

Pakistan is facing a major problem as almost 7 million children are out of school in the age bracket of 5- 9 years and do not have access to primary level education.

Chronic problems in the education system of Pakistan are preventing the learning opportunities to most pupils. All relevant reports indicate that there are two persistent obstacles in achieving MDGs/ EFA:

- a. High dropout rate
- b. High rate of grade repetition

In all provinces of Pakistan around 50% of the pupils do not reach to the secondary level thus lacking in the basic life learning skills. Early school leaving, grade repetition, access of children to primary and secondary schools remain major policy concerns for the Pakistani leadership and its policy makers.

The National Commission for Human Development (NCHD) is working under the aegis of the Ministry of Education and Training for furthering the cause of universal primary education and achieving MDG/EFA goals in the country by helping the provincial governments and district education departments. This annual report is a summary of efforts made in this regard.



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# Annual Report 2013

Let's join hands to promote quality education in Pakistan



NCHD is a statutory organization of government of Pakistan working in public private mode. It is Pakistan's lead organization on adult literacy and non formal basic education (N.F.B.E).

The organization is helping provincial and district education departments to address the chronic issues of access, equality and grade repetition.

## **From Access to Equality and Quality Education**



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## Message by Mr. Muhammad Baligh-ur-Rehman

Bismillah irr Rahman nirr Raheem

It is the role of the Ministry of Federal Education and Professional Training to ensure that children / youth have access to purposeful and high quality education and trainings that prepares them for participation in a socially just, democratic and sustainable society.

We are all aware that nations with social, economic and political vision invest in education. Education is one of the top most priorities of the government of Prime Minister Mian Muhammad Nawaz Sharif. It is good to see that all provincial governments are also prioritizing education and I am sure that this soon will be true when Pakistan will have much better educational statistics as per world standards. I am pleased to state that the National Commission for Human Development (NCHD) is playing a positive support role in assisting the Ministry of Federal Education and Professional Training in the promotion of Primary Education and Literacy in the country.

It is indeed gratifying to note that NCHD is following the concept of social inclusion to bring the down trodden and under privileged communities to the social network of Education and Literacy. Involvement and ownership by community in most of its programs make NCHD a successful model.

We, at the Ministry of Federal Education and Professional Training feel reassured that National Commission for Human Development (NCHD) is committed to play its role actively and effectively by supporting provincial and local education departments to achieve Education for All (EFA) targets and Millennium Development Goals (MDGs). My prayers and best wishes to National Commission for Human Development (NCHD) for endeavoring to uplift the community by promoting Education/Literacy in the far flung and under developed areas of the country.

### **Muhammad Baligh- ur- Rehman**

Minister of State for Federal Education and Professional Training,  
Interior and Narcotics Control



## Message by Acting Chairperson

The state of Pakistan is committed to the eradication of illiteracy in the country by virtue of having signed international agreements to achieve literacy target of 75% by the year 2015 in accordance with the Education For All (EFA) and Millennium Development Goals (MDGs). Moreover it is the state's constitutional responsibility to provide free and compulsory education to all children in the age bracket of 5-16 years as envisaged in Article 25-A of the Constitution of Pakistan.

The National Commission for Human Development (NCHD), now in its 12<sup>th</sup> year of operations, has successfully undertaken to assist the government Education Departments, at the provincial/district levels, to promote education/literacy in all major provinces including AJ&K, GB and FATA. We have continued to upgrade the NCHD institutional framework to ensure coherence with sectoral management information systems at the provincial/ district level and to strengthen the existing monitoring and evaluation system.

This Annual Report whilst providing a brief introduction to NCHD programs/ projects/ interventions also covers the achievements/results of these activities as well as the observance and celebrations of various international days/events during the period under review. It is hoped that this Annual Report will give the readers a clear insight into NCHD activities and accomplishments during the year 2013.

We look forward to your continued support and feedback as it would enable us to further improve upon our level of performance.

**Mrs. Roshan K. Bharucha**

Acting Chairperson NCHD



### **Message by Dr. Sono Khangharani (Commission Member- NCHD)**

By virtue of being a signatory to the international declarations on Education for All (EFA) and the Millennium Development Goals (MDGs), Pakistan is committed to the cause of poverty reduction, improvement in health indicators and betterment of education/literacy status in the country.

The inclusion of Article 25-A in the Constitution of Pakistan which states that the State will provide free and compulsory education to all children in the age bracket of five to sixteen years and the passage of the 18<sup>th</sup> Amendment to the Constitution, whereby the education sector has been devolved to the provinces, leaves the National Commission for Human Development (NCHD) in a unique position of providing essential support to the provincial and district education departments in furthering the cause of education/literacy. The NCHD which is a structured organization, has its presence in all the provincial headquarters and in most of the districts of Pakistan and by its design works hand in glove with the community.

As a member of the Commission, it pleases me to place on record that 8% of the government primary schools in Sindh are being run by NCHD. Similarly it is matter of record that NCHD is one of the few organizations giving close support to the education department in the downtrodden and far flung areas of the province of Sindh.

I am confident of a bright and shining future of NCHD. It will continue to play a role towards its national responsibility by extending its education and literacy services to the poorest of the poor. I owe a debt of gratitude to Mr. Khusro Pervaiz, DG NCHD and his team members. They shouldered most of the Commission members' burden.

**Dr. Sono Khangharani**  
(Commission Member- NCHD)

## FOREWORD

This NCHD Annual Report 2013 is submitted to the President of Pakistan in pursuance of Section 18 of the NCHD Ordinance 2002. The Report presents a vivid picture of the programs and activities undertaken by the organization and its achievements during the year 2013.

As far as the UPE program is concerned, NCHD maintained its community based school system and provided schooling facility to almost 200,00 children through its 5,992 Feeder Schools employing 6,581 Feeder Teachers. The NCHD managed Feeder Schools have been established in remote, rural and under privileged areas of the country mainly to address the core issue of access to education and to meet the laid down educational MDGs and EFA goals. Similarly as regards its Literacy program, NCHD established 8270 Adult Literacy Centers wherein over 200,000 persons were provided literacy skills. It is pertinent to note that 90% of the graduated learners under literacy program were females.

Besides its regular programs NCHD managed to get nine different education/literacy related projects through public-private schemes in collaboration with donors and provincial governments. These projects dealt with issues such as elimination of poverty, access to education, establishment of formal and non formal basic education institutions, setting up of IT Centers, data collection activities and setting up of Skill Development Centers.

NCHD assisted in the formulation of national and provincial educational plans for promotion of education and literacy. These plans would act as a road map for future policy makers to achieve the intended higher rate of literacy in the country.

Finally, I am pleased state to that NCHD, through its various programs and projects has substantially contributed towards improving the quality of education and literacy in line with the country's social and political vision. NCHD remains committed, in the future, to play a vital role in the education sector by actively supporting the government departments in promoting education and literacy in Pakistan and in achieving the MDGs and EFA goals.

**Khusro Pervaiz Khan**

Director General NCHD

## **ACKNOWLEDGEMENT**

This NCHD Annual Report-2013 is the outcome of several weeks of dedicated hard work by the NCHD team. Since it is not possible to mention each person by name I take this opportunity to acknowledge the efforts of the following persons who have been closely involved in the compilation of this Annual Report:

All Directors and National Program Coordinators (NPCs), at the head office, for their intense involvement and for giving all the technical details to add value to this report.

All Provincial Directors and their staff who elaborately contributed essential information in the form of activities/events that took place in their respective provinces during the period under review.

Major (R) Shah Rukh Abbass Khan and Mr. Tahir Wyne for preparing the first draft.

Mr. Siraj Ahmed, Manager IT, at the head office, for performing the arduous task of deciphering the manuscript and compiling this report.

Mr. Mirza Ahmed Hussain, General Manager Liaison, at the head office, for meticulous proof reading of this document.

Finally all staff including peons and drivers who patiently endured long working hours during preparation of this report.

Once again, I convey my congratulations and deep appreciation to the NCHD team for their efforts in preparing this Annual Report.

**Iqbal-ur-Rehman Sharif**

Director Education, NCHD

## NATIONAL COMMISSION FOR HUMAN DEVELOPMENT

Mr. Mamnoon Hussain, President of Pakistan,  
**Patron-in-Chief**

Mr. Muhammad Baligh-ur-Rehman,  
Minister of State for Federal Education and  
Professional Training, Interior and Narcotics  
Control.

### Members of the Commission

- i) Mrs. Roshan Khurshid Bharucha, Acting Chairperson
- ii) Dr. Sono Khangharani
- iii) Ms.Saba Gul Khattak
- iv) Secretary, Ministry of Education, Training and  
Standards in Higher Education
- v) Secretary Finance

### PDHF Members of the Board

1. Ms. Nadira Panjwani - Chairperson
2. Mr. Farrokh K. Captain
3. Dr. Nasim Ashraf
4. Dr. Shamsh Kassim Lakha
5. Mr. Irshad Khokhar
6. Brig. Mukhtar Ahmed
7. Dr. Sattar Abbasi
8. Dr. Omar T. Atiq
9. Mr. Najeeb Ghauri
10. Mr. Saquib Khan
11. Mr. Pervaiz Lodhie
12. Dr. Musadik M. Malik
13. Mr. Syed Arif Masood Naqvi
14. Mr. Shahzad Qasim
15. Mr. Arshad Mohammad
16. Mr. Shoaib Kothewala
17. Mr. Saleem Adaya
18. Dr. Raza Bukhari
19. Mr. Omer Yaqoob Sheikh
20. Mr. Salman Burney
21. Mr. Farooq Rahmatullah
22. Dr. Rafiq ur Rehman
23. Representative Lotte Pakistan
24. Secretary Finance
25. Secretary Education & Training
26. Resident Representative, UNDP

# THE NATIONAL COMMISSION FOR HUMAN DEVELOPMENT

## ANNUAL REPORT 2013

### Executive Summary

The Annual Report 2013 provides information related to the vision, mission, mandate and administrative setup of the National Commission for Human Development (NCHD). It also provides detailed information about the inputs such as, financial resources, human resources and achievements during the year. Basic programs in which NCHD remained involved during the year 2013 are;

- (a) Universal Primary Education (UPE)
- (b) Adult Literacy.
- (c) Trainings

The year 2013 remained an eventful year. The democratic change through general elections provided the much needed stability to the public sector organizations working in social sector uplift. The same was true for NCHD as the decisions made about regularization of its core staff was approved by the interim setup and ratified by the present democratic government.

On the organizational side the Commission in its 35th Meeting decided to issue letters of regularization to all its employees who wished to pursue their career as regular employees of the Commission. Resultantly, a large majority of the employees opted for regular employment.

A new PC-I titled "Improving Human Development Indicators in Pakistan" for three years (2011-13) was also got approved with a cost of Rs. 6351 million. A summary of PC-I is at **Annex-III**.

During the year 2013, major funding to NCHD came through the ECNEC approved project Viz: "Improving Human Development Indicators in Pakistan". An amount of Rs. 2,513.49 million was earmarked in the PC-I for this project during the year 2012-13 by the government for implementation of the project. However, due to paucity of funds the size of allocation was curtailed down to Rs. 1,384.52 million. This project was successfully completed with downward revised targets in line with the reduced financial resources provided by the Planning Division. PC-IV (Project Completion Report) was submitted and approved by the Planning Commission.

Accordingly, NCHD's Annual Budget of Rs.1,384.52 million provided the necessary resources to support the provincial/district governments for reducing the gaps identified in achieving Millennium Development Goals (MDGs). The budget comprised of funding for each of the strategy's principal priorities at the grass roots i.e. Primary Education and Adult Literacy. In the education sector during the year 2013, NCHD supported the Education Departments (ED) at provincial and district level in enrolling nearly 2.7 million out-of-school children (OSCs). During first six months more than 9532 Feeder Schools / government schools with 10,937 feeder teachers remained operative in partnership with the community by providing primary education to 442,565 students of the poorest segment of the society.

A massive reorganization was also undertaken in UPE program and NCHD decided to withdraw its services from the District Governments from the over crowded government schools stream. This decision was made as the District Governments during last five years were able to fill the vacant seats identified and indicated by NCHD and have appointed teachers in these Government Schools. From 1st July 2013 to December, 2013 NCHD provided teaching services through 5,992 Feeder Schools in remaining two streams i.e (a) Community Feeder Schools (CFS) and (b) Reopened Government Schools (RGS).

NCHD as a body corporate is fully functional. 2943 posts were created by the Finance Division on non-development side. NCHD has refocused its approach on UPE & Adult Literacy program which are key issues for Pakistan being a signatory to International Convention on MDGs and EFA. A three years development plan for the promotion of adult literacy and universalization of primary education at a cost of Rs. 6351 million was approved by the Planning Division. This plan will be executed in next three years i.e. 2013-16. For the enhancement of adult literacy rate in the country, 8,270 Adult Literacy Centers (ALCs) were established in which 202,349 learners were enrolled during 2013. It is pertinent to note that over 90% of the total enrolled learners were female.



Darkness fades with light of education

## SECTION - I



### ESTABLISHMENT OF NATIONAL COMMISSION FOR HUMAN DEVELOPMENT (NCHD)

**1.1** The National Commission for Human Development (NCHD) was established by the Government of Pakistan in July 2002, under the Ordinance No. XXIX of 2002 as a statutory autonomous body with the objective to promote Human Development by supporting Government line departments, non governmental organizations and elected officials at the district level in Primary Education, Literacy, income generating activities and basic health care services.

In view of its stated objectives and in line with the Pakistan's International commitments on EFA & MDGs the National Commission for Human Development devised a national level strategy to support the National and sub national Government in achieving the EFA & MDGs objectives.

#### 1.2 VISION:

A fully literate society where quality education is ensured for all children of Pakistan up to secondary level.

#### 1.3 MISSION:

The mission of NCHD is to support the government and other organizations in filling the implementation gaps, improving public sector delivery mechanisms and to achieve the Millennium Development Goals (MDGs) with a focus on "Education for All (EFA) Goals".

Pakistan's position on six EFA Goals is given below:

##### Goal 1:

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

##### Highlights:

- Despite major improvements, an unacceptably high number of children suffer from ill health and unable to attend school regularly.
- The Provincial Governments have yet to assume responsibility for pre-primary education. As of 2013, private providers were catering for 33% of all enrolled children. The cost of this provision is one of the factors that contribute most to inequity in access to quality education.

##### Goal 2:

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

##### Highlights:

- The goal of universal primary education is likely to be missed by a wide margin, as 6.7 million children were still out of school in 2013. Provincial / Territory wise MAPs showing % of out of school children are at **Annex - V to X**
- Girls make up about 54% of the total population of children out of school.
- Of the 6.7 million children out of school, nearly half are expected never to make it to school.
- The record is likely to be far worse for primary school completion. It is expected that no province or federal area is likely to achieve universal primary school completion.

### Goal 3:

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

#### Highlights:

- Progress in completing lower secondary school – a prerequisite for acquiring the foundation skill necessary for decent jobs – has been more modest, just 37% of adolescents complete that level. Among adolescents from poor families, completion rates are as low as 14%
- The number of adolescents out of school stood at 18 million in 2013
- Pakistan is not expected to achieve universal lower secondary enrolment by 2015. Pakistan has not yet achieved universal primary completion; it is extremely unlikely that Pakistan will achieve universal lower secondary education by 2015.

### Goal 4:

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

#### Highlights:

- The adult illiteracy rate fell from 50% in 2000 and 40% in 2013. However, the number of illiterate adults remains stubbornly high at 60 million and increasing with every passing year.
- The adult literacy rate will still be much below 75%.
- Almost two-third of illiterate adults are women and to achieve gender parity in adult literacy by 2015, Pakistan requires enormous efforts and resources.

### Goal 5:

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

#### Highlights:

- At the primary level, only Punjab & AJK will achieve gender parity other provinces had fewer than 9 girls enrolled in school for every 10 boys.
- It is projected that by 2015, gender parity in lower secondary education cannot be achieved. Pakistan will still have severe gender disparities.

### Goal 6:

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

#### Highlights:

- At the primary education level, the pupil/teacher ratio is around 40:1. Less than 75% of primary school teachers are trained according to national standards.
- At the secondary education level, the pupil/teacher ratio exceeded 30:1. Less than 50% secondary school teachers are trained according to national standards.

#### 1.4 MANDATE:

The mandate of the Commission as listed in section 7 of the NCHD Ordinance, is as follows;

To formulate, approve, manage, promote, enhance, implement, execute, monitor and organize its support programs and projects for assistance to the line ministries, departments and agencies concerned, inter-alia, for:

- i. Capacity building, training and enhancement of competency of Governmental functionaries and line departments.
- ii. Literacy and non-formal basic education programs,
- iii. Programs to assist in Universal Primary Education,
- iv. Programs to assist in Primary Health Care;
- v. National volunteer program to assist in the social sectors;
- vi. Global resource mobilization
- vii. To undertake research studies and surveys to assess the needs and requirements in for extending scope, activities and disseminate information.
- viii. To keep informed the Federal Government and respective Provincial Governments and their District Administration of its programs and projects being carried out by it in performance of its functions.
- ix. To assist the social sector in Global Resource Mobilization including finances, intellectuals expertise and talent.
- x. To perform such other function as may be incidental or ancillary to the execution of its programs and projects.

#### 1.5 STRATEGY:

The core of NCHD strategy lies with:

- i. The Public Private Partnership,
- ii. The Capacity Building of Government Line Departments, Community Organizations and Elected Officials,
- iii. The Community partnership and Ownership.

The NCHD Model, over the years, has become an international best practice. It is now presented as a model organization to be emulated for achieving success in human development efforts in developing countries by the United Nations (UN). This was highlighted by the visit of high level Chinese Delegation in March 2005 whose sole purpose was to study the model of Pakistan Human Development Fund (PHDF) and National Commission for Human Development (NCHD) experience in Pakistan, and replicate it in China.

#### 1.6 FINANCIAL RESOURCES:

The funding for the project activities were borne through PC-1 (Improving Human Development Indicators in Pakistan) 2008-09 to 2012-13. Government of Pakistan provided 90% of the project cost and 10% cost was raised by NCHD and other development partners.

#### 1.7 MANAGEMENT OF NCHD:

The Commission is responsible for providing policy guide lines to be executed by the Chairperson and Director General. The seven members Commission of NCHD including the Chairman provides policy and directions for all major programs of NCHD. The Director General is responsible for the administration and day to day business of the Commission.

## SECTION II

### 2.1 SITUATION ANALYSIS BY NCHD ON EDUCATION MDGs & EFA GOALS IN PAKISTAN

The previous section clearly indicates that lack of progress in education is holding back the achievement of the development goals and is an obstacle for peace and social cohesion. Presently 6.7 million children aged (5-9) in Pakistan are still out of school. The EFA goals are mutually reinforcing and indivisible and their achievement is a prerequisite for the fulfillment of human rights and all the development goals. This calls for a holistic approach to quality lifelong learning, in which all education stakeholders should address issues of access, success, quality and equity together.

Special efforts are needed to reach the hardest-to-reach, especially those in remote rural areas, and the most marginalized groups of children, youth and adults, including girls and boys, affected by conflict. Past failures have left a legacy of 18 million youth (aged 15-24) who have not even seen a primary school and urgently need a second chance to learn the necessary skills to secure work and full participation in national development. Furthermore, attention needs to be given to the importance of the informal and subsistence economy and learning support for young people working outside the wage economy.

To tackle the barriers that prevent disadvantaged children from entering on time and progressing through school and learning, system-wide reforms are needed. These should include policy, curriculum, professional development, research, evaluation and assessment and the pedagogically effective use of information and communication technologies (ICTs)

The provinces with the support of federal government and other education stakeholders should take action to develop and implement policies that ensure that all children and young people receive inclusive education, regardless of their wealth, sex, ethnicity, disability or where they live.

Strong political will combined with targeted approaches can overcome these bottlenecks. Learning from initiatives in some of the E-9 countries, such as school feeding and cash transfer programmes to poor families and the legislation of the right to education, demonstrate how rapid progress can be achieved. It is important to identify successful interventions, including the effective use of ICTs, in order to assess their potential for adaptation, replication or scaling-up. Provincial governments should improve the effectiveness of their education systems and policies to reduce grade repetition.

Education should provide all learners with foundation skills, technical/vocational skills, and transferable 21st century skills such as collaboration, creativity and problem-solving. Schools and training centers should also link with employers to give young people the work experience they need, preferably through apprenticeships. Such efforts will address issues related to human, social and economic development, competitiveness and youth unemployment. This is particularly important if the skills development strategies also extend beyond the formal education system, to address disadvantages faced by the poor urban /rural young people and adults, especially young women. We must endeavor to seek international cooperation and encourage further support and develop programs to national TVET need.

Furthermore, education must foster sustainable development, active and effective national and local citizenship as well as contribute to strengthening democracy and the peaceful resolution of conflict.

The progress on adult literacy has stalled in the past years, and all provinces must redouble efforts and increase sharing of best practices to ensure progress. Literacy is a continuum that goes beyond recognizing letters in the alphabet. NCHD commits to provincial efforts to translate the scaling up of literacy efforts into action. Focus on adult literacy, women's literacy in particular, will also contribute to increasing enrolment and enhancing learning of children.

The situation calls for urgent action by all provinces to scale up efforts in a last "Big Push" to achieve the Education MDGs & EFA goals by 2015. All provincial governments need to select a few priorities, with clear targets, which will contribute to reaching the Education MDGs and EFA goals by 2015.

Early childhood care and education is in need of urgent and increased investment, because of its immediate and long-term positive impact not only on the holistic development of children but also on the social and economic development of societies. Further, all provinces need to adopt affirmative gender-responsive policies and actions within the education system and literacy programs.

Lack of funding is a major bottleneck. The federal government along with all provincial governments requires to allocate at least 4.0% of GDP to education, in line with the benchmarks of the Planning Division Vision 2025 and to ensure the effectiveness, efficiency and equity of fund allocation in education. The quality of our educational system cannot surpass the quality of our teachers and teaching. The core role of teachers in achieving all EFA goals and education MDGs cannot be ignored. The shortage of qualified teachers must be vigorously addressed.

At the same time, it should be ensured that all schools in both rural and urban areas have qualified teachers, in order to provide the highest quality of all inclusive education and to create equal opportunities for all students. Teacher policies must be developed by all provinces and regularly evaluated in collaboration with other stakeholders such as local communities and teacher organizations. These policies must include strategies for recruitment, initial training and continuous professional development, improving working conditions conducive to learning, and improving the status of the teaching profession.

Feeling the urgency of the issue, the Ministry of Education held extensive consultative meetings with all stakeholders including provinces, federal and area governments. As a result of these deliberations a consensus plan was prepared called National Plan of Action 2013-16. It is high time that all provincial governments maintain and strengthen as much as possible their education budgets in line with National Plan of Action 2013-16. The private sector should continue their increased engagement and support to EFA targets and Education MDGs.



A Feeder School in progress

## 2.2 National Plan of Action 2013 - 16 A Consensus Document

Pakistan has a population of 180 million, of which 43.6 percent are children aged less than 18 years and 28.6 percent are children aged less 5-14 years (Source: UNICEF 2011a; FBS 2007). It has a score of .504 on the Human Development Index, ranking it 145th out of 187 countries (UNDP, Report 2011). It is categorized as a low human development country, with a nominal per capita GDP of US\$ 1254/- in 2010-11.

As per National Educational Policy 2009

*“Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.”*

*National Education Policy 2009 [p-17].*

Education plays an important role in a country's development, and progress can be good investment for improving the quality of life of the people and for human development. Being Islamic Republic of Pakistan, it is worth mentioning that Islam also places great emphasis on acquiring education for both men and women. Pakistan is one of those developing countries that face challenges in improving its education sector. Government efforts should be directed not only to make the education more accessible and affordable but also to provide better quality of education for all children.

*Article 25A- Right to Education: The state shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law.*

Recent statistics on Pakistan's education indicators show that gender parity indices would hopefully meet the MDGs targets by 2015. Achieving other targets would require enhanced commitment and intensive efforts. Universal access to basic education and the completion of primary education are important targets for EFA and MDGs. Attaining UPE requires expansion of primary education through formal as well as non-formal means; through public as well as private sectors; improving quality of education for better retention level; involving community participation and other possible strategies.

All this scenario / situation requires a dialogue to be initiated in the country at all levels for reviewing the progress against Millennium Development Goals (MDGs) and Education For All (EFA) goals.

### 2.2.2 Progress Review and Planning at all Levels:

To initiate in country dialogues for reviewing the progress against Millennium Development Goals, the world bank organized the learning for all at a ministerial meeting on April 18, 2013 in collaboration with the Global Partnership for Education (GPE). **Pakistan could not participate in the meeting because general election was being held in Pakistan.** However, the Ministry of Education, Training & Standard in Higher Education undertook an important initiative to prepare status report on education related MDGs. The Ministry coordinated with provincial Departments of Education for developing accelerated framework to achieve the MDG targets by 2015 under the supervision of the federal secretary of Ministry of Education. A core committee was formed to develop accelerated framework and action plan to achieve education related MDGs. The core committee consisted of development economists' statisticians, data analysts, and education planning experts as well as representatives of UNICEF and UNESCO.

The MET designated the Academy of Education Planning and Management (AEPAM), as focal coordinating agency to closely work with provincial / area departments of education, NCHD and civil society organizations. Provincial/area departments of education nominated focal person for developing plans of action for MDG Accelerated Framework (MAF).

Following a multi stake holder consultative process, the federal Ministry of Education and provincial departments of education jointly organized eight provincial/area workshops in April / May 2013 to develop plans of action. Provincial sector plans were used as guiding documents for developing Plans of Action.

Provincial plans of action are based on inputs given by the provincial/area group of experts who highlighted some major challenges faced by education system in Pakistan which are as follows:

- Identification of in-school and out of school bottleneck.
- Suggested some traditional and innovative strategies to ensure that out of school children can be enrolled.
- Ideas to retain school children and provide them with quality education in public, private, non-government and religious (Deeni) schools.
- Enhance technical capacities and substantially increase additional resources to meet the cost of implementing plans of action.

The National Plan of Action 2013 estimates a total of 6.7 million primary-aged out of school children during 2013-16. Of these 5.06 million children are expected to be enrolled in the country. The total cost estimated to be Rs. 189 billion

The National Plan of Action will be the basis for orientation and high level advocacy for the newly elected parliamentarians and officials of the federal/provincial governments including departments of Education, Finance, and Planning Commission. The plan of action represents and is an indicative rolling plan which will be regularly reviewed and revised.

### 2.2.3 Planned Objectives (2013-16)

The key objective of the National Plan of Action is to accelerate the progress towards achieving education MDGs in the next three years. More specifically, the plan aims to achieve:

1. Enrollment of maximum number of out of school children in primary classes;
2. In school retention of all enrolled children, and completion of their primary education;
3. Improvement in utility of primary education

The National Plan of Action is based on eight provincial / area plans. Each provincial / area plan reviews the education situation in its respective province / area, identifies the gap in primary enrollment, quantifies the number of out of school children, analyses the reason for low enrollment and high dropout rates and suggests enhancement of existing option as well as adoption of innovative strategies to attain maximum progress within the stipulated time frame. It is universally known that in Pakistan, attaining UPE will require expansion of primary education through both formal as well as non formal means; through public as well as private sectors; improving quality of education for better retention levels; involving community participation and other possible strategies.

### 2.2.4 Planned Strategies

In light of the above issues, factors and suggested strategies, the Education Plan (2013-16) was developed, focusing on (i) bringing in maximum number of primary-age out-of-school children to be enrolled in formal and non-formal schools through provision/ expansion of schools, awareness campaigns, etc (ii) increase retention in primary grades through provision of proper teaching-learning environment, textbooks, other incentives, etc., (iii) improve quality of education through teacher's training, community participation, etc., and (iv) specific provision of other incentives (e.g. stipends, food for education, uniforms, etc) to retain children from most disadvantaged/rural/remote areas, especially girls.

The four specific strategies identified and budgeted under education plan include:

a) Enrolment of new students in existing schools: The strategy focuses on enrolling out-of-school children in existing primary schools which are under or unutilized. Also, there are several closed schools which can be made functional. As admission policy does not allow children aged 7+ years in formal primary classes,

over-age children will be enrolled in non-formal basic education or religious (deeni madrassah) schools.

b) Enrolment of new students in formal schools through provision of an additional room: In existing public formal schools, where extra space is available, construction of an additional classroom and provision of a teacher will help in accommodating a number of new students.

c) Enrolment of new students in new schools: In disadvantaged/remote areas where enrolment is low due to non-availability of formal public schools, construction of two-room new formal and opening of one room in non formal schools will help in improving access to education.

d) Targeted Incentives: This innovative strategy is aimed at retaining students, especially those from disadvantaged group, especially girls, who mainly due to financial reasons drop out before completing primary school. These incentives e.g. stipends, food-for-education, uniforms, etc. will be given to poor and deserving students.



The eyes say it all

## 2.3 NCHD VISION Beyond 2015

Education for All (EFA) is a global movement and partnership which calls for commitments and efforts by all UNESCO member states, international organizations, bilateral agencies, civil society and the private sector. Two years before the foreseen deadline for the achievement of EFA, Pakistan had about 07 million children of primary school age and another 18 million children of secondary school age that were out of school. The situation becomes more alarming as half of the children cannot read or count even if they have spent four years in school. Such statistics, taken from the EFA Global Monitoring Report 2013 and ASER Report 2013, have made essential the need to review the quantity and the quality of the collective efforts to reach the EFA goals and how the EFA movement in Pakistan is coordinated.

2. Following a major review of the Education MDGs in 2013 by Ministry of Education, Trainings & Standards in Higher Education, a new coordination mechanism has been established with the provinces. The new mechanism is designed to offer a strategic platform to revitalize the EFA and Education MDGs by increasing support to all stakeholders through increased knowledge sharing, consultation, resource mobilization and more coordinated action.

3. (i) The 2013 EFA Global Monitoring Report showed that progress towards many of the targets is slowing down and that most EFA goals are unlikely to be met in Pakistan. After good progress in the initial years after Dakar, the number of children out of school aged 5-9 years has risen to 6.7 million in 2013. It is clear that the target of universal primary education will be missed by a considerable margin by 2015. Of particular concern was that the number of out of school children in Baluchistan, Rural Sindh and FATA. Governments and their partners urgently need to increase their support to education in these areas/provinces with large numbers of out-of-school children, paying particular

attention to marginalized groups and areas affected by conflict in all provinces of Pakistan.

(ii). Progress on early childhood care and education has been too slow. It is a great concern that many children do not complete primary school and provincial inequality in learning outcomes remains stark.

4. Following three strategic objectives building upon one another can help achieve EFA and Education MDGs beyond 2015.

### Assessing progress towards the six EFA goals

To assess the extent to which Provinces /Areas have made progress towards the EFA goals targets, analyzing trends in key indicators since 2000. Emphasis will be given to analyzing disparities in access to quality basic learning for children, youth and adults since 2000.

### Reviewing implementation of strategies to achieve EFA

Along with the six EFA goals, the Dakar Framework for Action outlined and articulated twelve strategies to achieve the EFA goals. Formulation and implementation of these strategies at the national level will be reviewed by examining the way in which they have been implemented since 2000.

### Determining the relevance of EFA framework

The objective is to assess the relevance of the EFA framework for future national education policy and practice. The review should serve as basis for setting the direction and laying out the national education agenda keeping in view global debate on the scope and shape of any potential international post- 2015 education agenda. The National Review will take place in 2014. The National Review will inform regional meetings that will take place in the second half of 2014 in Pakistan.



Feeder School in session

5. When considering the post-2015 agenda, we should make full use of the success as well as tackle the reasons behind stagnation and bottlenecks preventing the achievement of EFA, which have been analyzed and documented by the EFA Global Monitoring Report year by year. NCHD emphasizes the importance of working towards ambitious and clear post-2015 education goals, of placing education in the post-2015 international development goals and ensuring that EFA and the international development goals are coherent and mutually reinforcing.

6. Ministry of Education reaffirms its commitment to achieve the EFA goals. Ministry of Education also agrees on a process of national and regional EFA reviews that will inform a global conference on Education for All in 2015. It is urged on all provinces to actively participate in the process leading up to the global conference in 2015 to establish the post-2015 global education agenda.

## SECTION III:

### 3.1 Programs of NCHD

NCHD is the lead agency for promoting Adult Literacy in Pakistan and helping people to find routes out of ignorance. With nationwide network of 103 Human Development Support Units situated all over Pakistan and hands-on-experience, it aims at enlarging the scale and scope of the efforts made by the government in ensuring the effective provision of social services. It perceives human development as a process of enlarging choices, building capacities and encouraging participation of communities at the grass roots. To ensure this, NCHD is directed towards supporting government line departments, civil society organizations and the local communities in the sectors of education, basic health care and income generating activities at the grass roots level.

One of the prime mandates of NCHD is to help Pakistan achieve the Millennium Development Goal- target of 75% literacy rate by 2015. In order to achieve this goal, the Commission has prioritized “Education for All” and has adopted the following two- pronged approach:

- I. Ensuring that all children are enrolled in schools and retained in schools for the completion of full primary schooling cycle.
- II. Dealing with the “back-log” of adult illiterates by implementing adult literacy programs in communities.

### 3.2 UNIVERSAL PRIMARY EDUCATION (UPE)

The current situation of Primary Education in Pakistan is as under

- I. Net enrolment rate is 66% out of which 40% children dropout before completing the primary schooling cycle

- II. Only one half of the children passing grade five achieved a competency level of Grade 2-4

#### Objectives of NCHD’s UPE Program

Support the provincial governments in ensuring;

- I. 100% enrolment (age 5-7 years)
- II. Reducing dropout rate from 40% to less than 10%
- III. Ensuring quality education through teachers' training
- IV. Addressing the issue of access/ coverage through its Community Feeder School/ Feeder Teacher Program.



Student assessment in NCHD Feeder School

### 3.3 ADULT LITERACY PROGRAM

NCHD has been implementing the Adult Literacy Program with the mission to help provincial and district governments to increase literacy rate to 75% by the year 2015.

NCHD sets up Adult Literacy Centres in local communities providing basic literacy skills to the individuals especially women in the age group of 11-45, who were either never enrolled before or dropped out of school before completing primary education cycle.

The syllabus and textbooks are designed for easy learning and functionality, thereby enhancing retention. The total duration of the course is six months with aims to;

- I. Achieve the basic literacy skills equivalent to grade three
- II. Read simple text of Urdu
- III. Write a simple letter
- IV. Manage figures up to four digits, able to add, subtract, multiply and divide

### 3.4 OPERATIONAL STATUS OF NCHD

NCHD is operational in 103 districts of Pakistan including FATA (less North & South Waziristan), Gilgit Baltistan and AJK as of 31st December, 2013.

NCHD established Human Development Support Units (HDSUs) in 61 districts of Pakistan with 36 satellite offices for implementation of operations. Each HDSU is headed by a General Manager who is assisted by Managers for respective programs and their teams down to the grass root level. At the national level, the Commission is headed by a Chairperson assisted by the Director General being its operational head to look after its day-to-day affairs. Each Program and Support Department is headed by the respective directors at the national level while the operations are looked after at the provincial levels by respective Director Operations.



Adult Literacy Centre in progress

### 3.5 NCHD ACHIEVEMENT FROM 2002-2012 EDUCATION

#### UNIVERSAL PRIMARY EDUCATION (117 DISTRICTS)

- i. Established an average of 15,000 Feeder School every year to provide schooling for the un-served population
- ii. Trained 130,000 teachers on enrolment processes, recording and reporting, dropout prevention, and social mobilization
- iii. Trained on an average 15,000 Feeder Teachers every year
- iv. Enrolled 16.55 million children aged 5 to 7 years in schools in 117 districts of Pakistan

#### ADULT LITERACY (134 DISTRICTS)

- i. 156,180 Adult Literacy Centres completed in 134 districts
- ii. 3.65 million people made literate (90% females)
- iii. Trained more than 150,000 Literacy Teachers and 15,000 Literacy Supervisors on Androgogy Skills
- iv. Trained 2000 professional staff of Literacy Department and 120 persons of civil society organizations in the implementation of literacy programs
- v. Developed more than 200 functional literacy books for awareness on different issues Literacy syllabus of NCHD is the only approved literacy syllabus in Pakistan from Ministry of Education
- vi. NCHD Literacy program has been acknowledged internationally by conferring on NCHD the International Reading Association's Literacy Award for 2006 by UNESCO (copy attached).
- vii. Printed/published several hundred thousand literacy books for free distribution to the learners of ALCs

### HEALTH

#### PRIMARY HEALTH CARE (13 DISTRICTS)

- i. 1.1 Million household were provided monthly primary health care at their door steps
- ii. Immunized 199,864 women (15-45 years) in 11 districts of Pakistan against tetanus

#### SCHOOL HEALTH PROGRAM (17 DISTRICTS)

- i. 1.86 million children screened for hearing, eyesight, dental hygiene and skin diseases.
- ii. 43,543 reading glasses provided to needy children free of cost

#### ORAL REHYDRATION SOLUTION (ORS) PROGRAM (17 DISTRICTS)

Trained 13.77 million women in 80 districts of Pakistan in preparation and administration of oral rehydration solution (ORS).

#### VOLUNTEERISM FOR COMMUNITY DEVELOPMENT (49 DISTRICTS)

Mobilized over 300,000 community workers as volunteers for supporting NCHD program at grass root level.

#### CAPACITY DEVELOPMENT PROGRAM (46 DISTRICTS)

A total of 11,261 government officials and elected representatives trained in Planning & Budgeting; Formation of Citizen Community Boards and Monitoring through Zila Monitoring Committees.

#### COMPUTER TECHNOLOGY LEARNING CENTERS (CTLC)(12 DISTRICTS)

A total of 2,944 people (Female: 2638, Male: 306) were made computer literate in 12 districts.

### 3.6 PERFORMANCE SUMMARY OF NCHD UPE PROGRAMS (2002-2012)

	Universal Primary Education	2002-2012
1	Coverage (No. of Districts)	134
2	Enrollment Community	16.55 million
3	Feeder Schools Established average 15,000 per year	15,000
4	Feeder Teachers provided in school average 16,000 per year	16,000
5	Training of Feeder Teachers on Quality Education ( average per year )	16,000
6	Government's Teachers trained	146,225
7	Institutionalized Celebration of World Teachers' Day (No. of Districts)	134
8	Rural household based survey of out of school children (million households)	14.2
9	Rural household based learning survey (ASER 2011)	181,800
10	Household based baseline survey regarding Out of school children all provinces and areas	12.97million
11	Total Funds allocation during 2002 -12	12, 8 40 million

**Table -1**



Student assessment at Feeder School



A make shift Feeder School

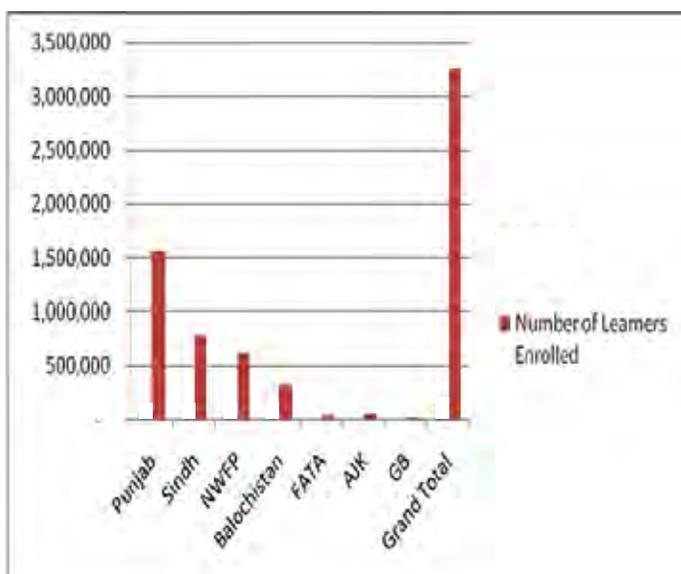
### 3.7 PERFORMANCE SUMMARY OF ADULT LITERACY PROGRAM (2002-2012)

During the year 2002-2012, NCHD implemented its country wide literacy program in which 156,190 Literacy Centers were established. In these centers 3.25 million illiterate learners were enrolled. Details of the centers is given below:

Province	ALCs Established	Number of Learners Enrolled
Punjab	64,727	1,570,049
Sindh	35,132	783,880
KPK	31,673	625,923
Baluchistan	17,208	331,523
FATA	2,731	49,575
AJK	3,303	62,689
GB	1,416	29,153
Grand Total	156,190	3,251,205

**Table -2**

Graph: Province wise detail of the centers established 2002-2012

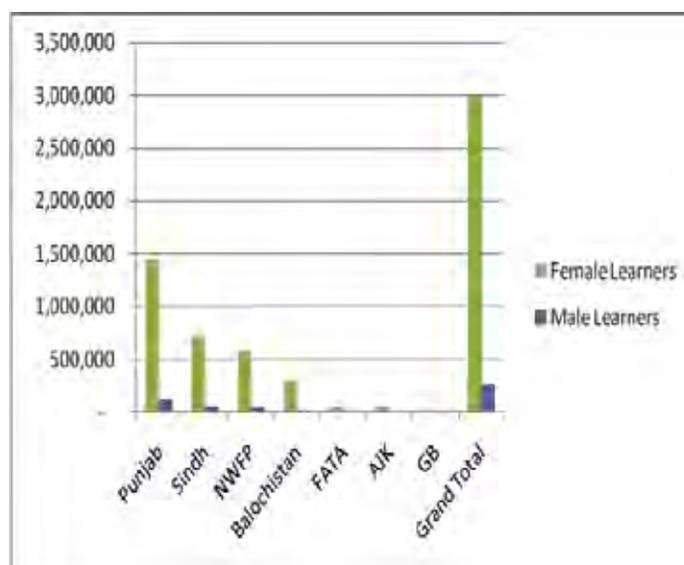


Gender wise province wise breakup of learners 2002-12

Province	Total Learners Enrolled	Female Learners	Males Learners
Punjab	1,570,049	1,444,445	125,604
Sindh	783,880	721,170	62,710
KPK	625,923	575,849	50,074
Baluchistan	331,523	305,001	26,522
FATA	49,575	45,609	3,966
AJK	62,689	57,674	5,015
GB	29,153	26,821	2,332
G. Total	3,251,205	2,991,109	260,096

**Table -3**

Gender wise breakup of learners



Impact Table

Literacy Rate 2002	43%
Literacy Rate 2012(10 years and above)	58%
Increase in Literacy rate(2002-2012)	15%
NPA revised target to achieve EFA goals	75%
Current rate per annum increase in literacy	1.30%
Literacy Centers established 2002-12	156,190
NCHD Contribution (2002 -2012)- Increase in Literacy Rate	2.58%

**Table -4**

### 3.8 TARGETS AND ACHIEVEMENTS 2013 (UPE)

#### Enrolment Campaign 2013:

In order to address the issue of the achievement of the maximum in-time intake of all entitled Out of School Children, NCHD planned the interventions of Enrolment Campaign during 2013. The process of enrolment campaign commenced with planning meetings at the departmental level and involvement of the community at the village level to ensure maximum benefits.

The enrollment campaign activity at the grassroots was supported by a strong media campaign whereby posters, banners, flyers, print and electronic media items were used to spread the message to general public.

#### Community Feeder Schools (CFS)/Reopened Government Schools(RGS) 2013:

In continuation of the future plans chalked out in year 2012, NCHD not only continued with the intervention of Community Feeder Schools to provide access to primary schooling system but on the other hand as per its rationalization plan, NCHD team conducted a base line survey of the Feeder School system all over the Pakistan including AJK. The activity was undertaken in 9,532 locations in which 10,937 Feeder Teachers were providing services to educate about 0.4 million out of school children (OSC). As a outcome of this activity, it was decided that Feeder Teacher facility will continue to be provided in RGS and CFS. The third stream of providing Feeder Teachers in overcrowded schools was completely closed as it had achieved the desired objective during the planned period. The status of Feeder Schools / Teachers during 2013 is as under.

SR	Province/Area	CFS/RGS	Feeder Teachers
01	GB	50	50
02	KPK	96	104
03	Punjab	1,641	1,926
04	Baluchistan	421	439
05	Sindh	3,400	3,653
06	FATA	49	50
07	AJK	85	89
	Total	5,742	6,311

**Table -5**

CFS (Community Feeder School)  
RGS (Reopened Government Schools)

#### Quality Education(QE):

In current scenario of NCHD UPE design it was felt to train and strengthen District Program Managers, Education officials in the core areas of QE. The training module was designed to build capacity of DPMsE in multi grade teaching techniques, bloom taxonomy of education, planning of lessons in Mathematics, English, Science, Urdu/ Sindhi and General Knowledge, Effective usages of academic calendar according to national curriculum and strategies for assessments of students were undertaken. The trainings were arranged in DSD-Lahore, PITE Quetta, PITE Peshawar and Country Resort Karachi. One hundred and eighteen DPMs-E were given training on Quality Education.

### Real Time Reporting / Monitoring System

NCHD is piloting a monitoring application which will help managers, administrators and policy makers to effectively undertake mid course correction. Application will generate multiple dynamic reports on quality education in its Feeder School System. The application will provide a real time credible assessment of the student on one hand and will measure performance of the feeder teachers and resource person on the other hand.

NCHD will provide tablet PC / laptops to its field staff, which will be used during field visit to Feeder School. The generated report will be shared with all concerned via mail processor from the location in real time. An updated and comprehensive database of FSs, FTs and students will be available for validation activities as and when required.



Learning through computers at NCHD Feeder School in FATA

### 3.9 TARGETS AND ACHIEVEMENTS 2013 (Adult Literacy)

#### New Literacy theme by NCHD:

A major weakness of past literacy programs was that they were not closely linked with adult's daily life or their basic needs for economic and social development and empowerment. The thrust of most of the programs was just providing basic literacy skills of reading and writing. This approach was not attractive to adult learners and thus resulted in the non sustainability of leaning skills. Learning the lessons from the past Literacy Programs, NCHD has executed Functional Literacy Program based on the literacy needs of the participant.

NCHD through its Functional Literacy Program integrates the learners need into their existing income generation or livelihoods activities. This enables participants to appreciate the value and relevance of literacy skills and perform their role in the society as useful citizens.

#### Why Adult Literacy with Focus on Women:

Many researches has stated that there are many benefits of mothers' literacy leading towards development of nation. Literate women who have fewer children, provide better nutrition and health to their families, experience significantly lower child mortality, generate more income and are far more likely to educate their children than women with little or no schooling. Owing to the centrality of mothers literacy NCHD has worked out the following criteria for enrolment of learners.

#### First Priority:

Mothers having school going kids (studying in classes Kachi, Pakki, one and two)

#### Second Priority:

Mothers having kids but not of school going age

#### Third Priority:

Unmarried girls of age group 15 and above

#### Fourth priority:

Girls of age group 11 to 15 and males aged 11-45

#### Current Year Progress

During the second phase of adult literacy program (Jan – June 2013) NCHD team planned to open 8,500 ALCs in all four provinces, GB and AJK. Against the set target opened 8,110 Adult Literacy Centers (ALCs). In order to ensure that process steps of establishment as well as quality are not compromised, training of the field staff was conducted in all selected areas.

#### Training of Literacy Coordinators / Junior Literacy Coordinators

Literacy Coordinators / Junior Literacy Coordinators are the face of literacy program as they implement the program at the grass root level. As such training of LCs/JLCs in all four provinces including AJK, GB and FATA was undertaken.

The staff was trained on social mobilization process, formation of literacy management committee, literacy centers management, teaching methodology, assessment and monitoring of the centers as well as learners.

#### Trainings of female supervisors

District teams also conducted trainings of the Local Area Supervisors (LAS) to equip them with skill required to not only manage the literacy centers but at the same time ensure quality.

The topics included; teaching methodology of Urdu & Maths, completion of Monitoring / Mushahida Forms, record keeping, literacy centers management use of low cost/ no cost material, preparation of Supplementary Reading Materials (SRM) and assessments of learners.

During the process of centers establishment through (BBCMs) 14,519 volunteers were identified. These volunteers not only helped in the establishment of literacy centers but also involved in identification / retention of learners in centers.

**Identification of Community Volunteers:**



Province	BBCMs	Participants
AJK	18	919
Baluchistan	224	5,631
GB	24	624
KPK	191	6,724
Punjab	854	29,194
Sindh	1,481	37,159
	2,792	80,251

Province	Targets	Learners graduated
AJK	190	3,452
Baluchistan	1,020	22,333
GB	240	5,280
KPK	2,280	51,382
Punjab	4,230	105,339
FATA	150	3,750
Total	8,110	191,536

**Table -6**

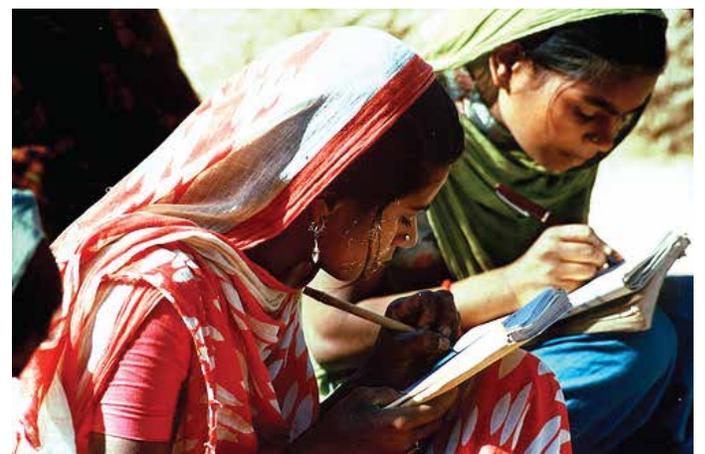
**Broad Based Community Meetings:**

These meetings are conducted to ensure participation of entire community. These meetings are held in both male and female communities separately. One of the major objectives of these meetings is creating awareness, and increasing involvement of community in the whole process and on the other hand identification of volunteers. These volunteers help in the identification of learners and center establishment. During the current completed phase following are the achievements.

**Table - 7**



An Adult Literacy Centre



Learners at an Adult Literacy Centre

## SECTION - IV

### Special Projects / Initiatives

#### 4.1 Fata Mobile Phone Based Literacy Program

UNESCO and NCHD entered into an agreement to pilot a project on Adult Literacy and Skill development in the conflict area of Pakistan. Accordingly Khyber Agency of FATA was selected for piloting the project with a cost of Rs 6.56 million.

As we have entered the 21st century it is believed to be the century of Information Technology and one best practical example is the ubiquitous use of the mobile phone among young adults and this shows their dependency on this gadget. In this modern era mobile cell phone is the best source of accessing information learning and communication. Keeping this in mind, the project had been designed to be implemented via mobile phone, making it the tool and source of a natural learning process using it to promote knowledge, desire to read and the quest to learn and adapt to new technology.

Khyber is a tribal area in the Federally Administered Tribal region of Pakistan. It is one of the eight tribal areas, better known as agencies in Pakistan. It ranges from the Tirah valley down to Peshawar. It borders Afghanistan to the west, Orakzai Agency to the south, Kurram Agency to south west and Peshawar to the east.

Khyber Agency is the most literate of all the Tribal Areas, with a literacy rate of 34.2%, as of 2007. It is also the only Agency where the majority of its men are literate, at 57.2%, however, its female literacy rate is 10.1% only

The main components of the project were:

- a. **Mobile Phone Based Literacy Centres**
- b. **Skill Training**
- c. **Non Formal Basic Education**

Twenty mobile phone based literacy centers were established in Jamrud and Landi Kotal tehsils of Khyber Agency.

**500 Mobile phones** were distributed free of cost to learner under the direct supervision of Manager Finance FATA.

**20 Laptops were** also distributed amongst 20 Adult Literacy Teachers of Khyber (LANDIKOTAL and JAMRUD). Ten (10) Laptops were handed-over by Additional Director P& D FATA, Director Operations KP/FATA, GM FATA, PCL FATA and NPC UPE to Adult Literacy Teachers (ALTs) of JAMRUD at PO FATA Peshawar whereas remaining Ten (10) Laptops were handed-over by AEO Khyber at Khyber Agency to ALTs of LANDI KOTAL.

Thirty NFBE Literacy Centres were established in Jamrud and Landi Kotal tehsils. The age group of the students was 7 to 11 year old out of school children. In these centres 750 learners were enrolled. NCHD plans to mainstreams these children into formal schools once they have completed the basic course of five months.



A Feeder School class in progress in KPK

## ASER Launch

### 4.2 National Launch ASER Report 2012

NCHD is regularly contributing towards ASER survey since the beginning of the survey in the year 2008. On 5th January 2013, Annual Status of Education Report, Pakistan for the year 2012 was released by South Asian Forum for Education Development (SAFED) in collaboration with National Commission for Human Development and ITA. Mr. Sheikh Waqas Akram, then Federal Minister for Education & Training was the Chief Guest. As a national strategic partner NCHD took active part in all stages of the activity i.e. development of tools, planning, piloting of tools, training of staff & volunteers at national, provincial and district level collection of data from schools and households in 53 districts across the Pakistan.

#### Post ASER Policy Dialog, Islamabad

Immediately after ASER National Launch, ITA in collaboration with NCHD organized "Post ASER Policy Dialog" at Serena Hotel, Islamabad on January 29, 2013. Mr. Iqbal ur Rehman, Director Education, NCHD, Mr. Aziz Kabbani from SEF, Mr. Shehzad Mithani from Save the Children, Ms Amima Syeed from TRC and Ms Bela Raza Jamil from ITA participated in the event as presenters.

#### Provincial Launch ASER Report 2012, Punjab

Punjab Annual Status of Education Report 2012 was released on January 30, 2013 at Children Library Complex, Lahore. Justice Khalil ur Rehman Khan was the Chief Guest. Mr. Rana Abdul Basit, Director Operations Punjab (DOP) represented NCHD as panel member in the event. NCHD staff surveyed 18 district of Punjab through volunteers.

#### Provincial Launch ASER Report 2012, Sindh

Annual Status of Education Report of Sindh for the year 2012 was released on January 31, 2013 at Pearl Continental Hotel, Karachi. NCHD managed data collection in 3 districts of Sindh during ASER survey 2012

#### Provincial Launch ASER Report 2012, KPK & FATA

KPK & FATA Annual Status of Education Report 2012 was released on February 4th, 2013 at Pearl Continental Hotel Peshawar. Mian Iftikhar Hussain, Provincial Information Minister was the Chief Guest. NCHD staff surveyed 10 district of KP and 9 Agencies / FRs of FATA through volunteers.

#### Provincial Launch ASER Report 2012, AJK

Annual Status of Education Report of AJK for the year 2012 was released on February 7th, 2013 at the Auditorium, AJK University, City Campus, Muzafarabad. NCHD managed data collection in 2 districts of AJK during ASER survey 2012. Mian Abdul Waheed, Minister Education, AJK was Chief Guest of ceremony and Mr. Muhammad Tajamul Hanif represented NCHD as panelist on the occasion.

#### Provincial Launch ASER Report 2012,

**Baluchistan** Annual Status of Education Report of Baluchistan for the year 2012 was released on February 7th, 2013 at Hotel Serena, Quetta. NCHD managed data collection in 3 districts of Baluchistan during ASER survey 2012.

#### NCHD Key Partner in ASER 2013

NCHD in collaboration with ASER partners undertook the activity in 53 districts of Pakistan which sustainability contributed to the data in ASER 2013.

The report empathetically draws our attention towards the plight of primary education in Pakistan. What we see in Pakistan is the slow, if not negligible progress made in increasing enrollment of pupils in schools. The role of non-state actors may be increasing but still millions of children remain out of school in the country. Access to quality schooling remains a key challenge.

NCHD as a partner of ASER in 53 districts across Pakistan feels proud of this enterprise that commits us to rigorous evidence based work on not just whether our children are going to school, but also if they are learning well.

At its core, this report is a citizen-led household based assessment that complements education assessments conducted by the government. It is based on the concern that educational assessment studies may be enhanced in the country but may not reach out to all children in school and out of school who are promised education as a fundamental right under Article 25A of the Constitution. This survey seeks to fill this gap by generating household based data on children's literacy and numeracy across all provinces and regions of the country, in a manner that informs the general public, inspires a national discourse and initiates demand for policy and action.

During 2013 this large scale National Assessment completed in 16 weeks from survey to the report giving information on following multiple indicators for children aged 3-16.

- I. Net Enrolment Rate (NER) Early Childhood Education : 3-5 year olds (public and non-state)
- II. Net Enrolment Rate (NER) 5-16 year olds (public and non state)
- III. Learning Assessments up to grade 2 level competencies 5-16 year olds by age, grade and also for out of school children
- IV. Presence/attendance of both students and teachers on the day of the survey.
- V. Multi-grade teaching
- VI. Language of instruction in schools and language spoken at home and this year also what is preferred medium of instruction by the household/parents/guardians
- VII. Facilities in schools (state and non-state)
- VIII. Mothers/fathers' education up to primary level

Following are the key findings of this survey:

### Out of School Children

NCHD has also played host of national launch "Annual Status of Education Report (ASER - 2013)" launched on January 16, 2013 at Auditorium of Planning Commission of Pakistan. NCHD has also assisted in provincial and district launches in different parts of Pakistan.

58% children in urban areas and 41% in rural areas study in private schools clearly establishing that (Right to Education) RTE has to be crafted as a collaborative compact across the two sectors with continuous state initiatives on ownership, financing, standards and management.

### The quality compass and RTE

43 % of children in Grade 5 can cope with Grade 2 level competencies, in English and Arithmetic. 57% and 56% children respectively in Grade 5 are still unable to deal with basic Grade 2 level skills.

### Deficiency in Physical Infrastructure

Primary schools where bulk of the children one enrolled continue to suffer the most neglect in public sector facilities; Survey 2012 records barely 2.3 classrooms per primary school; 50% usable toilets; 61% potable water, 31% playgrounds and 62% boundary walls.



Enrollment Campaign Activity

### 4.3 Malakand Division Initiative

NCHD and SRSP with technical and financial assistance of European Union (EU) initiated an integrated program in seven Districts of Malakand Division including Swat, Shangla, Buner, Lower Dir, Upper Dir, Chitral and Malakand Agency covering 100 Union Councils extensively. The program will reach 2.7 million conflict/disaster affected population. At the core of the program is the promotion of bottom-up community-driven participatory development where the project's beneficiaries have been organized into community institutions or 'inclusive organizations of people' at the community, village and union council levels.

NCHD - KPK and SRSP have signed a Letter of Understanding to cooperate with each other and to integrate their planning and implementation activities to maximize the objectives of their common interests through the above mentioned project for the establishment of Adult Literacy Centers in 07 Districts of Malakand Division. The project is being run in 11 districts of Malakand Division under the title "Adult Literacy Intervention under PEACE Project". Some of the salient features of the LOU were:

- SRSP remained responsible for social mobilization of the community to identify the relevant participants, community mobilization need assessment for literacy courses and evolve/motivate the community for active participation in the Basic and Functional Literacy Centres Process.
- SRSP was made responsible for implementation of Basic & Functional literacy courses in line with the guidelines provided by NCHD.
- SRSP was made responsible to facilitate for micro enterprises/business development of the neo-literates as per SRSP's Policy
- NCHD was made responsible to provide technical backing in the form of training to the staff of SRSP and teachers of adult literacy courses.
- NCHD was made responsible for evaluation/monitoring of the respective literacy courses.



A consultative conference in progress

#### 4.4 Special Enrolment Campaign 9<sup>th</sup> – 11<sup>th</sup> September, 2013

Traditionally in Pakistan the academic year starts in March – April and efforts are made to maximize the enrolment of out of school children in primary schools but keeping in view the prevailing situation, the Government of Pakistan took special initiative and connected the national enrollment drive with celebration of International Literacy Day as it was dedicated to “literacy’s for the 21st century” to highlight the need to realize “basic literacy skills for all” as well as equip everyone with more advanced literacy skills as part of lifelong learning. The 3 days special enrollment campaign was launched 9th – 11th September 2013.

##### National Enrolment Drive:

The State Minister for Education, while addressing the media at the briefing, said that the campaign would rely on the provincial education departments and non-formal schools under the federal government to establish the apparently ambitious target of half a million enrolments within three years. “Around 20,000 non-formal schools run by the Basic Education Community Schools and National Commission for Human Development was tasked to enroll five students each during the three days,” The Minister of State for Education Mr. Baligh-ur- Rehman said. “Provincial governments have given a commitment that they will ensure the enrolment of an additional 400,000 children,”.

A monitoring and evaluation cell was set up in the federal and provincial ministries to assess the campaign’s progress. The state minister for education said he was well aware that high drop-rates can affect the campaign’s achievements in the long-run.

Mr Baligh ur Rehman said that the National Plan of Action 2013-16, launched by the government is to accelerate Pakistan’s progress on education-related MDGs and includes a strategy to arrest the drop-out

rate. He said the government is focusing on improving facilities at schools and the quality of teachers to retain primary-level students.

In order to enroll maximum out of school children in school, NCHD launched a special 3 days campaign on directives of Ministry of Education, Training and Standards in higher Education w.e.f 9th, 10th and 11th September, 2013 to commemorate the occasion of International Literacy Day (ILD).

##### Activities during Special Enrollment Campaign

- 1) A full-fledged campaign was launched at provincial and district level to encourage maximum enrolment of out of school children within the age limit (5 to 9 years) to schools.
- 2) Provinces were instructed to celebrate the Enrollment Day, at Provincial, District, Tehsils, UC and or FS level.
- 3) District teams identified and coordinated with other benefactors/philanthropists for arrangement of toys and chocolate or other gift package for “Newly Enrolled Children” as an encouragement.
- 4) The activities included public symbolism in form of active participation of parliamentarians, notables, representative of political parties, journalists, writers, poets and other influential’s in the activities especially to promote the message that all stand united in this national cause of utmost importance.
- 5) The planned activities were given wide media coverage in the print and electronic media.
- 6) Announcements were made in mosques and through local ulema so that information regarding the campaign reaches everyone.



He highlighted problem of closed school of his area (HUNA URAK) and requested education officials to regularly visit and take steps to reopen the closed schools. He further said that no nation can progress/develop without education as such spriority must be given to education.

Director Education and different Education Department officials presented their views regarding the importance of Literacy Day. The Director Schools Balochistan, Mr. Nazim-u-ddin Mengal also addressed the large

gathering and appreciated the coordinated efforts of ED, NCHD and other organizations for promoting of education in the province.

The Chief Guest Mr. Raheem Ziaratwal affirmed his personal and government`s will and commitment to this noble cause of spreading education. He said that investing in education is like investing in future and without this investment we can`t move forward.

To contribute in decreasing the out-of-school children, National Commission for Human Development (NCHD) in phase II has enrolled 3,276 OSC in the Community Feeder Schools. Out of these 1,423 were girls who got enrolled in these Feeder Schools.



#### 4.4.3 Federally Administered Tribal Areas (FATA)

**National Commission for Human Development (NCHD) has established 14 Feeder Schools in FATA** and during this phase -II enrollment got 65 OSC enrolled.

In two of the main agencies i.e. Bajaur Agency & Orakzai Agency seminars on Literacy Day and importance of enrollment were held.



Enrollment activities in Baluchistan

#### 4.4.4 Gilgit-Baltistan Enrollment Drive

Government of Pakistan is committed to achieve 100% enrollment as part of Millennium Development Goals (MDGs) through Universal Primary Education Program. In such a context, Government is responsible to provide compulsory education to the children from aged 4 to 16 years.

Gilgit-Baltistan is also expediting its efforts to achieve 100% enrollment of Out of School Children (OSCs) and ensure their retention. To achieve the objectives of Enrollment Campaign Phase-II National Commission for Human Development, Gilgit-Baltistan, has celebrated a three days (9th, 10th and 11th September 2013) campaign at catchment areas of Community Feeder Schools in five out of seven districts i.e Gilgit, Diamer, Ghizer, Skardu and Ghanche during the International Literacy Day.

The Phase-II Enrollment campaign activities comprised walks and functions at the various locations of CFS in each district of GB, by involving the MNA's, community members, influentials and SMC members. The purpose of campaign celebration was two pronged;

I - To identify Out of School Children (OSC) in catchment areas of CFSs.

II - Ensure their 100% enrollment at respective CFS.

In this context an exhaustive survey was conducted during the enrollment campaign Phase-II at fifty locations of CFSs in catchment areas by involving the community members/volunteers and SMC Members to identify the OSCs.

**National Commission for Human Development (NCHD)** has established 50 Community Feeder Schools and these schools are providing the education facility at the door step to 1,816 children in the far flung areas of GB. Out of 1,816 enrolled children, 52% were girl students. During the Phase II enrollment drive 229 OSC were enrolled.



Enrollment Campaign activities in Gilgit-Baltistan

#### 4.4.5 ICT Enrollment Walk/ Literacy Day Celebration September, 2013:

International Literacy Day has been celebrated throughout the world for generating valuable momentum in support of literacy endeavours. International Literacy Day provides us the opportunity to gauge our past performance and learn from the failures of the past. NCHD, being a leading agency in the field of literacy every year celebrates this event with great passion & dedication.

As a lead agency in the field of Education/Literacy, National Commission for Human Development celebrated the day in a befitting manner for highlighting the importance of education and literacy. An awareness walk was organized with theme "Literacy for 21st century" the walk started at 10:00AM sharp from China Chowk to D-Chowk in Islamabad.

The Chairman Senate Standing Committee on Education, Trainings and Standards in Higher Education Senator Abdul Nabi Bangash was the chief guest on the occasion.

Moreover, Secretary Education, Officer In charge of

UNESCO, representatives of INGOs, NGOs, representatives of civil society, children from different schools and media representatives took part in the awareness walk. The main objectives of the awareness walk were:

1. To spread the awareness and significance of education/literacy among the civil society.
2. To gauge our past performances regarding Education/Literacy.
3. Learn from the failures of the past and replicate the best practices.

The honorable chief guest was of the view that the Parliament has already been sensitized on the issue of education and serious efforts have been undertaken to make the country an "Educated Pakistan" and shared that Senate Standing Committee on Education has formulated a plan as to how to achieve MDGs in Pakistan. This was a value addition by the parliamentarians for promoting education sector in Pakistan.



Walk held to celebrate International Literacy Day (ILD) at Islamabad

The Secretary Education also addressed the rally and said that the Federal Government is working on accelerated MDGs framework. As per National Plan of Action and MDGs acceleration frame work 5.1million out of school children will be brought back to the mainstream of education.

Director General NCHD said that the implementation of Article 25-A is need of the day and this fundamental right should be provided to all the children of Pakistan in the age bracket of 5 to 16 years. He informed the participants that NCHD will enroll at least 05 out of school children (OSCs) in all schools during this enrollment campaign.

Due to heavy rainfall, it became very difficult for all participants, especially for the students of schools, colleges, universities to participate and continue the walk. However all participants showed great enthusiasm and they not only continued the walk but kept their voice high with full throated slogans regarding the significance of literacy /education.



Senator Abdul Nabi Bangash, Chairman Senate Standing Committee and Mr. Ahmed Baksh Lehri, former Federal Secretary Education during ILD Walk at Islamabad.

#### 4.4.6 KHYBER PAKHTUNKHWA

**“Parho aur Zindagi Badlo”** Enrollment Campaign September,2013 was Launched at the Provincial level on 10th September,2013 at Government Higher Secondary School No 1 Peshawar Cantt.



Enrollment by Mr. Imran Khan

The Enrollment Launching Ceremony was organized by Education Department with the collaboration and full support of NCHD, UNICEF, Save the Children and Alif Aailan. The Chief Guest of the Program was Mr. Imran Khan, Chairman Pakistan Tahreek Insaf Pakistan.

*The Secretary Education Department welcomed the Chief Guest and participants. In his speech he said that in the past Enrollment Campaigns have been celebrated every year but no follow up was carried out for retaining the enrolled children.*

This time Government of Khyber Pakhtunkhwa is celebrating the Enrollment Campaign with a unique style. This time the campaign will be carried-out continuously till March 2014. Special focus would be on retaining the enrolled children. A clear message has been conveyed to the ED Managers that drop-out of the children would not be acceptable. He advised the Heads of Education Institutions to celebrate the Enrollment Campaign in such a manner that no out of school children exist in the entire province.

Mr. Muhammad Atif, Minister of Education Khyber Pakhtunkhwa committed that they will not only be enrolling the children but we will ensure that the enrolled children are retained in the schools. He said our target is to enroll all OSCs in the province for which a clear message has been communicated to all the District EDOs (M/F) and the Head Teachers.

Mr. Parvaiz Khattak, Chief Minister Khyber Pakhtunkhwa said that from the next Academic Session the syllabus of both the Government and Private schools will be the same and equal opportunities will be provided to every segment of the society.

#### Contribution of NCHD:

To contribute in decreasing the out-of-school children, **National Commission for Human Development (NCHD)** has established 230 Feeder Schools with an enrollment of 10,240 pupils in Khyber Pakhtunkhwa.

#### Policy Framework announced by Government in KPK:

Launching special enrolment campaign in Peshawar, Mr. Imran Khan announced to provide extra funds to 29,000 schools of the province and vowed to eliminate culture of the class-based education system in Khyber Pakhtunkhwa. He further stated that the KPK Government will not compromise on education and in case of shortage of funds; a special campaign in foreign countries will be conducted to collect funds from Pakistani brothers to educate the next generation. He added that the entire management system of schools is being changed by revamping the education sector because the prevailing system does not let the middle and lower middle class students compete with the students of elite schools. We'll introduce uniformed syllabus in the whole province," he said. Imran further remarked that this goal could not be achieved without ameliorating the pathetic education standard in the government-run schools.

On this occasion, the PTI chief also personally enrolled two children in Government Higher Secondary School Cantt No-1 Peshawar.

Earlier, the Elementary and Secondary Education Secretary Mr. Joudat Ayaz, in his welcome address, said the current fiscal budget of the province registered an increase of 30 per cent. The government, he added, is determined to enrol about 2 million out-of-school children. "There would be a constant monitoring mechanism to keep an eye on the drop-out rate," he said. Meanwhile, the KPK government introduced several reforms aimed at improving education service delivery in the province. The government is committed to improve the academic environment of public sector schools by providing free textbooks to students as an incentive. Yet, there are 1.5 million out-of-school children in the province which is alarming for the policy makers. All the commissioners and deputy commissioners were tasked to support and supervise the enrolment drive in their respective divisions and districts, so that maximum number of children could be enrolled in schools. The development partners presently working with education sector have already supported the enrollment campaign.



Mr. Imran Khan, Chairman PTI and Mr. Parvaiz Khattak Chief Minister KPK at the Enrollment Campaign Ceremony

#### 4.4.7 PUNJAB PROVINCE

A provincial seminar on International Literacy Day was organized at Children Complex in coordination with Literacy Department Govt. of Punjab on 9th September, 2013. The seminar was organized in collaboration with all the stakeholders. **Mr. Rana Mashhood Ahmad (Minister for Education Punjab)** was the chief guest on the occasion while Dr. K.K. Nagata, country head UNICEF was the Guest of Honor. The event has been organized in collaboration with JICA. Ms. Nagata from UNESCO participated in this workshop. Walks were arranged in 29 districts of Punjab. Enrollment drive was conducted in all 1,649 Feeder Schools.

Minister for Education Punjab said that across the world, individuals, communities and countries have reached out to children, youth and adults to enable them to read, write and transform their lives. Millennium Development Goals emphasize to build inclusive knowledge societies which are needed for the 21st century. We must move faster to reach the most marginalized and uphold this basic human right of acquiring education. The global movement for education needs a big push. He said Chief Minister Punjab initiatives focus on two priorities: i.e. putting every child in school; and improving the quality of learning. He added that "Education is the gateway to fulfilling those aspirations. A literate world is a more peaceful world, and a more harmonious and healthy world."



He concluded by saying "let us pledge to join hands together to move the literacy agenda". He further stated that 30 million illiterates live in Punjab and 2.5 million children have never seen a school in their lives.

Mr. Khusro Parvaiz, Director General NCHD visited HDSU Kasur along with Brig. @ Abdul Basit Rana, Director Operational Punjab.

The Director General visited FS Abdul Rasheed Town Tehsil Kasur and undertook the enrollment of students. He personally enrolled children in Feeder Schools and signed in Dakhal Kharaj Register.

The DG while interacting with the teacher and student lauded the effort of all concerned and displayed confidence that the day will come when entire Punjab will be a fully literate society.

#### **NCHD' Contribution:**

To contribute in decreasing the out-of-school children, **National Commission for Human Development (NCHD)** has established 1,649 Feeder Schools with an enrollment of 9,151 students in Punjab at locations where access to education was just a dream. NCHD provided valuable support to augment efforts of the Government of Punjab.

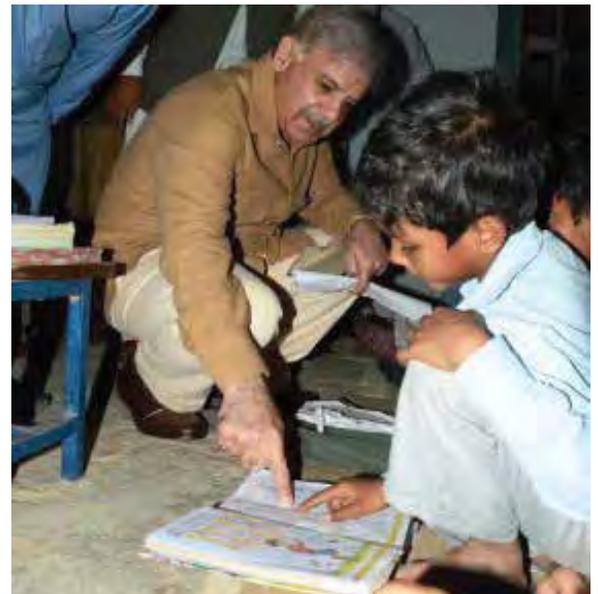


Enrollment of students by Mr. Khusro Pervaiz, DG NCHD during Enrollment Campaign

CM Punjab Education Reform Roadmap

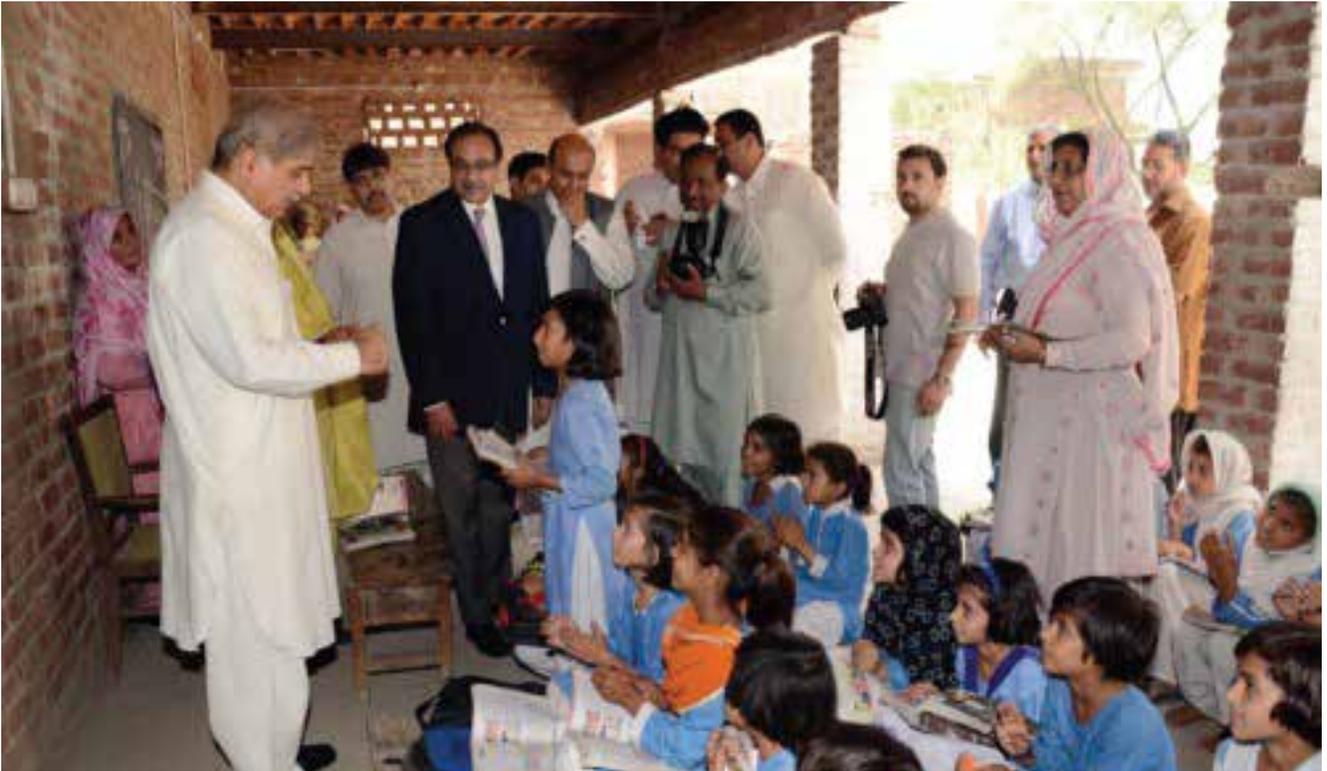


Laptop distribution to students by CM Punjab



Assesment of primary school student by the CM

CM Punjab Education Reform Roadmap



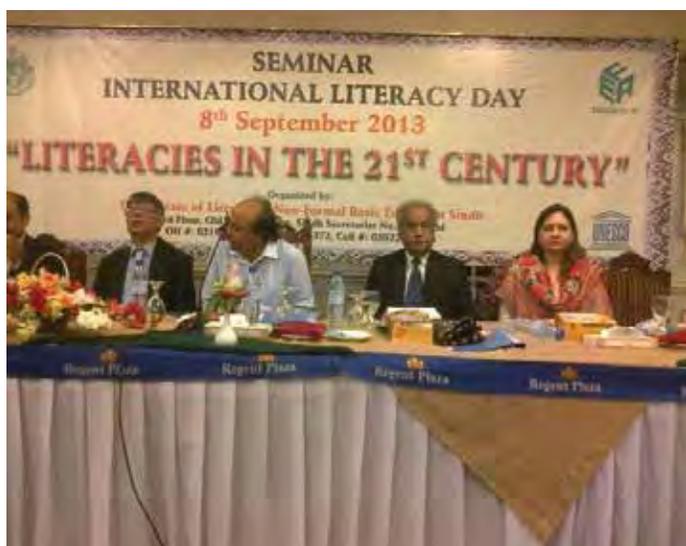
CM's visit to a government primary school



Promoting IT among students

#### 4.4.8 SINDH PROVINCE

Seminars and Walks were arranged in all 23 Districts, Provincial level seminar was held on 8th September, 2013 where honorable Mr. Nisar Khoro Senior Minister Education Sindh was the chief guest. Enrollment Campaign was also initiated. National Commission for Human Development and Education Department Sindh jointly celebrated the day to underline the significance of literacy for healthy societies, with a strong emphasis on promotion of literacy.



Literacy Day Celebration

Education Minister Mr. Nisar Ahmed Khuhro, while relating to the observations, mentioned the long list of the education department's activities and achievements – all steps have been undertaken with the aim to improve the literacy scenario in the province. He stated "Above all, we have made education completely free with the introduction of Right to Education Act".

While citing the reasons for slow progress in the education sector, Mr. Khuhro said that the most common reason for children of aged between 10 and 18 leaving school before completing primary grade was their unwillingness to go to school, which may be related to quality of education and educators as well as learning outcome.

For the girls living in rural communities, sadly, the second highest reason for dropout was apparently a prejudice as parents do not allow their daughter to go to schools.

Mr. Khuhro asserted that the government as well as the civil society was responsible for failure in setting up a persuasive environment for the rural communities where one would be able to say with confidence that children should go to schools. He said "The dichotomy is apparent when we analyze the urban and rural settings. In rural areas, children are admitted to school when they reach the age of six or seven while urban parents plan non-formal education at pre-nursery and even play schools for their children as soon as they reach the age of two."



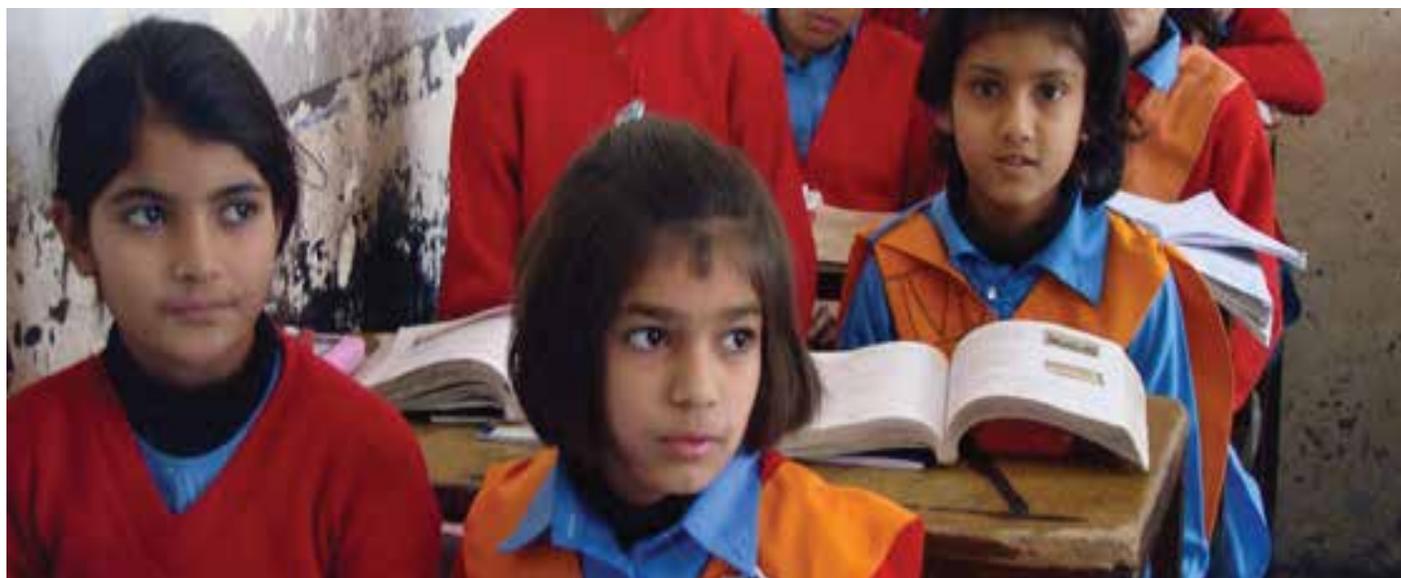
For the rural or impoverished communities, he highlighted the void in opportunities for non-formal early childhood education, which would generate the interest of children in further education. Mr. Khuhro emphasized the need for incessant public-private awareness campaigns on indispensability of all types of non-formal education. He further said, "Let the people receive this message whenever they open their radios and television sets as well as with personal interaction".

**NCHD's Contribution:**

To contribute in decreasing the out-of-school children, National Commission for Human Development (NCHD) has established 3,124 Feeder Schools with an enrollment of 16,240 students in Sindh at locations where access to education is impossible and causes an increase in number of illiterates in Sindh.

Enrollment in the NCHD Feeder Schools is in progress and a large number of out of school children have been enrolled. Details of the enrolled students are tabulated below Table:

S#	Province/Area	No of Community Feeder School/ROs	Target for enrolment of OSCs 2013-14	Achievements
1	GB	50	250	229
2	KPK	96	480	544
3	Punjab	1,649	8,245	9,151
4	Baluchistan	420	2,100	3,278
5	Sindh	3,124	15,620	16,240
6	FATA	12	60	65
7	AJK	85	425	420
	Total	5,436	27,180	29,927

**Table -8**

Looking forward to a better future

#### 4.5 Bringing Back OSC to the main stream, Child Rights in Cotton Farming (CRCF)-RYK and Bahawalpur

National Commission for Human Development (NCHD) in collaboration with, Provincial and District Governments and financial/technical support of UNICEF has made efforts to prevent and address the issue of violation of child rights. Major focus is on reducing the children's vulnerabilities in two largest cotton-producing districts of Southern Punjab (Rahim Yar Khan and Bahawalpur). This initiative will help approximately 40,000 Out of School Children (OSC) to get enrolled in Non-Formal Basic Education Centres (NFBECS) or any other main stream school. NCHD in collaboration with Ali Institute of Education (AIE) and Literacy Department, Government of the Punjab are implementing partners of this project. Enrolment, retention would be implemented by NCHD whereas AIE is involved in Teacher's training and database management.

CRCF project was funded by the IKEA Foundation. Implementation of CRCF project commenced in year 2013 in a phased manner. Phase-I included Districts Rahim Yar Khan and Bahawalpur for the duration 2013 to June 2014. Similarly, Phase-II includes District Rajanpur and Bahawalnagar for the duration June 2014 to December 2017. Similar to overall interventions of the project, **“Educational interventions” are based on the Problem Analysis that was conducted in year 2008,** and later consultations were held with the Provincial and Districts Governments/ Authorities.

**NCHD is currently focusing on CRCF Project interventions in 376 villages (215 villages in Rahim Yar Khan and 161 Villages in Bahawalpur). Cost of project is Rs. 9.6 million.**

CRCF project primarily focuses on enrolment and retention of out-of-school labourer / working children of remote areas to ensure child friendly education.

#### Objectives of the project are:

- Re-activation of 190 NFBECS established by UNICEF
- To target boys and girls for enrolment in NFBECS or any mainstream schools
- To ensure the enrolment of targeted Out of School Children through Social Mobilization Process (SMP)

Steps towards achieving planned targets

#### Assessment of NFBECS

- Pilot Assessment: NCHD field teams of both districts (Rahim Yar Khan and Bahawalpur) visited Non-formal Basic Education Centers (NFBECS) established in their respective districts on 2nd and 3rd October 2013 for center's assessment along with District Program Managers-CRCF and PLCs and assessed 26 NFBECS (20 in RYK + 06 in BWP).
- Data Digitization: Digitized 190 assessment report of NFBECS
- Re-assessed all 190 (80 + 110) NFBECS and digitized them

#### Base Line Survey (BLS)

- Initial Draft of BLS Form was shared with UNICEF and IPs (AIE and Literacy Deptt.) after consultation, amended accordingly and shared with IPs

**Current status:** Data collection and verification has been completed from 86,608 HH (45784 RYK + 40824 BWP) data from Enumerators and data of another 28000 HH are estimated in the near future.

### Water Testing from PHED

Two samples from each center has been submitted to Public Health Engineering Department (PHED).

- One for Bacterial Test
- And other For Chemical test

### Tehsil Level awareness Raising Event

An awareness raising walk was organized at Liaquat Pur in which the members of Civil Society Organizations, Public sector organizations, Community members, parents, member of Village Education Committees and School Councils etc. participated. The walk was started from Assistant Commissioner Office and ended at Press Club Liaquat Pur.

### Recommendations for UNICEF

- Accountability system should be established for proper functioning of NFBECS
- The phenomena/issue of less distance between NFBECS and formal schools should be addressed.

- Agreement with teacher should be renewed to follow certain rules and regulation and should be signed to safeguard existing NFBECS as being done by NCHD.
- Punitive actions are required against fake teachers.
- The teacher of shifted NFBECS must be accountable for his / her deviation
- Result oriented implementation of planned activities is time consuming so it is recommended that time span of the project should be extended by at least one month.
- The extension of project is need of time otherwise NFBECS will again suffer the same fate as in the past. The Project tenure is recommended to be extended by at least one year to ensure their sustainability and to reduce the plight of masses.



Education Awareness Walk held jointly by UNICEF, Government of Punjab and NCHD

## 4.6 Women Economic Development Project – NCHD & BBSYDP PHASE - II

The Women Economic Development (WED) project Phase-I was approved in September 2010. It was designed to provide support to the flood affected women of Sindh. The broader objective of the project was to respond to the needs of the community and to improve the socio-economic conditions of rural women severely affected by natural calamities. The project focused on the empowerment of women financially by developing within them the necessary skills and knowledge to become self-reliant.

In this context, the project sought to strengthen and build capacities of rural women in adult literacy and tailoring skills for income generation aspects. To facilitate this, training courses were organized by the project for key field staff including managers, coordinators, monitors and trainers. These activities were front loaded in the design of the project so that the trainers and field staff could be well equipped to conduct training activities for the targeted women beneficiaries in their respective localities. The project also catered for the provision of adequate logistical support as well as financial support, such as learning materials, sewing machines, raw cloths. The project also catered for the provision of sewing kits and monthly stipend of so that training could be carried out in an effective and efficient way.

The performances of both project components and activities i.e. literacy and tailoring have been in line with the project desired objectives. The overall performance of the WED project was rated as satisfactory from the National Testing Service (NTS) as third party evaluator and also from BBSYDP.

Overall, the project has realized the following benefits:

- (i) A significant improvement in the social mobilization, supervision and project implementation skills of NCHD.
- (ii) A greater awareness of socio-economic development of women.
- (iii) An increase in the skills and income generation opportunities of the poor women.
- (iv) A certified literacy level for 13,500 women with numeracy skills.

The project has provided many important lessons, which will pave the way for the formulation and implementation of similar projects in future. The key lessons learnt are:

1. Literacy programs are essential for the empowerment of adult rural women. However, for the benefits to be sustainable it is important that attention should be given to post literacy program.
2. The project has produced empirical evidence that the poor, especially rural women, learn faster when they see or hear their achievements and experiences due to their close-knit co-existence. This was observed from the success stories of Phase-I.
3. The Government of Sindh desired to continue this valuable partnership between NCHD & BBSYDP

Accordingly, on 26<sup>th</sup> Jan, 2013 an MOU was signed between BBSYDP and NCHD in the presence of Chief Minister Sindh Syed Qaim Ali Shah.

The second phase of the Project envisaged trainings of 30,000 women in literacy and vocational skills in three years i.e. 2013-2015. The project is scheduled to take off during the month of May 2014.

#### 4.7 Establishment of 50 Community Feeder Schools in GB

NCHD team in Gilgit Baltistan gave a detailed presentation to the Chief Minister GB. During the meeting and discussion the CM appreciated the work of NCHD at the same time shared that there is a discrepancy among districts with regards to educational development and literacy rate due to different reasons. Educational development within the province is not uniform. There is much discrepancy among districts in terms of access to schools, literacy and quality education. Gilgit, Hunza-Nagar and Ghizer are comparatively higher literacy districts while Skardu, Ganche, Astore and Diamer have lower literacy rates. Skardu district has the largest population and geographical area.

During the meeting it was agreed that NCHD will establish 50 Community Feeder Schools whereas government of Gilgit Baltistan will match it with another 50 making the total as 100 Community Feeder Schools. For this purpose Secretary Education GB will do the ground work and NCHD team will assist / support him in preparing PC-1.

It was mutually agreed that these Feeder Schools will be opened in such backward and underserved areas/communities where there is no appropriate educational facility from government and these will continue to provide a support to government education department until it is able to establish formal schools.

NCHD GB team along with Education Department managers under took the need identification exercise and later on through a series of meetings by both the organizations, the following district wise CFSs were made operational.

S.No	District	CFS Opened	Enrollment
1	Gilgit	6	246
2	Ghizer	12	322
3	Diamer	11	368
4	Skardu	7	403
5	Ganche	15	375
	<b>Total</b>	<b>50</b>	<b>1,746</b>

Table -9

#### 4.8 MALALA FEEDER SCHOOLS

During the year 2010 - 11, one of the heaviest floods in the history of Pakistan devastated many districts in Pakistan. The flood severely affected 34 districts across Pakistan. In addition to human losses and sufferings, other damages include destruction of schools, roads, telecommunications, bridges, health centers, civic facilities, water and sanitation, administrative infrastructure, houses, markets, shops, land and standing crops. The devastating floods left scores of families with no homes and livelihood. Few of the major catastrophes are mentioned below.



Malala Feeder School

- Five to six percent of all the schools in Pakistan i.e. 9,780 government schools in total have been either partially or fully damaged by the flooding.
- Over ten million children including 2.8 million under the age of five years affected as reported by the UNICEF.
- 2700 fully damaged schools were reported

This was the time when I-Care came to the forefront and offered to help out the affected population. I-Care donated a sum of Rs.55,135,504/- that was spent on need based activities at the time of calamity. It was spent efficiently to the tune of Pak Rs. 33,652,586/- with a saving of Rs. 21,482,918. It was decided mutually that the saved amount would be spent on establishment of Feeder Schools in all provinces of Pakistan. Sixteen such locations were identified for establishment of Feeder Schools popularly called Malala Feeder School (MFS) and constructed under NCHD management

#### OBJECTIVES OF MFS:

1. To provide basic primary education to the selected flood affected students
2. To establish and renovate Feeder Schools for children, which were badly affected during the floods and to make them as model schools
3. Importance will remain on the provision of education to the affected children hence enabling their revival to the normal life.
4. Second chance learning

#### MALALA FEEDER SCHOOLS LOCATIONS:

Province	District (s)	Number of Schools	Status
Punjab	Rajan Pur, Muzafargarh, DG Khan	04	Completed / Functional
Sindh	Badin, Khairpur, Dadu, Larkana, SBA	05	Completed / Functional
Baluchistan	Jaffar Abad	03	Completed / Functional
KPK	Charsada, D.I.Khan	04	Completed / Functional
<b>Total</b>		<b>16</b>	

Table -10



Malala Feeder School under construction



Malala Feeder Schools

## 4.9 Impact Study of Microbe Literacy In South Punjab

### Introduction

A Project titled "Microbe Literacy" which is concerned with use of microscope to identify bugs, germs, bacteria and viruses. This Project was initiated and sponsored by Center for Economic Research in Pakistan (CERP) whereas the National Commission for Human Development (NCHD) was requested for implementation through their field officers. Its main objective was to train women and men located in rural areas of 04 Districts namely, Bahawalnagar, Lodhran, Muzaffargarh and Rahim Yar Khan to keep themselves neat and clean, take preventive measure for better health and observe the quantum of germs etc through microscope.

Overall 4,240 community members were trained in above mentioned districts. After completion of this project, the DG NCHD directed M&E Department to under take survey for assessment of the quality of the training, learner's knowledge and application of knowledge in their practical lives.

ALCs selected for the Microbe Project:

Sr. #	District Name	No. ALCs Visited	Learners Interviewed
1	Bahawalnagar	10	53
2	Lodhran	4	20
3	Muzaffargarh	4	20
4	Rahim Yar Khan	10	54
	<b>G. Total</b>	<b>28</b>	<b>147</b>

**Table -11**

### Planning and Field Visit by the Team for Assessment of the Project:

The team discussed the format for collection of data on sample basis from the selected districts and distributed the work in 04 districts for survey. A sample of 28 ALCs was selected (approximate 16%) for field visit and 147 learners for interview i.e. 3.4% learners of the total 4,240 as shown in the Table.



Field visits for assessment of the Microbe Project

## ALCs Visited (Microbe Project)

S. #	District Name	No. of ALC's Selected	Infection Prevention Session	Microscope Session
1	Bahawalnagar	17	17	7
2	Lodhran	62	62	31
3	Muzafargarh	15	15	7
4	Rahim Yar Khan	76	49	27
	<b>G. Total</b>	<b>170</b>	<b>143</b>	<b>72</b>

Table -12

## Findings of the Survey

Findings of the survey are given in the Table 3.

From the result shown in table, it appears that 4.76% learners were found out standing 92% were found satisfactory and only 3.4% showed unsatisfactory performance.

## Impact

The impact of this project appears from the observations taken by the team which conducted the survey, as follows: a. The learners were well aware of the threats posed by germs which appear to be encouraging.

## Results of the Survey

S. #	District Name	# of ALCs Visited	# of Learners	Results		
				Outstanding	Satisfactory	Un-Satisfactory
1	Bahawalnagar	10	53	2	49	2
2	Lodhran	4	20	1	17	2
3	Muzafargarh	4	20	1	18	1
4	Rahim Yar Khan	10	54	3	51	0
	<b>Total</b>	<b>28</b>	<b>147</b>	<b>7</b>	<b>135</b>	<b>5</b>

Table -13

- b. Proper hand wash with soap is fast becoming a habit of community and Keeping the food covered and in clean utensils is added advantage.
- c. At places, community has shifted their cattle from houses to separate places.
- d. Learners particularly mothers are very keen, to see their kids neat and clean.
- e. Learners discussed Microbe Literacy amongst relatives and friends, promoting greater outcome of the intervention
- f. Success Story – Muzaffargarh  
After intervention of Microbe Project in district Muzaffargarh an interview with a women learner was conducted and her success story is narrated below.

*“Naila motivated her father to remove the cattle from house as these generate lot of germs through waste. Naila’s father then removed the cattle from inside the home to another place. She also became an instant role model for her entire family in reshaping their personal hygiene and sanitation measures. A single learner changed the out look of quality of life of her entire family”,*

g. Success Story – Bahawalnagar

Another learner in Bahawalnagar narrated her story as: *“Before Microbe Literacy, we had no uniformed pattern of hand wash. When my husband would come from fields, he would just join to eat without proper hand wash. But now, we have placed soap at washing place and he first washed his hands with soap and then joins eating in food. My husband also desired that we should sit and have food together in future. Microbe Literacy has promoted good will in our family”.*

This also shows the encouraging impact of the Microbe Literacy Project.

Conclusion & Recommendations

From quick assessment of the implementation of the project, one can conclude that overall performance of learners has been encouraging.. It is therefore, recommended that this project may be replicated in other areas of the country as part of regular literacy syllabus.



CRCF meeting in progress



Assesment of children at NCHD Feeder School

Inauguration of Feeder School

## 4.10 FATA STUDY 2013

NCHD undertook an extensive study in five FRs and four Agencies of FATA. The study was completed in 2013 and published by NCHD titled “Armed Conflict in FATA and status of Primary Education. This recent study is widely acknowledged as it deals with the household survey of FATA and the most authentic document on the status of primary education and out of school children of FATA.

### Introduction

In 1996, Graca Machel presented her report on children trapped in armed conflict to the United Nations General Assembly. The report revealed the hidden face of conflict –the face of a child subjected to unspeakable brutality. This is a space devoid of the most basic human values the Michael report commented. Such unregulated terror and violence speak of deliberate victimization. There are few further depths to which humanity can sink ...The international community must denounce this attack on children for what it is –intolerable and unacceptable. (Machel 1996 pp.5-6). Seventeen years on; the situation remains intolerable and unacceptable and the unregulated terror continues in many parts including FATA in Pakistan.

Despite awareness of the problem in intensifying condemnation by the International community, violence against children remains endemic in conflict zones around the world. FATA is no exception and the children living here find themselves in deadly depressing situation. Use of some children by trapping them for suicide bombing has compounded the adverse effect of brutality and the children in FATA live in a state of perpetual fear. Drone attacks in FATA have enraged the communities at large and are resulting into forced migration, thus making children more vulnerable. School infrastructure has been another favorite target for terrorist including the Taliban, with classrooms routinely bombed, burned or threatened.

The combine effect of attacks on children, the fear, insecurity and trauma experienced by people living in FATA, and damage inflicted on schools is holding back progress on all the Education For All goals.

In FATA area the demand for education is increasing and the community is demanding quality education. It is a striking demonstration of human resilience in the face of adversity. In Pakistan’s Swat valley, the parents of children displaced by violence in 2008 and 2009 created makeshift schools in camps and ruined buildings for education. In FATA the demand for education is more pronounced. Providing education in the face of violent conflict is not easy. Insecurity hinders accesses to schools and people uprooted by violence are often harder to reach and support. Yet communities across the world are demonstrating through their own actions that the right to education can be protected. NCHD helped the FATA education department for supporting community efforts to maintain education during present armed conflict.

Information is at the heart of effective planning. Lacking data on student and teacher numbers and on the state of schools during conflict and post-conflict governments are often unable to develop the robust financial estimates or teacher recruitment targets needed to achieve education policy goals. Information systems facilitate planning and enable transparency and accountability. Their early and progressive development was seen by NCHD as a high priority in FATA areas.

NCHD understands that an educational management information system (EMIS), designed to collect and analyze data on the education system, is one of the keystones of improved planning, resource allocation and monitoring in FATA areas.

These systems are vital to policy making since they give FATA government an instrument with which to identify need, track financial resources and monitor the effects of policy interventions.

This information is crucial for governance of the education system. The development of effective information systems is technically challenging and requires considerable capacity, which has to be developed progressively over many years. Yet early progress is possible. NCHD with the help of FATA Education Department has struggled to take first step by conducting a household survey of 04 Agencies and 05 FRs of FATA. Survey of remaining 03 Agencies and one FR will be conducted in next phase.

The starting point for effective provision of education in conflict-related emergencies is a credible assessment of needs. Current arrangements in FATA fall far short of the credibility test. It was observed that in FATA there are no effective institutional arrangements for assessing the needs of communities. NCHD supported FATA Secretariat to achieve these objectives and successfully got completed the whole exercise of documenting out of school children and an education census for children age 0-10. In FATA, we can make the case for integrating education into the wider peace building agenda. Policy reform in areas such as curriculum and language of instruction can help unlock education's potential to build more peaceful, tolerant and inclusive society in FATA.



Studying to acquire knowledge

## Findings / Out Comes:

## AGE WISE COMPARISON OF BOYS &amp; GIRLS OF AGE 0-10 YEARS IN FATA (FIVE FRs AND FOUR AGENCIES)

A total of 636,134 children of age 0-10 years were surveyed. 381,718 were boys while 254,416 were girls. The boy-girls ratio was found 60-40 %. Children of age 0-10 years surveyed in FATA Number of boys of target age group is higher than girls.

Age in years	Boys	Girls	Total
0	55,057	11,849	66,906
1	36,522	30,680	67,202
2	44,324	37,471	81,795
3	43,250	36,249	79,499
4	40,406	31,350	71,756
5	40,649	27,685	68,334
6	32,797	24,260	57,057
7	28,062	19,996	48,058
8	25,750	16,687	42,437
9	18,984	10,546	29,530
10	15,917	7,643	23,560
<b>0-10</b>	<b>381,718</b>	<b>254,416</b>	<b>636,134</b>

Table -14

Children of age 0-10 years surveyed in FATA

## STATUS OF SCHOOLS IN FATA

## Public and private school

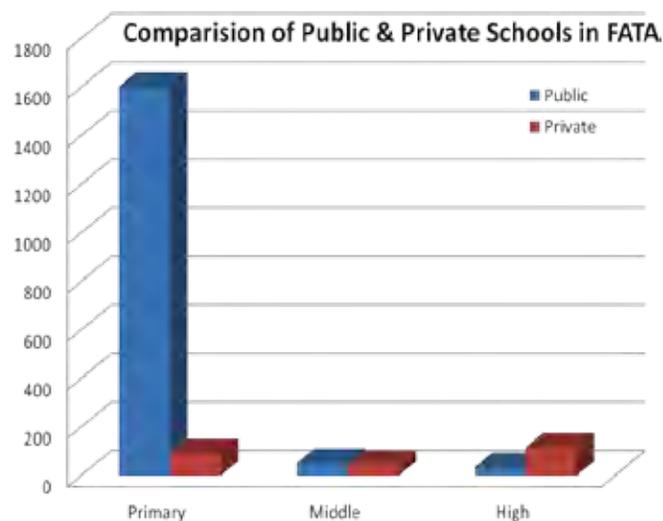
A total of 1,950 private and public schools are functional in FATA. 1,679 primary level schools, 97 Middle level schools while 156 high schools were functional. 1604 Government primary schools are the backbone of FATA education system on which most of the community rely.

Number of Govt. and private schools in FATA

Level	Number of Government Schools				Number of Private Schools			
	Boys	Girls	Combined	Total	Boys	Girls	Combined	Total
Primary	981	485	138	1604	40	7	46	93
Middle	26	10	17	53	31	1	15	47
High	20	5	11	36	46	0	71	117
<b>Total</b>	<b>1027</b>	<b>500</b>	<b>166</b>	<b>1693</b>	<b>117</b>	<b>8</b>	<b>132</b>	<b>257</b>

Table -15

GRAPHICAL REPRESENTATION OF PUBLIC &amp; PRIVATE SCHOOLS



## Graph shows:

- Contribution of Govt. in provision of Primary Education is 94.5 %, Middle education is 53 % and 23.5 % in High School Education.
- Contribution of private sector in provision of Primary Education is 5.5 %, Middle education is 47 % and 76.5 % in High School Education.
- Government's contribution is declining with primary to high school education while in the case of private sector it's vice versa.

## AGENCY-WISE SCHOOLS IN FATA

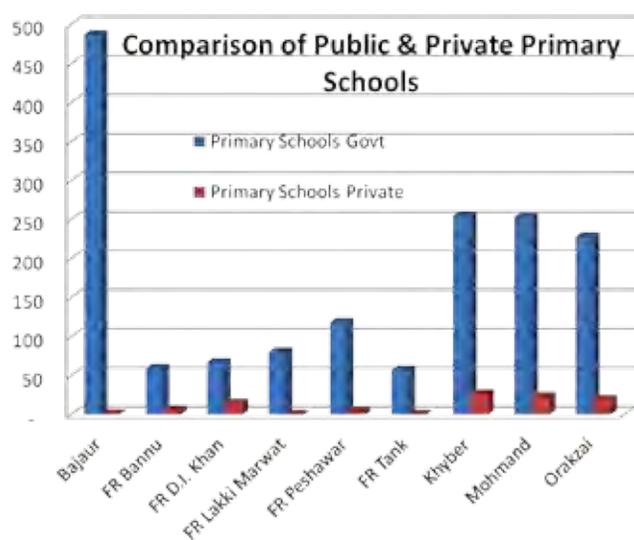
### Primary Schools:

There are 1697 primary level schools in surveyed area. 1604 primary schools are run by government while 93 schools are administered by private sector. When we have a look on the agency-wise data we find that

Table- 16 Number of primary schools in FATA (public and private)

Number of Primary Schools									
Agency/FRs	Government				Private				Grand Total
	Boys	Girls	Combined	Total	Boys	Girls	Combined	Total	
Bajaur	359	123	5	487	1	-	-	1	488
FR Bannu	22	4	33	59	2	-	4	6	65
FR D.I. Khan	48	13	6	67	6	2	6	14	81
FR Lakki Marwat	28	-	52	80	-	-	-	-	80
FR Peshawar	64	43	11	118	4	-	-	4	122
FR Tank	29	27	1	57	-	-	-	-	57
Khyber	138	100	17	255	7	3	16	26	281
Mohmand	164	76	13	253	1	2	20	23	276
Orakzai	129	99	-	228	19	-	-	19	247
Total	981	485	138	1604	40	7	46	93	1697

Table -16



### Graph Shows:

- Contribution of Govt. in provision of Primary Education is 94.5 % while private sector is contributing rest 5.5 %.
- FR Tank & FR Lakki Marwat are 100 % dependant on Govt. for the provision of primary education.
- Maximum level of contribution of private sector is in FR DI Khan with 17 % only.

When we have a look on the agency-wise data we find that In the light of above figures we can say that Government is the sole stakeholder in provision of basic primary education in surveyed area.

## Primary Enrollment Rate FATA:

### Gross & Net Enrollment Rates

The Gross Enrollment Rate (GER) referred to as the participation rate, is the number of children attending primary schools divided by the number of children who ought to be attending. GER rate was found 44.30%, GER of boys was found 53.10% while girls GER rate was 31.40%.

The Net Enrollment Rate (NER) referred to as children enrolled and retained was found 38.60%. NER of boys was 45.60% and Girls NER was 28.20%:

	Boys	Girls	Total
GER	53.10%	31.40%	44.30%
NER	45.60%	28.20%	38.60%

### Gross Enrollment Rate (%)

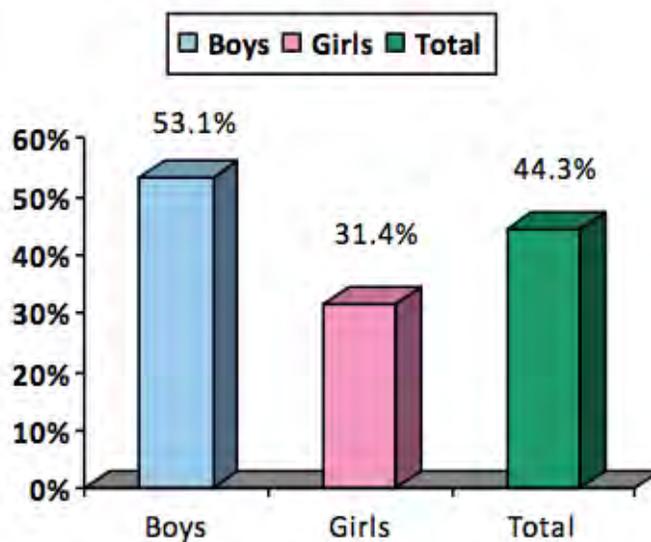
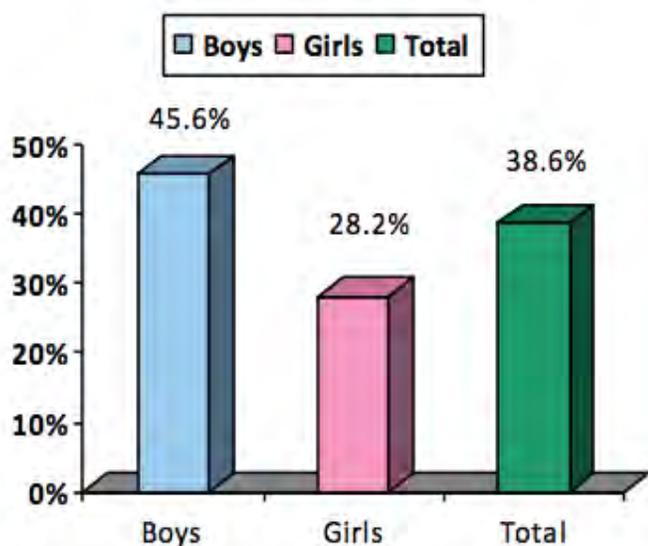
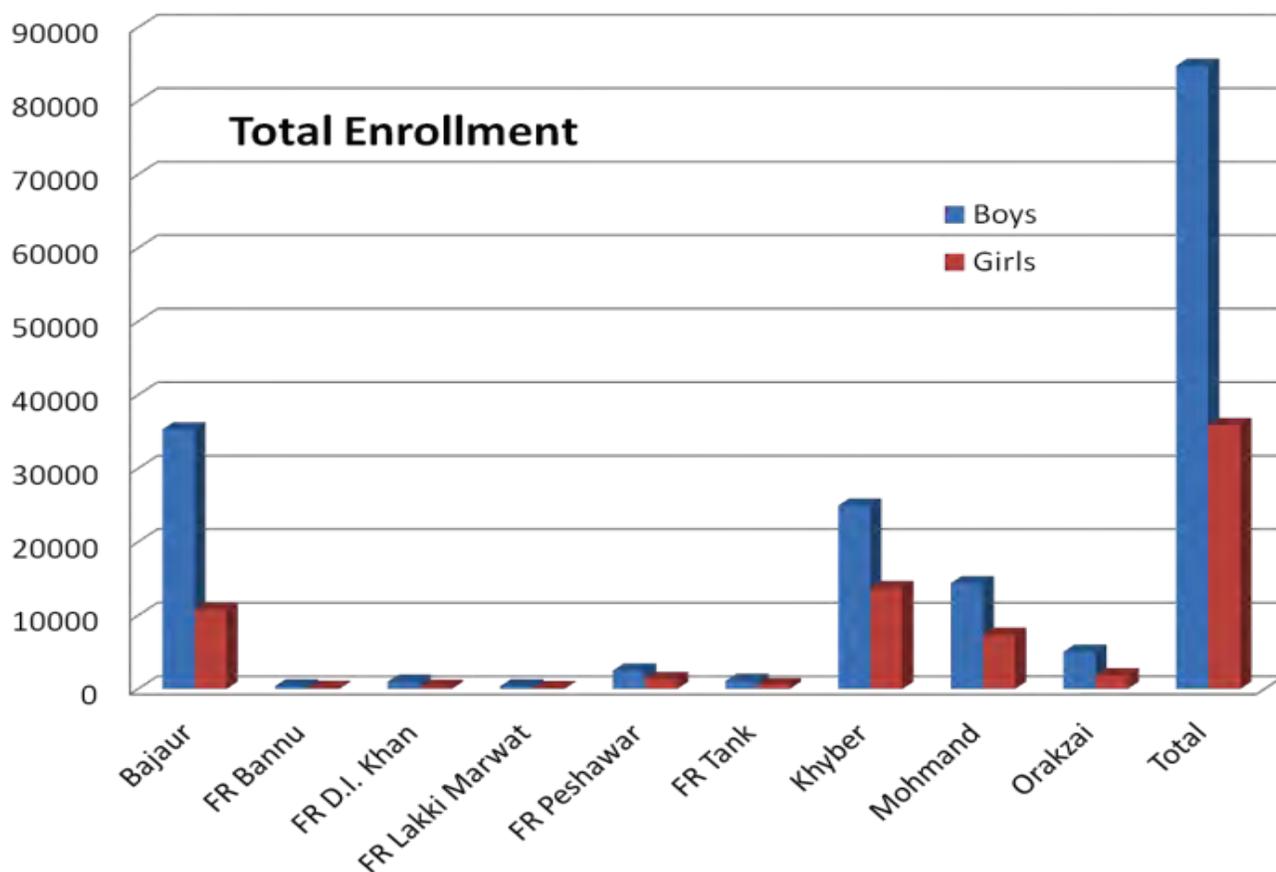


Table -17

### Net Enrollment Rate (%)

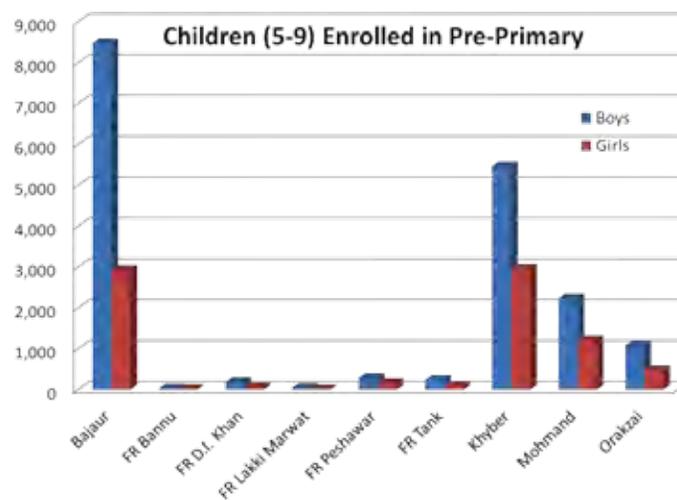




### Gender Disparity a key issue

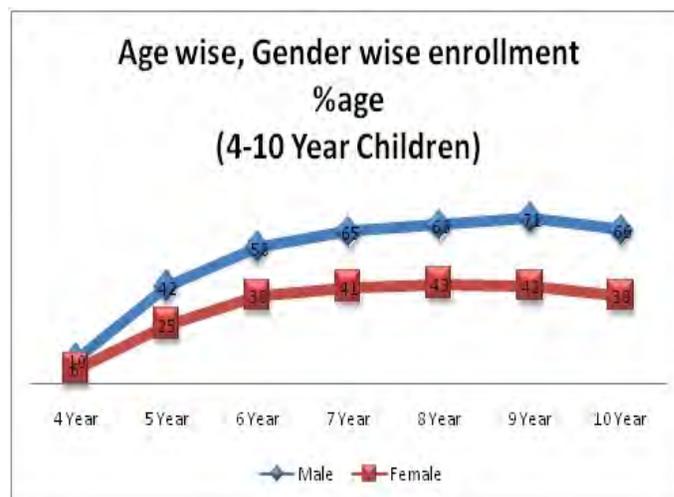
Out of total enrolled students in primary and pre-primary in surveyed area, 70.3% are boys while 29.7% are girls. This shows the gender disparity is at high level for girls' education.

Out of total enrollment of surveyed area 38.2% of enrollment is in Bajaur agency. Even though there is huge difference in the enrollment ratio of boys and girls in Bajaur; girls' ratio to boys is 1:4. Boys' enrollment is 76.6% while girls' enrollment is 23.4%.



### Out of School Children 4-10 years of age

This survey was carried out in 9 agencies/FRs, 340,732 school going age (4-10 years) children were surveyed. It was found that 140,516 children are enrolled in pre-primary and primary while 200,216 children out of school, means not enrolled in any educational institute; 102,892 are boys and 97,324 are girls. Following table shows agency wise number of out of school children compared with the total number of children of age group 4-10 years.



Agency	Total Children (4-10)			Enrolled			OSC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bajaur	90,256	58,813	149,069	40,593	11,934	52,527	49,663	46,879	96,542
FR Bannu	1,150	678	1,828	466	126	592	684	552	1,236
FR D.I. Khan	4,398	3,095	7,493	1,168	340	1,508	3,230	2,755	5,985
FR Lakki Marwat	1,793	917	2,710	384	83	467	1,409	834	2,243
FR Peshawar	5,423	4,188	9,611	2,912	1,515	4,427	2,511	2,673	5,184
FR Tank	3,241	2,341	5,582	1,299	578	1,877	1,942	1,763	3,705
Khyber	50,235	36,489	86,724	29,509	15,564	45,073	20,726	20,925	41,651
Mohmand	31,410	21,591	53,001	17,326	8,600	25,926	14,084	12,991	27,075
Orakzai	14,659	10,055	24,714	6,016	2,103	8,119	8,643	7,952	16,595
FATA	202,565	138,167	340,732	99,673	40,843	140,516	102,892	97,324	200,216

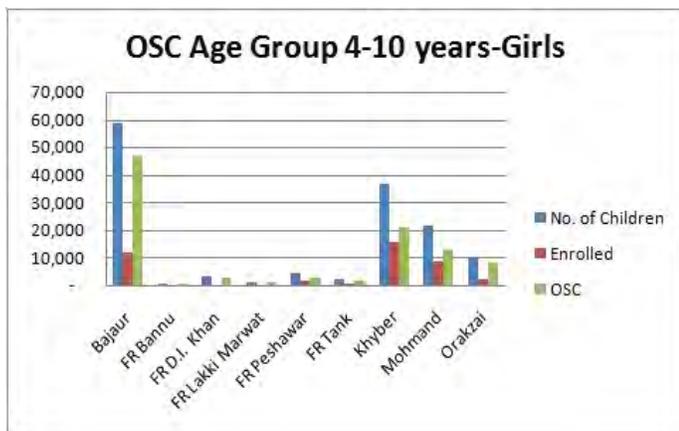
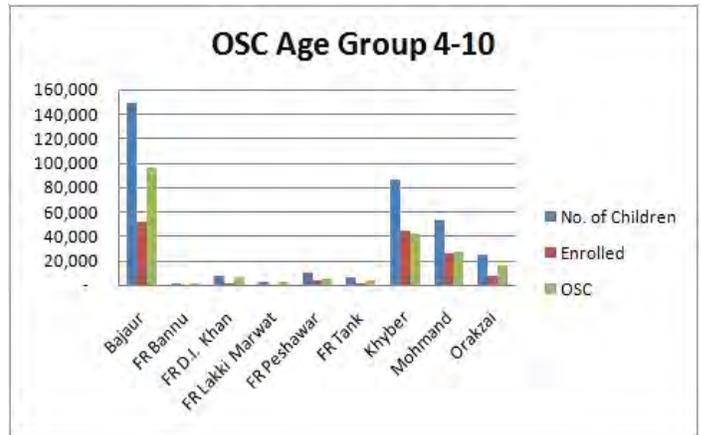
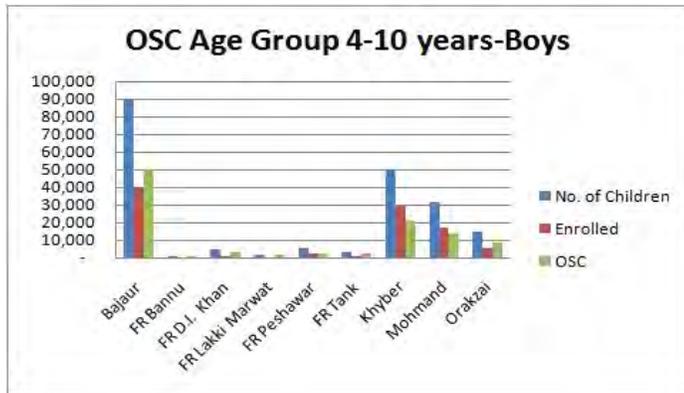
**Table -18**

The analysis of above table shows that:

- 59 % of total children of age group 4-10 years are not enrolled in any educational institution.
- The worst situation of primary education is in FR Lakki Marwat and FR DI Khan where out of school children percentage is 83 % and 80% respectively
- Girl's education is the neglected sector in surveyed area, in FR Lakki Marwat where 91% girls of age 4-10 year are deprived of education. Similar situation prevail in FR D.I.Khan where 89 % of girls are unable to get education.

Lowest OSC rate is in Khyber agency with 48 %; where 41 % of boys & 57 % of girls are out of school. It means despite of lowest OSC rate in Khyber agency, near half of the total children of age 4-10 years are still kept away from education.

Graphical Representation of OSC of age group 4-10



One day I will to go School!!!!!!  
But do not know how and when????



An Out of School Child (OSC)



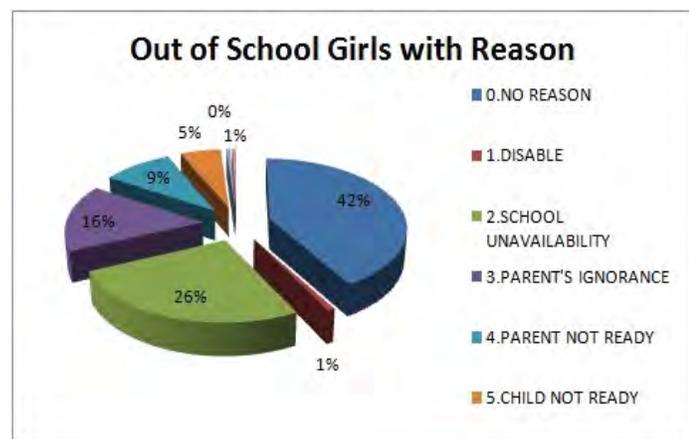
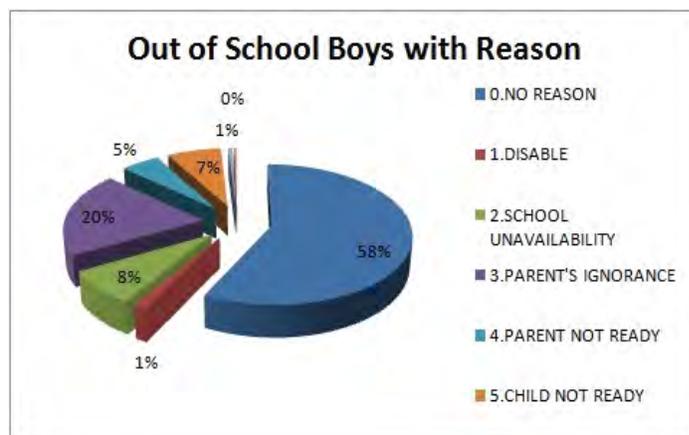
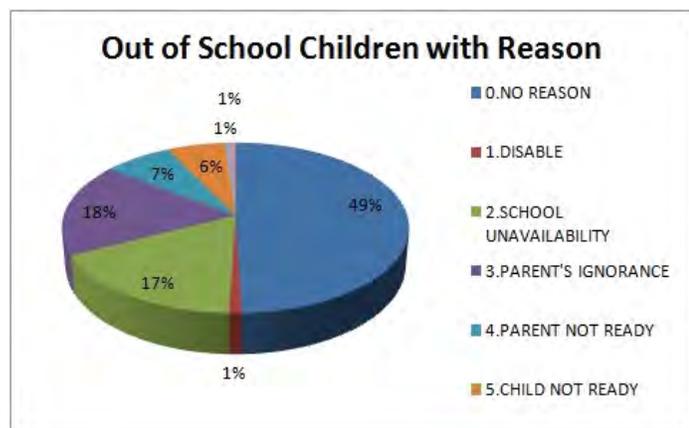
70 % of girls  
in FATA are out of School

### REASONS FOR BEING OUT OF SCHOOL:

When we talk about this huge number of out of school children in surveyed area, a question arose that what are the reasons behind the scene! During survey 8 different reasons came out. It's really surprising that 49 % out of total OSC there was not any solid reason of not enrolling child in any educational institution. Let's have a look on the reasons of out of school children:

Reason	Male	Female	Total
0.NO REASON	26,423	19,555	45,978
1.DISABLE	588	357	945
2.SCHOOL UNAVAILABILITY	3,689	12,190	15,879
3.PARENT'S IGNORANCE	9,115	7,352	16,467
4.PARENT NOT READY	2,361	4,407	6,768
5.CHILD NOT READY	3,290	2,570	5,860
6.ORPHAN	268	265	533
7.OTHER	201	286	487
<b>Total</b>	<b>45,935</b>	<b>46,982</b>	<b>92,917</b>

Table -19



NCHD Feeder School

## Recommendations:

On the basis of findings of this survey, it is recommended that we need:

- Mass advocacy and awareness campaign: for the promotion of education and literacy in the area
- A strong mobilization campaign for the enrollment of out of school children by involving community and all relevant stakeholders
- Rationalization of existing schools for ensuring gender equality
- Upgrading of existing schools to increase the transition rate from primary to secondary education.
- Filling the access gap by establishing more schools
- For every Agency/ FR, a complete road map: is required to achieve UPE goals with relevant plans and strategies
- More programs and projects as every Agency/ FR need different strategies to reach the UPE goals, to meet the target
- Quality student friendly education: to minimize the dropout rate and maximize the intake rate
- Imposition of Education Emergency in FATA
- Ensure implementation of constitutional obligation: "Right to Education"
- Involvement of elected representatives in the provision of resources for the education
- Involvement of media to highlight the importance of education
- Encouragement of teachers at all levels
- Strong coordination mechanism among all stakeholders involved in the mainstream education in FATA.
- Institutionalization of Madrassah to combat the access issue, by implementation of Madrassah Reforms
- Legislation to improve the learning/educational environment in the region.



Intent to learn

## SECTION V

### Celebration of International Days – Events 2013

#### 5.1 International Literacy Day - ILD (08 September)

As a lead agency in the field of Education/Literacy, National Commission for Human Development celebrated the International Literacy Day in a befitting manner. For highlighting the importance of Education & Literacy, and to celebrate the International Literacy Day an awareness walk was organized on 9th September with the theme “Literacy for 21st century”. The walk started on 10:00AM sharp from China Chowk to D-Chowk in Islamabad.

The Chairman Senate Standing Committee on Education, Trainings and Standards in Higher Education, Senator Abdul Nabi Bangash was the chief guest on the occasion. Moreover, Secretary Education, Officer In Charge of UNESCO, representatives of INGOs, NGOs, representatives of civil society, children from different schools and media representation were observed. The main objectives of the awareness walk were:

1. To spread the awareness and significance of education/literacy among the civil society.
2. To gauge our past performances regarding Education/Literacy.
3. Learn from the failures of the past and replicate the best practices.

The honourable chief guest as of the view that Parliament has already been sensitized on the issue of education and serious efforts have been undertaken to make an “Educated Pakistan” as frequently stated by the present Government. He shared that Senate Standing Committee on Education have been formulated which will share its plan how to achieve MDGs in Pakistan. This was a value addition by the parliamentarians for improving the education sector in Pakistan.

The Secretary Education also addressed the rally and stated that the Federal Government is working on accelerated MDGs framework. As per National Plan of Action, MDGs acceleration framework, 5.1 million out of school children will be brought back to the mainstream of education.

Director General NCHD said that the implementation of Article 25-A is need of the day and this fundamental right should be provided to all the children of Pakistan from age 5 to 16. He informed the participants that NCHD will enroll at least 05 out of school children (OSCs) in all schools during this enrollment campaign.

Due to heavy rainfall, it was very difficult to all participants, especially for the students of schools, colleges & universities to participate & continue the walk. All participants showed a great enthusiasm and they not only continued the walk but kept their voice high with slogans regarding the significance of literacy.



These children have no reason for being out of school

## 5.2 World Teacher Day-WTD (5 October)

World Teacher's Day is celebrated all across the globe on 5th October, every year. The day was celebrated for the first time in the year 1994 and since then it has been observed by 100 countries in the world. On this day, teachers are honoured for their immense contribution towards the education and development of children. It is celebrated by over 100 countries in the world aided by the efforts of Education International to appreciate the efforts of teachers and express gratitude towards them.

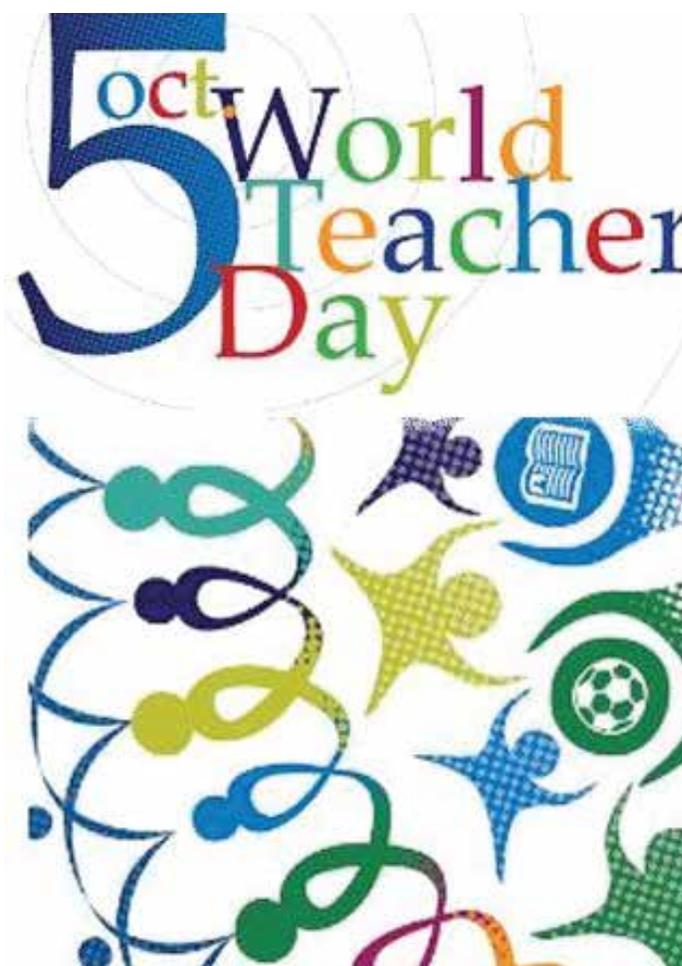
Scores of countries express appreciation of their teacher by observing World Teachers' Day (WTD). The efforts of many parents and teachers' organizations have contributed to this widespread recognition. Every year, public awareness campaigns are launched to highlight the contributions of the teaching profession. On 5 October every year teachers' organizations worldwide mobilise to ensure that the needs of future generations are taken into consideration in this increasingly complex, multicultural and technological world. World Teachers' Day provides the opportunity to draw public attention to the role of teachers worldwide as well as to the crucial importance of the role they play in society. On the 5th of October, 1966, the world's teacher's

movement took a giant step forward when the UN recognized this day as WTD.

NCHD held meetings at provincial level and at district level with EDO-E, DEO-WEE, DEO-SEE, and Dy. DEOs for the purpose of formation of Selection and Award Committee for conferring recognition shields/certificates to highly deserving teachers.

Instruction were initiated by the Education Department which is circulated to all respective AEOs/ DDEOs for making nominations and finalisation of the committees of officials which could finally decide those teacher's to be awarded certificates who fulfil the following criteria:

1. On the basis of enrollment
2. 100% results in class.
3. Maximum retention
4. Teacher's attendance
5. Minimum dropout rate
6. Imparting quality education
7. Improving school environment/surroundings



### 5.3 INTERNATIONAL VOLUNTEER DAY-IVD (05 December)

International Volunteer Day (IVD) offers an opportunity for volunteer organizations and individual volunteers to make visible their contributions - at local, national and international levels - to the achievement of the Millennium Development Goals (MDG's). NCHD mobilizes thousands of volunteers who work closely with partners and government departments to create structures that foster and sustain local volunteerism.

During VCD interaction with communities, importance of education / literacy is highlighted and communities are motivated to send their school age going children to schools so that their access to primary education could be ensured. Similarly, help UPE in enrolment drives and dropout prevention through volunteers. The literacy program of NCHD is totally dependent on voluntary participation. The volunteers help NCHD in establishing literacy centres, identification / retention of learners and day to day running of these centres. Volunteers also help in opening and closing ceremonies of the centres.

Similarly volunteers play a major role in conducting medical camps. These camps are held to provide medical help to those segments of communities where medical facilities are either non-existent or are out of reach. For this purpose NCHD teams contact with local influential's and volunteer medical professional who render their services by contributing with donating medicines and arrangements for the camps.

Volunteers need motivation and encouragement. This is one of the major incentives for them to volunteer their time effort or money. Volunteer acknowledgment is also a means to keep volunteer network active and motivated. Volunteer acknowledgment ceremonies also give a chance to NCHD to have the good performing volunteers present their cases and experiences which is a tool to inspire others to follow suit.

Voluntary efforts are acknowledged there and then by appreciating and admiring them at the end of each activity that they undertake.

International Volunteers day was celebrated in all the program districts by NCHD District offices with their local resource mobilization. Seminars and walks were organized where in people from different walks of life took part. Influential of the society were invited to high light importance of the day. A large number of volunteers were acknowledged for their services with certificates and shields.

NCHD possesses of database of Registered volunteers who can be mobilized at short notice during 2013 NCHD focused District was 54 and IVD celebrated in 21 focused districts.



Celebration to commemorate International Volunteer Day (IVD)

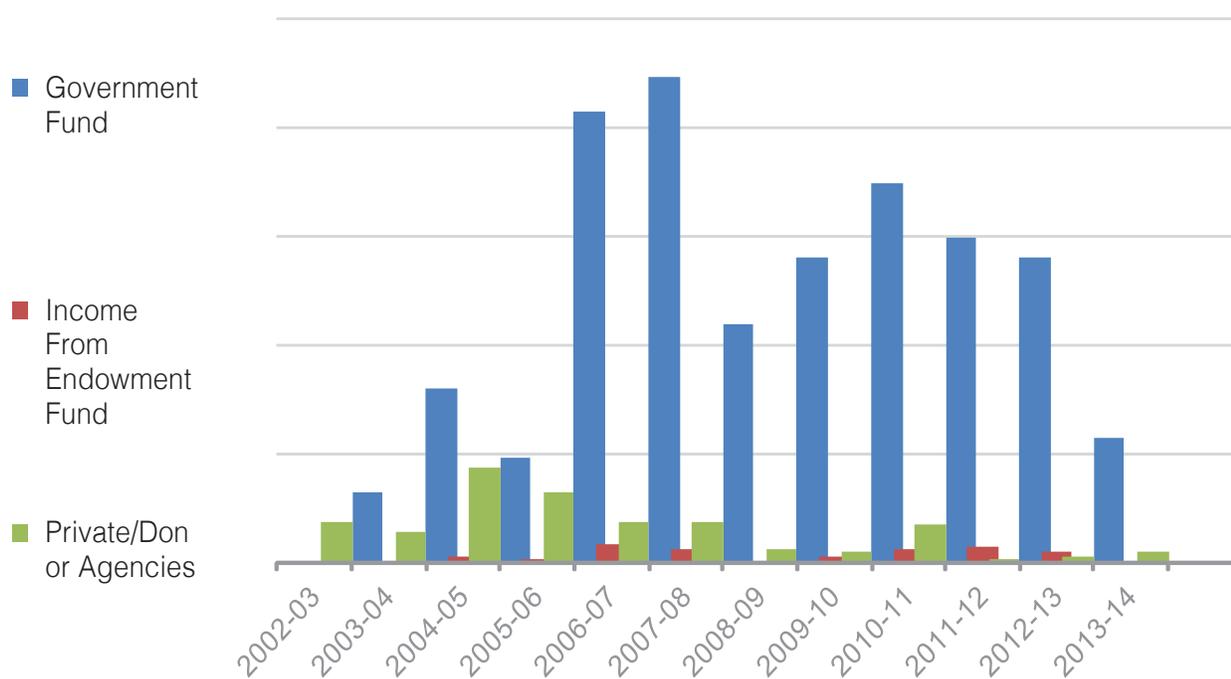
## SECTION – VI

## 6.1 STATE OF FINANCE/GRANTS AND AUDIT

Sr. #	Year	Government Fund	Income From Endowment Fund	Private/Donor Agencies	Total
1	2002-03	-	-	180,293,860	180,293,860
2	2003-04	316,083,361	-	138,020,883	454,104,244
3	2004-05	800,347,781	24,188,384	433,374,643	1,257,910,808
4	2005-06	478,760,822	17,500,000	322,269,286	818,530,108
5	2006-07	2,078,018,117	82,000,000	184,667,055	2,344,685,172
6	2007-08	2,232,095,590	60,000,000	185,431,656	2,477,527,246
7	2008-09	1,094,129,289	-	56,712,004	1,150,841,293
8	2009-10	1,401,004,100	26,395,449	44,619,701	1,472,019,250
9	2010-11	1,741,242,988	63,717,093	174,148,938	1,979,109,019
10	2011-12	1,500,918,000	72,000,000	13,286,862	1,586,204,862
11	2012-13	1,407,172,584	41,256,102	28,572,615	1,477,001,301
12	2013-14	576,416,000	-	41,185,422	617,601,422
	<b>Total</b>	<b>13,626,188,632</b>	<b>387,057,028</b>	<b>1,802,582,925</b>	<b>15,815,828,585</b>
	<b>%age</b>	<b>86.16</b>	<b>2.45</b>	<b>11.40</b>	<b>100</b>

Table -20

In 2007-08, 100 million loan was given to NCHD by PHDF. Rs 33 million was adjusted and 67 million is to be adjusted.



## 6.2 Audit of Accounts by Federal Directorate General Audit

Article 169 of the Constitution of the Islamic Republic of Pakistan read with section 8, section 12 and other relevant provisions of the Auditor General's (Functions, Powers and Terms and Conditions of Service) Ordinance, 2001 requires the Auditor General of Pakistan to conduct audit of receipts and expenditure from the Federal Consolidated Fund and Public Accounts.

During audit for the Audit Year 2005-06 auditors have raised the Nine (9) audit paras. Seven audit paras are settled in DAC dated August 1, 2007 and Two (2) audit paras are referred to PAC. PAC meeting was held on August 30, 2012. PAC directed NCHD to get verification of accounts / record from the Federal Audit. NCHD has provided all the record / documents for verification to the Federal Audit. DAC held on May 7, 2014 and out of two recommended one para for settlement in next PAC.

During audit for the Audit Year 2007-08 auditors have raised the Three (3) audit paras. DAC dated July 19, 2008 has referred Two (2) audit paras to PAC. PAC meeting was held on August 30, 2012. PAC directed NCHD to get verification of accounts / record from the Federal Audit. NCHD has provided all the record / documents for verification to the Federal Audit. DAC held on May 7, 2014 and recommended two audit paras for settlement in next PAC.

During audit for the Audit Year 2012-13 (Financial Year 2008-12) auditors have submitted (19) audit observations. NCHD has provided all the relevant record/documents to Audit Officer for all the (19) audit observations for verification. DAC held on 15-07-2013 and settled (18) audit paras.

## 6.3 Audit of Accounts by Commercial Auditors

Section 17 of the NCHD Ordinance No. XXIX of 2002 requires that the accounts of the Commission shall be audited by a reputable firm of Chartered Accountants to be appointed by the Commission. M/s KPMG Taseer Hadi & Co. Chartered Accountants (a member firm of the KPMG network of independent member firms affiliated with KPMG International, a Swiss entity) are appointed to conduct the audit of the accounts for the FY 2012-13 by the Commission in its meeting held on December 9, 2013. Currently the audit is under process.



An NCHD Feeder School in progress

## SECTION-VII

### 7.1 INTERNAL VALIDATION EXERCISE – 2013

In pursuance of Operational Review Meeting (ORM), held on May 7-8 2013, it was decided to visit all the Feeder Schools for physical verification and decide about the feasibility of continuity of Feeder Teachers and Feeder Schools in a particular area. The meeting discussed the ways to rectify, implement and validate the whole teaching system with NCHD's Program Heads and Director Operations.

### 7.2 VALIDATION EXERCISE IN ALL FEEDER SCHOOLS

The validation exercise was undertaken to find out the factual situation of Feeder Schools functioning on ground. The exercise was conducted with total commitment and professional honesty in all the provinces/districts. The aim of the validation was to ensure that all the feeder schools were functional as per NCHD design. The validation exercise of Community Feeder Schools (CFS) and Reopened Schools (ROS) was undertaken with the view to highlight the non-functional and non-feasible locations and teachers.

**PUNJAB:** NCHD Punjab started validation of the Feeder Schools with renewed energies to set NCHD education plan in the right direction. 100% validation of 1936 Feeder Schools in Punjab was done across the board in record breaking time of 16 days, through meticulous and well laid out plan with total commitment by district teams under PO Punjab. Results were astonishing as almost 232 schools were found non-feasible and 40 were found non-functional through validation.

**SINDH:** Validation activities started in Sindh Province as well. A Coordination meeting was organized in two clusters at Matiari and Nausharo Feroze regarding importance and sensitization to staff, in which all District's

DPMEs and DGMs participated along with provincial office (PO) officials. PO team shared the operation plan and formats along with guidelines. Field staff training was organized on 17th May 2013 at district level regarding Feeder Teacher validation tools and on the same day the UPE staff started verifying Feeder Teachers in Community Feeder Schools and Reopened Schools. PO officials also visited the location and monitored the Feeder Schools and Feeder Teacher's validation activities and reported this information to the HO. MCs, DPMEs and DGMs visited all 3582 locations.

**KPK:** Instructions regarding the completion of the validation formats were given by PO KPK to the DGMs & DPMEs and they were told that each CFS and RO Schools data should be collected 100% on the prescribed formats. After the collection of the data DPME would verify the data while DGM would verify data pertaining to 20 Feeder Schools. Total 80 CFS and 40 RO Schools in the province were validated during the exercise. According to the reports there were no ghost schools found in the province. The provincial office Peshawar has sent the Validation Reports of all CFS & RO Schools to the Head office for analysis.



Validation exercise of Feeder School in progress

**BALUCHISTAN:** The main focus was on validation process of Feeder Schools and Feeder Teachers. Recording, reporting and compilation of reports were done at district and provincial level. The entire UPE Staff and DGMs were involved in the validation process and DPMs and MCs validated 100% Feeder Schools whereas GMs validated 20% of Feeder Schools in their respective areas. Enrollment data was taken from all Feeder Schools since their inception. Formats were provided to districts by the HO for data entry and validation of Feeder Teachers. The software called Data Entry for Validation Exercise was installed in all the districts offices of NCHD and data was entered in the software at district and provincial level. It is Feeder Teacher Services Feasibility Assessment Exercise. The exercise of validation was accomplished and a summary was sent to HO. Attendance Registers have been placed in all Feeder Schools of all districts in Baluchistan. Prior to this there was no proper mechanism for reporting and recording at Feeder Schools.

### 7.3 VALIDATION EXERCISE BY DG/HO STAFF

After the validation exercise was done by the Provincial team, the Head Office team re-validated the schools. Twenty five staff members from Head Office were deputed

to visit Punjab province for this exercise. They re-validated the schools which were already validated by the provincial teams. The total feeder schools validated by HO were one hundred and ninety four. During the ongoing validation exercise, the visit by DG NCHD Mr. Khusro Pervaiz Khan to Community Feeder Schools at Sheikhpura instilled a new spirit and motivation in the Punjab Field Team. He visited CFS Madina Colony and CFS Shehzad Town. It was an interactive session with the students and he took assessments in a very friendly manner. The DG also visited schools in Jamshore and Badin Districts of Sindh. He asked different questions from the syllabus and tried giving confidence to the students and motivated them to learn. The DG spent over two hours in each school with the students, who were delighted with the passionate and cheerful interaction with them. As a result of validation exercise held during May-June 2013 for every Feeder School and Feeder Teacher it was decided that from the FY 2013-14 NCHD will withdraw its services from overcrowded schools. It was also decided that NCHD will continue its UPE activity through Community Feeder School (CFS) and Re-opened Government Schools (RGS). As a result of validation exercise UPE is being imparted through 5992 Feeder Schools and 6581 Feeder Teachers. Details of validation exercise are given below:

National Commission for Human Development National data on CFS/ROs/FTS											
Sr #	Province Name	# of MC	CFS	ROs	Total	Teachers			CFS run by MC	ROs run by MC	Total
						CFS	ROs	Total			
1	Gilgit Baltistan	8	50	0	50	50	0	50			0
2	Khyber Pakhtunkhwa	155	75	21	96	83	21	104	110	8	118
3	Punjab	414	1586	55	1641	1861	65	1926			0
4	Baluchistan	201	359	62	421	374	65	439		20	20
5	Sindh	439	347	3053	3400	378	3275	3653	89	0	89
6	FATA	28	11	38	49	12	38	50			0
7	AJK	64	85	0	85	89	0	89	43	0	43
<b>Total</b>		<b>1,309</b>	<b>2,513</b>	<b>3,229</b>	<b>5,742</b>	<b>2,847</b>	<b>3,464</b>	<b>6,311</b>	<b>242</b>	<b>28</b>	<b>270</b>

**Table -21**

Feeder School run by FTs	5,742	Total FTs (in CFS and ROs)	6,311
Feeder School run by MCs	270	Total FT + MC (as FTs)	6,581
Total	6,022		

## 7.4 NCHD Regularization Process

The case of regularization of NCHD staff was initiated in the year 2012 when NCHD was asked to attend the meeting of Cabinet Sub Committee on Regularization in May, 2012 of MET&SHE. In this regard initial meetings of the Cabinet Sub Committee were held on 31st May, 2012 and 5th June, 2012 in which NCHD was advised to submit the cases of regularization of NCHD staff through Ministry of Education, Training & Standards in Higher Education.

2. A Meeting of the Cabinet Sub-Committee on regularization was held on 26 July 2012 in which the case of conversion of NCHD core staff on non-development side was discussed. It was decided that the finance division will convene a meeting of the representatives of Establishment Division and Planning & Development Division for deliberating the issue of regularization of NCHD Core staff.

3. Accordingly the position paper was submitted to the MoET regarding regularization of Contract, SSA & Daily Staff of NCHD and bringing their services on non-development side. NCHD Commission in its 33rd meeting held on 31 Jan–01 Feb, 2013 approved to forward the case to the Government for the regularization of NCHD staff.

4. The Cabinet Sub Committee for Regularization on 27th February, 2013 made following decisions:

a. The services of 3088 contact/SSA/daily wages employees of NCHD be regularized by transferring their posts to non-development budget in consultation with the Planning and Development Division (the NCHD shall provide list of their employees on the described Performa for regularization of their services to the Establishment Division for placing before the Cabinet Sub Committee after transfer of the posts from development to non-development budget).

b. The Honorarium being provided to 10,937 Feeder Teachers should be enhanced from Rs. 2500 to Rs. 8000/- per month to be incorporated in the revised PC-1 with an annual additional cost of Rs.813 million.

c. The NCHD should be brought on permanent footing from next financial year 2013-14.

5. As per the above stated decision, the case of NCHD staff was forwarded on 7th March, 2013 to the Secretary, Planning & Development and the Secretary, Finance through Secretary, Ministry of Education, Trainings and Standard in Higher Education (MET&SHE).

6. It is pertinent to mention that the Supreme Court in its decision with reference to Writ Petition No.50 and 69 of 2011 has also directed to the Federal Government that NCHD is allowed to continue to perform the positive duty of providing basic human rights to the citizens of Pakistan. Similarly the Islamabad/Hyderabad High Courts passed the judgments in 2013 to regularize the services of NCHD staff with the limitation of 15 days.

7. In its 34th Meeting of the Commission of NCHD held on 25th June, 2013 it was decided that the NCHD management should vigorously pursue the case for creation of posts with the Finance Division. The members further resolved that NCHD management should undertake the already approved Reorganization Plan.

8. On 21 August, 2013, the Dy. Financial Advisor (IPC/MET&SHE) conveyed vide letter no FA's .Org. F.No.16 (5)-DFA (ET/2013, dated 21st August, 2013 to the Ministry that the finance division agrees to convert/create the posts of different cadres i.e. 2943 posts in NCHD from development to non-development budget w.e.f. 1st July, 2013.

9. In continuation of the Finance Division's approval for creation of 2,943 posts in NCHD, the Ministry of Education, Trainings & Standards in Higher Education established a three member Committee to look into the recruitment of employees of NCHD whose services are to be regularized to ensure that they fulfil the recruitment criteria and their recruitment has been made after completing all codal formalities.

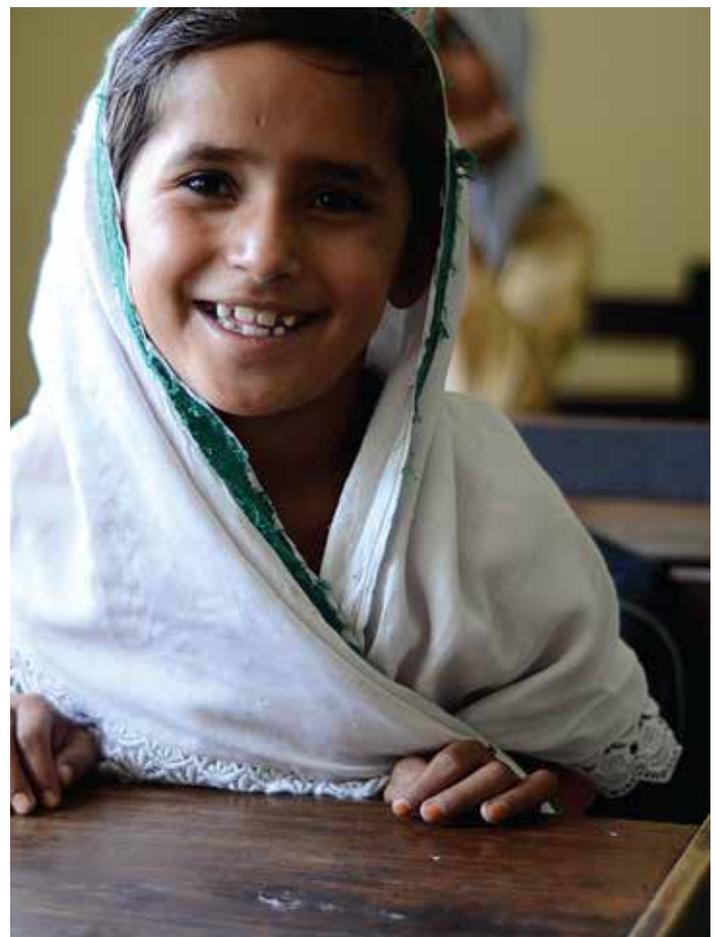
10. On 12th November, 2013 Ministry of Education, Trainings & Standards in Higher Education issued office order stating that the services of 2,943 posts of NCHD are regularized with effect from 01.07.2013.

11. The Commission in its last meeting held on 9th December, 2013 decided that

- I. NCHD will issue individual offer letters to NCHD employees and staff who have submitted their degrees for verification from HEC and clearance from Provincial offices for any pending enquiry.
- II. Along with Management Study of 145 Posts, all posts fallen vacant including 123 Posts may also be forwarded for a management study for retention of these posts or otherwise.
- III. The case of creation of Posts on contract side for second category of employees would be pursued with the Establishment Division and Finance Division.
- IV. The employees falling in third category will be paid from other sources of income including PHDF funding as per their existing NCHD approved pay package.

V. Those employees who decline the new BPS offer and among those whose services are critical for NCHD, their case would be put up to Commission and Ministry of Education, Trainings and Standards in Higher Education for consideration.

VI. NCHD Revised Service Rules after approval from the Commission will be sent to the Ministry of Education, Trainings and Standards in Higher Education for further action. The process of regularization of NCHD employees and its reorganization will continue during next year also.



Happy to be in school

## SECTION – VIII

### FUTURE PLANS OF NCHD

#### 8.1 NCHD Literacy Program (2013 – 16)

NCHD has been implementing an Adult Literacy Program with the mission to help provincial and area governments to increase literacy rate to 75% by the year 2015.

NCHD sets up Adult Literacy Centres in the local communities providing basic literacy skills to the individuals (especially women) in the age group of 11-45, who were either never enrolled or dropped out of school before acquiring the literacy skills.

The syllabus and textbooks are designed for easy learning and functionality, thereby enhancing retention. The total course is of five months duration that aims to provide learners with following;

- Read simple text of Urdu and Sindhi
- Write a simple letter
- Manage figures up to four digits able to add, subtract, multiply and divide.
- Achieve the basic literacy skills equivalent to grade three.

#### STRATEGY - I

#### 8.2 NCHD Plan of Action 2013 – 16

##### Establishment of Adult Literacy Centres:

During the plan year 2013 – 16, NCHD plans to establish 30,000 literacy centres every year in which 750,000 learners will be enrolled. Province wise detail is given as under:

##### Establishment of ALCs 2013-16

Area / Province	Year 1	Year 2	Year 3	Total
National	30,000	30,000	30,000	90,000
Punjab	12,730	12,730	12,730	38,190
Sindh	7,320	7,320	7,320	21,960
KPK	6,470	6,470	6,470	19,410
Baluchistan	2,400	2,400	2,400	7,200
AJK	360	360	360	1,080
GB	720	720	720	2,160

Table -22

Through the anticipated literacy campaign NCHD envisages to increase 3 percent literacy rate per annum in target districts and overall 9% increase will be achieved in 59 lowest literacy districts in three years. This significant increase will also contribute in the increase of overall literacy rate of Pakistan. The main focus of the program is on female literacy, the program will help in reducing gender gap in literacy.

The NCHD intervention will add 3% literacy rate every year in the literacy rate of 59 focused districts. Overall impact of this intervention in the literacy rate of country will be 54% every year. The current national literacy rate which is only 1.08% per annum is expected to rise to 1.62% through this intervention.

##### NCHD Literacy Program Objectives:

Establishment of 90,000 Basic Literacy Centres (ALCs) and in all provinces of Pakistan for the target age bracket of 11 to 45 years, during 2013 – 16 resulting in making 2.25 million persons literate mainly women, in order to contribute to achievement of the targeted literacy rate i.e. 75% by 2015 as per the MDGs.

NCHD Focused Tehsils and Focused UC approach to achieve 90% Literacy rate in 5 years:

During the period 2013 – 18 NCHD has planned to establish 150,000 literacy centres in which 3.7 million learners will be enrolled. The program will be implemented with focused approach targeting the lowest literacy rate Tehsils and Union Councils. Through this intervention NCHD will strive to achieve 90% literacy rate in selected Tehsils and UCs in next five years (2013-18).

## STRATEGY – 2

## 8.3 YOUTH INTERNSHIP PROGRAM FOR THE PROMOTION OF LITERACY

**Rationale:**

Youth employment is a challenging issue in many developing and transitional countries (Kolev and Saget 2005). The youth unemployment rate is usually two to three times that of the adult unemployment rate and this figure is probably an underestimate because it normally does not account for those who are “discouraged” in seeking work and remain “inactive” (neither in school nor in the labor market). Even most of the working youth in the developing countries are in low-quality jobs without any security or social benefits, receiving low wages, and working in poor conditions. The ILO estimates that globally about 23 percent of the total young work force are “young working poor”, with earning of less than \$1 a day.

Almost all the countries underwent economic recession during past few years. As a result, today many countries seem to experience youth unemployment, and Pakistan being an undeveloped country seems to feel the direct impact of it since it runs on some developed countries of the world in more than one way. Pakistan witnessed an adamant denial of foreign investment and monetary aids as a result of worldwide economic meltdown and widespread instances of terrorist acts, thereby resulting in youth employment deteriorating into considerable proportion.

In the case of Pakistan, there is a growing recognition of the political urgency to respond to the challenges of youth employment. The challenges are multifaceted. The transition from school to the labour market is not smooth; the youth unemployment rate is higher than the adult unemployment rate; many young people work in the informal sector as unpaid family workers, own-account, or casual wage workers; and female youth are in worse shape than their male counterparts on various employment dimensions.

**Unemployment Scenario in Pakistan**

The existence of unemployment among educated person in Pakistan is a cause of serious concern. This phenomenon, besides indicating gross wastages of both men and material inter alia is an undue drain on the economy, as well as having potential for serious socio-political repercussions.

60% of the population of Pakistan comprises of persons who are less than 25 years. This can be both a great advantage and an extreme disaster depending on how effective the policies regarding the youth are formulated by those at the helm.

Unemployment is one of the biggest problems of Pakistan. In the current situation more than 3 million people are unemployed in Pakistan and unemployment ratio is more than 12%. Due to unavailability of proper career counselling guidance, Pakistan youth faces tremendous difficulties once they complete their graduation. Definite statistics are not available on the subject, however according to estimated figures the situation of unemployment in Pakistan is given as:

Year	Unemployment Rate	World Ranking	Percent Change	Date of Information
2003	7.80%	119		2002 est
2004	7.70%	122	-1.26%	2003 est
2005	8.30%	75	7.79%	2004 est
2006	6.60%	65	-20.48%	2005 est
2007	6.50%	72	-1.52%	2006 est
2008	5.60%	71	-13.85%	2007 est
2009	7.40%	92	32.14%	2008 est
2010	14.00%	143	89.19%	2009 est

**Table -23**

Source: CIA World Fact book – Unless otherwise noted, information in this page is accurate as of December 30, 2010

## Youth Internship Program – Why this Scheme?

Youth unemployment affects the individual lives of jobless educated youth, but the effects transcend the individual. The economic, social and health effects on the youth are always have macro level impact. The “collective well-being”, which is families, communities and the nation, suffers as a result of youth unemployment.

Unemployment and the possible subsequent exclusion from society may result in low self-esteem, dependence, pessimism, life dissatisfaction, depression, and / or even suicide. Unemployment has been shown to affect a graduated youth's sense of well-being.

This scheme is proposing a new work experience programme to support educated unemployed youth. This scheme recognizes that many employers from social – development sector will not be hiring recent and upcoming graduates in many areas of social development sector over the coming years. However, we believe that when these employers from social development sector are in a position to hire in the future, they would certainly be interested in people who undertook something worthwhile during the interim period.

### Aim of Scheme:

This scheme aims to be more than just internship in the Public Service, and it aims at the personal and professional development of the Pakistani educated / graduated youth.

This scheme aims to equip the educated youth with team working and leadership skills as well as work experience in the area of social development sector. The intern will also be trained in the field of community mobilization, voluntary services, and community mobilization. Besides, these interns will be given a chance to develop managerial and administrative skills with hands on training.

Number of Youth to be enrolled through this scheme (YIP)

Phase 1: 20,000 interns

Phase 2: 20,000 interns

Phase 3: 20,000 interns

Phase 4: 20,000 interns

Phase 5: 20,000 interns

**Total: 100,000 interns in 5 years**

Each phase will consist of one year and the youth enrolled in this program will work for two phases of six month each.

### Qualification and Stipend:

Minimum qualification will be Masters and the stipend given to the unemployed youth will be given Rs. 10,000 per month.

### Placement of Participants

Participants of this scheme can be placed across the country in their areas (Tehsils/Districts) to gain firsthand experience at the work of social / community mobilization, teaching to adult illiterates, teacher training, monitoring & evaluation, research and development etc.

The participants of this scheme will be teamed up with a staff member within NCHD district office. Staff member of NCHD will be available for any technical support to the participants of this scheme.

Participants will also be given the opportunity to work in NCHD field activities to get exposure to the field work and become suitable candidates for the market job in the development sector having hands on experience.

## Deliverables

Every participant will teach 25 adult illiterates (learners) in his / her area for 5 months (and he / she will complete two batch of literacy in a year). The learners will be identified from the BISP Poverty Survey.

Interns would be responsible for:

- Community Mobilization
- Imparting Literacy skills to the learners
- Daily attendance of learners
- Prevention of drop-out
- Monthly assessment of learners on Learning Land Marks (LLMs)
- Report Writing

Literacy Books along with functional Literacy Kit would be provided by NCHD. The district teams of NCHD along with interns will conduct the Base Line Assessment of the Learners and also conduct the final assessment of the learners.

## Skills to be imparted:

The interns can serve in the campaign in two categories according to their aptitude and interest i.e. as teachers or as a literacy supervisor. The skill to be imparted to the two categories will be:

### a. Literacy Teachers:

- i. Class Management
- ii. Understanding adults
- iii. Community behaviour management
- iv. Androgogy
- v. Locally Developed Material
- vi. Assessing Local Learning Needs
- vii. Assessment of learning achievements of learners
- viii. Report writing

### b. Literacy Supervisors:

- i. Social Mobilization Skills, which includes social mapping, formation of local organizations and Capacity Building techniques.
- ii. Monitoring and Evaluation Skills.
- iii. Report Writing.
- iv. Planning and Management Skills.

These skills will be imparted through NCHD district offices situated in 59 focused and 47 satellite districts in the country. Moreover services of different Human Resource Development Networks should be utilized for the capacity building of interns.

## Potential Outputs of the Project:

1. Functional Literacy / Citizenship:

To enable neo-literates to:

1. Enhance literacy skills
2. Make aware of personal, social and cultural values for self and community
3. Enhance awareness of civic rights and duties

Content Areas:

- Values & Attitude
- Life Skills
- Aesthetics

Estimated Cost of the Project: 12.0 Billion



Training of Village Education Council in progress

## STRATEGY – 3

### 8.4 EACH ONE TEACH ONE – A MODEL TOWARDS ERADICATING ILLITERACY

Advocating a multi-pronged approach to achieving 100% literacy, there is need to take campaign in a national mission mode through the involvement of college and university graduates. We have 139 general universities and 5,106 Arts and Science Colleges. According to the report “Education Statistics Pakistan 2011” by AEPAM the enrollment in grade 13 and 14 in 2011 was 0.431 million.

The role of young people especially students cannot be denied in the development of the society. History reflects the great revolutions in the world were lead by students. One of them is “Each One Teach One” model in Cuba. Same model was replicated by many countries but the passion and enthusiasm of Cuban students in the time of Great Revolution in Cuba is unforgettable.

In the year 2007 in the Indian province of Karnataka a mass literacy campaign was launched with the help of students. Students of Class IX to XIV were involved in the “Each one Teach two” campaign. Each student imparted functional literacy to two non-literate adults. The campaign was a success story and turned literacy rate of Karnataka into 99%.

In Bangladesh, during the period of 1999 to 2004 DAMP implemented a project Each One Teach One. Initially the project was started in three districts. In the scheme, Learners were not coming in the centre; volunteer teachers used to go to see the learners at their residence or work place during their free time.

In Iran in 1984, the Literacy Movement Organization (LMO) was created to encounter high rate of national illiteracy. Existing statistical reports show that the LMO covered almost 2.8 million people in the year 1994-95. Among 2.8 million people, 78.9 percent were women and 21.1 percent men.

In Tanzania, General Chlies Naery a political leader who was a teacher before the revolution in the country played a vital role for literacy movement in Tanzania.

Genral Naery has strong belief that continuous education is essential for the sustainable social and economic development of the country. He launched a massive literacy movement in the country owing to which literacy rate of Tanzania grew up to 96.6%.

Pakistan is a country with a population of 55 million illiterate people (2012 – 13) it means nearly half of the adult population of Pakistan is unable to read and write. We can deploy 1.5 million children assisted by NCHD team spread all over the country to educate at least 1.5 million adults who cannot read and write through “Each One Teach One” model.

“Each One Teach One” initiative may reach to the illiterate population in a number of villages and many urban areas. If each university can reach villages within a 20 KM distance through their 5,106 colleges, it would help educate 0.7 million adults per year. Same can be done by university campuses; if our 139 universities through their 0.43 million students per year reach 0.43 million illiterate population, in this way 0.43 million illiterate people will be able to read and write.

#### Each One Teach One (EOTO) – Literacy Model:

NCHD believes that young people have a voice and possess the energy of youth. It is our responsibility to ensure they feel confident, empowered, and encouraged to affect the kind of change they can bring in the future of the country. Through EOTO scheme NCHD envisages to provide opportunity to the youth of Pakistan to contribute in the development of country.

The model is area-specific, time bound, volunteer-based, cost-effective and outcome-oriented. The thrust is on provision of basic and functional literacy through prescribed norms of literacy and numeracy. The learner is the focal point in the entire process and measurement of learning outcome is continuous, informal, participative and non-threatening. Each One Teach One Literacy model's purpose is to provide basic literacy as well as life skills to illiterate population of age 11 – 39 years. This model can provide young people with ample opportunities for advancement through literacy and life skills. We can do this through basic literacy core fields that all revolve around three themes; Social Awareness, Civic Engagement and Career Development.

### Implementation

The model will be implemented in stages as given below:

#### Steps of EOTO model:

The initiation of literacy campaign begins with a process of consultation and consensus, with universities & college management, teachers, students and community.

#### 1. Student (expected teacher):

- i. Analysis of the data base of students concerned college and university
- ii. Selection of student as a literacy teacher
- iii. An assignment to literacy volunteer covering the information of area/learner to be selected for literacy course
- iv. Orientation to literacy volunteer on literacy course and teaching methodology
- v. Educated youth will be provided Tablet PC on subsidies rate with ICT based literacy skill to teach illiterates
- vi. Students successfully completing the assigned tasks will be given priority in laptop schemes
- vii. Students will be given 10 to 20 extra marks if they teach one illiterate person

#### 2. Beneficiaries / Learner:

- i. Analysis of the data base of illiterate population (BISP census / national census / PSLM survey)
- ii. Selection of illiterate learner
- iii. Area identification with respect to access to learner's house. (cross match with students current residential address / accessible to student)

#### 3. Community:

- i. Community meeting, especially with target household
- ii. Provision of assets for literacy class
  - a) Books for learner
  - b) Teacher's guide
  - c) Supplementary reading material
  - d) Recording register (attendance register, assessment papers etc)
- iii. Assuring the security of student
- iv. Interview with learner
- v. Setting time and venue for literacy class

#### 4. Role of the educational institutions:

- i. Enrollment of students as literacy volunteers
- ii. Provide literacy kits to expected volunteers
- iii. Certification of graduate learners
- iv. Award credits to students

#### Technical Support:

HEC will rank to 100 universities and colleges for overall supervision, monitoring, assessment and management of the literacy classes. NCHD will also support in social mobilization process and recruit a special tier to assist the HEC nominated universities and colleges.

**District Profile** - BISP poverty survey will be utilized for the identification and registration of illiterates in the campaign. In cases where data will not be available a sample survey would be conducted in the district.

**Environment Building** – This is an extremely important part of the total literacy campaigns, where mass mobilization takes place through a multifaceted communication strategy, which creates the right environment and enthusiasm for teaching-learning activities. The success of this campaign depends to a large extent, on the effectiveness with which all sections of society are mobilized. The basic objective of the environment building stage is to generate a demand for literacy.

**Teaching – Learning Materials** – Basic Literacy primers and functional literacy primers are already available. The materials are based on an innovative Androgoy techniques especially suited for illiterates and adults. Teaching guides are also available to help teacher to teach actively and effectively.

**Training of the Teacher** – Training will be conducted through key resource persons and master trainers – one master trainer for every 20 literacy teachers, and one key resource person for every district.

**Actual Learning Process** – There are three progressive volumes of primers from language and one for numeracy. Each primer is an integrated one, in the sense that it combines workbook, exercise book, tools of evaluation of learning outcome etc. Daily and weekly assessments will be conducted by the teachers and supervisor respectively.

**Monitoring and Evaluation** – Monitoring and supervision of literacy campaign will be done through a periodic system of reporting, and visits of the literacy team members and university authorized persons.

The Literacy Management Information System (LiMIS) is available to record the learners and learning process data.

**Reward to Student (university graduate)** – after the assessment of learning level of the learner (illiterate person) by NCHD a certificate will be issued to student of being a part of literacy campaign. University will add the credit number in the overall performance of the student during the year.

**Estimated Budget**

**Required: Rs. 2 Billion**



Teacher Training Session

## 8.5 FOCUS ON EARLY CHILDHOOD DEVELOPMENT (ECD) ROLE OF MOTHERS

### Rationale:

Maternal education is said to be the corner stone in cognitive, physical, mental and social development of children. A mother is the principal provider of the primary care that her child needs during the first six years of his/her life. The type of care she provides depends to a large extent on her literacy, environment and awareness. Research studies have indicated that maternal literacy plays a powerful role in child growth and cognitive development in developing nations like Pakistan.

- a) There is an association between higher years of schooling in mothers and lower incidence of illness, better immunization status, healthier nutritional position and improved scores of cognitive tests.
- b) Maternal literacy positively affects child health; educated mothers are more active in implementing good health practices and have greater access to information.
- c) Literate mothers have a greater voice in family health decisions.
- d) When the mother is literate, real benefits flow to children in terms of reduced risk.

In many developing countries, researchers have found that mothers who spend even a few years in primary school increase the odds that their children will survive childhood. Education research shows that literate women are better able to comprehend health information and communicate with health providers better.

Reading enables mothers to understand written health information such as banners and brochures often used in public health campaigns.

Reading skills are also associated with greater comprehension of spoken messages, such as radio broadcasts, which are commonly used to spread health information in developing countries.

### NCHD Literacy Program with Focus on ECD

Teaching a mother how to “read” her baby, even at such an early age is the fundamental characteristic of NCHD Literacy Program. The program focuses to help mothers play their role in their children’s lives and helping their children achieve their full potential.

Through this program NCHD train volunteers teach early childhood development to parents in centres, helping families build strong relationships and practice new ways of enriching a child’s experience.

#### I. Focus of ECD Literacy Program:

The main focus of the program is the cognitive, social and behavioral development of the children. NCHD has developed primers for mothers, which include information on child care and development. The focus of the program is on the following:

- a) Cognitive abilities: Reasoning and spatial ability measures.
- b) Social skills and behavior problems: The common behavioral problems of the children in the early years.
- c) Quality of mother-child relationship: building better mother child relationship.
- d) Quality of home environment: The ways to improve environment conducive for the overall development of children.

- e) Immunization and health: The benefits of immunization and common health problems in the early years.
- f) Education of children: How to check home work of their children
- g) Global Citizenship: The programs also aim to equip mothers to enhance the concept of citizenship, peace and tolerance in children.

## II. AIMS AND OBJECTIVES

NCHD Literacy Program is an empowerment programme for parents (especially mothers) to acquire skill for better upbringing of their children. The programme endeavors to:

- a) Address the lack of awareness and knowledge about the importance of ECD in child development among rural women.
- b) Foster the development of functional literacy skills among adults (mothers) as the primary care-givers of their children.
- c) Empower mothers in order to provide literacy skills training to their own children in preparation for their enrolment in primary school
- d) Improve child-rearing skills through educational training
- e) Use literacy training to empower mothers to respond positively to their existing social needs and challenges.

## III. Components of the program:

The mothers' literacy program will focus on the capacity building of mothers through provision of literacy skills. The literacy program will consist of literacy course to empower mothers in child rearing skills. Major course contents are given below:

### i. Parenthood:

The major focus of the components will be capacity building of mothers to have better understanding of their children. Being A Parent Is Fun. It Is Also Hard Work. Everyone needs help and advice to be a good parent. The course will include the information about:

- Taking care of new born
- Dealing with problems of children
- Diet of new born babies
- Immunization
- Development

### ii. Hygiene

A mother is the principal provider of the primary care that her child needs during the first six years of his/her life. The type of care she provides depends to a large extent on her literacy, environment and awareness level. Poor hygiene practices and inadequate sanitary conditions play major roles in the increased burden of communicable diseases within developing countries. This not only badly affects child physical development but also has negative impact on cognitive development of children. If the hygiene conditions are improved it ultimately results into the good health of the entire family.

The literacy programs aims to raise awareness among mothers on personal and children hygiene. The major topics will include the following:

- a) Hand wash
- b) Cleanness of house
- c) Clean water
- d) Toilet training
- e) Clean food
- f) Waste management

### iii. Compulsory Immunization:

Immunization is one of the greatest medical success stories in human history. Worldwide, childhood immunization saves about three million lives each year. However, nearly three million additional lives could be saved if all children received all the vaccines they need. Many serious childhood diseases are preventable by using vaccines routinely recommended for children. In countries where most children are vaccinated, rates of diseases such as polio, measles, mumps, rubella, diphtheria, whooping cough have declined by 95 to 100%. Recently it has been noted that maternal literacy plays a powerful role in child immunization in developing nations like Pakistan. Keeping in mind the facts, NCHD has developed primers for mother for awareness raising on immunization.

Through Literacy initiative NCHD will raise awareness among mothers and families on the issue of immunization and vaccination. For this purpose mothers will be taught lessons on immunizations and awareness sessions will be conducted with male community members.

### iv. Value of education for their Children:

Researches indicate that mother's literacy skills have positive impact on the literacy skills of children especially in the first six years. The literacy program aims to bring positive change in the attitude of parents about the education of their children and enrolment of children in appropriate age. The program will also train mothers on checking homework of children.

### v. Global Citizenship

Family plays an important role in the development of citizenship awareness of children. Citizenship education is learning process which continues through whole life and in all aspects of life. Citizenship is learned not only at schools, but also at home, peer groups, and mass-communication environments.

NCHD Literacy program will focus on providing understanding to mothers on different aspects of citizenship. The program will focus not only on the social and moral aspects of the citizenship, but also on the political literacy and community involvement aspects of the citizenship.

The program will equip mothers to pay enough attention to other features of citizenship such as group forming, community involvement and participating to the social works.

### vi. Tolerance:

Studies show that children whose parents are involved in child rearing show greater social and emotional development including more resilience to stress, greater life satisfaction, self-control, greater social adjustment, more supportive relationships, positive peer relations, more tolerance and less antisocial behaviours.

NCHD also develops primers for mothers to train their children in emotional control and relationship building.



We want to go to school

## 8.6 NCHD UPE STRATEGY (2013-16)

INTRODUCING EARLY CHILDHOOD EDUCATION (ECE)  
NCHD planned to introduce ECE in all those Feeder Schools where a Markaz Coordinator is located as a resource person. NCHD realises that the needs of young children are extremely important and that appropriate Early Childhood Education (ECE) supports holistic development and is a basis for preparing children to join the school system. Unfortunately, we did not have a recognised system of studies for the 3-5 year age group. Improvement in the quality of education is the priority of the present government. In order to pursue this agenda, implement the Education for All (EFA) goals and follow-up on commitments made at conferences in Dakar and Beijing, we have made every effort to promote public private partnership. As a part of our Education System Reform efforts, provision for early childhood education is the first pillar of the EFA declaration, to which the GOP is a signatory.

Children do not just grow in size; they develop, evolve, and mature, mastering ever more complex understandings of the people, objects and challenges in their environment. There is a general pattern or sequence for development that is true of all children. However, the rate, character and quality of development varies from child to child. ECE refers not only to what is happening within the child, but also to the care that child requires in order to thrive. For a child to develop and learn in a healthy and normal way, it is important not only to meet the basic needs for protection, food and health care, but also to meet the basic needs for interaction and stimulation, affection, security and learning through exploration and discovery.

Scientific findings from a variety of fields have demonstrated that support of early development yields rich benefits not only in immediate ways for the child and parents, but also over time in terms of the child's ability to contribute to the community.

Interventions in the early years of childhood offer an extraordinary opportunity to avoid or moderate learning problems, and to bring lasting benefits to individuals and society. NCHD has decided to introduce ECE in its M.C based schools with following benefits of ECE programmes for children:

### Personal and Social Development

- Improved cognitive development (thinking, reasoning)
- Improved social development (relationship to others)
- Improved emotional development (self image, security)
- Improved language skills
- Health
- Increased chances of survival
- Improved nutrition; improved hygiene and weight/height ratio for age
- Improved micro-nutrient balance
- Progress and Performance
- Higher chances of entering primary school
- Less chances of repeating
- Better performance

Following is the statement of objectives of ECE in NCHD M.C based schools

- To provide for the holistic development of the child which includes physical, social, emotional, cognitive and moral development
- To nurture in children a sense of Islamic identity and pride in being Pakistani
- To create in the child a sense of citizenship in community, country and the world

- To foster a sense of independence, self-reliance and a positive self-image
- To nurture tolerance and respect for diversity
- To equip the child with life-long learning skills.
- To provide opportunities for active learning
- To provide opportunities for self-initiated play, where children plan and review the work they have undertaken.
- To develop critical thinking skills.



Learning through listening

## ANNEX - I

## UPE PROGRAM DISTRICTS

Focused Districts		
Administrative Units	Districts	
Pakistan		59
Punjab		12
Sindh		14
KPK		15
Baluchistan		14
AJ&K		1
FATA		-
GB		3
ICT		-

Sr	Punjab	Sr	Baluchistan
1	Rahim Yar Khan	1	Jafferabad
2	RajanPur	2	Pishin
3	Dera Ghazi Khan	3	Gwadar
4	Muzaffargarh	4	Kech-Turbat
5	Kasur	5	Lasbela
6	Okara	6	Loralai
7	Lodhran	7	Zhob
8	Pakpattan	8	Noshki
9	Bhakkar	9	Kalat
10	Bahawalnagar	10	Kharan
11	Bahawalpur	11	Ziarat
12	Chinniot	12	Barkhan
Sr	Sindh	13	Musakhel
1	Badin	14	Sibbi
2	Thatta	Sr	AJK
3	Ghotki		Neelam
4	Jacobabad	Sr	GB
5	Kamber	1	Ghizer
6	Tharparker	2	Diamer
7	Umerkot	3	Ghanche
8	Shikarpur	Sr	KPK
9	Nawab Shah	1	Manshera
10	Kashmor	2	Mardan
11	Jamshoro	3	Bannu
12	Matiari	4	Lakki Marwat
13	Tando Allah Yar	5	Dera Ismail Khan
14	Tando M.Khan	6	Shangla
		7	Charsadda
		8	Battagram
		9	Tank
		10	Lpjostam
		11	Hangu
		12	Kohat
		13	Buner
		14	Upper Dir
		15	Torghar

Satellite Districts		
Administrative Units	Districts	
Pakistan		54
Punjab		17
Sindh		7
KPK		8
Baluchistan		10
AJ&K		5
FATA		7
GB		-
ICT		-

Sr	Punjab	Sr	AJK
1	Narowal	1	Bagh
2	Attock	2	Muzzafarabad
3	Gujrat	3	Poonch-Rawlakot
4	Mandi B Din	4	Hattian Bala
5	Sheikhupura	5	Havaili Kahuta
6	Khushab	Sr	FATA
7	Mianwali	1	Khyber
8	Sargodha	2	Bajur
9	Layyah	3	Mohmand
10	Jhang	4	Orakzai
11	Toba Tek Singh	5	FR Banu
12	Hafizabad	6	FR Peshawar
13	Khanewal	7	FR Tank
14	Multan	Sr	Baluchistan
15	Sahiwal	1	Mastung
16	Vehari	2	Killa Saifullah
17	Nankana	3	Awaran
Sr	Sindh	4	Khuzdar
1	Naushero Feroz	5	Panjgur
2	Larkana	6	Bolan
3	Khairpur	7	Jhal Magsi
4	Sukkur	8	Nasirabad
5	Mirpurkhas	9	Chagai
6	Dadu	10	Killa Abdullah
7	Sanghar		
Sr	KPK		
1	Karak		
2	Lower Dir		
3	Swabi		
4	Hairpur		
5	Chitral		
6	Malakand		
7	Swat		
8	Nowshere		

## ADULT LITERACY PROGRAM DISTRICTS AND TEHSILS

## ANNEX- II

Focused Districts	
Administrative Units	Districts
Pakistan	59
Punjab	12
Sindh	14
KPK	15
Baluchistan	14
AJ&K	1
FATA	-
GB	3
ICT	-

Focused Tehsils	
Province/Area	Focus Tehsils
AJK	3
Baluchistan	0
GB	1
KP	8
Punjab	4
Sindh	11
Pakistan	27

Sr	Punjab	Sr	Baluchistan
1	Rahim Yar Khan	1	Jafferabad
2	RajanPur	2	Pishin
3	Dera Ghazi Khan	3	Gwadar
4	Muzaffargarh	4	Kech-Turbat
5	Kasur	5	Lasbela
6	Okara	6	Loralai
7	Lodhran	7	Zhob
8	Pakpattan	8	Noshki
9	Bhakkar	9	Kalat
10	Bahawalnagar	10	Kharan
11	Bahawalpur	11	Ziarat
12	Chinniot	12	Barkhan
Sr	<b>Sindh</b>	13	Musakhel
1	Badin	14	Sibbi
2	Thatta	Sr	<b>AJK</b>
3	Ghotki		Neelam
4	Jacobabad	Sr	<b>GB</b>
5	Kamber	1	Ghizer
6	Tharparker	2	Diamer
7	Umerkot	3	Ghanche
8	Shikarpur	Sr	<b>KPK</b>
9	Nawab Shah	1	Manshera
10	Kashmor	2	Mardan
11	Jamshoro	3	Bannu
12	Matiari	4	Lakki Marwat
13	Tando Allah Yar	5	Dera Ismail Khan
14	Tando M.Khan	6	Shangla
		7	Charsadda
		8	Battagram
		9	Tank
		10	Lpjostam
		11	Hangu
		12	Kohat
		13	Buner
		14	Upper Dir
		15	Torghar

Sr	Punjab	Sr	Sindh
1	Jhang (A P SIAL)	1	Nosheroferoz (Mehrabbpur)
2	Multan (Jalalpur Pirwala)	2	Khairpur (Thari Mirwah)
3	Vehari (Mailsi)	3	Khairpur (Nara)
4	Narowal (Narowal)	4	Khairpur (Sobo Dero)
Sr	<b>KPK</b>	5	Mirpur khas(Jhudo)
1	Swat (Matta)		
2	Swabi (Lahore Chotta)	6	Mirpur Khas (kot Ghulam Muhammad)
3	Karak (Banda Dawwod Shah)	7	Dadu (Joochi)
4	Nowshera (Nowshera)	8	Sanghar (Khipro)
5	Haripur (Ghazi)	9	Sanghar (Sinjhor)
6	Chitral (Chitral)	10	Sukkur (Saleh Patt)
7	Abbotabad (Havallian)	11	Karachi (Malir Twon)
8	Lower Dir (Samar Bagh)	Sr	<b>AJK</b>
Sr	<b>GB</b>	1	Muzaffarabad (Pattika)
1	Skurdu (Shigar Tehsil)	2	Hattian Bala (Leepa)
		3	Havaiil kahuta (Khurshidabad)

## SUMMARY OF PC - I

## Improving Human Development Indicators in Pakistan with focus on MDGs relating to Education and six EFA goals

## ANNEX -III

The Consolidated Project is based on two (2) Sub Projects with the following number of districts/Special Areas as their coverage in all the Provinces, ICT, FATA, GB and AJK. The Project will be executed in 106 districts of the country.

NCHD has been working to improve Human Development Indicators in Pakistan under the PC-I 2009-12. The PC1 prepared for the period of 2009-12 which was extended for one year 2012-2013 has been completed and PC4 submitted to Planning Commission. The challenge of Govt. of Pakistan to meet MDGs and EFA goals, still remains a farfetched idea. Moreover the key staff of 2,943 persons has been shifted on non development- recurring side budget.

The activities of UPE, Adult Literacy, and Trainings remains within the scope of Human Development, and the execution of the project under consideration is of prime importance to achieve the committed targets of MDGs and EFA. The project is being submitted for three years (2013-16) and will be extendible after external evaluation for further two years.

The project has been included in the **PSDP 2012-13** with the allocation of Rs. 1,462 million. The project has also been included in the **PSDP 2013-14** with the allocation of Rs. 2,368 million.



Learning to read and write

## Project's objectives and its relationship with Sectoral Objectives:

### Specific/Quantitative Objectives:

#### 1. Sub Project 1

##### **Universal Primary Education Program in 59 focused, 47 satellite districts and 9 FATA agencies Specific Objectives:**

- i. Achieving UPE in the target areas by filling gaps identified through district education departments
- ii. Enhance learning outcomes of the students to ensure quality of education in feeder schools.
- iii. Achieve 100% enrollment in model UCs with zero dropout rate
- iv. Developing an effective EMIS system for informed decision making
- v. Develop 59 model Union Counsels with 100% enrollment and zero dropout.
- vi. Support district education departments to increase gross enrollment rate by Social Mobilization during enrollment campaigns
- vii. Reduce dropout from existing 20% in feeder schools to less than 10% and bring grade repetition to zero percent.
- viii. Capacity building of 7,500 voluntary Feeder Teachers on pedagogical techniques.
- ix. Form 7,500 feeder school management committees to ensure community participation and sustainability.

#### 2. Sub Project 2

##### **Adult Literacy Program in 59 focused districts, 27 tehsils and 3 FATA Agencies.**

##### **Specific objective:**

- i. Establishing 75,000 Adult Literacy Centers (ALCs) in all provinces of Pakistan for the age group of 15 to 45 years
- ii. Making 1.87 million persons literate, mainly women, in order to contribute to the targeted literacy rate i.e. 75 % by 2016.

- ii. Enhancing the level of awareness of learners towards education of their children.
- iv. Capacity building of 75,000 literacy teachers and 7,500 supervisors on adult literacy.
- v. Increasing 7.5 percent literacy in 59 focused districts of Pakistan in the next three years
- vi. Enhancing capacity of literacy professionals on implementing literacy programs in the country.

The project very well fits into the overall objectives set forth for the Education Sector in the Approaching Paper of 10th Five Year Plan 2010-2015 by Planning Commission of Pakistan. According to 10th Five Year Plan 2010-2015 only sustainable way of exiting out of poverty is empowering people with required education and skills. The Plan emphasizes on Universal enrolment at primary level and completion of education for a minimum of ten years with gender and regional parity. It also focuses on increasing public expenditure on education to 4 per cent of GDP by 2015. The plan aims to achieve 100% enrollment and 65% literacy rate by 2015.

### Capital Cost Estimates:

#### i. Date of estimation of project cost:

Date of estimation of project cost is December 15, 2013

- Total cost for three years  
**6,781 Rs. Million**
- NCHD Share for three years  
**678 Rs. Million**
- Federal Govt. Share for three years  
**6,103 Rs. Million**

#### ii. Basis of cost:

Cost Estimates are based on market prices and recent estimates adopted for similar ongoing projects of NCHD in selected districts.

**iii. Component wise year wise physical activity:**

Component wise year wise physical activity Universal Primary Education Program

Sr.	Year	Year 1	Year 2	Year 3	Total
1	Data Collection	252,857			252,857
2	Data Entry	252,857			252,857
3	Enrollment in feeder schools	225,000	75,000	75,000	375,000
4	FS System	7,500			7,500
5	Training of FTs	7,500			7,500
7	Model UCs	59			59
9	International Days ( no of districts )	116	116	116	348
10	UPE Enrollment campaign ( no of districts )	116	116	116	348
11	Development of UPEMIS	59			59

**Table -24****iv. Province wise details of deliverables:**

Province	Data Collection	Enrollment	FS System	Training of FTs
Punjab	51,429	58,140	1,938	1,938
Sindh	60,000	109,590	3,653	3,653
KP	64,286	22,500	750	750
Bal	60,000	20,340	678	678
AJK	4,286	2,580	86	86
FATA		1,500	50	50
GB	12,857	1,500	50	50

**Table -25**

**v. Component wise year wise physical activity Adult Literacy Program**

Sr.	Deliverables	Year 1	Year 2	Year 3	Total
1	Establishment of Adult Literacy centers	15,000	30,000	30,000	75,000
2	Holding of Broad Based Community Meetings	7,500	15,000	15,000	37,500
3	Identification of Volunteers	60,000	120,000	120,000	300,000
4	Formation of Literacy Management Committees	7,500	15,000	15,000	37,500
5	Training Sessions of Literacy Teachers	1,000	2,000	2,000	5,000
6	No of teachers trained	16,500	33,000	33,000	82,500
7	Training sessions of Local Area Supervisors	50	100	100	250
8	Training of Local Area Supervisor	1,650	3,300	3,300	8,250
9	Carry out Base line Assessment of learners	375,000	750,000	750,000	1,875,000
10	Enrollment of learners	375,000	750,000	750,000	1,875,000
11	Carry out final assessment of learners	375,000	750,000	750,000	1,875,000
12	Learners confirming learning landmarks	337,500	675,000	675,000	1,687,500

**Table -26****vi. Year wise Breakup of ALCs to be opened during the project period.**

	Area / Province	Year-1	Year-2	Year-3	Total
1	National	15,000	30,000	30,000	75,000
2	Punjab	5,710	11,420	11,420	28,550
3	Sindh	3,640	7,280	7,280	18,200
4	KPK	2,970	5,940	5,940	14,850
5	Balochistan	1,440	2,880	2,880	7,200
6	AJK	540	1,080	1,080	2,700
7	GB	520	1,040	1,040	2,600
	FATA	180	360	360	900

**Table -27**

**vii. Year wise province wise breakup of learners in Adult literacy program.**

	Area / Province	Year-1	Year-2	Year-3	Total
1	National	375,000	750,000	750,000	1,875,000
2	Punjab	142,750	285,500	285,500	713,750
3	Sindh	91,000	182,000	182,000	455,000
4	KPK	74,250	148,500	148,500	371,250
5	Balochistan	36,000	72,000	72,000	180,000
6	AJK	13,500	27,000	27,000	67,500
7	GB	13,000	26,000	26,000	65,000
8	FATA	4,500	9,000	9,000	22,500

**Table -28****Project benefits and analysis:****Project benefits****i. Financial**

Illiteracy has caused certain social behavior patterns in our poor rural communities which are contributed greatly in their increasing poverty and unhealthy living. Illiterate masses have restricted career choices causing exclusion from social and economic mainstreams. Literacy and development are closely interlinked; world maps of illiteracy and poverty largely coincide. If we analyze the figures in detail, we will see that the majority of the unemployed or under-employed people around the world are either illiterate, or at best, semi-literate.

The manpower abroad is the main source of foreign exchange; the demand of educated work force in Middle East and other countries is increasing. If Pakistan wants to secure its share in the job market abroad, the need of the time is to produce educated workforce. Similarly, Pakistan is an agriculture based country, enhanced literacy skill among farmers can contribute to the use of new technologies which will improve growth in agriculture and livestock

**ii. Social**

Education develops a sense of responsibility among common people, by which one can become a good citizen. Absence of this aspect in today's environment in Pakistan is the main cause of militancy and chaos. Education is also a tool for empowering women and reducing gender disparities, and an aid to recognize their basic rights and status in society. This has an important linkage with well-being of children who are the most vulnerable member of the society in terms of sickness, and mortality.

A literate environment not only improves socio-economic indicators in a society, it also positively influences systems of governance. Literate citizens have both the means and the motivation to actively participate in decision-making processes at local and national levels. Democratic institutions and norms are strengthened when voters are literate, can read newspapers, and consequently acquire the ability to make informed choices.

### iii. Environmental

The project aspires to increase the literacy rate, and therefore will definitely result in a positive impact on the environment as a result of more sensitive populace towards betterment of environment.

### iv. Impact of delays on project cost and viability

Delay in execution of the project will jeopardize the goal of achieving EFA and MDGs targets. The unit cost will also be increased and a larger investment would be needed to achieve it future.

- a. Unit Cost Analysis:
  - i. Sub-Project 1: Universal of Primary Education:
    - a) Overall cost: Rs. 9,186/= Per school per month
    - b) Overall cost: Rs. 306/= Per student per month

The overall unit cost per Feeder School works out to Rs. 9,186/ per month, correspondingly overall cost per student per month works out to Rs. 306/-

Sub-Project 2: Adult Literacy Program:

- a) Overall Cost: Rs. 46,648/= Per Centre



In pursuit of education

Sr.	Major Activity	Year 2013 - 2014			
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Technical Assistance and Facilitation</b>					
1	Signing of MoU with Provincial & District Administration				
2	Enrollment campaign (Academic Year 2014 -15)				
3	Special events - Literacy Day, Salam Teacher Day etc.				
4	Quarterly Progress review meetings				
<b>Improving Governance &amp; Management of Community Feeder Schools &amp; Re-opened Govt. Schools</b>					
1	Revamping of Feeder School Management Committee				
2	Training of Feeder School Management Committee				
3	Development of Village Education plan & School Development Plan				
4	Enrollment of OSC				
5	Assessment of learning levels				
<b>Improving learning levels of students of Community Feeder Schools</b>					
1	Training of Feeder Teachers				
2	Establishment of learning camps in summer vocations				
3	Continuous professional development program of Feeder Teachers				
<b>Model Union Council Program (One UC per District)</b>					
1	Selection of Union Council (One UC per district)				
2	Baseline Data collection				
3	Community mobilization				
4	Enrollment Campaign (Academic Year 2014 -15)				

b) Overall Cost: Rs. 1,866/= Per Learner

The average unit cost per Literacy Center works out to Rs. 46,648- and overall cost per learner works out to PK 1,866/-

b. Implementation schedule:

i. Implementation Schedule UPE:

One year implementation schedule of UPE Program is given bellow; the activities in subsequent years will be repeated except the data collection activity in model UCs.

ii. Implementation Schedule Adult Literacy and Post Literacy

On year implementation schedule of Literacy Program is given bellow; the activities in subsequent years will be repeated in the same sequence.

Sr.	Major Activities	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Coordination meetings with EDOs/Dos												
2	Training of Literacy Professionals												
3	Social Mobilization Process												
4	Training of Local Supervisors												
5	Identification and enrollment of learners												
6	Training of Teachers on Literacy Book - I & Math												
7	Establishment of Literacy Centers												
8	Assessment of Book 1 & Math												
9	Assessment of Book-2 & Math												
10	Final Assessment of Adult Literacy Centers												
11	Establishment of Post Literacy Centers												

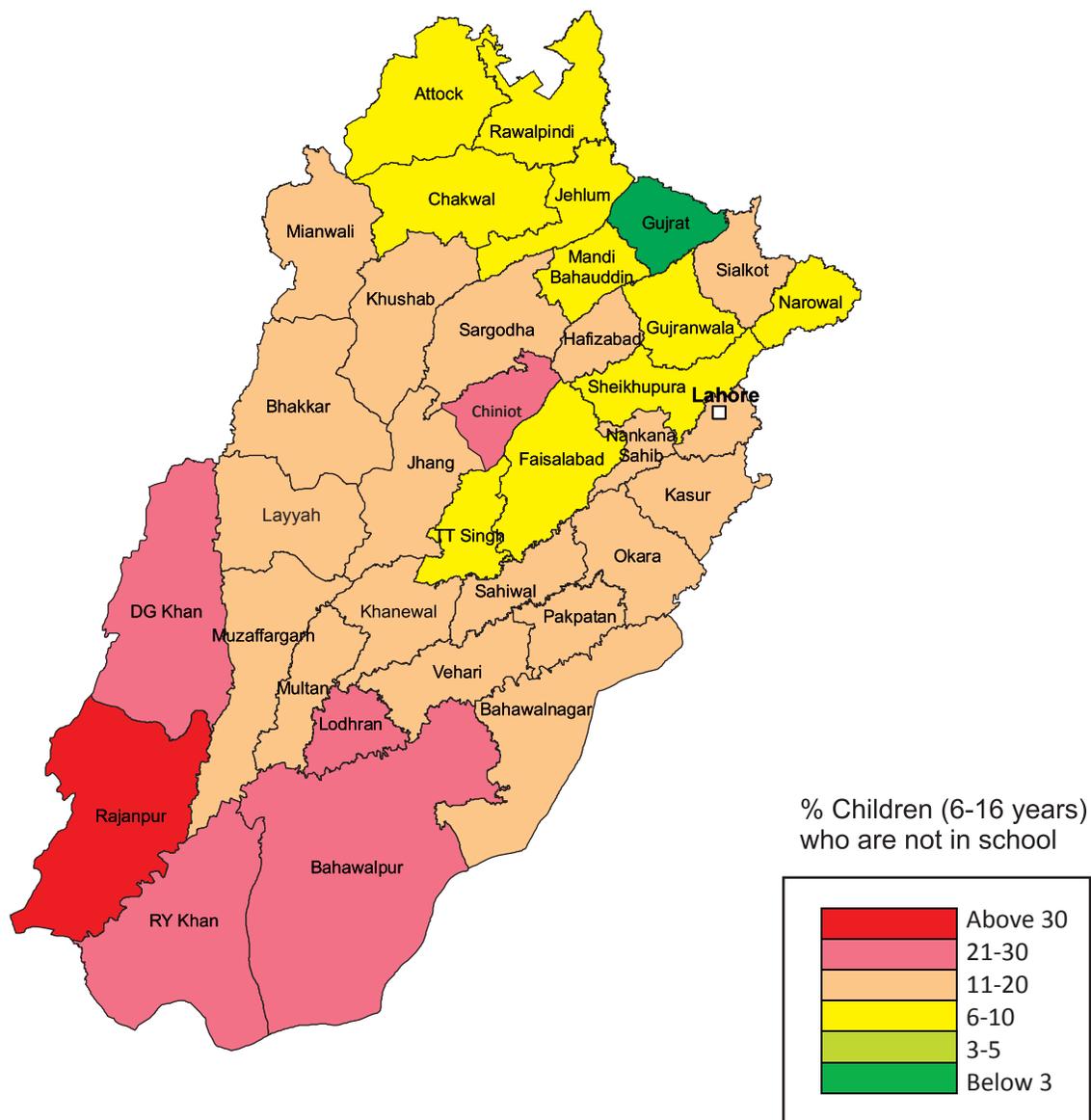


MAP OF OSC IN PUNJAB

# Punjab(Rural)

**Out of School Children**  
(Age 6-16 years)

Province/Territory wise map showing % children



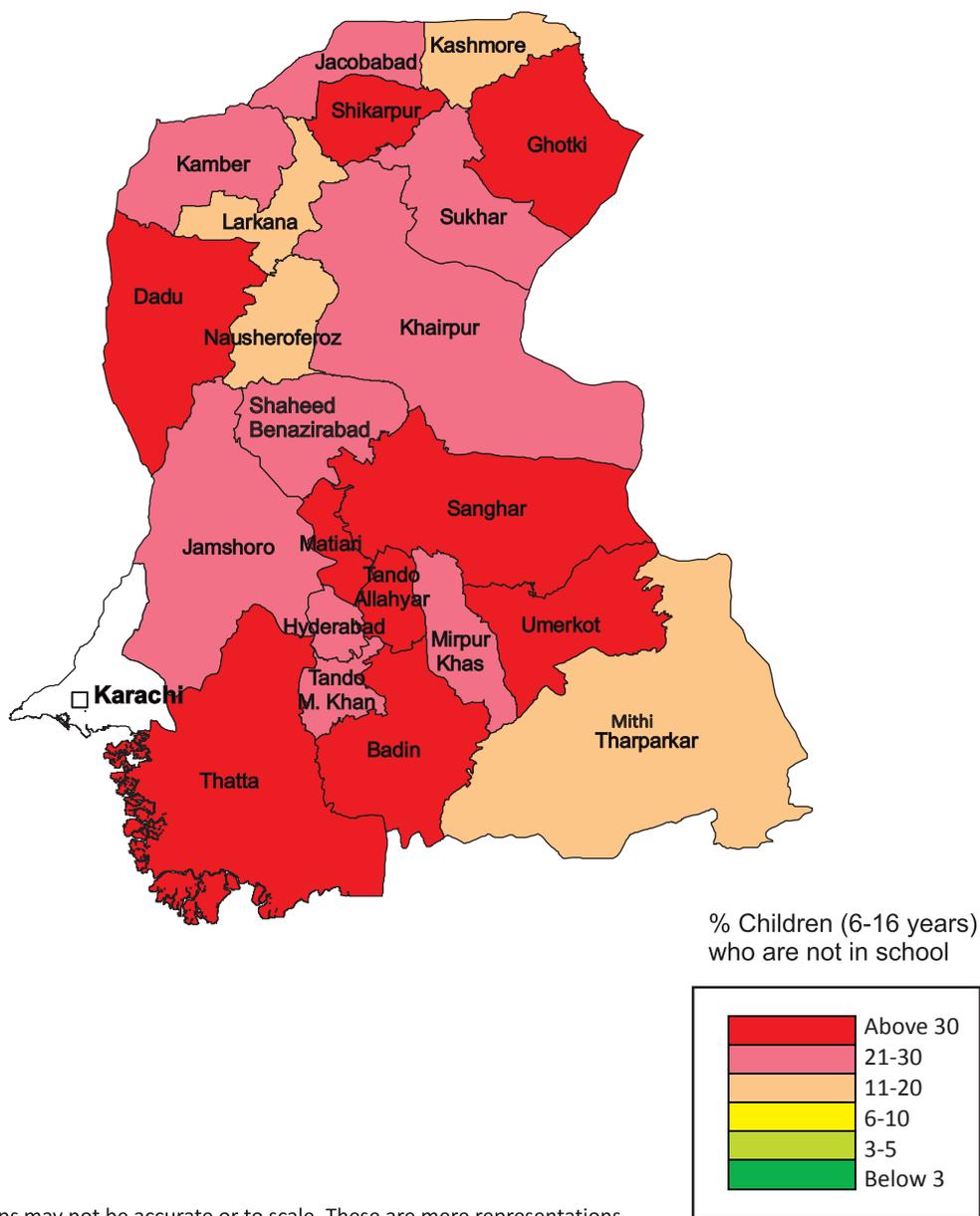
Maps may not be accurate or to scale. These are mere representations.

MAP OF OSC IN SINDH

Sindh (Rural)

Out of School Children  
(Age 6-16 years)

Province/Territory wise map showing % children



Maps may not be accurate or to scale. These are mere representations.

**ANNEX-VII**

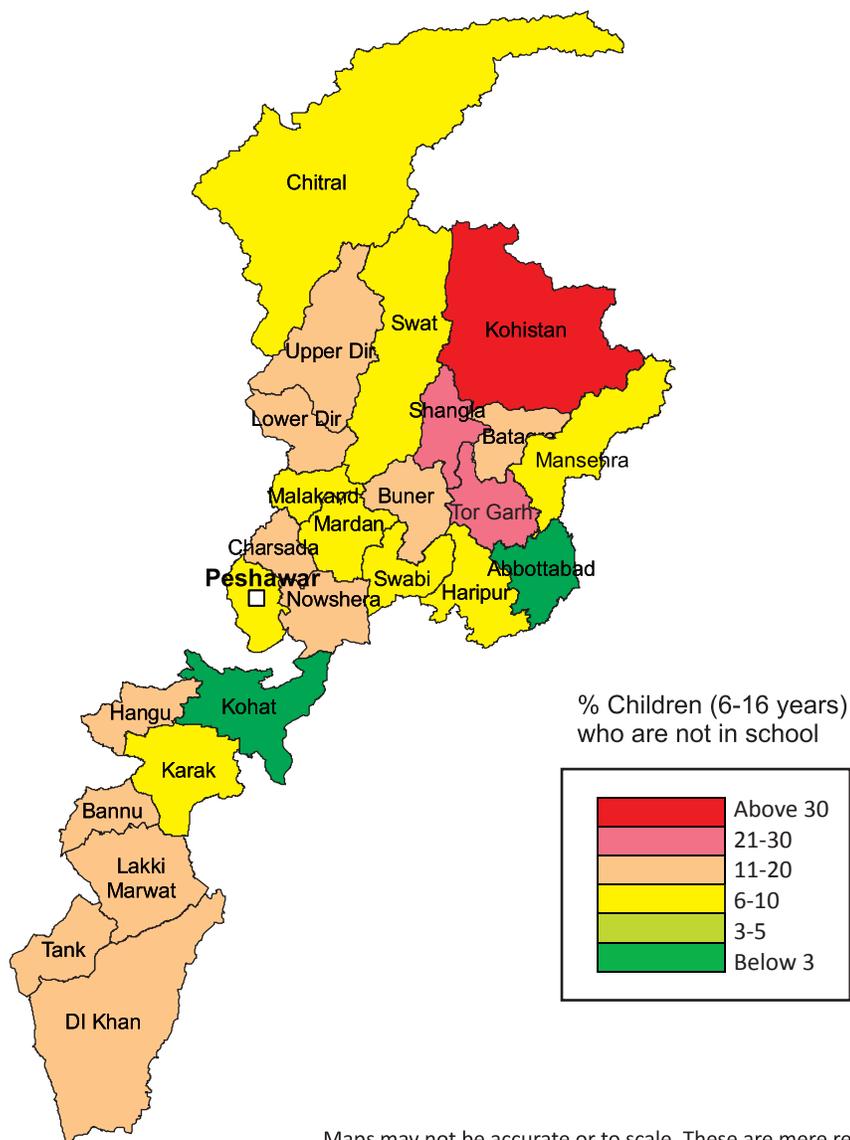
MAP OF OSC IN KHYBER PAKHTUNKHWA

# Khyber Pakhtunkhwa (Rural)

## Out of School Children

(Age 6-16 years)

Province/Territory wise map showing % children



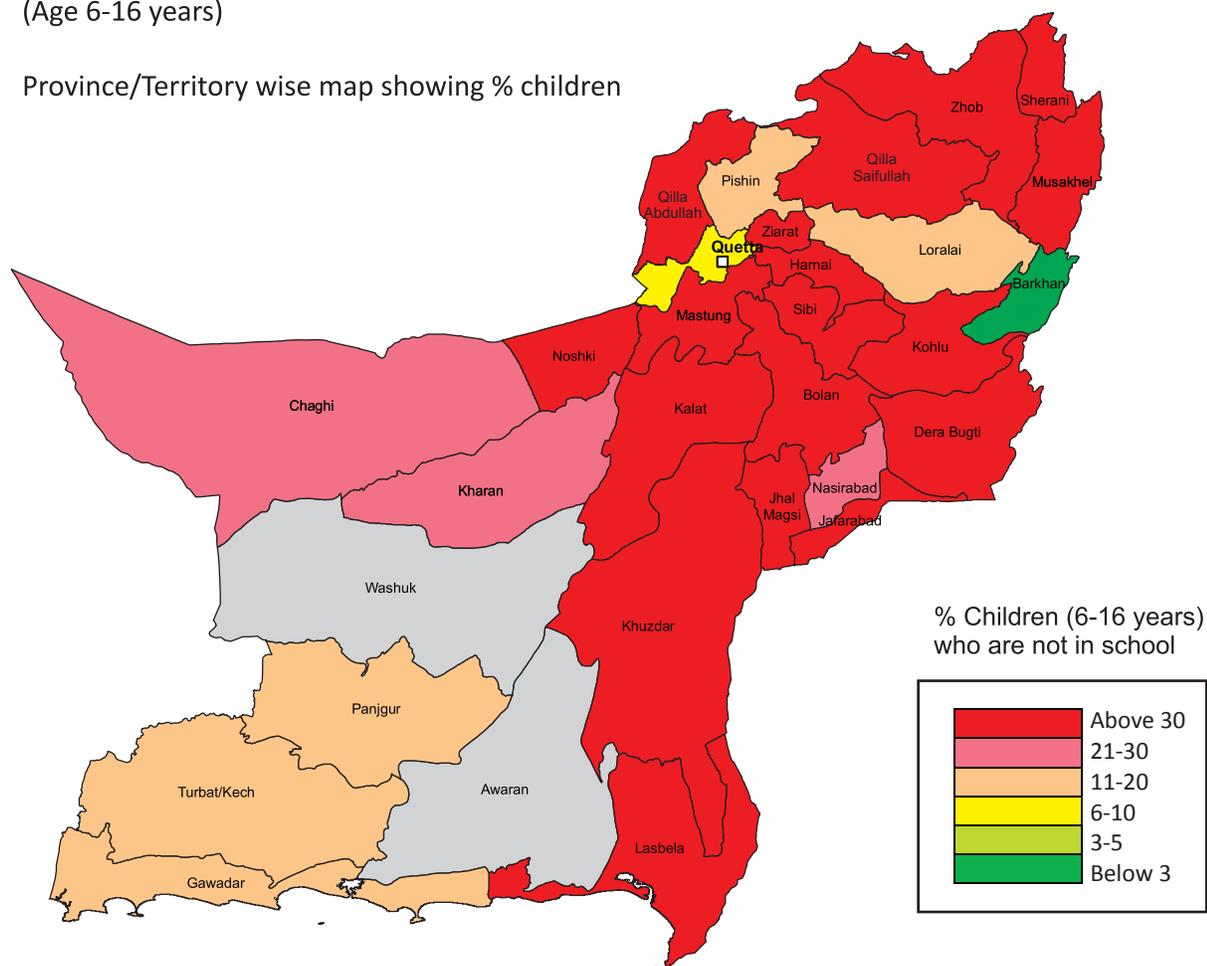
Maps may not be accurate or to scale. These are mere representations.

MAP OF OSC BALUCHISTAN

Baluchistan (Rural)

Out of School Children  
(Age 6-16 years)

Province/Territory wise map showing % children



Not surveyed / Incomplete data

Maps may not be accurate or to scale. These are mere representations.

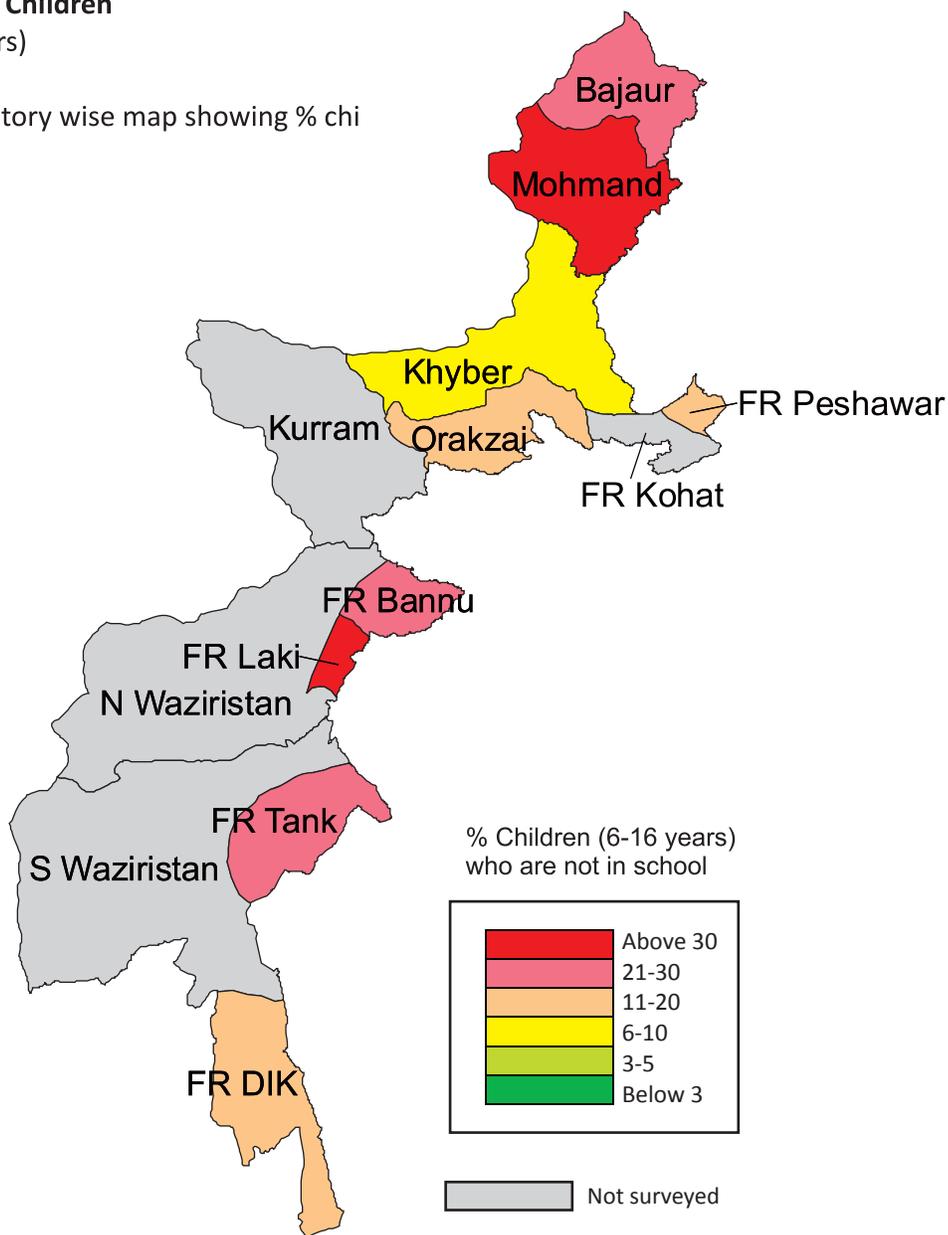
MAP OF OSC FATA

Federally Administrated Tribal Areas (Rural)

Idren

**Out of School Children**  
(Age 6-16 years)

Province/Territory wise map showing % chi



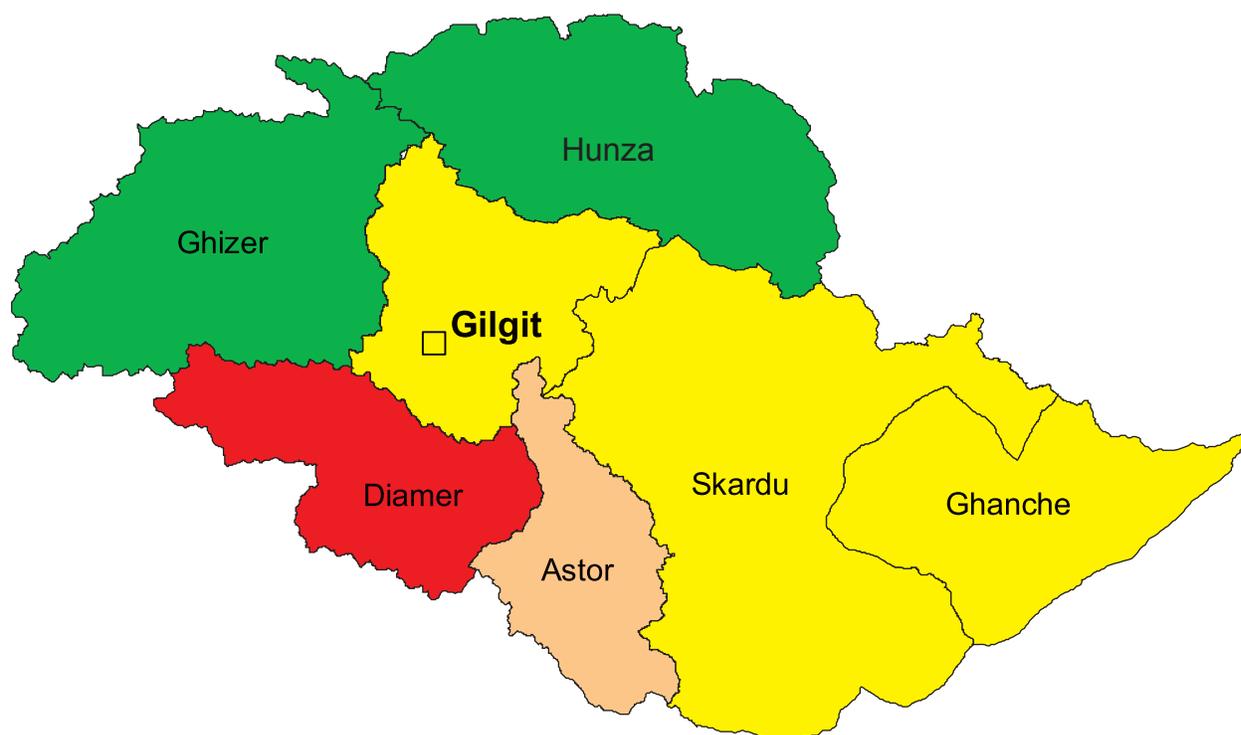
Maps may not be accurate or to scale. These are mere representations.

MAP OF GILGIT BALTISTAN

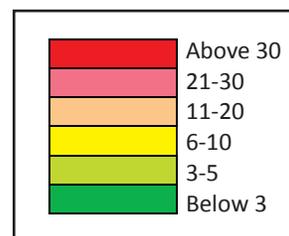
# Gilgit-Baltistan (Rural)

## Out of School Children (Age 6-16 years)

Province/Territory wise map showing % children

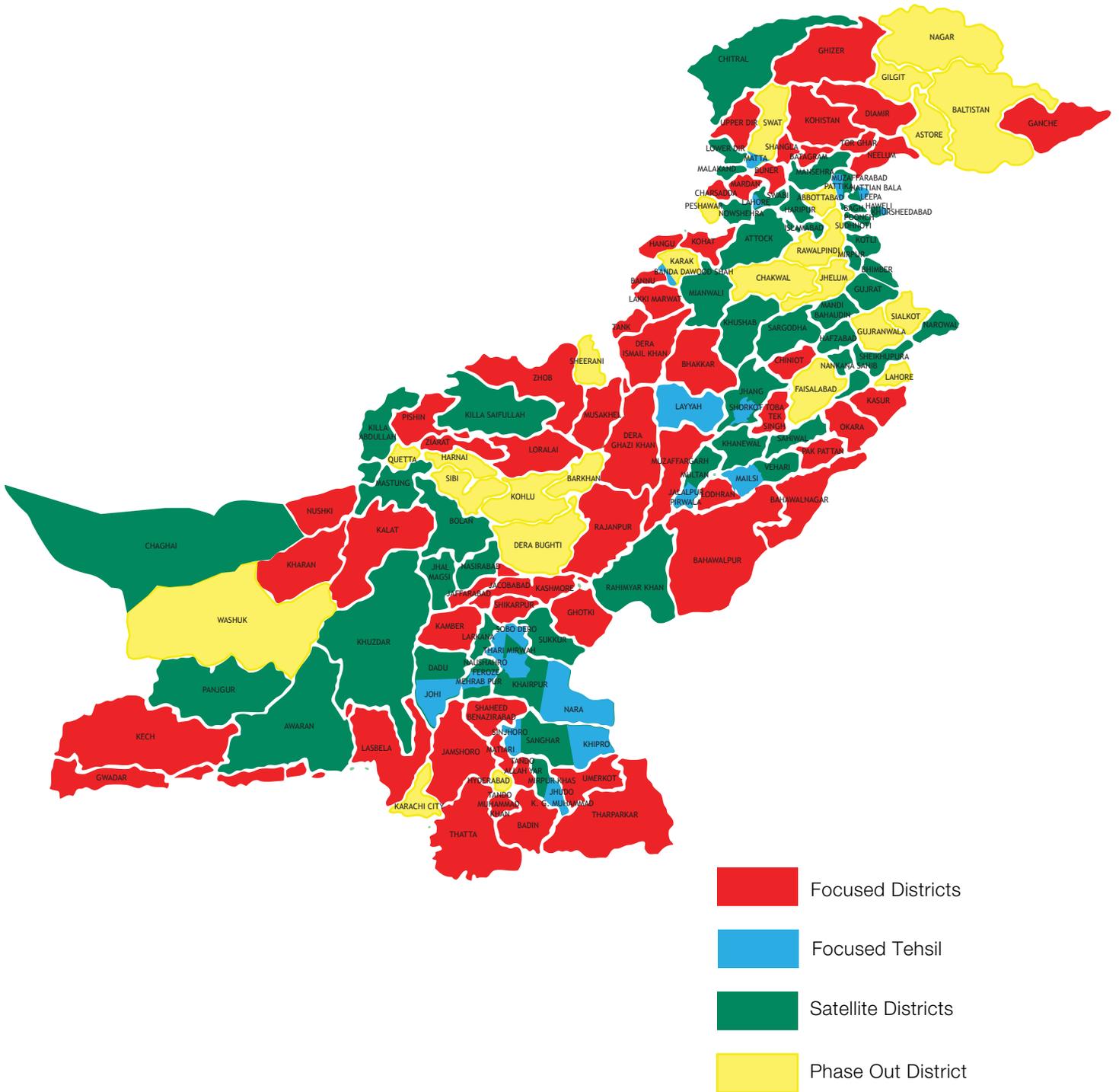


% Children (6-16 years) who are not in school



Maps may not be accurate or to scale. These are mere representations.

NCHD FUTURE COVERAGE (PAKISTAN)



## ACRONYMS

AEO	Assistant Education Officer	HDSU	Human Development Support Unit
ALC	Adult Literacy Center	ICT	Information and Communication Technology
ALP	Adult Literacy Program	ISESCO	Islamic Educational, Scientific & Cultural Organization
ASER	Annual Status of Education Report	ITA	Idara-e-Taleem -o-Agahi
BBCM	Broad Based Community Meeting	MDG	Millennium Development Goal
BBSYDP	Benazir Bhutto Shaheed Youth Development Program	MET	Ministry of Education & training
BECS	Basic Education Community School	MET&SHE	Ministry of Education, Trainings and Standards in Higher Education
BLS	Base Line Survey	NCHD	National Commission for Human Development
CBO	Community Based Organization	NEF	National Education Foundation
CCB	Citizen Community Board	NER	Net Enrollment Rate
CCI	Council of Common Interests	NFBE	Non-Formal Basic Education
CFS	Community Feeder School	NGO	Non Governmental Organization
CLC	Community Learning Center	NLRC	National Literacy Resource Center
CSO	Civil Society Organization	NPA	National Plan of Action
CTLC	Community Technology Learning Center	NPO	Non Profit Organization
DIP	Detailed Implementation Plan	NVP	National Volunteer Program
ECE	Early Childhood Education	OSC	Out of School Children
ECNEC	Executive Committee of National Economic Council	PAC	Public Accounts Committee
ECP	Election Commission of Pakistan	PHC	Primary Health Care
ED	Education Department	PHDF	Pakistan Human Development Fund
EDO	Executive District Officer	PTA	Parent Teacher Association
EFA	Education For All	PPIU	Project Planning & Implementation Unit
EMIS	Education Management Information System	RTE	Right to Education
FT	Feeder Teacher	SAYC	South Asian Youth Conference
FY	Financial Year	UC	Union Council
GB	Gilgit Baltistan	UPE	Universal Primary Education
GCE	General Certificate of Education	VDC	Volunteerism for Community Development
GDP	Gross Domestic Product	WED	Women Economic Development
GMR	Global Monitoring Report	ZMC	Zila Monitoring Committee
ECD	Early Childhood Development	CRCF	Child Rights in Cotton Farming