

# ANNUAL REPORT 2021







# **ANNUAL REPORT 2021**

**National Commission for Human Development**

Ministry of Federal Education and Professional Training

## ACRONYMS

ALC	Adult Literacy Centre
ALP	Accelerated Learning Program
AQAL	Advancing Quality Alternative Learning
ASER	Annual Status of Education Report
BBCM	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 Centers
DIP	Detail Implementation Plan
ECD	Early Childhood Development
FSMC	Feeder School Management Committee
HDSU	Human Development Support Unit
HDI	Human Development Index
ICTs	Information and communications Technologies
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
PHDF	Pakistan Human Development Fund
SDGs	Sustainable Development Goals
SHP	School Health Program
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
VCD	Volunteerism for Community Development

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# Message

## Rana Tanveer Hussain

### Minister of Federal Education & Professional Training



Human development pertains to education, health and standard of living of people in a country. Education, being a fundamental human right, is the most important element in evolution of human development and nation building. However, Pakistan is facing challenges such as widespread illiteracy and large number of out-of-school children in the country. These are among the major causes of low ranking of Pakistan (i.e. 154 out of 189 countries) in the UN Human Development Index.

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 multi-pronged strategies and cost effective programs. NCHD is also committed to achieve the Sustainable Development Goals pertaining to education, gender equality and women empowerment which are fundamental to the global mission of the United Nations to achieve equal rights and dignity for all.

I am glad to know that, in 2021, NCHD launched a mega project of 3000 adult literacy centers to literate 75000 people in 117 districts of Pakistan covering all the four provinces, AJK and Gilgit-Baltistan. Agreement of Benazir Income Support Program (BISP) with NCHD to enroll 3 million out-of-school children of BISP beneficiary families throughout the country is a milestone achievement of the Commission. NCHD is also using Information and communication technologies to improve the delivery of its programs. Other government and non-government organizations should also come forward to work for providing better educational opportunities to the marginalized segments of society.

Being an important organization of Ministry of Federal Education & Professional Training, NCHD will be fully supported in its future endeavors to promote human development in Pakistan, particularly, in the fields of literacy, non-formal education and skill training for poverty alleviation in Pakistan. I hope that the Commission will continue to play a vital role in our quest for achieving the Vision-2025 and SDGs. The management and staff of NCHD deserve my appreciation for their untiring efforts to uphold the flag of the organization in difficult times.





# Message

## Col. (Rtd) Dr. Amirullah Marwat

### Chairman NCHD



It gives me immense pleasure to present the annual report of National Commission for Human Development (NCHD) for the year 2021. It is the third report since I have assumed office as Chairman NCHD. This report offers important information about the activities, initiatives and achievements of NCHD during the year.

Pakistan is facing severe challenges in the field of human development with dismal indicators of literacy, access to basic education and poor quality of primary health care. Pakistan literacy rate is 62% which is the lowest in South Asia. The number of Out of school children (OSCs) in the country is estimated to be more than 20 million the second largest number after Nigeria. Pakistan ranks 154th out of 189 countries in the UN human development index. NCHD has the mandate to improve human development indicators especially those related to literacy and primary education. Despite financial constraints the Commission has been contributing considerably in these areas of social sector.

This year has been very eventful and NCHD has taken various initiatives and launched a number of development programs. After successful operation and management of around six thousand Community Feeder Schools for many years, the Commission has handed over these schools to the respective provinces as per the decision of Council of Common Interest (CCI). NCHD launched a mega project of 3000 adult literacy centers with the financial support of Pakistan Human Development Fund (PHDF) in addition to 100 Madrasa schools based on ALP syllabus. One of our key achievements is the agreement with BISP to enroll 3 million OSCs in the country. In a very short span of 3 months NCHD has enrolled 356,632 children.

NCHD has developed linkages and partnerships with many national and international organizations in order to achieve the core objective of improving human development indicators in the country. During the year, besides its major program activities in Universal Primary Education and Adult Literacy, NCHD has established partnerships with several organizations such as UNESCO, JICA, ACTED, ALIGHT Pakistan, Harvard University, International Rescue Committee (IRC), and Momentum Ventures and undertook several special projects in literacy and non-formal education. We are committed to achieve our basic objective of promoting human development in Pakistan.

I would like to conclude by extending my appreciations to the efforts of Director Education and Annual report committee members for bringing out this highly important report with detailed and explicit information. We look forward for your valuable suggestions, support and prayers for the success of NCHD endeavors in times to come.

## FOREWORD

NCHD submits the report of its activities and achievements every year to the President of Pakistan which is mandatory under section 18 of NCHD ordinance XXIX. This Annual Report presents a glowing picture of programs and activities undertaken by the Commission during 2021 in order to achieve its objective of improving human development indicators in Pakistan.

During the year, NCHD continued to implement its major activities under Universal Primary Education and Adult Literacy programs. 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. After 30th June 2021, these schools have been handed over to the respective provincial governments as per the decision of Council of Common Interest. NCHD completed the first phase of 1490 literacy centers in 117 districts across Pakistan. Around 36,529 learners, mostly women benefitted from the project. They were imparted functional literacy and numeracy in addition to provision of training in income generation skills. NCHD initiated and completed several donor funded projects as well. One of our major achievements is the agreement with Benazir Income Support Program (BISP) to enroll out-of-school children of BISP beneficiary families throughout the country.

This annual report is comprehensive and consists of six chapters. The report covers a detailed introduction of NCHD and its program, situation of human development indicators in Pakistan, major achievements and activities of the Commission during the year, developing linkages & collaborations with development partners, the monitoring & evaluation system of the organization and some success stories. The report specifically highlights the mandate, strengths and outreach of NCHD to undertake large scale programs and projects in the social sector.

NCHD is committed to plan and implement innovative and improved strategies for promotion of literacy and non-formal education in the country. Our vision is to provide quality basic education to each and every child of the country at accessible distance. Achievements in the last year and accomplishment of the tasks ahead depend on the support and contributions of our dedicated staff.

I would like to express my gratitude to Director Education and his team for their diligent efforts to bring out this report. It is hoped that the report will be valuable source of information for all the stakeholders, researchers and general readers.

**Habibullah Khan**

Director General (LAC)

NCHD

## ACKNOWLEDGEMENTS

Annual report of NCHD is the most important document of the organization which highlights its activities and achievements during the year. The Annual Report of 2021 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.

All members of the annual report committee namely Mr. Hussain Bukhari, Mr. Tahir Wyne, Mr. Tahir Zubair, Mr. Husnain Naqvi and Mr. Tufail Ahmed contributed a lot in providing the contents and reviewing the report. Director operations of the provinces provided the basic information on NCHD field activities by sharing their respective progress reports. Mr. Hussain Bukhari meticulously did the proof reading of the whole report. Mr. Habibullah Khan DG (LAC) also reviewed the report and provided valuable inputs.

Finally, I am grateful to Chairman NCHD, Col(R) Dr. Amirullah Marwat who provided me continuous guidance and inspiration for preparing this report. I hope that the readers will gain insight about the work and achievements of NCHD.

**Syed Akbar Ali**

Director Education  
NCHD

بیٹیاں جو پڑھ جائیں  
نسلیں سنور جائیں



ایک پڑھی لکھی عورت پورے خاندان بلکہ کئی  
نسلوں کی تعلیم کا بیڑا اٹھاتی ہے۔

تعلیم یافتہ عورت

- قومی ترقی میں معاون
- اپنے تحفظ کی ضامن
- معاشی طور پر خود مختار
- بہترین ماں
- بہترین شریک حیات



نیشنل کمیشن فار ہیومن ڈویلپمنٹ  
قلمی آف فیلڈ رل، بیکویشن، انڈیا، پینشنس، ٹریننگ



# Chapter 1

## NCHD: THE ICON OF HUMAN DEVELOPMENT IN PAKISTAN

### 1. Introduction

To contribute new perspectives and resources to the developmental discourse and process in Pakistan, the then Federal Government set up the President's Task Force on Human Development in June 2001. 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. Having identified three key areas of development intervention the report says:

*“On the policy front, the Task force recommends an integrated approach to improve quality and access in the three key areas literacy and primary education, primary health care and economic empowerment in alignment with the articulated policy objectives of the Government of Pakistan.”*

The Task Force recommended establishment of a national commission in its report. Thus, the **National Commission for Human Development (NCHD)** was established in July 2002 under the Presidential Ordinance No. XXIX with the following function:

Functions of the Commission:

- 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.

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. 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.

- 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.

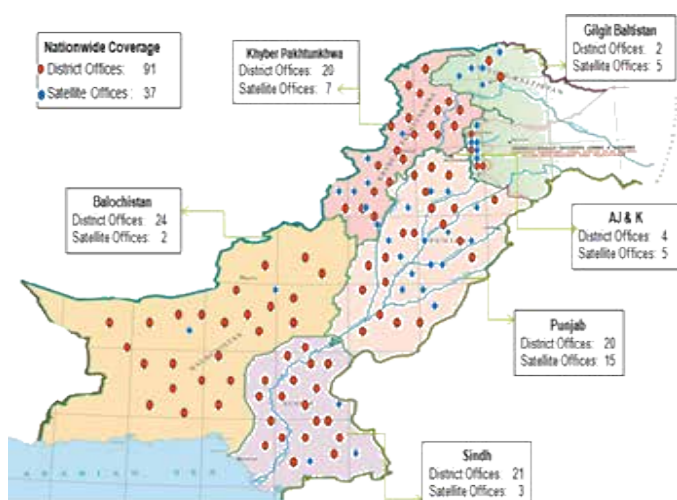
## Role of Pakistan Human Development Fund

Pakistan Human Development Fund (PHDF) was created to support the activities of NCHD. Section-14 of NCHD ordinance mentions the role of PHDF i.e. to generate and manage funds to support NCHD for its programs and projects. 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 Coverage and Outreach

With country wide outreach NCHD activities cover all the four provinces, Gilgit Baltistan, Azad Jammu & Kashmir, and the federal capital Islamabad. We undertake programs and projects across the country through the vast network of 128 field offices called Human Development Support Units (HDSU) and Satellite Offices.

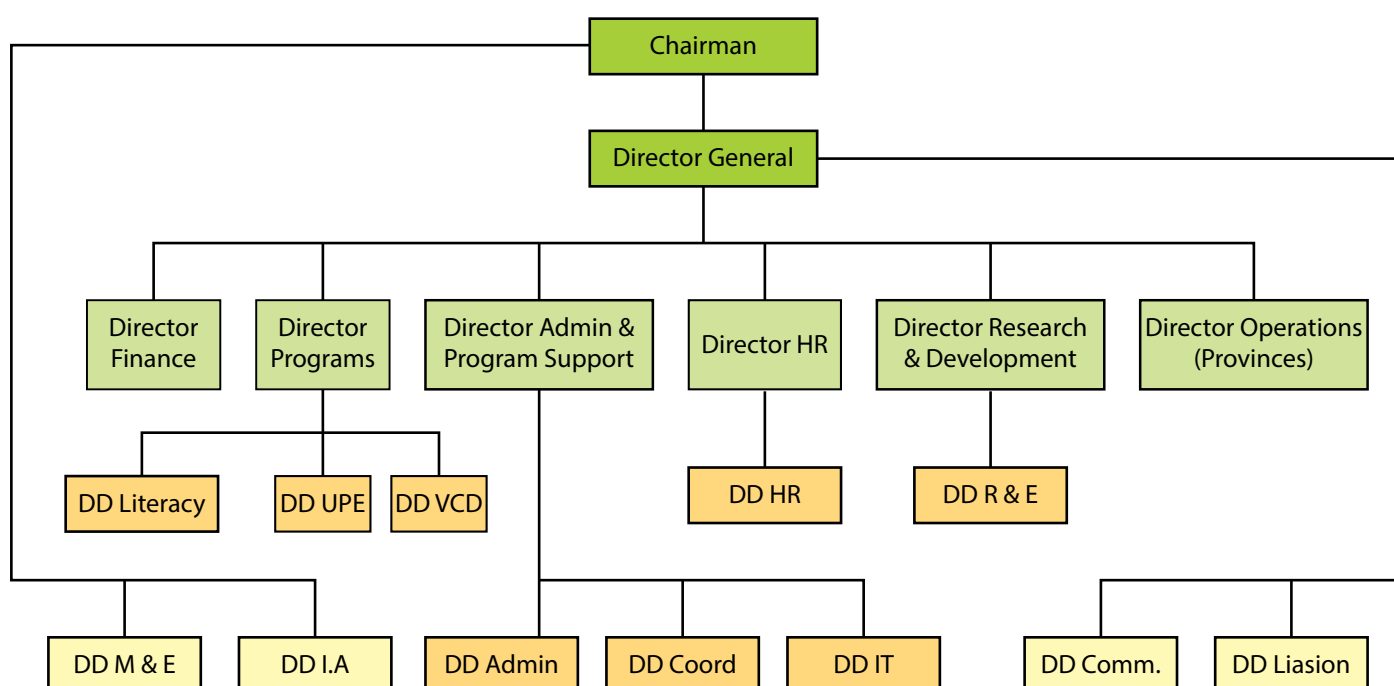


	Province/ Area	HDSUs	Sat. Office
1	Punjab	20	15
2	Sind	21	03
3	Khyber Pakhtunkhwa	20	07
4	Balochistan	24	02
5	Gilgit Baltistan	02	05
6	Azad Jammu & Kashmir	04	05
<b>Total Offices</b>		<b>91</b>	<b>37</b>

## Organizational Structure

The organization of National Commission for Human Development is at three levels i.e. national, provincial and district. The highest forum for providing policy directions is the Commission headed by its Chairman. The head office of the Commission is based in Islamabad. Provincial offices are located in each provincial capital. 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.

### Organogram: National



National Commission for Human Development is the only federal level organization working for both Adult Literacy and Universal Primary Education. It supports Government of Pakistan to achieve Vision-2025 and Sustainable Development Goals (SDGs) and to fulfill the constitutional obligations i.e. articles 25-A and 37-b.

## 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 include the program, monitoring, administration, finance, and support staff placed all over the country.

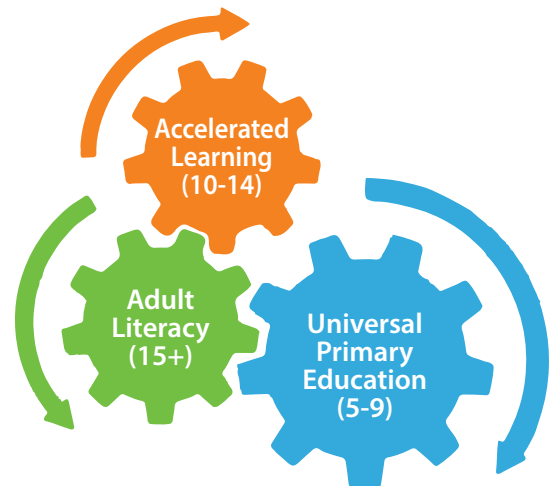


## 2. Education Strategy of NCHD

Being the national lead agency for literacy NCHD addresses the issue with a holistic approach by adopting a three pronged strategy as depicted in the given model. This strategy comprises the following components.

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

All these three components reinforce one another to achieve the desired objectives and cover all the age groups.



### Role of NCHD in National / International Commitments

The mandate and functions of NCHD are meant to improve human development indicators of Pakistan. The programs and initiatives of the Commission also supports Government of Pakistan in achieving its national and international commitments as described below:

#### Constitutional Obligations:

NCHD's literacy, UPE and ALP programs directly contributes to fulfillment of articles 37-b and article 25-A (Right to Education) of the constitution of Islamic Republic of Pakistan.

#### Pakistan Vision 2025:

The Government of Pakistan Vision 2025 has set the target of achieving 90% literacy rate in the country by the year 2025. The programs and activities of NCHD are designed to contribute to the achievement of this national target.

#### Sustainable Development Goals:

Pakistan is signatory to the Sustainable Development Goals (SDGs). NCHD directly contributes to the achievement of following SDGs;

SDG-4.1: Universal primary and secondary education

SDG-4.5: Elimination of gender disparities in education

SDG-4.6: Universal youth literacy and substantial adult literacy

Moreover, NCHD programs and activities indirectly contributes to the SDGs 1, 3, 5 and 13 as well.



### 3. Core Programs of NCHD

Over the years NCHD has developed and implemented many programs successfully to improve the human development indicators in the thematic areas of literacy, basic education, poverty alleviation, primary health, skill development, capacity building volunteerism etc. Some of them have become the core programs of the Commission namely;

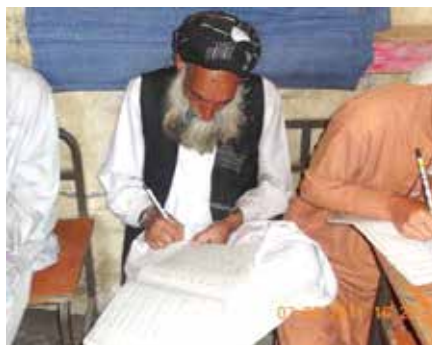
- Adult literacy program
- Universal Primary Education program
- Accelerated Learning program
- School health program
- Volunteerism for Community Development

#### i. ADULT LITERACY PROGRAM

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 are designed for easy learning and functionality.

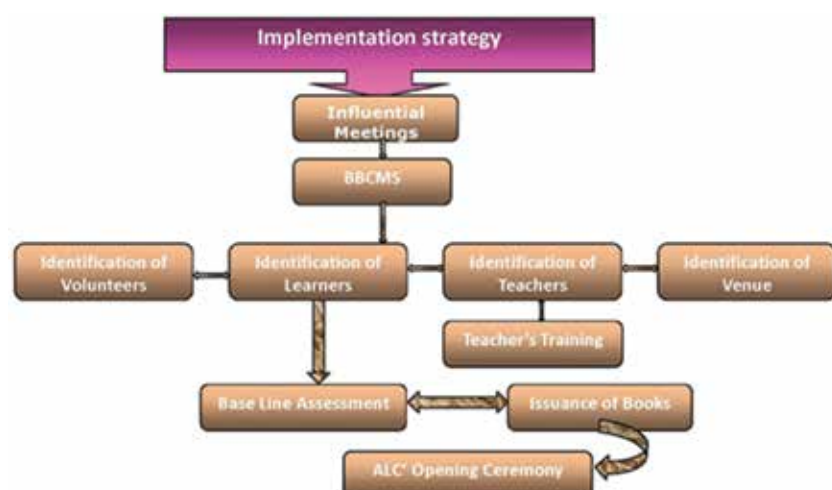
##### KEY FEATURES OF LITERACY PROGRAM:

- Follows an approved Curriculum and well-designed syllabus of four books.
- Comprehensive pre-service and on-job training of literacy teachers and supervisors.
- Focuses on women and highly marginalized segments of the society.
- Centers are established after a rigorous social mobilization process.
- Integration of life skills develops citizenship, gender sensitivity, health, ethics, - -
- Training in livelihood skills to enhance income generation prospects of the learners
- A periodic assessment system in addition to the baseline of the learners.
- A robust supervision, monitoring and reporting system.



PROGRAM DESIGN OF ADULT LITERACY	
Program Duration:	Six months in total: <ul style="list-style-type: none"> <li>• One month Social mobilization process</li> <li>• Five months/130 days instruction</li> </ul>
Learners Age Group:	15 – 45 years (mostly women)
Teaching Methodology:	Follows the phonetic method of teaching/ learning
Number of learners per center:	20 – 25 Learners
Expected Learning Competencies: cies:	<ul style="list-style-type: none"> <li>• Ability to read and write a simple text</li> <li>• Ability to calculate up to three digits</li> <li>• Ability to use literacy skills in daily life</li> </ul>

## Implementation Strategy of Adult Literacy Program



### Achievements in Literacy

People made literate: 4,067,911

Centers established: 176,220

Teachers & staff trained: 193,840

## 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.

**NCHD has helped to establish more than 50 Community Learning Centers (CLC) across the country.**



## ACTIVITIES IN A CLC

- Basic literacy, functional and post literacy
- Digital (Mobile based) literacy
- Libraries and information resource center
- Income-generating 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

## 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.

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

### Major Activities of Mobile Based Literacy

1. Imparting basic literacy and numeracy course
2. Designing overall program module
3. Developing software for messaging and 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.

## 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 and 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
6. Final assessment by NCHD or third party
7. Payment of honoraria for voluntary service
8. Sharing the data of literates with all concerned

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.

## ii. UNIVERSAL PRIMARY EDUCATION (UPE)

Pakistan is facing the challenge of a huge number of out-of-school children estimated to be 22.8 million. Out of this 5.6 million are primary school age (5-9). The Universal Primary Education (UPE) program of NCHD is designed mainly to address the issue of out of school children in Pakistan.

The key objectives of the program are:

1. Achieving universal enrollment at primary level.
2. Reducing dropout rate of students.
3. Improving quality education in schools .

### UPE Program Strategy

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



## 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. This Community Feeder School (CFS) is a cost effective model to provide quick access to schooling for out of school children in far flung localities. Key features are:

- Provide 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



## Enrollment Campaign

A key feature of the UPE program is the country wide awareness and enrollment campaign for enrolling children in schools.

NCHD field offices mobilize communities, parents, public representatives, government departments etc. to enroll and retain children in schools. For this purpose, meetings, seminars, walks, advertizing campaign etc. are arranged involving a large number of people at grass root levels.

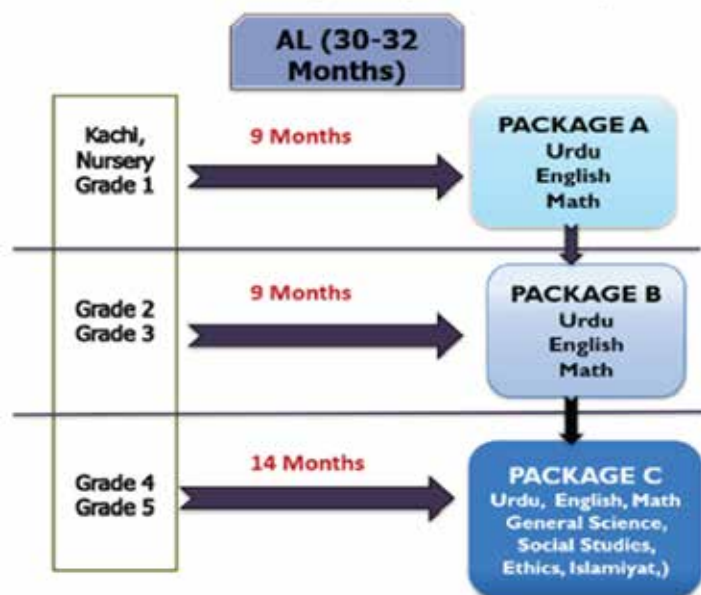


### iii. ACCELERATED LEARNING PROGRAM (ALP)

The Accelerated Learning Program has been designed to provide the opportunity of basic education to those young boys and girls who missed the formal schooling chance or dropped out. Under this initiative Non Formal Basic Education (NFBE) schools are established for children aged 6-14 years. These schools follow the Accelerated Learning Curriculum and a condensed syllabus of 32 months duration (equivalent to primary education) comprising three learning packages A, B and C.

NCHD has successfully piloted this initiative in collaboration with JICA in the rural areas of Islamabad. ALP syllabus is, now, being used in NCHD supported 100 Madrasa Schools of Punjab, Sindh, Khyber Pakhtunkhwa and Balochistan.

#### ALP –Primary Equivalency Model



## iv. SCHOOL HEALTH PROGRAM

The integrated School Health Program (SHP) was launched by NCHD in January 2005. This program helps improve health of school going children by identifying common learning impediments among primary school students such as visual and hearing impairment as well as dental and skin diseases. The SHP program indirectly addresses the fundamental factors for low school enrollment, absenteeism, poor classroom performances, and early school dropout.

### Program Interventions

- **Developing a Pool of Master Trainers** for implementation of the program.
- **Training of Teachers** to conduct ‘Screening’ of students and refer them for corrective action
- **Screening of Students** for health related learning impediments
- **Referral System** based on the existing health resources
- **Provision of Eyeglasses** to students with weak eyesight
- **Community Support System** to assists in program activities.
- **De-worming of Students** after every six months during the program period.

## v. VOLUNTEERISM FOR COMMUNITY DEVELOPMENT

This Program functions as a support program for implementation of mainly the Education and Health initiatives. Volunteers are identified through meetings at Union Council and District levels with the stakeholders and are given training in implementation of program activities. NCHD organized the first ever International Conference on the ‘Role of Volunteers in Achieving MDGs’ in December 2005.

NCHD relies on its volunteers’ support for successful execution of programs and projects. Each district has a number of registered volunteers providing support in monitoring, trainings, advocacy and resource mobilization.



## Role of NCHD Volunteers

NCHD volunteers play their role in supporting a wide range of activities including but not limited to:

- Establishment and supervision of Literacy centers
- Management of Community Feeder Schools
- Disaster relief activities
- Facilitating Medical camps
- Mobilizing resources and collecting donations
- Surveys and Data collection
- Support for Clean and Green Pakistan initiative

## 4. Achievement of NCHD: Our Contributions to Human Development

Since its inception in 2002 NCHD has made commendable contributions in the field of basic education adult literacy and primary health care etc. Some of the major achievements are:

### i. GENERAL

- » NCHD received UNESCO International Literacy Award in 2006 in recognition of its outstanding work to promote literacy in Pakistan.
- » Government of Pakistan declared NCHD as a national lead agency in the field of Literacy.
- » Prepared the National Plan of Action for Literacy and NFBE in consultation with provincial governments.
- » Established the first National Training Institute for Literacy and Non-Formal Education in Pakistan in 2016.

### ii. SURVEYS AND DATA COLLECTION

- » Collected data of potential locations where Feeder schools are required.
- » Prepared district and Union Council wise data of adult (10+) illiterates.
- » Conducted ASER Pakistan survey in different provinces for five consecutive years.

### **iii. ADULT LITERACY**

- » Established over 176,220 adult literacy centers across the country.
- » Made 4,067,911 adults literate with more than 90% females since 2002.
- » Trained 176,230 literacy teachers and 17,620 supervisors in adult literacy, social mobilization, management of literacy centers etc.
- » Developed more than 100 booklets and primers on literacy, practical life skills, and income generating activities.
- » Established the National Literacy Resource Center in Islamabad.
- » Established 10 non-formal basic education (NFBE) schools in ICT based on accelerated learning curriculum.
- » Introduced special packages of literacy in prisons, workplaces, and nomadic community keeping in view their specific needs.
- » NCHD designed and implemented several innovative projects such as Mobile based literacy, Community learning centers, Literacy centers in jails, Each-One Teach-One initiative.

### **iv. PRIMARY EDUCATION**

- » Provided support to District Education Departments in enrollment of 16.03 million out of school children.
- » Established 10,937 Community Feeder Schools with 15000 Teachers in remote areas.
- » Currently, NCHD is providing primary level education to 335,146 out-of-school children through 5,770 Feeder schools and 6,461 teachers.
- » Initiated primary education in 100 Madaris of Federal Areas for mainstreaming the students.
- » Trained 296,276 teachers in enrollment, dropout prevention, and quality education.
- » Developed teacher guides to improve quality of teaching and learning in the schools.
- » Established database (EMIS) of out of school children (0-9 years of age) at district level through door to door survey, to facilitate enrollment in subsequent years.

### **v. PRIMARY HEALTH CARE**

- » Provided door to door preventive health care to 1.1 million households.
- » Trained 13.7 million women in preparation and usage of ORS, and awareness on viral diseases in 80 districts.
- » Screened 2.67 million children for eye sight and hearing problems and provided glasses to 87,000 students.



## vi. CAPACITY BUILDING

- » Trained 11,261 Executive District Officers/Government officials and elected representatives on planning & budgeting.
- » Provided training to 2,437 EDOs, DOs and TMA officers on their role in operationalization of Citizen Community Boards.

## vii. PROMOTING VOLUNTEERISM

- » Identified and registered 330,286 volunteers across Pakistan to help NCHD implement its education and health programs.
- » Implemented 1876 medical camps, where 333,066 patients were treated and free medicines worth Rs32.97 million were donated by philanthropists.
- » Undertook relief activities during the earth quake of 2005, IDPs of Swat and Buner in 2009 and floods of 2010.
- » Participated in Clean and Green Pakistan Campaign by planting thousands of saplings across the country.



## UNIQUE STRENGTHS OF NCHD

NCHD is a dynamic national organization with diverse experience, country wide presence and 2500+ well trained human resources. Following are some unique strengths and features of the organization.

### **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.

### **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.

### **Diverse Experience**

Over the last 20 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. These include Community mobilization at grass roots level, Enrollment campaigning, Establishing schools and literacy centers, Training & capacity building, Development of learning materials, Executing primary health programs, Undertaking surveys & data collection etc.

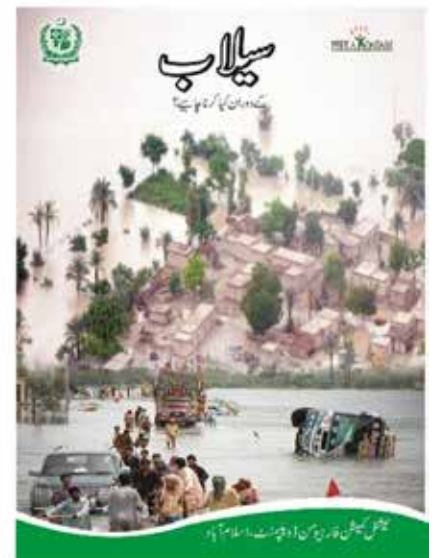
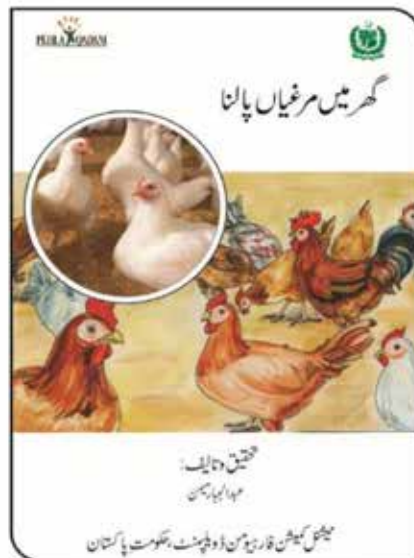
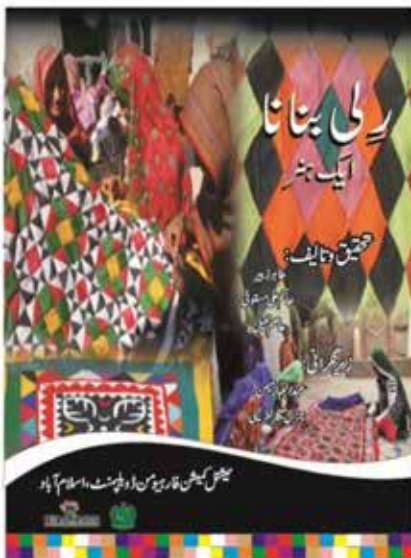
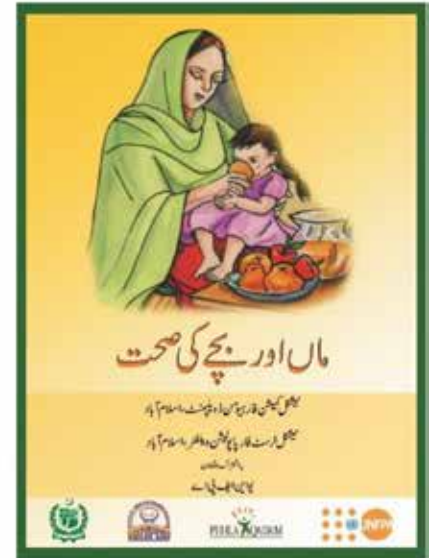
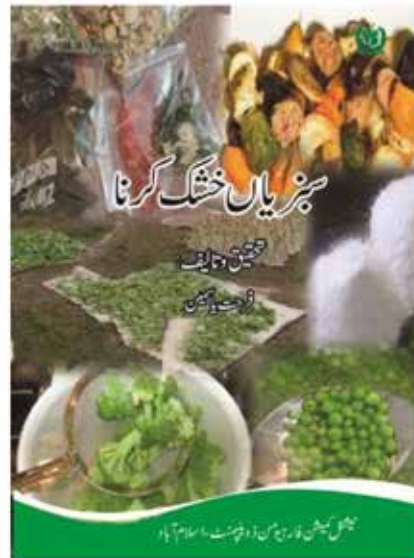
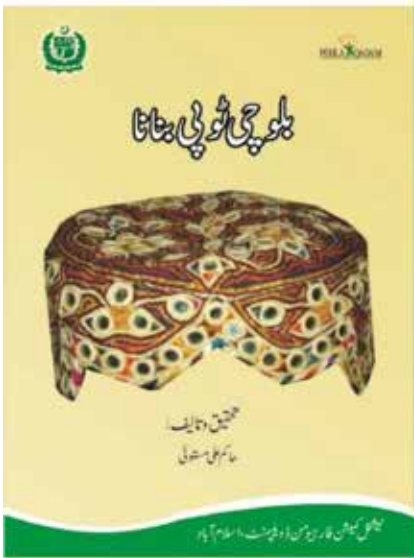
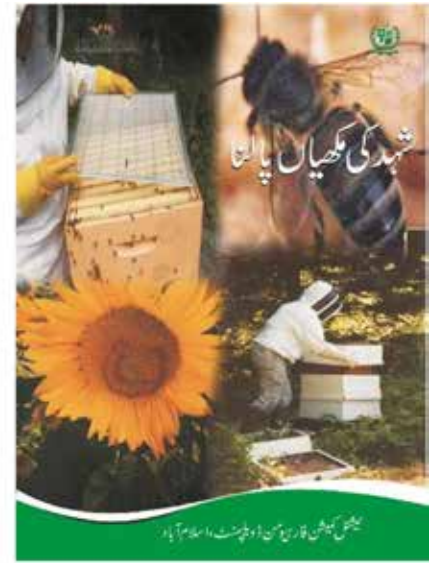
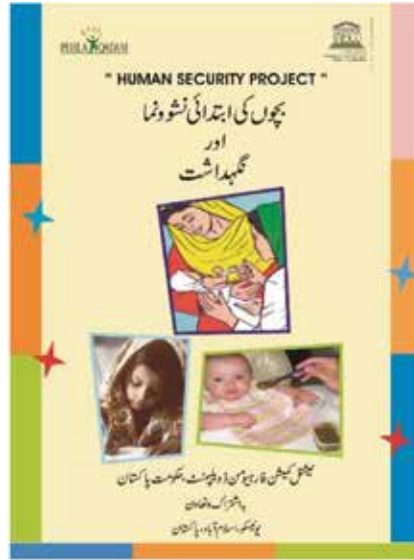
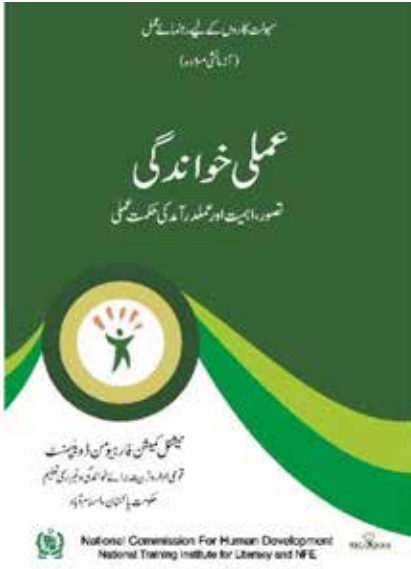
### **Expertise in Community Mobilization**

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.

### **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.

## NCHD PUBLICATIONS



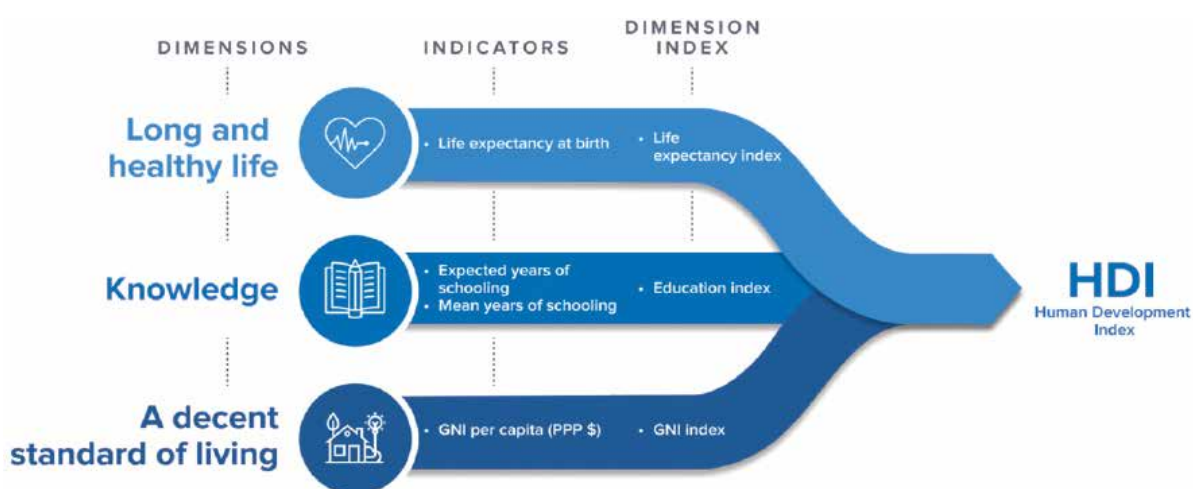


# Chapter 2

## SITUATION OF HUMAN DEVELOPMENT IN PAKISTAN

### 1. What is Human Development

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.

### 2. 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 154th 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.

Human Development Index (HDI) Ranking of South Asian Countries (Source: The 2020 Human Development Report: UNDP)							
Rank	Name of Country	HDI Value (2019)	Life expectancy at birth (Y)	Expected years of schooling	Mean years of schooling	Literacy rate (%15+)	GNI per capita (\$)
72	Sri Lanka	0.782	77	14.1	10.6	91.7	12,707
95	Maldives	0.74	78.9	12.2	7	97.7	17,417
129	Bhutan	0.654	71.8	13	4.1	66.6	10,746
131	India	0.645	69.7	12.2	6.5	74.4	6,681
133	Bangladesh	0.632	72.6	11.6	6.2	73.9	4,976
142	Nepal	0.602	70.8	12.8	5	67.9	3,457
154	Pakistan	0.557	67.3	8.3	5.2	59.1	5,005
169	Afghanistan	0.511	64.8	10.2	3.9	43	2,229

## 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.

**Table 10.5: National and Provincial NER (Age 6-10 years) at Primary Level (Classes 1-5) (Percent)**

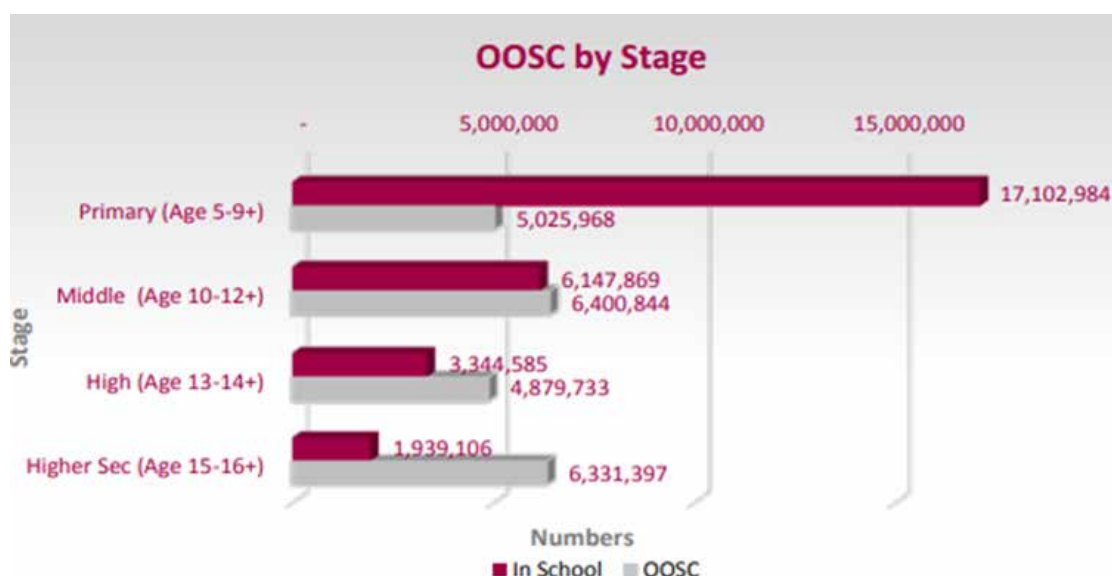
Province/Area	2014-15			2019-20		
	Male	Female	Total	Male	Female	Total
Pakistan	72	62	67	68	60	64
Punjab	73	67	70	71	89	70
Sindh	67	54	61	60	49	55
Khyber Pakhtunkhwa (including Merged Areas)	-	-	-	72	56	65
Khyber Pakhtunkhwa (Excluding Merged Areas)	78	62	71	73	59	66
Balochistan	67	42	56	65	45	56

Source: Pakistan Economic Survey 2019-20, Finance Division, GoP.

## Out of School Children

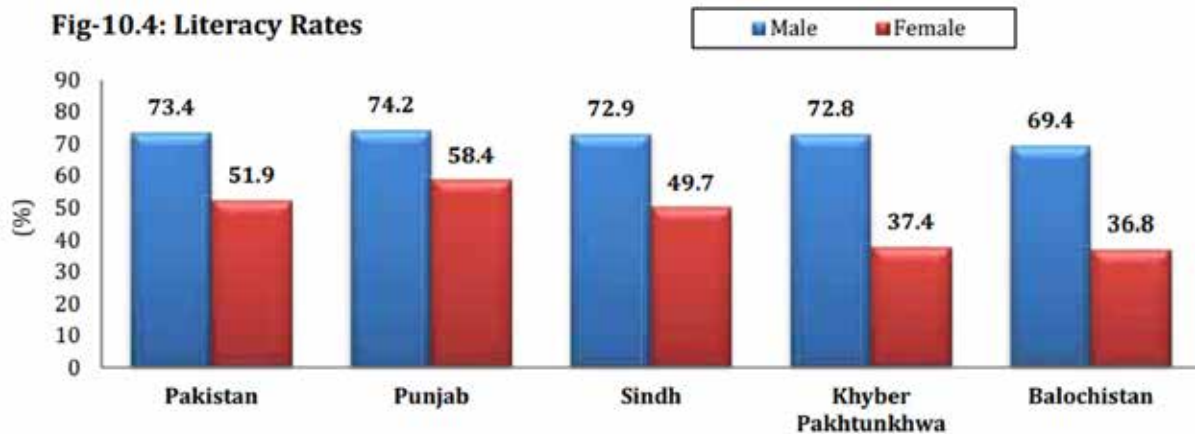
A large number of children in Pakistan do not go to school and get education. With more than 20 million out of school children, Pakistan is home to the second largest population of OSCs after Nigeria. Out of this number 5.6 million are primary school age (5-9). Lack of access, poverty, cultural constraints, 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.



## Adult Literacy

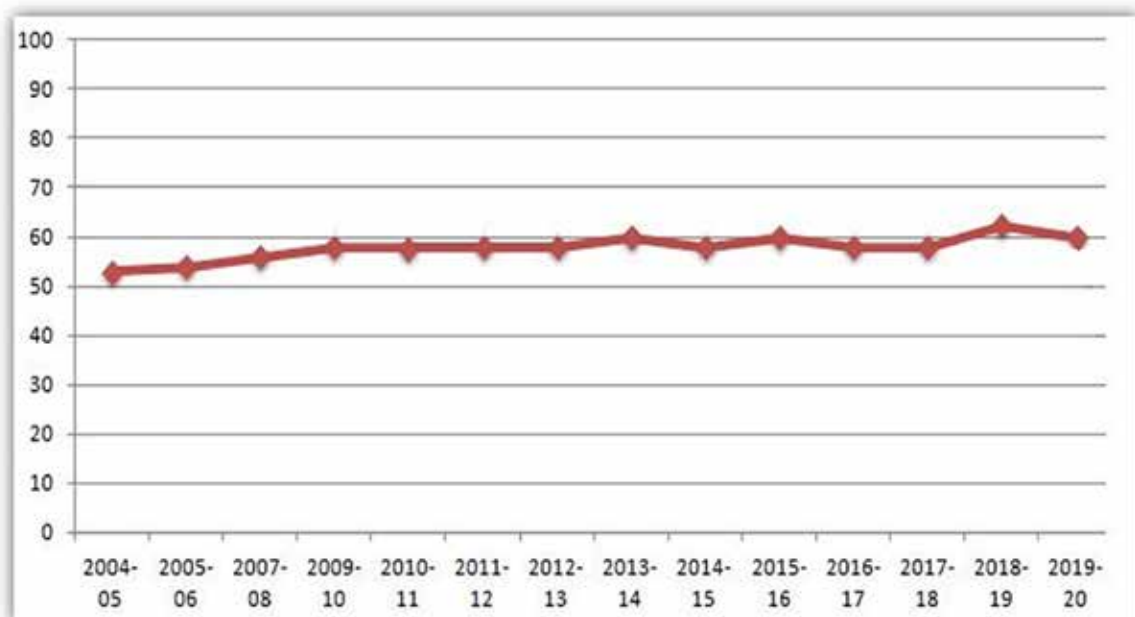
The Pakistan Economic Survey 2021-22 reports that as per Labour Force Survey 20-21 the literacy rate trends shows 62.8 percent in 2020-21 (as compared to 62.4 percent in 2018-19), more in males (from 73.0 percent to 73.4 percent) than females (from 51.5 percent to 51.9 percent).



Estimates based on available data shows that more than 64 million people are illiterate in the country. Also, there are huge disparities in literacy rates among provinces, male female and rural urban populations. For example literacy rate of women in Balochistan is 36.8% as compared to 58.4% women literacy in Punjab. Similarly, in rural Sindh literacy rate is 43.3% whereas, in urban areas the literacy rate is 77.9%.

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.

**Literacy Rates of Pakistan (2005 – 2020)**



### 3. 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.

#### Article 37-b: Literacy and Education compulsory

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.

*The state shall remove illiteracy and provide free and compulsory secondary education within minimum possible period. (Ch. 2: Principles of Policy)*

#### Article 25-A: Right to Education

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

#### 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.”*

#### Sustainable Development Goals (SDGs)

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.

#### National Education Policy Framework 2018

As per the new government's priorities in education the Ministry of Federal Education & Professional Training (FE&PT) 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.



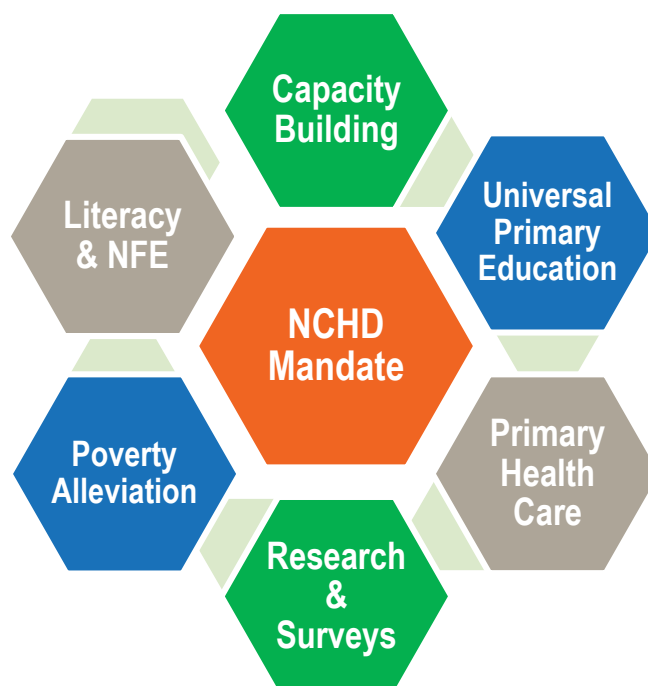
Government of Pakistan needs to translate the country's policy commitments into practical steps for achieving speedy progress on the indicators of education, literacy and human development. Undertaking large scale programs and interventions with ample financial resources only will put the country on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

## 4. Future Role of NCHD

Keeping in view the above mentioned dismal state of human development indicators particularly those of education and the states' constitutional, national and international commitments there is dire need to address the issue at highest level on priority basis. It is the time 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 the given scenario, NCHD and its work have highest significance and relevance for the country. Being the only federal level organization with country wide outreach, human resource and expertise NCHD can help achieve the targets of national and international policy commitments such as Vision 2025 and SDG-4. There is a strong need to utilize the organizational strengths of NCHD, specifically for;

- Addressing the issue of Out-of-school children (OSCs)
- Enhancing the national literacy rate of the country
- Achieving 100% enrollment at school level.
- Improving other human development indicators



# Chapter 3

## PROGRAM ACHIEVEMENTS

### 1. Promoting Literacy in Rural Communities of Pakistan Establishment of 1500 Adult Literacy Centers in 117 Districts

Pakistan is facing a huge challenge of widespread illiteracy with more than 60 million adult (10+ age) illiterates mostly women and rural population. NCHD responds to this challenge through its Literacy and Non Formal Education programs. 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. The Adult Literacy program is designed to impart basic literacy and numeracy skills to adult illiterates aged 15-45 years. Moreover, learners are trained in life skills as well as income generating activities.

#### Establishment of 1500 Literacy Centers in 117 district of Pakistan

During the year 2021, NCHD has established 1500 ALCs under the project titled 'Promoting literacy in rural communities of Pakistan' funded by Pakistan Human Development Fund. These centers covered 116 districts throughout country. For the first time NCHD was able to establish literacy centers in South Waziristan in the IDP camps. Provincial breakup for allocation of centers is as follows;

Provincial Breakup of ALCs Establishment and learners enrolment			
S.#	Provinces/Areas	No of Centers Allocated	Centers Established
1	Punjab	430	430
2	Balochistan	230	230
3	Sindh	310	310
4	KPK	360	350
5	GB	60	60
6	AJ &K	90	90
7	ICT	20	20
Total		1500	1490

## Orientation/Training Workshop of Assistant Directors Literacy

Two days orientation/training for Assistant Directors Literacy on Literacy Program was conducted in the month of August 2021 at different locations of the country. Concern district officials participated in the training event. Literacy team of head office under Director Programs conducted these trainings.

These trainings were held in Lahore, Peshawar, Quetta, Karachi, Muzafarabad, and Skardu. All Provincial Deputy Directors-Literacy participated as facilitator in the training events. Around 120 program staff was trained on the project.



## Social Mobilization

Social mobilization is one of the key aspects of NCHD interventions in the community. It is the process of bringing together all the stakeholders to participate in the program activities. Through social mobilization NHCD officers emphasize the roles of social allies and partners including the community members. In this regard, a strategy was chalked out with literacy team at district level during the training of ADs. NCHD Field Officers conducted influential meetings and Broad Based community meetings in specified areas for opening of Adult literacy centers. The social mobilization process was held with full zeal & zest throughout the country. Through this process active participation of stakeholders, such as district administration, elected representatives, education department officials, social welfare department, community influentials and volunteers was ensured.



It is through SMP that learners, literacy teachers & volunteers were identified and the community was also mobilized and sensitized about the literacy program and its importance in improving the quality of life.

## Training of LAS and Teachers:

During the establishment process of Adult Literacy Centers NCHD district Literacy teams identified the Local Area Supervisors and conducted their interviews and hired 155 Local Area Supervisors in the country. The LASs were hired on merit based on the experience and qualifications of the applicant. Five days training was conducted in the districts to train the LASs on their roles and literacy program of NCHD.



Similarly, 6 days training was imparted to the 1490 literacy teachers throughout country. Purpose of the training was to train the teachers on NCHD Literacy Program, its objectives, teaching methodology, and center management etc. Provincial breakup of number of trainees is given below;

S.#	Province	No of Districts	LASs Trained	Teachers trained
1	Punjab	32	42	430
2	Balochistan	22	23	230
3	Khyber Pakhtunkhwa	27	37	350
4	Sindh	20	36	310
5	AJK	9	9	90
6	Gilgit-Baltistan	6	6	60
7	ICT	1	2	20
<b>Total</b>		<b>117</b>	<b>155</b>	<b>1490</b>

Three trainings were conducted in the field each for Literacy Books 1, 2, 3 and Math.

## Inaugural Ceremonies

Adult literacy centers were established after fulfilling all the codal formalities as per program design. Hence, inaugural ceremonies were conducted throughout country. These were held at UC, Tehsil and district Headquarters wherein people from all walks of life including public representatives. District Administration officials, educationists, notables of the civil society and philanthropists participated





## Monitoring & Facilitation Visits

Monitoring of the project activities is an important phenomenon for tracking the progress of project as per laid down objectives and design of the project. NCHD undertakes both field monitoring and desk monitoring to track progress of the literacy centers. Field monitoring is conducted by both program and M&E staff. During desk monitoring, center establishment process, Center Files, Recording and Reporting (RRs) formats, Mushahida form, Work Plans, Progress reports, Minutes of Meeting etc. are thoroughly checked and observed.

All tiers of literacy program i.e. LAS, FO, AD, DD, Provincial team & Head Office officials conducted field visits to monitor the activities going on in ALCs and to facilitate the team in implementing the program efficiently and effectively. Gaps were also identified and on job training of teachers and field teams were provided.

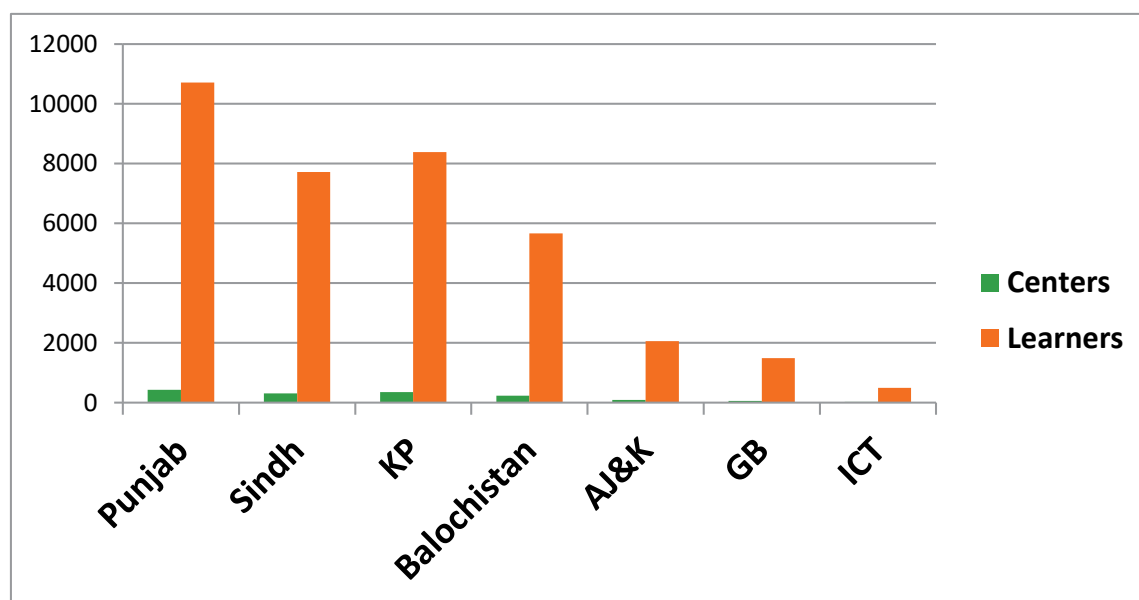
## Monitoring by PHDF Officials

Chairman PHDF Dr. Naseem Ashraf visited the literacy centers. He also participated as Chief Guest in the certificate distribution ceremony at district Jail Haripur along with CEO PHDF, DG NCHD, director operation and Provincial Coordinator Literacy KPK. The CEO of PHDF Mr. Zafar Haider visited the centres in different districts of the Punjab, Sindh and KPK province. Finance Manager of PHDF also paid visits to ALCs in Azad Jammu and Kashmir.



Status of ALCs Establishment				
S.#	Province	No of Districts	Teachers Trained	No. of learners Enrolled
1	Punjab	32	430	10718
2	Balochistan	22	230	5662
3	Khyber Pakhtunkhaw	26	350	8385
4	Sindh	20	310	7714
5	AJK	9	90	2057
6	GB	6	60	1493
7	ICT	1	20	500
Total		116	1490	36529

In all, 1490 literacy ceneters were established 116 districts wherein, 36529 learners were enrolled. Number of passed out/graduated learners was 33,377. Ten centers allocated to North Waziristan could not be established due to law and order situation. Learners enrolled against no. of centers are shown in the following bar graph.



## Locally Developed Materials

NCHD Literacy program is designed to impart training to the learners on income generation activities/skills along with teaching literacy and numeracy. For this purpose, program staff arrange training sessions in the centers for developing local materials like traditional shawls, baby clothing, decoration pieces etc.



ADs and FOs help them in developing linkages with the local market so that they could sell such products. During the program phase, exhibitions of locally developed materials have been organised in various districts of the country.

## 2. Literacy & Character Building of Prisoners Establishing Literacy centers in 50 Jails of Pakistan

A huge population of Pakistan is illiterate which is estimated to be around 64 million. One of the major groups of the illiterate population is in Jails across the country. According to a report of Federal Ombudsman (*Wafaqi Muhtasib*) on the status of prisoners in Pakistan, nearly 80,000 prisoners are living in almost a hundred jails across the country. The report also reveals that a large number of women and juveniles are imprisoned in different jails of Pakistan. Making these convicts useful citizens and bringing them into the mainstream as respectable entities is the prime duty of the society.

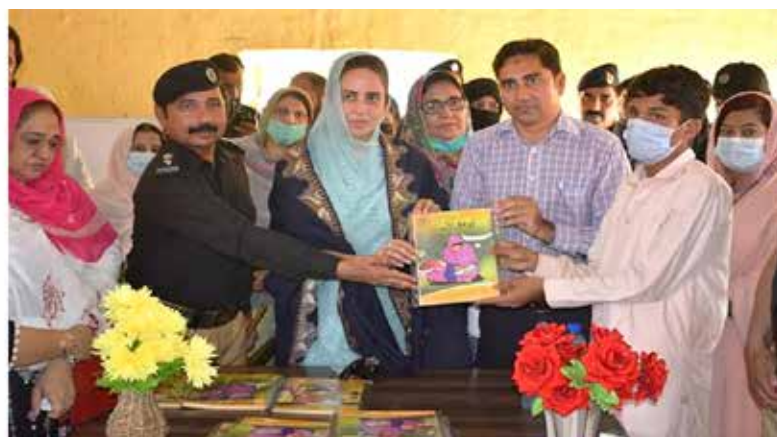
NCHD has been working to impart literacy and basic education to the illiterate inmates of different prisons in the country. The purpose is to enable the prisoners to become useful citizens and live a normal life after their release from jails. Besides making them literate and skillful, the program focused on character building and counseling of the illiterate prisoners as well.

In the recent literacy project phase NCHD established 56 centers in 36 jails of Punjab, KP, Sindh, Balochistan and AJK. Around 1465 illiterate prison inmates benefitted from the project. The initiative was highly appreciated by government officials, civil society and community leaders etc. Minister of State Ms. Zartaj Gul inaugurated a center in DG Khan and distributed books among the prisoners. Similarly, Provincial Minister for Energy and Power KP, Mr. Taj Muhammad Khan inaugurated Literacy center in Batagram sub-jail.

### Prisoner Literacy Program

<b>No. of Jails:</b>	<b>36</b>
<b>Centers established:</b>	<b>56</b>
<b>No. of beneficiaries:</b>	<b>1465</b>





**Table; Number of Literacy Centers in Jails**

Sr. No.	Province	No. of Districts	No. of Jails	Centers
1	Punjab	24	24	42
2	KPK	5	5	5
3	Sindh	5	5	7
4	Balochistan	01	1	1
5	AJ&K	01	1	1
<b>Grand Total</b>		<b>36</b>	<b>36</b>	<b>56</b>

### 3. Incorporating Information & Communication Technologies (ICTs) in Literacy Programs

NCHD has been working to promote literacy in Pakistan by using conventional teaching methods as well as through the use of information and communication technologies to address the needs of diverse illiterate population. UNESCO Paris supports member countries for promotion of education and literacy through its biannual “Participation Program”. In this regard, UNESCO approved NCHD’s proposal titled **“Promoting Adult Literacy through ICTs and Distance Learning”**. Under the project, NCHD developed seven video lessons on basic literacy and numeracy and trained a batch of 30 Master Trainers from all provinces of Pakistan.

#### Objectives of the project

The project was designed to achieve the following objectives:

- o To provide continued learning opportunity for thousands of youth and adult learners through distance learning modes.
- o Develop and produce ICT/video based lessons on adult literacy that are compatible and deliverable



through Television broadcast, internet and mobile phones.

- o To disseminate the learning resources/teaching modules through CDs and or other tools to 125 district offices of NCHD.
- o To use ICT/video literacy modules for training of teachers and supervisors of adult literacy programs of NCHD.



## Project Implementation

The project implementation formally started in November 2021 and completed in April 2022. It involved key steps/processes in a logical sequence. A brief description of some major activities is as under:

### i. Training Needs Assessment (TNA)

A detailed training needs assessment (TNA) was conducted involving Learners, Teachers, Local Area Supervisors and Field Staff from selected districts. The purpose of was to identify topics/ themes for the video lessons on literacy and numeracy.

Majority of respondents identified that there was a dire need to make video lessons for the whole literacy syllabus. Regarding Mathematic it was also identified that counting and addition and subtraction is more important for the learners and teachers. After detailed deliberations seven topics in two subject areas were finalized on priority basis to prepare video lessons. These topics are:

1. Teaching (methodology) of literacy Book 1  
(Sounds, syllable, word & sentence making)
2. Teaching the concept of Counting in Math
3. Concept of addition and subscription

### ii. Writing of Scripts and Review

The basic and the most important step of the project was writing of scripts on the selected topics/themes. The Consultants developed scripts for the video lessons on the above mentioned topics. These draft scripts were reviewed and refined by a Technical Committee headed by Director Education NCHD and other literacy experts for content suitability and feasibility for video recording in practical situation.

### iii. Development of Videos Lessons

A media organization Power-99 was selected through a competitive process to undertake the development and production of videos. It had the required capacity and decades long experience in the field of audio and video production and development of educational videos as well.

## Video Development Process

- Training Needs Assessment (TNA)
- Development of Scripts
- Selection and Training of Presenters
- Development of ICT (Video) based sessions
- Development of Assessment Tools
- Pre-testing and Refinement
- Production of ICT based Training Materials
- Training of Trainers (ToT)



A group of professionals was identified and selected based on their voice and delivery style to perform as presenters in the video lesson/session. Before, recording of videos they were given detailed orientation/training on the scripts, materials and delivery methods. In all seven videos were produced and stored in two DVDs for further dissemination. These include the following:

DVD-I	DVD- II
<ol style="list-style-type: none"> <li>1. Sound Ba</li> <li>2. Sound Na &amp; Ra</li> <li>3. Making word and sentences</li> <li>4. Counting 9-100, concept of Addition &amp; subtraction</li> </ol>	<ol style="list-style-type: none"> <li>1. Sound Ma and Da</li> <li>2. Sound Aa</li> <li>3. Counting 0-9</li> </ol>



## Pre-Testing Of Video Lessons

Before giving final shape to the videos it was necessary to field test them to assess the suitability and effectiveness of these videos for training of the end user i.e. the learner, teachers and field supervisors. In this regard, two pre-test workshops were conducted, one was held in a village near Bari Imam area Islamabad. to assess the usefulness of the video lesson for the semi-literate and illiterate learners. The 2nd workshop was held at Lahore where experts of NCHD from all provinces/areas participated. They gave valuable input about the recorded Lessons.

Around 50 participants attended these workshops conducted to mainly get feedback from the participants on the video lessons. Participants watched the videos in full and discussed their strengths and weaknesses. They termed the videos as very helpful to learn basic literacy skills as well as to perform in delivering lessons by the teachers. Video lessons were refined in the light of findings of pre-testing from the field.



## Training of Master Trainers

The purpose of video lessons is to train thousands of teachers, learners and Field Staff placed in far flung areas of the country. Therefore, it was planned that a group of Master Trainers selected from all the provinces and federal areas be trained in the use of these videos for learners and teachers primarily working under projects of NCHD in the districts.

Participants of the training included Provincial Literacy Coordinators, Deputy Directors Literacy and Assistant Directors Literacy. The one-day Training of Trainers (ToT) was conducted in Lahore in April 2022. Total number of participants was 20. Ms. Sajida Shamsi, Deputy Secretary General, PNCU also participated in this training. Summary of the participants is as under:

S. No.	Name of Province	Number
1.	Punjab	4
2.	Sindh	2
3.	Khyber Pakhtunkhwa	2
4.	Balochistan	2
5.	Gilgit Baltistan	2
6.	AJK	2
7.	Islamabad HO	6



The One-day training of trainers covered the following themes and topics:

1. Information and communication technologies (ICTs)- meaning and importance
2. Rationale of using ICTs for learning literacy and numeracy
3. Process of video production from ideation to post productions
4. Effectiveness and use of Video lessons



## Way Forward

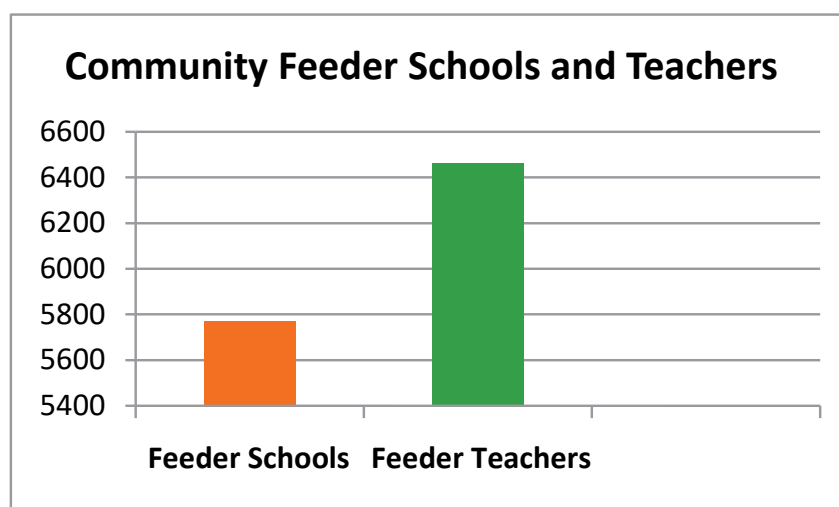
The videos will be uploaded on NCHD website for access to general public for the purpose of self-learning. Moreover, other media like YouTube, WhatsApp, and Facebook will also be used for dissemination of the same. Not only NCHD, but other organizations working for adult learning and education will get benefits from these ICT based contents.

## 4. Transition of Community Feeder Schools to the Provinces

NCHD has been implementing its Community Feeder School (CFS) system for many years to provide Primary level education to the children aged 5-9 years in areas with no primary school. The CFS 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

As per a decision of the Council of Common Interest (CCI) in 2020 the operation and management of NCHD's 5,770 schools and services of 6,461 teachers were to be transferred to the respective provincial governments.



NCHD completed all the steps for the transition process within the given timeline i.e. 30 June 2021. As the basic role of NCHD is to support the provincial and district line departments in social sector delivery, the transfer of these schools to the respective provincial governments for running them on sustainable footing is a great success for NCHD. Now the Provincial governments are responsible for all matters of these schools w.e.f. 1st July 2021.



Province/ Area wise detail of Schools, teachers and enrolments					
Province/ Area	Feeder Schools	Teachers	Enrolment		
			Male	Female	Total
Punjab	1690	1963	38198	42361	80559
Sindh	2798	3041	97833	80617	178450
Khyber Pakhtunkhwa	436	500	11793	12855	24648
Balochistan	501	523	10310	8773	19083
AJK	197	248	4036	4149	8185
Gilgit Baltistan	108	145	1856	2389	4245
<b>Total</b>	<b>5,770</b>	<b>6,461</b>	<b>165,206</b>	<b>151,175</b>	<b>316,381</b>

## 5. Enrolment of Out-of-School Children (OSCs) in Partnership with BISP

Education plays a pivotal role in the development of human capital that not only leads towards financial prosperity but on the other hand provides social stability and personal happiness. Unfortunately, Pakistan lags far behind even its neighbouring countries as far as educational access and standards are concerned. One of the foremost education challenges that Pakistan has to tackle is addressing a huge number of Out of School Children (OSC) in the country.

Benazir Income Support Program (BISP) under the Ministry of Poverty Alleviation & Social Safety (PASS) is mandated to support human development and poverty alleviation efforts in the country. One of its important initiatives is identification of poorest population and their enrolment in various social protection programs, through targeting survey to avail BISP beneficiaries.

Acknowledging the fact that many children in BISP beneficiary families are not currently attending school or continue their education due to financial constraints, the Government of Pakistan launched a Co-Responsibility Cash Transfer (CCT) known as Ehsaas Taleemi Wazaif Program (ETWP). The program aimed at supporting children education up to higher secondary level through provision of an additional financial support to the beneficiary households. ETWP involves co-responsibility and its delivery depends on parents ensuring that the targeted children are admitted and regularly attending schools/colleges.

Keeping in view NCHD' mandate of human development, its nationwide outreach in all four provinces, AJK & Gilgit Baltistan and experience in the education sector an agreement was signed between BISP & NCHD in August 2021 to make joint efforts at the grass root level for providing maximum access to the out of school children (of beneficiary families).

## NCHD-BISP AGREEMENT

In order to enhance the outreach of the programme to mobilise all BISP beneficiaries for enrolment in Ehsaas Taleemi Wazaif Program – Conditional Cash Transfer on education, BISP and NCHD agreed for mutual cooperation to strengthen the on-going activities in all districts focusing on lagging districts across Pakistan. Both parties agreed to explore the avenues to achieve the maximum enrolment of the potential beneficiaries children by launching extensive field campaigns i.e., Social Mobilization awareness sessions and enrolment camps etc.



### Role and Responsibilities of NCHD

The major role of NCHD is to provide support in social mobilization and enrolment of children as per BISP prescribed enrolment guidelines. The responsibilities includes but not limited to;

- a) Engagement of required field workforce to cover the programme activities across Pakistan.
- b) Identification and mobilisation of potential beneficiaries with the help of data provided by BISP;
- c) Enrolment of the beneficiaries using BISP enrolment application through android tablets;
- d) Coordination with BISP local field offices for joint mobilisation and enrolment campaigns;
- e) Strong monitoring of the field activities to ensure quality of the work and safeguard the interest and reputation of BISP and NCHD;

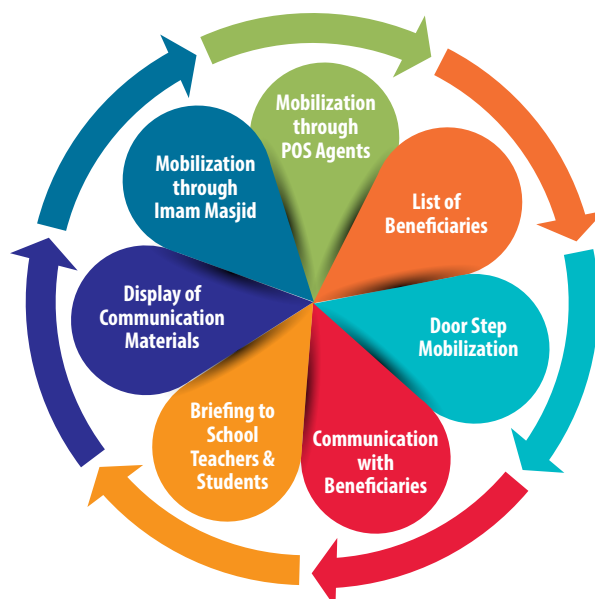
### Role and Responsibilities of BISP

The roles and responsibility of BISP is to extend the cooperation with NCHD for Enrolment of BISP Beneficiaries' children which cover but not limited to as under;

- a) Provision of android tablets along with internet and applications to all the notified field workforce;
- b) Provision of mobilisation and all other materials involved in mobilisation and enrolment activities;
- c) Arrangements and provision of trainings to all the tiers of NCHD involved in the activities;
- d) Provision of list of potential beneficiaries;
- e) Sharing of progress reports on quarterly basis with the focal persons at all the levels;
- f) Creating IDs for deputed field staff; and,

After the completion of all field staff training on the

#### Process Cycle for Mobilization





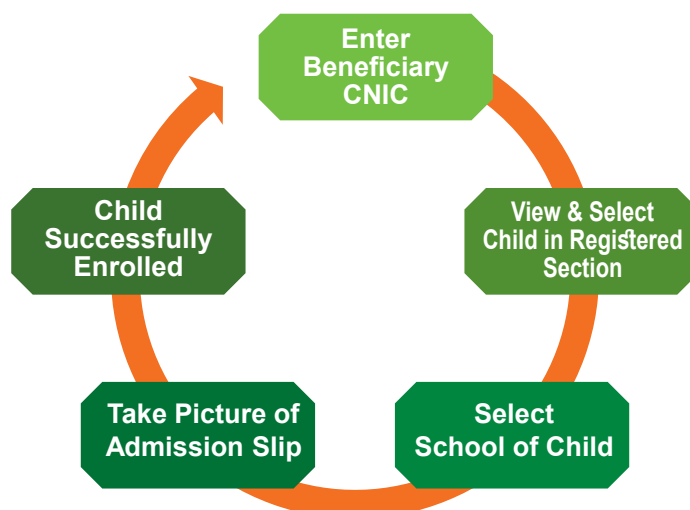
BISP – ETWP, NCHD staff started the social mobilization process in their assigned areas to get maximum number of out-of-school children enrolled in schools. NCHD-BISP models of community mobilization and enrolment process are given in the following.

During the last quarter of the 2021 i.e. October – December 2021, NCHD enrolled around 356,632 OSCs in their nearest schools. Province wise break up of enrolment is as under:

Province / Area	Primary	Secondary	H. Secondary	Total Enrolment
Balochistan	6,368	3,689	475	10,532
Fata	2,953	1,234	95	4,282
Islamabad	206	84	12	302
Khyber Pakhtunkhwa	26,831	16,362	1,373	44,566
Punjab	175,556	58,401	3,949	237,906
Sindh	37,446	19,483	2,115	59,044
<b>Grand Total</b>	<b>249,360</b>	<b>99,253</b>	<b>8,019</b>	<b>356,632</b>



### Process Cycle for Enrolment of OSCs





## 6. Leave No Girls Behind (LNGB)

Leave No Girls Behind (LNGB) is project under the Girls' Education Challenge (GEC) program - a global initiative launched by FCDO-UK in 2012 as a commitment to reach the most marginalized girls around the world. Presently, GEC is the largest global fund dedicated to girls' education.

NCHD signed an MoU with ACTED to implement the LNGB project in the province of Khyber Pakhtunkhwa as sole implementing partner and the project execution initiated in the first week of December 2021. Under the project 48 Learning Centers were established to provide basic literacy and education for girls in Lakki Marwat district. Around 1454 girls were enrolled in these centers.

In the province of KPK, school enrolment rates are low, especially for girls from poor households: LNGB is designed to provide learning opportunities to adolescent girls who have never been to school or dropped out before they completed primary education. It offers accelerated learning programs to help younger girls (10-14 year olds) catch up and transition into formal education where possible, and programs for older girls (15 years and older) to gain literacy and numeracy skills. LNGB project include technical and vocational education and training (TVET) for older girls interested in gaining skills that will help them generate some income. The project also aims to address simultaneously the physical, socio-cultural, family/community, learning and systemic barriers to children's access to education.

### Initial Activities of the Project

1. Social Mobilization of communities
2. Learning Center Identification
3. Items provision to the centers
4. Base Line Assessment for learners identification
5. Learners enrolment
6. Preparation of Village Profile
7. Preparation of Learner Profile

8. Formation of School Management Committees
9. Lesson Tracking for Learning Centers
10. Safety Audit of the centers

## Trainings

1. Training of Project Staff; Resource Trainers. Social Mobilizer, Coaches
2. Training of Teachers Literacy books
3. Training of Teachers and Staff on Right to Play Activities
4. Training of Teachers Staff on Teaching Learning

Staff Hired		
S.#	Designation	Number
1	Literacy Teacher	48
2	Resource Teacher	04
3	Mentor	2
4	Coaches	10
5	Social Mobilizer	10

Training on Knowledge about Business (KAB) and Micro Finance Institutions (MFIs)		
S.#	Description	Participants
1	Training of Trainers	30
2	Training of learners on KAB	864
3	Training Learners on MFI	864

## 7. Adult Literacy and Numeracy Skill (ALNS) Project

Adult Literacy and Numeracy Skill (ALNS) Project is a joint initiative of NCHD and Momentum Ventures (MV) under the Sindh Union Council and Community Economic Strengthening Support (SUCCESS) Program. ALNS project seeks to establish 768 adult learning centers (ALCs) to around 19,200 women in the communities of Jamshoro (6,700) and Dadu (12,500) districts, of Sindh.

### Target Group

The women beneficiaries of the SUCCESS Program were the target group for the ALNS project.

### Curriculum and Books

The ALP curriculum developed by JICA was used in this project as per the requirement of donor. The course comprised books of Package-A, Sindhi, Mathematics and English.

### Spadework and Project Implementation

The initial spadework was done by TRDP as it was implementing SUCCESS program in both the districts. TRDP has established local support networks including Local Support Organizations, Village Organizations and Community Organizations and engaged various personnel in the capacity of Community Resource Persons, members of the organizations and volunteers. TRDP has also established beneficiary database

including the particulars of women of the target households. As per the agreed terms and conditions of the project the implementing partners were responsible to enroll those women in ALNS centers and the Local Support Networks will be assisting the implementing partners for identification of areas, LAS, teachers and learners.

## Role of NCHD in ALNS

In the Adult Literacy and Numeracy Skills project the role of NCHD is to;

- Lead the overall implementation of adult literacy and numeracy (ALNS) component in the designated districts.
- Liaise with the Community Organizations (COs) in the designated villages of SUCCESS program and ensure recruitment/enrollment of the beneficiaries.
- Conduct training, at cluster level, of Local Area Supervisors and Teachers
- Conduct baseline and periodic assessments in the centers and discuss the weekly assessment results with LAS and teachers.
- Monitoring of the centers to ensure attendance, curtail dropout, improve quality learning and involve communities
- Established Literacy Management Committees and hold their meeting regularly.
- Conduct teachers' refreshers if required and provide all the implementation support needed.

The project was launched in September 2021 at the occasion of International Literacy Day. Chairman NCHD Amirullah Khan Marwat and DG Hassan Baig graced the launching ceremony in Jamshoro.



## 8. ASER survey in 41 districts

NCHD has been a partner with Idara Taleem-o-Agahi (ITA) in conducting the Annual Status of Education Report (ASER) since 2011. ASER is a very important survey which provides data on school access, quality education and basic facilities in the schools. The finding of the ASER report is given greater importance by government and non-government organizations in their planning and policy formulation and decision making processes.

NCHD conducted the ASER survey in 41 districts of Pakistan including Punjab, Sindh, KP and ICT. Role of NCHD in the survey was to identify volunteers, conduct their training, collect data at household level and submit to ITA for analysis and reporting. Province wise list of districts is given in the following table.



**Table; List of the Provinces and District**

S#	Province	Name of Districts	Remarks
1	Punjab	Attock, Rawalpindi, Sialkot, Chinniot, Muzaffargarh	
2	Sindh	Dadu, Ghotki, Hyderabad, Jacobabad, Jamshoro, Kashmore, Larkana, Naushero Feroz, Qamber Shahdadkot, Sanghar, Shaheed Benazirabad, Shikarpur	
3	KP	Buner, DI Khan, Khyber, Kurram, Lower Dir, Upper Dir, Chitral, Mardan, Nowshera, Orakzai, Peshawar, Shangla, Swabi, Swat, Tank, Lakki Marwat	
4	ICT	Islamabad (Rural + Urban)	

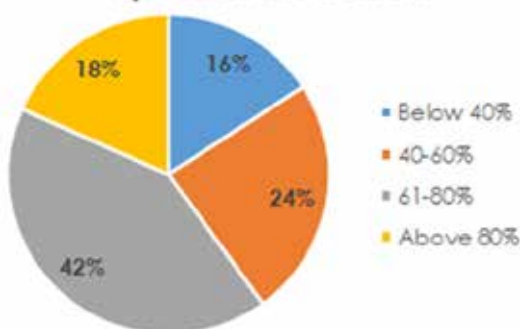
## 9. Educating Out-of-school Children through NFE Schools in GB

During the year NCHD and ALIGHT Pakistan completed the joint project named Gamzan which was aimed at addressing the challenge of Out of School Children (OSC) in Gilgit Baltistan. Under the project ALIGHT and NCHD established 55 non-formal schools for primary grades and 10 Non-Formal Schools for elementary grades. These opportunities were focused to providing better learning opportunities for the children who do not have access due to several reasons. In all, 2763 students (1169 boys and 1398 girls) benefitted from the project. Detail of schools, teachers and students are given in the following:

District	Non-Formal School Primary				Non-Formal School Elementary			
	Schools	Teachers	Students		Schools	Teachers	Students	
			Boys	Girls			Boys	Girls
Gilgit	16	20	317	319	6	6	12	126
Diamer	20	26	408	538	2	2	0	53
Skardu	19	24	400	490	2	3	32	68
			1125	1347			44	247
<b>Total</b>	<b>55</b>	<b>70</b>	<b>2472</b>		<b>10</b>	<b>11</b>	<b>291</b>	



Overall students percentage in specified brackets



## 10. Training of Teachers on Child Protection

Group Development Pakistan (GDP) is a civil society organization working on protecting and promoting child rights and strengthening child protection and justice with children across Pakistan. NCHD and GDP signed a MoU to provide training to the staff and teachers of school and Literacy centers on Child rights and Protection. GDP conducted trainings to the teachers of Madrasa schools of NCHD in Lakki Marwat, Quetta and Islamabad.

In this regard, the first 2-days training workshop was conducted in September 2021 for the teachers and administrative staff of NCHD in Islamabad. In his address, Director Education NCHD Syed Akbar Ali highlighted the importance of the training and future collaboration with GDP. Chairman NCHD in his keynote address said that the objectives of GDP regarding Child Rights and Child Protection are aligned with the mandate of NCHD and the Commission will help GDP to disseminate the message at grass root level as it has country wide outreach. Certificates were distributed among the participants for successful completion of Training.



## 11. NCHD Volunteers Serving the Nation

VCD Program functions as a support mechanism for execution of NCHD core program activities in the field. Moreover, NCHD volunteers play significant role in disasters and national level initiatives of the Government such as clean and green Pakistan. 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 base over the years.



## Preparation of Volunteers Database

NCHD has prepared the database of active volunteers involved primarily in UPE & Literacy programs in the light of information/data received from all over the Pakistan. As reported by provincial and district offices the total number of volunteers is around 41,257.

S#	Province	UPE	Literacy	Grand Total
1	Punjab	6930	2860	12790
2	Sindh	9962	4838	14800
3	KPK	2259	2340	5102
4	Balochistan	3894	1907	5801
5	AJK	911	832	1743
6	GB	292	542	834
7	ICT		187	187
<b>Total</b>		<b>24248</b>	<b>13506</b>	<b>41257</b>

## Celebration of International Volunteers Day; 5th December

The International Volunteer Day (IVD) for Economic and Social Development was adopted by the United Nations General Assembly in 1985. Since then, governments, the UN system and civil society organizations have successfully joined volunteers around the world to celebrate the Day on 5th December every year. International Volunteer Day was celebrated by NCHD in KP, Balochistan, Punjab and Sindh by involving volunteers and representatives from civil society.



## Observance of Kashmir Day

On the direction of Federal Government, NCHD observed Kashmir Black Day on 27th October to show solidarity with the people of Kashmir, besides highlighting bilateral and illegal actions of India against the people of Kashmir and continued atrocities being committed by Indian occupation forces in Indian Occupied Kashmir. Different activities including seminars, rallies and protests were arranged by provincial and district offices of NCHD.



## Tree Plantation under Clean-Green Pakistan

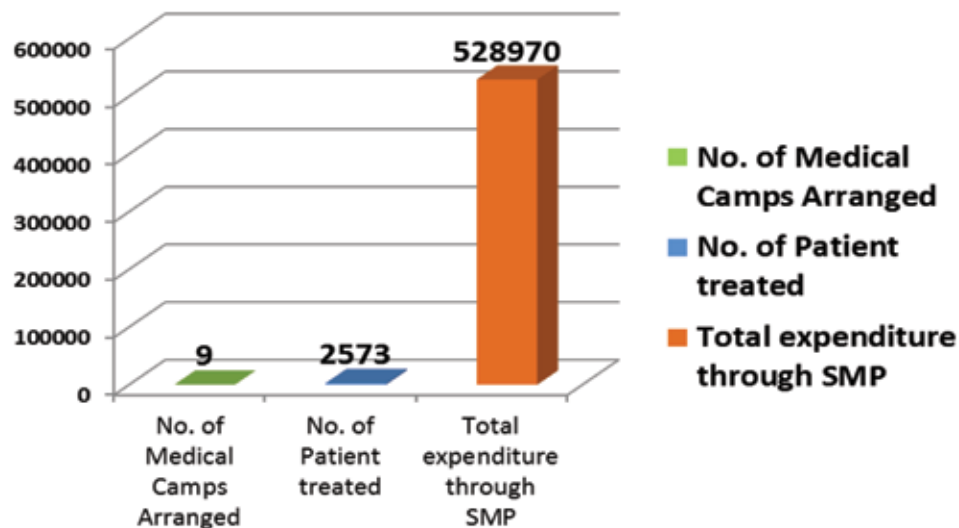
Trees contribute to the environment by providing oxygen, improving air quality, climate improvement, conserving water, preserving soil, and supporting wildlife. This year, NCHD played a significant role in tree national plantation campaign. NCHD field teams arranged different types of plants from forest departments, local philanthropists, volunteers and influential through social mobilization process. The main objective of the campaign was to educate the local community about the importance and benefits of trees. District teams did marvellous work for performing the activities of tree plantation in collaboration with district management and local NGOs. Large number plants were planted in school locations, literacy center locations and other public areas.

Total Number of Saplings Planted				
Province	Feeder School Locations	ALC Locations	Community places	Total No of Trees/saplings
Punjab	6793	97	7557	14447
KPK	715	980	4345	6040
Sindh	739	471	3640	4850
Balochistan	2546	1534	20715	24795
GB	115		320	435
<b>Total</b>	<b>10,908</b>	<b>3082</b>	<b>36,577</b>	<b>50,567</b>



## Free Medical Camps

As in the past, NCHD volunteers arranged free medical camps in different parts of the country. The objective of free medical camps is to screen patients at village level and give health related awareness, distribute medicines to treat common diseases and refer, as the case may be for surgery/treatment. These medical camps provide the poor population overall physical examinations which include eyes and health check-ups, assessment of the functioning of vital organs like the heart, lungs, digestive system, and immune system. Philanthropists, influential and volunteers supported the medical camps in true spirit.





## RESCUE 1122 Training

NCHD provincial teams coordinated with Emergency services agency i.e. Rescue-1122 in the respective provinces to provide training to volunteers and field officers to respond in emergency situations. Rescue-1122 trained the participants in following emergency situation handlings.

- 1: ASSESS: the situation is it safe?
- 2: CPR (Cardiopulmonary Resuscitation)
- 3: First Aid for Suspected Cardiac Arrest
- 4: First Aid for bleeding, choking, burns, bone fracture etc.



### Summary of NCHD Volunteers Training by Recsuee-1122:

Total Districts	District Conducted trainings	No of Staff Members trained	No of Volunteers trained	Total
28	22	150	1050	1200



# Chapter 4

## LINKAGES AND COLLABORATIONS NCHD IN THE DEVELOPMENT COMMUNITY

### 1. Presenting NCHD's Annual Report 2020 to the President of Islamic Republic of Pakistan

Chairman NCHD Col(R) Dr. Amirullah Marwat accompanied by Director General NCHD, Mr. Hassan Baig presented the Annual Report of NCHD to President of Islamic Republic of Pakistan, Dr. Arif Alvi at Aiwan-e-Sadr on 21-12-2021.

The annual report 2020 encompasses the programs, activities, achievements, strategies and plans of NCHD during the corresponding period. This Annual Report focuses on NCHD Educational Program i.e. UPE and Adult Literacy implemented nationwide. NCHD maintained Community Feeder Schools system and provided education to 316,381 children through 5770 Schools with 6461 Teachers. Most of these schools are located in the backward and under privileged communities to address the core issue of access to education.

The Chairman and DG NCHD apprised the president of Pakistan regarding women empowerment initiatives of NCHD through establishment of 3000 Adult literacy centers. These centers will not only provide literacy and numeracy skill but also help these women to learn livelihood skill and to earn through these skills. NCHD envisages that the prisons should be rehabilitation centers and for that it has started Literacy centers in the jails that also provide vocational training to prisoners which will help them earn their livelihood. Moreover, NCHD developed partnerships with other development partners including UNESCO, ALIGHT Pakistan, JICA, HOPE87, VSO, IRC, OSDI and BISP.

Being an important organization of the Ministry of Federal Education and Professional Training NCHD continued to receive support from Govt. sector to promote Human Development in Pakistan for achieving the targets of Sustainable Development Goals (SDGs).

President of Islamic Republic of Pakistan praised the effort made by NCHD in promotion of Human Development especially for the marginalized segments of the society.



## 2. The 52nd Commission meeting of NCHD

The 52nd Commission meeting of National Commission for Human Development was held on, September 14, 2021 at the Head Office, Islamabad. The meeting was chaired by Col (R). Dr. Amirullah Marwat, Chairman of the Commission. Other members of the Commission were as follows:

1. Mr. Anwar Saleem Kasi (Balochistan),
2. Prof. Dr. Haroona Jatoi (Sindh),
3. Dr. Begum Jaan (Khyber Pakhtunkhwa).
4. Mr. Mazhar Ali Khan (Punjab)
5. Representative of Ministry of FE&PT
6. Representative of Ministry of Finance

The chair welcomed and congratulated all the commission members on assuming their responsibilities as member of the commission and hoped that NCHD will benefit from their vast experience in the field of human development which is the core objective of NCHD. A detailed briefing on NCHD, its programs and future plans was given by the Director General Mr. Hassan Baig Secretary to the Commission.



## 3. Signing of agreement between NCHD & BISP

Currently, Pakistan has the world's second-highest number of out-of-school children (OOSC) with an estimated 22.8 million children aged 5-16 not attending school. It is one of the main challenges faced by the country and a major impediment to the development. Majority of these out of school children belongs to the marginalized and less developed segments of the society.

Realizing this dire situation NCHD had an agreement with BISP to initially enroll 3 million out-of-school children of beneficiaries of BISP program to substantially reduce the figure of OOSCs in the country.

The signing ceremony of the agreement was held in the Ministry where NCHD and BISP officials signed the agreement in the presence of Mr. Shafqat Mehmood Minister of Federal Education & Professional Training, Dr. Sania Nishtar Special Assistant to Prime Minister on Poverty Alleviation & Social Protection, and Col (R). Amirullah Marwat, Chairman NCHD. The agreement seeks mutual cooperation and collaboration and to enroll maximum eligible children in the Ehsas Wazaif Taleemi Program after fulfilling all requisite formalities with major focus on less developed/lagging districts of Pakistan. Under the agreement NCHD will help enroll around 3 million out of School children in schools. This will result in reduction in the number of OOSCs in the country. Mr. Hassan Baig on behalf of NCHD and Mr. Naveed Akram on behalf of BISP signed the agreement.





## 4. Launching ceremony of LNGB project

A kick off ceremony of the project Leave No Girls Behind (LNGB) was held in Islamabad on December 15, 2021, attended by the partner organizations; ACTED, Right to Play (RTP), ABES and NCHD.

The objective of the event was to give a detailed overview of the LNGB project in Lakki Marwat by ACTED to update the stakeholders for smooth implementation of the project. Country Head ACTED Syed Aftab ensured his unflinching commitment for the provision of due support to streamline the marginalized girls and to empower them to be the partners in development.

The Chairman NCHD graced the occasion as the chief guest and appreciated the efforts of the partner organization and stated, “NCHD as a Federal Government organization has always worked to uplift the deprived and unprivileged classes of the communities through its various programs and has always sought for improvement of the poorest of the poor strata of the communities nationwide”. He further emphasized on the need to attract the donor organizations to join hands with NCHD for improvement of human development indicators.



## 5. Dissemination Workshop on LEAPs Program

NCHD and LEAPS (Youth Leaders for Early Childhood Assuring Children Are Prepared for School) arranged a two days' workshop in November 2021 on the theme, “Investing in Child and Youth Development in Pakistan to unlock Human Capital Potential”.

The LEAPS program is an innovative, two-generation approach to early childhood care and education, in which female youth, aged 18-24 years, were trained and hired as Community Youth Leaders to deliver a high quality, community-based preschool program for children in rural Sindh. The LEAPS-AKU team shared findings of Evaluation study on LEAPS program, which was implemented by NCHD, in partnership with the Agha Khan University, and Harvard University across four districts in rural Sindh during January, 2019 to April, 2021.

The Chairman NCHD assured the team for full support from the commission to continue its work in the forthcoming program planned to cover the entire Sindh province and also invited them to replicate the same program in other provinces and Areas as well.

The team also discussed the future planning and scaling up of the program with collaboration of NCHD and LEAPS. The LEAPS-AKU representatives Dr. Aisha Yousufzai, Ms. Emily Franchent, Ms. Karima Rehmani and Ms. Saima Siyal participated in the session along with NCHD program team headed by Director Education and other directors and HODs.



## 6. Consultative meeting with TRDP and Momentum Ventures

Officials of Thardeep Rural Development Program (TRDP) and Momentum Venture visited NCHD Head Office on June 29, 2021. The meeting discussed the possibility of collaborations for Adult Literacy and Numeracy Skills (ALNS) project in two districts of Sindh under Sindh Union Council and Community Economic Strengthening Support (SUCCESS) Program, funded by the European Union. For the said purpose project proposals were submitted jointly by NCHD and Momentum Ventures to TRDP a partner of European Union in the SUCCESS Program. Mr. Hassan Baig DG NCHD, briefed the participants about programs and future planning of NCHD regarding various aspects of human development.



## 7. MoUs with Different Organizations

NCHD signed a number of MOUs and agreements with different organizations for implementation of projects and future collaborations. Details are given in the following.

### 1. Service agreement between NCHD and ACTED

A signing ceremony of service agreement between NCHD and ACTED was held at NCHD head office in Islamabad on December 02, 2021 to implement the Leave No Girls Behind (LNGB) project in KPK. Chairman NCHD signed the MOU with ACTED Pakistan. Under the project 48 girls learning centers will be established in Lakki Marwat. The project will benefit more than twelve hundred young girls who are illiterate. Moreover, the LNGB project will provide jobs to the locals as teachers and social mobilizers. Chairman NCHD directed the program staff to make the project a success in order to eradicate illiteracy and alleviate poverty from district Lakki Marwat.



### 2. MoU between NCHD & GBPI

NCHD signed a MOU with Gilgit Baltistan Policy Institute (GBPI) for joint collaboration, searching projects and implementation in GB and other parts of the country. Both the organizations entered into this Memorandum of Understanding to cooperate with each other and maximize the objectives of



their common interests through innovative projects and activities that may be conceived in future. GBPI works to help the people of Gilgit Baltistan through implementation of programs associated with human development, socio-economic development of the region, particularly in the fields of education, health, poverty alleviation, livelihood, and social welfare

### 3. MoU between NCHD & GDP

A Letter of Understanding (LoU) was inked between NCHD and Group Development Pakistan (GDP) on 28th October, 2021 at NCHD head office. Chairman NCHD Amirullah Marwat, Director General Mr. Hassan Baig, Executive Director GDP Ms. Valerie Khan Yousafzai and officers of NCHD and GDP were present on this occasion. NCHD assured the GDP team that due to its vast experience and outreach, the Commission will support GDP in its endeavors of Child Rights and Protection and Gender related issues. Ms. Valerie Khan thanked NCHD leadership for its support and said that the collaboration between both the organizations will be further strengthened in future.



### 4. MoU between NCHD & RIHRDO

NCHD signed a MoU with Rural Infrastructure and Human Resource Development Organization (RIHRDO) on October 13, 2021. RIHRDO intends to join hands with NCHD for searching projects and become implementing partner of NCHD in Khyber Pakhtunkhwa and newly merged districts. NCHD will provide technical support to the said organization. Both organizations have entered into the Memorandum of Understanding to cooperate with each other in future. NCHD & RIHRDO will determine the mechanism of implementation of the projects.



## 8. Visit of Chairman PHDF

Dr. Nasim Ashraf, Chairman Pakistan Human Development Fund along with Mr. Zafar Haider CEO, visited NCHD Head Office on 16, March 2021. Chairman NCHD Col(R). Dr Amirullah Marwat welcomed the distinguished guest. Matters pertaining to human development initiatives in the country and various ventures where both the organizations can join hands were discussed in detail. The progress on establishment of 3000 Adult Literacy Centers - a joint venture of NCHD and PHDF was also taken into consideration. Dr. Nasim Ashraf appreciated the establishment of Literacy Centers in the Jails across Pakistan and termed it a step toward making the prisons rehabilitation centers. He was of the view that NCHD should highlight its programs and activities through effective media and communication strategies.



## 9. Involvement of Elected Officials in NCHD Programs Activities

Most of NCHD programs interventions are community based and the district teams engage local community leaders and elected representatives to enhance their ownership. Provincial Ministers and other public leaders inaugurated Adult Literacy centres in different cities. Some of them are as follows:

- Ms. Zartaj Gul, Minister of State for Climate Change inaugurated Literacy center in DG Khan Prison.
- Mr. Taj Muhammad Khan Tarand, Provincial Minister for energy & power, Khyber Pakhtunkhwa, inaugurated literacy center at Sub-Jail Battagram
- Mr. Ziaullah Bangash Provincial Minister KPK in ceremony Salaam Teacher at Kohat.
- Mr. Mushtaq Hussain, provincial minister Water & Power GB inaugurated literacy center in Ganche,
- Minister Agriculture AJK inaugurated literacy centers in Bagh.



## 10. Meeting with Minister of Education GB

Chairman NCHD visited Gilgit Baltistan in August 2022. He was accompanied by Director Education. He paid visit to the Non formal school in Hussainabad established by NCHD and Alight Pakistan and inaugurated the two day training of Assistant Directors Literacy in Skardu.

During the visit, Chairman NCHD met with Raja Azam Khan, Minister of Education GB at his Shigar Palace. Director Education and Deputy Director Operation GB were also present. The meeting discussed educational issues of Gilgit Baltistan and enhancing coordination between NCHD and Education department in future.



# Chapter 5

## MONITORING AND EVALUATION

### 1. Monitoring and Evaluation

NCHD has a robust monitoring and evaluation mechanism of its programs and activities. Supervisory monitoring of projects is conducted regularly by program staff at district, provincial and head office levels. The Monitoring and Evaluation (M&E) department undertakes independent monitoring of all NCHD program activities through the field Monitoring Officers. The purpose of NCHD's monitoring is to improve implementation of the projects and activities by identifying those aspects that are working according to plan and those that are in need of mid-course correction. Monitoring of the programs certainly provides information to the extent to which specific projects' objectives and expected results have been achieved or otherwise.

NCHD is aligning its monitoring system with emerging needs of the time. One of the initiatives is adopting the Real Time Monitoring mechanisms for the ongoing and future projects. M&E Department of NCHD after strenuous efforts has developed a field visit data recording and reporting mechanism on Google forms which is a big step towards Real Time Monitoring (RTM) of different projects/programs implemented in the field. The RTM after successful pilot testing has been implemented in all the program districts of NCHD. The data received through RTM is maintained on M&E dashboard through which the field activities carried on day-to-day basis can be monitored and analyzed through the quantitative and qualitative indicators of each program identified during formulation of Monitoring Formats.

### 2. Real Time Monitoring (RTM)

Real Time (Data) Monitoring (RTM) is the delivery of continuously updated information streaming at zero or low latency. It is a provider of a low delaying stream of relevant and current data from which administrators can immediately identify problems for mitigation. By tracking RTM, organizations can reveal and predict trends and performance. Generally, the RTM software displays relevant data on customizable dashboards. The Administrator(s) can choose to display expected data ranges and formats as numerical line graphs, bar graphs, pie charts or percentages. Collecting RTM data helps organizations and/or administrator immediately evaluate and react to current events in the on-going environment. Moreover, organizations could log & track the RTM over time to pick trends.

#### Objectives of RTM

- To enable M&E to determine the position/status of NCHD ALC Program on its road map at any point in time through Real Time Monitoring Mechanism.

- To determine the implementation status of program through Real Time Application by spot visits.
- To help program in making qualitative and quantitative inferences for better planning, improved programming and effective implementation.
- To give feedback on learning achievement against the Learning Land Marks (LLM).
- To ensure the provisions of inputs as and when needed.

M&E department of the NCHD is responsible for the dissemination of collated results of monitoring to the higher management for mid-course correction and policy formulation. M&E Real Time Mechanism is a crucial management tool which provides updated information on progress, problems and performance of the NCHD programs in the field.

### 3. Findings of Monitoring: Adult Literacy Program

The ALP is a basic literacy program which endeavors to provide basic learning opportunities to young people and adults (mostly women) aged between 11 and 45 years old with little or no literacy skills. Most of the targeted beneficiaries have never attended school or dropped out of school before acquiring basic literacy skills due to socio-cultural and economic factors.

The subject format has been designed specifically by keeping in view the visits performed by the senior Management like policy maker (chairman, DG), program designer (Director Education, NPC Literacy & his senior team and the senior Operational Management (DoP, DD Literacy at POs), to take the program overview on the below mentioned critical literacy indicators. The data received through Real Time Monitoring Mechanism has been critically examined based on quantitative and qualitative indicators to provide an over view for the policy makers, designers and implementers for rapid course correction and to bridge the implementation gaps if any. Some Key Findings based on Indicators of the Adult Literacy Program are given in the following.

**Table 1: Receipt Status ALC FM Senior Management**

Field monitoring of all the NCHD programs was conducted by physically visiting the program areas. It was carried out at all levels of NCHD. The table 1 below shows the receipt status of various tiers who have performed spot visits to the literacy centers and have reported the data through Real Time ALC FM Senior Management format.

ALC FM Senior Management: Status of the Centers Visited								
S. No.	Province	Total Districts	No. of Districts Reported			%age of Districts Visited by DOPs and DDs		
			Oct/Nov	Dec/Jan	Feb/Mar	Oct/Nov	Dec/Jan	Feb/Mar
1	Punjab	32	20	21	13	63	66	41
2	KPK	27	15	14	7	56	52	26
3	Sindh	22	8	8	15	36	36	68
4	Balochistan	20	15	17	8	75	85	40
5	AJK	9	2	2	2	22	22	22
6	GB	6	0	0	5	0	0	83
Grand Total		116	60	62	50	52	53	43

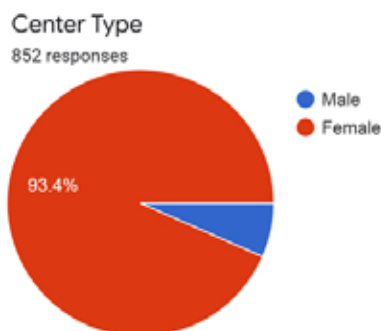


### Pie Chart 1: Designation of Visiting Officers



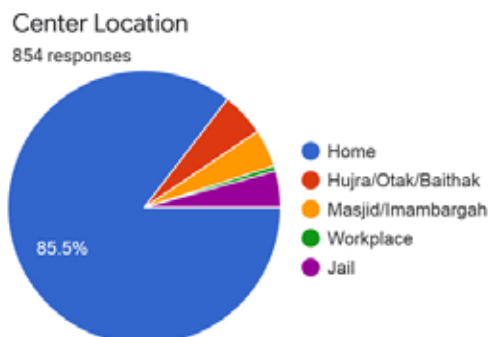
The pie-chart above presents the data of the percentage of designation of officers who conducted the visits of the Literacy Centers during the six month period starting from Oct/Nov 2021-Feb/March 2022. The Diagram shows that most of the visits (85.2%) were carried out by the Deputy Directors Operations, while the remaining visits were conducted by the DDs Literacy at Provincial and Head Office respectively.

### Pie Chart 2: Province/Area



The above Pie Chart shows that of the literacy centers visited 93.4% were female centers while 6.4% of the centers visited during this period were male centers mostly located in Jails.

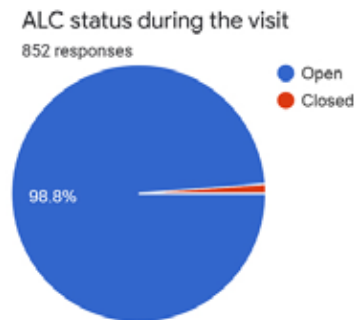
### Pie Chart 3: Center Location



The Pie Chart above shows that most of the centers visited during the six month period were located in homes, which is 85.5%. The rest of the centers

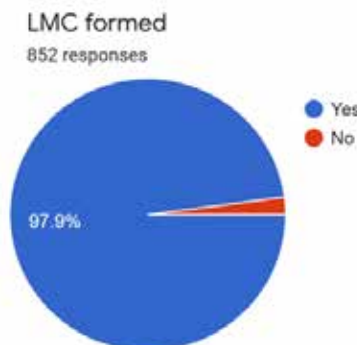
were located in Hujra, Masjid, or in the case of male centers, in Jails.

### Pie Chart 4: ALC status during the visit



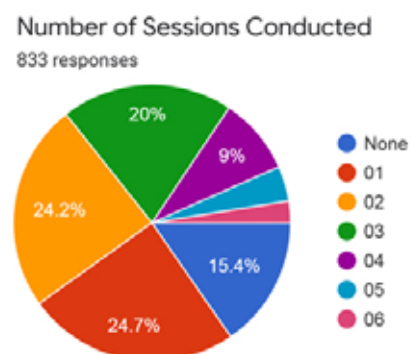
The above pie chart depicts that 98.8% of the centers during the entire six month period were open at the time the visits were conducted. Only 1.2% of the centers were closed at the time of the visit.

### Pie Chart 5: LMC Formed



The pie-chart above depicts that almost in 97.9% literacy centers LMC was reported and confirmed as formed by reviewing the record available.

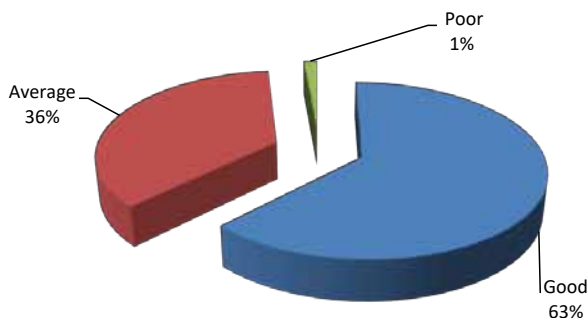
### Pie Chart 6: Number of Sessions Conducted



The pie chart above shows that in 84.6% of the centers visited one or more sessions were conducted, while in 15.4% of the centers visited no sessions were conducted. In most of the centers, one, two or three sessions were conducted (24.7%, 24.2% and 20% respectively).

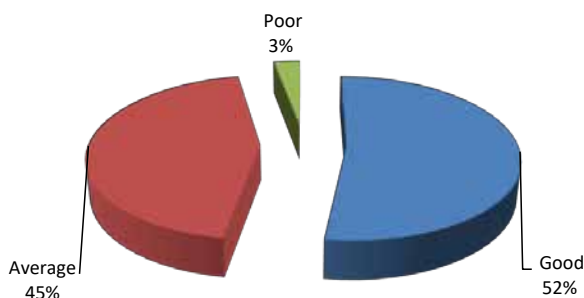
## Pie Charts for Learning Landmarks (LLM)

### Recognizing Alphabets through Phonics



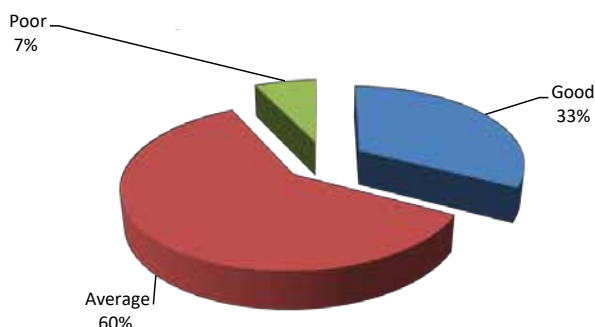
The Pie Chart above shows how well the learners performed in recognizing the alphabets through phonics. As evident from the above diagram, most of the learners (63%) performed well in this regard. 36% of the learners performed average, while only 1% learners did poorly. Overall the learners performed well in this learning landmark.

### Reading Alphabets, Words and Sentences



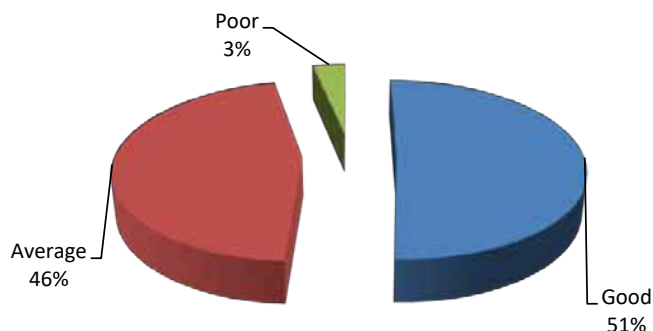
The above Pie Chart shows how the learners performed in reading alphabets, words and sentences. As shown by the above diagram, about half of the learners (52%) performed well in this learning landmark. 45% of the learners performed average, while only 3% did poorly. The learners generally did well in this criterion.

### Writing of Alphabets, Words and Sentences



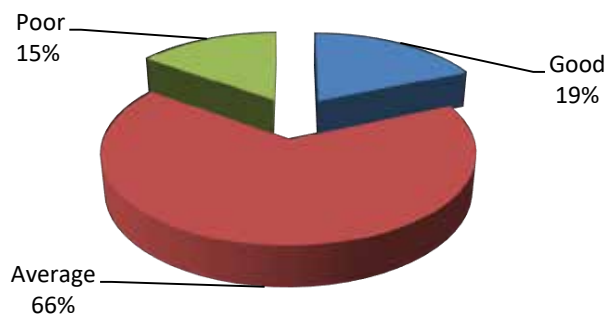
The diagram above illustrates how the learners performed in writing alphabets, words and sentences. As depicted by the above pie chart, most of the learners (60%) performed average in writing. 33% learners performed well, while 7% performed poorly. Overall, the learners' performance in writing was average.

### Ability to Recognize Mathematical Numbers



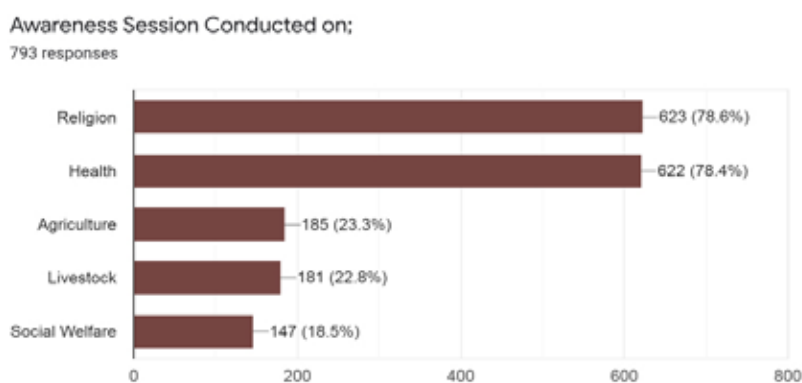
As shown by the above Pie Chart 51% of the learners in the visited centers did well in recognizing mathematical numbers. 46% of the learners performed average in recognizing numerical figures, while only 3% did poorly and failed to meet the criterion. Generally, the learners' performance was satisfactory in this area.

### Ability to Solve Basic Math



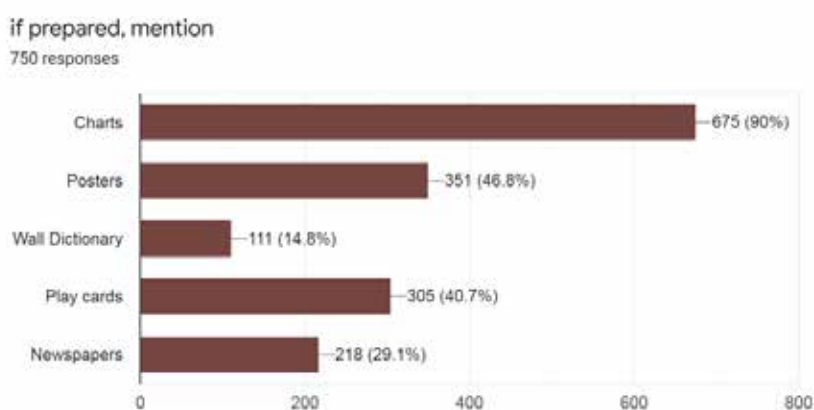
This diagram shows that in 66% of the Learners, in the centers visited, performed average when solving basic Math. 15% of the learners did poorly, while 19% of the learners performed well in solving basic math. Overall, the learners' performance in this area was average. Overall performance of the learners' was hence average in solving basic numerical calculations.

### Bar Graph 1: Awareness Session Conducted on;



The Bar chart above shows data of Awareness sessions conducted on various topics. As depicted by the graph most sessions were conducted on Religion and Health, 623 (78.6%) and 622 (78.4%) respectively. 185 sessions (23.3%) were conducted on Agriculture, while 181 sessions (22.8%) and 147 sessions (18.5%) were conducted on Livestock and Social Welfare respectively.

### Bar Graph 2: Locally Developed Material Prepared



The above bar graph presents the data of types of locally developed material presented in the visited centers during the six month period. As shown by the graph in 90% of the centers (675) locally developed material constituted Charts. Posters and Wall Dictionary were presented in 351 (46.8%) centers and 111 (14.8%) centers respectively. Locally developed material constituted of Play Cards and Newspapers in 305 (40.7%) centers and 218 (29.1%) centers respectively.

## 4. Recommendations

- I. It is recommended that frequent field visits by the Literacy Field Staff may be held to ensure the presence of the learners. Additionally, the LMC Meetings may also be convened, and in chronic cases of long absenteeism Broad Based Community Meetings may be held to tackle the issue of absenteeism thereof.
- II. It is recommended that literacy staff must ensure that the LMC meetings are held as per criteria i.e. at least 3 LMC meetings per month.
- III. On the basis of observation above it is recommended that instructions may be issued to the implementing staff i.e. AD Literacy, FO Literacy to ensure the report on the awareness session may be compiled for read reference.
- IV. It is recommended that the concerned literacy staff must ensure proper functioning of the literacy centers.

# Chapter 6

## SUCCESS STORIES

### From Despair to Hope: The tale of a Courageous Girl from Sindh

I am Asma from a backward village of Shafi Muhammad Boohar in Sindh. I am 18 years old but cannot read and write at all. We are two brothers and four sisters in the family. My father is a rickshaw driver in the village. It was near to impossible for my father to meet household expenses because of his meager resources. I had a great desire to support my father in his economic struggle.



In 2018, NCHD started a literacy center in my village. It was an opportunity for me and I got enrolled as a learner. In a period of six months I was able to learn reading, writing and numeracy. At the same time, I acquired the skill of stitching Sindhi traditional caps and to do embroidery work from NCHD's functional literacy center.



Now, I am able to stitch and do embroidery work on Sindhi caps. I prepare two caps a day for Rs.250. The contractor provides me with fabrics and all other raw materials. Now, I am able to support my father and family. I am planning for education of my younger brothers and sisters also. I am thankful to functional literacy center of NCHD for helping me become literate and skillful to earn my livelihood in a respectable way.

It is definitely because of NCHD that, today, I am literate and a confident skilled person who can earn a respectable livelihood.

## Saeed Ahmad

### A Shining Star of NCHD Feeder School Khuzdar

Shakaraji is a remote village in the Union Council Sasool at a distance of 53 km from the main Khuzdar city in Balochistan. The village had no road access and the inhabitants had to walk for 3 hours to reach the main city. There were 41 house holds with no government or private school for the children. NCHD established a Feeder School in Shakaraji with the help of the local community in 2008. The area was extremely backward and there was no educated person available in the village. To run the school, NCHD had to hire a teacher from another village situated at one hour drive from that location.



During the enrollment drive NCHD staff identified a talented but illiterate boy Saeed Ahmad aged 12 years. He had God gifted talents and used to make beautiful sculptures of animals and birds from mud. Motivated by NCHD staff Saeed got admission in the school and started his education along with making sculptures. He worked hard during his studies. He attended the school regularly and also continued making sculptures of animals and birds. Time passed and he was now a brilliant student of Class 4th in Feeder school Shakaraji. He wanted to do his Masters in Fine Arts. He is a role model for those who belongs to backward and marginalized communities.

The Government of Balochistan acknowledged his talent and published his story in the grade-5 English book of Balochistan Textbook Board. He was depicted as one of those students who were pride of the nation and the future of the country. NCHD is proud of Saeed Ahmad to become a shining star. His journey from enrolling in the Feeder school Shakaraji to get his name printed on the pages of a Textbook is really amazing and a matter of encouragement for thousands.





## Empowerment through Literacy and Skill

Miss Robina is living in a village in district Charsadda. She belongs to one of those poor families who cannot even think of fulfilling the basic needs of life. She was young when her parents died and she is now living with her brother. Sewing clothes was the only skill she knew. She could earn little but it never fulfilled her needs. She, thus, narrates her story in her own words,

“Fortunately NCHD started a functional literacy center in our village. I got enrolled in that center and took keen interest in reading and writing. With completion of course, I was able to write and read Urdu and also capable to do simple mathematics by myself.

With the help of NCHD literacy team I got opportunity of free training in Charsadda Skill Development Center (CSDC). I learned the skill of making cushions and baby mosquito nets within a short period of six days under the supervision of CSDC trainer. I quickly acquired the skill and, now, I earn up to Rs.500. Skill development Center also helped me in marketing of my products by making linkages with buyers. Through this skill I got remedy for my financial woes, Now, I am planning to extend my work by engaging a few other females of the area.



I am thankful to NCHD for not just making me literate but to give me the confidence and skill to earn a respectable livelihood and to communicate with potential buyers with confidence and gaining fair amount for my work and helping other poor females in their struggle for economic empowerment.

## Together we can make it

In district Muzaffargarh NCHD established functional literacy centers in which the learners not only learnt literacy & numeracy but also livelihood skills. The objective was to help female neo literates achieve the economic empowerment by becoming skilled as well as entrepreneurs.

The next big challenge for these skilled females was to sell their products in the market at favorable price. NCHD Muzaffargarh realized this challenge and contacted various organizations and social welfare departments.

NCHD Literacy team built successful linkages with various organizations including the Social Welfare department and organized training sessions on various topics to enhance learners' interest and capacity. Training on dress making was given to the learners by professionals of an NGO. Professional trainer from Social Welfare department trained learners on cutting of trousers, shirts and frocks. The resource persons trained the learners in all aspects of dress making through lecture and demonstration methods. The trainers delivered sessions, shared their experiences and stories of setting up and creating own businesses and marketing skills.



Now the learners have established linkages with various organizations through NCHD and they can sell their dressess on a reasonable price and can earn money to support their families. The learners are, now, much more confident because they are not only literate but are also earning a respecable livelihood. Some of them have started their own business and have established vocational centers. They have not only enhanced their family icome but also other poor females of local community are benefitting from their work. These trained learners are a source of inspiration for other women of the area and they see a ray of hope by following the foot prints of these suceful bussiness ladies and entreprneur to make a positive change in their lives..



# PICTORIAL GLIMPSES & PRESS CLIPPINGS

## Punjab





## Sindh





# Khyber Pakhtunkhwa





## Balochistan





## Azad Jammu & Kashmir





## Gilgit Baltistan

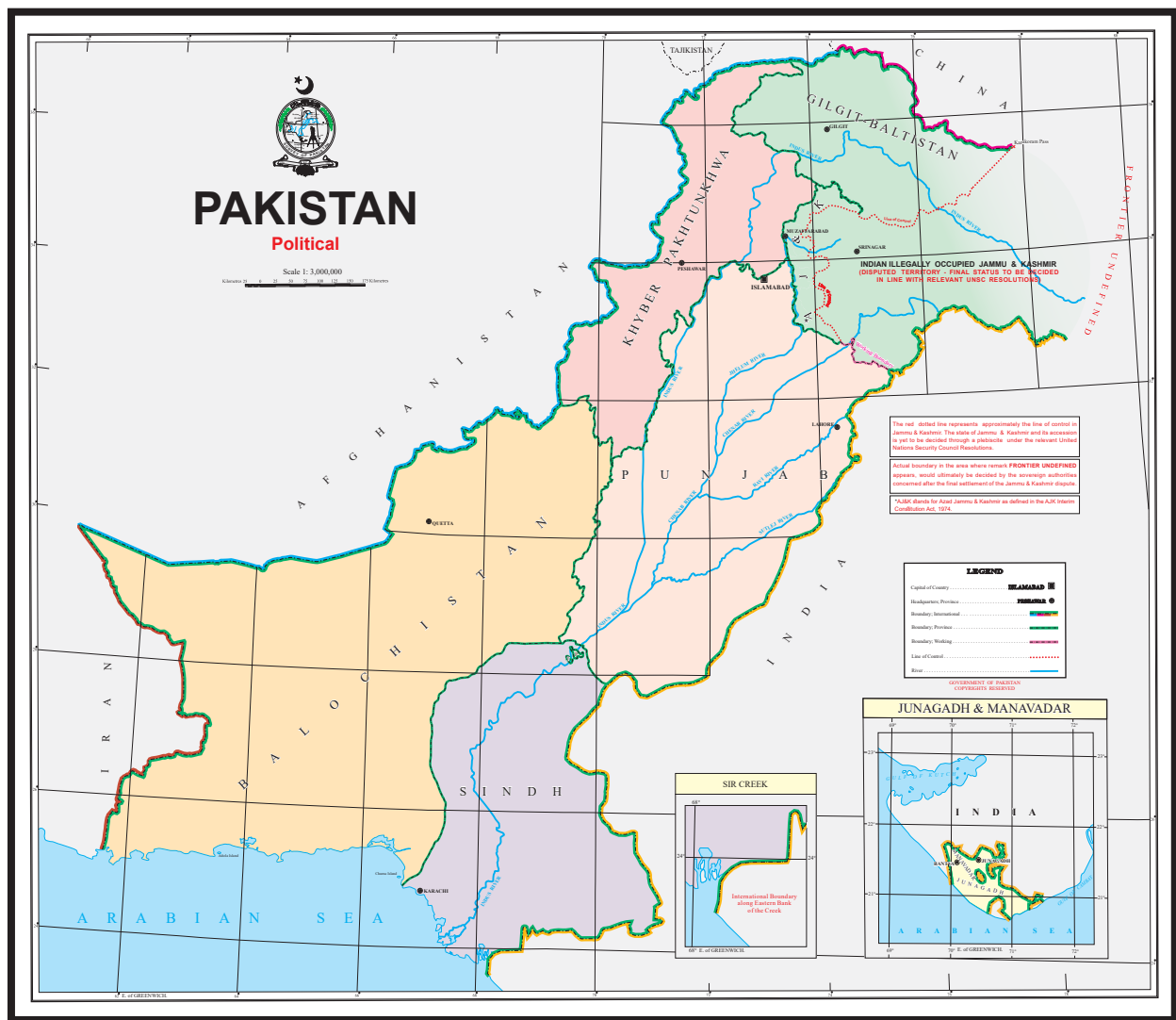












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