SITUATION ANALYSIS

Pre-policy study of Non-Formal Education, Balochistan

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Directorate of Literacy and Non-Formal Education, Department of Social Welfare, Special Education, Literacy and Non-Formal Education, and Human Rights, Government of Balochistan

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Background

The Directorate of Literacy and Non-Formal Education (DL&NFE) is responsible to design and implement programmes to promote literacy and non-formal basic education in Balochistan and has recently developed the Balochistan Literacy Plan 2010- 2015, with a vision of 'Literate, educated and prosperous Balochistan province' (BESP 2014). The plan, points to the fact that there is an extremely high rate of illiteracy in the province, with huge disparities between urban and rural, rich and poor, men and women, and this will require strong commitment from the provincial government. Unfortunately, there is no policy for Non-Formal Education (NFE) in Pakistan. Therefore, the Directorate of Literacy and Non-Formal Education (DL&NFE), Government of Balochistan is in the process of developing a Non-formal Education (NFE) policy, especially in the wake of the 18th constitutional amendment. The Provincial Government of Balochistan has stated its strategic direction and priorities for NFE in Balochistan Education Sector Plan to have holistic consensus on seeking support of the development partners, donors and NGOs. By focusing on the key knowledge gaps related to NFE, the Balochistan situation analysis is intended to make an important contribution to shaping the development of the NFE policy to accelerate access for out-of-school children, and contribute in creating suitable conditions for lifelong learning.

The proposed situation analysis holistically analyses the situation of non-formal education (both NFBE and adult literacy) at provincial and at community levels. The analysis highlights in-depth situation of NFE with reference to out-of-school children and to what extent the approach is turning out to be effective in the long run for universal access for all children to education. The non-formal education situation analysis describes non-formal education with reference to its linkages with formal education as a bridge and as a priority for other national and international actors.

Specifically, the process of developing a situation analysis will:

a) Use available data and other information to accurately identify trends, patterns, incidence and causes of out-of-school children (e.g. child mortality, stunting, low levels of birth registration, low school enrolment and achievement or violence against children), disaggregated by relevant segments of the population.

b) Identify and analyze the barriers and bottlenecks that prevent disadvantaged children, adolescents and youth from benefiting from NFE interventions.

c) Analyze the extent to which the evidence-based interventions of NFE are providing learning opportunities for children, adolescents and youths. This would include an analysis of the extent to which there is an enabling environment for the realization of the rights of children, youth and adults, including the promotion of positive social norms and behaviors, organization of services, institutional capacities at provincial, district and community levels.

Rationale

The situation analysis provides strategic value for the policy development process in NFE sector. It ensures rigor in the conduct of the analysis, and provides a balance between the involvement of the difference stakeholders, think tanks, research institutions, NGOs, the private sector and children, adolescents, and youths. The process is inclusive through a viable consultative process led by the Directorate of Literacy and Non-Formal Education (DL&NFE).

The timing of this situation analysis is linked to the policy development process, of the BESP implementation. The Secretary Social Welfare Department is taking lead and monitoring progress on Balochistan NFE Policy development.

Introduction to Non-Formal Education (NFE) and Life-long Learning

According to UNESCO, Non-Formal Education (NFE) may encompass educational programmes aimed at imparting basic education for out-of-school children, adult literacy, life skills, work skills and general knowledge. NFE doesn't necessarily follow a ladder system. It may have varied durations and may or may not confer certification of the learning achievements. NFE may also serve as bridge programme to help children, youth and adults to improve their academic skills to the point where they can re-enter the formal school system. The defining characteristic of Non-Formal Education is that it is an addition, alternative and/ or complement to formal education within the process of life-long learning of individuals. Non-Formal education programmes are equivalent education programmes and are accelerated and flexible in nature that provide a second chance to those who missed their early years of schooling or dropped out from the formal school system.

Sustainable Development Goal (SDG) # 4 emphasizes to promote life-long learning (LLL) that specifies "not only schooling but also before and after schooling as well as other learning spaces and opportunities than schools". Life-long learning is an investment to develop human resources for equipping them with latest knowledge and skills (Lengrand 1960).

Life-long learning is about acquiring and updating knowledge, skills, abilities and qualifications by means of formal, non-formal and informal education approaches all through the life. The concept of life-long learning becomes further meaningful with life-wide learning that focuses acquiring a range of knowledge, skills and competencies in different fields of life. Life-long learning, coupled with life-wide learning is in fact a mid-set and a habit of adaptability and adaptability that enables the individuals to learn continuously and regularly a variety of disciplines and helps in creating knowledge-based society and culture that values all forms of learning.

Non-Formal Education is a form of learning that promotes "life-long learning" by offering a range of accelerated, flexible and need based education programmes for children, young people and adults, especially those who missed the formal education for various reasons. However, it is different from informal learning in that it involves a conscious and formal effort and necessary paraphernalia to impart it.

Objectives of Situation Analysis

The objectives of situation analysis are:

- To improve the understanding of the current status of non-formal education in Balochistan and the causes of inequities that prevent access to basic education and literacy opportunities, as the basis for recommending actions for policy development;

- To provide baseline information to use as the basis to make policy decisions for institutional capacity development needed to strengthen capacity at provincial and district – levels to plan, monitor the implementation of the NFE policy.

- To map contribution of all relevant stakeholders who contribute to non-formal education in Balochistan and propose strategic options for policy development.
- Provide key information for the development of the non-formal education policy for Balochistan

Key Questions for the Situation Analysis

The key questions for the of situation analysis of non-formal education in Balochistan should seek to respond to the following questions, either through direct consideration, or through reference to other documents in which these are adequately addressed:

1. How has non-formal education been prioritized in the recent and the past national education policies and briefs in Pakistan with special focus on Balochistan?
2. How is non-formal education prioritized in the recent national education policy and plans, such as the Balochistan Education Sector Plan (BESP) as well as in international instruments and policy priorities?
3. What is the existing situation of non-formal education in Balochistan, with reference to: (a) NFE schools/ centers? (b) the village education committees (VECs) and their support functions in centers' development? (c), and NFBE and adult literacy programmes at village level and its linkages with other education providers in the village (formal public and private schools)?
4. What are the underlying causes of gender and other inequalities in access to education which is contributing to the challenge of out-of-school children (OOSC) in Balochistan?
5. What innovative and effective non-formal models are being offered by different actors which can be replicated by the Government of Balochistan?
6. What is the status of funding and the donors operating in Balochistan, especially those funding or intending to fund non-formal education? What is the contribution of non-formal education actors and their services other than the government in Balochistan?
7. What programme interventions and resource mobilization and allocation options should be considered in the future for NFE?
8. What are the linkages with Secondary Education Department with special reference to mainstreaming of learners and coordination between the teachers of NFBE and formal school teachers?
9. To what extent the NFE programmes are suitable to the situation of OOSC in Balochistan? What are the salient features of the NFE programme (curriculum, textbooks, assessment etc) and its delivery at the school/ village levels?
10. What existing social, institutional and political factors (e.g. social norms, institutional capacities at all levels of government, accountability and coordination mechanisms, policy and legal frameworks) impede or could potentially support the creation of an enabling environment for NFE?
11. Have the satisfaction levels of beneficiaries, including learners, their parents and communities on NFE services with particular focus on NFBE and adult literacy programmes improved over time?

Methodology

Methodology adopted to carry out situation analysis of NFE in Balochistan encompassed a combination of both secondary and primary data sources. It included a comprehensive desk review of existing information, such as policy documents, reports of studies, researches, evaluations, and programme documents, and primary (qualitative and quantitative) data collection. The situation analysis was carried out primarily through; 1) Literature review and 2) interviewing the staff members of the non-formal directorate, 3) interviewing teachers of non-formal basic education schools, 4) focus group discussions with the directorate staff and other stakeholders at provincial level especially those representing UN, INGOs and donor agencies. Visits were also planned to the villages to conduct interviews and meetings with teachers, learners, parents and communities to analyze the local situation.

Primary Data Sources

1. Surveys including PSLM, MICS, EMIS, ASER and other education surveys (latest publications)
2. Key informant interviews (KIIs) with teachers of NFBE schools and adult literacy centers
3. Focus Group Discussions (FGDs) and consultations with representative groups of 1) Children/ adolescents, 2) young people, 3) VEC & community members (men and women), especially disadvantaged groups, such as ethnic minorities and children with disabilities.
4. Physical observation of NFBE schools and adult literacy centers

Secondary Data Sources

Routine Reports from Government

- Reports, documents developed by the provincial directorates of non-formal education
- Annual Reports of Ministries
- Sectoral and thematic reports

Policy documents

- National education policy (NEP) 2009/2010
- National education policies (previous)
- NFE policy documents from the neighboring countries in South Asia, Africa, far East and Europe.

Studies and Analytical work

- Academic studies
- Thematic studies (ex. Child Poverty Studies)
- Mapping study on Non-formal and alternative education
- Previous SitAns, including those done by other institutions
- Analytical reports by other agencies (e.g., UNESCO, UNICEF, JICA, World Bank, specialized agencies, and regional commissions)
- Reviews of social sector actors working on NFE, provincial education/ non-formal education directorates
- Budget reviews (Example: Public Expenditure Reviews etc...)
- Legislative reviews (Article 21 A etc.)

Reports from Programme Reviews and Evaluations

- Balochistan Education Sector Plan (BESP)
- National Plan of Action 2014-2015
- Plans, reports and other publications developed by CBOs, NGOs and I-NGO on non-formal education
- Aide memoire of the Joint Education Sector review for Balochistan
- Programme Review findings from CSOs
- Country Programme Evaluations

(Adapted from the UNICEF guidance for Situation Analysis)

Additional consultations and mapping of NFE providers:

Additional consultations with primary stakeholders of NFE in Balochistan and mapping of the NFE providers in the province was also held as part of the methodology to conduct the situation analysis.

Details are underneath:

Consultations with the stakeholders

Involvement of the provincial government, civil society and other donors, development partners and other stakeholders throughout the SitAn process has been a pre-requisite for its acceptance into policy and strategy formulation, budgetary allocations, programme implementation, monitoring, evaluation and supervision. The key stakeholders included:

- Key departments/ sections within the secondary education department such as directorate of literacy & NFE, directorate of schools, Bureau of Curriculum, Balochistan Textbook Board, Provincial Institute of Teacher Education and Balochistan Assessment & Examination Commission.
- Relevant civil society organizations, including local NGOs and I-NGOs
- International Development Partners

Mapping of partners and their activities

Mapping of NFE providers and consultations with them not only provided substance for the situation analysis but also enhanced their ownership to the NFE phenomenon. Consultation and close coordination with all NFE service providers at the provincial and district level, including with civil society organizations, INGOs/ NGOs, and development partners/ agencies were held. The principles of partnership, participation and resource sharing have remained crucial for the policy formulation.

A mapping of the agendas, approaches as well as the capacity of partners provided the basis for information for policy formulation. This mapping exercise was used to examine the strengths, weaknesses, opportunities and threats with regards to NFE provision.

FINDINGS OF THE SITUATION ANALYSIS

International, National And Sub-National Policy Context

International Instruments, SDGs, EDUCATION 2030

The SDG-4 states to provide inclusive and equitable quality education and life-long learning opportunities for all. It is worthwhile to mention that the education 2030 framework for action, Incheon Declaration translates the SDG-4 into action. Paragraph 10 of the education 2030 describes "We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance and enhancement. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision."

Accelerated, flexible, non-formal and informal education; provide that this form of education is accredited and valid, has been termed as important in this framework.

Government of Pakistan is supposed to provide the Right to Education (RTE) to every citizen as part of its obligation as enshrined in the article 37(b) of the constitution of Islamic Republic of Pakistan. The said article

vows to "**promote, with special care, the educational and economic interests of backward classes or areas; and remove illiteracy and provide free and compulsory secondary education within minimum possible period**". In order to realize the right to education, **the concurrent list (No. 38) of the constitution of Pakistan requires the relevant authorities to appropriately work on the Curriculum, Syllabus, Planning, Policy, Centres of Excellence and the Standards of Education to address quality aspect**. Growing need of education in the society coupled with international commitments to other nations have forced the political governments to make necessary legislative and constitutional provisions which the nation witnessed a few years back in the form of 18th constitutional amendment that held the Provincial Governments responsible to provide education to every citizen between the age of 5-16 under the historical article 25-A that guarantees the right to education as "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law" (Sectoral Plan, 2013).

The said constitutional provision conforms to the various international commitments and covenants that Pakistan has made under SDGs and education 2030 (formerly known as MDGs and EFA) human rights declaration and the convention on the rights of children (CRC). It is pertinent to mention that out of eight MDG goals, second goal specifies education; to achieve universal primary education. The said goal laid further focus on three key areas and expected member nations to achieve the related targets. Unfortunately Pakistan could not achieve the targets.

Similarly, EFA has also emphasized the goals and targets for various sub-themes of education as early childhood education (ECE), primary education, retention, completion, gender parity and adult literacy. Pakistan's progress towards EFA goals has not been on track except for an indicator of gender parity which was achieved to an extent.

Non-Formal Education; Policy and Historical Perspective

Non-Formal Education (NFE) has got the foremost importance alongside the formal education especially in

where the country is facing complex challenges with huge number of illiterates and out-of-school children (OOSC). The NFE as an approach has be embarked upon since the very inception of Pakistan in 1947 when an adult education committee was formed in the "Pakistan Education Conference" and the provinces were expected to take appropriate measures to improve the literacy rate which was recorded to be 17% in that year. Forthcoming education plans addressed the Non-Formal Education component under different programmes e.g. "each one teach one" and schools to serve as "community centers" but inadequate financial allocation did not let the initiatives flourish till the year 1970 when 2.3 million rupees were specified for adult literacy programme that aimed specifically at enhancing literacy among adults. The then National Education Policy (NEP) targeted five million illiterates and formed an advisory council for an effective oversight of the adult literacy programmes. The NEP 1970 proposed several programmes under the Non-Formal Education as functional education, Industrial establishments to run literacy classes for workers and National Education Corps. Year 1972 is known as among the years that institutionalized literacy; three key literacy programmes on 1) Mass Literacy Programmes, 2) Literacy Centers in schools, factories, farms, union council halls and at other community places, and 3) Use of media for literacy promotion; with an amount of 11 million PAK rupees (UNESCO, 2003). Non-Formal Basic Education was also included in education programming in 1979 by forming Mohalla and Mosque schools (Masjid Maktab schools) and then in 1986 when the federal government launched Non-Formal Basic Education project which was renamed as Basic Education Community Schools (BECS) project. The BECS was administered by the National Education Foundation (NEF) and was later institutionalized as an autonomous entity under the Federal Education Ministry. Besides, the federal government encouraged the provinces to set up Non-Formal Basic Education schools as an accelerated, alternative and flexible strategy towards universal primary education targets (NPA, 2013).

Since independence, eight national education policies; including the commission, eight five year education plans, several other national level programmes, schemes, and national level conferences and seminars have been held to promote access and quality of education (Bengali, 1999). Almost all the national policies, plans, commissions and conferences recognized Non-Formal Education as a workable strategy in accelerating the efforts towards 100% enrolment at primary level and addressing the illiteracy through literacy programmes for adults. It is worth mentioning that adult literacy has always been planned and executed jointly with life skills, making people functionally literate and pre-vocational skills to help people acquire income generating skilled to grow economically and contribute actively to the national income.

The National Education Policy 2009 and the Non-Formal Education:

National Education Policy 2009 is thought to be the hallmark for education in the history of policy development in Pakistan, especially when it is viewed with reference to the Non-Formal Education. Non-Formal Basic Education and the Adult Literacy coupled with the pre-vocational and technical education/ training are very well elaborated and argued in chapter five, six and seven. Some of the salient features of the policy especially those concerning the non-formal learning and literacy are as under:

1. Inter-Provincial Education Ministers' Conference (IPEMC) with representation of all the federating units, will be the highest body to oversee progress of education in the country. Non-formal education can be well advocated through this forum.
2. NEP emphasizes working age population/ youth which shows a demographic transition this country is

1. NEP points towards growing social inequalities and expects non-formal education to address the same to the best possible extent.
2. NEP 2009 stresses upon the standard based education, improvement in curricula, accreditation and other initiatives of this kind. Introduction of standards, curricula and accreditation in non-formal education is expected as well which are basics for improved quality of education.
3. In the economic field, literacy scores contribute to higher productivity, a contribution that is in addition to the contribution made by years of schooling. A more literate person has higher participation rates in the labor force, is more likely to be an entrepreneur, and is more open to adopting new techniques of production. A literate parent contributes to better leaning achievement for his or her children (NEP 2009; 102)

Some policy action proposed by the national education policy with respect to the non-formal learning are given under:

1. Upscaling the ongoing Non-Formal Education programmes to meet 86% target
2. Focusing institutional stability and enhancing budgets to sustain the non-formal programmes
3. Focusing the quality through curricula, standards, instructional material and teacher's training as well as skills based programming
4. Developing standards for Non-Formal Education for quality assurance through accreditation and viable certification
5. Mainstreaming non-formal students into formal streams for continuing education
6. At least 3% of total education budget to be specified for Adult Literacy and Non-Formal Basic Education (NFBE)
7. Linking industry and Non-Formal Education
8. Linking schools with industry
9. Non-Formal Education for child laborers
10. Non-Formal Basic Education to be expanded to grade 10 (secondary level)
11. Literacy skills programmes for child laborers
12. Making productive use of formal school buildings for evening shift classes under NFE approach
13. Focus on NFE teachers' capacity and enhance the same through extensive trainings
14. Finding out the partnerships with national and international partners.
15. Chapter 7 of the NEP 2009 focuses technical and vocational education jointly executed with the Non-Formal Education/ learning which is to be reassured and relooked to make a technically aware Pakistan.

Sustainable Development Goal (SDG) # 4:

The SDG-4 emphasizes on the provision of inclusive and equitable quality education and life-long learning opportunities for all. Education 2030 framework for action, 'Incheon Declaration' translates the SDG-4 into action. Paragraph 10 of the Education 2030 reads, "We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance'.

It is pertinent to mention here that other SDGs including those on gender equity, health, environment/ climate change are also addressed by the NFBE and adult literacy as both of these encompass society at large and their education and awareness in particular.

Balochistan Comprehensive Strategy Paper (BCSP)

BCSP suggests comprehensive strategies to improve the school education, higher education and technical & vocational education by earmarking more funds and making productive use of existing educational infrastructure. The BCSP stresses upon the need to strengthen the literacy programmes by actively partnering the prominent organizations to achieve the literacy target, which was set to be 64% for coming 3 to 5 years. The community schools' concept was proposed to be implemented through Balochistan Education Foundation (BEF), for which the funding is awaited from the World Bank or other sources.

Balochistan Education Sector plan (BESP) 2013-18 and NFE Policy in Balochistan

Balochistan Education Sector Plan (BESP) 2013-18 identifies the Balochistan NFE policy as one of the priority requirements of Balochistan NFE sector to steer the process of expanding basic education and literacy in the province.

The BESP aims at institutionalizing adult/ youth literacy and Non-Formal Basic Education to increase literacy rate and contribute in reducing the number out-of-school children through formulating policy and legislative framework for Non-Formal Education, bring in place the necessary institutional arrangements and increase awareness among the stakeholders and communities about Non-Formal Education. The BESP stresses upon reviewing and developing teaching & learning materials which address the diverse learning needs of the children and adults through NFE approaches, setting up Monitoring & Evaluation and data management systems for NFE in the province and strengthening institutional set up of the NFE governance to build capacity of the NFE teachers in Balochistan. Through these reforms, the BESP envisages transition from ad-hoc and interrupted project modes to a sustainable and independent programme based approach.

PREVAILING ILLITERACY AND OUT-OF-SCHOOL CHILDREN

Adult Literacy in Balochistan

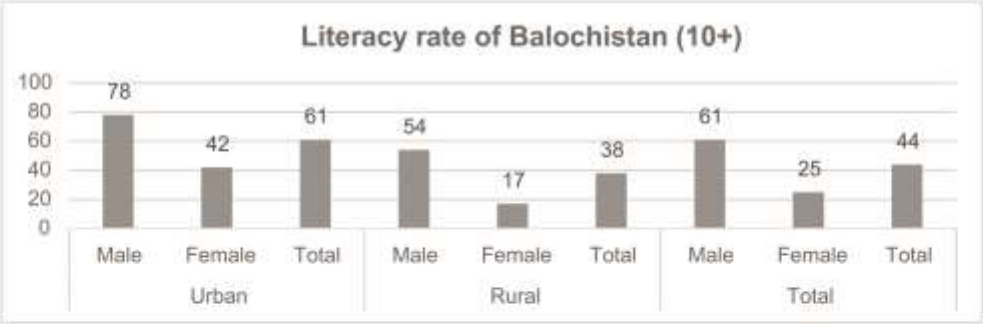
PSLM conducts literacy survey and publishes status of literacy in Pakistan including all the provinces. The literacy rates are disaggregated by gender and area (rural and urban). The literacy survey is conducted for two age cohorts; 10 years & above and 15 years & above. Table below discusses gender and area disaggregated literacy rates of all provinces of Pakistan for 10 years and older population.

Provinces	Urban	Rural	Total						
	Male	Female	**Total**	Male	Female	**Total**	Male	Female	**Total**
Punjab	82	73	**77**	65	45	**55**	71	55	**63**
Sindh	82	70	**76**	55	24	**40**	70	49	**60**
KP	80	52	**66**	69	31	**50**	71	35	**53**
Balochistan	78	42	**61**	54	17	**38**	61	25	**44**
Pakistan	**82**	**69**	**76**	**63**	**38**	**51**	**70**	**49**	**60**

Source: PSLM 2014-15; Literacy rate of 10 years and above population

According to the table, Punjab tops the list with 63% while Balochistan is at the bottom with only 44% literacy rate. Similarly, Balochistan is at bottom when compared with reference to rural, urban and male, female variables. Literacy rate of rural female in Balochistan is alarmingly low, significantly lower than rural females of other provinces.

Female literacy rate both in urban and rural areas of Balochistan is significantly low as compared to male literacy. Literacy rate in rural areas of Balochistan is reported to be very low at just 38%.

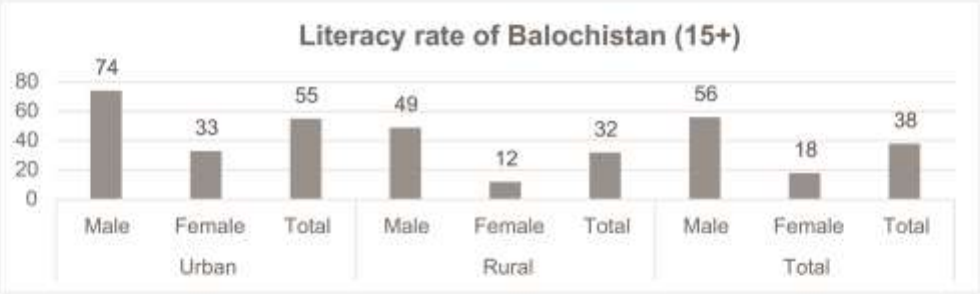


Situation of literacy rate for 15 years and older population shows a further deteriorated picture than it was noted for 10 years plus population. Balochistan again falls significantly short and stays at bottom with only 38% literacy. Difference from the other lowest province, which is KP is drastic.

Provinces	Urban	Rural	Total						
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	81	70	**75**	62	41	**51**	69	51	**60**
Sindh	82	68	**75**	54	20	**38**	70	46	**58**
KP	77	46	**61**	64	25	**43**	66	29	**47**
Balochistan	74	33	**55**	49	12	**32**	56	18	**38**
Pakistan	**81**	**66**	**74**	**60**	**33**	**46**	**68**	**45**	**57**

Source: PSLM 2014-15; Literacy rate of 15 years and above population

The graph below presents overall situation of literacy in Balochistan. Literacy situation of rural Balochistan is terribly low and that only 12% rural female over 15 years of age are literate. This is critically sad and requires the decision makers to give proper attention to this issue.



Concluding the literacy scenario, it is apprised that the literacy all across Pakistan has emerged as a big challenge, especially in Balochistan province, which is at the bottom in the list of all provinces of Pakistan. Poor rank of Balochistan province is not just in overall literacy but also in other categories such rural, urban and male,

female. Balochistan is the largest province with 44% area and accommodates only 5% population in scattered settlements of hilly, coastal and plain geographies. Such difficult topographical traits makes it hard to provide education and literacy services at the door step of every individual that has resulted in witnessing the alarmingly low literacy rate of rural female; reported to be just 17% for 10+ and 12% for 15+ population. This type of huge illiteracy in rural women and men restricts the development pace and signifies massively low human development indicators.

Out-of-school children and adult illiterates in Balochistan:

Total children of school going age (5-16) in Balochistan are around 2.6 million, out of which only 0.91 million children are enrolled in educational institutions while 1.8 million are out of schools. The percentage enrolled and those not enrolled demonstrate 29.05% and 70.95% respectively; showing that a huge number is yet to be brought in the schools. Another important point to discuss is the number of children enrolled in non-formal schools. According to the ALP enrolment estimates, out of total enrolled, 9.64% children are enrolled in non-formal centers revealing that a small number of ALPs exist in Balochistan.

Children (5-16 years)	Boys	Girls	Total
Population (5-16)	1,427,049	1,258,849	**2,685,898**
In school	558,562	351,398	**909,960**
Out of school	868,487	907,451	**1,775,938**
OOSC %age	**60.9**	**72.1**	**66.1**

Source: National - EMIS 2014-15

Table: analysis of children (5-16)

Total Population		Total Enrolled	Enrolled in ALPs	OOSC
2,631,876		764,430	73,680	1,867,446

Source: National - EMIS 2014-15

Key notes:

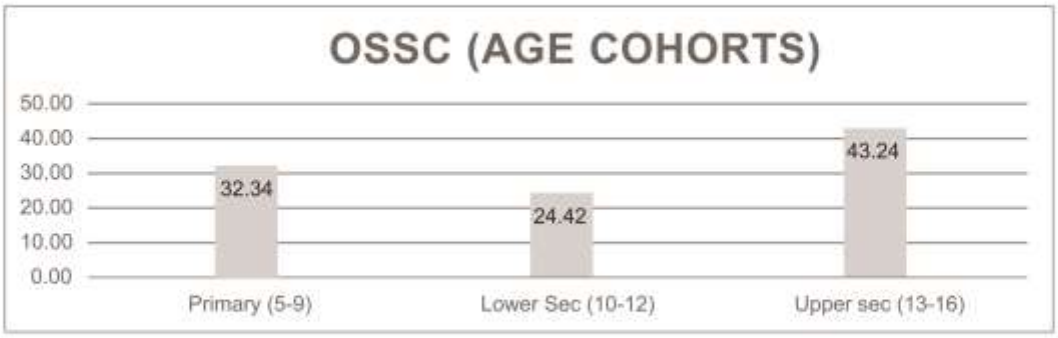
Total OOSC = 70.95% (girls are 43.27%)

Total Enrolled = 29.05% (43% girls)

Total enrolled in ALPs = 9.64% (girls constitute 44.6%)

The out of school children number needs more and in-depth analysis in different age cohorts. The below given figure provides a picture of the OOSC in three age cohorts and suggests that secondary level age group 13-16 is at high risk and needs attention because of the high number of out of school. Similarly the primary school age group also shows high vulnerability requiring the planners to focus on both NFBEs and adult literacy along with thinking of some non-formal secondary initiatives.

Figure: OOSC percentage in three age brackets



Situation of Out-of-schools children and public sector schools in past 10 years

According to N-EMIS, total children of school going age (5-16) in Balochistan are 2.6 million (approximately 27% of total population of Balochistan), out of which only 1.04 million children are enrolled in educational institutions while 1.51 million are out of schools that constitute 66%; the largest out of school cohort among all provinces in Pakistan.

Description	2005-06	2010-11	2014-15	Remarks
Balochistan population	7.82	8.75	9.50	Population increased from 7.8 to 9.5 million (total 1.68 million increased)
School going age children (5-16)	2.10	2.35	2.55	School going age children observed an increase of 0.45 million during last 10 years
Enrolment trend	0.91	1.04	1.04	Increase in enrollment in public sector schools observed to be 0.13 million
Out of schools children (OOSC)	1.19	1.31	1.51	Increase in OOSC is reported as 0.32 million
Public sector schools in Balochistan	11,696	12,293	13,279	1583 new schools were opened during this period

Data sources: NIPS population estimates and Pakistan Education Statistics by N-EMIS 2014-15

The table shows that out of school children has continued to increase during last 10 years despite the fact that Balochistan Government opened 1,583 new schools in this period. The statistics reveal that population growth witnesses a steady growth and that the trend of opening new schools during the past 10 years could not substantially contribute in reducing the out-of-school children, thus, the Balochistan province needs an alternative, flexible and inexpensive as well as accelerated (fast track) approach of providing educational facilities to out-of-school children.

Comparative situation of areas and schools per square kilometers in Pakistan

Table: area and schools comparison

No	Regions	Schools	Area (Sq Km)	Schools/ Sq Km
1	Punjab	52,986	205,344	3.9
2	KP (Khyber Pakhtunkhwah)	28,180	74,521	2.6
3	Balochistan	13,279	347,190	26.1
4	Sindh	46,039	140,914	3.1
5	ICT (Islamabad Capital Territory)	391	906	2.3
6	FATA (Federally Administered Tribal	6,011	27,220	4.5
7	GB (Gilgit – Baltastan)	1,275	72,971	57.2
8	AJK (Azad Jammun & Kashmir)	5,985	13,297	2.2
	National	**154,146**	**882,363**	**5.7**

Source: Pakistan Education Statistics by N-EMIS 2014-15

The table provides details of the public sector schools, total area in Sq. Kms and schools per Sq. Km in each province/ area, which leads to calculate schools per Sq. Km. The results describe that GB and Balochistan have the largest spread with respect to each school which spread over and cover an area of 57.2 Sq. Km and 26.1 Sq. Km respectively. Gilgit Baltastan has already adopted Non-Formal Education approach for schooling with active community engagement to provide education services to the children and adults. GB has also been depicting better indicators of gender parity, female school teachers, and survival & completion rates because of their active interest in non-formal approach and community participation. On the other hand Balochistan province shows weak educational indicators especially about survival and completion rates, basic facilities in public sector schools and other key indicators. Schools are scattered as shown in the above table, and access to schools especially of girls is very limited. Such situation requires innovative approaches to provide educational services to the children of all areas.

In addition, Balochistan's comprehensive strategy paper states that "only 10,000 settlements, out of the 22,000, have schools available". Therefore, the non-formal education becomes a prioritized strategy to provide education services in areas where no school is available and in areas where existing schools need support in enrolling the out of school children.

INSTITUTIONAL CAPACITY ASSESSMENT OF NON-FORMAL EDUCATION IN BALOCHISTAN

Governance, strategic direction and leadership

Governance

Social welfare department (SWD) is parent department to the directorate of literacy and NFE in Balochistan. The SWD acts also as the governing body for directorate under the leadership of the secretary SWD, who provides leadership, management and supervisory services. The directorate of literacy & NFE participates in regular progress sharing meetings along with other directorates, units and sections of the SWD such as special education and human rights etc. Such meetings are held on monthly basis as well as on need basis to address matters of urgent importance. Generally, affairs pertaining to progress against targets, implementing strategy, work distribution and coordination with other development and government agencies/ departments are discussed in the regular periodic meetings chaired by the secretary of SWD Balochistan. The secretary SWD has notified a technical committee that acts as governing and supervisory body for the directorate of NFE and make sure that the NFE related matters are properly reflected in the BESP (Balochistan education sector plan) and the NFE in Balochistan is given due attention.

Governance structure

The directorate of literacy & NFE was created in year 1991 as a unit of the Secondary Education Department (SED) Balochistan. Later, the directorate was attached to the Social Welfare Department; since then, the directorate is functioning under the Social Welfare Department which is named as the Department of Social Welfare, Special Education, Literacy & Non-Formal Education and human rights, Government of Balochistan.

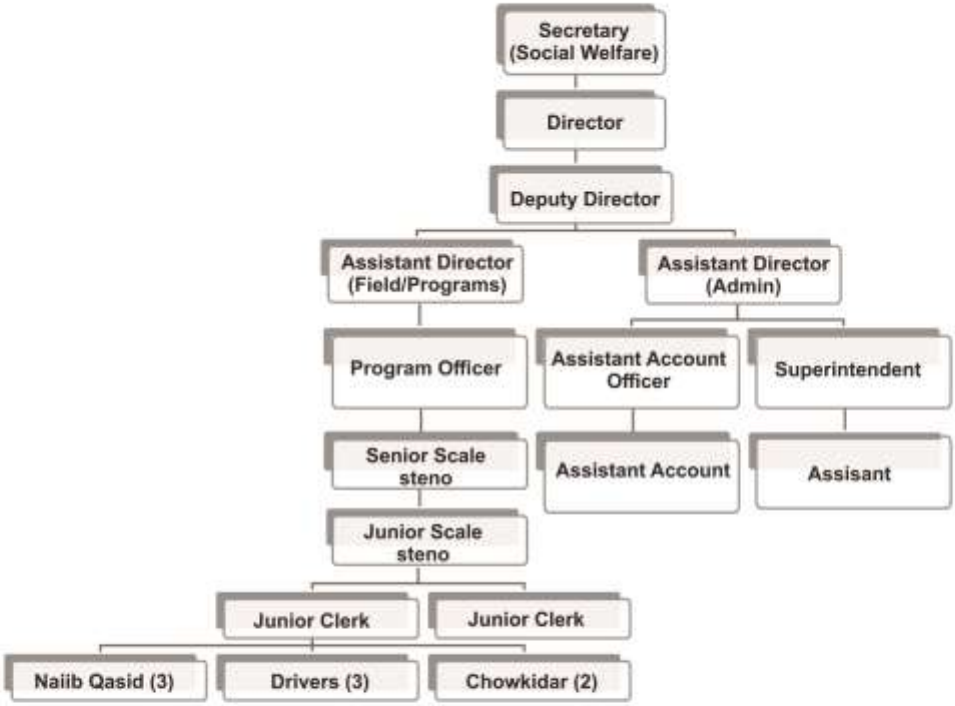
The directorate is led by a Director who manages the affairs of the directorate with around 23 staff members at the provincial head quarter while district level staff are no more sanctioned so far. The directorate was created to pursue a vision to "meet the education for all goals to provide quality education and literacy to all" the directorate believes to pursue the vision with a stated mission of "removing illiteracy and provide free and compulsory education within maximum possible period".

The directorate is targeting 64% literacy rate by the end of year 2015. The short term goal aims at enhancing the literacy rate up to 64% while long term goal is to "improve the overall human living standard"; denoting a fact that the literacy is a concrete means towards reducing poverty and improving human living.

The administrative structure is given below as well:

Figure 2: Generic structure

Figure 3: Structure of the Directorate of literacy & non-formal education



District level structure:

District level structure does not exist in Balochistan. However, with recent developments and new projects that have been awarded to the literacy & NFE directorate, district level structure is expected to be set up in near future.

Strategic direction

Literate and prosperous Balochistan" is shared vision that leads the way ahead for both Social Welfare and secondary education departments. Same is pursued by the L&NFE directorate; however, the directorate, to have a clear strategic direction, developed "literacy plan 2009", that translated the former "EFA 2003 plan of action" into modern strategic goal in 2010. The same plan was improved and incorporated into the BESP 2013-18. The directorate does not have any specific strategic plan or policy for Non-Formal Education in Balochistan that serves as a strategic and policy direction.

Leadership

The current leadership of the SWD has developed a participatory leadership style that allows every employee/ staff member to access the leadership anytime. The leadership has also been inclusive and participatory in operational and decisive matters and involves the directorate staff in decision making process. It is pertinent to mention that the leadership of the L&NFE directorate has proved to be highly participatory and friendly with open access to all the employees. The director of the L&NFE directorate, being the member of the senior management committee at department level, has always consulted every staff member within the directorate on all important matters and occasions. Gender side of the leadership was reported to be low as no female staff member was appointed as lead person to any section of the directorate, nor an equal or reasonable share in employment in the directorate of NFE.

Planning & Organizing Academics of NFE at the Directorate (curriculum, materials, assessment and CPD)

Curriculum, Materials, Assessment and other Academic Tools

The directorate of Literacy & NFE Balochistan follows the national curriculum for both adult literacy and Non-Formal Basic Education schools/ centers in the province. The curriculum undergoes no changes, and is not accessible for NFE teachers, who only have access to textbooks that are prepared by the Balochistan Textbook Board (BTBB). The directorate's administrative structure clearly denotes that positions to manage technical affairs pertaining to curriculum, textbooks/ learning materials and syllabi/ scheme of studies are either limited or cease to exist. It has been observed that the directorate staff relies entirely on the capacity of the NGO hired to manage NFBEs or adult literacy schools/ centers. The NGOs hired for this purpose are supposed to develop/ organize the syllabi (scheme of studies), which generally presents squeezed and condensed chapters and the timeline for the teachers to complete a particular grade. This arrangement shows an ad-hoc and disorganized approach towards the managing the Non-Formal Education programmes that creates negative impact on the quality of delivery of Non-Formal Education. In addition, it has been witnessed that directorate of Literacy & NFE has not been coordinating with other sections/ units of the Secondary Education Department Balochistan, mandated with curriculum, textbooks/ materials development, assessment and training of teachers (Bureau of Curriculum [BOC], Balochistan Textbook Board [BTBB], Balochistan Assessment & Examination Commission [BAEC] and Provincial Institute of Teacher Education [PITE]). Coordination to seek technical expertise on curriculum from the BOC, on textbooks from the BTBB, on assessment from BEAC and on training of teachers from PITE has not been noted during the past few years or have remained non-productive, if it happened.

Capacity Building (Continuing Professional Development-CPD)

As mentioned above, that the directorate lacks an administrative structure that allows to manage the technical affairs positively. Similar situation was reportedly found when it came to the "training of teachers or their capacity building in teaching & learning". There is no staff member to manage the in-service/ continuing professional development (CPD) of the non-formal teachers (both adult literacy & NFBE). Even the directorate seriously lacks the capacity to coordinate purposefully with the PITE (Provincial Institute of Teacher Education, responsible for training the teachers in Balochistan) and other development sector organizations claiming to have such capacity. The history of the directorate's work highlights that there were no researches or any serious efforts carried out to improve the knowledge and skills of NFE teachers in delivering the quality alternative education.

Programme planning, monitoring & evaluation and NF-EMIS

Planning, Review and Reflection

There is no specific annual development plan for the Literacy & NFE directorate, however, the larger and consolidated annual development plan of the Social Welfare Department incorporates the plan and budgets for the Literacy & NFE directorate that generally reallocates the fixed (salary and allowances) budget every year (provides the similar funds as were allocated in the past year). The ADP may include some new positions or new expenditure which were sanctioned or approved during the year by the competent authorities.

Normally the ADP is developed during the months of October, November and December each year and that there is no periodic review all through the year. The staff of the Literacy & NFE directorate is allowed to participate the planning sessions and their opinions are well considered. It is pertinent to mention that planning section of the directorate is responsible to take active part in planning sessions while administration section is supposed to implement and monitor the plan.

M&E and reporting (Monitoring & Evaluation and Reporting)

The structure of the directorate of the Literacy & NFE Balochistan does not reflect any unit or section entrusted with M&E and reporting role. Similarly, there is no designated person or any position, which is supposed to play the role of the M&E and reporting. The monitoring and evaluation tasks were found to be non-existent in the key documents of the directorate, denoting clearly that M&E has never been the priority of the directorate, nor is there any instance of M&E of ongoing projects, particularly in an organized manner that is structured and produces reports. Furthermore, the directorate lacks policy guidelines and standard operating procedures (SOPs) on the M&E, which in fact is among the basic reasons that restricts M&E to find roots in the directorate and flourish to assure and improve the quality of Non-Formal Education in Balochistan. However, the discussion has revealed that the Director of L&NFE carries out regular review & reflection sessions to monitor the progress and hold unusual meetings whenever the Director is required to present any progress before the higher authorities or there is any special day to commemorate, such as international literacy day etc

.***NF-EMIS (Non-Formal - Education Management Information System)***

Data and information management at the directorate of the Literacy & NFE Balochistan have remained burning high and have been creating bottlenecks for the directorate to progress and advance with ever increasing demands of the society and the international development parameters. There is no centralized management information system (MIS) to record, analyze and report progress of the NFE situation in Balochistan. It is difficult to find accurate data of the previous projects, which in fact provide solid evidence to plan projects for future and make calculated estimates as well. So far, the finance and administration persons have been managing data in hard form or simple excel spreadsheets without any purpose made computer programme to manage, process and record data of the projects undertaken by the directorate of L&NFE. It is pertinent to mention that the concepts relating to MIS have developed so fast that keeping abreast with such a developing information systems is sometimes difficult. The issue of managing and handling the data at the directorate has not found any practical solution owing to unavailability of any designated person/ position and any unit/ section/ department vested with the role to manage all information technology and information management related affairs at the directorate level. The prevailing ad-hoc MIS and M&E, reporting systems need urgent attention of the decision makers, who must allocative essential funds to strengthen the directorate by setting up MIS and M&E units and recruit person experienced and trained professionals. The trained human resource in M&E and MIS sections will be able to produce accurate data, record and analyze the same, and generate analytical reports to be used in developing PC1s, projects and other make other decisions that help the directorate grow quickly.

Human resource management and finances

Current staffing at the directorate

Staffing details:

The table given under analyzes the number of positions sanctioned, those filled and that how man are lying vacant against what is sanctioned. Out of 25 sanctioned, 22 are filled while remaining three are to be filled yet. The directorate staff shared during the interviews that the number of sanctioned positions are even not enough to allow them work effectively. Further, the structure is heavily focused on carrying out administrative functions; whereas the technical functions e.g. curriculum, material development, trainings, assessment and monitoring are virtually non-existent. This type of situation where the directorate lacks technical capacity, substantial progress in relation to effective literacy and NFBE programming is not going to happen in general. Therefore the directorate needs restructuring with introducing the technical role of certain units of the directorate followed by recruitment of subject/ discipline experts as curriculum specialists, material development specialists, master trainers, assessment experts and M&E persons.

Directorate staff

Table: Directorate staffing details

No	Post name	Scale	Sanctioned Posts	Filled	Vacant
1	Director	19	01	01	
2	Dy. Director	18	01	01	
3	Assistant Director	18	02	02	
4	Program Officer	16	02	01	01
5	Superintendent	16	01	01	
6	Assistant Accounts Officer	16	01	00	01
7	Senior Scale Stenographer	15	01	01	
8	Assistant	14	02	02	
9	Accounts Assistant	14	01	00	01
10	Junior Scale Stenographer	12	01	01	
11	Junior Clerks	07	02	02	
15	Driver	04	03	03	
16	Naib Qasid	02	04	04	
17	Chowkidar	01	02	02	
19	Sweeper (part time)		01	01	
	Total		**25**	**22**	**03**

District level staffing/ administrative structure

There is no designated post at the district level. However, the directorate representatives informed that they recruit necessary staff to manage and monitor the progress as they get some funds to establish adult literacy centers or non-formal basic education centers.

HR systems/ policies and SOPs

There is no HR manual specifically for the Literacy & NFE directorate, however, the generic rules of business

approved by the Government of Balochistan are followed in managing the human resource affairs of the directorate, which are equally applicable for other provincial directorates and departments. The directorate has a clear administrative structure, which highlights the reporting lines, scales of positions and designations. According to the directorate staff, they have written job descriptions (JDs) elaborating their role as employees of the directorate. The JD for a specific position is provided to every new staff member as part of the induction process, whereas mechanism for pre-service training or any formal induction does not exit to make the new staff members understand their role clearly. The staff members are expected to learn and understand their role gradually by learning from the experiences or verbal guidelines by the senior officers.

The recruitment process is based on the prescribed Government rules that follow a sequence of SNE (sanction of new expenditure), advertisement, test and interview and formal agreement, which is made between the directorate and the successful candidate against a particular position. The recruitment process normally takes six months to get the person on board, or sometimes earlier in case the department requires to fill out the position on urgent basis.

As said earlier, that there is no formal mechanism for pre-service training or any formal induction for staff members; the staff members have never received any in-service training that would help them perform their role expertly and efficiently, nor is the staff exposed to any activity that would help them learn knowledge and skills relating to their job functions. Staff salaries are right in accordance with the government rules and are based on job scales.

Performance appraisal mechanism is traditional and is based on ACR (annual confidential report) rules, which does not follow the performance based appraisal and promotion system.

In terms of work load, the directorate of Literacy & NFE does not possess any of such policy and the staff members are supposed to work on normal government timings as staff members in other departments are doing. Similarly, other policies like conflict resolution, whistle blowing, complaint, grievance redressal etc are non-existent. However, the staff of the directorate has reported that harassment policy is in place as response to the recently passed bill by the national and provincial assemblies in all provinces. The directorate has formed a committee to manage harassment cases and has also provided an orientation to the staff members as a requirement to the circulars issued by the provincial government.

There are no specific measures adopted to improve the work place environment and promote team working except for raising awareness on harassment rules. The work culture for women seems working well, even without the separate toilets for female staff. The work code of conduct is not displayed anywhere inside the premises, nor it has been developed as reported by the staff members interviewed for this purpose. The staff meetings, to discuss the progress and other routine affairs are not regular, and are conducted on need basis.

Finance and Accounts

The directorate follows the PPRA (public procurement regulatory authority) and BPPRA (Balochistan public procurement regulatory authority) rules to manage the finance and accounts of the directorate. The designated staff for administration and accounts are responsible for managing procurements and accounts, which are well organized and are based on standard government rules. Procurements are made on prescribed threshold provided in the PPRA/ BPPRA rules and accounts are managed manually as per traditional book keeping.

The accounts are prepared occasionally, sometimes daily by the accounts officer and are seen and signed by the director accordingly. The accounts manual records are maintained and monthly accounts report is prepared regularly, which is supported by the approved ledgers and vouchers. The annual audits take place regularly. It is pertinent to mention that directorate manages to handle a portfolio of PKR 22,200,000 annually, most of which are salaries and allowances, while projects are managed separately. The stock register is updated regularly.

Budgetary allocations

Budgets for the directorate are categorized in two forms; 1) salary/ allowance that the directorate receive each year with some increase, 2) funds to establish literacy or NFBEs centers that are received against some PC1 / project.

The regular budget (salary, allowances, utilities etc) is around 13 Million PKR which get a little increase every year.

Discussion:

The budgetary situation does not support the trend towards promoting the literacy and NFBE in the province, even the staff appointed so far is generally sitting without any project/ responsibility.

1. The political will; of the provincial government does not reflect any seriousness towards the non-formal education as well as a fact that the provincial government does not pay required priority to the non-formal education.
2. Existing capacity of the directorate requires urgent attention regarding making productive use of the staff appointed already and restructuring the administrative structure as well.

Outreach, partnerships and coordination

During discussion, the directorate staff informed that they collaborate with following departments and organizations to carry out the NFE operations and improve its quality:

1) Social welfare department (SWD); to receive and respond to requirements and notifications/ circulars as the SWD is parent department to the NFE directorate
2) The directorate coordinates with the PPIU (Policy, Planning and Implementation Unit) to receive directions and other procedural inputs as part of its work as the PPIU manages funding being channeled for educational reforms in Balochistan
3) AG (accountant general's) office regarding administrative and financial/ accounting matters as well as the annual audits
4) P&D (planning & development) department regarding submitting, following up and approvals of the PC-1s
5) District Government; in responding to various requirements that the office of the DCO come up with
6) Donors; coordination with different donor agencies is a regular feature of the directorate's activities in terms of managing projects and programming funded by different agencies. These include mainly UN agencies (UNESCO and UNICEF), other bilateral donors including USAID, World Bank, and JICA
7) INGOs; especially those who are implementing project to promote NFBE and adult literacy

8) NGOs (national); these include primarily those who are in partnership with INGOs and with the directorate in managing NFE projects and those who have expertise in this field

During discussion, the directorate staff didn't highlighted PITE, BOC&EC, Balochistan textbook board (BTBB), Balochistan assessment & examination commission (BAEC) and other semi-government organizations who are working directly or indirectly on NFE or components relating to the NFE functions partly or fully. It is critically important that the directorate works in close collaboration with the BOC, PITE, textbook board and assessment commission to manage functions like curriculum, textbook/ material development and capacity building of teachers along with assessment of learners and teachers.

The staff interviewed described that the coordination with these departments/ organizations is primarily to mobilize the resources including both financial and technical. The staff highlighted that procedural delays have been among the basic challenge, while seeking technical support has remained intangible as well. The directorate has been observed to be very keen in building coalitions and networks that support the agenda of NFE in the province and help the directorate in reducing illiteracy and promoting the NFBE to compliment efforts of the Secondary Education Department in enrolling all out-of-school children. The staff of the directorate informed that with active support from the JICA, the directorate has now started addressing the institutional gaps and appears to be on its way towards institutional development and strengthening.

In addition to building cordial connections with the alike government and non-government actors, the directorate is keen towards creating productive relationships with the media organizations to use this effective tool in raising the importance of the Non-Formal Education. There has not been any formal linkages established with media so far, except for temporary connection built on certain seminars and workshops where any media firm is available.

Sustainability of projects and programmes

Although, the projects of the directorate on adult literacy and NFBE have earned ownership and received appreciation by the communities, but mechanism to sustain projects at institutional level has yet to be devised. In fact the directorate lacks programme planning, sector planning and policy directions at its own, and relies more on the EFA plans and the Balochistan Education Sector plan (BESP). The directorate urgently need to have its own policy that sets out a clear strategic direction for its work, which will embed a system to sustain inputs, have phase out plans and have solid grounds to advocate for programme mode working instead of ad-hoc and project based approach to remove illiteracy from the province. The directorate is solely relying on government funding and donor funding in chunks and that it has no other plans to attract corporate social responsibility (CSR), individual philanthropy and other means of funding to expand the NFE delivery and make the system effective and efficient through institutional and structural reforms. Effective and meaningful partnerships with NCHD and BECS etc can also produce good results in relation to sustaining the inputs and results.

Equivalency, certification and accreditation

The institutional assessment of the directorate of literacy & NFE informs that the equivalency and accreditation of the both adult literacy and NFBE programmes is virtually non-existent. The administrative structure denies to address

these aspects, nor any other example found in the role and responsibility of any staff member of the directorate, clearly pointing towards a fact that the components of equivalence and accreditation have not remained within the scope of the directorate. Therefore, all the NFE models in the province are directionless and are somewhat working on ad-hoc basis. However, the certification aspect was addressed at district level by designating the authority to district level education department to countersign the school leaving certificates of the learners graduating from NFBE schools.

SITUATION OF DELIVERY OF NON-FORMAL EDUCATION SCHOOLS IN BALOCHISTAN

Situation of the non-formal education schools in Balochistan in relation access, quality and governance is discussed and analyzed below:

Enrollment, teachers' qualification, training/ capacity building and participation

929 children are enrolled in 24 surveyed NFBE schools, showing 38.7 children per school. The Pupil Teacher Ratio (PTR) will remain the same as one teacher is supposed to manage the entire NFBE School in multi-grade teaching mode. Girls comprise 63.8% of this enrollment, denoting a fact that most of the NFBE schools are directed to prioritize girls' enrollment or are purposefully opened for out-of-school girls.

Equity and Diversity among Children

Majority of the children enrolled in NFBE centers belong to marginalized group of society, especially those who belong to poor socio economic class, religious and ethnic minorities and those involved in labor. However, children belonging to relatively higher income group also found enrolled in these centers because of the fact that the centers were lying close to their homes. This was prevalent for girls.

Teaching methods, Curriculum and Learning/ Teaching Materials and Assessment

Multi-grade teaching & learning approach is practiced in Non-Formal Education enters, where one teacher manages and teaches the entire class of approximately 40 learners. BRAC is among the only NFE provider to offer mono-grade teaching approach where a teacher teaches one grade.

The vast majority of teachers, 95%, teach all subjects. About half of the teachers (53%), teach all the six grades every day and 14% of the teachers teach five grades. Teachers teach about 2 hours on average per day. BECS, DL&NFE and Foundations focus on grade five and NCHD and NGOs focus on Katchi and grade one. This is in keeping with qualitative data which shows that teachers spend more time with terminal classes as they often have to pass an examination and with the younger children as they require more time to teach than older children.

As far as the matter students' performance is concerned, the data revealed that students in NFBE centers performed better than those enrolled in public and private schools. Data showed that 51% students were able to read a story as compared to 37% students in public and 34% in private schools.

Monitoring, Supervision and Training of Teachers

Statistics reveal that most of the centers receive monitoring, supervision and support. However the frequency of visits and support depend upon the monitoring and supervision policy of the Non-Formal Education providers. It

is apprised that almost 40% centers included in the sample receive one visit a month, others received varyingly. Regarding aspects of the monitoring, it was found that teachers and student attendance were among the indicators included in the monitoring tools essentially. The other aspects/ indicators include counting of textbooks, student cleanliness, school physical facilities and community outreach/ mobilization. It was noted that very few centers received academic monitoring and support through classroom based observation and mentoring.

Regarding training of the NFE teachers, the data highlighted that 74% of the sampled teachers received some kind of induction training at the time of joining, most of them belonging to the NGOs as NFE providers. The average duration of such trainings was recorded to be 4-7 days. The induction training covered a range of topics including planning, teaching methods, assessment and use of textbooks/ content/ subject mastery. However, NGO led trainings included some additional concepts such as child protection/ rights, psychology and classroom management.

Local Governance/ Community Participation

67% teachers responded in positive that they have a VEC and majority of them were able to share that the VEC is established to support the NFBE schools. It is important to mention that the function of VEC as an entity that holds teachers accountable for their job/ role as a teacher was only clear to 24% teachers, while others shared a generic role of the VEC as supportive body for the NFBE.

As far as the number of total VEC members is concerned, teachers had different views; 21% shared that VEC comprises of 7-10 members while 37% teachers were of the view that VEC is composed of 4-6 members. This points towards a fact that the structure of the VEC and related membership details are not clear to teachers and that different models providing NFE in Balochistan are not following a standard policy pertaining to local governance and VEC.

Regarding frequency of the VEC meetings, 58% teachers informed that the VEC meets monthly while others (excluding 33% who didn't responded), responded that the VEC meets weekly and on quarterly basis. 58% teachers shared that the VEC meetings are held regularly on the agreed meeting frequency. 42% teachers reported that 4-6 VEC members attend the meetings, while members who attend meetings on regular basis varied, but the average number of regular VEC members ranged from 2 to 5.

Approximately 54% teachers confirmed that the VEC meeting point is school, which is teachers' home in most of the cases, while 13% shared that they meet at the home of the VEC chairman. 58% teachers were of the view that they formulate the meeting agenda and circulate either before or during the meeting. It is pertinent to mention that the meeting agenda, meeting minutes and follow up on actions decided during the meeting was verbally confirmed by the teachers, but they were unable to produce any physical and written evidence in this connection.

All the teachers having VEC formed with their schools, shared that enrollment, attendance, drop-out and basic facilities are among the key points of discussion during the VEC meetings. 50% teachers maintained that their VECs contribute in the development of the NFBE schools, while others responded in negative. They also shared that 29% of the VECs prefer to contribute both in cash and kind while trend of supporting the center/ school through direct cash support was less prevalent.

Most of the teachers responded that the VEC members tend to be supportive, but they were unable to specify their support. However, only 22% teachers were able specifically recount that the VEC members supported in repair & maintenance of the school building and providing hygiene material and plants for plantation. It is worthwhile to mention that 62% teachers confirmed that the VEC members participate the process of development and implementation of SDPs (school development plans), but the SDP was not available in physical form in any of the schools. Finally, 58% of the total NFBE teachers interviewed were found to be satisfied with the role of VEC at local level

Village Based Coordination among Education Providers

67% teachers of NFBE schools shared that they know and have seen the directive/ circular issued to enhance coordination between the non-formal and formal schools. 75% of these revealed that they have met 3-5 times and 17% shared they have met two times with the teachers of formal schools in last academic year. Regarding meeting place, 83% of these teachers confirmed that the coordination took place in the formal schools while others maintained that they either met at the NFBE School or any other place.

Most of the teachers confirmed that enrollment, attendance, and teaching learning matters are generally discussed in the coordination meetings; and 80% of these teachers maintained that a proper follow up to track the progress is held on regular basis

88% NFBE teachers confirmed an interaction between the learners of formal and non-formal schools during the past academic year; almost half of such interactions were aimed to share and improve the academic activities and the remaining half was based on co-curricular activities.

Mainstreaming

Mainstreaming to neighboring formal schools is an essential element of the NFBE schooling for continuing education. NCHD's feeder schools have a clear connection of mainstreaming while other NFBE centers undergo mainstreaming on need basis, which is not very frequent.

Physical/ basic facilities

Non-Formal Basic Education (NFBE) and Adult Literacy centers are opened in close cooperation with the community, which provides a room for teaching & learning. However, it is assumed that the room provides basic physical facilities such as drinking water, sanitation/ toilets, electricity, ventilation, dust bins, furniture for teachers and learners. Basic health & hygiene and sports & recreation are also among the basic necessities.

NFE Stakeholders and Providers in Pakistan and Balochistan

Situation of non-formal education in Balochistan is argued upon with particular reference to:

1. Non-formal education providers
2. Number of non-formal schools/ centers
3. Number of children enrolled in NFBE schools and those enrolled in adult literacy centers
4. Non-formal education systems, the model a specific non-formal provider has adopted to run their programs appropriately

The narrative discussed under specifies the provider, number of schools, number of learners and the model characteristics (the NFE system) under non-formal basic education (NFBE) initiatives while the adult literacy statistics are narrated as well in that sequence.

Non-formal Basic Education providers in Balochistan

No	Department/ Organization	Sector	Schools/ centers	Enrollment	Characteristics of the Model
1	Directorate of Literacy & NFE, Balochistan	Public/ Provincial			Non-formal basic education model for age group 5-16, primary cycle, standard national curriculum & textbooks, grade 5 equivalent to formal, morning/ afternoon shift in existing govt. schools or at teachers home/ rented place. Teacher's training at the onset of the program. Monitoring and management by the district staff appointed as the project starts. VEC (village education committee) as the community forum
2	Balochistan Education Foundation (BEF)	Public/ Provincial	633	26136	Community based schools for 5-9 age group offering primary cycle of education/ certificate equivalent to formal primary certificate using the prescribed national curriculum and provincial textbooks in a period of 5 years. The schools are opened in areas where no formal Govt. Schools is available. Final assessment is conducted centrally by the formal education assessment system (provincial or district0 whatever is active. Monitoring and management is done by the designated staff members. Parent's education Committees (PECs) are community bodies to locally govern the centers.

3	Balochistan Education Support Project (BESP) - funded by UNICEF under its ALP agenda	Partnership of PPIU and UNICEF	200	8000	BESP covers age group 9-13 (both boys and girls), primary cycle/ certificate in three years using condensed/ reduced standard national curriculum & textbooks, grade 5 equivalent to formal, afternoon shift. Teachers are paid Rs.4,000 and an honorarium of Rs.7 per child per month are undergone extensive training on content and pedagogical sills. Monitoring by directorate of education, PPIU and UNICEF.
4	Religious and formal education (Madrassah education program)	Wafaq-ul-madaris	1	220	A unique model offering a blend of religious and formal traditional education for 8-20 years old children and adults offering primary, middle and secondary school certificates equivalent to prevailing formal certification of the provincial boards; however, the Wafaq-ul-madaris also conducts its own examination for secondary schools certificates which is generally completed in 10 years after completing primary and middle schools. They already have mainstreamed 526 children in formal school system.
5	Girls' High School Certification Programme by AZAT Foundation	NGO	7	175	For girls only offering primary school certificate in three years for 4-14 years of age girls using the standard govt. curriculum equivalent to formal primary school certificate. Monitoring and management by the project staff. They also offer secondary school certificate for dropped out girls and provide them an opportunity to complete the secondary class in three years following the national curriculum. Monitoring by the project staff. (175 girls have already been mainstreamed)

6	Development Resource Solutions	NGO	1	300	Drop-in centers for working and street children of age 5-12 offering primary level certificates in 9 months to 2 years year's using the condensed national curriculum and textbooks; regular assessment and monitoring by the project/ relevant NGO. Local level community and the education department/ directorate is also engaged at times; but no such evidence found so far. (103 students have already been mainstreamed)
7	WESS (funded by Concern World Wide) for rag picker children	NGO	-	-	Drop-in centers for working and street children of age 5-12 offering primary level certificates in 9 months to 2 years using the condensed national curriculum and textbooks; regular assessment and monitoring by the project/ relevant NGO. Local level community and the education department/ directorate is also engaged at times; but no such evidence found so far. They claim to have benefited 12600+5500 children (completed primary and mainstreamed respectively)
8	Seher Foundation *		2	170 (boys)	Learning centers for working and street children of age 8-18 especially from Hindu and Christian families offering skills, learning/ education and protection. Their focus is on child protection and child rights and offer psycho-social support and trauma free environment in the learning centers. The centers offer primary level certificates in 2-3 years using the condensed national curriculum and textbooks; regular assessment and monitoring by the project/ relevant NGO. Local level community and the education department/ directorate is also engaged at times; but no such evidence found so far.

9	NCHD	Semi-Govt.	440	13296	Feeder schools program; spanned around 3 years, up to grade 3; students are then mainstreamed in the formal school in grade 4. Standard national curriculum and textbooks and the project staff conducts monthly assessment. Teachers are trained on multi-grade teaching. NCHD staff monitors the teaching & learning process.

*Seher Foundation has accomplished its project, but it is essential to discuss their ALP initiative/ model; especially the protection and rights phenomenon as well as offering education and protection to the children of religious minorities who are generally discriminated.

Discussion:

The above table elaborates that there are nine organizations/ departments in Balochistan actively providing the non-formal basic education and shouldering the government's responsibility in reducing the OOSC number. Although, govt. and semi govt. departments are accommodating the major enrolment in Balochistan, but non state actors, the NGOs are also contributing to the best of their ability and capacity. Their models, features and practices are open for learning and debate, and any organization or any new program can pick up effective and cost effective features of a particular model

It is pertinent to state that the directorate of literacy & NFE Balochistan has no active NFBE program; however a few other organizations are offering non-formal basic education in different parts of Balochistan.

During interviews, it was revealed that the all organizations are condensing the curriculum to the best of their knowledge and experience; no matter how accurate and effective that is. This is one of the matters that needs urgent attention of authorities. It is recommended to form accreditation council for literacy & NFBE so as the curriculum is standardized, course duration, learning outcomes and teaching strategies are standard and all the organizations are at the same page and provide almost equal standard of education. Similarly, the textbook/ supplementary materials should also be worked out along with assessment system which not very organized as in Punjab where the PEC (Punjab examination commission) holds central and standardized examination all across the province.

Providers of Adult Literacy in Balochistan:

No	Department/ Organization	Sector	Schools/ centers	Enrolment	Characteristics of the Model
1	Directorate of Literacy & NFE, Balochistan	Public/ Provincial	2	40	Age group 10+ (men and women), literacy completion using the national literacy curriculum & textbooks. Skill and functional nature of the program is also a feature of the literacy program/ course. Monitoring and management by the project staff appointed at district education department in the district. VEC (village education committee) as the community forum.
2	NCHD	Semi-government (federal)			NCHD implements adult literacy programme, which is 6-months long and is divided into 2 cohorts of 3 months each. This programme is equivalent to grade 3 and focus on reading, writing and basic arithmetic functions. Target group is 10+ and varies from area to area, however, females and mothers have remained among the priority target group for this programme during the past few years

Discussion:

The situation of existing programs on adult literacy and skills ae almost non-existent except a program underway in prisons where prisoners are being made literate and skillful through a regular program of the literacy & NFE directorate. However, in past, the directorate has been implementing several adult literacy programs under different schemes e.g. PSDP and ESR. UNICEF has also been funding the literacy programs but they are more active in non-formal basic education.

CHALLENGES AND RECOMMENDATIONS

Challenges and recommendations against certain thematic areas are given below:

Themes	Key Challenges	Recommendations
1. Policy, strategic direction and political will		
Non-availability of policy and strategic guidelines for non-formal education in Balochistan	The directorate of literacy & NFE Balochistan lacks provincial level policy and strategic guidance. The only provincial guidelines and direction available for NFE is simply a chapter for NFE in the Balochistan Education Sector Plan (BESP)	The directorate should develop a comprehensive PROVINCIAL POLICY for NON-FORMAL EDUCATION. The policy must correspond to the Balochistan Education Sector Plan (BESP) targets so that the directorate could take the agenda forward and accelerate the enrolment and literacy to meet education 2030 (previously EFA) and SDG-4 (previously MDGs). In this connection, the DL&NFE Balochistan should take the expert international actors and other relevant state institutions on board and form a provincial task force/ working group to develop the Balochistan NFE policy by analyzing all aspects and challenges that Balochistan province is confronting at this end.
Mechanism to translate international and national commitments to sub-national NFE contexts	National level "SDG 4 cell" under the ministry of federal education and professional trainings has started integrating country specific targets and indicators through provincial consultations, but DL&NFE has not yet been mainstreamed fully leaving the sub-sector unattended and underrepresented.	Provincial school education department, jointly with key donor agencies working in Balochistan are required to give due attention to the DL&NFE and reflect the activities of the directorate in province specific targets and indicators. In addition, the NFE related targets should be specifically mentioned under the SDG 4 and related education 2030 targets and strategies along with appropriate reporting system. The DL&NFE should also be given responsibility to manage related functions.

Post 18th constitutional amendment scenario and provincial priorities vs current capacity	The DL&NFE hasnot been strengthened especially in post 18th amendment scenario. The directorate is still functioning with the same human and financial resources as it used to be before the 18 constitutional amendment that gave provinces an autonomy to manage all education related affairs.	The provincial Government of Balochistan through the SWD should be given required resources, guidance and opportunities to contribute to the provincial and national targets pertaining to improving the adult literacy and basic education. Educational experts and experienced administrators/ managers can be appointed on deputation to implement reforms in the directorate.
Political will and related financing for NFE in Balochistan	The budgetary trends highlight that allocation of funds and actual release are inconsistent and reflect massive gaps, which is to be reduced to the best possible extent. Furthermore, the release of funds (whatever they are allocated) are not very smooth as well resulting in delayed salary release, procurements and further release to the district levels.	The Balochistan Government, should give additional preference to the directorate by enhancing the funds and release the same as allocated without delays that cause serious problems for the directorate to manage projects and ongoing expenditures. At the same time, the directorate staff designated to coordinate with the P&D and the SWD/ SED must preempt the delays and take extraordinary precautions in planning and following up with the funding.
1. Philosophical aspects of NFE		
Philosophy of NFE and existing practices	The NFE aims to compliment the efforts of the formal education and enroll overage children, adults, those dropped out from the formal schools and sometimes children with specific learning and physical needs. In addition the NFE aims to serve in areas where the formal school are not available or closed due to any reason. But, unfortunately, the NFE services are not being offered thoughtfully and wisely and are duplicating the efforts of formal schools in many areas. Such situations have not favored this approach and cause conflict with the formal sector at times.	All the projects and programmes of NFE should be evidence based and planned in areas where these are actually needed. The NFE representatives should always be in productive relationship with the staff of the school education department to make sure that NFE projects compliment the formal schools and target the real group of children.

Diversity; equity and inclusion	It has been learned that teachers of non-formal education programmes are less qualified, have less teaching experience and without any pre-service education in most of the cases. They are not exposed to adequate training and capacity building opportunities and receive limited pedagogical supervision and support. There is no job security and the salaries they get are noncompetitive. They are required to perform well in limited resources and inadequate learning facilities. Despite all these challenges, these teachers are expected to perform well, manage a diverse and complex group of learners using multi-grade teaching approach.	Eligibility criteria for the teachers of NFE programmes should be changed and to be brought at par with a formal school system. Their salaries, benefits and service rules should be equated with the formal school teachers at least. In addition, these teachers should be trained on various disciplines including child psychology, protection and rights, subject mastery, enabling pedagogies that are locally appropriate, assessment, profiling of learners and their learning development plans and engaging community volunteers and peer teaching.
1. Institutional capacity of NFE directorate		
Governance, administrative structure, district level staffing, aligning existing capacity and HR rationally with targets and professional development opportunities for the staff	The total staff appointed in the directorate and the units/ sections reveal that the directorate has not been able to prioritize the technical side of the non-formal and has primarily performed the administrative matters of NFE. The staff is in scarcity, receive no or limited professional development and are supposed to perform extraordinary in limited resources, which affect the programming and obstruct achieving desired results. It has been noted that the "rules of business" of the directorate are not available with most of the staff members, which of course needs revision with an aim to strengthen the directorate.	It is recommended that the directorate should be restructured with additional staff and a new look that address hard core technical functions/ academics of the NFE programmes. Specific units/ sections led by the technocrats (educationists) so that they could take the education and learning forward. For example, inducting curriculum specialists, teacher trainers, material developers, assessment experts and monitoring experts who would create their departments and teams and equip the directorate technically The district level structure in Balochistan is also very small and needs urgent attention. In addition, the directorate should develop new TORs (chart of duties) for the "district officer literacy". The DO should be encouraged to set up a coordination structure at the district level and must engage the NGOs, BECS, NCHD and NRSP or any organization .

		I working in non-formal education sector. Effective and meaningful coordination with the formal schools department is also needed. Staff members should also be exposed to high quality trainings and professional development opportunities and exposure to successful NFE programmes in and outside the country. Revisions in the existing rules of business are essentially required to institutionalize the proposed reforms that aims at strengthening the directorate.
Paying attention to academics	Curriculum, material development, developing scheme of studies/ syllabi, assessments, researches in NFE, monitoring and mentoring of teachers, capacity building of NFE teachers etc are among the key functions that have been neglected in past, and have affected the quality delivery of NFE programmes.	Appointment of educationists, technical experts of curriculum, assessment and experienced material developers and researchers should be appointed and trained to work in individual capacity and in close collaboration with the BOC&EC, PITE, and BEAC and donor agencies / NGOs to improve the academics of the NFE in Balochistan. Such efforts will definitely improve the quality of NFE programmes. Expert and experienced staff members from the SWD/ SED/ PPIU and other departments can also be appointed at the directorate on deputation to improve the directorate functions.
NFE-MIS and M&E	Lack of staff for M&E, and inadequate capacity of the staff on this area has affected the performance of NFE programmes. In addition, the NF-EMIS is virtually nonexistent at the directorate, leaving serious gaps on data management side. Due to unavailability of any MIS at the directorate, the data of previous and ongoing NFE programmes could not be recorded, analyzed and reported. Such gaps affect the ability of	The directorate needs serious support in setting up NF-EMIS and training the existing staff on the same area. It will be useful to capitalize on the existing positions of "computer operators" and convert them as "data base administrators". These staff members can be trained to perform this function in case they would need such support. Furthermore, the M&E position should be created or any existing staff should be designated with this role with necessary trainings that will enable the person to perform M&E related functions.

NFE-MIS and M&E	the staff to plan and organize future interventions.	A technical committee to strengthen and bring reforms within the directorate is also recommended, which will work closely with law and P&D to revise the rules of business.
Coordination and partnership (internal and external)	The directorate is seen in isolation at times, which has resulted in poor quality and inadequate NFE programmes in Balochistan, despite a number of donors, INGOs, NGOs and semi-government institutions working on the NFE in Balochistan. All the actors including UNICEF, BEF, NCHD, BECS etc and some NGOs have been found working in their own capacity without engaging others. Such circumstances have restricted the growth of the NFE as sub-sector and have affected the quality as well.	A technical working group/ forum to enhance coordination among the NFE providers and funders is proposed as a first step to improve coordination and partnership. Further, the directorate to engage following government actors purposefully: 1. BOC&EC 2. PITE (provincial institute of teacher education) 3. BAEC (Balochistan assessment & examination commission) 4. NCHD (National commission for human development) 5. BECS (Basic education community schools) 6. BEF (Balochistan education foundation) Others working on education in any field The directorate to create a forum for following development actors: 1. JICA 2. UNICEF 3. UNESCO 4. UNHCR 5. World Bank 6. INGOs (Plan international Pakistan, save the children, Oxfam, etc 7. NGOs working on NFE The district staff should have a work plan mutually agreed and shared with other formal education department field staff; this would improve the resource sharing and sharing of the time as well along with the technical expertise.

		Similarly, such arrangements can also be discussed with the NCHD, NEF, BECS or other such actors to share the technical and administrative resource sharing. This can officially be done under the "district literacy council" a committee to oversee the district literacy & NFBE progress. Central idea of this recommendation is the complimentary nature of the non-formal education that enriches the formal efforts and accelerates the enrollment enhancement initiatives
Equivalence, certification and accreditation	The institutional assessment of the directorate of literacy & NFE informs that the equivalency and accreditation of the both adult literacy and NFBE programmes is virtually non-existent. Therefore, all the NFE models in the province are directionless and are somewhat working on ad hoc basis. However, the certification aspect was addressed at district level by designating the authority to district level education department to countersign the school leaving certificates of the learners graduating from NFBE schools	Formation of equivalence, certification and accreditation committee at the directorate mandated with these tasks. The committee will develop its TORs and detailed functions. Development of following standards: 1. Physical standards for school facilities 2. Learning standards for learners 3. Standards for curriculum 4. Standards for teachers 5. Standards for textbooks/ materials 6. Development of rubrics, tools and guidelines 7. Necessary legislation for mandatory accreditation of NFE programmes 8. Development of curriculum, materials, assessment system, M&E, MIS etc, which are based on standards 9. Mapping of NFE in Balochistan/ implementing NFE-MIS 10. Implementing accreditation Formulating necessary rules for certification and equivalence and their disseminating the same to all relevant institutions/ organization and departments

1. Relevance and delivery of NFE programmes		
Relevance of NFE programmes	The relevance of NFE programmes (both adult literacy & NFBEs) is referred to as the extent to which the curriculum, materials/ textbooks, assessment system, data management system, monitoring and other services are relevant to the needs of the local people (right target group) and enable them becoming socio-economically productive as well as continuing education phenomenon. This particular situation appears to be somewhat complex especially in post 18th amendment scenario where provinces have the wish to become autonomous but lack capacity to do so.	In this situation, it is the foremost responsibility off the directorate to make the curriculum and materials relevant and improve other systems accordingly. Donor agencies with relevant expertise and resources, can also come forward to play their role in developing a separate curriculum for NFE (adult literacy & NFBE), which is relevant to national and provincial ideologies, philosophies, economically viable and socially appropriate. The aid agencies can also extend support in piloting and scaling up the curriculum and materials in the province.
Delivery of NFE programmes	The delivery of NFE programmes (both adult literacy & NFBEs) is referred to as how the curriculum, materials/ textbooks, assessments, M&E and MIS, teachers' management as part of the implementation of overall NFE policy are executed on ground to benefit the masses at large	The directorate, after making the curriculum and materials relevant and improving other systems, should prioritize the delivery mechanism and implement all such developments (pertaining to curriculum, textbooks, assessment, M&E, NF-EMIS etc). With active support form expert government and non-government organizations/ departments, the revised and improved NFE programmes can be piloted, implemented and scaled up to maximize the intended benefit to the right target group (both children and adults).
Local/ village level coordination and mainstreaming	Community involvement is essential and needs continuous work by the teachers and the project staff. Unfortunately, it has so far been taken as token of participation or just representation not actually the participation. It should be taken as a .	The non-formal education in a village should try to set up a "coordination system" at village level where more than one school is operational, especially from various providers like non-formal, formal and private as well as religious schools. The teachers and key community persons should form such a system that discusses solutions for enrolment, retention,

Local/ village level coordination and mainstreaming	real spirited effort and the VEC must be given some targets under school development plan (SDP) or center development plan (CDP) with defined targets for enrolment, drop out follow up/ return, center's physical development and availability of basic facilities.	improved attendance, assuring quality through local governance and accountability system. In this way the local governance phenomenon can be made effective and the local level VEC (village education committees) are made functional and vibrant.
Physical facilities in NFE schools/ centers	As the NFBEs and adult literacy centers are one teacher and one room based models, the physical facilities vary from place to place widely. However, the directorate try to make sure that learners are provided with clean drinking water, toilet and protection/ privacy during study hours. It has been observed that learners and teachers face difficulty during teaching & learning process in available environment, and sometimes face lack of basic facilities. Such situations create bottlenecks in creating an enabling learning climate.	Making an enabling and conducive learning environment and all the basic facilities available depends largely on resources, which are generally in scarcity for NFE in Pakistan. However, it is recommended that the directorate develops "minimum standards for learning environment" and try to engage local communities to achieve them.
Capacity of NFE teachers	Owing to lack of financial resources, NFE can only afford to recruit teachers on low salaries and rely on low educational qualification, less experience and limited capacity building opportunities on account of pre-service and in-service trainings.	Key recommendations include: 1. Develop service rules for NFE teachers 2. Increase salary packages and bring them at least at par or near to the formal school teachers 3. Strengthen the capacity of the directorate on "training side" so that the expert material developers and master trainers are readily available to provide capacity building support/ CPD to NFE teachers 4. Introducing incentives for the high performing teachers

		5. Providing regular pedagogical supervision/ mentoring support to NFE teachers 6. Create conditions where NFE and formal school teachers initiate cross learning 7. Exposure visits for NFE teachers too model adult literacy and NFBE schools

BEST PRACTICES AND OPPORTUNITIES

Best practices and available opportunities are enlisted below for learning purpose. These are to be followed while implementing reforms at the directorate level:

No	Opportunities and best practices	Details
1	JICA-AQAL	JICA's AQAL (advancing quality alternative learning) project aims to strengthen the Non-Formal Education system through providing a platform for stakeholders, improve quality of delivery and strengthening the governance structures including NF-EMIS and M&E.
2	USAID initiatives	PRP (Pakistan Reading Project)
3	UNICEF ALP	UNICEF's Alternative learning Programmes has got clear connections with the NFE
4	UNESCO's initiatives (Malala fund and SDG 4)	Not well aligned, but UNESCO's efforts on literacy have precise connections in past in documentation and research
5	SDG 4 and country specific targets and indicators	SDG 4 provides opportunity for NFE sector to build its basis and connect to the formal sector for consolidation and comprehensiveness.
6	Revision of national education policy 2009	Balochistan NFE policy will enable to form linkages with the NEP 2009 which is being reviewed at national level.
7	Integrating NCHD, BECS and other initiatives	NCHD and BECS programmes can be integrated with the recent efforts of strengthening the NFE system in Balochistan.

8	Capitalizing on innovative initiatives by INGOs and NGOs	Engaging INGOs and NGOs to learn from them and find opportunities to build on their initiatives and create meaningful options for NFE strengthening.
9	Engaging corporate social responsibility (CSR)	Through very little, but CSR can be identified, targeted and engaged for NFE strengthening in Balochistan province, especially in recent scenario where CPEC is being prioritized.

Acronyms

JICA	Japan International Cooperation Agency
AQAL	Advancing Quality Alternative Learning
DL&NFE	Directorate of Literacy and Non-Formal Education
BESP	Balochistan Education Sector Plan
NFE	Non-Formal Education
NFBE	Non-Formal Basic Education
LLL	life-long learning
VECs	village education committees
OOSC	out-of-school children
PSLM	Pakistan Social Living and Measurement Survey
MICS	Multiple Indicators Cluster Survey
EMIS	Education Management Information System
ASER	Annual State of Education Report
NEP	National Education Policy
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children Fund
CBOs	Community Based Organizations
NGOs	Non-Governmental Organizations
I-NGO	International - Non-Governmental Organizations
CSO	Civil society origination
SDG	Sustainable Development Goal
ICTs	Information and communication technologies
CRC	Convention of the Rights of child
ECE	Early childhood education
EFA	Education for all
BECS	Basic Education Community Schools

NPA	National Plan of Action
IPEMC	Inter-Provincial Education Ministers' Conference
BCDS	Balochistan comprehensive strategy paper
BEF	Balochistan Education Foundation
N-EMIS	National - Education Management Information System
KP	Khyber Pakhtunkhwah
ICT	Islamabad Capital Territory
FATA	Federally Administered Tribal Areas
GB	Gilgit Baltastan
AJK	Azad Jammun and Kashmir
SWD	Social Welfare Department
BTBB	Balochistan Textbook Board
BOC	Bureau of Curriculum
BOC&EC	Bureau of Curriculum and Extension
BAEC	Balochistan Assessment & Examination System
PITE	Provincial Institute for Teacher Education
CPD	Continuing Professional Development
ADP	Annual Development Plan
NF-EMIS	Non-Formal Education Management Information System
M&E	Monitoring & Evaluation
SOPs	Standard Operating Procedures
MIS	Management Information System
HR	Human Resource
JDs	Job Descriptions
ACR	Annual Confidential Report
PPRA	Public Procurement Regulatory Authority
BPPRA	Balochistan Public Procurement Regulatory Authority

PC1	Planning Commission 1
PKR	Pak Rupee
P&D	Planning & Development
PPIU	Policy, Planning and Implementation Unit
DCO	District Coordination Officer
CSR	Corporate Social Responsibility
NCHD	National Commission for Human Development
PTR	Pupil Teacher Ratio