

L I T E R A T E A N D P R O S P E R O U S B A L O C H I S T A N

STRATEGIC PLAN

2023-2030

Directorate of Literacy & NFE

August 2023



Directorate of Literacy & NFE, SWD, Balochistan

Table of Contents

Message by the Secretary:.....	3
Situation Analysis:.....	4
Education institutions/ schools and enrollment:.....	4
Education Indicators of Balochistan	6
Situation of Non-Formal Education (NFE) in Balochistan:	8
Learning levels in the Province:	10
Out-of-school children (OOSC) Situation:	11
Youth/ adult Literacy Statistics:	12
Key Findings and Challenges	16
Key findings and Proposed Strategic Interventions:.....	19
Strategic Framework.....	21
Vision:.....	21
Mission.....	21
Overall Goal.....	21
Strategic Pillars.....	21
Values.....	21
Targets / Scope	22
Target for OOSC	22
Plan to enroll the target OOSC:.....	22
Target and Relevant Strategies	22
Learning models for children	23
Target for Youth & Adult Literacy:	24
Overall Target for Youth/ Adult Literacy in Balochistan	24
Proposed Learning Models in Balochistan.....	25
Target Group and Strategies for Youth/ Adult Literacy	25
Strategies to implement the strategic plan:	26
Strategies for System Level Capacity for NFE/ ALP Programs:	26
Strategies for expansion of opportunities for NFE /ALP programs:	28
Strategies for quality and relevance of NFE/ALP programs:.....	29
NFE in Emergencies.....	30
Strategies and Corresponding Activities	31
Additional Strategies.....	34
Budget.....	36
Tables and Figures:	37
Annexes:.....	38

Message by the Secretary:

The Strategic Plan of literacy & Non-Formal Education Directorate, Social Welfare Department, Government of Balochistan is a guiding document that derives its inspiration from the Balochistan NFE policy 2016, Balochistan Education Sector Plan (BESP) 2020-25, National Education Policy Framework 2018 and other guidelines published later as well as national and international educational commitments such as SDGs in general and SDG-4 in particular.

The strategic plan is developed for a period of 2023-2030 with a purpose to have its alignment with the SDGs and Balochistan NFE Policy. However, I urge the director literacy & NFE to keep the document updated and continue to make changes to adjust emerging changes and statistical updates.

The strategic plan will provide strategic and clear guidelines in terms of targets and strategies, which are derived from the education and youth/ adult literacy statistics of the province. In this way I can safely claim that the Literacy & NFE directorate has carried out evidence and data driven planning, where data drives the planning process.

I congratulate the Director of Literacy & NFE, Mr. Ashraf Ghichki and Additional Director Mr. Sharif Haider for taking lead and developing a well-directed and data driven strategic plan to address the issues of out-of-school children (OOSC) and illiteracy among young people and adults and equip them with knowledge, life-skills and vocational skills where necessary in collaboration with relevant government, private and development sector organizations. I will urge and look for more collaborative actions towards implementing the said plan and pursue targets given therein and achieve the NFE policy and BESP 2020-2025 proudly. Let me also appreciate the support of JICA's AQAL project that has remained available and has adequately helped in strengthening the systems and delivery mechanism of NFBE/ ALPs and adult literacy in the province.

I look forward to see a growing and progressing Balochistan with high literacy rates especially for women in rural areas and much reduced number of OOSC in the province by giving them right to education through alternative, accelerated, flexible, tech-based and distance learning delivery models.

Imran Khan

Secretary

Social Welfare Department (SWD), Government of Balochistan

Situation Analysis:

Situation analysis of education in general and non-formal education in particular in Balochistan is given under by providing and analyzing number of educational institutions/ schools, enrollment, status of various education indicators, situation of out of school children, rates of literacy among youth and adults in the province. The situation analysis carried out through analyzing the education statistics leads to findings and identify issues and challenges, which ultimately help in devising strategic solutions and defining targets accordingly.

Education institutions/ schools and enrollment:

Educational institutions:

There are total 18,515 educational institutions in Balochistan, most of which are supplied by the public sector (82%), while NFBE/ ALP contribute around 13%. In terms of institutions for boys and girls, data reveal that 61% are for boys, 34% for girls and around 4% are mixed schools that offer co-education to both boys and girls.

Table 1: Educational Institutions in Balochistan

Sector	Boys	Girls	Mixed	Total
Public sector	10,457	4,727		15,184
Private sector	84	15	803	902
Other Public	6	17	20	43
NFBE/ ALP	774	1,612		2,386
Total	11,321	6,371	823	18,515

Schools in public sector

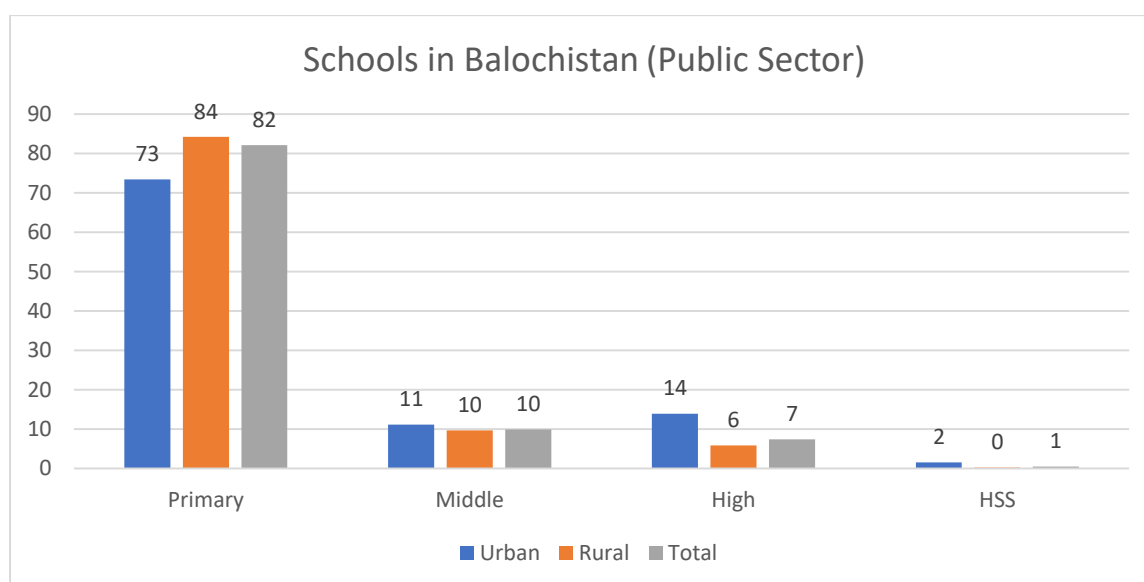


Figure 1: Public sector schools in Balochistan

Data reveal that percentage of primary schools in Balochistan is the highest in public sector schools, while middle, secondary and higher secondary schools are extremely less, which limit opportunities for vertical enrollment or continuity of learning especially beyond primary level.

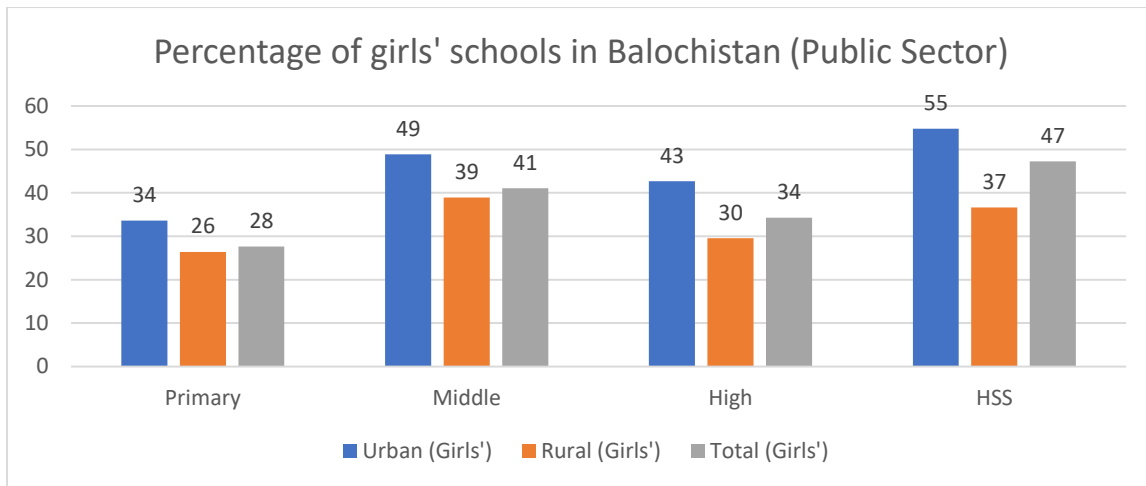


Figure 2: Percentage of girls schools in Balochistan

Availability of public sector schools for girls is again a huge challenge despite serious efforts made in past. Availability of girls schools at primary level is only 28% (slightly better in urban areas, whereas low in rural side). However, availability of girls' schools at middle, secondary and higher secondary levels present a better picture than at primary level. However, data clearly show that presence of girls' schools portray a better picture in urban areas, while in rural areas, girls' schools are very less.

Enrollment in schools:

According to Pakistan education Statistics Report 2020-21, around 1.4 million children are enrolled in educational institutions in Balochistan. Majority of the learners, around 75% are accommodated by public sector schools, while 18%, 1.4% and 5.4% are accommodated respectively by private, other public and NFBE/ ALP settings. Gender wise enrollment data depict that 40% are girls, while 60% are boys in the province. Percentage of girls is found higher in NFBE/ ALP settings, while all other sectors have less enrollment for girls.

Table 2: Enrollment in Educational Institutions in Balochistan

Sector	Boys	Girls	Total
Public sector	625,859	448,741	1,074,600
Private sector	186,094	76,088	262,182
Other Public	11,432	8,110	19,542
NFBE/ ALP	33,851	42,927	76,778
Total	857,236	575,866	1,433,102

Education Indicators of Balochistan

Situation of various education indicators in Balochistan is given under:

Survival Rate

Survival rates up to grade five is 59% (56% for girls and 62% for boys), while the same up to middle (grade eight) is 49% and that the same up to secondary (grade 10) is 51%, much better than the national average which is only 37%.

Table 3: Survival rates for various educational cycles

Provinces	To grade 5			From 1 to 8			From 1 to 10		Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
Balochistan	62	56	59	52	46	49	55	46	51
Pakistan	67	59	63	48	43	46	39	34	37

Effective Transition Rate

Pakistan education statistics reports 2017-18 show that effective transition from primary to middle in Balochistan is 85 for both boys and girls, which is better than national average, which is 83%.

It is added that effective transition from middle to secondary in Balochistan 100% for boys and 94% for girls, better than the national average, which is 96% for boys and 90% for girls.

Table 4: Effective Transition Rate

Provinces/ areas	From Primary to Middle			From Middle to Secondary		
	Boys	Girls	Average/ total	Boys	Girls	Average/ total
Balochistan	85	85	85	100	94	97
Pakistan	83	82	83	96	90	93

Pupil Teacher Ratio:

PTR in Balochistan is shown in table below, which clearly show that PTR in Balochistan is better at all levels in Balochistan than the national average.

Table 5: Pupil Teacher Ratio for various educational cycles

Provinces/ Areas	Primary	Middle	Secondary	Higher Secondary	Primary-HSS
Balochistan	25	16	18	22	20
Pakistan	33	24	26	29	29

Pupil School Ratio

Pupil school ratio in Balochistan is much better than the national average and also than the private schools, which shows an opportunity to optimize the existing capacity.

Table 6: Pupil School Ratio in Balochistan

Provinces	Public	Private	Average
Balochistan	67	266	167
Pakistan	158	212	185

Teacher School Ratio:

Teacher school ratio in Balochistan is low than the private schools and much low than the national average, which points towards making more teachers available in public sector schools.

Table 7: Teacher school Ratio in Balochistan

Provinces	Public	Private	Average
Balochistan	3	9	6
Pakistan	5	12	9

Pupil Classroom Ratio:

Pupil classroom ratio in Balochistan is shown in the table below at various levels of the schooling. This indicator portrays better picture at all levels of schooling including primary, middle, secondary and higher secondary levels, which reveals an appetite for more enrollment in the province and using the system to its full potential.

Table 8: Pupil Classroom Ratio

Provinces	Primary	Middle	Secondary	HSS	Average
Balochistan	19	22	29	36	27
Pakistan	41	35	44	51	43

The education statistics and given indicators points towards the following challenges and opportunities:

1. More primary schools than middle and secondary schools especially, therefore potential to offer ALP (middle and middle-tech) is there and NFE can play a vital role in this. It has also been observed that prevalence of more primary schools is in rural areas therefore, the supply must be in rural side.
2. Percentage of girls especially in rural areas is much less than available for boys, which points towards appetite for girls' education.
3. Weak survival rate points towards drop-out where formal education can play better role through quality inputs and reduce the same. At the same time ALP (accelerated learning) may be used as remedial to address the quality where drop-out is massive.
4. Effective transition from primary to middle is slightly low (85%), which can be improved by providing more middle and middle-tech learning options using a different delivery model that suits learning needs of the children of that particular area
5. PTR, PSR and PCR appear to be suitable as compared to national average, which allows space in the existing schooling system and that more children may be enrolled without hiring more teachers and constructing new/ additional rooms.

Situation of Non-Formal Education (NFE) in Balochistan:

According to Pakistan Education Statistics Report 2020-21 narrates that NFE centers and enrollment statistics depict that the province offers 4,051 NFE (NFBE and adult literacy) centers for children, youth and adults. Majority around 59% are NFBE/ ALP centers that provide right to education children of 5-16 years of age, while 41% centers serve the young people and adults by providing foundational literacy (reading, writing and numeracy skills).

NFBE/ ALP centers and youth/ adult literacy centers

Table 9: NFBE/ ALP centers and youth/ adult literacy centers in Balochistan

Category	Male	Female	Total
NFBE/ ALP centers	774	1612	2386
Adult literacy centers	80	1,585	1,665
Total	854	3197	4,051

Enrollment in NFBE/ ALP and youth/ adult literacy centers in Balochistan:

Enrollment data received by Pakistan education statistics report 2020-21 and non-formal education management information system (NFMIS) 2020-21 reveal that majority of the NFE sector (70% approximately) is served by the NFBE/ ALP that offer right to education to children of 5-16 years of age, while remaining 30% are part of the youth/ adult literacy programmes/ courses where young people and adults undergo foundational literacy programmes to enhance their reading, writing and numeracy skills. It is important to mention that these literacy courses offer literacy, numeracy and life-skills, while trade specific learning models for young people and adults may attract attention of many younger people and adults.

Table 10: Enrollment in NFBE/ ALP centers and youth/ adult literacy centers

Category	Male	Female	Total
NFBE/ ALP	33,851	42,927	76,778
Youth/ Adult Literacy	2,000	31,700	33,700
Total	35,851	74,627	110,478

Same data are also shown in the figure below:

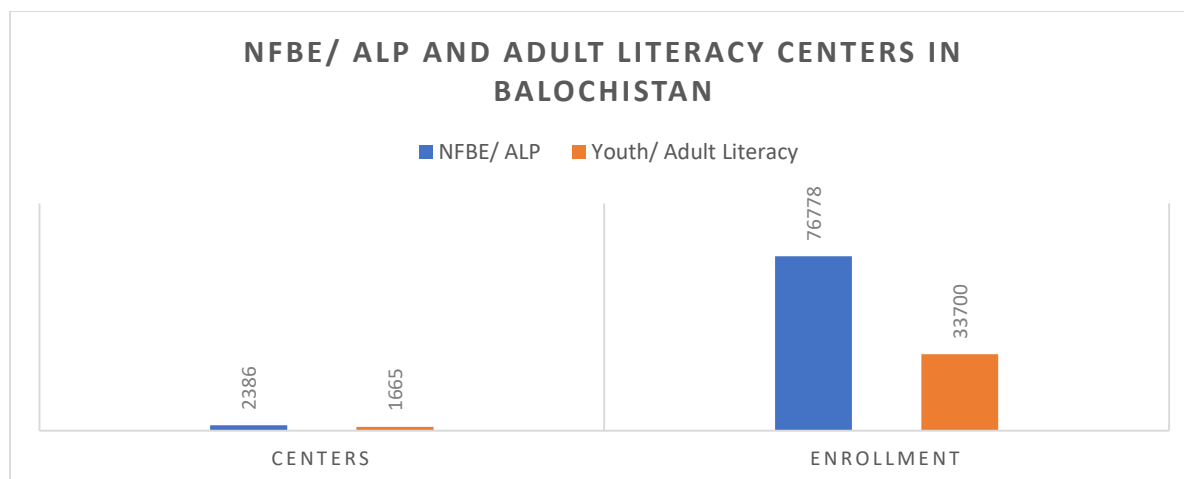


Figure 3: NFBE/ ALPs and Adult Literacy centers in Balochistan

NFBE/ ALP centers:

Pakistan education statistics report 2020-21, there are 2386 NFBE/ ALP centers operating in Balochistan, most of these offering primary level alternative and accelerated learning programmes/ courses that offer primary completion in 30 months to 48 months. Literacy and NFE directorate and NGO led NFBE/ ALP models offer primary completion in 30 months, while BECS run model offers the same level in 48 months.

Table 11: NFBE/ ALP centers and Providers

Level	Boys	Girls	Total
NCHD	343	166	509
BECS	52	463	515
Literacy & NFE	226	291	517
NGOs/ Other NFE providers	153	692	845
Total	774	1,612	2,386

Enrollment in NFBE/ ALP centers:

In terms of enrollment, 76,778 learners are enrolled in NFBE/ ALP centers in Balochistan. Data show that 56% are girls while 44% are boys and that NGOs/ development sector is contributing around 29% of these centers. The NFBE providers in development sector includes a reasonable range including JICA, UNICEF (ESP), Mercy Corps, and other national and international level non-profit actors.

Table 12: Enrollment in NFBE/ ALP centers as per providers

Level	Boys	Girls	Total
NCHD	17,029	12,274	29,303
BECS	6,615	8,128	14,743
Literacy & NFE	4,463	6,385	10,848
NGOs/ Other NFE providers	5,744	16,140	21,884
Total	33,851	42,927	76,778

Afghan Refugee Children:

Enrollment data further reveal that a small number of Afghan refugee children are also enrolled in NFE setting in Balochistan. Just under 1,000 afghani children are studying in NFE centers in the province.

Enrollment in youth/ adult literacy centers

Enrollment statistics in youth/ adult literacy centers in Balochistan reveal that around 33,700 young people and adults are enrolled in Balochistan and that most of these are enrolled by the literacy & NFE directorate and NCHD.

Table 13: Enrollment in youth/ adult literacy centers

Level	Male	Female	Total
NCHD and Literacy & NFE	2,000	31,700	33,700
Total	2,000	31,700	33,700

Enrollment in public and development sector NFE centers in Balochistan:

NFE statistics reveal that out of total enrollment in NFE setting in the province, 65% are enrolled in public sector NFE centers, while remaining 35% are being managed by development sector/ NGOs in Balochistan. This points towards a fact that development sector/ NGOs is contributing fairly in this sub-sector in providing the right to education to children in Balochistan. This sector offers more potential and that the same can be promoted and capitalized by more engagement and facilitation to this sector in the province.

Table 14: Comparison of public and development sector provision

Sector	Boys	Girls	Total
Public sector	621	920	1541
Development sector	153	692	845
Total	774	1612	2386

Challenges and opportunities:

1. Focus on adult literacy seems to be very limited as compared to the demand, where millions of illiterates are waiting for literacy and life-skills
2. Availability of development sector and their contribution has proved to be an opportunity. Not only existing partners can target for more, but more partners may be attracted to operate in Balochistan to assist the Balochistan Government in providing right to education and promote literacy among youth and adults
3. Focus on adult literacy was seen, yet partners and public sector actors must continue focusing this area through continued funding or operating in a program mode. Youth/ adult literacy programming may be carried out by looking at the population and PSLM's literacy statistics
4. Room to offer more ALPs is being realized and NFE providers must continue operating to provide this right

Learning levels in the Province:

According to ASER 2021, only 26% learners of grade 5 could read a sentence in English language, while the percentage of learners who were able to read a story in Urdu/ any local language and those who performed 2-digit division was reported to 46% and 39% respectively. This situation highlights the learning poverty and poor foundational learning situation in the province.

Table 15: Learning levels in Balochistan

Competencies/ Indicators	Score
Grade 5 learners who can read sentences in English	26%
Grade 5 learners who can read a story in Urdu	46%
Grade 5 learners who can do 2 digit division	39%

Population:

Overall population (census 2017)

According to population and housing census 2017, around 12.3 million inhabitants reside in Balochistan with approximately 47.4% women, 72.4% rural and 27.6% urban population. Annual

population growth rate for Balochistan is 3.37% and projected estimated takes the population to around 14 million in 2021.

Table 16: Population statistics in Balochistan

Urban				Rural				Total			
Male	Female	TG	Total	Male	Female	TG	Total	Male	Female	TG	Total
1.8	1.6	0.0	3.4	4.7	4.2	0.0	8.9	6.5	5.9	0.0	12.3

TG: Transgender

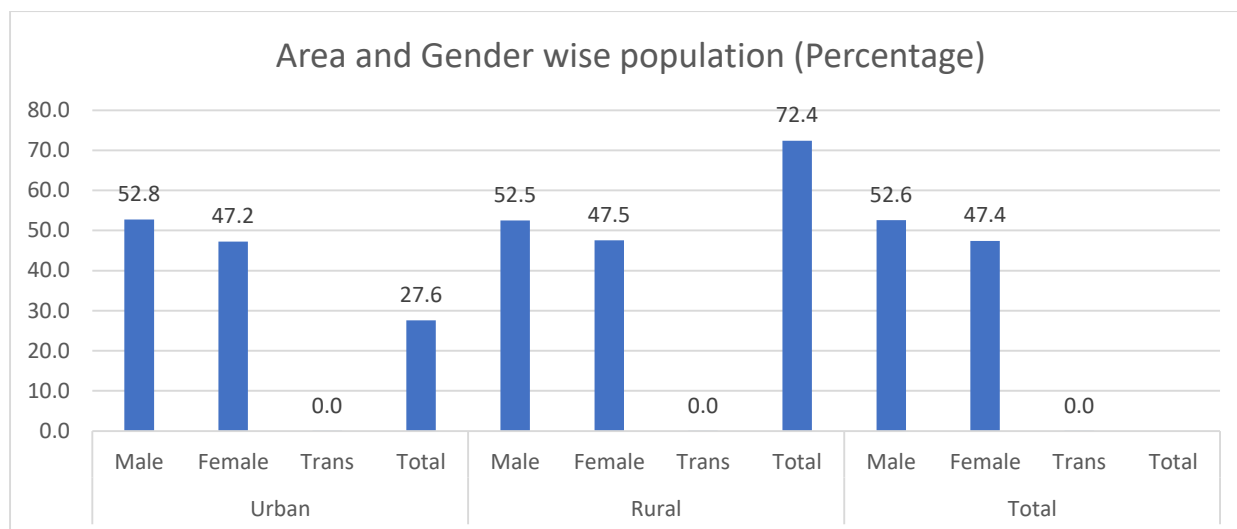


Figure 4: Area and Gender wise population (Percentage)

School going age population (5-16 years of age), as derived from the same population census data, was estimated as 4 million approximately, which is 33% of the total population in Balochistan. After applying the annual population growth rate, the estimated population of this age cohort is estimated to be 4.9 million in year 2021.

Out-of-school children (OOSC) Situation:

Total out-of-school children:

Around 1.5 million children are not in schools in Balochistan as per the BISP data. 36% belong to 10-16 years of age cohort, while remaining are of 5-9 years of age. Out of school girls are 50%.

Table 17: Number of OOSC in Balochistan (BISP)

Age-cohorts	Female	Male	TG	Total
5-9 years	492,007	510,032	163	1,002,202
10-16 years	293,181	274,495	76	567,752
Grand-Total	785,188	784,527	239	1,569,954

Out of school children are further categorized in two groups, 1) drop-outs and 2) never been to schools.

Drop-outs

Dropouts denote that 65.5% belong to 10-16 years of age while 34.5% belong to 5-9 years' age cohort. Girls constitute 50% of the total drop-out cohort.

Table 18: age and gender wise drop-outs

Age-cohorts	Female	Male	TG	Total
5-9 years	11,921	17,245	17	29,183
10-16 years	26,564	28,822	11	55,397
Total	38,485	46,067	28	84,580

Never Been to Schools

Dropouts denote that 36% belong to 10-16 years of age while 63.8% belong to 5-9 years' age cohort. Girls constitute 50% of the total never been to school category.

Table 19: age and gender wise (Never been to schools)

Age-cohorts	Female	Male	TG	Total
5-9 years	480,086	492,787	146	973,019
10-16 years	266,617	245,673	65	512,355
Total	746,703	738,460	211	1,485,374

Another view of out of school children:

According to population census and projections made as per published annual population growth rate, 5-16 years of age cohort in Balochistan constitutes approximately 4.9 million children. Total enrollment of all sectors including public, private and NFE reports that around 1.4 million children are enrolled in schools of various educational settings. If the said enrollment is deduced from the total population of this age cohort, then the OOSC are estimated to be around 3.6 million, which is massively high when compared with other data sets that report OOSC in Pakistan.

Challenges and opportunities:

1. Focus on 10-16 years (however, NFBE may operate in areas where there is no school)
2. Focus on dropped outs and those who have never been to schools in their life time and offer ALPs accordingly and flexibly
3. Identify districts and tehsils/ UCs where OOSC are in abundance and operate there

Youth/ adult Literacy Statistics:

Literacy statistics are assessed in following three major categories:

1. 10 years and older population
2. 15 years and older population
3. 15-24 years (youth)

Table 20: Literacy rates in Balochistan (different age categories)

Literacy data categories	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
10 years and older	76	47	63	55	22	40	61	29	46
15 years and older	75	44	61	52	18	37	59	26	44
15-24 years (youth)	82	65	75	64	31	50	69	40	57

Literacy statistics reveal that literacy rates are generally low in Balochistan for all the said three categories. Further, literacy rate in rural areas is much less than in urban areas and that literacy rate for rural women is very low in Balochistan for all the three categories.

Number of illiterates/ low literates (10 years and above)

The population of 10 years and older people in Balochistan in 2021 was estimated to be 9 million after applying an annual population growth rate of 3.37%. literacy rate for these years was reported as 46% for the same age cohort, thus the literate population is calculated as 4 million approximately, leaving around 4.9 million illiterates/ low-literates in the province.

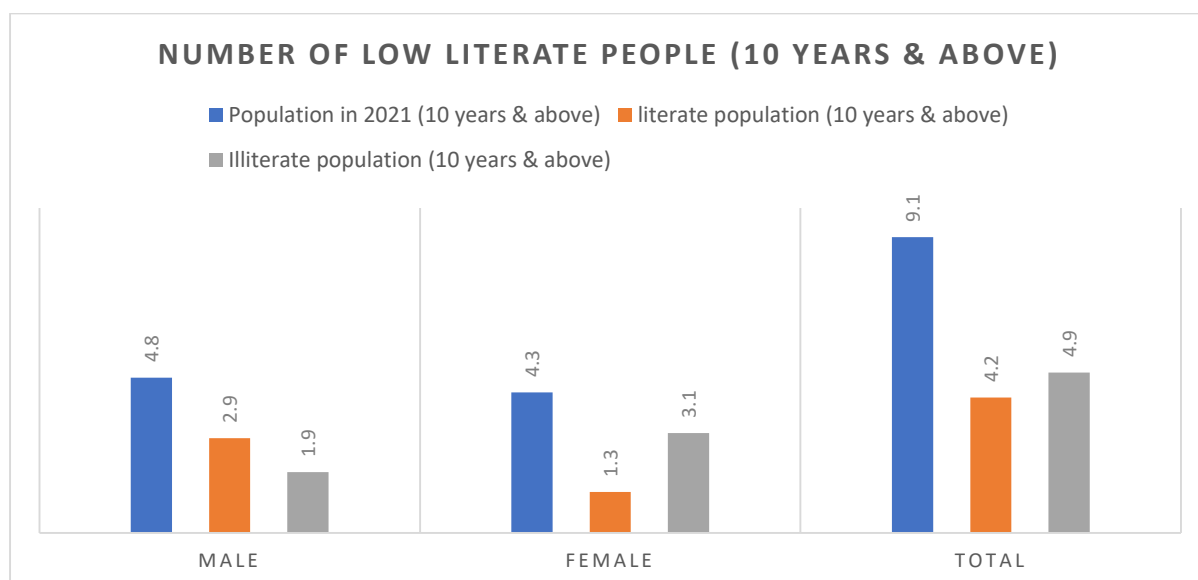


Figure 5: number of low literate people (10 years & above)

Number of illiterates/ low literates (15 years and above)

The population of 15 years and older people in Balochistan in 2021 was estimated to be 6.9 million after applying an annual population growth rate of 3.37%. literacy rate for these years was reported as 44% for the same age cohort, thus the literate population is calculated as 4 million approximately, leaving around 3.9 million illiterates/ low-literates in the province.

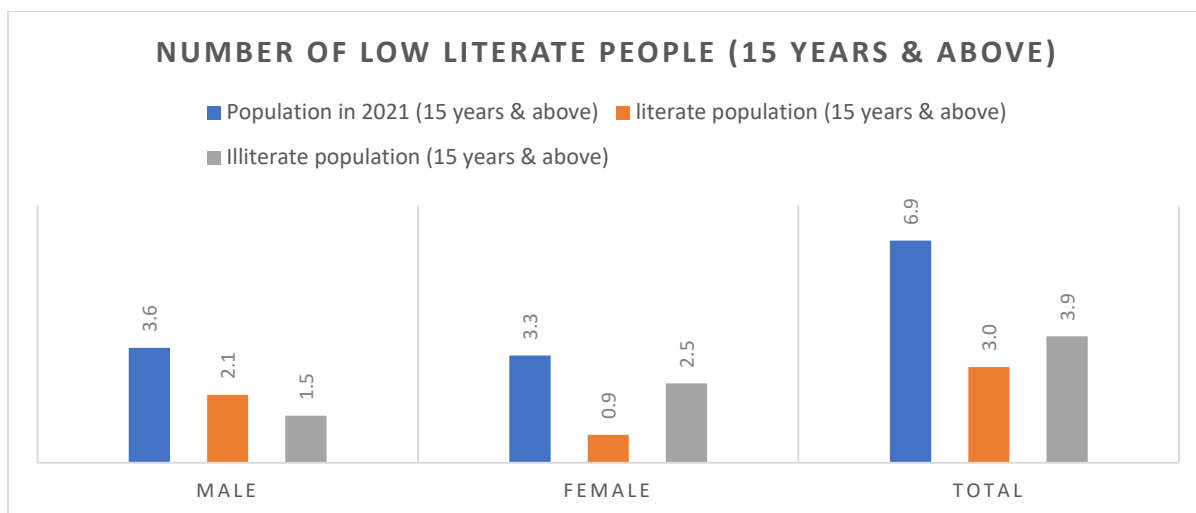


Figure 6: number of low literate people (15 years & above)

Number of illiterates/ low literates (15-24 years- youth)

The population of 15-24 years of age cohort in Balochistan in 2021 was estimated to be 2.6 million after applying an annual population growth rate of 3.37%. literacy rate for these years was reported as 57% for the same age cohort, thus the literate population is calculated as 1.4 million approximately, leaving around 1.1 million illiterates/ low-literates in the province.

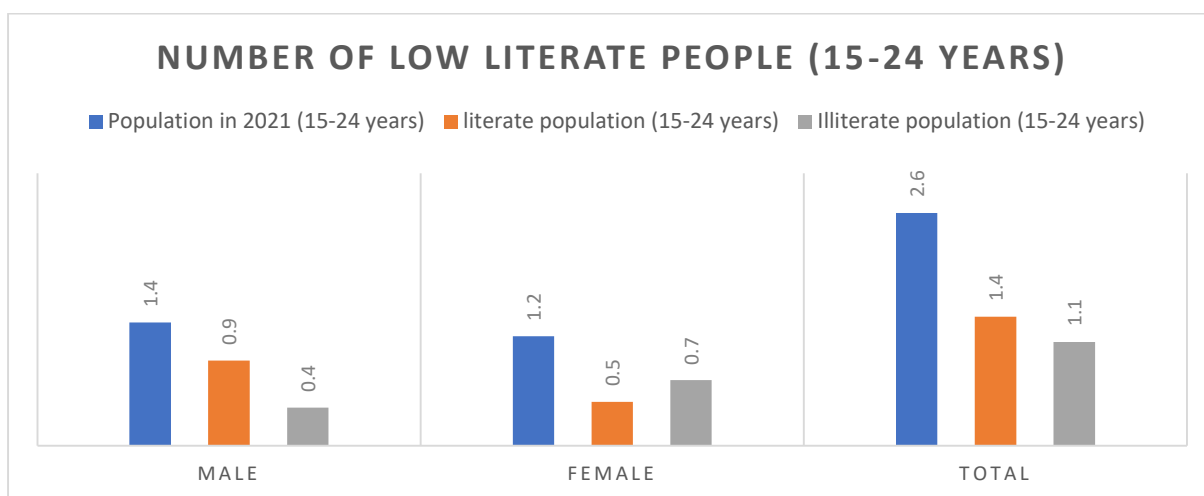


Figure 7: Number of low literate people (15-24 years)

Other Indicators:

Work force indicators of Balochistan:

Table 21: Work force and participation rate

Indicators	2018-19			2020-21		
	Total	Male	Female	Total	Male	Female
Crude activity participation rate	26.8	42.1	8.2	27.2	43.6	8
Refined activity participation rate	40.8	62.8	12.8	40.4	64.3	11.9

Unemployment rate (percentage) = 4.3 % (Punjab is 6.8%, KP is 8.8, Sindh 3.9%)

Table 22: average monthly income

Province/ area	2018-19	2020-21
Total/ Pakistan	21326	24028
KP	21671	24158
Punjab	20189	23367
Sindh	22898	24664
Balochistan	25610	27659

Challenges and opportunities:

1. Labour force participation indicators are extremely low in the province especially for female population. Furthermore, monthly wages, though increased a bit than previous year, yet much low and must be improved significantly. Labor force participation and monthly wages can be increased by equipping the target population with vocational skills.
2. Therefore, it is proposed to integrate vocational skills with ALP and youth/ adult literacy programmes and contribute significantly in developing a skilled labor force followed by certificates that can serve in and outside the country.

Key Findings and Challenges

Following are key findings derived from the analysis of situation and statistical data of educational institutions/ schools and centers, enrolment, learning levels (foundational literacy such as literacy and numeracy), out of school children, youth and adult literacy rates in Balochistan:

1. There are less schools for girls and more schools are for boys in Balochistan especially at primary level, highlighting a fact to open more schools for girls. **[There are less schools for Girls' schools in Balochistan]**
2. Data of schools disaggregated by geographical area reveal that girls' schools in rural areas are much less than in urban areas **[rural areas have extremely less schools for girls]**
3. Data of public sector schools in Balochistan highlight that majority of the schools (82%) are primary level schools, whereas remaining 18% are middle, secondary and higher secondary schools; 10%, 7% and 1% consecutively. This situation calls for supplying more schools at these levels. **[Middle & secondary schools are in extremely less]**
4. Survival rate to grade 10 is 51, which means only around half of the children can make up to grade 10, while others drop-out before reaching to this level. The survival rates for primary, middle and secondary are different; 50%, 49% and 46% consecutively. **[owing poor survival rate, drop-out children need an alternative and accelerated learning stream and also quality support to reduce drop-outs]**
5. Pupil teacher ratio in Balochistan stands at 20:1 (average for all levels), which means that new existing schools can accommodate more children. **[Pupil-teacher ratio is acceptable and can accommodate more children]**
6. Provision of Non-formal education in the form of NFBE/ ALP and youth/ adult literacy in Balochistan appears to be at low side as compared to the need. Around 4,051 centers are providing education and literacy to around 110,478 children, youth and adults. **[Supply of NFE is limited as compared to need to provide education and foundational literacy]**
7. Development sector is contributing to around 35% of the supply of NFE centers in Balochistan, and is considered an opportunity especially in addressing the challenges of refugee children. More partners may be attracted to operate in Balochistan to assist the Balochistan Government in providing right to education and promote literacy among youth and adults. **[Development sector may be encouraged to enhance the supply of NFE]**
8. Public sector funding in adult literacy has been observed, but with inadequate rate especially when seen against the demand where youth/ adult literacy rate is alarmingly low. In such situation, both public and development sector organizations should increase supply of funds in

youth/ adult literacy sector. **[funding in youth/ adult literacy is inadequate as compared to the demand]**

9. Situation of foundational literacy in Balochistan is poor as the ASER 2021 data highlighted that only 26% learners of grade 5 could read sentences in English language, while Urdu story was read by 46% learners of the same grade, and that only 39% of the learners of grade 5 were able to perform 2-digit division. **[Learning poverty in Balochistan calls for well-organized curriculum and delivery strategies]**
10. Analysis of OOSC data published by BISP 2021 reports that there are 1.5 million children of 5-16 years of age in the province. A large number belongs to 10-16 years, which needs alternative and accelerated learning to be able to learn fast and come at par with other learners. **[Out of school children are 1.5 million, while those who belong to 10-16 years constitute a large number and need alternative/ accelerated learning options]**
11. Though out of school boys and girls constitute a similar number, enrollment data categorically reveal that boys' enrollment is significantly higher than the girls, therefore, prevalence of out of school girls is high. **[out of school girls are high in number and need options that are close to their homes]**
12. Out of school data further narrate that only 5% of the total OOSC are drop-outs, while 85% never attended any school in their life time. **[Majority of the OOSC have never been to schools]**
13. Out of school data are also disaggregated with area in addition to gender and age. The area disaggregated OOSC data reveal that majority of the OOSC belong to rural areas. PSLM 2019-20 states that 51% of OOSC belong to rural areas as compared to 35% OOSC in urban areas. **[Out of school children in rural areas are higher than in urban areas]**
14. Youth/ adult literacy rate of BALOCHISTAN is very low as only 46% people of 10 years and above are literate. Literacy rate for 15 years and older is 44% and the same for youth (15-24 years) is 57%. **[Youth/ adult literacy rates are extremely low]**
15. Majority of the illiterate/ low-literate population belong to rural areas as literacy rate for rural areas is much lower than the urban areas. **[There are more illiterate people in rural areas]**
16. Similarly, literacy rate for women is significantly lower than male population in BALOCHISTAN, especially in rural areas. Rural women's literacy rate in some districts is as low as 1% such as in Duki district. Literacy rate in Dera Bugti, Shaheed Sikandar abad, Barkhan, Nasirabad, Hernai, and Jaffarabad, is less than 10%, which is alarmingly low. **[Literacy rate of women is significantly low than men] & [Literacy rate of rural women is alarmingly low in Balochistan]**
17. Labour force participation indicators are extremely low in the province especially for female population. Vocational skill programmes are extremely helpful in not only raising literacy but the

labor force participation as well. **[low LFP in Balochistan needs skill integration]**

Other Challenges

Other challenges include the following:

- Lack of staff at the directorate of literacy & NFE and limited district offices set up is a huge challenge that restricts expansion and sometime quality of delivery of NFE programmes. **[Challenges of Capacity to expand]**
- Limited Financial resources is one of the challenges that create other challenges. Owing to limited funding for NFE in Balochistan, challenges of expansion, quality and governance arise. **[limited financial resources]**
- Sometimes, the directorate of literacy & NFE need support in maintaining good coordination with the development/ private sector organizations operating in NFE. Such challenges restrict provision of standardized curricula and textbooks to various implementers/ NFE providers in the province. **[coordination and standardized curricula]**
- So far, more focus has remained on ALP (primary), while data requires an equal focus on ALP (middle) and middle-tech so as the out of school issues are addressed fairly through effective programming. **[enhanced focus on post primary ALP models]**
- Quality of delivery especially owing to unavailability of qualified teachers in some districts affect learning achievement in NFE. Such issues need support through extensive in-service teachers' trainings. **[limited qualified teachers in some districts]**
- It has found that digital/ tech-based learning models, distance learning programmes and skill integrated learning models have been less focused, whereas such models should be scaled up immediately. **[tech-based, distance learning, and hybrid models need focus]**
- Ownership of local communities has created challenges in sustaining the NFE centers in some districts, which should be focused and prioritized. Local community participation will not sustain the initiative, but also enhance quality implementation. **[ownership of local communities]**
- Robust systems for data management, monitoring and evaluation will certainly help in improving decision making and improving the quality of learning programmes. **[an effective M&E and data management system]**
- An effective assessment and certification system will also address quality issues and help in learning continuity of learners. **[effective assessment & certification system]**

Key findings and Proposed Strategic Interventions:

Strategic interventions or interventions that are driven by the data are given under against each challenge/ issue identified in Balochistan:

Table 23: Key findings and proposed strategies

Key findings/ challenges	Proposed strategic interventions
[There are less schools for Girls' schools in Balochistan]	Open more schools for girls in public sector and also open more centers for girls under NFBE/ ALP
[rural areas have extremely less schools for girls]	Prioritize interventions in rural areas and provide access through NFBE/ALP
[Middle & secondary schools are in extremely less]	Offer more ALP for middle and Middle-Tech level in Primary Schools and community places
[owing poor survival rate, drop-out children need an alternative and accelerated learning stream and also quality support to reduce drop-outs]	Offer more ALPs (accelerated/ alternative learning programmes so as the OOSC especially overage could have a suitable and need based model
[Supply of NFE is limited as compared to need to provide education and foundational literacy]	Hold advocacy for allocation of more financial resources to set up more NBE/ adult literacy centers
[Development sector may be encouraged to enhance the supply of NFE]	Enhance coordination with development sector (more frequent)
[funding in youth/ adult literacy is inadequate as compared to the demand]	Increase funding for youth/ adult literacy
[Learning poverty in Balochistan calls for well-organized curriculum and delivery strategies]	Setup NFE teacher management framework and Invest wisely in professional development of NFE teachers
[Out of school children are 1.5 million, while those who belong to 10-16 years constitute a large number and need alternative/ accelerated learning options]	Focus 10-16 years of age cohort to address OOSC in Balochistan
[out of school girls are high in number and need options that are close to their homes]	Establish more ALPs for OOSC (girls)
[Majority of the OOSC have never been to schools]	While enrollment in NFBE/ ALPs, give priority to those who have never been to any school in their life-time
[Out of school children in rural areas are higher than in urban areas]	Establish more ALPs in rural areas and also use distance mode learning opportunities.
[Youth/ adult literacy rates are extremely low]	Prioritize youth age cohort while supplying adult literacy programmes and Introduce innovative literacy programmes including engagement of multi sectoral approach
[There are more illiterate people in rural areas]	Implement youth/ adult literacy in rural areas and design rural based literacy programme for agriculture and livestock formers
[Literacy rate of women is significantly low than men] & [Literacy rate of rural women is alarmingly low in Balochistan]	Allocate more resources for female literacy and offer youth/ adult literacy for women in rural areas
[low LFP in Balochistan needs skill integration]	Integrate skills with youth/ adult literacy programmes and prioritize for women and youth

[Challenges of Capacity to expand]	Induct more staff in the directorate and build their professional capacity Set up district level offices in districts where such set ups are needed
[limited financial resources]	Advocacy for more financial resources and explore the alternative financing including CSR
[coordination and standardized curricula]	Enhance coordination with development/ private actors and initiate supportive standards based curricula and accreditation system
[enhanced focus on post primary ALP models]	Establish more ALP Middle and middle-Tech
[limited qualified teachers in some districts]	Improve in-service training programmes and offer more frequently. Provide follow up support through digital means. Upgrade the qualification of teachers through distance learning opportunities
[tech-based, distance learning, and hybrid models need focus]	Offer ALPs through tech-based, distance learning and hybrid learning models
[ownership of local communities]	Implement effective community mobilization plan and strategies through field staff and with the support of development partners
[an effective M&E and data management system]	Ensure effective implementation and use of M&E and data management system (NFEMIS)
[effective assessment & certification system]	Strengthening the NFE assessment system for flexible assessment and certification of NFE learners. Implement assessment mechanism and effectively use for decision making

Given the issues and challenges, the strategic plan proposes to identify geographical areas logically and on need basis. In addition, the learning models may offer a range of options and that only a suitable learning model should be offered to the target population. Low literate youth and adults need an equal focus through skill integrated learning programmes and strong market linkages by engaging relevant organizations. Similarly, post primary focus is needed with integration of skills so as the youth could have concrete opportunities to learn and grow.

Strategic Framework (Vision, mission, values, goal, and objectives)

Vision:

Literate and prosperous Balochistan with more human development prospects

Mission:

We the literacy & NFE directorate aims to ensure inclusive quality and relevant education and life-long learning for out-of-school children, and illiterate youth and adults in collaboration with stakeholders

Overall Goal:

Provide literacy and skills with focus on youth and women and enhance access to quality and relevant education to out-of-school children in Balochistan by the end of year 2030.

Strategic Pillars:

Strategic pillars include:

1. System level capacity for NFE/ ALP programs
2. Expansion of opportunities for NFE /ALP program
3. Quality and relevance of NFE/ ALP
4. NFE in emergencies

Values:

Staff members of the directorate of Literacy & NFE follow the following set of values during work:

1. Adhere to principles of accountability & transparency
2. Create harmonious and tolerant behaviors
3. Develop and follow High work standards and follow fundamental norms
4. Develop conducive environment for work
5. Build teams, work smart and hard, create partnerships and collaborate with stakeholders
6. Demonstrate fairness and justice
7. Respect diversity and address disparities
8. Acknowledge efforts and appreciate performance
9. Adhere to equality and equity standards for all with special care for marginalized population groups
10. Remain consistent and stay committed to bring about positive change

Targets / Scope:

Target for OOSC: Provide right to education to 30% OOSC in Balochistan

Targets for OOSC are given under:

Children belong to 10-16 years of age are prioritized to be reached and enrolled through NFBE/ ALP programmes as this age cohort has become overage and has very limited options to get enrolled in formal schools.

Table 24: Target of OOSC for L&NFE

Category	Female	Male	TG	Total
Drop-outs	26,564	28,822	11	55,397
Never been to schools	266,617	245,673	65	512,355
Total (10-16 years)	293,181	274,495	76	567,752

Include 5-9 years where schools are not available

Distribution of target:

Current capacity = 76,778 (35% NGOs)

Remaining = 490,974

Plan to enroll the target OOSC:

Table 25: Plan to enroll targeted number of OOSC

NFE Provider (Potential)	Target	Balance
Total OOSC	567,752	
Existing capacity	76,778	490,974
Literacy & NFE directorate	125,000	365,974
L&NFE (through ASPIRE and other initiatives)	30,000	335,974
L&NFE (through Islamic Development Bank)	90,000	245,974
NGOs (additional)	25,000	220,974
BEF and BRSP	150,000	70,974
NCHD	30,000	40,974
Private sector / chamber (CSR)	40,974	0

Target and Relevant Strategies

Target, suitable learning and delivery models, and viable strategies are given under:

Table 26: Target and suitable strategies

Target Group	Out of school children (OOSC) 5-16 years of age
Suitable learning model	1. ALP (Primary) 30 months 2. ALP (middle-tech) 18 months
Delivery model	Face-to-face and hybrid (tech-based and distance learning)
Target	<ul style="list-style-type: none"> • Primary target: 10-16 years preferred target • Secondary target: 8-16 years • Preference to girls in rural areas
Strategies	<ul style="list-style-type: none"> • Identify target districts, Tehsils and UCs

	<ul style="list-style-type: none"> • Identify target villages/ areas (rural in particular) • Identify target group (10-16 years or 8-16 years as appropriate) • Form local education committee (refer community mobilization manual) • Identify and select local teacher (refer teachers' recruitment system) • Procure and distribute equipment and stationery for learners • Hold induction training of teachers • Provide textbooks, scheme of studies, lesson plans, teachers' guides, etc. • Provide M&E support • Manage data on regular basis • Provide CPD support for ongoing professional development • Conduct formative/ promotional assessment and provide certificates when needed • Conduct terminal/ final assessment and provide completion certificate • Engage local community in all the processes of teaching & learning and follow up with drop outs
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Learning models for children

Learning models for OOSC are given under:

Table 27: Learning models for OOSC

No	Learning model	Equivalence	Duration	Delivery model	Assessment & certification
1	ALP (Primary)	Equivalence with formal primary	30 months 24 months 12 months	Face-to-face And tech-based	Assessment followed by certification for mainstreaming and transition
2	ALP (Middle-Tech)	Equivalent with formal middle and other skills courses	18 months	Face-to-face And tech based and distance learning	Assessment followed by certification for mainstreaming and transition

Target for Youth & Adult Literacy:

Literacy: 64% target literacy up to 2030 (46% present in 2022)

Following data are analyzed to derive targets for youth/ adult literacy:

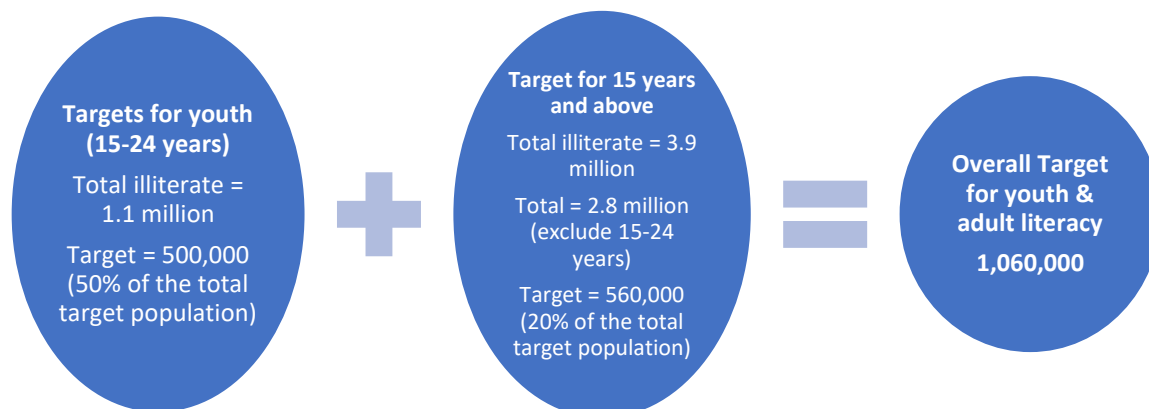


Figure 8: Target for youth/ adult literacy in Balochistan

Target for Youth & Adult Literacy

Table 28: Target for youth/ adult literacy

<u>Targets for youth (15-24 years)</u>	<u>Target for 15 years and above</u>
Total illiterate population = 1.1 million	Total illiterate population = 3.9 million
Target for Literacy & NFE = 500,000 low literate youth (50% of the total target population)	Total illiterate population = 2.8 million (excluding 15-24 years)
	Target for literacy & NFE = 560,000 (20% of the target)
Overall target for youth/ adult literacy in Balochistan = 1,060,000 (1.06 million)	

Overall Target for Youth/ Adult Literacy in Balochistan

Overall target for youth/ adult literacy in Balochistan = 1,060,000 (1 million)

Distribution of target to address illiteracy crises;

Table 29: Plan to enroll illiterate youth and adults (Target distribution)

NFE (literacy) Provider (Potential)	Target
Total illiterate population [15 years & above]	3.9 million
Prioritized target	1,060,000
Women / female (70%)	742,000
Men/ Male (30%)	318,000
Existing capacity	
Literacy & NFE directorate (70%)	742,000
NCHD (15%)	159,000
Others (BRSP and other public sector programmes) (10%)	106,000
NGOs (additional) [5%]	53,000

Proposed Learning Models in Balochistan:

Learning models for youth/ adults are given under:

Table 30: Learning and delivery models

No	Learning model	Duration	Delivery model	Assessment & Certification
1	Literacy and life-skills	6 months	Face-to-face And tech based and distance learning	Assessment followed by certification.
2	Literacy, life-skills and income generation skills	9 months	Face-to-face And tech based and distance learning	Assessment followed by certification.
3	Integrated literacy & skill programmes (trade specific)	9 months	Face-to-face And tech based and distance learning	Assessment followed by certification.

Target Group and Strategies for Youth/ Adult Literacy

Target, suitable learning and delivery models, and viable strategies are given under:

Table 31: Target and suitable strategies

Target Group	Low literate youth / adults
Suitable learning model	1. Basic literacy & numeracy and life-skills 2. Integrated literacy & skill
Delivery model	Face-to-face and hybrid (tech-based and distance learning)
Target	<ul style="list-style-type: none"> Overall target: 15 years and above Primary target: 15-24 years' cohort (rural women) Secondary target: 25-40 years (rural women)
Strategies	<ul style="list-style-type: none"> Identify target districts, Tehsils and UCs Identify target villages/ areas (rural in particular) Identify target group (illiterate/ low literate men and women) Form local education committee (refer community mobilization manual) Identify and select local teacher (refer teachers' recruitment system) Procure and distribute equipment and stationery for learners Hold induction training of teachers Provide textbooks, scheme of studies, lesson plans, teachers' guides, etc. Provide M&E support Manage data on regular basis Provide CPD support for ongoing professional development Conduct formative/ promotional assessment and provide certificates when needed Conduct terminal/ final assessment and provide completion certificate Engage local community in all the processes of teaching & learning and follow up with drop outs

Strategies to implement the strategic plan:

Strategies for System Level Capacity for NFE/ ALP Programs:

1. Capacity of the Directorate of Literacy and Non-Formal Education (DLNFE) will be strengthened to manage Non-Formal Education (NFE) programs efficiently

Functional capacity of the literacy & NFE directorate will be assessed and a capacity development/ strengthening plan will be developed and implemented.

Strengthening of the directorate will happen by inducting more staff, organizational restructuring and establishing offices in districts where such set up don't exist. In addition, the literacy & NFE directorate staff will also have opportunities for enhanced professional development.

2. Formal coordination functions will be established between DLNFE and Secondary Education Department as well as other stakeholders

Formal coordination mechanism will be developed with the Secondary Education Department to track children being mainstreamed through NFBE courses. In addition, such coordination will be useful in establishing NFE centers in areas where such centers are genuinely needed. In addition, the Balochistan provincial NFE forum will continue to hold periodic/ quarterly coordination meeting by engaging all NFE stakeholders. Coordination with SED will happen through the said NFE forum and also through other need based meetings. The SED may be involved at various stages of the project planning, implementation and review/ monitoring.

3. Capacity for development, review and implementation of NFE Programs/ products will be developed in formal quality organizations of Secondary Education Department

The SED will implement the NFBE/ ALPs in areas where such programmes are needed. In addition, SED will designate focal points/ persons in every organization such as BTBB, BAEC, BOC&EC and directorate of schools to formalize coordination with literacy & NFE directorate.

4. Capacity of PITE will be developed to train NFE and ALP teachers

Finding teachers trained in NFE will not be easy, given the large number of out of school children and illiterate adults to be reached. Training will be anchored in the Provincial Institute of Teacher Education (PITE) to institutionalize the process which has so far been random. For this PITE will develop specialized capacity. PITE's capacity development and development of trained master trainers for NFE/ ALP will be partially a part of the "teacher's professional development mechanism for NFE in Balochistan" and will also be done through activities of other organizations.

5. Strengthen the Accreditation system to help in quality assurance and enhancement of NFE programs will be strengthened and capacity will be developed for managing NFE programs by the non-government and private sectors

The process for accreditation of organizations responsible for service delivery in non-formal education will be strengthened to ensure only organizations with, at least, capacities based on minimum standards are included. The system will also develop the capacity to manage it. The directorate of literacy & NFE will support the NFE providers in building their capacities by using the findings gathered through accreditation process.

6. Formal coordination functions will be established among B-TEVTA, NAVTTC and other TVET/ skill providers to integrate skills with NFE / ALP graduates adult literacy programs

Graduates of adult literacy and Non-Formal Basic Education (NFBE) programs need skills development. While in the case of adult literacy relevance of courses to earning is extremely important, participants of non-formal basis education who cross the age of mainstreaming into school also place a higher premium on employment opportunities. Continuation into technical and vocational courses through recognition of the certification or provision of certification by the relevant authorities to skill-based Non-Formal Education (NFE) programs are important. This requires coordination and again a documented and structured coordination mechanism to ensure a sustained approach. The TVET actors will be engaged in identifying marketable and employable vocational skills that will be integrated with ALP (Middle-Tech) and youth. Adult literacy programmes as integrated literacy & skill (ILS) models. The TVET actors will also participate in developing curricula, textual materials, and systems for assessment and certification of “tech” components of NFE programmes. These actors will also support in building professional capacity of instructors/ teachers and arrangements for practical under tech courses.

7. Advocacy campaign will be designed and launched to elevate the importance of NFE in the province

Non-Formal Education (NFE) has been on the margins of education service delivery despite high levels of illiteracy and a large number of out of school children. Unless the policy and decision-makers recognize the importance of Non-Formal Education (NFE), not much can be achieved. This will be elevated through a targeted advocacy campaign.

8. Implementation of systems for effective and efficiency of NFE programmes:

It is important to specify that directorate of Literacy & NFE jointly with stakeholders, has developed concrete systems to strengthen the institutional capacity of the NFE directorate and support the implementation process for enhanced productivity and output. Following systems have been developed and are being implemented/ used by various NFE providers:

1. Social mobilization
2. Teachers’ recruitment
3. Teachers’ training
4. Data management
5. M&E
6. Assessment & certification

Strategies for expansion of opportunities for NFE /ALP programs:

1. Capacity of NFE /ALP programs will be increased to accommodate diverse and excluded segments of out-of-school children

Keeping in view the diverse and complex needs of OOSC, the directorate of Literacy & NFE will offer Accelerated Learning Programmes (ALP-Primary), ALP-Middle-Tech and design and offer new learning programmes/ delivery models to accommodate such diversities and complexities and offer relevant education and learning to OOSC.

2. Measures will be introduced to target participation of the right age of 9 and above, to the extent possible, in NFBE classes

The directorate and other NFE providers will make sure that OOSC of over 9 years will be preferred in enrolment campaigns. In addition, the ALPs for primary and middle-tech with various delivery models will also be used wisely and effectively to accommodate the diversities among children.

3. Community involvement in NFE programs will be facilitated

Local communities will be engaged to support in helping mobilize enrolments, follow up with drop out children and also in establishing the NFBE/ ALP centers in target areas.

4. Opportunities for post primary NFE & skill programs will be expanded

Post primary learning model is developed successfully with AIOU, which is being implemented across the country. The same will be replicated with necessary localization and be offered to OOSC especially girls in remote rural areas. Relevant public and development sector organizations will be engaged in the process of localization i.e. development/ customization of curriculum, teaching & learning materials/ textbooks, systems for data management, M&E, trainings of teachers, assessment & certification for quality, and learning continuity. It is pertinent to mention that technical, vocational education & training (TVET) organizations (public/ private and provincial and federal/ national) will be positively engaged in the process of development of ALP (Middle-Tech) programme (curricula, materials, trainings, M&E, data, assessment & certification.

5. Females participation in NFE will be enhanced through specialized targeting strategies

Female participation in Non-Formal Education (NFE) will be ensured through setting specific targets in each district and engagement of community to increase enrolment. Importance of girls' education may be prioritized at provincial forums especially the provincial NFE forum and sensitize NFE providers to prioritize girls' education.

6. Recruitment of female teachers for NFE programs will be prioritized with at least 60% of the total being the target

Given that more females have lower literacy rates and a higher percentage of out of school children, more female teachers will need to be recruited for Non-Formal Education (NFE) programs to redress the balance. Criteria and process to recruit/ select teachers "NFE teachers' recruitment/ selection mechanism" may be used for transparent selection process and provide preference to women for teaching in NFE.

7. Districts with low literacy rates will be prioritized for adult literacy programs

Ten districts with lower literacy rates will be prioritized for investment. Within these, those with lowest female literacy rates will be targeted first. The selection of districts may be done by using

secondary data, consultative process, and primary data if available for literacy rates, out of school children, learning levels, and human development indicators (HDI) score of the districts.

Strategies for quality and relevance of NFE/ALP programs:

1. Expertise on NFE / ALP will be developed through pre-service teacher education and advance degrees in education

Pre-service teacher education programs and postgraduate degrees in education will include more research and specialization for non-formal education, both, specialized issues of NFBE and the requirements of adult literacy, including andragogy and diversity of learners, challenges they face in attending schools and learning. Currently, AIOU has offered certificate courses for NFE teachers, and that NFE providers in the province will facilitate NFE teachers in getting registered with this course and complete the same for their professional development.

2. NFE teachers' professional development program will be developed and implemented to improve the quality of teaching

A concrete professional development system "NFE professional development mechanism" for NFE in Balochistan will be implemented in true spirit, which offers pre-service (induction training), in-service and CPD options. Teachers of NFE centers of all learning programmes will undergo induction trainings, refresher courses, need based courses, and participate CPD for regular professional development. The issue of unavailability of qualified teachers for NFE will be managed through extensive professional development. NFE providers (public and development sector) operating in Balochistan will be involved in professional development initiatives so as their teachers could benefit from the trainings and professional development opportunities.

3. Need-based curricula will be developed for Non-Formal Education (NFE) and literacy programs

Non-formal curriculum will need-based, just as curriculum for formal education. While Non-Formal Basic Education (NFBE) curricula are based on the formal curriculum, they need to have the flexibility to accommodate the multiplicity of learners – to the extent possible. In case of adult literacy needs would vary across regions and communities. This will require ongoing research, which will help in developing the exclusive curriculum and corresponding learning programmes for NFE in Balochistan, which will serve the diverse learning needs of children, young people and adults especially in rural areas of Balochistan. Integration of vocational skills will also be a fundamental consideration in this venture. In addition, 21st century skills will also provide concrete basis for this curricula and learning model.

4. Relevant and appropriate learning material will be developed as per the learning needs of the target groups

Similar to curriculum learning material will be developed according to the needs of the learner. Again testing, research and continued improvements through learning approach will be followed. The learning materials will be developed and reviewed on the basis of learning needs of the learners and 21st century skills.

5. Comprehensive standards for inputs, processes and outputs in Non-Formal Education (NFE) service delivery will be developed

Standardization of inputs, processes and outputs will eventually, in the long run, help develop benchmarks against which improvements in Non-Formal Education (NFE) programs can be assessed and made more effective over time. In this connection, standards for NFE teachers, learners, curricula

and textbooks, and learning environment, which will be disseminated to the NFE providers and also be used in developing tools for evaluation and carrying out comparisons against the benchmarks.

6. Non-Formal Education (NFE) assessment and examination system will be strengthened and implemented

A structured assessment, examination and certification system to ensure standardized learning and the ability to measure will help in improving the quality of teaching and learning Non-Formal Education (NFE) as well as transiting graduates to various paths. NFE providers working in Balochistan will be introduced to NFE assessment & certification system and be facilitated by the literacy directorate in getting their children assessed and certified for learning continuity. In order to facilitate the NFE providers in assessment & certification, Literacy & NFE directorate will enhance its capacity.

7. Directorate of Literacy and Non-Formal Education (DLNFE) and Balochistan Technical Education Vocational Training Authority (BTEVTA) to develop standardized certification of graduates of Non-Formal Education (NFE) for inclusion in regular Technical and Vocational Education and Training (TVET) will be undertaken

Balochistan Technical Education Vocational Training Authority (B-TEVTA) will work with the Directorate of Literacy and Non-Formal Education (DLNFE) to develop skill components of the curricula for Non-Formal Basic Education (NFBE) and adult literacy and develop a mechanism for equivalence to get admission into regular Technical and Vocational Education and Training (TVET) program. In addition, the assessment & certification system for skill courses integrated with ALP (Middle-Tech) and adult literacy/ integrated literacy & skill programmes, will be approved and implemented. Such assessment will certify the learners registered for skill courses and help in vertical transition to TVET institutions in particular.

8. Career counselling guidelines in NFE centres will be introduced for informed career choices and continuing education

Given the ages of Non-Formal Basic Education (NFBE) students and the importance of linking employment to the learning process, career counselling can play an important role in improving the chances of employment. If successful, the counselling will not only enhance livelihood opportunities but also attract more participants to Non-Formal Education (NFE) programs for both Non-Formal Basic Education (NFBE) and adult literacy. NFE providers operating in Balochistan will be given an orientation to the career counseling module and encouraged to implement the same in their field areas. The career counseling modules will be implemented at scale in the province.

NFE in Emergencies

Directorate of literacy & NFE, jointly with development organizations, and tech-based actors, will develop tech-based delivery models for ALP (Primary), ALP (Middle-Tech) and adult literacy & skill programmes. Such delivery models will be based on the approved curricula and materials in use through face-to-face delivery option. Video based lessons, revised scheme of study, trainings of teachers, M&E using tech-based tools, online and rigorous support for teachers, assessment & certification, will be key features of the proposed tech-based delivery models.

PTV and channels specified for education by the federal education ministry will be used to broadcast the online programmes. Radio medium will also be developed and made ready to be used during emergencies.

Strategies and Corresponding Activities

Strategies and activities that are based on the strategic pillars are given under:

Table 32: strategies and activities

Strategies	Activities
Review the current capacity of the directorate of literacy and non-formal education to manage NFE programs and strengthen their implementation including through public private partnership	Assess capacity needs of directorate of literacy and non-formal education including district units
	Prepare and implement a capacity development plan based on the assessment
	Prepare a plan for training more personnel in NFE
	Induct new staff members
	Restructure the directorate and issue revised organogram/ organizational structure that is based on the technical functions
	Build professional capacity of the new and existing staff of the directorate
Develop formal coordination functions with department of secondary education	Identify areas of coordination required to be established between the directorate of Literacy and NFE and the department of secondary education
	Form a committee for formalize the linkages including sharing of data
	Notify mandatory coordination wherever applicable
	Hold regular periodic coordination meetings of provincial NFE forum and ensure participation of SED/ directorate of schools
	Hold frequent consultation with SED and other stakeholders at planning, implementation and monitoring stages of various NFE projects
Develop capacity for development and review of NFE programs/ products in formal quality organizations of department of secondary education	Assess capacity needs of quality organizations (BTBB, BAEC, BOC&EC) for development of NFE programs and products
	Prepare and implement a capacity development a capacity development plan based on the assessment
	Designate focal points/ persons for NFE in each of these education organizations who will coordinate with literacy & NFE directorate
Develop capacity of PITE to train NFE & ALP teachers	Assess capacity needs of PITE for support to NFE programs
	Prepare and implement a capacity development plan based on the assessment
	Sign MoU between NFE and PITE to conduct trainings
5.4.6 Develop an accreditation system that helps in quality assurance and enhancement of NFE programs and develop capacity for managing NFE programs by the non-government and private sectors	Develop standards for deliverers of NFE in the government (NFE centres), non-government and private sectors
	Based on the standards develop an accreditation framework for non-government/ private sector service providers and monitor standards on an ongoing basis
	Capacitate the Directorate of Literacy and NFE to accreditation
	Provide support to NFE providers in building their capacity to implement NFE programmes using accreditation results
5.4.7 Develop formal coordination functions with BTEVTA, NAVTTC and other TEVT/ skill providers to integrate skills with NFE / ALP graduates adult literacy programs	Identify areas of coordination between the Directorate of Literacy and NFE and BTEVTA, NAVTTC and other TVET/Skill providers to integrate skill education in NFE/ALP programs
	Form a committee to formalize the linkages including sharing of data
	Notify mandatory coordination wherever applicable
	Identify marketable and employable trades/ skills that will be integrated with ALP (middle-Tech) and literacy programmes
	Develop curricula and textual materials for the selected vocational skills
	Engage TVET actors in planning, implementation, review and monitoring of the “tech” segments of ALP (middle-Tech) and adult literacy programmes

	Engage TVET actors in building capacity of instructors/ teachers and in assessment and certification of “tech” component/ skill courses integrated with ALPs and adult literacy
5.4.8 Design and implement an advocacy campaign to elevate the importance of NFE in the province	Develop a high-profile awareness campaign on NFE for senior policy makers, civil society and media
	Implement the campaign
	Design and commemorate international literacy days, and other national and international events to advocate NFE
	Advocate the NFE (ALP and adult literacy and various delivery models) through launching events/ seminars
Implementation of systems for effective and efficiency of NFE programmes	Revise/ update systems for 1) Social mobilization, 2) Teachers’ recruitment, 3) Teachers’ training, 4) Data management (NFEMIS), 5) M&E, 6) Assessment & certification
	Implement and use the said system for effective and smooth implementation of NFE programmes/ courses
5.5.1 Expand the current capacity of NFE /ALP programs to accommodate diverse and excluded segments of out-of-school children	Map out-of-school children at the local level by collecting extensive demographic data that helps in supplying relevant NFE/ ALP program
	Map the current ongoing program in NFE /ALP and identify potential areas for expansion (geographically and program wise)
	Develop and implement an expansion plan phase wise for the next five years (to target at least 100 percent more participation)
5.5.2 Ensure participation in NFBE classes targets the right age of 9 and above (where school is available – and or change strategy for that child)	Ensure the accreditation mechanism includes stipulation on limiting children in NFBE at the age of 9 or above (with exceptions)
	Develop a coordination mechanism with formal schools to transfer children below 9 years of age
	Develop and notify criteria on age limits for NFE centers
	Sensitize local teachers, local education committees/ communities, field supervisors and managers on enrollment preferences (giving priority to 9 years and above)
	Track the retention of right age children through updating/ maintaining NFEMIS
	Offer ALP-Primary and ALP (Middle-Tech) to accommodate the diversity among learners
	Design and offer new learning models / delivery models to accommodate prevailing diversities
5.5.3 Mobilize community for enhanced participation in NFE programs	Update/ use “community mobilization strategy” and “community mobilization manual” in build capacity of local communities/ education committees, field officers and teachers
	Develop capacity of the teachers, field officers and implementing institutions in community mobilization
	Develop community mobilization plans/ center development plans/ village development plans for enhanced enrolment and retention
	Implement the plan by engaging communities for enhanced enrolment, retention, reducing drop-outs, enhancing transition, tracking children
5.5.4 Expand opportunities for post primary NFE & skill programs (ALP-Middle-Tech)	Engage with non-government and government organizations to introduce post-primary NFE and skill programs (ALP (Middle-Tech)
	Design curriculum and teaching & learning materials/ textbooks for ALP (Middle-Tech) by engaging relevant public and development sector organizations including TVET actors
	Develop systems for trainings, M&E, assessment & certification for ALP (Middle-Tech), especially for “tech” component by engaging local and relevant TVET actors
	Mobilize resources for pilot initiative and implement the pilot for ALP (Middle-Tech)

	Make sure that ALP (Middle-Tech) data are part of the NFEMIS and updated/ tracked regularly
5.5.5 Enhance females' participation in NFE through specialized targeting strategies	Identify target districts by using secondary data and consultation with relevant public and development sector organizations
	Design and implement targeted measures in the local context
	Mobilize community on female education and NFE opportunities
	Advocate girls' education and prioritize the issue at provincial education forums/ especially provincial NFE forum
5.5.6 Prioritize recruitment of female teachers for NFE programs with at least 60% of the total being the target	Assess requirement of teachers for NFE programs
	Prepare recruitment plan by using "NFE teachers' recruitment mechanism"
	Prioritize recruitment of female teachers with at least 60% of the total being the target
	Provide teachers' recruitment mechanism to NFE providers and sensitize them to recruit female teachers
5.5.7 Prioritize districts with low literacy rates for adult literacy programs	Prioritize districts with low literacy rates by using secondary data, primary data, learning
	Prepare and implement adult literacy programs in prioritized districts
Develop expertise on NFE/ ALP through pre-services teacher education and advance degree in education	Prepare a plan to increase specialists in NFE/ andragogy
	Engage with pre-service teacher education institutions and HEC and academia to introduce courses on NFE and adult literacy programs (Andragogy) for teaching, curriculum and material development.
	Set up and implement scholarship program
	Coordinate with AIOU and facilitate NFE teachers in registering with certificate courses
5.6.2 Develop and implement NFE teachers' professional development program to improve quality of teaching	Institutionalize and operationalize in-service training for NFE teachers' professional development system jointly with PITE and directorate of Education/ Schools
	Develop database of teachers to be trained each year
	Develop and implement the training program
	Implement CPD and ongoing academic support for teachers
	Engage all NFE providers operating in Balochistan in CPD and other professional development initiatives
5.6.3 Ensure NFE and literacy programs have need based curricula	Review curricula
	Improve existing curricula
	Design and conduct research to identify needs for NFE curricula
	Develop new curricula based on research and local needs when required
5.6.4 Ensure learning material suits learning needs of the target groups	Review current learning material
	Improve the existing learning material according to learning needs of target groups and relevance to provincial curriculum
	Develop internal capacity to develop the curricula and learning materials inside the literacy & NFE directorate
5.6.5 Develop comprehensive standards for inputs, processes and outputs in NFE service delivery	Review standards for NFE
	Develop revised standards for 1) NFE teachers, 2) NFE learners, 3) NFE curricula and textbooks, and 4) learning environment
	Notify new standards
	Disseminate the standards through forums, advocacy and direct sensitization
	Use these standards in developing tools to evaluate teachers, learners, learning environment etc.
5.6.6 Implement NFE assessment & examination system	Develop NFE examination and assessment system with BAEC
	Introduce NFE assessment & certification system to NFE providers in the province
	Build professional capacity of teachers, NFE providers and other relevant actors on assessment & certification and using the results for improving learning

	Use result of assessment to design relevant training program
5.6.7 Directorate of Literacy and NFE and BTEVTA to develop standardized certification of graduates of NFE for inclusion in regular TVET will be undertaken	Engage with NAVTCC and B-TEVTA for development of equivalence and development of curricula, materials and systems for trainings and assessment for ALP-middle-tech and integrated literacy & skill programmes
	Agree on equivalence process
	Notify equivalence process
	Implement the equivalence system and conduct assessment of skill courses integrated with ALP and adult literacy programmes and issue certificates for vertical linkages
5.6.8 Introduce career counseling guidelines in NFE centers for improved career choices and continuing education	Develop career counseling guidelines jointly with relevant organizations
	Train career counselors for programs (preferably field officers, trainers, and teachers)
	Include career counseling in existing learning programs
	Provide orientation to NFE providers on career counseling
	Implement career counseling in target areas in the province
5.7.2 Develop specialized video-based lessons for early grades on literacy and numeracy based on revised scheme of studies	In consultation with Pakistan Television and other relevant actors design and prepare video-based lessons
	Run video-based lessons on air on PTV, channels specified for education and online using other medium
5.7.3 Prepare specialized video-based lessons for ALP primary and middle grades based on revised scheme of studies	In consultation with Pakistan Television and other relevant actors design and prepare video-based lessons
	Run video-based lessons on air on PTV, educational channels and online using other medium
	Implement distance learning based ALP (Middle-Tech)
5.7.4 Prepare radio-based lessons for areas without TV coverage	In consultation with Radio Pakistan design and prepare radio-based lessons
	Run radio-based lessons on air on Radio Channels and online using other medium
5.7.5 Review physical schooling options for areas where risk is reduced	Resume schooling options in areas of low risks with health dept advisory and SOPs
	Prepare staff and children on safety measures
	Ensure safety measures in schools

Additional Strategies

Additional strategies to uplift literacy rate among young people and adults is given under. It is narrated that these strategies are suggestive and be planned and implemented after adequate thinking and coordination with concerned organizations and harnessing enough human and financial resources accordingly:

Table 33: additional strategies for strategic plan

Proposed Strategies	Possible way forward/ course of action
Introducing adult literacy, life skills and skills programmes for parents and SCs/ PTSMCs/ VECs as parents' literacy in formal and private schools	<ul style="list-style-type: none"> • Need for such initiative/ rationale, objective and target setting • Ensure internal buy-in and designate a focal point for this activity • Identify a development partner who extend support in planning, implementation, review and monitoring • Coordination with directorate of schools/ SED (objective and target setting and developing a work plan)

	<ul style="list-style-type: none"> • Budgeting (developing the budgets and making available the budgets for pilot initiative) • Implementation, review/ monitoring and improvement
Introducing youth/ adult literacy, life skills and skills programme in business centers/ hubs such as workshops, trade centers, trade markets through market committees, trade unions, and chamber of commerce:	<ul style="list-style-type: none"> • Need assessment (design and conduct needs assessment to identify how many illiterate population is there and how they will be benefited) • Identify if there is any trade/ skill that is to be integrated with literacy/ numeracy course • Objective and target setting • Coordination with respective trade union, shopping mall, or any market, super store etc. to have their agreement on the plan • Coordination with skill course provider for assessment, certification and training, laboratory/ equipment and practical • Planning, implementation, review and monitoring of the plan • Budgeting / cofounding with respective trade union/ shopping mall etc.
Engaging educated youth to teach literacy to young people and adults in exchange of university/ college credits (including each one teach one)	<ul style="list-style-type: none"> • Study past research work, reports and evaluation reports of the similar work done in Pakistan and elsewhere in other countries • Develop a concept note/ working paper • Engage partners and coordinate with them • Design a pilot and arrange necessary funds • Implement the pilot project and document the entire process for advocacy and scale up
Engaging academia to initiate youth/ adult literacy, skill programmes in their areas/ catchment	<p>There are two plans with academia:</p> <ol style="list-style-type: none"> 1) Opening literacy centers in catchment areas of any academia/ university <ol style="list-style-type: none"> a. Develop a working paper b. Coordinate with academia/ university c. Arrangements for funds (co-funding preferably) d. Implementation, review and monitoring e. Documentation of nest practices 2) Teaching literacy against university credits and conducting research on NFE/ literacy <ol style="list-style-type: none"> a. Develop a working paper on feasibility of the teaching literacy and numeracy to illiterate population against university credits b. Discuss and coordinate with academia
Introducing Recognition of Prior Learning (RPL) in adult literacy through assessment and certification	<p>The concept of RPL is generally found in TVET sector, however, some countries have implemented the same in youth/ adult literacy sector to assess, recognize and certify the prior learning and skills of literacy and numeracy. The RPL not only assesses and certify the literacy and numeracy skills, but also offer rapid and short courses for learners who lack the foundational literacy skills and need remedial</p>

	<p>or catch up or additional support in obtaining such skills and become literate.</p> <p>The idea of RPL in adult literacy may be conceived and piloted at short scale with secondary education department and any other department that have grassroots level presence and can offer human resource, facilities, digital resources, course preparation and delivery etc. to set up the system, build contact with local communities and implement the RPL system.</p> <p>RPL may be set up by adhering to the following activities:</p> <ul style="list-style-type: none"> • Develop a concept note / working paper • Coordinate and discuss the plan with SED/ SWD • Make available all the resources needed for the pilot • Build capacity of the human resource to be engaged in RPL • Develop a pilot plan and implement the same in target areas • Monitor, review and improve the pilot • Document the process of pilot run • Make available necessary funding and other resources
Introducing literacy through coordinating with NADRA as mandatory literacy for applicants of CNIC and passports	<p>Making literacy a mandatory requirement to successfully obtain the CNIC or passport is the core of this idea. Same was discussed and enacted back in 1985, but never promulgated.</p> <p>This may be commenced by legislation by seeking inspiration from the 1985 mass literacy bill/ act.</p> <p>In addition, coordination with NADRA and ministry of interior will be equally important to see the viability of this initiative.</p> <p>Upon seeking viability of the initiative and consent of the NADRA and interior ministry, a working paper may be developed.</p>

Budget

Estimated budget to implement the Balochistan strategic plan for literacy & NFE directorate is given under:

Table 34: budget for strategic plan

Categories/ target group	Target Number	Cost per Child	Frequency (months)	Total Cost (PKR)	PKR (million)
Out-of-school children (OOSC) through ALPs	567,752	1,500	36	30,658,608,000	30,658.6
Low-literate youth and adults through literacy and skill model	1,060,000	1,000	9	9,540,000,000	9,540.0
Total				40,198,608,000	40,199

Tables and Figures:

Table 1: Educational Institutions in Balochistan	4
Table 2: Enrollment in Educational Institutions in Balochistan	5
Table 3: Survival rates for various educational cycles	6
Table 4: Effective Transition Rate	6
Table 5: Pupil Teacher Ratio for various educational cycles.....	6
Table 6: Pupil School Ratio in Balochistan	6
Table 7: Teacher school Ratio in Balochistan.....	7
Table 8: Pupil Classroom Ratio.....	7
Table 9: NFBE/ ALP centers and youth/ adult literacy centers in Balochistan	8
Table 10: Enrollment in NFBE/ ALP centers and youth/ adult literacy centers	8
Table 11: NFBE/ ALP centers and Providers.....	9
Table 12: Enrollment in NFBE/ ALP centers as per providers	9
Table 13: Enrollment in youth/ adult literacy centers	9
Table 14: Comparison of public and development sector provision	10
Table 15: Learning levels in Balochistan	10
Table 16: Population statistics in Balochistan.....	11
Table 17: Number of OOSC in Balochistan (BISP)	11
Table 18: age and gender wise drop-outs	12
Table 19:age and gender wise (Never been to schools)	12
Table 20: Literacy rates in Balochistan (different age categories).....	13
Table 21: Work force and participation rate	14
Table 22: average monthly income.....	15
Table 23: Key findings and proposed strategies	19
Table 24: Target of OOSC for L&NFE.....	22
Table 25: Plan to enroll targeted number of OOSC	22
Table 26: Target and suitable strategies.....	22
Table 27: Learning models for OOSC	23
Table 28: Target for youth/ adult literacy.....	24
Table 29: Plan to enroll illiterate youth and adults (Target distribution)	24
Table 30: Learning and delivery models	25
Table 31: Target and suitable strategies.....	25
Table 32: strategies and activities.....	31
Table 33: additional strategies for strategic plan	34
Table 34: budget for strategic plan.....	36
Figure 1: Public sector schools in Balochistan	4
Figure 2: Percentage of girls schools in Balochistan	5
Figure 3: NFBE/ ALPs and Adult Literacy centers in Balochistan	8
Figure 4: Area and Gender wise population (Percentage).....	11
Figure 5: number of low literate people (10 years & above).....	13
Figure 6: number of low literate people (15 years & above).....	14
Figure 7: Number of low literate people (15-24 years)	14
Figure 8: Target for youth/ adult literacy in Balochistan	24

Annexes:

District wise data of OOSC:

No	Districts	Dropout	Never been to schools	Total
1	Quetta	10,965	125,289	136,254
2	Khuzdar	3,979	125,454	129,433
3	Lasbela	7,605	104,908	112,513
4	Jaffarabad	4,861	96,522	101,383
5	Pishin	5,222	77,149	82,371
6	Killa abdullah	2,986	79,248	82,234
7	Nasirabad	1,575	73,061	74,636
8	Kech	4,489	67,277	71,766
9	Loralai	5,160	58,356	63,516
10	Killa saifullah	1,099	54,711	55,810
11	Dera bugti	1,061	52,398	53,459
12	Kalat	2,219	45,526	47,745
13	Sohbatpur	1,891	41,403	43,294
14	Zhob	1,519	40,984	42,503
15	Chagai	2,371	38,349	40,720
16	Panjgur	2,865	33,326	36,191
17	Jhal magsi	1,469	33,023	34,492
18	Mastung	1,674	31,320	32,994
19	Kharan	954	30,772	31,726
20	Kachhi	2,176	26,999	29,175
21	Barkhan	512	27,940	28,452
22	Ziarat	2,960	25,205	28,165
23	Awaran	2,639	23,124	25,763
24	Sherani	916	23,479	24,395
25	Kohlu	1,240	22,090	23,330
26	Harnai	1,717	20,056	21,773
27	Gawadar	3,529	17,772	21,301
28	Nushki	1,862	19,018	20,880
29	Washuk	462	16,446	16,908
30	Musakhel	796	15,258	16,054
31	Sibbi	546	14,331	14,877
32	Lehri	430	13,966	14,396
33	Sibi	831	10,614	11,445
	Total	84,580	1,485,374	1,569,954

District wise ranking and literacy data:

District wise data shows districts with lowest rank in the province for all the said categories are shown. This inventory will be useful in prioritizing districts for literacy interventions.

Districts	Provincial ranking		
	15-24 years	10 years & older	15 years & older

Shaheed Sikandar Abad	28	28	28
Sherani	27	27	27
Dera Bugti	26	26	25
Khuzdar	25	25	26
Nasirabad	24	23	23
Duki	23	20	21
Kalat	22	22	22
Sohbatpur	21	17	17
Barkhan	20	24	24
Jafarabad	19	21	20
Hernai	18	19	19
Qilla Abdullah	17	18	18
Awaran	16	11	8
Lasbilla	15	16	11
Bolan	14	13	15
Qilla Saifullah	13	15	16
Ziarat	12	14	12
Ketch	11	8	9
Sibbi	10	12	14
Washuk	9	10	10
Kohlu	8	5	3
Kharan	7	7	13
Loralai	6	9	7
Mastung	5	6	5
Nushki	4	4	6
Quetta	3	1	1
Pashin	2	3	4
Gwadar	1	2	2

Districts in Balochistan according to rural women's literacy rate, which is crucial and must be taken as a strong indicator to prioritize literacy interventions for women's literacy promotion:

Districts	Literacy Rates of Rural Women		
	15-24 years	10 years & older	15 years & older
Sherani	0	0	0
Duki	1	1	0
Shaheed Sikandar Abad	1	3	2
Dera Bugti	3	2	1
Nasirabad	8	6	4
Hernai	8	7	3
Jafarabad	12	8	6
Barkhan	13	5	4
Khuzdar	13	10	8
Sibbi	14	10	7
Kalat	18	16	12
Sohbatpur	18	18	13

Qilla Abdullah	19	17	13
Qilla Saifullah	21	14	9
Loralai	28	18	13
Kharan	29	22	11
Mastung	29	24	20
Lasbilla	31	24	26
Bolan	33	23	20
Ketch	33	23	20
Ziarat	34	27	24
Awaran	39	37	38
Gwadar	45	25	20
Nushki	47	30	18
Kohlu	47	33	33
Washuk	47	40	37
Pashin	54	34	26
Quetta	55	40	37