# TABLE OF CONTENTS

1. Message of Mr. Shafqat Mehmood  
   Minister for Federal Education & Professional Training  
   iii

2. Message of Col (R) Dr. Amirullah Marwat  
   Chairman NCHD  
   iv

3. Foreword by Mr. Hassan Baig  
   Director General NCHD  
   v

4. Acknowledgements  
   Director Education  
   vi

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>NCHD: A Dynamic National Organization</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Contributing to Literate Pakistan</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Addressing the challenge of Out-of-School Children in Pakistan</td>
<td>28</td>
</tr>
<tr>
<td>5.</td>
<td>Combating Covid-19 Pandemic at Grass roots Level</td>
<td>52</td>
</tr>
<tr>
<td>6.</td>
<td>Special Projects: Working in Collaboration with Development Partners</td>
<td>74</td>
</tr>
<tr>
<td>7.</td>
<td>Promoting Volunteerism for Socio Economic Development</td>
<td>92</td>
</tr>
<tr>
<td>8.</td>
<td>2020: Events and Initiatives</td>
<td>104</td>
</tr>
</tbody>
</table>
ACRONYMS

AJ&K  Azad Jammu & Kashmir
ALC  Adult Literacy Centre
ALP  Accelerated Learning Program
AQAL  Advancing Quality Alternative Learning
ASPIRE  Actions to Strengthen Performance for Inclusive & Responsive Education
BBCC  Broad-Based Community Meeting
BISP  Benazir Income Support Program
CCI  Council of Common Interest
CGA  Coordinated Gap Analysis
CFS  Community Feeder School
CLC  Community Learning Centres
DIP  Detail Implementation Plan
ECD  Early Childhood Development
EGRA  Early Grade Reading Assessment
FSMC  Feeder School Management Committee
HDSU  Human Development Support Unit
I-NGO  International Non-Government Organization
IRC  International Rescue Committee
JICA  Japan International Cooperation Agency
LAS  Local Area Supervisor
Mo FE&PT  Ministry of Federal Education & Professional Training
NEDPG  National Education Development Partners Group
NEAS  National Education Assessment System
NER  Net Enrolment Rate
NFBE  Non-Formal Basic Education
ORM  Operational Review Meeting
OSC  Out-Of-School Children
OSDI  Organization for Social Development Initiatives
PHDF  Pakistan Human Development Fund
SDGs  Sustainable Development Goals
SDP  School Development Plan
SMP  Social Mobilization Process
SRM  Supplementary Reading Material
UNESCO  United Nations Educational Scientific & Cultural Organization
UNICEF  United Nations International Children Emergency Fund
UPE  Universal Primary Education
VSO  Volunteer Service Overseas
Message of
Mr. Shafqat Mahmood
Minister for Federal Education & Professional Training

Basic education and literacy are essential drivers of human development in any society. The state of Pakistan is committed to eradicate illiteracy and provide free and compulsory education to all children of the age of 5 to 16 years fulfilling the obligations of the constitution of Islamic Republic of Pakistan. Unfortunately, Pakistan has been facing the challenges of low literacy and a huge number of out-of-school children for many years. Keeping in view this situation, present government has accorded top priority to address the issue of out-of-school children in the country.

It is heartening to note that the National Commission for Human Development is playing a significant role at national level to raise the literacy rate and cope with the challenge of out-of-school children by implementing different programs and projects. During the year 2020, NCHD completed a project of 2000 Adult Literacy centers, successfully implemented the Accelerated Learning Program in 100 Madrasa schools and undertook several other projects in non-formal education. During the initial times of Covid-19 pandemic, NCHD undertook a number of mitigation initiatives at grass roots level with the support of PHDF and IRC.

Being an important organization of the Ministry of Federal Education & Professional Training, NCHD will continue to receive my support in its future endeavors to promote human development in Pakistan, particularly, in the fields of education and literacy with a focus on under-privileged communities of our country. I hope NCHD to play a vital role in our quest for achieving the targets of Sustainable Development Goals (SDGs). The management and staff of NCHD deserve appreciation for their efforts to uphold the flag of the organization in difficult times through resilience and hard work.

My prayers and best wishes to NCHD.

************
Message of
Col. (Rtd) Dr. Amirullah Marwat
Chairman NCHD

In the name of Allah the Gracious, the Merciful

As Chairman National Commission for Human Development it is a moment of great pleasure to present the Annual Report 2020 to the President of Islamic Republic of Pakistan who is also the Patron-in-chief of the Commission. This report offers important information about the activities, initiatives and achievements of NCHD during 2020.

NCHD is a fast track organization of Government of Pakistan mandated to promote human development efforts in the country. Since its inception NCHD has been engaged in providing access to basic education, imparting literacy skills, fostering community participation, building capacity for delivery, promoting volunteerism, developing management efficiencies, and generating public-private partnerships.

With its nationwide presence and large number of trained human resource, the Commission has been implementing large scale development programs and projects in the social sector. NCHD has the capacity to address the country’s burning issues of low literacy and large number of out-of-school children which have caused bringing down the international ranking of Pakistan in the UN Human Development Index (HDI).

Since I resumed the office in 2019 my focus was on developing linkages with national and international organizations to achieve the objectives of NCHD. During the year 2020, besides its core program activities in Universal Primary Education and Adult Literacy, NCHD established partnerships with UNESCO, Japan International Cooperation Agency (JICA), ALIGHT Pakistan, Hundreds of Original Projects for Employment (HOPE-87) Aga Khan University (AKU), International Rescue Committee, Volunteer Services Overseas, OSDI and undertook several special projects in non-formal education, Early Childhood Development (ECD) and Covid-19 awareness & response etc. Moreover, Pakistan Human Development Fund enhanced its support to NCHD for promoting Adult Literacy and Accelerated Learning in Madaris.

NCHD remains committed to achieve its basic objective of promoting human development in Pakistan. For this purpose, we continue to develop and implement programs/projects in the light of our constitutional obligations (Article 37-b and 25-A and international commitments, particularly SDG-4 targets of 100% enrollment and universal youth literacy. I am thankful to management and staff of NCHD for their valuable services to make Pakistan a literate and prosperous country.

In the end, I would like to appreciate the Director General, Director Education and other officers for their dedicated efforts to bring out this annual report with detailed and candid information.

***************
FOREWORD

In pursuance of section 18 of the National Commission for Human Development ordinance XXIX of 2002, NCHD is required to submit its Annual Report to the President of Pakistan - the Patron-in-Chief of the Commission. The report presents a glowing picture of programs and activities undertaken by NCHD during the year 2020 in order to achieve its objective of promoting human development in Pakistan.

During the year NCHD focused on its education program i.e. Universal Primary Education and Adult Literacy. Under the UPE program, NCHD maintained its community feeder schools system and provided education to 316,381 children through 5,770 schools and 6,461 teachers. Most of these schools are located in backward areas and underprivileged communities to address the core issue of access to education. With regard to literacy, NCHD successfully completed establishment and operation of 2000 Adult Literacy Centers with the support of Pakistan Human Development. Around 42,242 learners, mostly women graduated from the program by receiving functional literacy and numeracy skills. Moreover, NCHD developed partnerships with different organizations including UNESCO, ALIGHT Pakistan, JICA, HOPE87, VSO, IRC, OSDI, BISP and executed several projects related to non-formal education, literacy, Covid-19 etc.

The year 2020 was characterized by COVID-19 pandemic which affected every walk of life. NCHD also had to cope with issues pertaining to school closures and suspension of literacy centers. Despite this, NCHD management and field teams played a significant role by contributing to the national efforts against the pandemic. A special project was launched for awareness raising, provisions of masks, sanitizers and ration bags to the needy people with the support of PHDF. Also, we conducted a nationwide survey to study the impact of Corona virus on health, education, livelihoods etc. in collaboration with IRC.

This annual report consists of chapters highlighting NCHD’s achievements in improving literacy in Pakistan, addressing the issue of out-of-school children, promoting volunteerism, developing partnerships, combating Covid-19 etc. The report also highlights the mandate, strengths and outreach of NCHD to undertake large scale programs and projects in the social sector. In the end, I appreciate the efforts of Director Education and his team for preparing this Annual Report. It is hoped that the report will be valuable source of information for all the stakeholders, researchers and general readers.

Hassan Baig
Director General NCHD
ACKNOWLEDGEMENT

This NCHD Annual Report 2020 is the outcome of several weeks of dedicated hard work and I would like to acknowledge the efforts of all those who contributed to giving it the final shape. The Director Operations of provinces provided the basic information on NCHD field activities by sharing their respective progress report.

My colleagues in Education department contributed the content, pictures and other important data for different chapters of the report. Our development partners also shared comprehensive briefs about their partnership with NCHD.

Syed Hussain Bukhari, HoD M&E at the head office, meticulously did the proof reading of this document.

Finally, I am grateful to Chairman NCHD, Col(R) Dr. Amirullah Marwat and Director General, Mr. Hassan Baig who inspired and guided me to prepare this Annual Report.

Syed Akbar Ali
Director Education
NCHD
CHAPTER 1

NCHD:
A Dynamic National Organization
NCHD: A Dynamic National Organization

1. INTRODUCTION

National Commission for Human Development (NCHD) is a federal autonomous body established by the Government of Pakistan in 2002. The Commission is mandated to work for promotion of human development in Pakistan through an integrated and holistic approach. Its major areas of intervention are capacity building, basic education, literacy, primary health, and poverty alleviation. At present, NCHD is affiliated with the Ministry of Federal Education and Professional Training. It is also the National Lead Agency for literacy in Pakistan. The unique feature of NCHD is that it is a government entity working with the efficiency of private sector.

1.1. Genesis of NCHD

The Government of Pakistan formed the President’s Task Force on Human Development in June 2001, to contribute new perspectives and resources to the developmental discourse and process in Pakistan. After nearly six months of concerted efforts, the Task force presented its report in January 2002 which was a combination of policy recommendations and implementation strategies for improving the state of human development in Pakistan. The Task Force recommended establishment of a national commission in the following words:

“From an implementation perspective, financing alone will not ensure development. Human development requires a nationwide vision and strategy. The Task Force believes that human development must be approached in an integrated manner. Pakistan can no longer hope to meet its development goals via ad hoc, standalone programs. The Task Force proposes a National Commission for Human Development to lead the country in a coordinated movement towards development. The Commission will function as orchestrating body for human development efforts, both public and private, with a presence in each district in Pakistan.”

Thus, the National Commission for Human Development was established in July 2002 under the Presidential Ordinance No. XXIX. President of Pakistan is the Patron-in-Chief of the Commission.

1.2. Mandate and Functions of the Commission

NCHD was conceived to achieve the following 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 service etc.”
Functions of the Commission:

As per Section-7 of the NCHD ordinance, the functions of the commission shall be to-

a. Formulate, approve, manage, promote, enhance, implement, execute, monitor and organize its support programs and projects for assistance of the line Ministries, Departments and agencies concerned, inter alia for ...

   i. Capacity building, training and enhancement of competency of Governmental functionaries and line departments, and non-governmental organizations working in the social sectors, specially under District Governments.

   ii. Literacy and non-formal basic education programs supported by skills training programs for income generation activities.

   iii. Programs to assist in universal primary education

   iv. Programs to assist in primary health care

   v. Programs to assist in alleviation of poverty

   vi. National volunteer program to assist in the social sectors

b. Undertake research, studies and surveys to assess the needs and requirements of an area for extending scope of its activities and disseminate information in respect thereof.

c. 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.

d. Global resource mobilization including finances, intellectual expertise, and talent to assist in the social sectors; and

e. Perform such other functions as may be incidental or ancillary to the execution of its programs and projects.

1.3. NCHD and PHDF - A Unique Model of Public-Private Partnership

Pakistan Human Development Fund (PHDF) was created as a public-private partnership to support the activities of NCHD. PHDF was organized and established under the Companies Ordinance 1984, for human development inter alia in the field of primary education and health. Sub section 2(a) of section III of the Memorandum of Association of PHDF states that the key objective of the Fund is:

“To extend financial and other support to the work of the National Commission for Human Development including its (i) Literacy and sustainable Livelihood Program; (ii) Primary Health Care Program; (iii) Community Midwives Program; (iv) Non Formal Basic Education Program; and (v) Human Development Incubator Program.”

NCHD and PHDF Leadership discussing future projects and collaborations

1.4. Organization, Human Resource and Coverage

The organizational structure of NCHD is comprised of three levels i.e. national, provincial and district. The highest forum for providing policy directions is the five member Commission headed by its Chairman. The head office of the Commission is based in Islamabad. Six provincial offices are located in Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, Azad Jammu & Kashmir and Gilgit Baltistan respectively. There are district offices (HDSUs and Satellite Offices) in 128 districts covering all the provinces, AJK and GB. Programs and activities of the Commission are executed by district offices.
**Human Resource**

NCHD has a large pool of trained and experienced human resource capable of undertaking large scale development programs in the social sector. The current sanctioned strength of HR is 2,641 which includes the program and support staff placed all over the country.

**NCHD Coverage**

With country wide outreach NCHD activities cover all the four provinces, Gilgit Baltistan, Azad Jammu & Kashmir, and the federal capital territory. It undertakes programs and projects across the country through the vast network of 128 field offices called Human Development Support Units (HDSU) and Satellite Offices.
NCHD PROGRAM AREAS
- Literacy and Non formal basic education
- Universal primary education
- Capacity building and training
- Primary health care
- Alleviation of poverty
- National volunteer program
- Livelihood and income generation

2. UNIQUE ORGANIZATIONAL STRENGTHS OF NCHD

NCHD is a dynamic national organization with diverse experience, country wide presence and 2500+ strong human resource. The Commission has its clearly laid out organizational policies and procedures for each functional area with regard to program implementation, administration, financial management, human resource management, procurement, monitoring & evaluation and internal audit etc. Furthermore, following are some unique strengths and features of the organization.

2.1. Nationwide Coverage & Outreach
NCHD has national presence covering all the four provinces, Gilgit Baltistan, Azad Jammu & Kashmir, and Islamabad Capital Territory. It undertakes programs and projects all over the country through the vast network of 128 District offices and Satellite Offices. Vast majority of offices and interventions are in the most lagging districts.

2.2. Trained Human Resource
NCHD has a large pool of trained and experienced human resource capable of undertaking large scale development programs in the social sector. With the sanctioned strength of 2641 regular employees, the human resource of the Commission consists mainly of staff trained in programs execution in addition to those performing finance, administrative and support functions.

2.3. Expertise in Community Mobilization
The unique strength of NCHD is its expertise in community mobilization for implementing education, literacy and other programs at grassroots level. Mobilization of communities and creating ownership in them is vital for the success of social sector programs. NCHD staff is experienced in mobilizing rural communities for establishment of community based schools, adult literacy centers and other interventions. This expertise can be utilized to execute any large scale program or government initiative in the social sector.

2.4. Robust Monitoring and Evaluation System
NCHD has a robust monitoring and evaluation mechanism of its programs and activities. Regular monitoring of projects is conducted by program staff at district, provincial and head office levels. During the field visits, program staff provides professional support to the teachers and local area supervisors in implementing the program as per design. The Monitoring and Evaluation (M&E) department also conducts independent monitoring of the schools and centers. There are field monitoring officers at regional levels as well.

2.5. Diverse Experience
Over the last 18 years NCHD has developed organizational experience in diverse fields making it capable of designing and implementing different programs/projects in the social sector, disaster relief, and public awareness. The diverse experiences of NCHD cover the following areas:
- Community mobilization at grass roots level
• Awareness and enrollment campaigning
• Establishing schools and literacy centers
• Training and capacity building
• Development of learning materials and e-content
• Executing primary health programs
• Undertaking surveys and data collection

3. SITUATION OF HUMAN DEVELOPMENT IN PAKISTAN

According to the United Nations Development Program (UNDP), human development is a process of enabling people to lead a long and healthy life, to be educated and to enjoy a decent standard of living. The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of health, education and decent standard of living. The health dimension is assessed by life expectancy at birth, the education dimension is measured by mean years of schooling for adults and expected years of schooling for children. The standard of living dimension is measured by gross national income per capita.

Education, being a fundamental human right, is the most important element in evolution of human development and nation building. The other human development indicators mentioned above is heavily dependent on education. As such, a brief overview of human development indicators in Pakistan, particularly those related to education and literacy is given in the following.

3.1. HDI Ranking of Pakistan

The overall situation of human development indicators of Pakistan is not encouraging. Although the human development index (HDI) improved since 1990, the overall ranking of the country has been falling for the last several years. According to the UN HDI report 2020, Pakistan is ranked 154 out of 189 countries whereas India is ranked 131 and Bangladesh 133.

A comparison of HDI component indicators of Pakistan relative to other South Asian countries is given in the following table.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>HDI Value (2019)</th>
<th>Life expectancy at birth (years)</th>
<th>Expected years of schooling (years)</th>
<th>Mean years of schooling (years)</th>
<th>Literacy rate adult (% 15+ Yrs)</th>
<th>GNI per capita ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>Sri Lanka</td>
<td>0.782</td>
<td>77</td>
<td>14.1</td>
<td>10.6</td>
<td>91.7</td>
<td>12,707</td>
</tr>
<tr>
<td>95</td>
<td>Maldives</td>
<td>0.74</td>
<td>78.9</td>
<td>12.2</td>
<td>7</td>
<td>97.7</td>
<td>17,417</td>
</tr>
<tr>
<td>129</td>
<td>Bhutan</td>
<td>0.654</td>
<td>71.8</td>
<td>13</td>
<td>4.1</td>
<td>66.6</td>
<td>10,746</td>
</tr>
<tr>
<td>131</td>
<td>India</td>
<td>0.645</td>
<td>69.7</td>
<td>12.2</td>
<td>6.5</td>
<td>74.4</td>
<td>6,681</td>
</tr>
<tr>
<td>133</td>
<td>Bangladesh</td>
<td>0.632</td>
<td>72.6</td>
<td>11.6</td>
<td>6.2</td>
<td>73.9</td>
<td>4,976</td>
</tr>
<tr>
<td>142</td>
<td>Nepal</td>
<td>0.602</td>
<td>70.8</td>
<td>12.8</td>
<td>5</td>
<td>67.9</td>
<td>3,457</td>
</tr>
<tr>
<td>154</td>
<td>Pakistan</td>
<td>0.557</td>
<td>67.3</td>
<td>8.3</td>
<td>5.2</td>
<td>59.1</td>
<td>5,005</td>
</tr>
<tr>
<td>169</td>
<td>Afghanistan</td>
<td>0.511</td>
<td>64.8</td>
<td>10.2</td>
<td>3.9</td>
<td>43</td>
<td>2,229</td>
</tr>
</tbody>
</table>

(Source: The 2020 Human Development Report: UNDP)
3.2. Net Enrolment Rate (NER)

According to Pakistan Economic Survey 2019-20, Primary NER at the national level during 2019-20 declined to 64 percent as compared to 67 percent in 2014-15. Province wise comparison reveals that, NER in Punjab and Balochistan remained stagnant at 70 percent and 56 percent respectively, while decline in NER has been observed in Sindh and Khyber Pakhtunkhwa (Excluding Merged Areas), where NER decreased from 61 percent to 55 percent and 71 percent to 66 percent respectively. The NER is either stagnant or decreasing due to the fact that 32 percent of children aged 5-16 years are currently out of school at national level. The percentage is highest in Balochistan with 47 percent followed by 44 percent in Sindh, 30 percent in Khyber Pakhtunkhwa and 24 percent in Punjab. The table below shows the statistics in detail.

Source: Pakistan Economic Survey 2019-20, GoP.

3.3. Out of School Children

A large number of children in Pakistan do not go to school and get education. With more than 20 million out of school children, Pakistan is home to the second largest population of OSCs after Nigeria. Out of this number 5.6 million are primary school age (5-9). Lack of access, poverty, cultural constraints, lack of awareness and poor quality of schooling are considered to be some of the reasons behind this issue. The huge number of out-of-school children is badly affecting both the indicators of ‘expected’ as well as ‘mean’ years of schooling in the HDI.

Source: Pakistan Education Statistics 2016-17 (AEPAM)

3.4. Adult Literacy

As per Pakistan Economic Survey 2019-20 literacy rate of Pakistan is 60% which means that 40% of country’s adult population (10 years and above) cannot read and write. An estimated 63 million people are illiterate in the country. Moreover, there are huge disparities in literacy rates among provinces, male female and rural urban populations. For example literacy rate of women in Balochistan is 29% as compared to 50% women literacy in Punjab. Similarly, in rural Sindh literacy rate is 39% whereas, in urban areas the literacy rate is 73%.

![Percentage of Literate and illiterate Population](image)

![Comparison of Male & Female Literacy Rate](image)

Pakistan’s literacy rate has almost been stagnant around 58-60% since 2010 which is a matter of serious concern. The graph below shows literacy rates of the country during 2005 – 2020.
4. PAKISTAN’S POLICY COMMITMENTS

There are several constitutional provisions and national and international policy commitments made by the state of Pakistan to promote literacy and provide education to its citizens. Some of these are described here.

4.1. Article 37-b: Literacy and Education
Article 37-b of the constitution requires the state to remove illiteracy in the country and provide free and compulsory education up to secondary within minimum possible period.

4.2. Article 25-A: Right to Education
Pakistan has declared education as fundamental human right. As per Article 25-A of the Constitution of Pakistan;

“State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.”

4.3. Sustainable Development Goals
Pakistan has the international commitment to achieve SDG-4 targets of achieving 100% enrollment (SDG-4.1) and universal youth literacy (SDG-4.6) by 2030 in the country. Planning Commission, GoP has set the target of achieving 90% literacy by 2025 in its Vision-2025 document.

4.4. National Education Policy Framework 2018
The present government has set its priorities in education soon after coming into power. Ministry of Federal Education & Professional Training has issued the National Education Policy Framework in 2018 setting following strategic priorities:

Priority 1: Decrease Out-of-School Children and Increase School Completion

Priority 2: Uniformity in Education Standards

Priority 3: Improve the Quality of Education

Priority 4: Enhance Access to and Relevance of Skills Training

Furthermore, one of the key functions of the Federal Ministry of Education is to achieve universal literacy in the country.

Government of Pakistan needs to translate the country’s policy commitments into practical steps for achieving speedy progress on the indicators of education, literacy and human development. Undertaking large scale programs and interventions with ample financial resources only will put the country on the road to achieving universal enrollment and literacy in times to come.

In view of the current dismal state of human development indicators in Pakistan, NCHD and its work has highest significance and relevance for the country’s development process. There is a strong need to utilize the organizational strength of NCHD to promote the human development vision of Prime Minister of Pakistan.
CHAPTER 2

Contributing to Literate Pakistan
Contributing to Literate Pakistan
Achievements of NCHD Adult Literacy Program

1. ACHIEVING UNIVERSAL LITERACY IN PAKISTAN

The main source for acquisition of literacy in a society is its formal school system. Literacy rates are almost hundred percent in countries where all children have been going to school and completing elementary education. Size of illiterate population grows in societies where formal school system fails to cater to the learning needs of all its children. Resultantly, the children missed out by the formal school system grow as illiterate citizens.

In Pakistan, the literacy rate has been growing at snail’s pace up to 2014-15 and, since then, it is almost stagnant at around 60%. The Pakistan Social and Living Standards Measurement (PSLM) Survey of 2014-15 had registered literacy rate of 60% in the country for population of age 10+. After almost five years the same survey (PSLM 2019-20) has reported the national literacy rate to be 60% which is matter of serious concern and needs immediate national response. On the other hand, literacy rates of other South Asian countries have been constantly increasing as compared to Pakistan.

There are several constitutional provisions and national and international policy commitments by the state of Pakistan. Article 37(b) of the made constitution requires the state to remove illiteracy in the country and provide free and compulsory secondary education within minimum possible period.

Pakistan has the international commitment to achieve SDG-4 target of achieving universal youth literacy by 2030 in the country. Government of Pakistan has set the target of achieving 90% literacy by 2025 in its Vision-2025 document prepared by Ministry of Planning and Reforms. Moreover, one of the key functions of Ministry of Federal Education and Professional Training is to achieve universal literacy in the country. However, despite all these policy commitments there have been decreasing resource allocations for literacy and NFE for the last several years.

Thus, literacy being an important socioeconomic indicator for the country, Pakistan needs to focus on improving the literacy rate through innovative and non formal education approaches. Undertaking large scale literacy programs and interventions with ample financial resources will only put the country on the road to achieving universal literacy in times to come.
2. A HOLISTIC APPROACH TO PROMOTE LITERACY

Being the national lead agency for literacy in Pakistan, NCHD has been working to promote the cause of literate Pakistan since 2002. NCHD addresses the issue with a holistic approach by adopting a three pronged strategy as depicted in the given model. This strategic model comprises the following components:

1. Universal Primary Education Program
2. Accelerated Learning Program
3. Adult Literacy Program

The illiterate population in the country generally comprises:
1. Primary school aged children (5-9 years)
2. Out of school children missed/drop outs (10 -14 years)
3. Youth and adults (15 and above)

The model above addresses the literacy needs of all these age cohorts. The UPE program of NCHD is designed to enroll out of school children and help them complete primary level of education. This will stop addition of more illiterates in the population. The Accelerated Learning program caters to the learning needs of children who missed or drop outs from formal education system and are now over aged to enroll in a primary school. The program offers accelerated learning courses through specially designed condensed syllabi enabling such children (10-14 Years) to complete primary level course in reduced time duration (32 months). The population segment falling in the age cohort of 15 years and above i.e. youth and adults are made literate through short courses of functional literacy supported by income generating skills training.

These program interventions complement one another to achieve the main objective of enhancing enrollment and improving literacy rate in the country.

3. LITERACY PROGRAMS OF NCHD

The purpose of Literacy and Non Formal Education programs of NCHD is to respond to the challenge of widespread illiteracy in Pakistan. Current literacy rate of Pakistan is 60%, whereas the Government of Pakistan has set 90% literacy as a target in the Vision-2025. Moreover, the country has to achieve universal youth literacy under SDG-4 by 2030.

3.1. Adult Literacy Program (ALP)

The Adult Literacy program is designed to impart basic literacy and numeracy to adult illiterates aged 15-45 years. Moreover, learners are trained in life skills as well as income generating activities. The program follows an approved syllabus and textbooks have been designed for easy learning and functionality.
3.2. Community Learning Centers

The Community Learning Center (CLC) may be termed as a local institution which is established and run by the community for its own socio economic development. Through establishment of CLCs, NCHD provides lifelong learning opportunities for the community members including male and female - adults, youth and children.

CLCs are used for, but not limited to, basic and post literacy, continuing education, skill training, income generation activities, promotion of culture, health care etc.
Activities in a CLC

Basic literacy, functional and post literacy
Digital (Mobile based) literacy
Libraries and information resource center
Income-generation activities
Early childhood care and development
Health and hygiene
Training in Disaster preparedness and safety
Computer and ICT skills training
Celebration of national and international days
Socio cultural activities, sports and recreation
Small-scale enterprise training
Savings and credits

*NCHD has helped to establish more than 50 Community Learning Centers across the country which have been very successful.*

3.3. Mobile Based Literacy

Mobile phones have become an indispensable means of accessing information, learning and communication among youth and adults everywhere. The idea of Mobile Based Literacy program is to use mobiles as a tool for delivering post-literacy materials to the neo literates. Messages are sent to the learners and they are invited to read and respond. Their participation is monitored by using mobile phones technology.

How it works?

First, illiterate learners are enrolled in the literacy center to receive basic literacy & numeracy course for two to three months. In the last month of the basic course or when learners become semi-literates, they are provided mobile phones and instructed how to use them in the literacy course.

A simple web-based system makes it relatively easy to send messages to learners and monitor their participation and progress in retaining/consolidating their literacy skills. Moreover, the learners report to the literacy centers to have weekly or monthly assessments.
Major Activities of Mobile Based Literacy

1. Imparting basic literacy and numeracy course
2. Designing overall program module
3. Developing software for messaging & monitoring
4. Developing training manual for teachers
5. Training the teachers of literacy centers
6. Distribution of mobile phones and SIM cards
7. Implementation and Test run of the program
8. Monitoring the post literacy component

NCHD has successfully implemented a mobile based literacy project in KPK province in collaboration with UNESCO, Mobilink and Dhaka Ahsania Mission Pakistan. Around 500 men and women benefited from this project.

3.4. Each One Teach One Initiative
Under the “Each One Teach One” initiative, NCHD engages youth volunteers and train them to teach a basic literacy course to one or more illiterates. Volunteers are encouraged by providing an honoraria or different incentives.

1. Identification of illiterates and data collection
2. Baseline assessment and registration of learners
3. Registration of young literacy volunteers
4. Training of volunteers on customized syllabus
5. Impart literacy course for three months

NCHD supervises and facilitates the whole process. Until now the Commission has imparted literacy skills to thousands of illiterates mostly women in different parts of the country through the EOTO approach.

4. ACHIEVEMENTS DURING 2020

Despite the challenges caused by COVID-19 pandemic NCHD successfully achieved a number of milestones through its adult literacy program at national level as well as in the provinces. These achievements are described in detail as follows:

4.1. Establishment of 2000 Literacy Centers
The project has been completed successfully in all the four provinces, AJK and Gilgit Baltistan. It is worth mentioning here that despite the situation caused by Covid-19 pandemic, NCHD field staff made it possible to complete the project. Overall,
42,242 learners were graduated out of 47,243 enrolled. 3,333 learners dropped out or could not pass the final assessment. Thus, the overall graduation rate is 88.78% which is successful achievement of the NCHD field teams. Number of learners graduated versus enrolled are shown in the following graph.

<table>
<thead>
<tr>
<th>S#.</th>
<th>Province/Area</th>
<th>Centers established</th>
<th>Learners Enrolled</th>
<th>Learners Graduated</th>
<th>Dropped out</th>
<th>Graduation rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Punjab</td>
<td>400</td>
<td>10028</td>
<td>9339</td>
<td>309</td>
<td>93</td>
</tr>
<tr>
<td>2</td>
<td>Sindh</td>
<td>400</td>
<td>9959</td>
<td>8825</td>
<td>1134</td>
<td>88.5</td>
</tr>
<tr>
<td>3</td>
<td>KP</td>
<td>540</td>
<td>12530</td>
<td>11355</td>
<td>590</td>
<td>91</td>
</tr>
<tr>
<td>4</td>
<td>Balochistan</td>
<td>400</td>
<td>8660</td>
<td>7603</td>
<td>407</td>
<td>88</td>
</tr>
<tr>
<td>5</td>
<td>ICT</td>
<td>60</td>
<td>1295</td>
<td>991</td>
<td>304</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>AJK</td>
<td>100</td>
<td>2344</td>
<td>2095</td>
<td>196</td>
<td>89</td>
</tr>
<tr>
<td>7</td>
<td>Gilgit Baltistan</td>
<td>100</td>
<td>2427</td>
<td>2034</td>
<td>393</td>
<td>84</td>
</tr>
</tbody>
</table>
Graphical presentation of distribution of learners graduated from each province is given in the following:

**Province Wise Distribution of Graduate Learners**

![Pie chart showing distribution of learners by province]

**Skill Training for Income Generation**

Many literacy centers managed to arrange skill trainings for the learners to promote income generation activities after they graduated from the centers. This was done through local resource persons and philanthropists. Glimpses of income generation skill training in different centers are given in the following.
NCHD-PHDF Joint Monitoring Visits
Joint monitoring visits with PHDF have been a key feature of literacy projects. During the year 2020, CEO PHDF, Mr. Zafar Haider and National Program Coordinator NCHD, Syed Akbar Ali paid a three days visit to AJ&K to see the progress of the adult literacy centers in districts of Bagh and Hattian Bala. It was a matter of pride for both the organizations that the centers were functioning properly with good numbers of women learners in remote areas of AJ&K. The team also held a meeting with the District Education Officers in Bagh.

Certificate Distribution Ceremonies
Certificates of completion of the literacy course were also given to all the learners who were successful in the final assessments. The neo literates were happy to receive such certificates which raised their morale and confidence. Some of the pictorial views of certificate distribution in Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, AK&K and Gilgit Baltistan are as follows.
4.2. Development of New Literacy Books

Keeping in view the rapidly changing context of the modern world characterized by extensive use of mobile phones, information & communication technologies (ICTs) and social media in daily lives there is a dire need to review the literacy course used by NCHD. Accordingly, the Education department planned to review the contents of the adult literacy books as per National Literacy Curriculum 2007.

Recommendations of the Review Workshop

In this regard, a 3-days workshop was held in NCHD head office, Islamabad from 5-7 August 2020 with the support of ALIGHT Pakistan. NCHD Literacy team members at Head office and experts invited from different organizations/ educational institutions participated in the workshop. Recommendations were as follows.

- Each level of literacy as given in the Curriculum 2007 will have a separate book.
- The new Adult Literacy books should be printed in colors to have maximum impact on learning.
- Key objectives of the book will be included at the start of the book.
- Book of Math should be printed separately keeping in view its volume.
- Teacher Guide should be comprehensive and detailed.
- Initial draft of the book/primer to be presented to the Review Committee for finalization.
- Titles of the books will be changed and preface will be dwritten new.

Progress on Preparation of Books

Subsequently, a series of material development and review workshops were also held. NCHD literacy program managers, curriculum experts and educationists from institutions of FDE contributed in these sessions. NCHD Provincial Coordinators for literacy (PCs-L) provided valuable feedback based on their field experience. Following were the progress during 2020.

- Literacy Book-1 was written, reviewed and made ready for printing.
- First draft of Literacy Book-2 was prepared and being reviewed.
- These books will be piloted before mass production for large scale use.

4.3. Local Skills Profiling of Pakistan: An initiative for Poverty Alleviation

One of the key functions of NCHD is to develop and execute programs for literacy and non-formal education supported with skill training for income generation. Imparting training to the learners in income generation skills has been a major feature of the adult literacy programs for the last several years. This proved very helpful in retention of literacy skills over a longer period of time as well as poverty alleviation at grassroots level.
Chairman NCHD directed the Literacy team to collect detailed information from the districts about the income generating skills with a particular focus on traditional skills being practiced in the local communities. The data will then be utilized to develop training materials and design projects in the field of adult literacy, non-formal education and poverty alleviation.

In this regard, a data collection tool was designed and sent to the Provincial/district offices along with instructions and timelines for completion in February 2020. The collected information was consolidated at national level. The valuable document will serve as a reference material for designing future projects and income generation activities aimed at poverty alleviation in the country.

**Methodology of Skill Profiling**

The main purpose of the profiling exercise was to identify, mainly, those traditional skills which are highly relevant to the local communities and are helpful for promoting income generation activities. The tool for data collection developed for this purpose thus focused on the following three elements:

1. Identification of local skills
2. Availability of organizations and expertise
3. Marketability or income generation prospects

---

4.4. **International Literacy Day**

Being the national lead agency for literacy in Pakistan, NCHD has been observing the International Literacy Day on 8th September annually for many years in collaboration with its development partners. This year, a seminar and walk was held in Bahawalpur to commemorate the International Literacy Day. Chairman NCHD and DOP Punjab along with others participated in the ceremony.
5. PROGRAM ACHIEVEMENTS IN THE PROVINCES

5.1. Punjab

NCHD Punjab launched its literacy project in the month of December 2019. Provincial teams established 400 Adult Literacy Centers (ALC) and enrolled 10,028 learners in 8 district of Punjab with the help of local communities to provide basic literacy skills to the illiterates (especially women) in the age cohort of 15-45 years.

Punjab established 400 centers in 8 districts, 15 Tehsils and 23 union councils with low literacy rate. A formal meeting with DEO-Literacy was conducted at the district level for selection of potential Union Councils to avoid the duplication of work in the field of literacy. District wise coordination meetings with District Officers Literacy were conducted. Baseline assessment of potential learners was conducted in the beginning.

Around 9,339 learners graduated from the 400 literacy centers. The number of learners enrolled was 10,028 out of which 309 dropped out. The overall graduation rate was 93% which is an excellent achievement of the Punjab team as shown in the following graph and tables.
<table>
<thead>
<tr>
<th>S. #</th>
<th>District</th>
<th>Target</th>
<th>Learners Enrolled</th>
<th>Learners Graduate</th>
<th>Dropout</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bahawalnagar</td>
<td>80</td>
<td>2017</td>
<td>1946</td>
<td>14</td>
<td>96.5%</td>
</tr>
<tr>
<td>2</td>
<td>Chinniott</td>
<td>60</td>
<td>1500</td>
<td>1315</td>
<td>82</td>
<td>87.7%</td>
</tr>
<tr>
<td>3</td>
<td>DG Khan</td>
<td>40</td>
<td>1002</td>
<td>963</td>
<td>0</td>
<td>96.1%</td>
</tr>
<tr>
<td>4</td>
<td>Jhang</td>
<td>80</td>
<td>2001</td>
<td>1881</td>
<td>95</td>
<td>94.0%</td>
</tr>
<tr>
<td>5</td>
<td>Kasur</td>
<td>20</td>
<td>500</td>
<td>452</td>
<td>29</td>
<td>90.4%</td>
</tr>
<tr>
<td>6</td>
<td>M. Garh</td>
<td>60</td>
<td>1505</td>
<td>1424</td>
<td>29</td>
<td>94.6%</td>
</tr>
<tr>
<td>7</td>
<td>Rajanpur</td>
<td>40</td>
<td>1000</td>
<td>950</td>
<td>0</td>
<td>95.0%</td>
</tr>
<tr>
<td>8</td>
<td>Jehlum</td>
<td>20</td>
<td>503</td>
<td>408</td>
<td>60</td>
<td>81.1%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>400</td>
<td>10028</td>
<td>9339</td>
<td>309</td>
<td>93.1%</td>
</tr>
</tbody>
</table>

### 5.2. Sindh

Keeping in view the literacy rate of Sindh, 6 districts with lowest literacy rate were selected with a target of 400 Adult Literacy Centers. The centers were successfully opened by the first week of January 2020. Literacy team of Sindh made great efforts to open all the 400 ALCs within the time frame of one month as per program design.

**Area Selection and Social Mobilization**

Area selection is the first step for opening of the literacy centers. In this regard, coordination and planning meetings were conducted with concerned District Officials. Locations were finalized for opening of 400 literacy centers with consultation of District Officers Literacy.

A strategy was chalked out with literacy teams at district level regarding social mobilization process in specified areas. Literacy Coordinators (FOs) conducted Influential meetings and broad based community meetings (BBCMs) in selected areas for opening of the Adult literacy centers. In all, 301 BBCMs and 610 influential meetings were conducted to identify the 40 LAS and 400 Literacy Teachers through social mobilization within one month.
As a result of the month long SMP a total of 9,959 learners were enrolled in the 400 centers to get functional literacy skills. Due to COVID-19 pandemic, the centers remained closed for about six months. However, teaching learning process resumed after the situation was eased and the centers completed successfully with very few centers closed due to pandemic related issues. In all, 8825 learners graduated from the literacy centers in Sindh. Following graphical depiction shows outcomes of the project.

![Graph: Sindh: Learners Graduated vs Enrolled](image)

### Table: No. of Centers, Learners Enrolled and Graduated in Sindh

<table>
<thead>
<tr>
<th>S#.</th>
<th>Name of District</th>
<th>Centers established</th>
<th>Learners Enrolled</th>
<th>Learners Graduated</th>
<th>Dropped out</th>
<th>Graduation rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sukkur</td>
<td>80</td>
<td>2000</td>
<td>1755</td>
<td>245</td>
<td>87.75</td>
</tr>
<tr>
<td>2</td>
<td>Jamshoro</td>
<td>60</td>
<td>1506</td>
<td>1313</td>
<td>193</td>
<td>87</td>
</tr>
<tr>
<td>3</td>
<td>TM Khan</td>
<td>80</td>
<td>1953</td>
<td>1678</td>
<td>275</td>
<td>85.91</td>
</tr>
<tr>
<td>4</td>
<td>Badin</td>
<td>80</td>
<td>2000</td>
<td>1862</td>
<td>138</td>
<td>93</td>
</tr>
<tr>
<td>5</td>
<td>Kashmor</td>
<td>50</td>
<td>1250</td>
<td>1121</td>
<td>129</td>
<td>89.6</td>
</tr>
<tr>
<td>6</td>
<td>UmerKot</td>
<td>50</td>
<td>1250</td>
<td>1096</td>
<td>154</td>
<td>87.68</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>400</strong></td>
<td><strong>9959</strong></td>
<td><strong>8825</strong></td>
<td><strong>1134</strong></td>
<td><strong>88.5%</strong></td>
</tr>
</tbody>
</table>
5.3. Khyber Pakhtunkhwa

The literacy project was implemented in 11 districts of Khyber Pakhtunkhwa including the two newly merged districts of Mohmand and Bajour. The number of centers allocated to KP was 540 in which 12,530 learners were enrolled including 174 males.

In all 11,355 learners successfully graduated from the literacy program eleven districts of KP whereas 590 were dropped out. The graduation rate was 91% as shown in the following.

![KP: Learners Graduated vs Enrolled](image)

<table>
<thead>
<tr>
<th>S#.</th>
<th>Name of District</th>
<th>Centers established</th>
<th>Learners Enrolled</th>
<th>Learners Graduated</th>
<th>Dropped out</th>
<th>Graduation rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mansehra</td>
<td>40</td>
<td>1,000 (F)</td>
<td>822 (F)</td>
<td>106 (F)</td>
<td>82 (F)</td>
</tr>
<tr>
<td>2</td>
<td>Upper Dir</td>
<td>40</td>
<td>897 (F)</td>
<td>829 (F)</td>
<td>13 (F)</td>
<td>92 (F)</td>
</tr>
<tr>
<td>3</td>
<td>Lower Dir</td>
<td>20</td>
<td>500 (F)</td>
<td>498 (F)</td>
<td>2 (F)</td>
<td>100 (F)</td>
</tr>
<tr>
<td>4</td>
<td>Bajaur</td>
<td>20</td>
<td>500 (F)</td>
<td>425 (F)</td>
<td>43 (F)</td>
<td>85 (F)</td>
</tr>
<tr>
<td>5</td>
<td>Mohmand</td>
<td>40</td>
<td>753 (F)</td>
<td>562 (F)</td>
<td>94 (F)</td>
<td>94 (F)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>174 (M)</td>
<td>127 (M)</td>
<td>37 (M)</td>
<td>06 (M)</td>
</tr>
<tr>
<td>6</td>
<td>Khyber</td>
<td>40</td>
<td>820 (F)</td>
<td>813 (F)</td>
<td>7 (F)</td>
<td>99 (F)</td>
</tr>
<tr>
<td>7</td>
<td>Bunner</td>
<td>80</td>
<td>2,000 (F)</td>
<td>1,786 (F)</td>
<td>153 (F)</td>
<td>89 (F)</td>
</tr>
<tr>
<td>8</td>
<td>Charsadda</td>
<td>60</td>
<td>1,361 (F)</td>
<td>1,281 (F)</td>
<td>45 (F)</td>
<td>94 (F)</td>
</tr>
<tr>
<td>9</td>
<td>Lakki Marwat</td>
<td>80</td>
<td>1,649 (F)</td>
<td>1,642 (F)</td>
<td>7 (F)</td>
<td>100 (F)</td>
</tr>
<tr>
<td>10</td>
<td>DIKhan</td>
<td>60</td>
<td>1,487 (F)</td>
<td>1,189 (F)</td>
<td>82 (F)</td>
<td>80 (F)</td>
</tr>
<tr>
<td>11</td>
<td>Tank</td>
<td>60</td>
<td>1,389 (F)</td>
<td>1,381 (F)</td>
<td>1 (F)</td>
<td>99 (F)</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>540</strong></td>
<td><strong>12,530</strong></td>
<td><strong>11,355</strong></td>
<td><strong>590</strong></td>
<td><strong>91%</strong></td>
</tr>
</tbody>
</table>
5.4. Balochistan

In Balochistan, the project was implemented in six districts where 400 adult literacy centers were established and completed. A total of 7,603 learners were graduated out of the 8,660 enrolled in these centers.

Table: No. of Centers, Learners Enrolled and Graduated in Balochistan

<table>
<thead>
<tr>
<th>S#.</th>
<th>Name of District</th>
<th>Centers established</th>
<th>Learners Enrolled (M &amp; F)</th>
<th>Learners Graduated (M &amp; F)</th>
<th>Dropped out</th>
<th>Graduation rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kech</td>
<td>80</td>
<td>1758</td>
<td>1431</td>
<td>254</td>
<td>81%</td>
</tr>
<tr>
<td>2</td>
<td>Pishin</td>
<td>80</td>
<td>1700</td>
<td>1418</td>
<td>80</td>
<td>83%</td>
</tr>
<tr>
<td>3</td>
<td>Zhob</td>
<td>80</td>
<td>1620</td>
<td>1536</td>
<td>0</td>
<td>95%</td>
</tr>
<tr>
<td>4</td>
<td>Musa Khel</td>
<td>40</td>
<td>861</td>
<td>697</td>
<td>24</td>
<td>81%</td>
</tr>
<tr>
<td>5</td>
<td>Sibi</td>
<td>60</td>
<td>1388</td>
<td>1388</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>Jaffarabad</td>
<td>60</td>
<td>1333</td>
<td>1133</td>
<td>49</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>8660</strong></td>
<td><strong>7603</strong></td>
<td><strong>407</strong></td>
<td><strong>88%</strong></td>
<td></td>
</tr>
</tbody>
</table>
6. IMPACT OF COVID-19 PANDEMIC

Like many other countries of the world Pakistan was also hit by the COVID-19 pandemic crisis during 2020 affecting badly the social life and economic activities in the country. Continuity of development programs was a big challenge in the pandemic situation. Adult literacy program activities came to sudden halt as the Government decided to impose country wide lockdown and NCHD had suspended all types of educational activities in March 2020. The pandemic situation affected the adult literacy project activities in the following ways:

- The centers were opened in farflung and backward communities, it was very challenging to observe social distancing due to space limitations.
- After reopening of the centers in some places where communities faced strict lockdowns or witnessed death cases, learners were afraid to join the centers again resulting in closure of centers or dropout of learners.
- Fear of getting infected by the Corona virus kept on disturbing the attendance rate of women learners. District teams reported low attendance rate in certain areas.
- The centers were closed after almost two months of class room instructions and remained suspended for six months. The long gap negatively affected the learning process. The reading and writing skills obtained by the learners started fading away with the passage of time. District staff reported that learners were facing difficulties particularly in writing.
- In some centers Literacy teachers and Local Area Supervisors (LAS) left and new teachers were hired.

7. PROMOTING LITERACY – A WAY FORWARD

As mentioned earlier the literacy rate of Pakistan has remained stagnant for many years. Pakistan also has lowest literacy rate and HDI ranking as compared to other countries in the Sub Continent. Keeping in view the dismal state of literacy in Pakistan and the constitutional obligations of the state to eradicate illiteracy from the country, there is a dire need to accord top national priority to this issue.

National Commission for Human Development is the only federal level organization in Pakistan which has the capacity and outreach to develop and execute large scale programs for providing access to basic education and literacy. Moreover, NCHD can better help Government of Pakistan to achieve SDG-4 targets related to primary education, youth & adult literacy and gender equality. It is suggested that the Government provide enough financial resources to design and implement projects across the country for bringing the literacy and human development indicators at par with other countries in the region. In this regard, NCHD has already developed a National Plan of Action for Literacy in Pakistan.
CHAPTER 3

Addressing the Challenge of Out-of-School Children in Pakistan
Addressing the Challenge of Out-of-School Children in Pakistan

1. THE CHALLENGE OF OUT-OF-SCHOOL CHILDREN

One of the foremost education challenges that Pakistan has to tackle with, is addressing a huge number of Out of School Children (OSCs) in the country. The latest available education statistics indicate that the number of OSCs is almost 22.6 million out of which 5 million are primary school aged children.

Pakistan is home to world’s second largest population of out-of-school children after Nigeria. The Primary Net Enrollment Rate (NER) of Pakistan is 74 as compared to 98 in India, 97 in Nepal and 99 in Sri Lanka. Such a dismal situation of access to education has also affected Pakistan’s ranking in UN human development index (HDI) which puts Pakistan at 154th out of 189 nations.

According to National Education Policy Framework 2018, increase in primary net enrolment rates (NER) across the country have remained static over the years and even show a decrease in some provinces. There is a large gender, economic and geographic disparity in education enrolments in the country. The enrolment data when disaggregated by geographic areas is much more alarming for certain districts. For example primary NER (age 5-9) is as low as 40% in Bahawalpur (Punjab), 26% in Tando
Mohammad Khan (Sindh) and Harnai (Balochistan) and 30% in Kohistan (Khyber Pakhtunkhwa), against an average of 74% of Pakistan. This indicates that some parts of Pakistan are more disadvantaged than others. Similarly, children (especially girls) from poor families and those residing in rural areas are further disadvantaged. Most of the out-of-school children in Pakistan reside in rural parts of the country, with Balochistan and the newly merged districts in KP having the highest percentage of OSCs.

Pakistan’s National Commitments

Pakistan is a signatory to Sustainable Development Goals which have also been adopted by the Parliament as National Development Goals of the country. The SDG-4 is to “Ensure inclusive and equitable quality education and promote lifelong learning opportunity for all”. Target 4.1 requires that all countries ensure that, by 2030, all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Thus, Pakistan is committed to achieve universal enrollment and completion at primary and secondary level by 2030.

Pakistan Vision 2025 also seeks a society wherein, all citizens have the opportunity to transform their quality of life. This requires strengthening the human and social capital, which would allow the population to optimally contribute to and effectively benefit from economic growth. Goal-1 of Pillar-1 of the Vision also speaks of achieving universal enrollment at primary level by 2025. Moreover, Article 25-A of the Constitution of Pakistan has declared primary education as the basic right of all citizens of Pakistan.

Out-of-School Children: The Top National Priority

The present government has accorded top priority to educate out-of-school children as depicted in National Education Policy Framework 2018 released by the Ministry of Federal Education & Professional Training (FE&PT) in November 2018.

2. ROLE OF NCHD

NCHD is a fast track federal organization having nationwide outreach in all the four provinces, AJK and Gilgit Baltistan. The Commission has been playing a significant role in addressing the issue of out-of-school children in Pakistan through a holistic program approach. More than 16 million children have been enrolled across the country since 2002. The Universal Primary Education (UPE) program of NCHD is designed to achieve 100% enrollment and completion at primary level thereby reducing the number of out-of-school children in the country.
3. UNIVERSAL PRIMARY EDUCATION PROGRAM

The Universal Primary Education program is designed to help enroll every child of school going age and complete a cycle of primary education by adopting various strategies. The key objectives of the program are:

1. Achieving 100% enrollment of primary aged children.
2. Reducing dropout rate to minimum levels.
3. Improving quality of education through teachers’ training.

**UPE Program Strategies**

- Preparation of baseline data for out of school children aged 5-9 years.
- Community mobilization and public awareness to enroll children and reduce dropouts.
- Setting up schools in areas with no government schools in easy approach.
- Training of teachers in quality education, student retention, school management etc.
- Provision of additional teachers to cater for increased enrollment.
Major Activities of UPE Program

- National Enrolment Campaigns.
- Establishment of Community Feeder Schools.
- Improving quality of education in the schools.
- Retention of students.
- Training of program staff and Feeder Teachers.
- Real Time Monitoring.
- Students’ Assessment - periodically and annual.
- Students’ Tracking System (UPEMIS).
- Implementation of multi-grade teaching techniques.

3.1. Community Feeder Schools

NCHD establishes schools for children aged 5-9 years in collaboration with the local communities in areas with no primary school in easy access. The Community Feeder School is a cost effective model to provide quick access to schooling for out of school children in far flung localities. Key features of the Feeder School system are:

- Provides free basic education to out of school children
- Follows non-formal education approach which is flexible

- Cost effective model – no brick & mortar structure required
- Community provides space and oversight

NCHD's Feeder School system supports Provincial Education Departments in achieving Universal Primary Education by ensuring 100% enrollment of out of school children, reducing the dropout rate and ensuring quality education through teachers' training program.

<table>
<thead>
<tr>
<th>Community Feeder Schools and Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeder Schools</td>
</tr>
<tr>
<td>5000</td>
</tr>
</tbody>
</table>

During 2020, NCHD has given access of education to 316,381 out of school children in the backward areas of the districts of Pakistan through 5,770 Feeder Schools. Moreover, 6461 teachers have served in these schools.

<table>
<thead>
<tr>
<th>Enrolment in Feeder Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolment in Schools: 316,381</td>
</tr>
<tr>
<td>Number of Boys enrolled: 165,206</td>
</tr>
<tr>
<td>Number of Girls Enrolled: 151,175</td>
</tr>
</tbody>
</table>
Province wise break up of NCHD managed Feeder Schools, teachers and gender wise enrolment are given as under:

<table>
<thead>
<tr>
<th>Province/Area</th>
<th>Feeder Schools</th>
<th>Teachers</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Punjab</td>
<td>1690</td>
<td>1963</td>
<td>38198</td>
</tr>
<tr>
<td>Sindh</td>
<td>2798</td>
<td>3041</td>
<td>97833</td>
</tr>
<tr>
<td>Khyber Pakhtunkhwa</td>
<td>436</td>
<td>500</td>
<td>11793</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>501</td>
<td>523</td>
<td>10310</td>
</tr>
<tr>
<td>Azad Jammu &amp; Kashmir</td>
<td>197</td>
<td>248</td>
<td>4036</td>
</tr>
<tr>
<td>Gilgit Baltistan</td>
<td>108</td>
<td>145</td>
<td>1856</td>
</tr>
<tr>
<td>Islamabad</td>
<td>40</td>
<td>40</td>
<td>1180</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,770</strong></td>
<td><strong>6,461</strong></td>
<td><strong>165,206</strong></td>
</tr>
</tbody>
</table>

[Image of children and classrooms]
3.2. Enrollment Campaign & UPE Activities

A key feature of the UPE program is the nationwide awareness and enrollment campaign for enrolling children in schools. NCHD district offices mobilize communities, parents, public representatives, government departments etc. to enroll and retain children in schools. For this purpose, meetings, seminars, walks, advertising campaign etc. are arranged, with the participation of a large number of people at grassroots levels. NCHD has been successfully launching awareness and enrollment campaign annually across Pakistan resulting in thousands of children enrolled in school to get education. In this regard, NCHD follows a well-coordinated and time tested process. The key steps are:

1. Collection of data of OSCs in school catchment areas
2. Preparation of lists of OSCs.
3. Community mobilization and advocacy campaign.
4. Celebration of Enrolment week.
5. Additional enrolment in existing Feeder schools

During 2020, COVID-19 hit the entire country prompting the government to enforce school closures and lock down for preventing the spread of corona virus infections, particularly, in school children. In such a situation, a regular enrollment campaign could not be launched. However, district teams in different provinces carried out certain activities to sensitize local communities and prevent further dropouts in the context of the pandemic.

4. ENROLLMENT CAMPAIGN IN THE PROVINCES

4.1. Balochistan: Enrollment Campaign

In order to elevate the enrollment rate, NCHD Balochistan organized Enrollment Campaign in 26 districts of Balochistan. These campaigns were conducted through participation of SMC members, Education Department officers and volunteers. The campaign placed special emphasis on BBCMs, Influential Meetings and Corner Meetings. However, due to COVID-19 pandemic, the Government of Balochistan announced closure of schools and imposed lock down throughout Balochistan in 2020. Prior to lock down, some enrollment campaign activities were conducted in several districts.

Meeting with Deputy Commissioners

NCHD teams held meetings with Deputy Commissioners in different districts. DCs issued a letter for District planning workshop and Tehsil level meeting for enrollment campaign. NCHD team also held the coordination meetings with Education Department in order to provide technical support to education Department. District level Enrollment Campaign workshop was held and a detail plan was chalked out for carrying out successful enrollment campaign. Tehsil and UC Level enrollment activities were held in the month of March for bringing more and more out-of-school children in schools.
Social Mobilization for Enrollment

Broad Based Community meetings and corner meetings were held for sensitization of communities for enrolling kids in schools. Influential meetings were also held with various stake holders and motivational drives remained successful because many government organizations also owned it and displayed banners on prominent places for dissemination of enrollment campaign messages. Parents and community organization were also involved for enrolling more and more OSCs in schools. Every child- male or female should be in school without any kind of discrimination.

NCDH Field Officers conducted a series of Influential meetings in the communities of feeder school catchment areas. The objective of meetings was to orient influential person regarding enrollment and to raise enrollment as well as to achieve the quality education in feeder schools. During the period, around 35 influential meetings were conducted by the FOs at selected locations of the districts and AD/DPME also participated in some meetings with key persons. During enrollment campaign activities, parents were involved for achieving targets of enrollment for 2020.
World Teacher Day:

NCHD celebrated world Teachers Day in collaboration with District Education Department and different Non-Government Organization at district level on 5th October, 2020. Celebrating the event was recognition of the devotion, with which teachers undertook the responsibility of educating a child academically as well as morally.

4.2. Punjab: Enrollment Seminars and Walks

Due to COVID-19 pandemic schools remained closed from March to September 2020. After reopening of schools, the education system faced the challenge of dropout of students as well as low enrollment. Because of pandemic situation proper enrollment campaign could not be launched this year. Therefore, it was decided that a careful enrollment & retention campaign be launched to sensitize the community and relevant stakeholders as the situation permits. A comprehensive enrolment plan was prepared with the support of Alight Pakistan and detailed instructions were shared with districts for coordination with respective District Education Authorities. NCHD teams hold internal planning meetings for enrollment in 14 districts.
Result oriented ceremonies were conducted at village/location level for achieving the maximum enrolment & retention. All the events were organized gracefully by NCHD district teams with active involvement of Education Departments, Alight representatives, and community volunteers. Around 945 persons participated in these Seminar & walks.

**Distribution of Free Uniform in CFSs**

NCHD Punjab teams at district level, in coordination with district education authorities and local community, arranged provision of basic facilities under the schools development plan. In this regard, free uniforms were distributed among needy students of Community Feeder Schools in different districts of Punjab.

### 4.3. Sindh: Feeder Teacher’s Validation

The Implementation & Field Planning Committee (IFPC) meeting under the chair of honorable Secretary School Education & Literacy Department, Government of Sindh was held in Sindh Secretariat, regarding progress on Transition plan of NCHD & BECS schools. Honorable Secretary School Education & Literacy Department, Director Literacy & NFE, Additional Director Literacy & NFE, District Education Officers of all districts, Director Operation Sindh NCHD, Deputy Director Education NCHD, Assistant Director BECS participated. Following were the agenda of the meeting:

1. Discussion on final status of NCHD/BECS teachers, schools and students after validation.
2. DEOs primary may submit the lists of Government primary schools where NCHD/BECS students are to be accommodated.
3. DEOs primary may submit the lists of Government primary schools where NCHD/BECS students are to be accommodated in class VI.
4. DEOs primary who have additional charge of DEO literacy of their respective district may submit their joining reports to the directorate of Literacy and NFE Sindh
5. Any other relevant issue with the consent of the Chair.

Every agenda point was discussed in detail. The entire District Education Officers primary submitted their validation reports along with their feedback. There was a little difference shared by the education department and the chair directed that NCHD team and education department may sit together for verification.

In this regard, Director General NCHD, Mr. Hassan Baig along with PO team conducted a meeting with Secretary School Education Sindh on 29th October 2020 and discussed the progress on transition of schools in detail.
4.4. **MUALLIM Radio Program in Gilgit Baltistan**

When the Covid-19 pandemic hit Gilgit Baltistan along with other parts of the country in March 2020, face-to-face teaching and learning in schools remained suspended for long times. There was an urgent need to engage students in alternative forms of learning such as distance education. Some possible means include television, internet, books and radio. Federal government and Punjab introduced initiatives like Tele-School TV transmission and *Taleem Ghar* respectively. However, students from backward areas such as Gilgit Baltistan and Balochistan had challenges of inaccessibility TV, non-availability of internet and prolonged load shedding hours. In this context, NCHD and ALIGHT Pakistan conceived a radio teaching program to address the needs of students of GB.
In order to implement the program, NCHD provincial office team had a series of meetings with the officials of Education Department GB including Secretary Education, Director General Schools and Director Academics of all the three divisions. The theme of this e-learning program was widely hailed by concerned quarters and DG Schools extended his full support in making the initiative a success. He directed the Districts Education Offices for making all possible arrangements so that children could benefit from the radio program. A committee of Focal Persons (one each from Education Department, and NCHD) was formed to review the content in terms of relevancy with cultural and social norms of the region.

The Muallim Radio transmissions went on air from Radio Pakistan Gilgit through FM 93 and Medium Wave 1512 KHz and FM 91 in Skardu from May 28 to June 6, 2020. Minister of Education GB, Haji Ibrahim Sanai inaugurated the MUALLIM program in Gilgit.

This online distance learning initiative by Alight, NCHD and Gilgit-Baltistan Education Department was designed to cater the educational needs of children in Grade-I, II, and III. They were taught subjects of Urdu, English, Mathematics and General Science with special focus on health and hygiene in a unique story-telling and easy-to-understand style by qualified and trained teachers.

Underlining the importance of this initiative, Chairman NCHD said, “As the uncertainty about containment of pandemic and resultant lockdown prolongs, this distance learning initiative will mitigate the educational loss of children and provide them learning opportunity at the doorstep.”

BBC Urdu News- the world renowned media organization based in London, Voice of America and several important newspapers of Pakistan, published news articles about the Muallim radio learning program in Gilgit Baltistan as a success story.
4.5. Khyber Pakhtunkhwa: UPE Activities

Due to Covid-19, a regular enrollment campaign could not be launched in KP during 2020. However, UPE team performed the following important activities:

- Preparation of data/ OSCs lists for enrollment campaigns in the catchment areas of Feeder schools.
- Updation of potential locations lists from districts - almost 1100 potential locations for establishing new feeder schools reported to NCHD head office during March, 2020.
- Batch-wise training of Field Officers on UPE program features and supply of materials to all feeder schools by facilitation from HOPE87.
- Provision of Textbooks to all feeder schools and monitoring by NCHD team.
- Coordination with Directorate of Education KP for finalization of verification exercise in October, 2020 for transition of NCHD/ BECS Schools as per CCI decision. NCHD provided data of 495 schools with 554 Feeder teachers.
- Data collection and spade work for potential locations to establish new CFSs.
- Joint visits with Education Department staff regarding verification of feeder schools.
Feeder Teachers Training on Safe Re-opening of Schools

NCHD Khyber-Pakhtunkhwa with financial assistance of HOPE 87 conducted one day training of Feeder Teachers on safe re-opening of School (SOP) and mental health and psycho-social support (MHPSS). The training was imparted by Field Officers. A total number of 520 teachers of Feeder schools were trained.
CHAPTER 4

Accelerated Learning Program
Accelerated Learning Program
A Second Chance of Education for Out-of-School Children

1. A SECOND CHANCE OF EDUCATION

Pakistan is facing a huge challenge of educating a large number of children (estimated to be 22.8 million) who do not attend school due to different reasons. Out of these, around 11.2 million fall in the age cohort of 10-14+ years comprising those children who missed formal schooling chance or dropped out. They should, otherwise, be attending the middle or lower secondary grades. Children of this age group cannot be enrolled in a primary school as they are over aged but they are still young enough to catch up with their peers attending formal education classes. Such children can be mainstreamed if provided with some form of specially designed fast-track learning opportunity.

The Accelerated Learning Program (ALP) of NCHD has been designed to provide educational opportunity to those young boys and girls who missed the formal schooling chance or dropped out. Under this initiative, non-formal basic education schools are established for such children. These schools follow the Accelerated Learning Curriculum and a condensed syllabus of 32 months duration equivalent to formal primary education. Development of ALP courses for elementary/middle grades are also in progress.

NCHD has successfully piloted ALP course in the rural areas of Islamabad during 2017-19 and is now implementing, at large scale, in 100 Madrasa schools of Punjab, Sindh, KP and Balochistan.

2. INTRODUCTION AND BACKGROUND OF ALP

Accelerated Learning Program (ALP) focuses on completing learning in a shorter period of time. It basically provides a fast-track second-chance opportunity to complete formal education. It is a flexible, age-appropriate program which is run in an accelerated timeframe, and aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. The goal of Accelerated Education Program is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches.

In 2015, Ministry of Federal Education & Professional Training with collaboration of JICA-AQAL (advancing quality alternative learning) project developed the Curriculum for Accelerated Learning Program for out-of-school children. The course was developed to facilitate out-of-school children who were drop outs or missed early years of schooling and it was difficult for them to readjust in formal education system. In this regard, JICA AQAL project signed an MoU in the last quarter of 2015 with the Ministry of Federal Education and Provincial Governments. It aimed to work for those children through non-formal approach who missed first opportunity of getting education or even never entered in any educational institution due to any reason.

The Accelerated Learning Programme curriculum is fully aligned with formal curriculum for grades I to V. However, the ALP curriculum was divided into three packages (A, B and C). The Model adopted is as follows:
NCHD was a key partner to implement the ALP project as having its presence and experience across the country. Under this project, standards for curriculum, teachers, learners and physical environment of NFE schools were developed.

3. PILOTING OF ALP IN ISLAMABAD CAPITAL TERRITORY

Piloting of ALP materials was necessary before its implementation at larger scale so that the discrepancies could be rectified. NCHD, initially, established 10 centers in the rural areas of Islamabad in collaboration with JICA AQAL project team.

ALP standards, curriculum, teaching & learning materials, training system, assessment tools, data-driven and participatory management systems were designed and utilized jointly, so as to explore possibilities of scale up in an efficient way. Community led approach was utilized primarily by the NCHD’s field staff, where community activists played the central role in the smooth implementation of the activities in the model schools. NCHD played the role of monitoring, training and mentoring effectively in the said pilot centers. Total 122 learners of 8-16 years of age, enrolled in these centres, appeared in the terminal assessment of grade five (Package C) by the Federal Directorate of Education (FDE) in 2020. 81% learners successfully completed the assessment and were eligible to transit to grade 6. The said pilot exercise remained a success, jointly acclaimed by NCHD and JICA, which was visited by multiple implementing agencies for learning purpose.
<table>
<thead>
<tr>
<th>Total ALP Schools</th>
<th>Number of Learners</th>
<th>Average age of learners</th>
<th>Number of Teachers</th>
<th>Average Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Girls</td>
<td>Boys</td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>97</td>
<td>25</td>
<td>10 years</td>
<td>10</td>
</tr>
</tbody>
</table>

3.1. Research Study by NEAS on ALP

The centers established for piloting of ALP materials were assessed by National Education Assessment System (NEAS) with respect to Students Learning Outcomes. The NEAS designed a comparative study to assess learning achievements of learners of formal and non-formal education schools in ICT. The study informed that learners of non-formal education schools (pilot ALP centers) were able to acquire equivalent learning outcomes in all major subjects. The study findings include:

1. Learners of NFE/ALP centers performed better than those in formal schools, showing significant difference in English, Urdu reading & writing and mathematics.

2. The learners of NFE/ALP centers especially those between the ages of 10-16 performed exceptionally well, proving a fact that the ALP suits for overage learners.

3. The ALP is effective for overage learners because it builds on the prior learning.

4. Phonics approach is useful in improving reading and writing skills.

5. Interactive teaching-learning method is useful in ALP.

6. The ALP requires continuous teaching skills development.

3.2. Participation in 5th Grade Annual Examination

In the pilot phase 12 centers were established initially. Later on, 3 centers were closed due to poor participation of learners. However, 9 centers were successfully completed with 121 students who appeared in the centralized annual examination conducted every year by Federal Directorate of Education. The results were highly encouraging as 93% students passed the examination. The result was as under:
4. SCALING OF ALP IN DEENI MADARIS

Keeping in view the lessons learnt from the successful piloting of ALP in rural localities of Islamabad, NCHD decided to implement the program at large scale. Accordingly, a new project titled “Introducing Contemporary Education in Madaris” was conceived and submitted to PHDF for financial assistance. PHDF Board approved the project for five years with a cost of PKR 179 million. Under this project, NCHD established 100 Schools in Deeni Madaris in four provinces of Pakistan in 2020. Objectives of the project are:

- To ascertain effectiveness of ALP in terms of learning achievements by the students in a non-formal setting at larger scale.
- Mainstream the students of Madaris by introducing contemporary Education alongside the curricula of Madaris to enhance prospects of their students to pursue further study.
- To bring about qualitative improvement in students of Madaris to enable them to attain standards of National Education Systems in formal education subjects.
- To encourage Madaris by giving assistance (in the shape of teacher honoraria, learning materials and books) to introduce Science, Maths, Social Studies, English in their Madaris.
- To enable Madaris students to use computers so that they may be more comfortable with formal education system.

4.1. Implementation of the Project

Implementation of contemporary education in Madaris is the dire need of the day and a pressing demand from different stakeholders, i.e. community, civil society and the Department of Education and is a part of National Education Policy. Through this project, NCHD plans to establish 100 Schools in Madaris with collaboration of the District Education Department to improve access to modern education in the Deeni Madaris of Pakistan.
The establishment of Madaris Schools will provide primary education to all those children who are already enrolled in Madaris and are deprived from modern Education due to various reasons. The students in the nearest vicinity of the Madrassa will also be given the opportunity of schooling by enrolling them in the Madaris schools to contribute to reduce the number of out of school children in the country. Such vulnerable and deprived children of the society can seek their both religious and modern education in Madrassa Schools.

The criterion for the establishment of Madaris Schools is as under:

i. Madaris that have at least 20-30 children of Nazra, Hifz-e-Quran and Deeni Uloom and they don’t have access to formal schooling.

ii. Management of the Madaris is willing to establish the School in the Madrassa.

iii. Management of the Madaris agree to provide volunteer services of teacher within Madaris or from nearby community in consultation with the Muhtamim/Nazim of the Madrassa.

iv. Management of Madaris and Community in the catchment area agree to allocate appropriate time for teaching contemporary Education to the children.

v. The Madrassa should be a full time institute with all necessary facilities for their students and teacher.

vi. Madrassa that is not involved in any litigation, illegal activities and not in conflict of National Security of the country,
4.2. **Major Activities of the Project**

**Identification and Selection of Madaris**

District Management of NCHD identified all those Madaris where boarding and day scholar students were available. Those Madaris were selected which fulfilled the criteria of the Project activities. The foremost task in the establishment of Madaris Schools was to identify the need base location, where no schooling facility exists. The locations in the remote and conservative areas of Pakistan were identified. The locations were selected in both male and female Madaris. The process of identification of potential Madaris has undertaken in consultation with the Education Department and the concerned Madrassa administration.

**Verification and Shortlisting of Locations**

Physical verification and short listing of additional 100 Madaris locations was carried out as per criteria mentioned above.

**SMP in identified locations**

The process of social mobilization plays a very important and pivotal role in the establishment of Madaris schools. Sensitization, conceptualization and organization of the Madaris administration are the backbone of the project activities. NCHD has a well-trained staff and having an experience of establishment of such schools where most of the Madaris’ Muhtamims and Nazim are found willing for provision of the said facilities.

**Preparation of OSC list**

NCHD management at District level prepared a list of all those children who were in the age cohort of 5-16 and had never been to school or dropped out from their schools back in villages and were studying religious education in the Madaris. The students in the age bracket of 8-14 were enrolled in NFE Schools for getting certificate at primary level. After 32 months the same students shall be enrolled in lower secondary to attain class 8th exam.

**Selection of Teacher**

To teach in and support Madaris schools a voluntary, qualified and energetic Teacher within the Madrassa or from the nearest community in consultation with the Muhtamims/Nazim of the Madaris through proper interview and selection process was appointed on the special service agreement basis. The minimum qualification of the Teacher as decided would be High School Certificate (H.S.C) or Darsi Nizami; however, preference was given to the teacher having higher qualification. The Madrassa Teacher preferably of the same gender who was willing to work in a Madrassa School for 6 days a week was appointed. The teacher was paid honoraria by NCHD. A three members committee i.e. District in charge, Education Department representative and Muhtamim Madrassa interviewed the teacher for selection. Muhtamims/Nazim of the Madrasa are paid Rs.5000 per month for supervision and supporting School Teacher in class room activities.

**Selection of Computer Teacher**

Qualified and Computer literate Field officer was selected to supervise the Madrassa School and teach computer subjects. The selected Field Officer is being paid additional amount for bearing their expenses during traveling to Madaris schools. In the next year of the project activities where the number of students raised and number of classes also increase additional teachers will be appointed.

**Teacher Training**

Once the selection process was completed, teachers were provided pre-service training for five days in year one and refresher training of five days each year on the following thematic and other updated topics:
Signing of MoU with Madaris

An MOU was signed with Madaris administration for mutual cooperation and a progress review committee at District level constituted where the progress of Madrasa Schools was evolved quarterly. The committee comprise of the following:

1. Representative of ED
2. Representatives of Deeni Madaris.
3. Representative of NCHD

At national level the progress is reviewed in joint meeting of PHDF and NCHD.

Provision of Schools Supplies

After selection and training of the teachers, materials has been transported to the Madaris School location. Muhtamim/Nazim have taken charge of the materials i.e. stationary, white board, and mat etc. Madaris administration / School management committee (SMC) has assist the teacher in the process. After completing all the arrangements, the students have been enrolled in the school.

Madaris School opening Ceremonies

The Muhtamim/ school community has arranged an opening ceremony and invited different stakeholders, including Elected Representatives, PHDF, District Education Officers, and Community Influential etc. to participate in the opening ceremony of the School. Province wise detail of Madaris is as under:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Province</th>
<th>No of districts</th>
<th>No of Madaris</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Punjab</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Baluchistan</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Sindh</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Khyber Pakhtunkhwa</td>
<td>4</td>
<td>30</td>
</tr>
</tbody>
</table>
Enrollment in Deeni Madaris Schools.

All 100 Madaris Schools where ALP was introduced under the management of NCHD in sixteen districts located in four provinces. The detail of the Enrollment is as under:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Province</th>
<th>Districts</th>
<th>Madaris</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Punjab</td>
<td>4</td>
<td>25</td>
<td>591</td>
</tr>
<tr>
<td>2</td>
<td>Baluchistan</td>
<td>4</td>
<td>25</td>
<td>445</td>
</tr>
<tr>
<td>3</td>
<td>Sindh</td>
<td>4</td>
<td>25</td>
<td>542</td>
</tr>
<tr>
<td>4</td>
<td>Khyber Pakhtunkhwa</td>
<td>4</td>
<td>25</td>
<td>549</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>16</strong></td>
<td><strong>100</strong></td>
<td><strong>2127</strong></td>
</tr>
</tbody>
</table>

4.3. Way forward

The project is for five years, hopefully will be extended for a further duration so that students easily complete elementary education. In the current process a cycle of primary education will be completed. The management of Madaris will be capacitated in the concept of mainstreaming of primary education in Madaris with the District Education Department. The capacity of the teacher will also be built on creativity, critical thinking and multi-grade teaching skills. As the project is implemented in Madaris and the teacher hired is already working in their institution. Hopefully the teacher and the management would be capacitated enough to further undertake such initiative without external support. We also hope that inclusion of primary education in Madaris will boost the confidence of the community and more support is expected to be provided by them to Madaris. NCHD will provide technical support even after the closure of the project and will made liaison with ED and madrasa administration.
NATIONAL LITERACY RESOURCE CENTER
CHAPTER 5

Combating Covid-19 Pandemic
At Grassroots Level
Combating Covid-19 Pandemic
At Grassroots Level

NCHD and its volunteers have always been at the forefront whenever the country comes across natural disasters or emergency situations. It has played significant role in Earthquake of 2005, Floods 2010, IDP crisis of Swat to name a few. When COVID-19 pandemic hit Pakistan in early months of 2020, there was a panic situation across the country. People started believing in rumors and conspiracy theories thereby negatively affecting Government initiatives to prevent the spread of the deadly virus infections. There was a dire need to create awareness among the masses at grassroots regarding safety precautions and social distancing and SOPs issued by Ministry of Health.

In such a situation NCHD came forward to play its role in helping people and support Government efforts in protecting the citizens’ lives. The organization planned and took several initiatives to combat the Covid-19 pandemic in the country.

1. COMBATING COVID-19 PANDEMIC IN 17 DISTRICTS

Keeping in view the deteriorating situation of the pandemic, NCHD developed a project proposal to outreach the people at grassroots level, deliver messages for precautionary measures, provide safety kits and food packages among the much needy and vulnerable people. Pakistan Human Development Fund (PHDF) provided the required funding for the project. The project titled “Combating Covid-19 Pandemic in Pakistan” was designed to achieve the following objectives:

- To create and reinforce awareness among general public regarding Covid-19.
- To enable individuals at grass-root level for taking precautionary measures against spread of Corona virus.
- To contribute towards national response to combat the pandemic by providing masks, soaps and sanitizers among general public.
- To support community by providing food to needy people.
- To train 97,500 households in preparing sanitizers at home.

The pilot project was implemented in 17 districts. NCHD district teams helped needy and deprived people in the difficult times of COVID-19 pandemic by providing food packages and Safety kits. They also conducted awareness sessions and training on preparation of homemade sanitizers, taking preventive measures. Target communities obtained maximum knowledge and sensitization about how to live a normal life in such a situation.
List of Pilot Districts

<table>
<thead>
<tr>
<th>S.#</th>
<th>Province</th>
<th>District</th>
<th>CFS</th>
<th>ALC</th>
<th>Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Punjab</td>
<td>Muzaffargarh</td>
<td>182</td>
<td>60</td>
<td>262</td>
</tr>
<tr>
<td>2</td>
<td>Sargodha</td>
<td>32</td>
<td>0</td>
<td>252</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>DG Khan</td>
<td>115</td>
<td>40</td>
<td>316</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sindh</td>
<td>Khairpur</td>
<td>106</td>
<td>0</td>
<td>311</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Thattha</td>
<td>3</td>
<td>0</td>
<td>380</td>
</tr>
<tr>
<td>6</td>
<td>Shikarpur</td>
<td>42</td>
<td>0</td>
<td>241</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Sukker</td>
<td>475</td>
<td>80</td>
<td>288</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Khyber Pakhtunkhwa</td>
<td>Mardan</td>
<td>21</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Lakki Marwat</td>
<td>44</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Buner</td>
<td>13</td>
<td>80</td>
<td>119</td>
</tr>
<tr>
<td>11</td>
<td>Balochistan</td>
<td>Kech</td>
<td>12</td>
<td>80</td>
<td>171</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Zhub</td>
<td>20</td>
<td>80</td>
<td>118</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Washuk</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>AJ &amp; K</td>
<td>Kotli</td>
<td>23</td>
<td>30</td>
<td>98</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Muzaffarabad</td>
<td>60</td>
<td>0</td>
<td>381</td>
</tr>
<tr>
<td>16</td>
<td>Gilgit Baltistan</td>
<td>Skardu</td>
<td>11</td>
<td>0</td>
<td>142</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Gilgit</td>
<td>14</td>
<td>30</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td>1173</td>
<td>560</td>
<td>3309</td>
</tr>
</tbody>
</table>

Number of Beneficiaries
As a whole the project benefitted around 97,500 households and 682,500 individuals in 17 districts.

<table>
<thead>
<tr>
<th>Districts</th>
<th>Locations</th>
<th>Households</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>1,950</td>
<td>97,500</td>
<td>682,500</td>
</tr>
</tbody>
</table>

1.1. Implementation of the Project

The project was executed by NCHD district teams and volunteers during June-July 2020 under Government SOPs regarding COVID-19. Following major activities were carried out at district and local levels:

- Planning and initial orientation meeting at NCHD district office and constitution of procurement committee.
- Selection of locations for data collection of deserving families.
- Identification/data collection of deserving families through Field Officers and volunteers.
- Coordination meeting with District Administration and sharing list of deserving families.
- Printing of pamphlets/message of precautionary measures for mass awareness campaign.
- Orientation/training of Field officers on project implementation strategies.
- Preparation of a mobile vehicle with megaphone for making announcements.
- Training and demonstration in local communities on making homemade sanitizers.
- Packing of safety kits and ration bags through staff, volunteers & feeder teachers.
- Disbursement of safety kits among the deserving families.
- Ration bags distribution among the deserving families through District Administration.
- Identification and motivation of philanthropists for donations through volunteers.
- Media coverage.

1.2. Description of Activities

**Planning Meeting at NCHD District Offices:** Planning and orientation meeting was conducted at NCHD district offices participated by all staff regarding COVID-19. Detailed Implementation Plan was prepared in the meeting and duties were assigned to every team member.

**Coordination with District Administration:** Coordination meetings with district government /line departments were conducted in all the districts. To implement project activities successfully, close liaison and coordination with District administration is very important. District Government was briefed in detail about the implementation strategy and plan of action.

- Meeting of CEO PHDF and DD Literacy with Deputy Commissioner Mardan
- Meeting with District Health Officer Muzaffarabad
- Meeting with Deputy Commissioner Buner
- Meeting with Adl. Deputy Commissioner Shikarpur

**Printing of Relevant Materials:** Awareness posters and pamphlets on making sanitizers were designed at NCHD Head office and printed at district level.
Identification and Data Collection of Deserving Families:
Deserving families were identified and their data was collected through Field Officers and volunteers in the selected locations. The lists were shared with district government to avoid any duplication. After clearance from district government, the lists of deserving families for ration distribution were finalized.

Preparation of Safety Kits & Ration Bags:
The items purchased for Safety Kits and ration bags were packed in the HDSU Offices for distribution.
Training of Field Teams:
The orientation sessions of all NCHD Field Staff were held in the targeted districts. In these sessions, it was emphasized to follow the guidelines regarding Combating COVID-19 Project. Following topics were covered in the orientation:

- What is COVID-19?
- What are its symptoms?
- Precautionary measures regarding Corona Virus.
- How to make hand sanitizers at local level.

The Field Officers further trained teachers of the Feeder Schools, Literacy Teachers and volunteers who conveyed the message at grass root level. They demonstrated how to prepare sanitizers at home.

Use of Mobile Vehicles for Mass Communication:
Each district prepared a vehicle for mobile training and announcements at grass root level. In this regard message of precautions was also conveyed through a mobile vehicle with mega phone, patrolling in the vicinity of Community Feeder Schools, Adult Literacy Centers and public places. Handouts were also distributed during the vehicle patrolling.

Distribution of Safety Kits & Ration Bags:
Distribution of safety kits and ration bags was done in all the pilot districts. The line departments, local notables and volunteers participated and appreciated the activities performed by NCHD’s field teams in these difficult circumstances. To
Training at Grass-root Level:
Sessions regarding precautionary measures were conducted in all the districts at different locations including catchment areas of Community Feeder Schools and those locations where Adult Literacy Centers were established. Local community was sensitized and motivated to adopt precautions for their safety from COVID-19. Making of homemade sanitizer was also demonstrated by field officers in a very conducive manner. Safety kits including soap, sanitizer and face masks were handed over to the participants.
Participation of Volunteers in COVID-19 Project

NCHD had more than 3300 volunteers in the pilot districts. These volunteers performed very dedicatedly in the whole activity.

Engagement of Philanthropists

The field teams and volunteers while performing activities regarding Combating COVID-19 project engaged many local philanthropists for this noble cause. Philanthropists contributed to the activities in terms of donations also.
1.3. Conclusion
As a whole, the project remained quite successful as all the objectives were achieved efficiently and effectively. As planned, all activities were conducted at Community Feeder Schools, Adult Literacy Centers and other locations identified by NCHD volunteers. Following is the gist of the planned activities and the achievements against the activities:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Activities</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Distribution of Corona safety kits</td>
<td>2,995</td>
</tr>
<tr>
<td>2</td>
<td>Distribution of Ration Bags</td>
<td>519</td>
</tr>
<tr>
<td>3</td>
<td>Training Sessions for Precautionary Measures &amp; Sanitizer Making</td>
<td>7,045</td>
</tr>
<tr>
<td>4</td>
<td>Donations from Philanthropists</td>
<td>Rs.228,000/-</td>
</tr>
<tr>
<td>5</td>
<td>Number of total beneficiaries</td>
<td>739,725</td>
</tr>
</tbody>
</table>

 Majority of people who were living in the vicinity of Community Feeder Schools and Adult Literacy Centers were trained to make sanitizers at their homes which was highly cost effective. Similarly, local philanthropists were approached by NCHD staff who contributed in this noble cause. Particularly, the philanthropists of District Washuk made a huge difference by contributing many bags of flour.

2. ROLE OF NCHD DISTRICT TEAMS
Serving the Vulnerable during the Pandemic

In the wake of COVID-19 pandemic, Pakistan is struggling to protect its people from this deadly disease. Being a national organization and keeping in view its role during natural calamities in the past, such as earthquake in 2005 and floods in 2010, NCHD management passed the directive to its Provincial offices to play their role effectively through District Offices/HDSUs. As a result, several Deputy Directors Operation conducted awareness sessions about COVID-19, distributed hand sanitizers and ration bags mobilizing local resources (volunteers and philanthropists): List of districts who undertook mitigation and support activities are as follows.

<table>
<thead>
<tr>
<th>Province</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJK</td>
<td>Muzaffarabad, Bagh, Mirpur</td>
</tr>
<tr>
<td>Punjab</td>
<td>Okara Jhang</td>
</tr>
<tr>
<td></td>
<td>Rahimyarkhan Sargodha Chiniot Attock Kasur Bahawalpur</td>
</tr>
<tr>
<td>Sindh</td>
<td>Karachi Hyderabad Sukker Badin Larkana</td>
</tr>
<tr>
<td>Khyber Pakhtunkhwa</td>
<td>Mardan Peshawar DI Khan Abbotabad Mansehra</td>
</tr>
<tr>
<td></td>
<td>Swat Lakki Marwat</td>
</tr>
<tr>
<td>Baluchistan</td>
<td>Nasirabad Jaffarabad Quetta Ziarat Chaman Zhob</td>
</tr>
<tr>
<td>Gilgit Baltistan</td>
<td>Gilgit Skardu Chilas</td>
</tr>
</tbody>
</table>
2.1. Punjab

NCHD’s district management teams coordinated with Deputy Commissioners, Chief Executive Officers Health, District Officers health and Medical officers for arrangements of activities during COVID-19. Field officers and Local volunteers coordinated with NGOs and philanthropist for provision of free gloves, face masks, hand sanitizers and antibacterial soaps. Activities of volunteer were planned and undertaken with a sacred aim to bring awareness amongst the people and patients.

Orientation in Feeder Schools:
Protection of children and educational facilities is particularly important. Precautionary measures are necessary to prevent the potential spread of COVID-19 in feeder schools and community also.

Instructions were issued by provincial office regarding orientation sessions on prevention of Corona Virus at CFS level. All districts prepared orientation plans.

Role of Field Officers during pandemic:
Field officers and local volunteers were assigned activities by the district management; Awareness lectures were delivered in community meetings, Coordination Meetings with influential and philanthropist for purchasing of face masks, and hands sanitizers were conducted. Coordination Meetings with Medical officer at BHU level and medical store keepers for public awareness were conducted in most of the districts.

Face masks, hand sanitizers and antibacterial soaps were distributed in collaboration with volunteers and influential persons. School health and nutrition supervisors also played an important role during the pandemic. Local volunteers were very helpful for awareness raising and announcement in mosques.
2.2. Khyber Pakhtunkhwa

Several district offices of NCHD coordinated with District Administration and played vital role in support activities to prevent Covid-19 infections. They also involved the local community and philanthropists for resource mobilization. Detail reports of the districts are as under.

District Charsadda

Charsadda was trapped in the pandemic due to lack of prior information of precautionary measures among people. Positive cases as well as deaths were reported from many parts of the district. Under these circumstances, NCHD Charsadda held an emergency meeting on 27-3-2020 in order to facilitate the communities and share with them information on precautionary measures.

All Field Officers played an efficient role along with registered NCHD volunteers in support of Covid-19 activities. They guided the communities about precautionary measures against infections. The volunteers also conducted practical demonstrations. In some areas, masks and soaps were also distributed among the peoples. Methods of sanitizer making and proper use was shared with the communities. The awareness campaign focused on surroundings literacy and UPE program intervention areas. Students of community Feeder Schools and learners of the Literacy Centers got the information through the concerned teachers.

Deputy Director NCHD also conducted detailed meeting with Additional DC of Charsadda and briefed him about the role of NCHD in combating COVID-19. He was also informed about the awareness activities of the volunteers.

District Kohat

NCHD Kohat team played an important role in support of District Government and local communities. The registered volunteers of NCHD were assigned the task of resource mobilization and distribution. With the support of Philanthropist hand sanitizers, face masks and food packages were distributed by NCHD volunteers in local communities as identified by District Administration.
NCHD Kohat team carried out an awareness campaign on precautionary measures of Covid-19 through mobile vehicles, SMS, Imam Masjid and Volunteers.

PPE kits handed over to District Health Officer Kohat and SHO Police Station

**District Mardan**

Mardan has always played active role in relief activities like Earth quake 2005, IDP’s and Flood 2010 from NCHD platform. In current pandemic situation, Mardan was one of the initial districts to give prompt response from its own resources in support of local community.

**Meetings with District Government and Philanthropists:**

Deputy Director NCHD conducted a meeting with Deputy Commissioner and Additional Deputy Commissioner Mardan for the purpose of NCHD intervention and support of the local government in the pandemic of covid-19 emergency situation in the district. Deputy Commissioner appreciated the response of NCHD in emergency situation. He issued an instruction for enlisting the name of NCHD in support departments to District Government in current emergency situation.

Mardan team conducted a series of meetings with philanthropist and volunteers for their participation to facilitate local Government in the pandemic. Meetings were conducted with *Aimma Masajid* for their role to communicate message to the people about taking precautionary measures against Covid-19.

**Distribution of Food Packages:**

NCHD Mardan with the support of Philanthropist distributed food packages among the Feeder teachers living in Covid-19 affected areas of the district. School Management Committee members and local community appreciated the support of NCHD team in the pandemic crisis. Mardan team also distributed food packages among the members of Press Club.
District Abbottabad
When the lockdown was being observed in the districts, NCHD Abbottabad volunteers were always there to serve the people of the district.

Distribution of food Packages among 400 Families: NCHD team had contacted a number of influential persons and organizations for arranging the food for Covid-19 affected areas. In collaboration with the Group of Professors of COMSAT Institutes Abbottabad, the food packages & masks for four hundred families were distributed. The packages contained all the basic items.

Implementation of Corona SOPs in Mosques: NCHD staff and volunteers carried out marking on the floors of halls of 37 mosques to maintain safe distance among the people during prayers.

Guidance for Registration in EHSAS Program: NCHD volunteers supported the community about the procedure of Prime Minister EHSAAAS program about entitlement of financial support, and how they can register themselves and what are the points where they can get the cash grant.

3. ASSESSING THE IMPACT OF COVID-19

In its multi-pronged efforts to combat Covid-19 pandemic in Pakistan, NCHD partnered with the International Rescue Committee (IRC) in conducting a country wide survey to assess the impact of the pandemic on different aspect of socio-economic lives of people.

The IRC is working in Pakistan for the last four decades. Its mission is to help people whose lives and livelihoods are shattered by conflict and disaster. It provides emergency relief, health care, education, job training and other essential services in affected communities. Currently, the organization is also supporting to confront the COVID-19 pandemic in Pakistan.

3.1. Coordinated Gap Analysis (CGA)

COVID-19 was declared a pandemic by the World Health Organization in early 2020. It has caused not only great health problems but also severely affected the socio economic life in Pakistan as did in other parts of the world. Pakistan has fortunately not seen such a severe spike as many countries have witnessed but still there was a need to assess the extent of vulnerability across geographies and various demographics. There was also a question in the minds what were the mitigations that needed to be initiated in anticipation of any unwanted scenario.

In this context, NCHD came forward and joined hands with International Rescue Committee to conduct a scientific survey to gauge the impact of the outbreak on the lives of the people & assess the level of response to COVID-19 besides determining the need to mitigate its after effects.

The project was named ‘Coordinated Gap Analysis (CGA): Covid-19’. NCHD hopes that the findings of the survey will be quite meaningful for those who want to know the intensity and scope of the COVID-19 pandemic in Pakistan.

The project was executed during September-November 2020 and the Key findings report of the CGA survey was launched in December 2020.
Survey Profile

Coordinated Gap Analysis household based survey was carried out nationwide in the four provinces and Federal Capital Territory covering 16,400 households. In every province, one or two districts were allocated to each religious group/refugees community as well. In addition to that, 90 key informant interviews were also part of this study. The field teams held interviews with Department of Health, Provincial Disaster Management Authority, UN Agencies and International NGOs. The objective of the interviews was to gather information regarding the pandemic from the side of service providers.

The survey questionnaire covered following thematic areas:

1. Education
2. Health
3. Food security & livelihood
4. Protection
5. Social cohesion
6. Shelter

Pictorial Glimpses of CGA Survey Activities

CGA Survey in Punjab
3.2. Key Findings of the CGA

Some of the key findings of the CGA Covid-19 survey regarding education, health and other areas are given in as under. For further details, please read the ‘CGA Key Findings Report’.

a. Health

As the study focuses on impacts of COVID-19, consequently this section is very important to draw conclusions for health approaches used by the people during the pandemic.
b. Education

During the pandemic, all public and private educational institutions got closed for an indefinite period. The abrupt closure of schools also affected the families both mentally and socially. The third section of the questionnaire specifically looks at the impacts of the pandemic on education.
c. Food Security & Livelihood

d. Protection

e. Social Cohesion
f. Shelter

4. National Survey on Price Hike during the Pandemic

The COVID-19 pandemic, along with the associated restrictions have not only led to a significant increase in unemployment and considerable income losses for many people, but also altered the spending patterns of consumers and the level of price inflation that they face. In particular, the lockdown measures have affected the supply of and demand for certain products and, hence, their prices. During pandemic, prices of almost all the essential commodities have been increasing at an alarming rate.

In the backdrop of the above scenario, NCHD conducted a survey across the country to know the reasons of inflation and put forward recommendations. The task was performed by district teams by collecting data on market prices through a questionnaire. The field teams interviewed shopkeepers and common persons on following important indicators.

- Whether the price lists issued by the concerned authorities are implemented?
- Whether district administration is capable of implementing these prices?
- Is there a supply demand shortage?
- How the situation can be improved?
- Price difference between source and retail?

The study is a quantitative study relied on the primary sources of data. A combination of location & stratified random sampling method was used for the survey. Questionnaire developed for interview contained dichotomous, close-ended & open-ended questions.

4.1. Findings and Results of Survey

The survey was aimed at finding out the reasons of price hikes in Sindh, Punjab, KP, AJK and GB. The results of the survey shared below highlight the discrepancies observed at both the government and entrepreneur level. Findings of one indicator from each province, as example, are given in the following.
Critical Analysis of the Findings:

- Prices of most of the items were not fixed according to their market price. The prescribed rates in the list were much less than purchasing price.
- The black market mafia was very active in the supply of daily necessities in the market.
- Ex-mill prices of sugar and ghee was much higher than prescribed government rates.
- Concerned authorities have failed to ensure smooth supply of grocery items and essential commodities to consumers through utility stores.
- The highest prices of fruits and vegetables, especially tomatoes, have made lives difficult due to supply and transportation issues.
- Concerned departments have failed to control the prices.

4.2. Recommendations

Furthermore, the following recommendations are given for consideration by all concerned.

i. Government should take support from line departments, organizations, and volunteers to inspect price list on daily basis and report to the concerned authorities.

ii. Government to ensure regular Inspection & Control over the stockiest.

iii. To control over the shortage, Government should take action against the Mafia and hoarding.

iv. Price list should be implemented & enforced by the district administration.

v. Transportation charges increased the prices, so Government should reduce the fuel prices.

vi. Strict action should be taken against those who don’t have updated price list.

vii. Supply chain should be minimized from production to customers.

viii. Utilizing Sasta bazaar at UC level, initiating mobile utility stores, and ensuring availability of stock at utility stores.

ix. Developing complaint portal at district level to ensure fast track action against the violators.
CHAPTER 6

Special Projects:
Working in Collaboration with Development Partners
Special Projects:
Working in Collaboration with Development Partners

1. LEAPS: Taking Care of Pre-School Education of Children in Sindh

NCHD is partner with the Aga Khan University and Harward School of Public Health in the early childhood care and education project called ‘LEAPS’ implemented in four districts of Sindh.

High quality early childhood care and education (ECCE) is the foundation of a child’s education journey. Though access to good quality education is essential for young children, it is estimated that 60.7% of preschool-aged children in Pakistan are out of school. Thus, investments in quality equitable preschool programs are needed for girls and boys. In addition to support for young children, there is also a need for simultaneous investments in training and employment opportunities for youth. This is of particular importance in a country like Pakistan, where 64% of the population is under the age of 29 years.

Youth Leaders for Early Childhood Assuring Children are Prepared for School (LEAPS) is a youth led ECCE program, which was conceptualized as a response to the education and training needs of children and youth in rural Sindh. The ECCE participation in this region is low. Trends in rural Sindh also indicate that female youth in rural communities are at a significant disadvantage in education, training and employment. As such, female youth in rural communities in particular also require more targeted support to help them reach their full potential as adults.

In an effort to address these problems, LEAPS technical partners at the Aga Khan University and Harvard T.H Chan School of Public Health have partnered with National Commission for Human Development (NCHD) to implement the LEAPS-NCHD program across four districts in rural Sindh: Naushahro Feroze, Khairpur, Sukkur, and Dadu.

The goal of this two-generational approach, investing in youth and young children, is to support the achievement of the Sustainable Development Goals’ (SDG) targets in education, training, and employment and gender equality in Sindh. LEAPS supports SDG Targets to Achieve SDG Goals # 4, 5, and 8.

Aims of LEAPS program: The LEAPS program has two main aims:

1) Increase children’s school readiness
2) Promote female Community Youth Leaders personal and professional development
1.1. LEAPS Program Core Components

The LEAPS program comprises four core components: (i) community engagement, (ii) youth development, (iii) preschool education, and (iv) primary school transition and enrolment. These four components, shown in Figure below, ensure the LEAPS-NCHD program can be implemented as a sustainable and low-cost community-based solution in rural communities.

![Figure. Overview of LEAPS Programme Core Components](image)

1.2. Data & Voices from the Community

**Youth Training and Employment**

In total, LEAPS has provided training for 107 Community Youth Leaders (CYL). Currently, ninety-two CYLs are employed across the four districts of Dadu, Khairpur, Naushahro Feroze, and Sukkur in Sindh Province (see Table 1).
Table 1. Community Youth Leader Training and Employment

<table>
<thead>
<tr>
<th></th>
<th>Dadu</th>
<th>Khairpur</th>
<th>Nau. Feroze</th>
<th>Sukkur</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of CYLs trained</td>
<td>4</td>
<td>32</td>
<td>61</td>
<td>10</td>
<td>107</td>
</tr>
<tr>
<td>No. of CYLs currently employed</td>
<td>4</td>
<td>27</td>
<td>53</td>
<td>8</td>
<td>92</td>
</tr>
</tbody>
</table>

**LEAPS Preschool Operations**

Since the program’s inception, ninety-three LEAPS preschools have been established and inaugurated across the four districts. At present, ninety-one schools are in operation. During Academic Year 1 of implementation (i.e., 2019-2020 academic year), 1784 children were enrolled, including 894 boys and 890 girls. Seven hundred seventy-five children (386 boys, 389 girls) were transitioned to NCHD Feeder primary schools at the end of Academic Year 1. In Academic Year 2 (i.e., 2020-2021 academic year), 1028 children were enrolled (516 boys and 512 girls). LEAPS children who are eligible will be transitioned to NCHD Feeder primary schools in April of 2021.

**Figure 1: LEAPS-NCHD Preschool Activities 2020**
1.3. Achievements of LEAPS Program

1. **Promoting Positive Youth Development:** LEAPS has provided a platform for female youth to pursue education, training, and paid employment opportunities in their local communities. In addition to this, LEAPS has also promoted female youth’s personal and professional development. This includes aspirations for education and career, mental health benefits, and higher self-confidence. This was reflected at the Annual CYL conference held in January 2020. During this conference, CYLs shared that prior to joining LEAPS, they did not think about professional growth and development. However, after joining LEAPS, they have aspirations to pursue higher education and career growth.

2. **Improving Early Childhood Development and Learning:** LEAPS schools were rolled out into villages that had no functional primary school run by the Department of Education. NCHD is providing continuity of education and learning for primary school-age children in these communities that are hardest to reach and in most need of early learning support. By partnering with these NCHD schools, this means that LEAPS is truly reaching children who would not have otherwise had access to early learning services.

3. **Increasing Community Demand for Early Childhood and Youth Development:** LEAPS has created demand for ECCE among children’s families in rural communities. During informal discussions and formal parent-teacher meetings, CYLs have communicated the importance of early childhood education and care to children’s families. During recent interviews, CYLs have shared that many female youths in their extended families and communities wish to pursue education and paid employment opportunities after the implementation of LEAPS-NCHD program in their village.

4. **Ensuring Equity for Vulnerable Groups:** LEAPS program has provided equitable opportunities for both young girls and female youth, combating inequalities, for girls and female youth, in rural communities of Sindh.
2. ACCESS: Providing Access to Quality Education and Safe Schooling in Khyber Pakhtunkhwa

Hundreds of Original Projects for Employment (HOPE’87) is an Austrian I-NGO working in Pakistan. The programmatic approach of HOPE’87 is focused on strengthening the resilience of communities through education, livelihood development, gender equality, capacity building and disaster preparedness.

Ever since HOPE’87 Pakistan has worked on youth employment, women empowerment, education, humanitarian aid and disaster risk reduction. The geographical coverage of the interventions has included all provinces with the support of donors such as European Commission, European Commission Humanitarian Aid & Civil Protection (ECHO), Austrian Development Cooperation, UN agencies and private sector.

2.1. The AcCESS Project

NCHD and HOPE’87 signed a Letter of understanding (LOU) on 15th February, 2019 for undertaking an education project named “Access for out-of-school Children to Education and Safe Schools in Pakistan” in the province of Khyber Pakhtunkhwa. The project is designed to support NCHD in:

1. Annual enrolment campaigns
2. Establishment of new Community Feeder Schools
3. Training of feeder teachers on quality education
4. Training of field officers and Feeder School Management Committees,
5. Assess student basic competencies in literacy and numeracy
6. Beneficiary Management Information System
7. Prevention of drop out and provision of access to quality education.

2.2. Major Project Activities

- Three days training of NCHD Master Trainers on quality education
- Five days training of Feeder Teachers on Quality Education
- 05 days Training of Field Officers on Community Management Skills
- 01-day Training of Feeder School Management Committees
- Enrolment Campaign events (Provincial, District, School)
- Establishment of Community Feeder Schools
- Provision of missing facilities in Community Feeder Schools
- School Health Program/Health Screening of Students
- Pre-Early Grade Reading Assessment (EGRA) and Early Grade Mathematical Assessment
- Profiling of Community Feeder School Students
- Provision of Hand washing stations in Community Feeder Schools
- Progress Review & Planning Meetings & FTs Appreciation events
- Continuity of Education – Distance learning
- Provision of IT equipment
- Development of Beneficiary Management Information System

2.3. Progress Update

Description of major activities jointly conducted by HOPE’87 & NCHD under the project during 2020 is given as follows;
Training of Feeder Teachers
Five days training of Feeder Teachers was successfully completed by NCHD Master Trainers. A total of 515 teachers have been trained. The training aimed to enhance the basic understanding and capacity of feeder teachers to improve teaching techniques, use effective teaching methodologies, learn Multi Grade Teaching, to develop better communication skills, gain knowledge of social mobilization and to enable them to prepare School Development Plan. Moreover, in response to COVID-19, HOPE’87 conducted three days TOT of NCHD Field Officers on psycho social support, School hygiene, SOPs for safe reopening of schools and School Health Program. The Master Trainers conducted training of 520 feeder school teachers across KP in September 2020. Teachers expressed increased levels of confidence on how to follow and implement the general, social distancing and WASH SOPs in the schools.

Training of Field Officers on Community Management Skills
HOPE’87 and NCHD conducted a comprehensive 05 days training of 125 NCHD Field Officers (FOs) on Community Management skills. The agenda of the training was to train the NCHD field officers on community management skills so that they are able to further train Feeder School Management Committees. The main topics of training were; social mobilization, community dialogue, conflict resolution skills, organizational maturity mapping, record keeping, school sanitation & hygiene education, introduction of community, objectives and steps of community organization, characteristics of good organization, health screening of students, basic educational skills etc.

Establishment of Community Feeder Schools
HOPE’87 supported NCHD in annual enrolment campaigns at provincial, district, school level and door to door visits across province, trained Feeder school teachers across province. With this support, 141 new schools have been established during the ongoing AcCESS project period i.e. April, 2019 till date validated by HOPE’87 team together with
NCHD field teams. The salaries of the 100 teachers (as per project target) were being paid from the AcCESS project. NCHD has formally taken over project funded 100 teachers’ salaries and 41 new teachers on its payroll with effect from June 01, 2020 ensuring the sustainability of the schools beyond the project life.

Provision of missing facilities in the Schools
NCHD provided basic stationery and curricula books to new Community Feeder Schools (CFS) while HOPE’87 provided the required equipment’s (Chairs, blackboard, soft board, water cooler, school bell, plastic mats, chalk box attendance register, visit register) to 498 existing and new CFSs of NCHD across Khyber Pakhtunkhwa.

Reading and Mathematical Assessment
A detailed pre-EGRA and EGMA study was conducted in nine project districts. The explicit purpose of this study was to measure the core fundamental skills of literacy and numeracy acquisition in the early grades at schools and to identify gaps of knowledge and highlight areas where improvement is needed. The EGRA and EGMA tool was administered in three different languages i.e. English, Urdu and Pashto to a total of 320 lower primary grade students from grade II and III.

Profiling of Community Feeder School Students
A detailed study was conducted in all CFS of NCHD for collection of data of learner’s profile on specific format. NCHD field team collected data of all learners profile across KP and handed over to HOPE’87 field teams for punching and to be added in Beneficiary Management Information System (BMIS). The team punched data of 22,155 learners. The information includes: district, school name, school code, Silsila number, student name, class, date of birth, date of admission, disability, father name, occupation and contact number. The data has been added in BMIS as well.

Hand washing stations in Community Feeder Schools
In response to COVID-19, HOPE’87 has provided Hand Washing stations in 218 Community Feeder Schools of National Commission for Human Development (NCHD). Hand washing stations distributed in seven districts of Khyber Pakhtunkhwa i.e. Swat, Peshawar, DI Khan, Khyber, Mohmand, Bajaur and Lakki Marwat. The provision of hand washing stations are promoting hand & respiratory hygiene and improving hygiene facilities in schools. Students are washing hands regularly to prevent the further spread of COVID 19 infection.

Progress Review & FTs Appreciation events
NCHD with support of HOPE’87 conducted Progress Review & Planning meeting with NCHD district staff, Feeder Teachers Appreciation Certificates and Prize distribution events at district level across KP. The outcome of these meetings was; a) Learner profile updating of each feeder school b) Preparation of OOSC lists c) Provision of Teaching Learning Materials (TLM) and message books to Feeder Teachers for each school d) Session on upcoming enrolment campaign e) Appreciation of best teacher certificates and Cash prize awarded to teachers.

Provision of IT Equipment
HOPE’87 provided Computers (Desktop + Laptops) and IT equipment’s to NCHD provincial and 09 district offices to enhance the information technology and automation capacity of NCHD for data management and processing, also for data entry of children and refinement of NCHD EMIS.

Beneficiary Management Information System
HOPE’87 has developed Beneficiary Management Information System (BMIS) for data management of Community Schools of NCHD. The salient features/functionalities of the intended system are (a) Out of School Children profile (b) Teacher’s
profile (c) School profile (d) Learner’s profile (e) District wise reporting. The management information system together with the monitoring mechanisms will help the NCHD to achieve a higher level of efficiency and promote better communication between schools, district offices and other stakeholders.

3. Enrolling and Educating Out-of-school Children in Gilgit Baltistan

ALIGHT Pakistan and NCHD are jointly working to address educational challenges faced by the Out of School Children (OSC) in the country through establishing Non-Formal Schools at primary and elementary level. Under a new project GAMZAN launched in Gilgit-Baltistan, ALIGHT and NCHD have jointly established 65 non-formal schools. Additionally, both have taken a new initiative and established 10 Non-Formal Schools at elementary level. All these opportunities are focused to providing better learning opportunities for the children who do not have access due to several reasons. Some of the key initiatives of the collaboration are:

3.1. Non-Formal Schools: Primary

Primary education is fundamental in preparing students for higher level of education. In remote areas of Gilgit-Baltistan, there are challenges of education with limited number of schools and teachers which hinder provision of education for young children. To address this issue, ALIGHT in collaboration with NCHD established 55 non-formal primary schools in Gilgit-Baltistan to provide access to education in the areas where children did not have easy access to schools.

3.2. Non-Formal Schools: Elementary

To cater the challenge of provision of education for adolescent students ALIGHT and NCHD jointly established 10 elementary schools in Gilgit-Baltistan, as a pilot intervention. This is the first initiative in Gilgit-Baltistan to support young students to continue their education after primary and complete elementary in 18 months. This intervention has been a great success by attracting number students who are beyond 16 years of age. The table below indicates number of schools, teachers and students enrolled in these Non-Formal schools.
### Table: Non Formal Schools in GB

<table>
<thead>
<tr>
<th>District</th>
<th>Non-Formal School Primary</th>
<th>Non-Formal School Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total NFS Schools</td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Boys</td>
</tr>
<tr>
<td>Gilgit</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Diamer</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>Skardu</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>70</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3.3. Students Assessment

Assessing students is integral part of teaching and learning process that guide teachers to gauge students’ progress and learning over an academic year. ALIGHT Pakistan and NCHD conducted assessment in 65 schools and total of 2539 (District Diamer 928, District Gilgit 704 and District Skardu 903) students appeared in assessment. Despite lockdown, teachers in NFS remained connected with children through weekly homework academic calendar shared with all schools. Due to the different approaches used to engage children with educational activities such as weekly plans, radio programs and mobile library van, the assessment results have shown that there was no major learning loss happened during the closure of schools. All teachers were trained on assessment purpose, techniques and protocols before assessment.

#### 3.4. Mobile Library Van

The Mobile Literacy and Library Van are operationalized in District Gilgit. The facility was inaugurated by Government District Education Team and NCHD regional team in one of the Non-Formal Schools. The purpose of this van are; 1) provide educational facility in the areas where there is no school and even there is no teacher available to establish any Non-Formal school, and to enhance reading skills through variety of interesting books available in the library section.
ALIGHT district team in collaboration with Education Department GB and NCHD developed plan for mobile learning facility and started its piloting after schools were opened officially in Gilgit. Literacy mobilizers conducted several activities in each school including but not limited to storytelling, read aloud, kitchen gardening and use of props to engage students. During the visit students thoroughly enjoyed mobile learning activities and their motivation was worth observing. The level of interest of students and communities towards mobile learning facility observed by Literacy Mobilizer was beyond expectation.

3.5. Enrolment campaigns

NCHD and ALIGHT jointly organized enrolment campaigns in 14 districts of Pakistan to create awareness amongst parent and community to enroll children in school so that are able to learn and prepare themselves with better knowledge, understanding of self, society and world around them. During Covid lockdown, a lot of dropouts were observed and these campaigns helped to bring the children back to schools and also get new enrolment.

4. Strengthening NFE Systems and Delivering Effective NFE Services

4.1. Collaboration of NCHD with JICA

NCHD’s collaboration with JICA’s Advancing Quality Alternative Learning (AQAL) project aims at strengthening Non-Formal Education (NFE) system at federal level by providing platforms for NFE stakeholders for enhanced coordination, activating policy and planning in NFE, research & development, data management & data driven management in NFE, community engagement, development and implementation of accelerated learning programs (ALPs) to address the issue of out of school children, and offering integrated literacy & skill programmes for youth and adults as well as advocacy to promote NFE.
The collaboration between NCHD and JICA’s AQAL project focused on the following major themes:

1. Platforms for enhanced coordination among NFE stakeholders
2. Curriculum and instructions
3. Delivering quality NFE/ALP services
4. Professional development of staff
5. Data driven management
6. Research & Development

Highlights of the said focus areas are given under:

**Platforms for Enhanced Coordination Among NFE Stakeholders**

JICA and NCHD jointly developed the concept of federal level NFE forum, which was established in 2017 with an aim to enhance the coordination of NFE providers, oversight, cross sharing of data management, and advocacy of best practices as well as inform the policy and planning process. The NFE forum acted as platform for meaningful engagement among multi-lateral, bi-lateral, private and public sector actors to expand NFE services, bring innovation and quality delivery of NFE programmes. NCHD played the role as secretariat of the forum. In addition to the national organizations, the NFE forum includes the following development partners:

1. United Nations Educational Scientific, Cultural Organization (UNESCO)
2. United Nations Children Fund (UNICEF)
3. United Nations Development Programme (UNDP)
4. United Nations High Commissioner for Refugees (UNHCR)
5. International Labour Organization (ILO)
6. United States Agency for International Development (USAID)
7. Department for International Development (DFID)
8. Australian Aid for International Development (AusAid)
9. Canada International Development Agency (CIDA)
10. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
11. Japan International Cooperation Agency (JICA)
12. Plan International, Pakistan
13. Save the Children International, Pakistan
14. American Refugee Committee presently ALIGHT
15. IRC (International Rescue Committee)
Key Activities of NFE Forum

Following are a few key activities that remained on the agenda of the NFE forum:

1. Sharing of organizational progress and experiences in NFE.
2. Survey on identifying out of school children in Islamabad Capital Territory.
3. NFE forum involved media at times and highlighted key areas of progress.
4. Major NFE providers operating in ICT and in provinces joined NFEMIS and their data were entered into the data management system.
5. Members agreed to provide data on regular basis and use the same for informed decisions and actions.
6. Members contributed in developing NFE chapter which was used in national education policy.

Following are some decisions that have been taken to strengthen the forum:

- Expansion of forum at provincial level and an attempt to arrange financial assistance for forum’s sustenance. Since this forum will provide avenues for stakeholders to come forward and share issues and challenges that Non-Formal Education sub-sector is facing.

- Research must be embedded as a regular feature of this forum along with sharing progress and support each other in various functions such as data services, training, assessment etc.

4.3. Curriculum and Instructions

Following are key activities undertaken jointly in curriculum and instructions:

ALP Curriculum Development and Review

In addition to development of ALP-Primary that was piloted jointly by NCHD and JICA in ICT, the said ALP was reviewed thoroughly for improvement. The review findings will be used to improve and upgrade the ALP-Primary at federal level along with aligning the same with Single National Curriculum (SNC).

Adult Literacy Curriculum

NCHD and JICA have initiated review of the National Curriculum for Literacy developed in 2007. This process will result in revision of the adult literacy curriculum and related learning materials (primers) that focus on reading, writing and numeracy skills along with life-skills and income generation skills.
Remedial Programme review

In the backdrop of unprecedented challenges caused by COVID-19 on education sector, Centre of Economic Research in Pakistan (CERP), with the financial assistance of JICA, started to prepare the Targeted Instructions Toolkit for primary level teachers under their Remedial Education Programme in late 2020. The TI Toolkit comprises teaching learning material, assessments, training material and a teacher-support technology tool, aimed to support teachers in helping primary-level students.

Throughout the development process, NCHD Team has remained regularly engaged with other stakeholders and end users of the product, provided valuable feedback on the TI Toolkit components. This toolkit will be pilot tested in 20 primary-level public schools in the Islamabad Capital Territory (ICT) to assess how existing teachers can implement TI in their schools at a large scale.

4.4. Delivering Quality NFE/ ALP Services.

NCHD and JICA jointly implemented ALP-Primary in ICT as pilot program along with implementing the same in Madrassas (religious seminaries).

Piloting of ALP in Islamabad Capital Territory

Nine (9) pilot model ALP-primary schools were established in 2016 jointly by NCHD and JICA’s AQAL project. NCHD played the role of monitoring, training and mentoring effectively in the said pilot centers. 81% learners successfully completed the assessment conducted by FDE and were eligible to transit to grade 6. The said pilot exercise remained a success, jointly acclaimed by NCHD and JICA, which was visited by multiple implementing agencies for learning purpose.

Implementation of ALP in Madaris

After completing a successful pilot of nine ALP centers in ICT, NCHD decided to replicate the same course in selected 100 madrassas/ religious seminaries in the four provinces of Pakistan with active support of the JICA’s AQAL project. JICA provided technical backstopping by developing capacity of lead and master trainers on ALP approach and methodology, assessment mechanism, monitoring & mentoring by using modules of Non-Formal Education Management Information System (NFEMIS) for delivery of quality.

NFE programs. 50 master trainers, and 22 lead trainers were trained from all four provinces and Federal areas on Package A, who further trained teachers and relevant staff at district level for smooth continuation of classes for Package A in 100 schools.
4.5. Professional Development of Staff

Different activities to improve professional capacities of the NCHD and other organization’s staff on NFE planning & management were arranged under the AQAL project:

NCHD participated in the National NFE workshop held in Islamabad with other key stakeholders and provincial government counterparts, organized by JICA in November 2020. The workshop was aimed to understand the significance of NFE in Pakistan with special reference to addressing the illiteracy & OSC crises, explore linkages and partnership opportunities in public, private and development sectors to strengthen NFE systems, enhance quality and expand NFE services in Pakistan and to develop concept papers, project proposals and PC-1s to expand Non-Formal Education in Pakistan. The concept of community participation and participatory planning at district and UC level for NFE programs was also discussed. This workshop demonstrated a good example of experience sharing, mutual learning and coordination among all NFE providers including government counterparts.

4.6. Data Driven Management

JICA has designed Non-Formal Education Management Information System (NFEMIS), which is a web-based data management system for NFE sub-sector. The system provides tools and systems to collect data of centers, learners, teachers, teachers’ training, assessment etc. analyze the same and generate analytical reports that are used for decision making and managing NFE programs. NCHD is using the NFEMIS, therefore, becomes part of the national NFE data bank, which is managed at Academy for Educational Planning and Management (AEPAM).

4.7. Research & Development in NFE

JICA’s AQAL project and NCHD involved the National Education Assessment (NEAS), a national level public sector organization responsible to carry out research in education to inform policy and educational decision-making processes. The NEAS designed a comparative study to assess learning achievements of learners of formal and non-formal education schools in ICT. The study informed that learners of non-formal education schools (pilot ALP centers) were able to acquire equivalent learning outcomes in all major subjects.
5. Partnership with OSDI to Support Feeder Schools

Organization for Social Development Initiatives (OSDI) is a CSR initiative of Marine Group of Companies formed in 2009, to facilitate the under-privileged rural communities of Pakistan with sustainability strategy to empower them in moving out from the inter-generational debt traps, illiteracy, malnutrition and poverty. Under its education policy, OSDI is committed to raise the education standards and ensure every child living in focused rural communities, enrolled in its supported or constructed schools.

NCHD and OSDI collaborated to mutually work for the betterment of the education system in the marginalized communities. According to the MoU signed between both organizations in 2019, OSDI was committed to equip 25 NCHD and OSDI’s built Temporary Learning Centers (TLCs) with school material and equipment. OSDI commits to construct 07 NCHD Feeder Schools in district Lasbela while also handing over its own constructions after smooth execution of academic sessions.

5.1. Establishment of Temporary Learning Centers.

Fulfilling its commitment, OSDI constructed 04 TLCs within its focused communities of Baizad Banda in district Mardan (KPK), Yaqoob Jokhio in Thatta (Sindh) & Chamasara and Pini Ladha in district Lasbela (Baluchistan). These communities were previously, deprived of any educational facility within the radius of 4-5kms. As a result, the village children never attended any school.

To overcome this gap OSDI constructed TLCs and NCHD Feeder Schools after which school teacher(s) appointed by NCHD. 03 teacher’s training sessions were arranged by OSDI of the 07 teachers of these schools. As of now, 408 students are acquiring education in these TLCs. School Management Committees (SMCs) have been formed in each of these schools to ensure smooth functioning upon OSDI’s exit from this community.

Active social mobilization campaigns in the respective communities helped in creating awareness about the importance of education especially female literacy. There are 296 girls and 343 boys in these schools.

Monitoring Visit to OSDI School in Pini Ladha
5.2. Support for NCHD Feeder Schools.

OSDI has constructed 7 NCHD Feeder Schools. OSDI field staff regularly visit these schools with NCHD team and conducts Health and Hygiene sessions in the schools to improve the health situation of students.

OSDI has also facilitated 10 NCHD Feeder Schools (including the constructions) with essential classroom material such as teacher’s table, chair, floor mats, white board with stand and water cooler. Classroom equipment for all the schools located in the vicinities mentioned in the table handed over to the NCHD officials in district Lasbela. Thus, OSDI facilitated 789 students of NCHD Feeder Schools by provision of school materials and constructions.

During FY 2019-20, OSDI conducted the 7th phase of School Based Deworming Program (SBDW) in its 08 schools of focused districts. During SBDW 1070 students of aged 05-14 years facilitated with de-worming drug to improve the issue of absenteeism caused by frequently falling ill. In the upcoming year, OSDI shall increase its activities towards enhancing the literacy ratio within the new areas/communities for intervention.
CHAPTER 7

Promoting Volunteerism
For Socio Economic Development
Promoting Volunteerism
For Socio Economic Development

1. VOLUNTEERISM FOR COMMUNITY DEVELOPMENT

Nations cannot meet challenges without the spirit of volunteerism. Through volunteering, citizens build their resilience, enhance their knowledge base and gain a sense of responsibility for their own community. Recognizing the untapped potential of volunteerism in Pakistan, NCHD took an initiative to engage volunteers as partners in development. The Volunteerism for Community Development (VCD) Program of NCHD identifies, trains and mobilizes volunteers across Pakistan for supporting implementation of development activities and national initiatives.

VCD Program functions as a support program for execution of NCHD programs in the field. Volunteers are identified through meetings with stakeholders at Union Council and District levels and are given orientation & training in implementation of program activities. Each district has registered volunteers providing support in monitoring, trainings, advocacy and resource mobilization. NCHD has always relied on its volunteers’ support over the years.

**HOW DO NCHD VOLUNTEERS CONTRIBUTE?**

- Contribute in national initiatives like ‘Clean & Green Pakistan’
- Serve during disasters to protect human lives
- Enrolment campaign & dropout prevention
- Revamping of School council
- Organize summer camps for students
- Support deserving students by providing uniform, textbooks
- Identification of adult illiterates in the community
- Support in establishing adult literacy centers
- Ensuring maximum attendance in the centers
- Arrange lectures on health, parenting, life skills etc.
- Work with local health department to support their initiatives
- Tree plantation in the localities of schools and Literacy centers

NCHD Volunteers are influential stakeholders at the village, Union Council, district, provincial and national level willing to support Commission’s programs and other developmental initiatives in peace time and helping people in rescue, recovery, reconstruction and rehabilitation during disasters to serve the community.

NCHD has a network of volunteers working in all program districts across Pakistan including AJ&K and Gilgit Baltistan. Currently there are more than 40,000 active volunteers supporting education, health and other social development activities. Province wise detail is as follows:
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Province</th>
<th>Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Punjab</td>
<td>12790</td>
</tr>
<tr>
<td>2</td>
<td>Sindh</td>
<td>14800</td>
</tr>
<tr>
<td>3</td>
<td>Khyber Pakhtunkhwa</td>
<td>4599</td>
</tr>
<tr>
<td>4</td>
<td>Balochistan</td>
<td>5801</td>
</tr>
<tr>
<td>5</td>
<td>Azad Jammu &amp; Kashmir</td>
<td>1743</td>
</tr>
<tr>
<td>6</td>
<td>Gilgit Baltistan</td>
<td>834</td>
</tr>
<tr>
<td>7</td>
<td>Islamabad Capital Territory</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>40754</strong></td>
</tr>
</tbody>
</table>

2. CONTRIBUTION OF NCHD VOLUNTEERS DURING 2020

During the year 2020, following targets have been achieved under Volunteerism for Community Development program;

- NCHD created a permanent social capital of 40,754 registered volunteers at the grassroots level.
- Identified large no of volunteers for achievement of SDGs, especially in education and health sectors.
- NCHD volunteers participated in activities related to COVID-19 awareness and prevention throughout Pakistan.
- Arranged 69 free medical camps in which more than 20,000 patients were treated and free medicines worth Rs. 4.5 million were received from philanthropists.
- NCHD volunteers and field teams have initiated tree plantation campaign at district level by planting saplings in the vicinity of Adult Literacy Centers, Feeder schools, District offices, as well as in government schools. Till now, about 22,083 saplings have been planted.
- NCHD volunteers played active role in providing food packages, masks, hand sanitizers, gloves, and soaps to families during COVID-19 pandemic across the country.

Details of activities and achievements under VCD program are given in the following:

3. TREE PLANTATION FOR CLEAN & GREEN PAKISTAN

Pakistan has embarked on an ambitious plan to grow 10 billion trees across the country by 2023, in order to restore landscapes while providing the future generations a clean environment to live in. In this much needed national activity, NCHD launched the Monsoon tree plantation campaign throughout the country with the slogan “AIK BASHAR DO SHAJAR (اک بشر دو شجر)” . The campaign objective is to motivate general public to make Pakistan Greener, and inspire common man, businesses, industrial sector, organizations and the civil society to come together for this noble cause. This drive also aimed to enlighten people to create a much needed awareness about the countless benefits of trees.
As per the directions of Chairman NCHD, all the district teams and volunteers were mobilized to participate in the Prime Minister initiative of "Clean and Green Pakistan". In this connection provincial and District level plans were prepared for the campaign. Trees were planted in all Feeder Schools and Literacy Centers of the country. The filed teams conducted community awareness meetings regarding “Clean and Green Pakistan” tree plantation campaign. Chairman NCHD inaugurated the campaign by planting a tree in Bahawalpur. On the occasion Chairman stated; “Our government really feels that this is something we need to do for the generations to come. We took this option of planting trees because we believe in befriending nature rather than fighting it to solve the issues related to environment of our beloved country.”

3.1. Punjab

Tree plantation campaign began from the Provincial office Lahore. Director Operations Punjab inaugurated the ceremony and planted trees in the provincial office lawn. NCHD Punjab teams at district level were fully onboard to coordinate with district education and agriculture department for tree plantation across the province. The tree plantation started from community feeder schools in remote areas of Punjab province. Awareness campaign initiated at district level by Deputy Directors, Assistant Directors and field officers.
Local communities in the surroundings of Feeder Schools were fully mobilized and saplings were arranged from Forest Department and local NGOs. Students of CFS also played an active role in helping to green their schools with the help of their teachers. District teams did marvelous job in performing the activities of plantation in collaboration with district administration and local NGOs.

3.2. Khyber Pakhtunkhwa

District Tree Plantation Activities

All NCHD program districts of KP took active role in tree plantation campaign-2020. Launching ceremonies of plantation campaign were held in NCHD offices as well as in Government places. Plants were distributed among philanthropists, volunteers, farmers and other people. All these recipients were properly guided to follow the standard procedure of trees plantation and appropriately look after these trees in future. Pictorial glimpses of some districts are given below.
3.3. **Sindh**

NCHD Sindh also initiated the task and passed instructions to the focal persons of VCD in the districts to start the campaign initially by planting trees in their Feeder Schools, Literacy Center’s and Madrasa Schools by mobilizing local community, influential persons, public representatives, philanthropists, and government officials. The campaign started in February 2020 and halted due to COVID-19 emergency and resumed in October 2020. Following is the details of trees planted in 11 districts of Sindh province.

<table>
<thead>
<tr>
<th>Province</th>
<th>Total # of Saplings Planted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CFS Location</td>
</tr>
<tr>
<td>Sindh</td>
<td>1348</td>
</tr>
</tbody>
</table>
3.4. Azad Jammu & Kashmir

NCHD AJK has launched tree plantation Campaign twice a year regularly under VCD program in all districts of AJK. VCD Field officers have maintained closed coordination with Districts Forest Officers for provision of plant saplings.

District, UC & village level walks conducted for social awareness regarding the plantation campaign. Sessions were also conducted on the importance of plantation in community feeder schools, high schools and in social gatherings by VCD & UPE field officers.

<table>
<thead>
<tr>
<th>Sr#</th>
<th>Plant Type/Name</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nuts</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Apricot</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Guava</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>Orange</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>Sufaida</td>
<td>145</td>
</tr>
<tr>
<td>6</td>
<td>Kecker</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>555</strong></td>
</tr>
</tbody>
</table>

Muzaffarabad

Hattian Bala

3.5. Gilgit Baltistan

Provincial team of NCHD Gilgit-Baltistan arranged meetings with Gilgit-Baltistan Agriculture department to join hands together for launching tree plantation campaign in catchment areas of Feeder Schools and Adult Literacy Centers in GB. The proposal of providing saplings and technical support Mr. Muhammad Ashar, Director Agriculture Extension Gilgit agreed to send letters to their district heads for extending full support during tree plantation drive in their areas. Gilgit-Baltistan is divided into two zones on the basis of climatic conditions. NCHD has carried out plantation drive in two districts of Summer Zone i.e. Gilgit & Ghizer but due to outbreak of COVID-19 the drive could not be carried out in rest of the districts.
3.6. Balochistan

Trees and plants are the prime source of environmental purification and beautification. NCHD Balochistan with its team members initiated the tree plantation campaign in districts to plant maximum number of Saplings. Initially the team members arranged coordination meetings for arrangement of trees with forest Department and other sources in their respective district. Meetings were held with forest department heads at district level. As a result, 1496 tree saplings were received through different sources in 7 districts of Balochistan. Awareness sessions were held in community regarding tree plantation. Purpose of the awareness meetings was to mobilize people for plantation of trees and their safety not only in their respective areas but in other areas also. Tree Plantation was held in Feeder Schools, in Govt. Schools, Adult Literacy Centers and other locations of the district. The purpose of this campaign was to make our land clean and green and provide the community and people neat and clean environment.
4. ARRANGEMENT OF FREE MEDICAL CAMPS

4.1. Free Medical Camps in Punjab

As part of its volunteer services for the communities, NCHD arranges free medical camps to screen patients at village level at their doorsteps, promote health facilities, give health related awareness, distribute medicines, and refer the complicated cases for specialized treatment. Such medical Camps aim to provide free medical and surgical services to poor communities living in rural areas by a mobile team with varieties of medical specialized services.

The specific objectives of medical camps are as follows:

- Provide free and high-quality medical services to poor population.
- Working as an emergency team during virus spread.
- Raise health awareness among the local community to deal with communicable and non-communicable diseases.
- Register rare and severe cases and refer them to specialized hospitals.
- Evaluate the living conditions, determine the challenges and solving their problems.

Medical Camp in Bhakkar

During the year eight free medical camps were arranged in Punjab and approximately 1722 patients were treated. These medical camps were fully sponsored and organized on voluntary basis for the local community. Philanthropists, influential and local volunteers supported the community. Financial resources and transportation of supplies were the responsibility of philanthropists, influential and volunteers. Medical Officers provided free services after sensitization by NCHD’s field staff. Following medicines were arranged by the philanthropists and influential. Minimum two doctors and three Para medical staff provided their services at each free medical camp in deprived areas.
4.2. Free Medical Camps in AJ&K

NCHD AJK team through its VCD section continuously remained in contact and in close coordination with partner NGOs, Social Organizations, Charities, Social activists and registered volunteers & philanthropists for social welfare of needy communities. VCD team in collaboration with local and international NGOs and Philanthropists organized Free medical Camps in those communities where people have no access to health facilities.

Pictorial Glimpses of Medical Camps in AJK
5. INDEPENDENCE DAY CELEBRATIONS

The nation observed the 73rd Independence Day throughout the country on 14th August. The Independence Day is celebrated as a day of renewed commitment and resolution to make Pakistan a prosperous and peaceful country.

NCHD officials celebrated the Independence Day across the country by arranging and participating in the public functions and flag hoisting ceremonies. Moreover, ceremonies were also held in a large number of Community Feeder schools to observe the national Independence Day.

Pictorial Glimpses of Independence Day Celebration

CFS Kundian Bannu

Charsadda Flag Hoisting Ceremony

Flag Hoisting in Hundur Bala School

Independence Day at CFS Shoma Batle
Independence day Celebration in Qilla Saifullah

6. SERVICES DURING COVID-19 PANDEMIC

Like other countries of the world Pakistan was also hit by the deadly pandemic of Corona virus known as COVID-19 in the year 2020. Hundreds of thousands of people were badly affected by the virus infections. Government of Pakistan had to enforce lockdown to prevent the spread of the pandemic which resulted in hardships of common people particularly under privileged communities and daily wagers. Lack of awareness about preventive measures and misperceptions were making the situation more difficult.

In this situation NCHD and its volunteers played a significant role at grass roots level. Services rendered by NCHD district teams and volunteers include:

- Arrangement of awareness and training sessions
- Distribution of face masks, sanitizers, gloves etc.
- Provision of ration bags and food packages
- Training on preparing homemade sanitizers
- Mass communication through pamphlets & announcement

Detail of these activities has been given in the chapter on Combating Covid-19 pandemic.
CHAPTER 8

2020: Events and Initiatives
2020: Events and Initiatives

1. IMPORTANT EVENTS AND MEETINGS

NCHD is a dynamic national organization with a vast mandate and a range of functions to undertake. Management of the Commission remains engaged with different stakeholders including Government departments and national & international organizations to achieve the objectives. A brief description of some important events and meetings held during 2020 is given in the following.

1.1. Presentation of NCHD Annual Report 2019

The Chairman NCHD Col. (R) Dr. Amirullah Marwat presented the Annual Report 2019 to the President of Islamic Republic of Pakistan, Dr. Arif Alvi, at Aiwan-e-Sadr Islamabad on December 29, 2020. The President of Pakistan is Patron-in-Chief of the National Commission for Human Development. NCHD Annual Report highlights mainly the progress achieved under its core programs i.e. Universal Primary Education, Adult Literacy, Volunteerism and Accelerated Learning.

While presenting the annual report, Chairman NCHD briefed the President on functions of the Commission and ongoing activities. He also stated that NCHD will be ready to play its pivotal role for enrolling 22.8 million out-of-school children throughout Pakistan. The President of Pakistan
assured his full support to the organization in delivering its functions. He also emphasized on bridging the gap between the poor and rich through people friendly policies and ensuring their implementation in true letter and spirit. He commended the good work of NCHD and appreciated the Chairman for his untiring and meticulous services.

1.2. Launching Ceremony: COVID-19 CGA Survey Report

Launching ceremony of “Coordinated Gap Analysis: Covid-19 Report” organized by NCHD in collaboration with International Rescue Committee (IRC) was held in the PMI Auditorium Islamabad on December 15, 2020. Representatives from Ministry of Federal Education & Professional Training, UNESCO, UNICEF, Hope-87, ALIGHT, ACTED, BISP, JICA- Pakistan, AEPAM, NEF, NEAS, FDE and IRC also attended the ceremony. The purpose was to highlight the key findings of Coordinated Gap Analysis survey conducted by NCHD with financial support of IRC.

In his welcome remarks Director General NCHD, Mr. Hassan Baig said that CGA survey was conducted in 141 districts covering 16,400 households. He opined that only precautionary measures can help us meet the Covid-19 crisis. A presentation was delivered about the key findings of Coordinated Gap Analysis. Participants provided their suggestions in the light of the findings of the study.

The Chief Guest, Federal Secretary Education Ms. Farah Hamid Khan applauded the efforts of NCHD and IRC for conducting this analysis. She said the report would certainly help in providing a basis to study and plan relief projects/ interventions in future to deal with such crises. Chairman NCHD Dr. Amirullah Marwat thanked the audience for their active participation in the function. He also praised the employees of NCHD and IRC who were directly engaged in the activity.
1.3. Meeting of National Education Development Partners Group

NCHD hosted the meeting of NFE Technical Working Group of National Education Development Partners Group (NEDPG) on February 7, 2020 in Islamabad. Chairman NCHD Col(R) Amirullah Marwat chaired the meeting. Ms. Ambreen Arif, Technical Advisor MoFE&PT, Ms. Neelam Ijaz Education Consultant World Bank, Dr. Carlos Ruano Education Advisor WFP, Mr. Imitiaz Alam UNESCO, Ms. Erum Bukhari and Mr. Inamullah Khan representative Islamic Development Bank, and Mr. Sajjad Haider Program Specialist JICA AQAL were among the participants.

The TWG-NFE is a platform for facilitating reinforcement of non-formal education in Pakistan. The NEDPG brings bilateral and multilateral agencies together to share experiences and expertise in non-formal education and provides an opportunity for dialogue around a more harmonized, standardized approach to NFE programs in Pakistan. This forum has been organized to highlight the importance of non-formal education in Pakistan with a view to (i) learn from international best practices on NFE in the Asia Pacific region; (ii) improve awareness on the areas of systems, delivery and quality in NFE; (iii) explore pathways to skill development and job placement; (iv) improve current NFE programming through innovative approaches; and (v) make recommendations for improvement of NFE policy and systems.

1.4. Meeting with Chairman Pakistan Human Development Fund

Chairman Pakistan Human Development Fund, Dr. Naseem Ashraf and CEO Mr. Zafar Haider visited NCHD Head Office to discuss ongoing projects funded by PHDF and future plans of the Commission. He met with Chairman Amirullah Marwat and later attended the joint meeting of NCHD Officers and PHDF team. At this occasion, Dr. Naseem Ashraf assured his continued support to NCHD’s human development initiatives specially those aimed at improving basic education and literacy for the disadvantaged communities in the country.
1.5. Operational Review Meeting (ORM) – National

Operational Review Meeting (ORM) is a regular feature of NCHD operations. The bi-annual ORM was held at NCHD Head Office Islamabad on December 17, 2020. The meeting was chaired by Chairman NCHD. Director General Mr. Hassan Baig, all Heads of departments and Directors

Operation from the provinces attended the meeting. The meeting reviewed and discussed ongoing programs and activities in the provinces/districts. Different issues pertaining to employees’ benefits and ways forward were also discussed in detail.

1.6. Kashmir Day: Speech Competition among Deeni Madaris

At the eve of Kashmir solidarity day, NCHD organized a speech competition for the students of Religious seminaries of Islamabad in collaboration with Jamia Islamabad and Islamabad Press Club. Students from different Madaris participated in the competition. The purpose of the event was to give chance to the students of Madaris to participate in the co-curricular activities and to highlight the Kashmir issue as well.

Speaking at the occasion, the Chairman NCHD stated that self-determination is one of the fundamental rights of the people of occupied Kashmir as promised by the UN resolution. Denial of this right and subjugation of Kashmiris is a serious violation of the UN resolutions. Director General DGRE Mr. Rafiq Tahir and Principal Jamia Islamabad Prof. Zafar Iqbal Jalali also spoke to the audience. Prof Jalali praised Chairman NCHD for his support for the students of religious seminaries. At the end, winners of the speech competition were awarded shields and certificates.
2. NEW INITIATIVES OF NCHD

2.1. Signing of MoUs with Development Partners

During the year, NCHD signed MOUs with several organizations for joint ventures and projects. These are Benazir Income Support Program (BISP), Voluntary Services Overseas, ALIGHT Pakistan and International Rescue Committee (IRC).

1. MoU with Benazir Income Support Program

NCHD signed an MoU with BISP to provide support with regard to training of Field Staff for National Socio-Economic Survey in Khyber Pakhtunkhwa, AJK and GB. Mr. Hassan Baig Director General NCHD and Mr. Naveed Akbar DG Conditional Cash Transfer (CCT) BISP, signed the memorandum of Understanding at BISP office, Pakistan Secretariat, Islamabad.

2. MoU with Volunteer Services Overseas

NCHD and Volunteers Services Overseas inked an MoU on January 7, 2020. Chairman NCHD was of the view that teaming agreement between NCHD and VSO will build relationship between the parties to work together for carrying out activities in the field of education, livelihood and health across Pakistan including Gilgit Baltistan and Azad Jammu & Kashmir. Both the organizations agreed in principle to pool their professional human resource for achieving the targets.

3. MoU between NCHD and ALIGHT

NCHD and Alight Pakistan (formerly American Refugee Committee) agreed to join hands to impart free education to out-of-school children by establishing 22 schools in Gilgit-Baltistan. These schools will focus on enrolment and quality education of children belonging to the marginalized communities in GB. An agreement to this effect was signed by Chairman NCHD and Mr. Kamran Iftikhar Lone, Deputy Chief of Party Alight Pakistan at NCHD head office in Islamabad.
4. MoU with International Rescue Committee

An agreement was signed between National Commission for Human Development (NCHD) and International Rescue Committee (IRC) dated March 03, 2020 to conduct multi indicators baseline survey in Tehsil Mir Ali of North Waziristan and Tehsil Bara of Khyber district in Khyber Pakhtunkhwa province.

2.2. World Bank Officials’ Visit to NCHD Head Office

A high level team of officials from the World Bank office Pakistan, visited NCHD Headquarters to explore mutual areas of interest, particularly the upcoming World Bank project ASPIRE. The meeting was chaired by Col ® Amirullah Marwat, Chairman NCHD. Participants of the meeting were Mr. Juan D. Baron, Senior Economist World Bank, Mr. Anwaar Consultant World Bank, Ms. Neelam Ejaz, Operations Analyst, Mr. Yasir Irfan, Deputy Chief Planning, M/o FE&PT, Mr. Zulfaqar Shaikh, Assistant Chief Planning, M/o FE&PT, Mr. Fehmid ul Hassan, Director Finance NCHD, Hafiz Said Rasool, Director HR, Mr. Tahir Wyne, Deputy Director Education, Syed Akbar Ali, Deputy Director Literacy and Mr. Hussain Bukhari, HoD M&E.

2.3. Progress Review Meeting with HOPE-87

The ACCESS project review meeting with Hope-87 was held at NCHD Head office on January 7, 2020. The main points discussed included objectives & expected outcomes of ACCESS project, progress review, issues & challenges and way forward.

The basic purpose of the Project was to support NCHD/ Education Department in enrolment of out of school children in the areas where there is no access for children, prevention of dropout and provision of access. Total budget of the project
was PKR 219 million in which share of HOPE’87 and NCHD was 71 million 147 million respectively. Total duration was 18 months while total manpower involved in was 94. The Chairman NCHD gave an insight for improvement regarding the ongoing project activities and future course of action. The meeting was attended by HOPE’87 team led by the Country Director Mr. Shoaib Haider, Director Education NCHD Dr. Shafqat Ali and NCHD program staff at Head Office and provincial office KP.

2.4. Partners Inception Workshop on Women Economic Empowerment Project

In order to implement the Women’s Economic Empowerment (WEE) project in 5 districts of Khyber Pakhtunkhwa i.e. Peshawar Bannu, North Wazirstan, South Wazirstan and Kurram, in partnership with Voluntary Services Overseas (VSO), an orientation workshop was held for NCHD staff at based in Head Office Islamabad and Provincial Office KP.

2.5. Meeting on the Remedial Education Program

A meeting was held on the Remedial Education Program at NCHD Head Office on December 22, 2020 which was chaired by Director General NCHD, Mr. Hassan Baig. Director Education Dr. Shafqat Ali, Deputy Director UPE Mr. Tahir Wyne and National Program Coordinator Literacy Syed Akbar Ali also attended the meeting. The purpose of the discussions was to develop a Targeted Instruction (TI) Toolkit for the teachers of ALP as well as the primary teachers. The project was being undertaken by Centre for Economic Research in Pakistan (CERP) in collaboration with NCHD and JICA.
2.6. Training on Key Family Practices in Collaboration with UNICEF

NCHD conducted a 2-days training regarding ‘Key Family Practices’ on July 15-16, 2020 in Islamabad. Main objectives of the training were to improve and update traditional parenting practices through piloting UNICEF’s Parental Package for ECD i.e. Key Family Practices, sensitize and create awareness among parents, communities, professionals, caregivers, and service providers. Mr. Tufail Ahmed Khan AD Education and Mr. Husnain Naqvi AD VCD were the Resource Persons of the training. 30 volunteers were trained on key family practices who were further assigned to conduct 600 orientation sessions for parents and care givers in 3 Union Councils of Islamabad namely Sara-e-Kharboza, Shah Allah Ditta, and Bari Imam. Handbooks, brochures, charts, trainer guides were provided by UNICEF with the collaboration of Pakistan Alliance for Early Childhood Care.

3. SURVEY ON TELE SCHOOL - A SPECIAL INITIATIVE OF NCHD

One of the negative impacts of Covid-19 pandemic in Pakistan was suspension of educational activities in schools and educational institutions due to enforcement of countrywide lockdown. Thus, continuity of educational activities through alternate means emerged as a new challenge. In this context, the Ministry of Federal Education and Professional Training took a timely initiative called Tele School. The MoFE&PT worked closely with private education partners who offered their existing educational content free of cost. Under the TeleSchool initiative, lessons for Grades 1-12 for Mathematics, English, Urdu and Science lessons were delivered via Pakistan Television (PTV). The channel provided opportunity for continued remote learning for millions of children in Pakistan during school lockdown.

3.1. Feedback on Tele School Transmission

The objective of Tele School was to engage students of class K-XII and enable them to continue their studies while staying safe at homes through the Distance Learning model. Since it was a novice initiative, a proper follow up of the Tele School initiative was therefore required to inculcate further improvements.
The task of obtaining feedback on Tele School was assigned to National Commission for Human Development by the Honourable Secretary Education since it was a national organization having its outreach in almost 144 districts of Pakistan. Keeping in view the nature of the task, a Google survey form was developed to get the required feedback. Instructions were given to all Provincial Heads of NCHD for onward circulation to District Offices. Two types of populations were targeted to obtain the feedback:

1. NCHD employees across Pakistan, 6000+ Feeder School teachers, 2000 literacy teachers.

2. 30,000+ volunteers and general public whose children were watching Tele School Transmissions.

Since it was a live Google form and the responses were being received online, therefore, it was locked on May 12, 2020. Responses were received from 22,304 locations of 131 districts of Pakistan. The total responses received were counted to 31,134. Although, the data received is not the true representation of overall population of the country yet it showed some tendencies regarding Tele School broadcast.

---

**Survey Statistics**

- **Responses (Forms) received via Google:** 31,134
- **No. of districts from where responses received:** 131
- **No. of locations within 131 districts of:** 22,304
- **Suggestions received on the last Question:** 10,140

### 3.2. Tele School Survey Results

Some of the key findings of the online survey are given in the following pie charts and graphs for information of the readers.
3.3. Suggestions for Improvements

A total of 10,140 suggestions for improvement in Tele School transmission were received which have been summarized as:

- Majority of responses suggested that the timing for junior classes was too early.
- Duration for each subject should be enhanced to at least 30 minutes.
- Some teachers teach too fast to understand during a live transmission.
- All subjects including Urdu and Pak Studies should be included.
- Homework should be assigned so that students remain engaged.
- Outlook and style of presentation should be improved to make them interesting.

To conclude, the Tele School initiative has been proven a great effort and a timely response by the Federal Government in the wake of Covid-19 pandemic. It has significantly contributed in keeping students engaged in the learning process. The transmission should continue and expand further.