



Engaging Teachers' Associations for Achieving MDGs- Universal Primary Education

World Teachers' Day
5th October 2009

Organized by
National Commission for Human Development and
Department of Education Sindh in collaboration with UNESCO



Achieving MDGs-Universal Primary Education

The prime mandate of NCHD is to help Pakistan achieve the Millennium Development Goal target of 86% literacy by 2015. In order to achieve this goal, the Commission has taken a two-pronged approach towards it:

1. Curbing the annual increase in the illiterate pool-by ensuring all children enroll in schools and prevent drop out before completion of primary education.
2. Dealing with the "back-log" of adult illiterates-by implementing literacy programs.



Universal Primary Education

Universal Primary Education (UPE) is the main vehicle for increasing schools enrollment and reducing dropouts. The Program supports line departments to increase enrollment and sets up 'feeder schools' for 5-7 years olds in areas where no government schools are available, so that all children have access to education. The UPE program also helps government schools through teacher training, provision of additional teachers (to cope with increased enrollment) and new facilities.

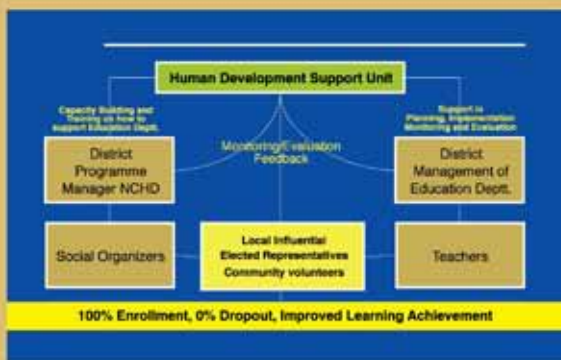
Following are the Systemic Interventions designed in line with strategy of building individual and organizational capacities of the department of education;



- Yearly Operational Planning by the District Education Department
- Baseline Data collection 0-9 year children for establishing baseline to ensure 100% enrollment in primary schools
- UPE Registers – A local ledger based UPE-MIS for schools – a tool to provide for enrollment targets for the next five years.
- Enrollment Campaign – ensuring timely 100% enrollment at the start of academic year
- Establishing of Feeder Schools/Teachers – serving the un-served areas for providing access for primary schooling
- Dropout Follow-up a teacher-community based follow-up mechanism to discourage absenteeism and dropout
- Broad based community meetings – improving educational governance at local level for local solutions to achieve EFA goals on sustained basis
- Revamping of Parent Teacher Associations – through identifying and training community volunteers to support teachers for improving the performance of schools/teachers
- Assessment of learning achievement of children for timely correction support – the quality imperative
- Parent Teacher Meetings – to provide meaningful support to the students.
- Monthly Goshwara – recording and reporting mechanism by the education department
- Progress Review, Planning and Training Meetings (PRMs) – supporting evidence based decision making and progress review
- Appreciation of Teachers
- Training of Teachers on Quality Education
- Training of Education Department's Managers on assessment of children according to the grade wise learning land marks set by the National Curriculum

Achievements – (2002-2007)

1. NCHD provided support to the district governments in:
Enrollment of 8.2 million out of school children (5-7 years) in 117 districts
Increasing enrollment rate from 54% to 86%
2. 17,500 feeder schools were established where government educational facilities were inadequate
3. 296,276 teachers were given training in dropout prevention, quality education and data collection



Adult Literacy:

NCHD's program for adult literacy is developed keeping in mind the lessons from past literacy campaigns. The curriculum and textbooks were designed for easy learning and functionality, thereby enhancing retention.



NCHD sets up Adult Literacy Centers in local communities providing basic literacy skills to the individuals (especially women) in the age group of

11-45, who either never enrolled or dropped out of school before acquiring literacy skills. The communities are mobilized to provide space as well as the teachers for these centers.

After the completion of three month course, the learner is able to:

- Achieve the basic literacy equivalent to grade three
- Read simple text of native language and urdu
- Write 7-10 sentences about their immediate environment
- Manage three digit figures and is able to add, subtract, multiply and divide
- Can use literacy skills in daily life

Literacy: Bringing change in social behaviors

Gulzadi w/o Muhammad Sharif lives in village Faqir Muhammad Shah, tehsil Tando Adam Khan, District Sanghar. She is 34 with three kids. Both Gulzadi and her husband was illiterate. Sharif used to beat her wife on little issues and their children used to remain in fear due to the depressed environment of their home.



In January 2008, NCHD established a literacy center in their village and Gulzadi got enrolled in it. She took keen interest in learning and soon became able to read easy text of newspaper, translation of the Holy Quran and Ahadees.

Gulzadi says, “I started reciting Quran and Ahadees at home which has created awareness in my husband about the rights of women in Islam and there came an enormous change in his behavior towards me and kids.”

Achievements:

- 120,263 Adult Literacy Centers were opened (86% were female learners)
- 2.68 million Adult learners graduated with 90% females
- More than 150,000 teachers trained on Adult literacy teaching techniques, and assessment of learning achievements
- About 100 civil society organizations including 2,000 professionals were trained in Implementation of Literacy Program
- 12,000 Literacy Supervisors were trained in Management of literacy centers

NCHD's dual strategy has proved extremely effective while its continuous support to the government will promote literacy, and help Pakistan achieve the MDG target by 2015.

- **NCHD was awarded with "The International Reading Association Literacy Prize 2006" by UNESCO in recognition of its contributions. Government of Pakistan declared NCHD the Lead Agency for Literacy in Pakistan.**



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