




Draft

NATIONAL NON FORMAL EMIS DATA CARD 2019-2020



**Academy of Educational Planning and
Management (AEPAM)
Ministry of Federal Education and
Professional Training
Government of Pakistan**

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INTRODUCTION

This is the first publication in Pakistan that compiles data of Non-Formal Education (NFE) learners, teachers, centers and stakeholders operating in NFE sector in each province. National Non Formal Education Management Information System (EMIS) report card is expected to provide the information of Non-Formal Education in Pakistan to readers. The report card consists of all the efforts and contributions from NFE practitioners at the national and provincial levels. Ministry of Federal Education and Professional Training (MoFEPT) launched National Education Policy Framework in 2018; the framework states “Effective Use of Information” as one of the important five pillars; it discussed importance to set-up mechanism for collection of reliable and timely data. We hope that this National Non Formal EMIS report card and NFEMIS system promote the educational situation in Pakistan.

Non-Formal Education (NFE) offers flexibility that accommodates various age groups, learning levels and varying needs of the learners including timing and places. Pakistan has the second largest Out-of-school children (UNICEF) and 134th among 157 countries in 2018 as per the human capital report (World Bank). National Education Policy framework 2018 mentioned that NFE is one strategy to reduce the number of OOSC and increase access to education. In countries like Pakistan, with a large bulk of out-of-school children, adolescents and youth, the Non-Formal Education mode offers a viable option as an alternate, flexible and stand-alone model of learning. NFE mode does not depend on brick and mortar structure nor does it wait for formal recruitment and trainings. In this community-based education system, volunteers provide the space and services for imparting education to out-of-school children as well as adult illiterates according to their needs and availability. The non-formal mode of providing education also provides accelerated programmes for overage children and youth who crossed their age limits declared official in the formal education and a range of skills that includes life skills (personal hygiene, health, domestic budgeting etc.), and income saving & generating skills as an essential element of life-long learning as well as basic reading, writing and arithmetic skills. It encourages individuals to continue their education and/ or learning as life-long learners either in the formal or non-formal modes or as vibrant citizens and workers who contribute to sustainable development in Pakistan.



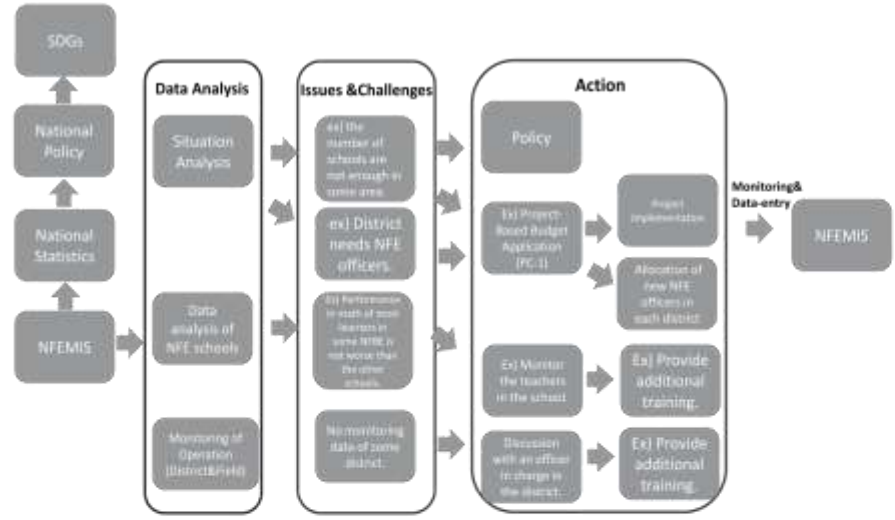
What is NFEMIS?

Non Formal Education Management Information System (NFEMIS) is an online database to manage data of Non-Formal Education in Pakistan. It enables to implement PDCA (Plan-Do-Check- Act) cycle based on timely data in the NFE sector. Generally, educational statistics are more likely to be focused on the number of learners and schools; however, it shows a part of the quantitative information of the educational situation and have difficulties to figure out what kind of issues exist in the field or management. That is to say, the partial information can suggest limited solutions for the issues. This is the starting point of development of NFEMIS. NFEMIS covers information of learners, teachers, centers, learning achievement, daily attendance, tracking of the learners, OOSC, monitoring record of the centers and procurement to show situation of NFE holistically for users. It promotes Data Driven management (DDM) to improve educational situation qualitatively and qualitatively.

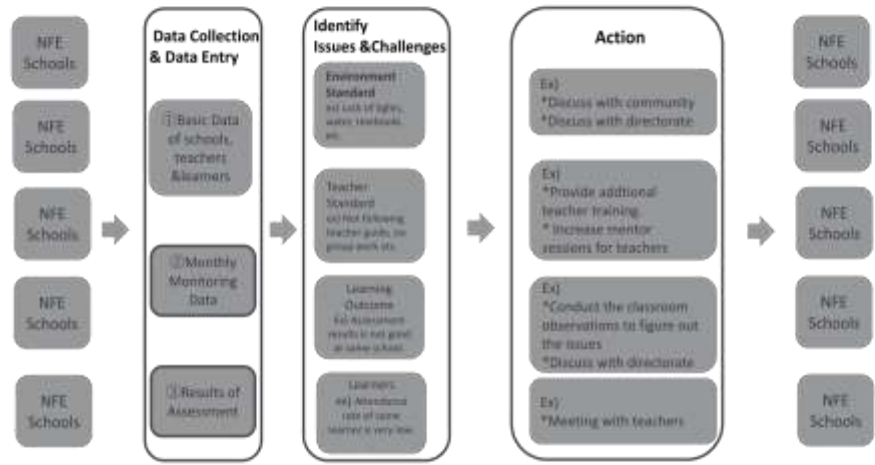
The beauty of NFEMIS is to involve various levels of NFE stakeholders in this system to collect timely and accurate data from the field level such as NFE teachers, monitoring officers and district officers. Before development of the online NFEMIS, challenge was to collect and enter the data timely. The field level officers fill out forms on paper-based format and send them to concerned office. After that, data-entry officers would enter data based on the paper-based formats. This mechanism required several time gap between data-collection in the field and data-entry and also have possibility of mistakes of data-entry due to hand-writing format. However, NFEMIS web-version and mobile application has solved both the issues because data-collection and data-entry can be completed by the same person and it saves time and work load as well. Secondly, NFEMIS enables DDM from the national level to the field level (classroom management). The fresh data helps those who need to make a decision at any level and promotes DDM. Decision-making sounds like only for high level of the education sector, but it is not true; all the levels of NFE requires DDM. For example, when one NFE center in a village have the lowest average scores in mathematics, monitoring officers can compare the results with other centers and also with the previous years to conclude and recommend some concrete actions to be taken to build capacity of the NFE teachers in mathematics. Also, as classroom management, NFEMIS makes it easier for NFE stakeholders at the national and provincial/district levels to manage their NFE activities scientifically and structurally. Please refer to the charts below.



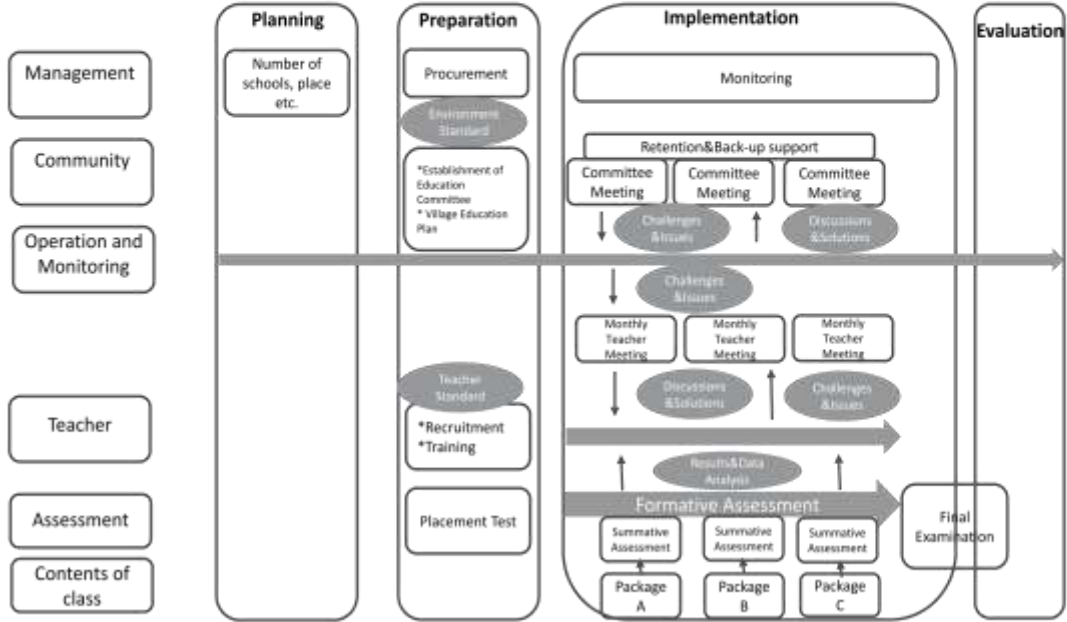
NFEMIS (PROVINCIAL LEVEL)



NFEMIS (DISTRICT/FIELD LEVEL)



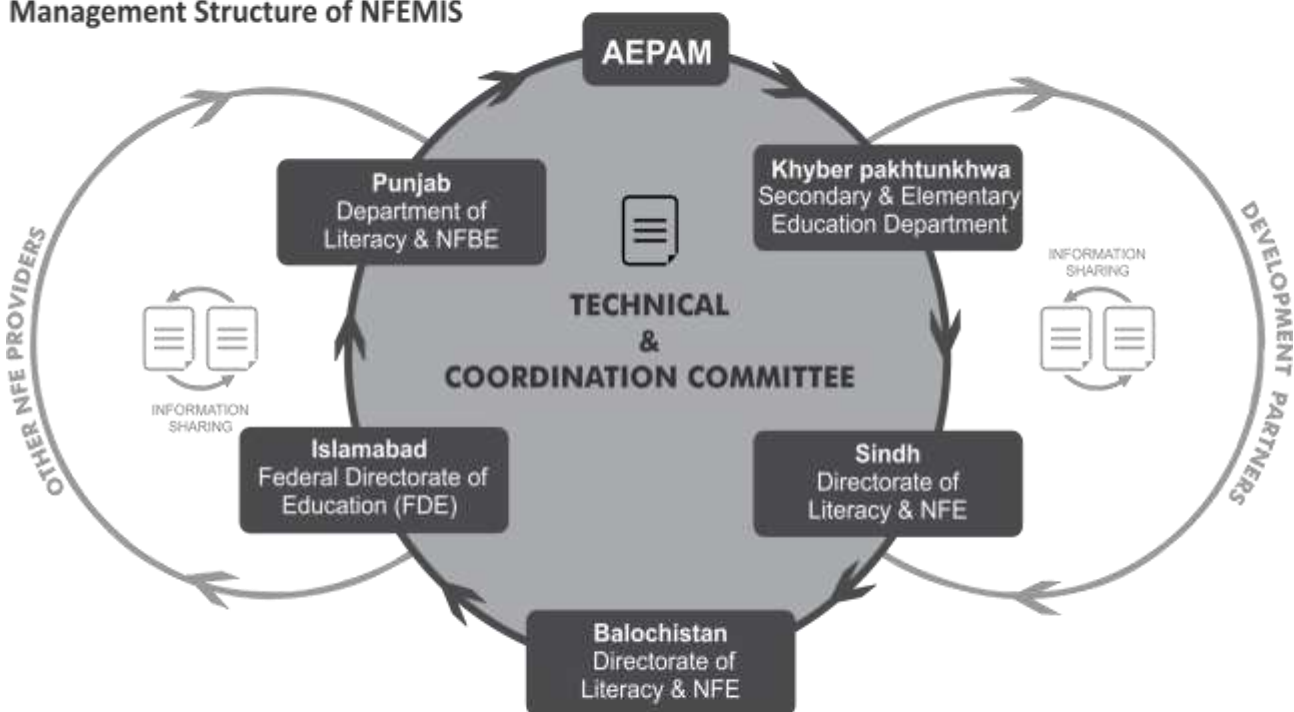
CLASSROOM MANAGEMENT





The management structure of NFEMIS is below. Technical and Coordination committee consists of Academy of Educational Planning Management (AEPAM) and provincial representative. The committee discuss and share their challenges and good practices to improve and promote mechanism of DDM through NFEMIS.

Management Structure of NFEMIS



Non Formal Education (NFE) Statistics: An Overview

Non-Formal Education (NFE) statistics include data of following categories of centers:

1. Non-Formal Basic Education (Primary)
2. Non-Formal Basic Education (Elementary/ Middle)
3. Adult Literacy Centers (ALCs)

Number of schools/ centers, teachers and enrolment of above mentioned categories is provided below.

1. SUMMARY OF SCHOOLS / CENTERS, TEACHERS AND LEARNERS

NFE Statistics given under provide data of NFE schools/ centers, teachers and learners enrolled in these schools/ centers.



1.1 Summary of NFE Schools/ Centers, Teachers and Learners

There are 36,142 centers in Pakistan in NFBE primary, NFBE elementary and adult literacy settings with 37,119 teachers teaching in these centers. At the same time, the enrolment in these centers has reached to 1,347,577, which depict a ratio of 37 learners per center. The table also shows that majority of the centers and enrolment is enrolled in NFBE (primary) that constitutes almost 96% of the total enrolment, whereas NFBE elementary is the least and adult literacy centers comprise 4% of the total NFE sector centers in Pakistan.

Table 1.1: Summary of NFE schools/ centers

NFE (NFBE & ALCs)	Centers	Teachers	Learners
Non-Formal Basic Education (Primary)	33,371	34,377	1,295,692
Non-Formal Basic Education (Elementary/ Middle)	16	16	383
Adult Literacy Centers (ALCs)	2,755	2,726	51,502
Total	36,142	37,119	1,347,577

1.2 Non-Formal Basic Education (Primary)

The NFBE (Primary) schools/ centers comprise 96% of the total enrolment in NFE sector. Data reveal further that Punjab leads the list with almost 58% NFBE (Primary) schools/ centers followed by Sindh that runs 21.6% NFBE centers, while remaining provinces/ areas have small shares with 9% in KP, 1% in ICT, 4% in GB, 4.6% in Balochistan and 1.6% in AJK. Regarding teacher students ratio, which is an important indicator, it is 1:39 in NFBE (Primary) in Pakistan.



Table 1.2: Area wise summary of NFBE (Primary) schools/centers

Provinces/ Areas	Centers	Teachers	Learners
Azad Jammu & Kashmir	443	498	20,231
Balochistan	1,520	1,696	59,078
Gilgit-Baltistan	1,608	1,645	53,974
Islamabad Capital Territory	372	372	11,325
Khyber Pakhtunkhwa	2,963	3,008	115,817
Punjab	21,345	21,581	754,864
Sindh	5,120	5,577	280,403
Total	33,371	34,377	1,295,692

1.3 Non-Formal Basic Education (Elementary/ Middle)

NFBE (Elementary) is only introduced in Punjab where only 16 centers are operating with 383 learners. Remaining provinces are working on development of NFBE (elementary) curriculum and are planning to open centers during year 2020.

Table 1.3: area wise summary of NFBE (Elementary) schools/ centers

Provinces/ Areas	Centers	Teachers	Learners
Punjab	16	16	383
Total	16	16	383



1.4 Adult Literacy Centers (ALCs)

The second largest domain in NFE sector is the Adult Literacy Centers (ALCs) after NFBE (Primary). The ALCs comprise 4% of the total NFE sector in Pakistan, hence requires much attention of NFE providers both from Government and development side to invest more on ALCs to uplift the literacy rate and give boost to the human capital in Pakistan. Data reveal that Punjab is the largest literacy provider province in Pakistan with 85% ALCs, followed by Balochistan that shares 12%, while ICT has only 3% ALCs for youth and adults. It is to be noted that AJK, GB, KP and Sindh have no ALCs. Regarding teacher student ratio in ALCs, it has been found to be 19, which appears much less than the NFBE (Primary), but provides a reasonable number where teachers can concentrate better on the learners.

Table 1.4: area wise summary of Adult Literacy Centers (ALCs)

Provinces/ Areas	Centers	Teachers	Learners
Azad Jammu & Kashmir	-	-	-
Balochistan	336	318	6,201
Gilgit-Baltistan	-	-	-
Islamabad Capital Territory	79	68	755
Khyber Pakhtunkhwa	-	-	-
Punjab	2,340	2,340	44,546
Sindh	-	-	-
Total	2,755	2,726	51,502



2. SCHOOLS/ CENTERS (INSTITUTIONS)

Data of institutions (schools/ centers) in NFE sector are analysed in various dimensions such as geographical areas, gender and categories of NFE schools/ centers.

2.1 Non-Formal Basic Education (Primary)

Gender wise data of the NFBE (Primary) schools reveal that majority (76%) schools/ centers are Co-Education. Those designated for boys and girls separately constitute 12.4% and 11.6% respectively. Prevalence of co-education centers was high in GB, ICT, KP and Punjab where co-education schools/ centers ranged from 90% to 93%, while AJK and Balochistan have moderate figures with an average of 56% co-education centers. Surprisingly, Sindh has the lowest percentage of co-education centers with only 1.5% and considerably more schools/ centers for boys than for the girls.

In terms of geographical presence and share of provinces/ areas in NFBE (Primary), Punjab shares the big chunk with 64% NFBE (Primary) in Pakistan followed Sindh and KP with 15% and 9% respectively. However, share of other provinces/ areas remained less than 5%.

Table 2.1: Area and gender wise data of NFBE (Primary) schools

Provinces/ Areas	Male	Female	Co. Edu.	Total
Azad Jammu & Kashmir	123	74	246	443
Balochistan	420	233	867	1,520
Gilgit-Baltistan	31	77	1,500	1,608
Islamabad Capital Territory		39	333	372
Khyber Pakhtunkhwa	36	215	2,712	2,963
Punjab	696	997	19,652	21,345
Sindh	2,819	2,223	78	5,120
Total	4,125	3,858	25,388	33,371



2.2 Non-Formal Basic Education (Elementary/ Middle)

There are only 16 NFBE (Elementary) schools/ centers in Pakistan, all in Punjab and that 10 out of 16 centers are for girls that constitutes 62.5%. There is no co-education center in this category of schools/ centers.

Table 2.2: Area and gender wise data of NFBE (Elementary) schools

Provinces/ Areas	Male	Female	Co. Edu	Total
Punjab	6	10	-	16
Total	6	10	0	16

2.3 Adult Literacy Centers (ALCs)

In ALC's category, majority (77%) of the centers are for women and only 3.3% ALCs are co-education where men and women study together. Surprisingly, around 4% literacy centers in Balochistan are for mixed gender and in ICT, all ALCs currently operating are for mixed gender. Balochistan has more centers for men than women, whereas Punjab offers 84% centers for women.

In terms of geographical coverage, 61% ALCs are functional in Punjab, followed by KP with 28.7%, while Balochistan and ICT maintain a reasonable share of 8.7% and 2% respectively.



Table 2.3: Area and gender wise data of Adult Literacy Centers (ALCs)

Provinces/ Areas	Male	Female	Co-Education	Total
Azad Jammu & Kashmir	-	-	-	-
Balochistan	173	150	13	336
Gilgit-Baltistan	-	-	-	-
Islamabad Capital Territory	-	-	79	79
Khyber Pakhtunkhwa	-	-	-	-
Punjab	367	1,973	-	2,340
Sindh	-	-	-	-
Total	540	2123	92	2,755

3. TEACHERS

Non-Formal Education (NFE), generally, is termed as one teacher, one center and one room model of education delivery in Pakistan. However, in some cases more than one teachers are used to manage one center and in some cases one teacher manages more than one centers depending upon the situation that may change as per the learners' number and specific geographical areas that are hard to reach.

The NFE data of teachers is narrated below in various dimensions such as gender, geographical areas and category of schools/ centers.

3.1 Non-Formal Basic Education (Primary)

Overall, 75% teachers are women in NFBE (Primary) category, which is a good sign and follows the Government's policy of maximizing female teachers at primary level. In terms of the presence of teachers in provinces/ areas, 62.8% teachers are working in Punjab, followed by Sindh where this percentage is 16.2. In remaining areas, KP has 8.8%, Balochistan and GB have 9.7%, while other areas AJK and ICT have 1.4% and 1.1% respectively.



Table 3.1: Area and gender wise data of Teachers in NFBE (Primary)

Provinces/ Areas	Male	Female	Total
Azad Jammu & Kashmir	64	434	498
Balochistan	849	847	1,696
Gilgit-Baltistan	506	1,139	1,645
Islamabad Capital Territory	31	341	372
Khyber Pakhtunkhwa	433	2,575	3,008
Punjab	3,565	18,016	21,581
Sindh	3,010	2,567	5,577
Total	8,458	25,919	34,377

3.2 Non-Formal Basic Education (Elementary/ Middle)

In NFBE (Elementary) that is operating only in Punjab, teachers are assigned as per the gender of their schools/ centers. Female teachers are more (10) than their male counterparts.

Table 3.2: Area and gender wise data of Teachers in NFBE (Elementary)

Provinces/ Areas	Male	Female	Total
Punjab	6	10	16
Total	6	10	16

3.3 Adult Literacy Centers (ALCs)

Percentage of female teachers in ALCs is significantly higher than male teachers owing to the higher number of centers for women in Pakistan. 80.3% female teachers are working in ALCs, most of them in Punjab where this percentage is 86. Other two areas including Balochistan and ICT have 11.7% and 2.5% respectively, while AJK, GBKP and Sindh have no adult literacy centers.



Table 3.3: Area and gender wise data of Teachers in Adult Literacy Centers (ALCs)

Province	Male	Female	Total
Azad Jammu & Kashmir			0
Balochistan	169	149	318
Gilgit-Baltistan			0
Islamabad Capital Territory		68	68
Khyber Pakhtunkhwa			0
Punjab	367	1973	2340
Sindh			0
Total	536	2,190	2,726

4. ENROLMENT

Enrolment statistics in NFE sector describe that there are 1.34 million children enrolled in NFE schools/ centers in Pakistan. If these data are compared with the total enrolment in public sector schools of Pakistan, it constitutes 5.3% of the total enrolment, which appears to be very low in situations where the country is facing huge out of school crises and that the literacy is one of the lowest in the region. (comparison made with Pakistan Education Statistics Report 2016-17)

However, the enrolment in NFE is analysed as follows to give a deep look into the data.

4.1 Province/ area wise enrolment in NFE

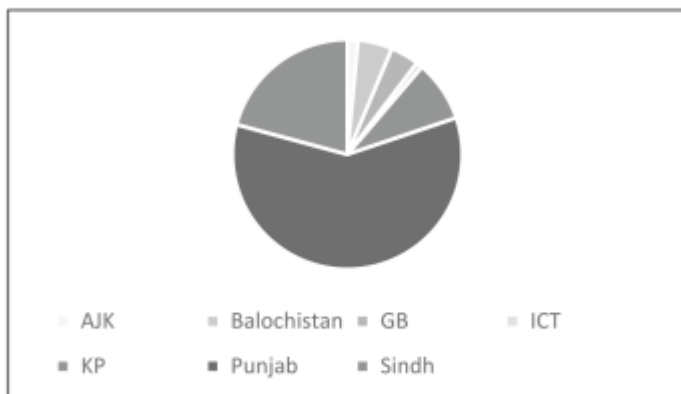
As per the statistics, Punjab has the largest enrolment share with over 58% and Sindh has 21.6%, while all other areas have less than 10% of enrolment share.



Table 4.1: Area wise enrolment in NFE sector

Provinces/ Areas	Enrollment
Azad Jammu & Kashmir	20,231
Balochistan	65,279
Gilgit-Baltistan	53,974
Islamabad Capital Territory	12,080
Khyber Pakhtunkhwa	115,817
Punjab	799,793
Sindh	280,403
Total	1,347,577

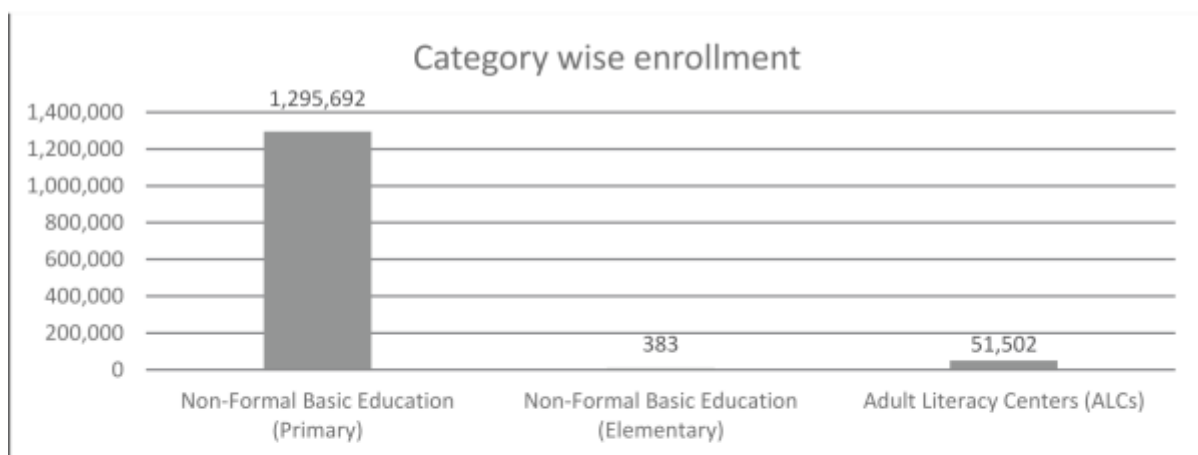
Figure 4.1: Area wise enrolment in NFE sector



4.2 Category wise enrolment

Category wise enrolment in NFE sector narrates that a significant majority of enrolment i.e. 96% is in NFBE (Primary) and 3.8% of the enrolment is part of the adult literacy centers, whereas NFBE (Elementary) is the least category where only 383 learners are enrolled (less than 1 percent).

Figure 4.2: category wise enrolment





4.3 Gender wise enrolment

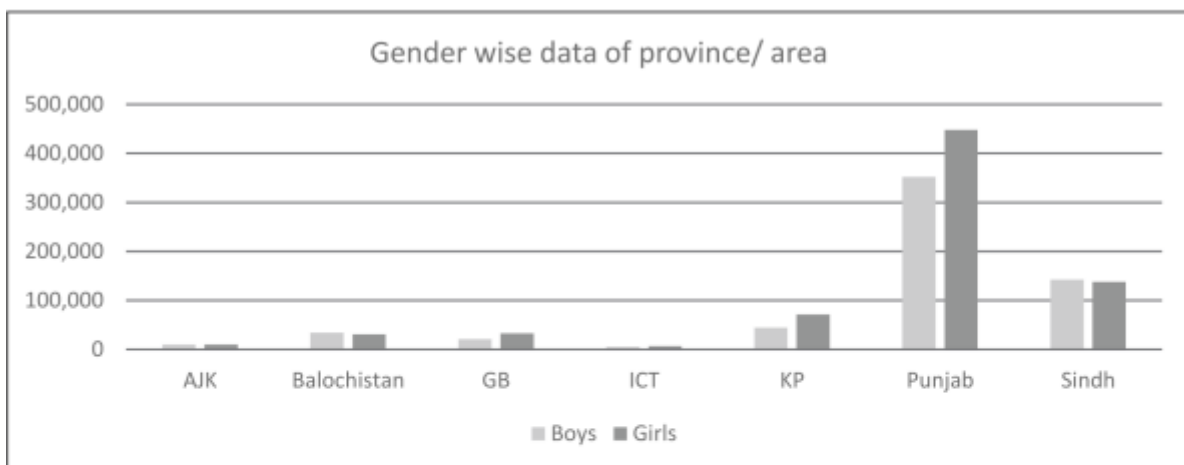
Below are table and a figure that narrate gender wise data of the enrolment of NFE (NFBE and ALCs) centers in Pakistan.

Table 4.3: Gender wise enrolment statistics				Figure 4.3: Gender wise enrolment statistics
Provinces/ Areas	Boys	Girls	Total	<p>Gender Wise Enrollment</p> <p>■ Male ■ Female</p>
Azad Jammu & Kashmir	10,021	10,210	20,231	
Balochistan	34,160	31,119	65,279	
Gilgit-Baltistan	21,209	32,765	53,974	
Islamabad Capital Territory	5,148	6,932	12,080	
Khyber Pakhtunkhwa	44,402	71,415	115,817	
Punjab	351,754	448,039	799,793	
Sindh	142,529	137,874	280,403	
Total	609,223	738,354	1,347,577	

At the same time, gender wise data of provinces/ areas in Pakistan reveal that Balochistan and Sindh have slightly low women participation owing to cultural constraints, while AJK has almost an equal number of boys and girls. All other areas have over 50% girls' enrolment with KP leading at 61.7%, followed GB that has 60.7% girls, and Punjab and ICT have 56% and 57% respectively.



Figure 4.4: Gender wise enrolment data of provinces/ areas



5. CLASS WISE ENROLMENT

5.1 Summary of Package/ grade/ class wise enrolment

Summary of NFBE and adult literacy centers' data (class/ package, area and gender wise) is given under:

Table 5.1: Package/ grade wise data

Packages*/ Grades	Total
Package-A	14,103
Package-B	23,509
Package-C	4,237
Katchi	349,490
One (1)	355,013
Two (2)	185,383
Three (3)	147,840
Four (4)	125,235
Five (5)	90,882
Eight (8)	383
Literacy	51,502
Total	1,347,577

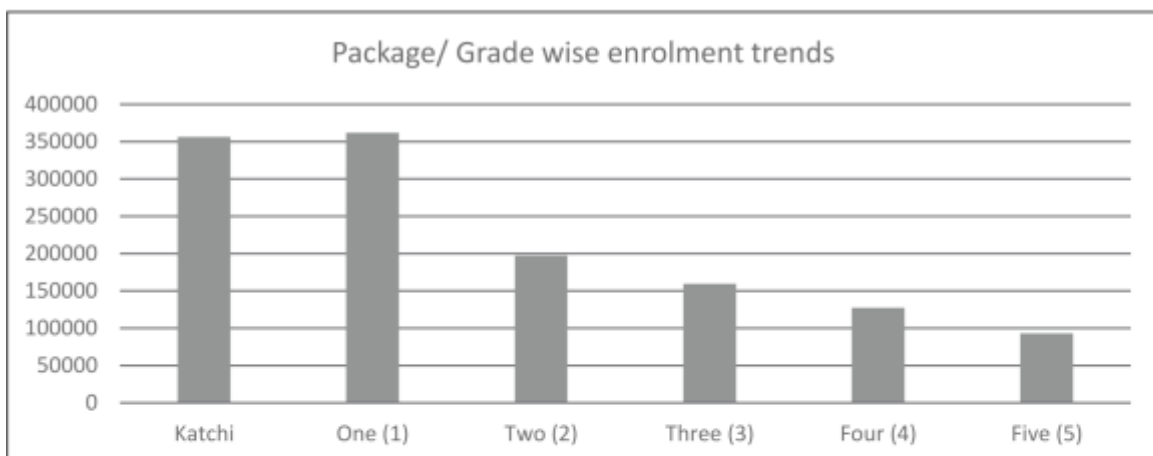
***Packages:** Packages are levels that are equivalent to grades/ classes in NFBE/ ALPs. For example, Package A is equivalent to grade Katchi & one (I), Package B is equivalent to grades 2 & 3 and Package C is equivalent to grades 4 & 5.

Below given figure shows a trend of the enrolment in NFBE (Primary) in Pakistan. The trend highlights a significant decline at grade two and then a steady decrease in enrolment in following grades three, four and five. This situation indicates that NFBE (primary) is confronting drop out challenges as in the formal education system and requires an attention through

quality delivery and consistent community support. (Enrolment data of Packages was adjusted in grades)



Figure 5.1: Package/ grade wise enrolment trends in NFBE (Primary)



5.2 Gender wise enrolment trends

The below given table shows gender wise enrolment trends.

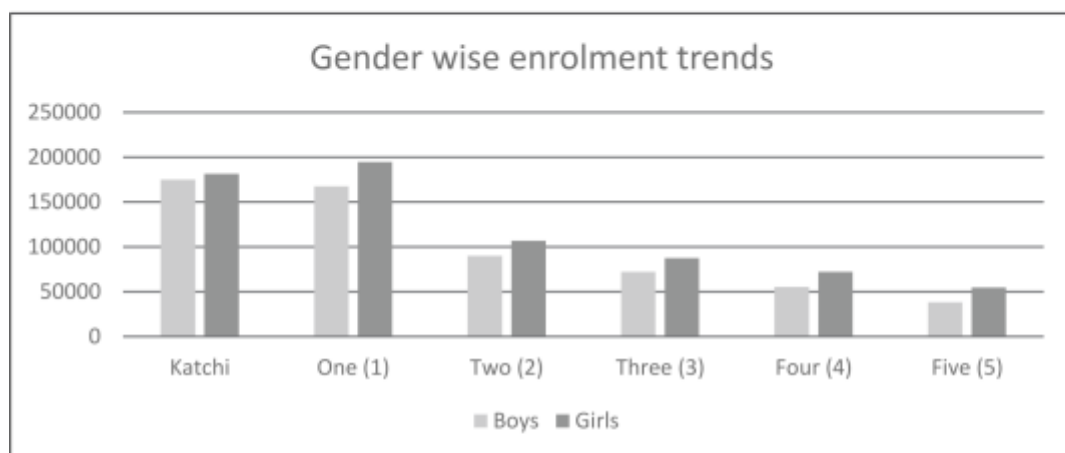
Table 5.2: Gender wise enrolment trends

Packages/ Grades	Boys	Girls	Total
Package-A	5,988	8,115	14,103
Package-B	12,649	10,860	23,509
Package-C	1,106	3,131	4,237
Katchi	172,014	177,476	349,490
One (1)	164,520	190,493	355,013
Two (2)	83,869	101,514	185,383
Three (3)	65,852	81,988	147,840
Four (4)	54,698	70,537	125,235
Five (5)	37,647	53,235	90,882
Eight (8)	146	237	383
Literacy	10,734	40,768	51,502
Total	609,223	738,354	1,347,577



Below given figure shows trends in enrolment with respect to gender. The figure shows a steady decline in enrolment in enrolment for both boys and girls. However, girls' enrolment is higher than boys in NFBE (Primary) in Pakistan.

Figure 5.2: Gender wise enrolment trends



5.3 Province/ area and gender wise summary of packages/ grades in Pakistan

Table 5.3: Summary of package/ grade wise enrolment (area and gender wise)

Packages/ Grades	A J K		Balochistan		G B		I C T		Khyber Pakhtunkhwa		P u n j a b		S i n d h	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Package-A			2,631	3,393			530	753					2,827	3,969
Package-B			9,496	5,486			2 0	5 3					3,133	5,321
Package-C			6 0 6	1,514			5 5	114					4 4 5	1,503
Katchi	2,325	2,565	3,824	3,541	9 6 2	2,286	166	203	16,764	19,261	119,127	125,609	28,846	24,011
One (1)	3,252	3,137	6,198	6,611	9,333	12,207	1,770	1,715	14,861	24,953	101,905	116,953	27,201	24,917
Two (2)	1,271	1,513	2,695	2,816	3,950	5,707	808	798	5,454	10,671	48,533	61,210	21,158	18,799
Three (3)	1,270	1,232	1,842	1,838	3,320	5,199	706	740	3,455	7,261	34,935	46,139	20,324	19,579
Four (4)	1,081	1,024	2,887	1,618	2,400	4,272	504	573	2,356	5,304	23,271	34,185	22,199	23,561
Five (5)	822	7 3 9	6 8 0	1,402	1,244	3,094	494	1,323	1,512	3,965	16,499	26,498	16,396	16,214
Eight (8)											1 4 6	2 3 7		
Literacy			3,301	2,900			9 5	660			7,338	37,208		
Total	10,021	10,210	34,160	31,119	21,209	32,765	5,148	6,932	44,402	71,415	351,754	448,039	142,529	137,874



6. ORGANIZATION WISE NFE DATA CARDS

Organization wise data of NFE centers is narrated in three major categories:

1. Organization and provinces/ areas
2. Provinces/ Area and Organizations
3. Organizations and their categories/ types (Govt. and Private/ NGOs)

6.1 Organizations and Provinces/ Areas

There are 42 organizations in Pakistan offering NFE services. Out of these three organizations are operating in more than one province/ area, while remaining 39 are working in specific provinces/ areas. These three organizations include; 1) Allama Iqbal Open University (AIOU), 2) Basic Education Community Schools (BECS), and 3) National Commission for Human Development (NCHD). These organizations constitute almost 54% of the total enrolment in NFE sector.

Table 6.1: Organization and provinces/ areas

No	Organizations	Province/ area	Centers	Teachers	Learners		
					Boys	Girls	Total
1	Agency for Technical Cooperation and Development (ATCD)	Sindh	4	18	208	236	444
2	ALIGHT	Sindh	14	14	168	321	489
3	Allama Iqbal Open University - Bureau for University Extension & Special Program AIOU (BUE&SP)	ICT	38	38	-	704	704
		Punjab	23	23	209	332	541
4	Amal-e-Danish	Sindh	2	6	69	80	149



5	Badin Rural Development Society (BRDS)	Sindh	2	8	-	241	241
6	Balochistan Rural Support Program (BRSP)	Balochistan	132	212	8,213	1,727	9,940
7	Basic Education Community Schools (BECS)	AJK	202	202	3,855	4,218	8,073
		Balochistan	496	496	6,615	8,128	14,743
		GB	1,425	1,425	19,499	26,447	45,946
		ICT	248	248	4,014	4,060	8,074
		KP	1,387	1,387	17,039	35,007	52,046
		Punjab	5,687	5,646	94,484	119,811	214,295
		Sindh	1,526	1,526	35,703	40,703	76,406
8	Basic Urban Services for Katchi Abadies (BUSKA)	Sindh	2	8	213	159	372
9	Bunyad Literacy Community Council (BLCC)	Punjab	772	772	11,744	19,142	30,886
10	Charter for Compassion	Sindh	9	31	661	487	1,148
11	Community Development Foundation (CDF)	Sindh	1	4	-	120	120
12	Dhartee Development Society (DDS)	Sindh	2	4	115	117	232
13	Directorate of Literacy & Non Formal Education Balochistan (DL&NFE)	Balochistan	440	422	4,169	4,172	8,341



14	Education Department, Gilgit Baltistan	GB	75	75	-	4,143	4,143
15	Education Support Program (ESP) – UNICEF	Balochistan	288	362	5,533	8,681	14,214
16	Elementary & Secondary Education Foundation (E&SEF) KP	KP	1,033	1078	15,923	24,432	40,355
17	Federal Directorate of Education (FDE)	ICT	62	62	536	806	1,342
18	Gorkah Foundation (GF)	Sindh	2	10	145	107	252
19	Green Rural Development Organization (GRDO)	Sindh	2	13	125	117	242
20	Health & Nutrition Development Society (HNDS)	Sindh	300	350	3,091	4,769	7,860
21	Human Development Foundation (HDF)	Sindh	2	6	98	62	160
22	I-Feel	ICT	15	15	434	588	1,022
23	Indus Crafts Foundation (ICF)	Sindh	4	7	-	146	146
24	Indus Resource Centre (IRC)	Sindh	230	218	2,827	3,969	6,796



25	Institute of Rural Management (IRM)	Sindh	8	27	211	319	530
26	Japan International Corporation Agency - Advancing Quality Alternative Learning Project (JICA-AQAL)	ICT	9	9	69	114	183
27	Kashf Foundation	Sindh	4	6	-	569	569
28	Labor & Human Resource Department (L&HRD)	Punjab	118	118	1,662	1,595	3,257
29	Literacy & Non Formal Basic Education Department (L&NFBE) Punjab	Punjab	15,415	15,415	205,481	264,822	470,303
30	Management and Development Foundation (MDF)	Sindh	2	4	36	231	267
31	Maymar Welfare Society (MWS)	Sindh	3	10	99	117	216
32	National Commission for Human Development (NCHD)	AJK	197	176	4,298	4,154	8,452
		Balochistan	500	522	9,630	8,411	18,041
		GB	108	145	1,710	2,175	3,885
		ICT	79	68	95	660	755
		KP	543	543	11,440	11,976	23,416
		Punjab	1,686	1,963	38,174	42,337	80,511
		Sindh	2,870	3,105	97,162	81,288	178,450



33	National Education Foundation (NEF)	AJK	44	120	1,868	1,838	3,706
34	National Rural Support Programme (NRSP)	Sindh	6	18	277	416	693
35	Path Development Network (PDN)	Sindh	2	5	79	196	275
36	Sindh Madressa Board (SMB)	Sindh	19	47	139	515	654
37	Sindh Community Foundation (SCF)	Sindh	1	3	80	50	130
38	Sindh Rural Partner Organization (SRPO)	Sindh	2	8	135	146	281
39	Sindh Rural Support Organization (SRSO)	Sindh	3	10	-	283	283
40	Strengthening Participatory Organization (SPO)	Sindh	6	17	207	243	450
41	Thardeep Rural Development Programme (TRDP)	Sindh	1	3	58	72	130
42	The NGO World Foundation (TNW)	Sindh	91	91	623	1,795	2,418
	Total		36,142	37,119	609,223	738,354	,347,577



6.2 Province/ Areas and Organizations

Out of total 42 organizations, Sindh has the largest number with 29 organizations, while Punjab and ICT has six each, followed by Balochistan where five organizations are operating. Simultaneously, GB, KP and AJK all have three each.

Table 6.2: Province/ areas and organizations

No	Provinces/ Areas	No	Organizations	Centers	Teachers	Learners		
						Boys	Girls	Total
1	Azad Jammu & Kashmir	1	BECS	202	202	3,855	4,218	8,073
		2	NCHD	197	176	4,298	4,154	8,452
		3	NEF	44	120	1,868	1,838	3,706
2	Balochistan	1	BRSP	132	212	8,213	1,727	9,940
		2	BECS	496	496	6,615	8,128	14,743
		3	DL&NFE Balochistan	440	422	4,169	4,172	8,341
		4	ESP - UNICEF	288	362	5,533	8,681	14,214
		5	NCHD	500	522	9,630	8,411	18,041
3	Gilgit Baltistan	1	BECS	1,425	1,425	19,499	26,447	45,946
		2	Education Department, Gilgit Baltistan	75	75	-	4,143	4,143
		3	NCHD	108	145	1,710	2,175	3,885
4	Islamabad Capital Territory	1	AIOU (BUE&SP)	38	38	-	704	704
		2	BECS	248	248	4,014	4,060	8,074
		3	FDE	62	62	536	806	1,342
		4	I-Feel	15	15	434	588	1,022
		5	JICA-AQAL	9	9	69	114	183
		6	NCHD	79	68	95	660	755
5	Khyber Pakhtunkhwa	1	BECS	1,387	1,387	17,039	35,007	52,046
		2	E&SEF – KP	1,033	1078	15,923	24,432	40,355
		3	NCHD	543	543	11,440	11,976	23,416



6	Punjab	1	AIOU (BUE&SP)	23	23	209	332	541
		2	BECS	5,687	5,646	94,484	119,811	214,295
		3	BLCC	772	772	11,744	19,142	30,886
		4	L&HRD	118	118	1,662	1,595	3,257
		5	L&NFBED Punjab	15,415	15,415	205,481	264,822	470,303
		6	NCHD	1,686	1,963	38,174	42,337	80,511
7	Sindh	1	ATCD	4	18	208	236	444
		2	ALIGHT	14	14	168	321	489
		3	Amal-e- Danish	2	6	69	80	149
		4	BRDS	2	8	-	241	241
		5	BECS	1,526	1,526	35,703	40,703	76,406
		6	Basic Urban Services for Katchi Abadies	2	8	213	159	372
		7	Charter for Compassion	9	31	661	487	1,148
		8	CDF	1	4	-	120	120
		9	DDS	2	4	115	117	232
		10	GF	2	10	145	107	252
		11	GRDO	2	13	125	117	242
		12	HANDS	300	350	3,091	4,769	7,860
		13	HDF	2	6	98	62	160
		14	ICF	4	7	-	146	146
		15	IRC	230	218	2,827	3,969	6,796
		16	IRM	8	27	211	319	530
		17	Kashf Foundation	4	6	-	569	569



	18	MDF	2	4	36	231	267
	19	MWS	3	10	99	117	216
	20	NCHD	2,870	3,105	97,162	81,288	178,450
	21	NRSP	6	18	277	416	693
	22	PDN	2	5	79	196	275
	23	SMB	19	47	139	515	654
	24	SCF	1	3	80	50	130
	25	SRPO	2	8	135	146	281
	26	SRSO	3	10	-	283	283
	27	SPO	6	17	207	243	450
	28	TRDP	1	3	58	72	130
	29	TNW	91	91	623	1,795	2,418
		Total	36,142	37,119	609,223	738,354	1,347,577

Organizations and its categories/ types (public and development)

Data in this category show following key facts:

Contribution to the sector:

95% of the centers and an equal percentage of enrolment in NFE sector is supported by the public/ government organizations, whereas remaining 5 percent support in this sector is coming from private/NGOs/ donors/ development partners' side.

Gender focus:

Data reveal that government supported/ funded NFE programmes offers balanced focus to both genders with 54% enrolment of girls. However, in private/ NGO supported NFE programmes, girls' percentage is noted to be 62%, slightly higher than found in government funded programmes.



Key Findings and Recommendations

Key Findings

1. Previous year's Pakistan Education Statistics Report 2016-17 reported NFBE data as 1.24 million, while this year's data reported in NFEMIS report card is 1.29 million adding around 51,770 new learners in the system. In addition, 51,502 learners enrolled in adult literacy centers were also added to the system. In total, 103,655 new learners were added to the system through a systematic NFEMIS and efforts of the staff involved in.
2. The development/ private/ NGOs contributed around 70,876 in both NFBE and adult literacy enrolment. This is a significant contribution that has been ensured through the efforts of the provincial NFEMIS that are being operated by the departments and directorates of Literacy & NFEs.
3. In total enrolment, 95% contribution was made by the public sector organizations such as BECS, NCHD and departments/ directorates of literacy & NFEs. Simultaneously, 5% contribution made by the development/ private/ NGOs is also supporting the NFE sector to grow and contribute in overall education promotion. However, some NGOs are being supported by the Government organizations such as Sindh Education Foundation (SEF) is operating through NGOs in many areas in Sindh.
4. Gender focus by Public sector is recorded to be 54%, while the same is noted to be 62% by the development/ private/ NGOs sector.
5. Drop-out in NFE is happening beyond grade 2 in particular, which needs urgent attention of both government and development sector organizations.
6. NFBE (Elementary) needs more focus especially for girls given the current out-of-school crises that is high for elementary and secondary age children.
7. Adult literacy centers have been included in the NFEMIS data for the first time. The NFEMIS should insert more efforts to collect more data and with more details.
8. The NFE statistics need more focused and detailed data availability so as the same could be used to report education and indicators and SDGs reports.



Recommendations:

Following recommendations are derived from the findings to strengthen the NFEMIS in coming years:

1. NFEMIS both at provincial and federal levels must continue with the same spirit and continue adding more children to the data bank by exerting extra efforts.
2. Development/ private/ NGOs sector organizations are encouraged to contact NFEMIS both at provincial and federal levels so as their efforts are counted in the national education data bank.
3. Both public and development/ NGOs sector organizations should report extensive data, which is more than centers, teachers and learners, so that an in-depth analysis may be conducted and the AEPAM is able to report against the SDG-4 indicators.
4. Public sector organizations should focus more on girls' enrolment.
5. Both public and development/ private/ NGOs sector NFE organizations should concentrate on quality delivery to reduce drop pout in NFE setting.
6. Although NFEMIS has enhanced its coverage and added new learners to the system, but Non-Formal Education, as a sector needs more and focused attention of the authorities through enhanced investment to address the prevailing out-of-school crises.



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