promote skills' development in Pakistan.

**2024-25 = 302 (1% of total NFE)**

**2023-24 = 3,382 (10% of total NFE)**

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

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

- Legislation and implementation of existing legislative framework; implement literacy ordinance with true spirit, especially by implementing "each one teaches one"
- Allocate adequate funds for adult literacy
- Introduce innovative and skills based learning models, integrated genuinely with foundational literacy.
- Digital literacy skills may be offered through literacy and using digital technology
- Introduce RPL in adult literacy

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

It is apprised that NFBE centers for primary and middle levels constitute the majority with around 99% of the total NFE in Pakistan. Out of the total NFBE/ ALPs, 97% are for NFBE/ ALP (Primary), while 3% 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.

NFBE/ ALP (Middle and Middle-Tech)

2024-25 = 930

2023-24 = 2,301

2022-23 = 1,442

After witnessing the greater buy-in of ALP (Middle and Middle-Tech) among the government, communities and children/ youth, 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 41, which reveals that NFE is saturated leaving no room for any additional enrollment as the accepted learner-center ratio is 40:1.

Pupil/ learner center ratio (PVR) for different categories is under:

| Learning Model                     | PCR         |
|------------------------------------|-------------|
| NFBE/ ALP (Primary)                | 41:1        |
| NFBE/ ALP (Middle and Middle-Tech) | 36:1        |
| Youth/ Adult Literacy              | 17:1        |
| <b>Overall NFE</b>                 | <b>41:1</b> |

As the NFE system is operating at its peak capacity in terms of accommodating learners in centers/ classes, it is needed to scale up the system by establishing more NFE centers to address the OOSC and low-literacy crises.

Ratio of learners per teacher is noted to be 36:1, which again reveal that more learners may be accommodated and brought into the NFE system

| Learning Model                     | PTR         |
|------------------------------------|-------------|
| NFBE/ ALP (Primary)                | 38:1        |
| NFBE/ ALP (Middle and Middle-Tech) | 25:1        |
| Youth/ Adult Literacy              | 5:1         |
| <b>Overall NFE</b>                 | <b>36:1</b> |

Optimize the system capacity to take the learners-teacher ratio in youth / adult literacy where it is only 5:1.

However, these ratios are fair in NFBE/ ALP (Primary and Middle-Tech).

## NFE for Non-Pakistanis and Non-Muslims

Percentage of students of other nationalities is 1.3%, which portrays that the NFEMIS collects data of children of other nationalities and that NFE, as a flexible delivery model offers right to education to all children without any discrimination. Data present that total refugee children are 15,747 and all are Afghan nationals. It is added that enrollment of refugee children has witnessed an increase as compared to previous year, which showed that refugee children were 10,181.

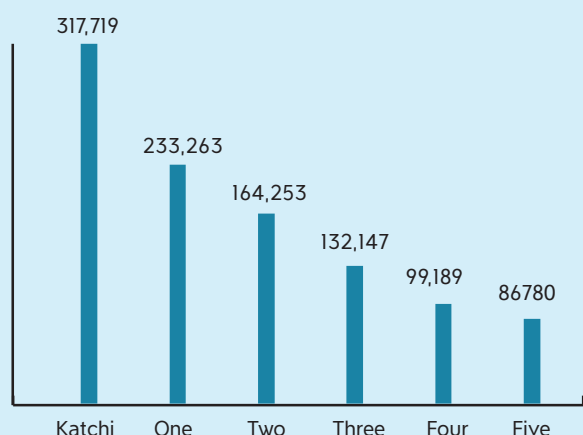
NFE may be considered as a viable learning stream for Non-Pakistani children as they might face issues with national identity and necessary documentation. In such case studying in formal education would appear difficult and studying in NFE would somehow put them at ease as the NFE centers may be established close to their homes/ camps or settlements.

Of the total enrollment in NFE, 1% children belong to religions other than Islam. Major categories of these learners include Hindus and Christians. Hindus have the highest percentage in this category with around 76%, while remaining 24% are Christians. It is added that enrollment of children of other religions have witnessed an increase as compared to previous year's data; it has grown to 11,774 from 7,158.

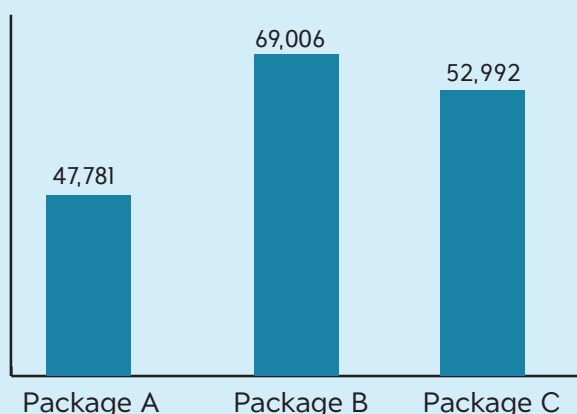
Many families and children who belong to other religions especially those who have poor socio-economic backgrounds, remain excluded of the education system. Therefore, local departments and organization should supply NFE in areas where children of other religions reside. These children should be offered inclusive education where they feel included and don't get a feel of marginalized.

## Retention of learners (situation of vertical movement in grades and packages):

Data of NFBE (conventional NFBEs that use formal education curricula) reveal that retention of learners confront serious challenges and a consistent drop-out is noted in vertical movement of learners (from Katchi to grade 5). Out of total 317,719 learners enrolled in Katchi were reduced to only 86,780 in grade 5.



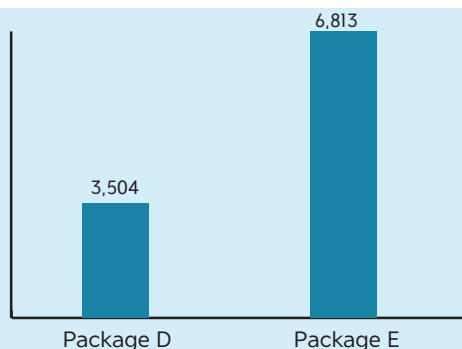
At the same time, ALP system shows better survival rate as 47,781 learners are in Package A and the number in Package C is noted to be 52,992, showing a fact that majority are able to survive to Package C. The ALP (Primary) shows better retention and improved recovery because of its flexibility that allows admission in any Package (grade) based on the placement test and accommodating prior learning. Further, textual materials, teaching & learning strategies and learning environment support improved retention and improved learning gains.



Following are key recommendations to improve survival rates in NFBE/ conventional learning model:

1. Invest more on training of teachers so as they provide quality teaching leading to improved survival
2. Offer co-curricular activities in conventional models/ NFBEs to improve survival and retention of learners
3. Replace selected conventional NFBEs with ALP as ALP has proved to be more flexible, improved textual materials, learning strategies, adequately trained teachers and follow up support system.
4. 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.
5. Invest more in scaling up ALP (Primary) to attain improved retention rates and improved learning performance of learners

Similarly, ALP (Middle-Tech) shows improved enrollment in Package E than it is in Package D. (3,504 in Package D and 6,813 in Package E), a result of open admission policy, accommodating prior learning of learners and interesting / interactive teaching & learning environment.



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

Data of NFE centers, especially in NFBE (Primary and Middle) category reveal that 15% 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) is being implemented since past few years, while ALP (Middle-Tech) has been introduced a couple of years ago in collaboration with Allama Iqbal Open University (AIU) across the country. Additionally, ALP (Middle & Middle-Tech) is 35% of the total supply in NFBE/ ALP middle level.

It is important to mention that expansion of ALP (Primary) has witnessed an increase this year, whereas ALP (Middle-Tech) has observed decline as compared to previous year's data. Trends are given under:

| ALPs              | 2023-24 | 2024-25 |
|-------------------|---------|---------|
| ALP (Primary)     | 149,128 | 169,779 |
| ALP (Middle-Tech) | 58,623  | 10,317  |

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 and serve as continuing learning options within the NFE setting. 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 3% 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 their vital role in providing the right to education to children. Approximately 41 public and private/ development sector organizations are operating in NFE in Pakistan and 14 of these belong to public sector departments/ directorates and authorities/ autonomous organizations. However, major funding in NFE is coming 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 10% in previous year, which has reduced to 3% in the current reporting period.

Development sector, which is already contributing around 3% of the total enrollment in NFE in Pakistan, should invest more on supply side to attract more out of school children, illiterate youth and adults and also support the provincial/ area governments in addressing the quality gaps and introduce innovative learning models that are age appropriate, cost effective, locally relevant and contribute in human capital development.

## LAUNCHING OF NFE REPORT 2023-24





# MEDIA COVERAGE



## Minister stresses focus on female education

**ISLAMABAD** — The federal minister for education and professional training, Dr. Khalid Maqbool Siddiqui, has stressed the need to focus on female education during the launch of the National Action Plan for Non-Formal Education 2023-24 at Allama Iqbal Open University (AIOU) today.

The minister announced the launch of the National Action Plan for Non-Formal Education 2023-24, which aims to provide quality education to out-of-school children and young adults. He emphasized the importance of female education and the need to provide equal opportunities for girls and women.

Dr. Siddiqui said that the government is committed to providing quality education to all citizens, regardless of their gender or socio-economic status. He highlighted the need to focus on female education and the importance of providing equal opportunities for girls and women.

DNA NEWS AGENCY CENTRELINE 8-PAPER ARTS & CULTURE TRAVELOGUE PAKISTAN HEALTH AFRICA



## AIOU Launches 2023-24 Non-Formal Education Report; Minister Siddiqui Urges Data-Driven Policy

**ISLAMABAD** — The launching ceremony of Pakistan's Non-Formal Education Report 2023-24 was held today at Allama Iqbal Open University (AIOU), with Federal Minister for Education and Professional Training, Dr. Khalid Maqbool Siddiqui, attending as the chief guest.



**ISLAMABAD: JULY 10 (DNA):** The launching ceremony of Pakistan's Non-Formal Education Report 2023-24 was held today at Allama Iqbal Open University (AIOU), with Federal Minister for Education and Professional Training, Dr. Khalid Maqbool Siddiqui, attending as the chief guest.



## Non-formal education policy in works to end out-of-school crisis



Federal Minister for Education and Professional Training Dr. Khalid Maqbool Siddiqui addresses an event in Islamabad on June 8, 2024. — AFP

Islamabad: Federal Minister for Education and Professional Training Dr. Khalid Maqbool Siddiqui on Thursday announced that the Federal Non-Formal Education Policy 2025 was currently in development, with the ambitious objective of achieving a 'zero out-of-school children' target.

He also declared that the National Action Plan for Non-Formal Education 2025 was also in the works to support that goal. During the launch of Pakistan's Non-Formal Education Report 2023-24 on the main campus of the Allama Iqbal Open University here, Dr. Siddiqui said that out-of-school children were being brought into the education system through accelerated learning programmes.

He also revealed plans for a comprehensive management framework and a standardised teacher assessment system, both of which will soon be introduced to strengthen the sector. Emphasising the importance of evidence-based strategies, the minister said that his ministry was prioritising data-driven policymaking to align with contemporary educational demands.

Federal Secretary for Education Nadim Malik (left) participated in the event.

The minister appreciated the collaborative efforts of the Jinnah Education Trust (JET), the Pakistan Institute of Education (PIE), which contributed to the development of the report.

Highlighting the significance of data, Dr. Siddiqui noted, "Access, quality, and governance in non-formal education can only be improved through robust and reliable data systems."

He emphasized that the CMIS (Education Management Information System) will be dedicated to non-formal education to facilitate effectively and is instrumental in tracking progress.

The minister announced that the Federal Non-Formal Education Policy is currently under preparation, with the ambitious goal of achieving "Zero Out-of-School Children." Work is also ongoing on the National Action Plan for Non-Formal Education 2025, he added.

Dr. Siddiqui revealed that a comprehensive management framework and a standardised assessment system for teachers will soon be introduced.

Furthermore, out-of-school children are being brought back into the education system through accelerated learning programs.

He reiterated that the Ministry is prioritising data-driven policymaking, which aligns with modern educational needs. "This report reflects strong coordination among federal and provincial institutions," he stated, and praised the contribution of PIE and JET as "commendable."

Calling upon all stakeholders, Dr. Siddiqui urged them to make full use of the data provided in the report to enhance educational planning and research.

"Education is the foundation of any progressive society," the minister emphasized. "No nation can move forward without investing in education." He said that special attention is being given to female education, noting that "educated women are being empowered economically, and their participation is essential for national development, as they represent half of the population." — Huff Reporter



Federal Minister for Education Dr. Khalid Maqbool Siddiqui, Secretary Nadim Malik, and AIOU VC Dr. Nasir Maqbool distribute prizes among position holders during the launch of the Annual Pakistan Non-Formal Education Statistical Report 2023-24 at AIOU in Islamabad on Thursday. — AFP



## Non-formal education policy in works to end out-of-school crisis

**Jamali Informed**

During the launch of Pakistan's Non-Formal Education Report 2024 on the 10th anniversary of the National Open University (NOU), Federal Minister for Education and Professional Training Dr. Farhat Ishtiaq said that the report highlighted the need to bring out-of-school children into the education system through accelerated learning programmes.

The report also called for the development of a national framework and a standardised teacher assessment system, both of which will serve the government to strengthen the sector.

Emphasising the importance of evidence-based strategies, the minister said that his ministry was prioritising data-driven policymaking to align with contemporary educational demands.

"The report reflects efforts to mobilise resources, harness federal and provincial institutions," he stated, commending the Pakistan Institute for Education and the IC-3 supported NFE Project for their contributions.

Urging all stakeholders to utilise the findings and data of the report, Dr. Ishtiaq highlighted its importance for planning, monitoring and policy development.

He underscored the pivotal role of education in sustained progress, noting its role in our advance without any reliable data system.

The minister stressed that the federal government was accelerating special measures to boost education, recognising its role in economic engagement and inclusive development.

"When government built the population, their participation is essential for sustained growth," he said.

Calling the report a "milestone" for informed policymaking, Dr. Ishtiaq promised that improvements in access, quality and governance in non-formal education depend on reliable data system.

He noted that the Education Management Information System (EMIS) had been operationalised, enabling effective and planning a key role in tracking progress.

Federal education secretary Nayyaz Hashmi also attended the event.

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اسلام آباد: وفاقی وزیر تعلیم خالد مقبول صدیقی کا تقریب سے خطاب

کوئی معاشرہ تعلیم کے فروغ کے بغیر آگے نہیں بڑھ سکتا، خالد مقبول صدیقی



وفاقی وزیر تعلیم خالد مقبول صدیقی کا تقریب سے خطاب

تعلیم نظام کو جدید تقاضوں پر استوار کیا جا رہا ہے، خالد مقبول صدیقی

کوئی معاشرہ تعلیم کے فروغ کے بغیر آگے نہیں بڑھ سکتا، خالد مقبول صدیقی

خواتین کی تعلیم پر خصوصی توجہ دی جا رہی ہے، وفاقی وزیر خالد مقبول صدیقی

تعلیم یافتہ خواتین کو معاشی لحاظ سے بھی خود مختار بنانا ضروری ہے، خالد مقبول صدیقی

خواتین آبادی کا نصف حصہ، انکی شمولیت بغیر ترقی ممکن نہیں، خالد مقبول صدیقی





Management Information System (MIS) wing  
Pakistan Institute of Education (PIE)  
Ministry of Federal Education and Professional training,  
Government of Pakistan

In collaboration with  
JICA-Advancing Quality Alternative Learning (AQAL-III)  
February, 2026