

Annual Report 2019

National Commission for Human Development



*Ministry of Federal Education
and Professional Training*



PEHLA QADAM
Movement for Social Change

HOPE 187
Hundreds of Original Projects
for Employment

LEAPS
Leveraging Education and
Professional Skills

JICA Japan International
Cooperation Agency

SDI
improving lives

ALIGHT

Previous Annual Reports



ACRONYMS

AIOU	Allama Iqbal Open University
AJ&K	Azad Jammu & Kashmir
ALC	Adult Literacy Centre
ALP	Accelerated Learning Program
BBCM	Broad-Based Community Meeting
CCI	Council of Common Interest
CLC	Community Learning Centres
CFS	Community Feeder School
DIP	Detail Implementation Plan
ECD	Early Childhood Development
FDE	Federal Directorate of Education
FEG	Formal Educator Group
FSMC	Feeder School Management Committee
FLC	Functional Literacy Centres
HDSU	Human Development Support Unit
ILD	International Literacy Day
JICA	Japan International Cooperation Agency
LAS	Local Area Supervisor
NGO	Non-Government Organization
NER	Net Enrolment Rate
NFEG	Non-Formal Expanded Group
NSC	National Steering Committee
NEAS	National Education Assessment System
NFBE	Non-Formal Basic Education
ORM	Operational Review Meeting
OOSC	Out-Of-School Children
PEN	Program Education Network
PMIU	Program Monitoring and Implementation Unit
PTM	Parent Teacher Meeting
PHDF	Pakistan Human Development Fund
SDGs	Sustainable Development Goals
SDP	School Development Plan
SLM	Supplementary Learning Material
SMP	Social Mobilization Process
SLO	Student Learning Outcomes
UNESCO	United Nation Education Scientific & Cultural Organization
UPEMIS	Universal Primary Education Management Information System

CONTENTS

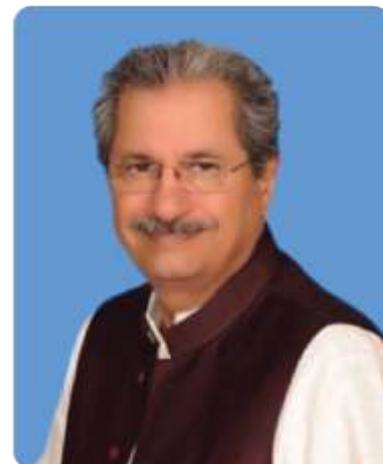
Mr. Shafqat Mahmood	v
Federal Minister for Ministry of Federal Education and Professional Training	
Mrs. Farah Hamid Khan	vi
Secretary, Ministry of Federal Education and Professional Training	
Col. (Retd.) Dr. Amirullah Marwat	vii
Chairman NCHD	
Foreword	viii
Director General	
Acknowledgment	ix
Introduction	1
1.1 History of NCHD	1
1.2 Transitional Phase (2008 - 09)	5
1.3 Post 18th Amendment Interventions /Operations	5
1.4 Human Resource	7
1.5 Major Achievements 2002-2018	11
1.6 Future Aspirations	12
Universal Primary Education	13
2.1 Situation of Education in Pakistan	13
2.2 UPE Program Design	13
2.3 National Enrolment Campaign 2019	15
2.4 Enrolment Campaign in Khyber Pakhtunkhwa	15
2.5 Enrolment Campaign 2019 in Sindh	18
2.6 Enrolment Campaign 2019 in Balochistan	20
2.7 UPE Activities Conducted in Punjab	21
2.8 Enrolment Campaign in Gilgit-Baltistan	28
2.9 Universal Primary Education in AJ&K	29
Adult Literacy	31
3.1 Situation of Literacy in Pakistan	31
3.2 Adult Literacy Program Design	31
3.3 Establishment of 2000 Literacy Centres	32
3.4 Islamabad Forum on Non-Formal Education	35
3.5 Introducing Technology in Literacy Programs	36
3.6 Observance of International Literacy Day	37
3.7 Adult Literacy Program in Khyber-Pakhtunkhwa	38
3.8 Adult Literacy Program in Balochistan	41

3.9 Adult Literacy Program in Punjab	44
3.10 Adult Literacy Program in Sindh	45
3.11 Adult Literacy Program in Gilgit-Baltistan	47
3.12 Adult Literacy Program in Azad Jammu & Kashmir	48
Accelerated Learning Program (ALP)	50
4.1 Introduction of ALP in Religious Seminaries	50
4.2 Piloting of ALP in Islamabad Capital Territory (ICT)	51
4.3 Findings from NEAS Study on ALP	52
4.4 NCHD Creates History	54
4.5 Up-scaling of ALP in Religious Seminaries	54
4.6 Training of Trainers (ToT) in Islamabad	55
Volunteerism For Community Development	57
5.1 Volunteerism in Pakistan	57
5.2 Role of NCHD Volunteers	57
5.3 Tree Plantation Campaign	58
5.4 Clean & Green Pakistan Initiative	59
5.5 Free Medical Camps	63
5.6 Sustainable community meetings	70
5.7 Celebration of National/International Days	71
Monitoring and Evaluation	72
6.1 Background	72
6.2 Goals, Objectives and Functions	72
6.3 M&E Operations in 2019	73
6.4 Results and Findings	74
6.5 Summary of Observations and Way Forward	77
6.6 Recommendations	77
Our Partner Organizations	79
7.1 Pakistan Human Development Fund (PHDF)	79
7.2 HOPE'87	79
7.3 Agha Khan University	81
7.4 Alight Pakistan	85
7.5 Japan International Cooperation Agency	86
7.6 Organization for Social Development Initiatives	87
Picture Gallery	89

Mr. Shafqat Mahmood

Federal Minister for

Ministry of Federal Education and Professional Training



Education is the fundamental human right and is vital for achieving economic growth, increasing income and sustaining a healthy society. It is important for transformation in lives, breaking the cycle of poverty and ensuring that all people have control over their destiny. It ensures economic growth because it enhances productivity and efficiency of the people, which enables them to play their part in sustainable economic growth of the country. Hence, no nation can survive without modern day quality education.

Globally, literacy rate is regarded as an indicator for socio-economic development of a country or a nation as literacy and development are inter-linked. Literacy is considered to be the first step towards self-learning and access to knowledge. It opens up the doors to new information, and consequently, plays a significant role in widening the world-view and improving quality of lives of individuals. It is also an essential tool; not only for an individual to survive in today's cut-throat competition, but also an important requirement for development of underdeveloped nations and their journey towards democracy.

Pakistan is committed to eradication of illiteracy. We have international bindings such as the Sustainable Development Goals (SDGs) to achieve educational and development targets. It is the State's constitutional responsibility to provide free and compulsory education to all children in the age bracket of 5-16 years as envisaged in the Article 25-A of the Constitution of Islamic Republic of Pakistan.

Pakistan is lagging behind in achieving its target of universal primary education and Literacy. The national literacy rate of Pakistan is 62.3 per cent with male literacy rate 71.6 per cent and female literacy rate 51.7 per cent.

The estimated (10+) illiterate population is 60 million while the number of out-of-school children is 22. 8 million. Pakistan's literacy rate is the lowest in South Asia and the country ranks 152nd in the UN Human Development Index out of 189 countries in the world.

The present government is committed to the cause of poverty alleviation, improvement in health indicators and betterment of education and literacy status in the country. As part of the Ministry of Education, the National Commission for Human Development (NCHD) is playing an important role in the field of literacy and primary education indicators improvement. I appreciate the chairman and staff of the NCHD for their commitment to promote learning for the most vulnerable children and adults in the country.

Mrs. Farah Hamid Khan

Secretary, Ministry of
Federal Education and Professional Training



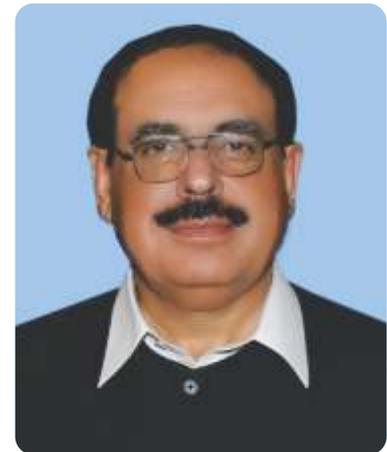
Literacy is regarded as an indicator of human resource development due to its important role in the socio-economic development of a society. Keeping in view Pakistan's low ranking in the global Human Development Index (HDI), the country needs to educate and train its human resources on an urgent basis. The most reliable mean of promoting literacy in the country is to universalize primary education through formal schooling. However, this long-term strategy cannot cover those who have missed schooling or have dropped out and are illiterate. Therefore, Non-formal Basic Education and Adult Literacy programs should be launched to reach these segments of the population.

We are all aware of the fact that eradication of illiteracy is the constitutional responsibility of the State. This resolution has been further strengthened by declaring education as the fundamental right through Article 25-A of the Constitution of Islamic Republic of Pakistan. The Government of Pakistan is committed to achieving education and literacy targets as per Vision-2025 and the Sustainable Development Goals (SDG-4).

The Ministry of Federal Education and Professional Training is striving to improve the indicators of education and literacy in Pakistan. In this regard, its attached adjacent-organizations are also playing their role. Particularly, NCHD is doing its best to improve the literacy rate and provide easier access to basic education to the out-of-school children. NCHD is running around 6000 non-formal schools and 2000 adult literacy centers throughout the country. I am glad that NCHD shall continue its efforts to improve the literacy rate in Pakistan.

It is a moment of pleasure for me that NCHD is bringing out the Annual Report, 2019, which provides important information about its activities and achievements. NCHD is the national organization working for the eradication of illiteracy and offering basic education to out-of-school children across the country through its network of community feeder schools. I am confident that the challenges will be successfully addressed through the commitment and dedication of NCHD staff and management.

Col. (Retd.) Dr. Amirullah Marwat Chairman, National Commission for Human Development (NCHD)



Today, the progress and stature of countries are assessed based on their human development indicators like the literacy rate of their people, empowerment of women, and life expectancy, etc. It is disheartening to observe that Pakistan, which was in a better position in the global ranking of Human Development Index (HDI) during 1990-1995, its comparative standing has declined, gradually. As per the HDI ranking in 2019 by the United Nations, Pakistan is behind 23 points from India and 17 points from Bangladesh. This means, these countries have improved their human development indicators and surpassed us. Pakistan's poor ranking i.e. 152 in the UN Human Development Index of 189 countries speaks a lot in itself. Such a dismal situation underlines the need for an immediate national response and education emergency in the country. This bitter reality should not be ignored by our policy makers and those at the helm of affairs.

National Commission for Human Development was created to improve human development indicators. Originally, NCHD was organized on the modern lines, it was provided with best-talented staff and adequate financial resources to achieve its vision. Consequently, this prolific organization was able to revitalize the dynamics of human development in the country, especially in the fields of education and health. International organizations like UNESCO recognized the achievements of NCHD and awarded it the International Literacy Reading Prize in 2006. NCHD is still a vibrant organization, nevertheless, its full potential is not being exploited for the cause of national development. Whereas it is customary for the Chairman to highlight achievements of the organization only in the annual report, problems encountered are usually hidden under the carpet. I would present both. The following achievements of NCHD during 2019 are worth mentioning:

- Provision of basic education to 316,381 children through 5,770 feeder schools
- Training in literacy skills to 47,000 illiterates through 2,000 Literacy Centres
- Introduced Accelerated Learning Program in 100 Deeni Madaris
- Collection of data of 14000 potential locations with no school in easy access.
- Collection of data of illiterates at Union Council level and district level profiling of local skills.
- Contributed to the "Clean and Green Pakistan" initiative by planting tree saplings in 128 districts.

- Produced training videos for capacity building of literacy and NFE teachers
- Forged partnership with national and international organizations for joint initiatives of education and environment etc.

This anecdote cannot be complete without divulging the challenges faced in the recent past by this national organization in the actualization of its mandate:

- Uncertainty about the future of feeder schools and delayed payment of salaries to their teachers is adversely affecting the quality of education of 317,381 enrolled children.
- Financial constraints have hampered the field staff to monitor schools and extend guidance to teachers.
- School Health Program, which NCHD pioneered in the country, could not be continued due to lack of resources.
- The much needed National Training Institute for Literacy and NFE, established recently by the NCHD, could not be sustained, due to non-availability of funding.
- Opportunities for professional development and promotion of its long-serving and experienced staff have been blocked for the last one decade. This has demoralized Team NCHD.

Owing to its country wide outreach and trained human resource, NCHD is the best platform to realize the human development vision of the present government, particularly for eradicating illiteracy and enrolling out of school children in Pakistan. NCHD model is community based, cost-effective and easy to implement for achieving fast results. It is the need of the hour that NCHD be given top priority national tasks to improve human development indicators of the country.

I avail this opportunity to acknowledge and applaud the support and guidance extended by the Honorable Minister, Shafqat Mahmood, and the Ministry of Federal Education and Professional Training for the programs of NCHD. I also express gratitude to Pakistan Human Development Foundation (PHDF) and other partners for their support.

Foreword

Hassan Baig

Director General



Pakistan is committed to eradicate illiteracy in the country and achieve education and literacy targets by the year 2030 in accordance with the Sustainable Development Goal (SDG-4). Moreover, it is the State's constitutional responsibility to provide free and compulsory education to all children in the age bracket of 5-16 years as envisaged in the Article 25-A.

NCHD, now in its 18th year of operations, has successfully undertaken to assist the provincial education departments for promoting education and literacy. We have continued to upgrade NCHD's institutional framework to enhance its performance and strengthen existing monitoring and evaluation system.

The beauty of NCHD's frame work is to serve in those areas where Provincial and Area Governments could not provide easy access to education. During the year, 5770 community feeder schools with an enrolment of 316,381 students continued their education. These schools have been established in remote, rural and under-privileged areas of the country to address the core issue of access to education. Similarly, NCHD established 2,000 Adult Literacy Centres with the support of Pakistan Human Development Fund (PHDF) wherein over 47,000 learners were enrolled. More than 95% of these learners were female.

I believe that this Annual Report will tell more about NCHD activities and accomplishments during the year 2019. It provides a brief introduction to NCHD programs, projects and interventions.

It also covers achievements of NCHD as well as observance and celebrations of various international days/events. Additionally, it also highlights the initiatives undertaken by NCHD in collaboration with various development organizations including UNESCO, Volunteer Services Overseas (VSO), HOPE 87, JICA, AKU, Alight and AKRSP.

NCHD remains committed to play a vital role in human development by actively supporting Provincial / Area governments in promoting education and literacy.

Acknowledgment

Efforts of the following officers are acknowledged and highly appreciated who played their role by providing basic content for the launch of this Annual Report 2019:

- I. Mr. Anwer Iqbal, Director Operation Khyber Pakhtunkhwa
- ii. Dr. Anwer Ali Rajer, Director Operation Sindh
- iii. Mr. Sajid Ali, Director Operation Punjab
- iv. Mr. Sikander Jillani, Director Operation Balochistan
- v. Mr. Ijlal Shahab, Senior General Manager Gilgit-Baltistan
- vi. Mr. Khawaja Ashfaq Ahmed, Senior General Manager Azad Jammu and Kashmir

Mrs. Fadaiq Shujah's Takhleeq Consulting work with respect to graphic design, layout and editing of this report is praiseworthy. She went extra mile to complete her tasks with great passion. I commend the quality work of the following officers posted at Head Office who reviewed the material dedicatedly and improved it with respect to its sequence and scope:

- I. Mr. Shakil Mehmood Butt
- ii. Hafiz Said Rasool
- iii. Mr. Tahir Hameed Wyne
- iv. Syed Akbar Ali Shah
- v. Syed Rizwan Ahmed Shah
- vi. Syed Hasnain Naqvi
- vii. Mr. Hussain Bukhari
- viii. Mr. Tufail Ahmed Khan
- ix. Mr. Ahmed Hussain Khawaja
- x. Mr. Al Nasir Ali Ghazanfar

Special credit goes to Mr. Hassan Baig, Director General, NCHD, who guided us at every step and provided unique inputs for this report as a result of which we have been able to publish it. I would like to express heartfelt gratitude to Col. (Retd) Dr. Amirullah Marwat, Chairman NCHD, whose leadership inspired us all and enabled us to complete this annual report. We believe under his leadership NCHD shall regain all its strengths and deliver efficiently and effectively in social sector.

Dr. Shafqat Ali Janjua
Director Programmes/ Education
NCHD

INTRODUCTION

If there are well defined areas of work and sufficient freedom is given to managers by delegation of authority, then organizations grow faster and reach desired level of productivity.

1.1 History of NCHD

The Government of Pakistan set up a President's Task Force on Human Development in June 2001 to contribute new perspectives and resources to the developmental discourse and processes in Pakistan. The core vision of the task force was to facilitate a social movement for human development that would enable people to attain their maximum potential. This task force aimed to provide innovative ideas and approaches to overcome the developmental hurdles faced by Pakistan. The main assignment of the task force was not to present a drastic policy change; however, it was to present a paradigm shift in the development. The task force recommended development based upon a holistic and integrated approach that was anchored in peoples exercising decision-making rights about their lives.

The task force adopted a consultative methodology in completing its report. Through a series of provincial and district workshops, the task force interacted with nearly 1000 key persons to build the platform for its reports and recommendations. It had detailed discussions with stakeholders including government, civil society, service-providers in both public and private sectors. Most importantly, it also involved the people affected in the three target areas i.e. primary health, primary education/literacy and sustainable livelihood. It drew a picture of the ground realities in the social sector as well as the major factors contributing to the state of underdevelopment.

The task force found that the social sector in Pakistan was in need of a systemic overhaul. By and large, most interventions and projects fall short of meeting their targets as these interventions fail at the implementation level due to lack of proper structure and management.

The task force report identified following five key challenges related to development initiatives in Pakistan;

- Lack of community participation and decision-making

- Limited access and poor quality towards quality service delivery
- Lack of integration in planning and implementation of development programs
- Limited skills and capacities of service providers, especially NGOs and CBOs
- Lack of management capacities and competencies in line departments

Recommendations

In order to address the challenges highlighted above, the task force sought innovative solutions to overcome the developmental hurdles facing Pakistan. To improve the situation new approach and out-of-the-box thinking was required. Building upon ideas taken from the business world and development experiences, the following concepts were identified as the key premises to be incorporated in Pakistan's development strategy;

- Assembling integrated approaches
- Fostering community participation
- Developing management efficiencies
- Generating public and private partnerships
- Building capacity and competency
- Ensuring accountability planning with an outcome oriented perspective

As an outcome of the whole exercise undertaken by task force, it proposed the establishment of a National Commission for Human Development to lead the country in a well-coordinated movement towards development.

It recommended that the NCHD should function as an orchestrating body for human development efforts, both public and private, with a presence in each district of Pakistan to improve service delivery at the grassroots levels.

Establishment of NCHD

Consequently, NCHD was established in July 2002 under Ordinance No. XXIX as a Federal autonomous body under the Cabinet Division, with a mission to promote human development by supporting government departments, non-governmental organizations and elected officials at the provincial as well as district level in primary education, literacy, basic health-care service, etc. NCHD was set up as a fast-track initiative to fill the implementation gaps in social sector delivery with a approach to learn from the experiences of both public and private sectors at the national and international level, identify best practices and replicate them for transformation in the social sector in Pakistan.

Mandate

The mandate of NCHD has been listed in Section 7 of the Ordinance as follows:

Formulate, approve, promote, manage, enhance, implement, execute, monitor and organize its programs and projects for;

- Universal primary education and promotion of literacy
- Primary health-care
- Sustainable livelihood
- Capacity-building, training and enhancement of competency of governmental agencies and non-government organizations working in the social field
- Undertake research, studies and surveys to assess needs and requirements of an area for extending scope of its activities and disseminate information in respect thereof

- Keep Federal government and respective provincial governments and their district administrations informed of its programs being carried out by it in the performance of its functions
- Impart training and seminars for implementation of its programs and projects

Strategy Guidelines

- The following strategy guidelines were formulated for the working of NCHD;
- Work within the existing system for improving service delivery and outcomes in social sector development
- Strengthen government's line departments through practical hands-on projects
- Strengthen other implementation agents including elected representatives and civil society organizations
- Promote public-private partnerships
- Volunteerism and community participation to ensure sustainability of interventions

Operational Districts

As per the implementation plan, NCHD initiated operations in 17 districts, four in each province except Punjab and one Federal Agency up to June 2006 as mentioned below;

Phase I

- Operations in Ghotki and Mastung were started in February 2003
- Operations in Attack, Mansehra, Pishin and Thatta were initiated in March 2003
- Activities in the remaining HDSUs, except Gujrat were initiated during the month of May 2003

- The 17th HDSU was established in Gujrat in August 2004
- Operations in districts of Mardan and Narowal were started in August and October 2002 respectively

In fiscal year 2005-06, NCHD entered the second phase of its implementation. During the course of the three years of Phase-I, NCHD built on learning from 17 districts and prepared a plan to initiate its program in 31 new

districts. The fiscal year 2005-06 marked the year of expansion, which was initially planned to start in October 2005, but due to delays in the release of funds from the Federal government, the expansion plan was delayed by nine months. Despite odds, NCHD was able to place trained teams in HDSUs in the following 32 new districts, which became fully functional by May 1, 2006;

During the last quarter of 2006, NCHD expanded its program interventions in the following 48 districts known as Phase-III districts;

Phase I

Balochistan	Khyber Pakhtunkhwa	Punjab	Sindh
Mastang	Mardan	Narowal	Ghotki
Pishin	Mansehra	Attok	Thatta
Jaffarabad	Bajaur Agency	Rahim Yar Khan	Naushero Feroze
Qilla Saifullah	Karak	Rajanpur	Badin
		Gujrat	

Phase II

Balochistan	Khyber Pakhtunkhwa	Punjab	Sindh	AJ&K
Lasbela	Batgram	Sheikhupura	Tharparkar	Muzaffarabad
Gwader	Lakki Marwat	Mianwali	Larkana	Rawalakot
Kech	D.I. Khan	Sargodha	Mirpurkhas	Bagh
Loralai	Swabi	D.G. Khan	Khairpur	
	Bannu	Kasur	Umerkot	
	Charsadda	Khushan	Jacobabad	
	Lower Dir	Mandi Bahauddin		
	Shangla	Muzafargarh		

Phase III

Balochistan	Khyber Pakhtunkhwa	Punjab	Sindh
Noushki	Nowshera	Jhang	Tando Allayar
Bolan	Kohat	T.T Singh	Matiari
Jhalmasi	Upper Dir	Hafizabad	Sanghar
Ziarat	Buner	Okara	T.M.Khan
Qilla Abdullah	Swat	Khanewal	Kashmore
Barkhan	Abbottabad	Lodhran	Kamber
Naseerabad	Haripur	Multan	Nawabshah
Musakhel	Chitral	Pakpattan	Dadu
Panjgur	Malakand	Sahiwal	Shikarpur
Khuzdar	Kohistan	Vehari	Jamshoro
Kharan		Bhakkar	
Awaran		Bahawalnagar	
Chagi		Layyah	
Kallat		Bahawalpur	

In Phase-IV, NCHD expanded its footprint to another 21 districts where UPE and literacy programs were initiated.



Students of a feeder school from Azad Jammu & Kashmir



Students of a feeder school from Sindh

By 2007-08, NCHD had launched various programs in all districts of the country. Intervention-wise bifurcation of said districts is given below;

- Universal Primary Education 117 Districts
- Adult Literacy 134 Districts
- Volunteerism for Community Development 49 Districts
- Primary Health Care 13 Districts
- School Health Programme 17 Districts
- Community Technology Learning Centre 12 Districts

Phase IV

Balochistan	Khyber Pakhtunkhwa	Punjab	Sindh
Quetta	Hangu	Chakwal	Hyderabad
Sibbi	Peshawar	Gujranwala	karachi
Washuk		Jehlum	
Kohlu		Rawalpindi	
		Lahore	
		Nankana Sahib	
		Faisalabad	
		Sialkot	

1.2 Transition Phase (2008-09)

Unfortunately, during 2008-09, global community experienced a severe economic recession and as a result of that, Pakistan was also affected seriously. It resulted in cutting the flow of funds for a number of development projects in Pakistan including NCHD. It was forced to curtail its vital operations in most of the areas including education, health, capacity building, community technology learning centres and volunteerism for community development. After June 30, 2008, NCHD operations were put to a complete halt in most of the areas due to non-availability of funds and it had to lay off the entire program staff. Only core staff was retained at the head office, provincial and district offices.

Status in 2008 - 09 and Rejuvenation by Government

At that time, the Federal government constituted a Special Cabinet Committee headed by Deputy Chairman Planning Commission to look into the affairs and past performance of the NCHD.

After a thorough review of programs and contributions of the NCHD from 2002 to 2008, it was decided by the Special Cabinet Committee that NCHD's education programme should continue with Federal Government funding. The decision was made on the basis of the Government of Pakistan's commitment for achieving

EFA/MDGs by 2015 and NCHD's experience, resources and capacity to be the only organization having the potential to help Pakistan meet the MDGs and EFA goals by 2015.

Approval of PC-1 (2009 - 12)

The Special Cabinet Committee instructed the NCHD to hold consultative meetings with provinces as well as Federal Government and, on the basis of the outcomes, submit the PC-I to the Federal Government. The consultative process culminated in approval of the PC-I at the cost of Rs. 8.20 billion for three years (2009 - 12) to support district and provincial governments in achieving the EFA/MDG Goals and targets of attaining 86% literacy rate by 2015.

1.3 Post 18th Amendment Interventions/Operations

During the implementation of PC-1 due to the 18th Amendment, NCHD faced another uphill task as the Council of Common Interest (CCI), in its meeting held on June 1, 2011, decided that the NCHD and the NEF be devolved to the provinces for adoption of useful components of both the projects. In case an arrangement could not be reached, the two organizations would be wound up after June 30, 2011. The component related to the Federal areas shall be protected for the duration of the projects.

However, on July 29, 2011, NCHD was placed under the Ministry of Professional and Technical Training through a notification No. 4-10/2011 - Min - I of the Cabinet Division. Meanwhile, NCHD staff filed a petition in the Supreme Court of Pakistan for continuation of the NCHD and release of salaries of staff and teachers. The Supreme Court, in its judgement on November 25, 2011, decided that the NCHD will not be wound-up and would continue to work. A summary of the Honorable Supreme Court order is as follows;

“The proposed act of winding up of the Commission is unconstitutional and of no legal effect and the Commission is allowed to continue to perform the positive duty of providing basic human rights to the citizens of Pakistan.”

Meanwhile, a high-powered committee constituted by the Honourable Prime Minister of Pakistan, in a meeting on October 27, 2011, principally agreed for continuation of NCHD program till June 2012.

Article 270 AA

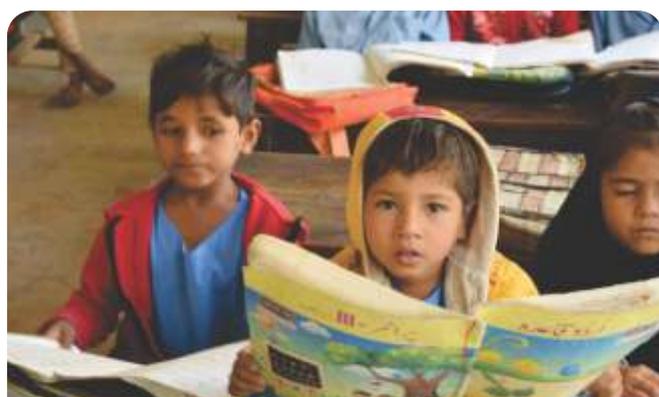
Declaration and continuance of laws (2). Except as provided in clause (1) and subject to the provisions of the Constitution (Eighteenth Amendment) Act, 2010, all laws, including President's Orders, Acts, Ordinances, Chief Executive's Orders, regulations, enactments, notifications, rules, orders or bye-laws made between the twelfth day of October, one thousand nine hundred and ninety-nine and the thirty-first day of December, two thousand and three (both days inclusive) and still in force, shall, continue to be in force until altered, repealed or amended by the competent authority.

Under the 18th Amendment, the NCHD ordinance became an Act of Parliament, and, since then, the NCHD, under the supervision and guidance of the Ministry of Federal Education & Professional Training (MOFE&PT), has been working as an implementing agency with one of the prime mandates to assist the line departments at all levels in achieving the Pakistan Vision 2025 and the SDGs target of 100% enrolment and 90 % literacy rate by 2025 and 2030 respectively. In order to achieve the aforementioned goals, NCHD has prioritized interventions of literacy and non-formal basic education and has adopted the following three- pronged approach;



A view of a feeder school in Punjab

- Ensuring that all children are enrolled in schools and retained so as to complete full primary schooling cycle through the universalization of primary education
- Arranging non-formal basic education centres for children who never attended school or dropped out before attaining literacy skills, and are in the age cohort of 9-14 years old, through the Accelerated Learning Program
- Dealing with the "backlog" of adult illiterates by implementing adult literacy programs in communities with functional literacy and income-generating activities through functional literacy program linked with skill development
- Quality education for all children of Pakistan to enable them to realize their individual potential and contribute to the development of society and nation, creating a sense of Pakistani nationhood, concepts of tolerance, social justice, and democracy, their regional and local culture and history based on the basic ideology of Pakistan/Islam



A view of a feeder school in Gilgit Baltistan

1.4 Human Resource

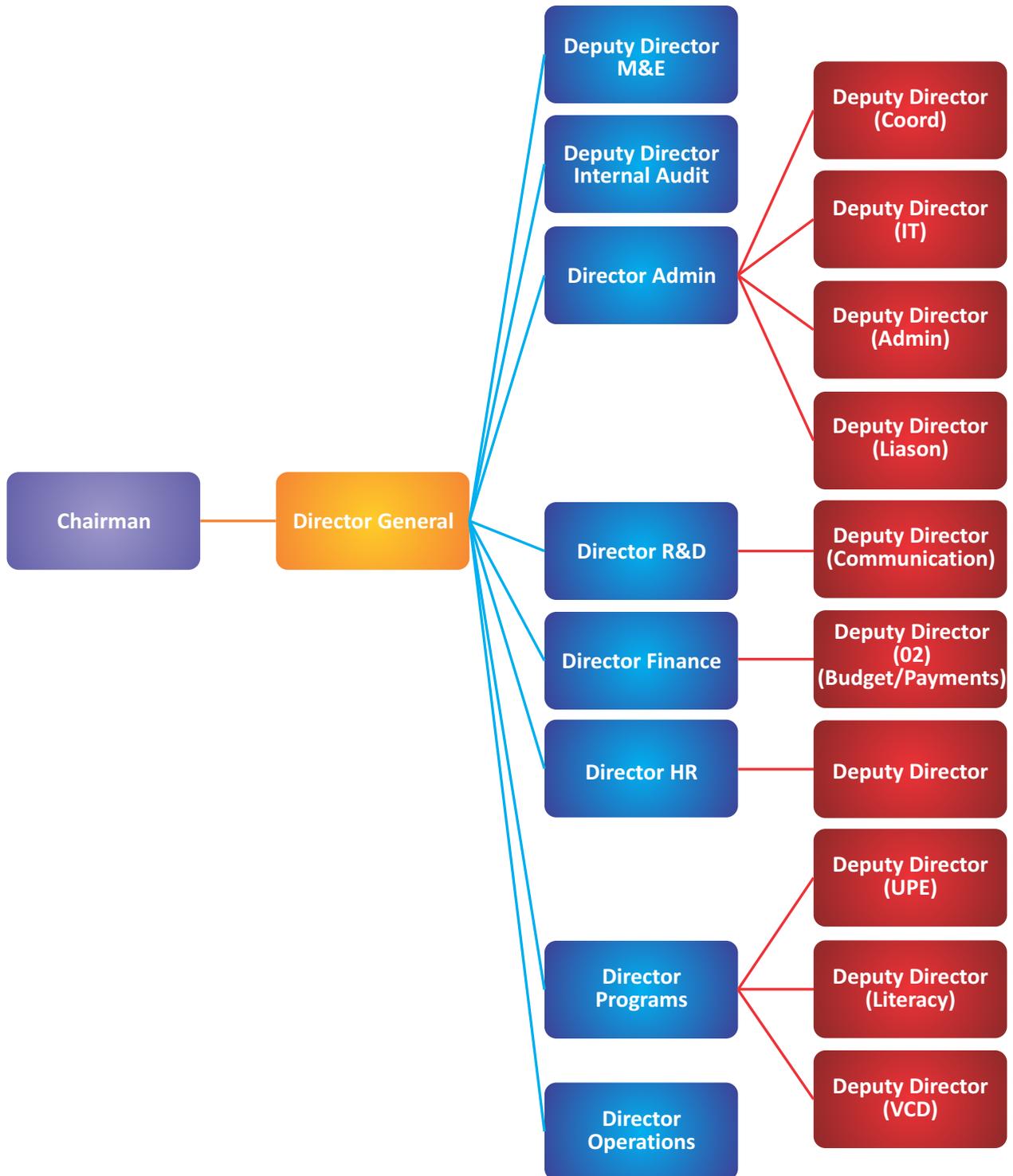
Human capital is considered to be the life-blood of any organization as the promotion of staff/employee development plays a significant role in how a successful organization operates. NCHD, over the span of almost 17 years, not only hired experts but also developed its own human capital through formal and hands-on training in the areas of social mobilization, education, adult

literacy, finance, human resource, monitoring & evaluation at all levels so that the requisite support mechanism is provided in the service delivery of social sector initiatives.

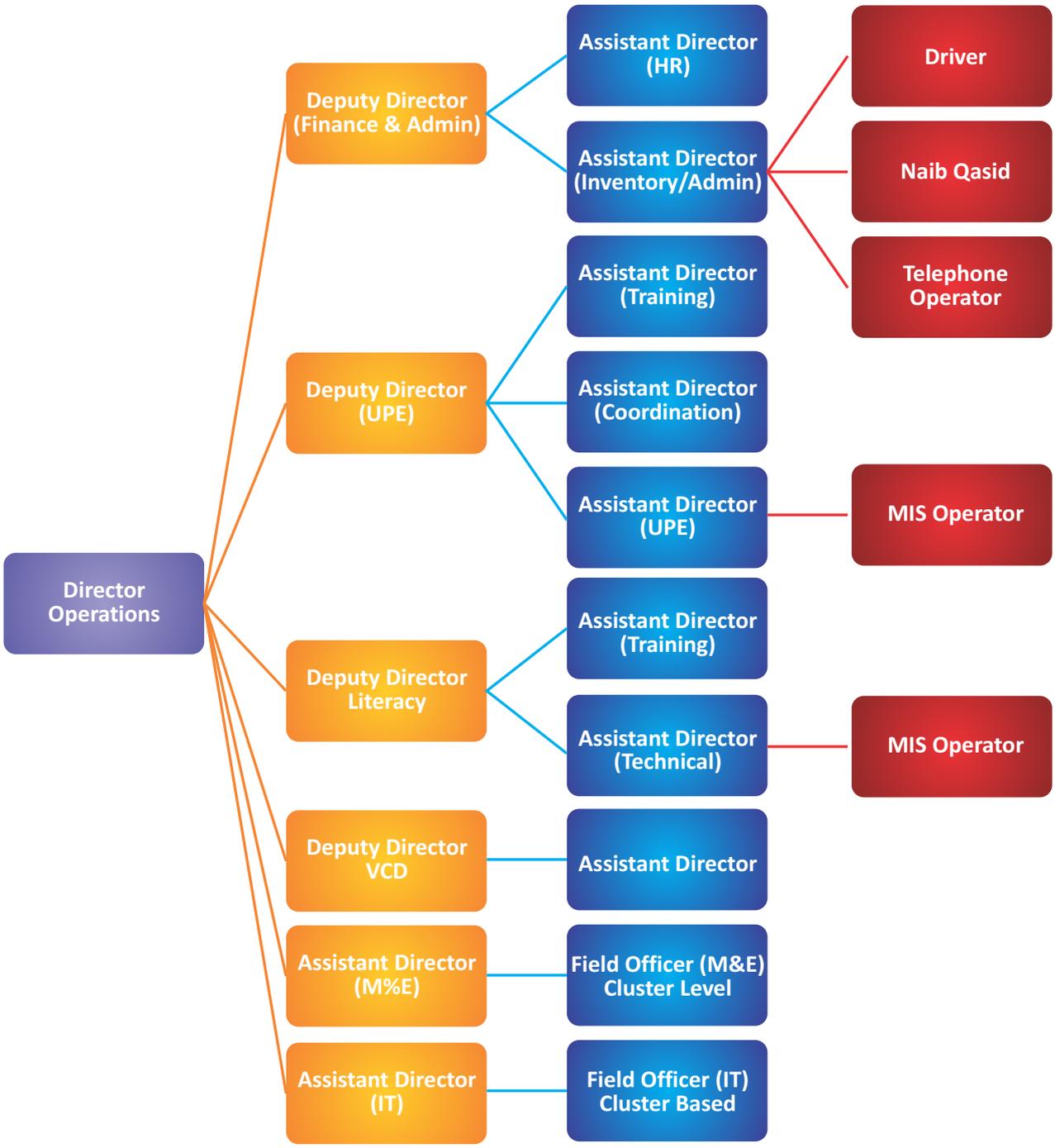
The present human resource strength of NCHD is listed below:

Sr #	Designation	AJ&K	Balochistan	GB	ICT/HO	KP	Punjab	Sindh	Total Employee
1	Director	0	0	0	1	0	0	1	02
2	Dy. Director	2	114	0	11	16	14	15	72
3	Asst. Director	12	49	9	36	65	55	61	287
4	Field Officer	56	188	5	24	198	415	448	1334
5	MIS Officer	8	15	3	1	24	16	28	95
6	Receptionist	2	12	1	2	15	12	12	56
7	Driver	4	21	3	3	12	10	16	69
8	Chowkidar	13	52	14	6	47	44	50	226
9	Naib Qasid	7	46	6	10	37	32	41	179
	Grand	104	397	41	94	414	598	672	2320

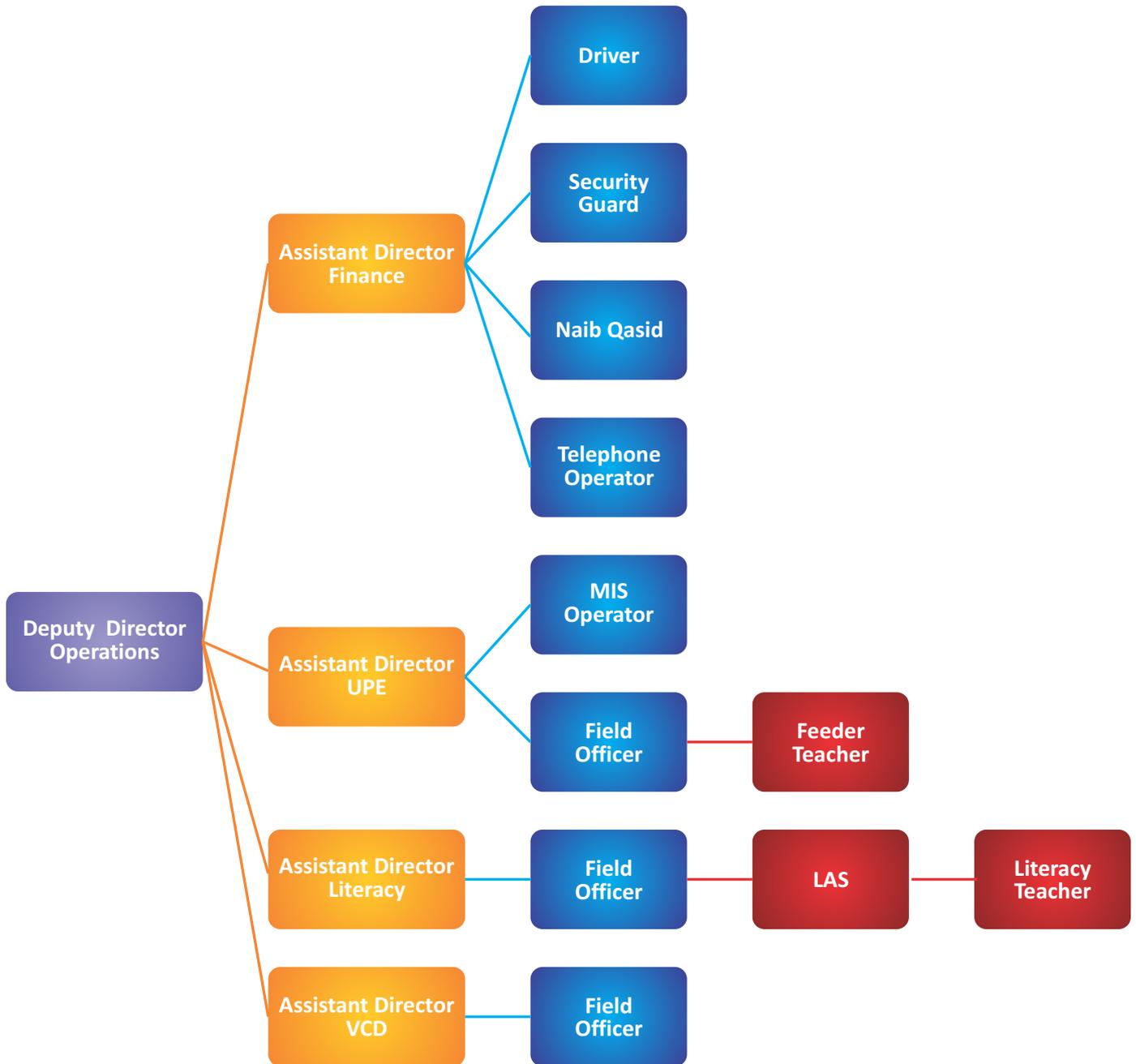
National Level Organogram



Provincial Level Organogram



District Level Organogram



1.5 Major Achievements 2002-2018

Universal Primary Education (117 Districts)

- Establishment of 15,000 feeder schools every year to provide schooling for the un-served population
- Imparted training to 130,000 teachers on enrolment processes, recordkeeping, reporting, dropout prevention and social mobilization
- Imparted training to 15,000 feeder schools teachers every year
- Enrolled 16.55 million children aged 5 to 7 years in schools in 117 districts of the country

Adult Literacy (134 Districts)

- Established 171,858 adult literacy centres in 134 districts
- Provided literacy to 3.94 million people (95% females)
- Imparted training to over 189,000 literacy teachers and 15,000 literacy supervisors on Andragogy Skills, imparted training to 2000 professional staff of Literacy Department and 120 representatives of civil society organizations in the implementation of literacy programs
- Developed more than 100 functional literacy books for awareness on different issues. NCHD literacy syllabus is the only approved syllabus in Pakistan from the Ministry of Education
- The NCHD literacy program has been acknowledged internationally. In 2006, UNESCO conferred the International Reading Association's Literacy Award on the NHCD's Literacy Program.

Primary Health Care (13 Districts)

- 1.1 Million households provided monthly primary healthcare at their doorstep

- 199,864 women (15 - 45 years) immunized against tetanus in 11 districts

School Health Program (17 Districts)

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

Oral Rehydration Solution (ORS) Program (17 Districts)

- Imparted training to 13.77 million women in 80 districts of Pakistan in preparation and administration of ORS.
- Mobilized over 300,000 community volunteers for supporting the NCHD program at grassroots level in 49 districts

Capacity Development Program (46 Districts)

A total of 11,261 government officials and elected representatives were imparted training in planning, Staffing budgeting, formation of citizen community boards and monitoring through District Monitoring Committees.

Computer Technology Learning Centres (12 Districts)

A total of 2,944 individuals (females 2638, male: 306) was made computer-literate in 12 districts.

1.6 Future Aspirations

Keeping in view the mandate of NCHD as a support organization as well as its presence at the grassroots level, nine PC-Is have been submitted to the Planning, Development Reforms Division through the Ministry of Federal Education & Professional Training in different areas. The brief detail of the PC-1s submitted is as under:

Similarly, a number of letters of Understanding have been signed with different Ministries and organizations working in social sector. On the arrival of new leadership, momentum has been gained and Insha Allah NCHD shall regain its past glory and will be in position to take off again.

Sr. #	Title of PC 1	Duration	Estimated Cost
1	Rehabilitation and Entrepreneurship Training of Drug Victims	3 Years	593.09 million
2	Improving Human Development Indicators in Pakistan	3 Years	10907.38 million
3	Alignment of Religious and Contemporary Education in Deeni Madaris	3 Years	13607.18 million
4	Real Time Monitoring system of NCHD	3 Years	49.8 million
5	Promoting Literacy through ICT and Mobile Phones	3 Years	500 million
6	School Health & Clean and Green Pakistan Project	3 Years	1313.157 million
7	Literate Pakistan for Sustained Development	3 Years	2995.01 million
8	Literacy and Skill Development for Poverty Alleviation	3 Years	354.62 million
9	Prisoners Literacy Program	3 Years	106.39 million

UNIVERSAL PRIMARY EDUCATION

Education is a process which enables individuals to think logically, discover their hidden potentials and maximize in-built capabilities for positive contribution in the society for happy and successful life here and hereafter.

2.1 Situation of Education in Pakistan

It goes without saying that education plays pivotal role in the development of human capital that certainly leads towards financial prosperity, social stability and personal happiness. But unfortunately, Pakistan lags far behind even its neighbouring countries as far as educational access and standards are concerned. This is the reason that Pakistan has been ranked 152 out of 189 countries in the Human Development Index (HDI) ranking report 2019. Although constitutionally, the state is responsible for free and compulsory education up to secondary level i.e. for those children who are in the age cohort of five to sixteen years but educational landscape does not have more than 22 million children. In the past, official commitments were made through the publication of official documents and educational policies and plans but sufficient financial resources were not allocated. As a result, national objectives could not be achieved.

The Government of Pakistan is also a signatory of international agreements to ensure inclusive and equitable quality education and promote life-long learning opportunity for all by 2030. And it will also have to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030 under the umbrella of Sustainable Development Goals (SDGs). Educational requirements of Vision 2025 have also been waiting for implementation for many years. In the given context of our country and ground realities, we have to simultaneously work at many fronts to have an educated Pakistan which may include:

- Declaration of educational emergency in the country having legal mandate
- Appropriate and comprehensive planning with implementation mechanism
- Sufficient financial resource allocation to meet all needs and requirements
- Delegation of powers and ownership of responsibilities up to Union Council level

- Real time monitoring and accountability at all levels with SMART objectives

If quality education is provided to all children of Pakistan, it will certainly enable them to realize their individual potential and they would be able to contribute in the development of society and the nation. As a result, a sense of nationhood and other desired values such as tolerance, social justice, supremacy of democracy and emotional attachment with culture and history based on the basic ideology of Pakistan/Islam may be created. Thus, Pakistan may ascertain objectives of its creation.

Since its establishment NCHD has been supporting Provincial and Area governments to enrol out-of-school children through its Feeder School System. From these schools millions of students have graduated and mainstreamed in the formal education system. Currently, more than three hundred thousand children are receiving primary level education in these schools.

2.2 UPE Program Design

The salient features of universal primary education are given below:

- Non-formal approach for providing access in far-flung areas
- Cost-effective without a brick-mortar structure
- Community-based feeder schools
- Multi-grade teaching techniques

The overall design of the Universal Primary Education Program of NCHD is in line with its overall vision and mandate demonstrating the innovative UPE interventions by maximum hand-holding support to district fit provincial departments of education and communities to increase enrolment and provide access to education in areas where there are no education facilities. This hand-holding is a valuable contribution towards sustaining these innovative interventions.

Major Activities of UPE

- National enrolment campaigns
- Establishment of community feeder schools in far-flung and remote areas
- Improving the quality of feeder school system
- Retention of students in feeder schools
- Imparting training to NCHD field staff and feeder schools teachers
- Real-time monitoring
- Students' assessment (periodically and annually through education departments and NCHD)

- Students' tracking system (UPEMIS)
- Implementation of multi-grade teaching techniques in feeder schools

Status of Community Feeder Schools

NCHD's feeder school system has been supporting provincial education departments since its establishment in 2002 in achieving Universal Primary Education (UPE) by ensuring enrolment of out-of-school children, reducing dropout rate and ensuring quality education through teachers' training program. During this period, NCHD provided access to education to 316,381 out-of-school children in the marginalized areas through feeder schools. Province-wise break up of feeder schools is as under:

Province/Area	Feeder Teachers			Feeder Schools			Total Enrolment		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Azad Jammu & Kashmir	123	74	197	38	210	248	4036	4149	48185
Baluchistan	325	176	501	344	179	523	10310	8773	19083
Gilgit Baltistan	31	77	108	48	97	145	1856	2389	4245
Khyber Pakhtunkhwa	233	203	436	274	226	500	11793	12855	24648
Punjab	689	1001	1690	814	1149	1963	38198	42361	80559
Sindh	2232	566	2798	2310	731	3041	97833	80617	178450
Islamabad	40	0	40	41	0	41	1180	31	1211
Total	3,673	2,097	5,770	3,869	2,592	6,461	165,206	151,175	316,381

2.3 National Enrolment Campaign 2019

The Government of Pakistan believes that education is the top national priority. In line with the requirements of the Article 25-A of the Constitution of the Islamic Republic of Pakistan, 100% enrolment of boys and girls by 2025, which is their fundamental right, shall be pursued through education emergency. The Government of Pakistan is committed to improving the status of basic education for which the foremost important activity of the enrolment drive was launched across the country in April 2019.

Currently, 5.06 million children (5-9 ages) are out-of-school as per the report of Pakistan Education Statistics

2017 and they have never been to schools have been dropped out. The Federal government devised a comprehensive strategy to enrol these out-of-schools children. In this regard, National Steering Committee was constituted under the Chairmanship of Prime Minister of Pakistan to make policy decisions and implement the strategy for enrolment and to oversee progress.

NCHD was assigned a task to enrol 30000 to 60000 children in NCHD feeder schools across the country. The meeting was also attended by the Chairperson NCHD. During the enrolment campaign 2019, NCHD played a pivotal role through the following interventions:

2.3 National Enrolment Campaign 2019

Enrolment in NCHD feeder schools through:

- Collection of data of out-of-school children in the vicinity of feeder schools
- Compilation of lists of out-of-school children
- Community mobilization and advocacy campaign at all levels
- Celebration of enrolment week
- Additional enrolment in existing feeder schools
- At present, NCHD can accommodate over 70,000 children in feeder schools.
- Provided support to provincial/district education departments during 2019 through the following activities. Facilitation of education departments in preparation of enrolment campaign plan 2019
- Technical support in the preparation of formats used during EC 2019
- Facilitation in Kick-off or launching ceremony at provincial and district levels
- Display of posters and banners disseminating advocacy messages in favour of education
- Media campaign to highlight benefits of education and village education walk events
- Celebration of enrolment week
- School visits for ensuring enrolment
- Preparation of enrolment report at district fit province level

2.4 Enrolment Campaign in Khyber Pakhtunkhwa

Enrolment campaign activities were launched in April, 2019 in Khyber Pakhtunkhwa. The NCHD supported elementary and secondary education department Khyber Pakhtunkhwa throughout the province.

NCHD and EdSED jointly chalked out a plan for celebration of district-level seminar, walks, awareness seminars, village level plans and enrolment of OOSC for entire province.

The NCHD team played vital role in two major components of the program as following:

- Baseline survey in all 27 units of the province where feeder school system is contributing to the enrolment of OOSC
- Planning and launching of the campaign activities at all levels

The partner organization provided all sorts of guidelines and support during planning, implementation, coordination and further analysis or hands-on facilitation at district level where essential.



Federal Minister for Education speech on eve of EC, 2019

Planning Meetings at Department of EaSE KP

NCHD staff attended the coordination meetings for planning of enrolment campaign 2019 activities and role of NCHD was highlighted at all fronts, both at Directorate and District level, through assigning responsibility of second tier KP provincial launching ceremonies in marginalized three districts of KP including Kohistan through the facilitation of HOPE87.

Provincial Level Enrollment Campaign Launching Ceremonies

The NCHD successfully shouldered the overall arrangement of level 2 provincial kick-off ceremony in Kohistan.

The three district seminars at Dasso, Patan and Palas zone were chaired by Zia Ullah Bangash, Education Advisor Govt of KPK while DO NCHD KPK along with his team and HO AD UPE were also present on this occasion. HDSU Kohistan remained actively engaged throughout the activity with the education department at the local level.



Chief Minister KPK Enrolled a child in the NCHD Feeder school and Launched Enrolment Campaign

All the HDSUs teams actively arranged and facilitated the seminars at district level along with the ED and other stakeholders.

The Elementary and Secondary Education Department Government of Khyber Pakhtunkhwa, in collaboration with the NCHD and other partner organizations, launched the enrolment campaign 2019 at Govt Shaheed Abdul Azam, Higher Secondary School No.1, Jamrud, District Khyber.

The chief guest of the event was Chief Minister Khyber Pakhtunkhwa Mahmood Khan and the guest of honour was Federal Minister for Education Shafqat Mahmood along with other dignitaries including Chairman NCHD Col (Retd) Amir Ullah Marwat, Federal Minister for Religious Affairs Dr. Allama Noorul Haq Qadri, Adviser to CM for Education Zia Ullah Bangash, Secretary Education E&SE Department, MNAs, MPAs, heads of departments and organizations, etc

Chief Minister Mahmood Khan along with guest of honor Shafqat Mahmood (Federal Minister) planted a tree in the school and then visited stalls. Chairman NCHD briefed the guests. Shafqat Mahmood presented a file to the Chief Minister containing potential locations for opening of schools in the province identified by the NCHD Khyber Pakhtunkhwa.



Chairman NCHD and Chief Minister KPK are exchanging views with public

The event ended with the decision that the inauguration ceremonies will be held at all the three district of Kohistan i.e. Upper Kohistan, Lower Kohistan and Kolai Palas.



Ceremony held in KPK at the launch of Enrollment Campaign 2019

In this connection, launching ceremony for tribal district was held in District Khyber and the Chief Minister Mahmood Khan was the Chief guest on the occasion. While, Advisor to CM Khyber Pakhtunkhwa on Elementary and Secondary Education Department Mr. Ziaullah Bangash launched the campaign in:

- Upper Kohistan on April 10, 2019
- Lower Kohistan on April 11, 2019
- Kolai Palas on April 12, 2019

The KP Elementary and Secondary Education Department launched an enrolment drive across the province to achieve the target of total 800,000 kid's enrolment in playgroup/nursery classes and enrolment of out-of-school children.

Enrolment Summary

District-wise number of Schools and status of enrolment fit leftover against out-of-school children in the catchment areas:

Sr.#	District	CFS	OSC			Enrollment			Remaining/Left over		
			B	G	T	B	G	T	B	G	T
1	Abbottabad	13	152	169	321	152	165	317	0	4	4
2	Bannu	4	61	53	114	47	37	84	14	16	30
3	Batagram	6	64	51	115	53	37	90	11	14	25
4	Buner	5	65	46	111	54	38	92	11	8	19
5	Charsadda	15	232	225	457	200	208	408	32	17	49
6	Chitral	11	65	41	106	41	20	61	24	21	45
7	DI Khan	33	407	409	816	159	190	349	248	219	467
8	Haripur	13	83	86	169	80	82	162	3	4	7
9	Karak	3	28	31	59	21	24	45	7	7	14
10	Kohat	6	472	435	907	125	135	260	347	300	647
11	Kohistan	4	14	17	31	12	13	25	2	4	6
12	LakkiMarwat	4	46	49	95	24	17	41	22	32	54
13	Dir Lower	10	98	57	155	78	52	130	20	5	25
14	Malakand	14	114	146	260	63	105	168	51	41	92
15	Mansehra	34	331	311	642	255	228	483	76	83	159
16	Mardan	22	367	409	776	162	230	392	205	179	384
17	Nowshera	20	258	280	538	177	220	397	81	60	141
18	Peshawar	14	337	361	698	88	150	238	249	211	460
19	Shangla	33	413	407	820	310	264	574	103	143	246
20	Swabi	12	104	113	217	78	90	168	26	23	49
21	Swat	12	62	69	331	112	117	229	50	52	102
22	Tank	8	95	92	187	72	82	154	23	10	33
23	Upper Dir	10	210	192	402	154	152	306	56	40	96
24	Khyber	25	476	680	1156	121	129	250	355	551	906
25	Orakzai	12	446	225	671	359	51	410	87	174	261
26	Bajaur	25	965	597	1562	837	501	1338	128	96	224
27	Mohmand	22	586	629	1215	203	143	346	383	486	869
28	FR tank	4	37	36	73	37	36	73	0	0	0
29	FRDIK	2	8	31	39	8	31	39	0	0	0
30	FR Bannu	1	31	23	54	22	16	38	9	7	16
31	FR Lakki	1	19	11	30	5	4	9	14	7	21
32	FR Peshawar	5	73	97	170	73	97	170	0	0	0
	GRAND TOTAL	403	6819	6478	13296	4182	3664	7846	2637	2814	5451

Till December 2019, the status of the feeder school system was as the following:

Province /Area	Community feeder schools	Re-open/ Overcrowded schools	Students in FS	Students in Overcrow	Total Students
KPK	470	51	22202	2528	24730

Value addition through the Primary Education Program

- Data collection of 0-9 year's children of all households in 27 units of KPK for ascertaining the exact number of out-of-school children
- Establishment of feeder schools and database for potential locations
- Support provided to the Education Department in enrolment of out-of-school children in playgroup
- Imparted training on enrolment to 392 feeder schools teachers through HOPE87 facilitation
- MoU signed with various organizations for accelerating UPE endeavours for quality output

District Planning meetings are held in all districts of Khyber Pakhtunkhwa and all agencies of FATA for developing strategy for enrolment campaign every year.

Annual Exam 2019 Status

During March 2019 through Parent School GPS/GGPS, Education Department conducted the annual exam in all NCHD feeder schools and the overall result of passing students was 89 percent. For the remaining failed students, in which the majority were in repeaters category, a strategy was also assigned to feeder schools teachers for ensuring maximum focus on their studies and assessment so that they can be at par with newly-enrolled students.

2.5 Enrolment Campaign 2019 in Sindh

The academic year started from enrolment campaign activities at the provincial level. A public analysis of issues affecting education, based on previous practices, raised concerns for out-of-school children at provincial and districts level. NCHD proposed an innovative approach to address the enrolment campaign activities at the district level.

NCHD Sindh provided technical support to the education department at the provincial and district levels. So, enrolment campaign activities were done with the financial support of other organizations and stakeholders due to the non-availability of budget for the said activity. The UPE team supported the education department in the enrolment campaign activities with coordinated meetings with NGOs, INGOs, civil society and other stakeholders in the relevant districts.

Provincial-Level Enrolment Campaign Workshop

Followings steps were taken for the implementation of UPE activities as per design;

The enrolment awareness campaign was also came out done through print and electronic media such as local news, KTN News, Awaz News, Sindh TV and other national channels, mosque announcements across Sindh districts.



Chairman NCHD launched Enrollment Campaign in Sindh

Message through mobile SMSs for the Enrolment Campaign

SMS service is an important tool to raise awareness for mobile phone users and effectively convey messages to the targeted groups.

Awareness-raising was also carried out at the community level with different activities i.e. BBCM, walk, door-to-door visits and provide information about enrolling out-of-school children. The activity was very effective and a sufficient number of children were enrolled in schools as a result.



Walk for Awareness of Education in Sindh

OOSC vs Enrollment - 2019

Sr.#	Schools Category	OOSC-vs new Enrollment 2019					
		Boys	Girls	Total	Boys	Girls	Total
1	Community Feeder Schools	1839	1378	3217	1627	1158	2785
2	Re-opened Schools	13144	11142	24286	11082	9111	20193
	Sindh Total	14983	12520	27503	12709	10269	22978



A view of feeder school in Sindh



A view of feeder school in Sindh



A view of feeder school in Sindh



2.6 Enrolment Campaign 2019 in Balochistan

A provincial-level meeting regarding the enrolment campaign was organized under the chairmanship of Secretary Education Balochistan and Deputy Secretary Education, Balochistan. Representatives of UNICEF, Alight, District Education Department Officials, private schools and NCHD participated in the meeting. A detailed presentation regarding situation analyses of Balochistan Education Sector was done first as per the Education Sector Plan of Balochistan.

Detailed planning for an enrolment campaign was proposed by participants of the meeting including awareness-raising measures for enrolment campaign such as wall-chalking, electronic/print media campaigns, meetings with different stakeholders at the UC level, distribution of books on time and teachers' awareness regarding the enrolment campaign.

Secretary Education shared that they will open gender-free. Schools and that the education department has

inducted teachers at the UC level to fill the gaps caused by shortages of teachers.

Balochistan Education Foundation was mandated to streamline admissions process in private schools and the data thus generated will be recorded for enrolment drive.

- Influential meetings: 270
- Participants of influential: 604
- Noof BBCM: 380
- Participants of BBCM: 4146
- No of Community Meetings: 398
- Participants of Community Meetings: 2108
- No of Awareness Walk Events: 132
- No of Participants of Awareness Walks: 9576

Summary

Schools Category		BBCM		Community Meetings		Walks	
Meetings	Participants	Meetings	Participants	Meetings	Participants	Meetings	Participants
270	604	380	4146	398	2108		

Glimpses of Enrollment Activities Conducted in Balochistan



A view of feeder school in Sindh



A view of feeder school in Sindh



A view of feeder school in Sindh



A view of feeder school in the desert near
Khairpur Sindh

Enrolment Campaign Seminars

During the enrolment campaign, seminars were conducted by the Government in collaboration with UNICEF, Azad Foundation and NCHD on enrolment-increasing programs. In these seminars, Education Department, NGOs working on education, community leaders, stakeholders and students participated.

2.7 UPE Activities Conducted in Punjab

Chairman NCHD Visit to Provincial Office Punjab

It was the multi---purpose arrival of Chairman NCHD to have an overview on the organization's interventions and to assess the coordination of Punjab team with key stakeholders. Before arrival, NCHD Punjab team completed the major work and made the genuine efforts to present its capacity, linkages and output. This two days' visit was planned in a way nicely to utilize the maximum time of Chairman NCHD in befitting manner for all concerned internal and external stakeholders.

Signing of MoU ft Meeting with Secretary L&NFBE Punjab

Progressive Education Network (PEN) is a leading NGO. Director Operations Punjab of NCHD liaised with PEN which has partnered with NCHD in a joint venture to boost the processes at grassroot level. Preliminary meetings had set the stage for the visit of the NCHD Chairman who, apart from exhibiting great interest in the proceedings, also suggested novel ideas for the planned activities.

The Chairman NCHD appreciated the plans, activities and approach of PEN and was inspired by the use of the technology and PEN'S methodology. It was also agreed that PEN will provide all audio-visual lectures to NCHD on all classes to improve quality of education.



Chairman NCHD signed MOU with the
Secretary L&NFBE Punjab



After the meeting with PEN, the Chairman NCHD visited the office of the Secretary Literacy and NFBE, Punjab, along with the National and Provincial NCHD team. L&NFBE and NCHD exchanged notes and apprised each other about ongoing projects and activities. The Secretary Literacy and Project Director Literacy informed the Chairman NCHD about the existing ideal professional rapport between NCHD and L&NFBE Punjab.



Chairman joined different activities in Punjab

Meeting with Delegation of Imran Khan Foundation

The PO team met with representatives of the Imran Khan Foundation, which is committed to engage with, and mobilize, local communities in building sustainable means of livelihood, disaster rehabilitation, social infrastructure and improved access to safe drinking water, sanitation, youth development, health care and education. The meeting was productive, resulting in a candid exchange of ideas with each side's vision clearly communicated and a road-map for the way forward being defined.

Visit to Rescue 1122

The Punjab Emergency Service (Rescue 1122) has been established for professional management of emergencies and recommending measures to be taken by related organizations to handle emergencies through the Punjab Emergency Council and District Emergency Boards established under the the Punjab Emergency

Service Act 2006. Even as it provides citizens with their basic right to a timely emergency response & care without discrimination, Rescue 1122 is contributing towards changing the minds of the public to establish socially responsible, healthy, resilient and safer communities. Chairman NCHD became so involved during his inspection tour of the Rescue 1122 facility that he engaged in an interactive session with the 1122 team and offered innovative suggestions, which were duly documented.



Chairman NCHD with DG 1122 in Lahore

1122 Dr. Rizwan Naseer made a detailed presentation on Rescue 1122 in the conference room. Both the Rescue 1122 & NCHD teams were in attendance. After the presentation, resource persons provided detailed answers to questions posed by the NCHD team.

Meeting with Representative of UNICEF Punjab

UNICEF supports the Government of Pakistan to accelerate progress for children. It works to achieve the SDGs and helps children realize their rights under the Convention on the Rights of Children. The UNICEF Representative briefed the Chairman about ongoing interventions coordinated by UNICEF with the School Education Department Punjab, L&NFBE and Chief Minister's Team for implementing different programs. Chairman NCHD invited UNICEF to launch an intervention through a partnership with the financial support of NCHD.

Enrolment Campaign in Punjab

In Punjab, the enrolment campaign started after Mr. Murad Raas, Punjab Minister for Education, presided over a meeting of CEOs of provincial education authorities. He discussed the ongoing enrolment campaign in schools, reforms program and other recent initiatives. The minister said the enrolment campaign across the province would be monitored via the tech-based School Information System (SIS). In order to ensure public participation in the campaign, help would also be sought from school councils, parents and religious scholars,

The Minister said that all stakeholders including teachers' unions and private schools' associations would also be taken on board to improve the quality of education in the province. School Education Department Secretary Capt. (Retd.) Muhammad Mehmood, department officials, heads of affiliated bodies, representatives from teachers' unions and private schools' association, education-sector organizations and CEOs of all districts of the province attended the meeting. In addition, the Minister's message was relayed by CEOs to all schools in all districts including parent schools of CFS.



Enrolling the Children by Dy. Deo Male Bhakkar

Planning and Implementation of Enrolment Activities

Planning meetings with district education authority for developing an enrolment action plan were held in all districts.

The following activities were conducted:

- Planning meeting with field officers regarding enrolment campaign at HDSU level
- Coordination with stakeholders especially the District Education Authority
- Facilitation and assistance to AEOs and HTs of parent schools
- Orientation of feeder schools teachers about OSC and new enrolment
- Commencement of awareness walks fit seminars for enrolment
- Mosque announcement, awareness banners and pamphlets
- Broad-based community meetings, corner meetings with volunteers
- Enrolment seminars in different districts, awareness walks, community awareness announcements, reporting, analysis and compilations
- Enrolment planning meeting between Sajid Ali (Director Operations, Punjab) and Gulam Fareed (Special Secretary, Operations) Punjab

Provision of Free Textbooks to CFS Students

Provision of free textbooks is one of the key interventions of NCHD's UPE program. Productive meetings were conducted with PMIU representatives by M. Naveed Mughal (Deputy Director) and the UPE team at PO level. As a result, PMIU issued a detailed letter to all district monitoring officers for provision of free text books to all students of community feeder schools on priority basis. District-level NCHD management coordinated with DMOs and CEOs and provided free textbooks to all students of Community Feeder Schools.

Provision of MSB to FSS

Through Program Monitoring Implementation Unit (PMIU), School Education Department (SED) has developed a school-specific formula based on school and student level characteristics for the provision of non-salary budgets. These funds are being utilized to ensure the availability of basic facilities in school to make the environment more conducive fit child friendly. All feeder schools are working as branches of Government schools

Director Operations, Punjab, conducted a series of meetings with Deputy Director, Education along with Special Secretary of school education department and Director Monitoring fit Director Public Instructions for the provision fit utilization of Non-Salary Budget in feeder schools by parent schools. As a result of these meetings, a letter was issued by SED to DEAs for the provision of MSB to feeder schools. DOP despatched the letter to all districts with directions to ensure coordination at district level. Deputy Directors fit Assistant Directors conducted meetings with Chief Executive Officers at district level for the implementation of MSB in feeder schools too. Consequently, the feeder schools are now being provided with basic facilities as and where required. Materials bearing an estimated cost of Rs. 16,849,970 have been received during the year.



School Development Plan

Community participation is a key element for the success of any development project. Considering volunteers, community members and parents as integral part for the development of schools, district teams have made considerable efforts through its field force for the provision of basic necessities through effective implementation of the social mobilization process. As a result of this massive campaign (holding of BBCM & FSMC meetings) different items (chairs & tables for teachers, desks & mats for students, wall clocks, ceiling fans, water & electric coolers, hand pumps, uniforms, shoes, sweaters & charts etc) were provided to feeder schools. In some feeder schools, construction of rooms, repairing/levelling of Verandahs fit boundary walls was also done with community support. Total resources (in kind fit cash) have been mobilized during the year -estimated cost: Rs. 24,902,498.

Demographic View of Provided Items through SDP

Name of Item	Quantity	Estimated amount	Name of Item	Quantity	Estimated amount
Chairs	566	9,97,057	Class room construction	88	6,558,171
Tables	259	5,41,517	Boundary walls	64	3,614,915
Mats	979	8,61,817	Wash rooms	82	2,067,318
Black board	401	4,84,182	White wash	175	932,795
Uniform	1595	8,82,448	Water Pump /Hand Pump	120	925,025
School bags	1250	3,74,600	Other items	4555	6,662,653
Total	5050	41,41,621	Total	5084	20,760,877

Progress Review Meetings

NCHD conducted progress review meetings at provincial and district levels. It provides opportunities to all team members to present their work, planning for future and provide and receive technical support at all levels. This process enhances the capacity of program teams to deliver better results. Progress review meetings provide an opportunity to the DDs and ADs to share field observations, desk analysis and provide proper guidelines to resolves issues.

Celebrations of World Teachers' Day

In Punjab, district teams did a marvellous job to commemorate World Teacher's Day in collaboration with district management and local NGOs. Teams arranged seminars and awareness walks at district level and participants included political leaders, social workers, philanthropists, community activists, influential, teachers, students and volunteers. Most districts celebrated World Teacher's Day at grassroot level i.e. village level and at community feeder schools.

The following activities took place:

- Banners and posters were displayed at public places
- Announcements were made raising awareness of teachers' significance at village level
- Walks and Seminars for community awareness were held regarding teacher's importance
- Activities/functions marking World Teachers' Day at community feeder schools
- District teams participated in all the activities mentioned above to raise awareness about the importance of teachers. Chief Executive Officers of every District Education Authority displayed a hands-on approach as they engaged in awareness-raising activities in remote areas.

Activities on World Teacher's Day

The following activities were held at district and grassroot level in all over Punjab:

- Seminars and awareness walk events were held at the district level
- CEOs of each District Education Authority were fully involved in awareness-raising activities about the teaching profession's importance
- NCHD district management celebrated the day with enthusiasm to show their support for teachers everywhere
- Local philanthropists, volunteers and students also participated
- All activities at district and grassroot level were reported by the media
- Field Officers prepared and submitted reports of all events under their jurisdiction to Assistant Directors, who then, compiled district reports
- Deputy Directors submitted International Literacy Day reports to PO with his/her input and comments. Press clippings were part of such reports

Chairman's Field Visit

Chairman NCHD thanked all participants of seminars held in Muzaffargarh, Bahawalpur and Sargodha. He said public-private partnerships can help our country to overcome different challenges. Education, he said, is vital in today's highly competitive world. When it comes to countries like Pakistan, it is almost impossible to survive without proper schooling. He said it is our prime responsibility to educate our children in proper school systems. NCHD, he said, is working at the grassroot level for enrolment of OOSC and to provide quality education in previously deprived areas. Quality education, he continued, is not possible without coordination of all stakeholders, and highlighted the great effort by the NCHD Sargodha Team for achieving targets regarding enrolment.

Sajid Ali (Director Operations) NCHD Punjab also thanked all the stakeholders during enrolment seminars at Muzaffargarh, Bahawalpur and Sargodha. He said local influential and volunteers function as the NCHD backbone because they supported NCHD in promoting quality education in the province.

We should start a movement for social change through education, he said, all over the Punjab with the help of local communities. An emergency enrolment campaign should be launched in areas of Out-of-School Children. He also said that Alight is supporting NCHD in launching enrolment campaigns. They are providing learning material and supporting NCHD in trainings and arranging seminars to increase enrolment. He appreciated all the support given by Alight.

Nawabzada Mansoor Ahmad Khan (MNA-PTI) Muzaffargarh gave a brief presentation on the importance of education and urged all participants to enrol their children in school. He said education gives us knowledge of the world around us and changes it into something better, helps us build opinions and have cogent points-of-view on things in life.

Mr. Samiullah Chaudhary, Provincial Food Minister, Punjab, also spoke at the Enrolment seminar in Bahawalpur. He appreciated NCHD for their efforts to eliminate illiteracy from the district and expressed his support to the NCHD in promoting the movement for change. Mr. Zafar Iqbal Sheikh (Commissioner, Sargodha Division) said that the government is providing full support to departments such as NCHD for achieving of Sustainable Development Goals.



Col. Retd Dr. Amirullah Marwat addressing a seminar in Punjab

Education Sector Plan

A coordination meeting on education sector plan was conducted at QAED Complex under the Chairmanship of School Education Department and PMIU, Director Operations - NCHD Punjab attended the meeting.

World Bank Consultant, UNICEF P&D L&NFBE, representatives of Special Education Department also attended the meeting. NCHD, as a member of the steering committee participated in the meeting to discuss various aspects of Education Sector Plan 2019-2023.

Annual Exams and Results Ceremonies UPE

Director Operations Punjab instructed to conduct annual exams as per schedule of parent schools; district teams conducted coordination meetings with the District Education Authority and field officers of UPE. Annual exams were conducted in community feeder schools under the supervision of HTs of parent schools. Field officers and local volunteers facilitated FTs during annual exams. Result ceremonies were also celebrated at CFS level in all working districts of Punjab province.

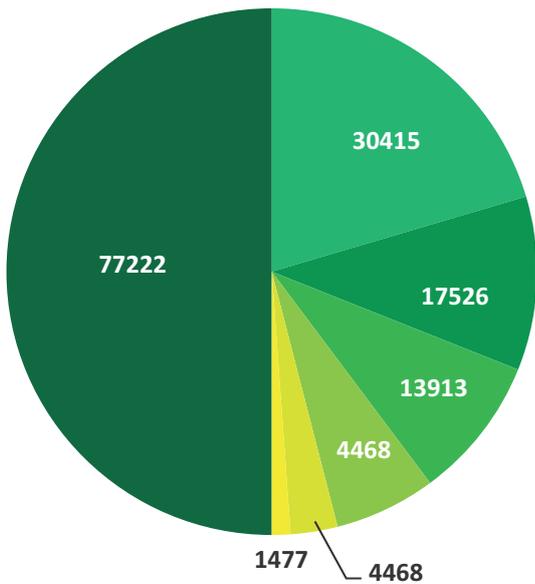


Annual Result Celebration District Bhakkar

National Conference on Public-Private Partnership in Education 2019

A conference on education was held at Pearl Continental Hotel Lahore aiming to highlight the contributions of the public-private partnership in education to achieve the SDG4 target and ensuring compliance with Article 25-A of the Constitution of Islamic Republic of Pakistan.

Final Report-Annual Assessment Punjab 2019



● Kachi ● Pakki ● Two ● Three ● Four ● Five ● Total

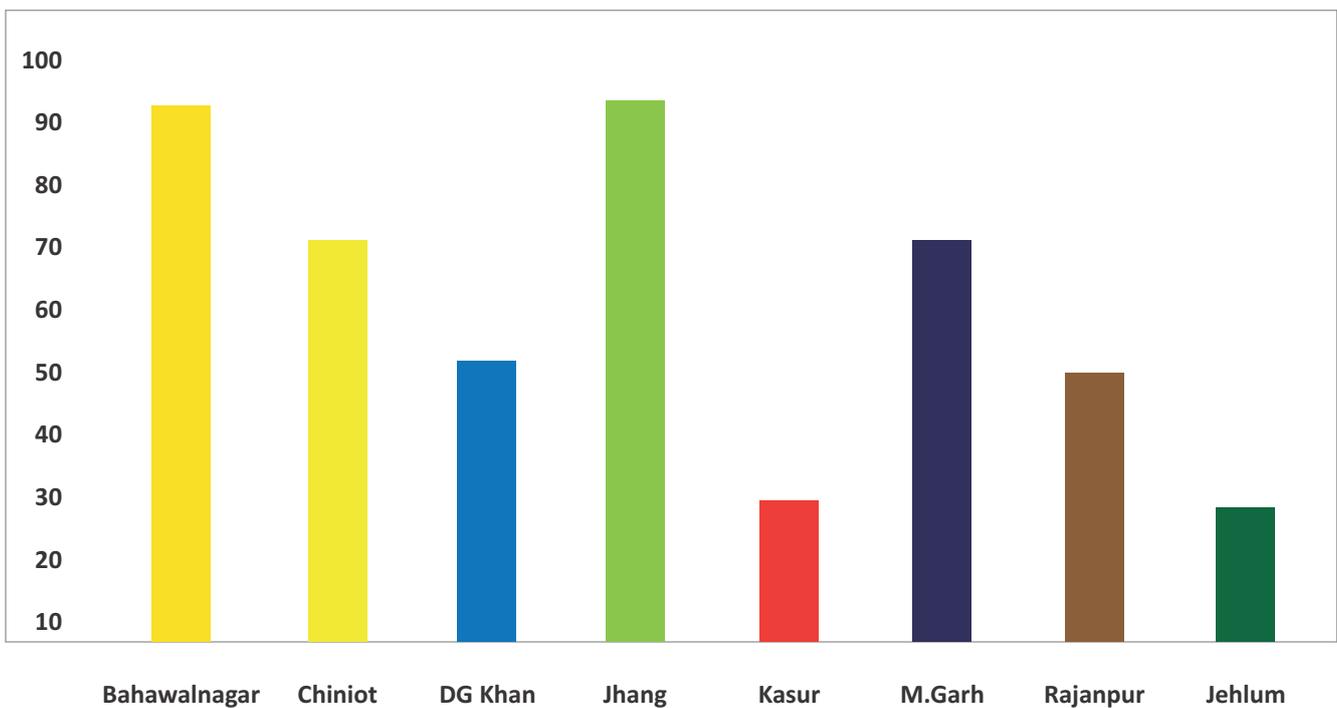
Mr. Murad Raas (Education Minister Punjab) was the chief guest. The critical role and impact of provincial education foundations in improving access to quality education in Pakistan was the key theme of the conference.

Sajid Ali (Director Operations, Punjab) represented NCHD. Role of educational foundations in improving access to education in Pakistan was discussed in detail.

Community Learning Centre (CLC) Project with Zero Budget

Before approving PC-1, the literacy staff needed to be involved in various activities. Community Learning Centres (CLCs) had already been tested successfully. Now CLCs had to be replicated in the districts as a potential 2019 activity in line with NCHD objectives. NCHD established 15 CLCs without ALC and 19 CLCs with ALCs in 20 districts of Punjab. CLC is a multi-purpose centre of the people, by the people and for the people to promote learning novel knowledge, skills and behaviours to improve people's quality of life and living standards. Different activities were performed through professionals of different departments in CLCs.

Sessions on different topics like health, education, agriculture and livestock were held by skilled professionals from government departments and NGOs. Sessions on income-generating and income-saving skills were also arranged at CLC.



2.8 Enrollment Campaign in Gilgit-Baltistan

In Gilgit-Baltistan, UPE Program was started in 2013. As many as 50 feeder schools were initially established and another 58 schools were established by 2019. The detail is as under:

Summary of Feeder Schools

Sr.#	Districts	No. of CFSs	No. of FTS	Total Boys	Total Girls	Total
1	Gilgit	14	19	466	560	1026
2	Ghizer	16	22	185	226	411
3	Diamer	23	25	294	471	865
4	Skardu	11	24	252	448	700
5	Nagar	11	13	159	170	329
6	Astore	12	14	192	178	376
7	Ghanche	21	28	266	347	616
	Total	108	145	1814	2400	4323

Chairman NCHD Visit to Gilgit-Baltistan

During the last week of August, Chairman NCHD visited Gilgit-Baltistan. On August 29, an ORM with all the staff was arranged, during which the DDO shared NCHDs intervention in GB, program success, challenges and overall performance of the organization in uplifting education with the coordination of the GB education department. On August 30, the chairman visited District Ghizer, accompanied by Syed Akber NPC Literacy HO, DDO NCHD GB, PCL GB and AD district Ghizer. Chairman NCHD also visited CFS Hundur Bala where he met with the AEO, HT parent school, SMC members and FTs of the concerned CFs. The chairman also interacted with students of primary grades to assess learning levels of the children in basic mathematics, Urdu and general knowledge.



Chairman NCHD Gilgit-Baltistan team

Chairman NCHD expressed his gratitude to the HT parent school and all the responsible officials of education department who had helped the teachers and coordinated with NCHD. "I am very satisfied with the performance of the CFS students," he said, advising the DDO GB to give appreciation letters to Zuhra and Qamer for their performance. At the end of the CFS visit, Sertaj AEO Yasin and HT parent school requested the chairman for more schools and intervention from EDC level.

The Chairman also visited the NCHD District Office, met with support staff and MC, who shared their grievances about the regularization of their services. The Chairman assured him that the issue would be resolved according to the rules.



Chairman NCHD is being brief by the Gilgit-Baltistan team about their activities

2.9 Universal Primary Education in AJ&K

CFSS design is an ideally suited intervention in AJ&K scenario as there are hundreds of such small pockets of habitations, where it takes more than one hour of steep hill climb from the metaled road. It is impossible for a child of even 5-9 years (ideal school going and best learning age) to reach a school which is across a Nullah, forest on a stony steep and slippery track leading to a govt school which is even less than one km away.



Details of Community Feeder Schools

The detail of CFSS in AJ&K is as follows:

Sr.#	Districts	M	F	T	B	G	T	M	F	T
1	Bagh	1	27	28	5562	630	1192	1	39	40
2	Rawalakot	20	7	27	463	477	940	3	28	31
3	Haveli	1	8	9	163	170	333	1	10	11
4	Muzaffarabad	39	19	58	1363	1289	2652	10	64	74
5	Hattian	14	6	20	451	423	874	6	18	24
6	Neelum	3	7	10	140	214	354	3	7	10
7	Kotli	11	12	23	372	391	763	9	17	26
8	Bhimber/mirpur	6	3	9	220	242	462	2	11	13
	Total	95	89	184	3734	3836	7570	35	194	229

Chairman NCHD visit to Provincial Office-AJ&K

Chairman NCHD visited Provincial Office AJ&K in ORM and chaired a meeting held at the State Guest House, Muzaffarabad. Deputy Director and Assistant Directors were all present in the meeting, which also featured a brief presentation by the Deputy Director AJ&k and a Q&A session in which the chairman asked some pertinent questions and appreciated the team.

Annual Examination 2019

Assessment provides feedback about the learning and teaching process and can reinforce the efficacy of teaching and learning. The purpose of assessment is to gather relevant information about student performance

or progress, or to determine student interests to make judgments about their learning process. After receiving this information, teachers can reflect on each student's level of achievement as well as on specific inclinations of the group, to customize their teaching plans. Annual and term-based examinations were held in all community feeder schools of AJ&K.



Students Annual Assessment Status 2019

Sr.#	Name of Province	No. of CFS/RO	Class wise Result	Result of the Student Assessment							Student Promoted in next class (A+B+C+D)
				Grades Obtained (in aggregate)							
				No. of Students Enrolled	Appeared in Assessment	A (70%)	B (60%)	C (50%)	D (40%)	E (33%)	
1	AJK	184	Kachi	3,020	2,472	1,203	499	397	243	130	2,342
			1	1,288	1,205	538	291	217	114	45	1,160
			2	1,171	1,142	492	256	234	124	36	1,106
			3	1,056	1,032	449	230	211	114	28	1,004
			4	742	716	233	193	149	88	53	663
			5	302	286	54	70	83	52	27	259
			Total			7,579	6,853	2,969	1,539	1,291	735

Enrolment Campaign 2019

Secretary Education Azad Jammu and Kashmir presided a meeting held on March 21, 2019 at his office at New Secretariat, Chatter, Muzaffarabad. SGM-(A) AjaK outlined the objective of the enrolment campaign and reviewed the previous implementation strategy. A ceremony date and venue was finalized for the activity.

Enrolment Walk

PO level walk was conducted from the Lower Chatter Assembly Gate to Ali Akbar Awan High School, Upper Chatter, Muzaffarabad, on April 11, 2019. Participants included the Minister of Education, Secretary Education AjaK, SGM AJK DPI (M), Director General DCRD, DEO (M), DEO (F), AEO, headmistresses, civil society representatives and students. The participants were carrying playcards headlining the importance of education. Barrister Iftikhar Gillani (Education Minister-AJ&K) led the walk.

District wise Enrollment against OSCs

Sr.#	Districts	No. of CFS+ROs	No. of OSCs in CFS+ROs			Enrollment against OSC			Remaining		
			B	G	T	B	G	T	B	G	T
1	Hattianbala	20	81	69	150	81	69	150	0	0	0
2	Bagh	31	124	79	203	124	79	203	0	0	0
3	Kotli	18	105	100	205	105	100	205	0	0	0
4	Mirpur	5	33	29	62	33	29	62	0	0	0
5	Bhimber	3	17	16	33	17	16	33	0	0	0
6	Rawalakot	24	81	62	143	81	62	143	0	0	0
7	Muzaffarabad	52	274	218	492	272	217	489	2	1	3
8	Neelum	7	23	27	50	23	27	50	0	0	0
	Haveli Kahuta	9	26	37	63	26	37	63	0	0	0
		164	722	659	1381	720	658	1378	2	1	3

ADULT LITERACY

Literacy is a fundamental human right, which enables individuals to win real freedom; liberate them from social and economic constraints and empowers them to transform their lives to have improved standards of health and happiness.

3.1 Situation of Literacy in Pakistan

Pakistan is facing a huge challenge of widespread illiteracy with more than 60 million illiterate adults (10+ age) mostly women and the rural population. According to the Economic Survey of Pakistan 2018-19, the overall literacy rate of the country is 62.3% which is the lowest in South Asia. There are also serious disparities within different population segments in the country. For example, the rural female literacy rate is 40.5% against urban males which is 82.2%. Female literacy rate is less than 50% in Sindh, Balochistan and Khyber Pakhtunkhwa provinces. Pakistan ranks 152nd in United Nations Human Development Index (HDI) of 189 countries, which is again the lowest in South Asia, excluding Afghanistan.

This dismal state of literacy is mainly due to rapid population growth and inability of the formal education system to reach out and enrol all children in the schools. Resultantly, those missed out by the formal school system grow up as illiterate citizens thereby increasing the non-literate population in the country. Moreover, successive governments have been failing to give priority to education and its universal access at primary level.

NCHD is mandated to support human development efforts in Pakistan particularly in the fields of adult literacy, universal primary education, primary health, poverty alleviation, capacity building and volunteerism. Being the national lead agency for literacy, NCHD has been contributing to promote literacy in the country for the last seventeen years.

Achievements in Adult Literacy 2002 - 2019

- Established over 171,858 adult literacy centers and made 3.94 million adults literate
- Trained 171,858 literacy teachers and 17,200 supervisors in adult literacy

- Developed more than 100 booklets and primers on literacy and life skills
- Introduced special packages of literacy in prisons, workplaces, and nomadic communities
- Prepared district and Union Council wise data of adult (10+) illiterates and conducted district skill profiling to promote income generating activities
- NCHD received International Literacy Award in 2006 from UNESCO
- Prepared National Plan of Action to achieve 90% literacy in Pakistan by 2025

3.2 Adult Literacy Program Design

The literacy program of NCHD is designed to provide functional literacy skills to adult learners. It is implemented in phases of six months' duration. One phase consists of two stages of implementation:

- One-month community mobilization and centre establishment process
- Five months of classroom based face to face instruction to learners

The literacy course is designed to have the following three aspects;

- Basic literacy and numeracy
- Life skills
- Livelihood/income generation activities

Key Features of Literacy Program

- Follows an approved literacy curriculum and well-designed syllabus of four books

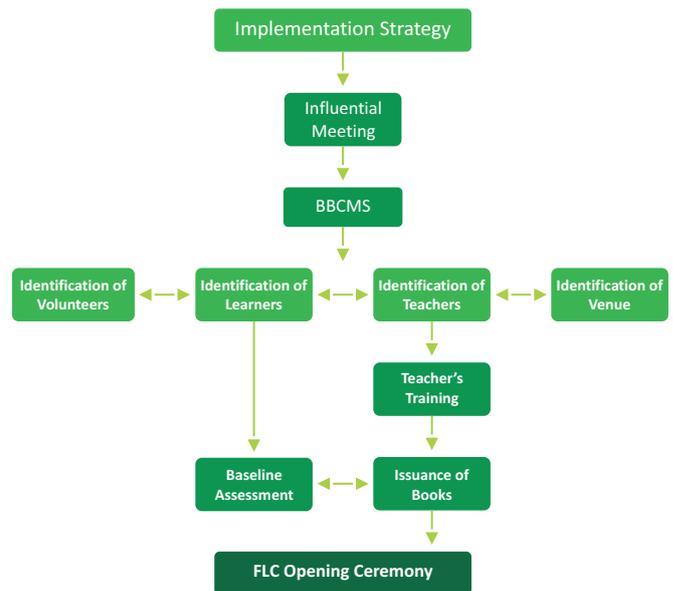
- Instructional methodology is based on adult learning principles
- Comprehensive pre-service and on-job training of literacy teachers and supervisors
- Focuses on women and highly marginalized segments of the society
- Centres are established after a rigorous social mobilization process
- Integration of life skills develops citizenship, gender sensitivity, health and ethics
- Training in livelihood skills enhances income generation prospects of the learners and helps retain their literacy skills
- A periodic assessment system in addition to the baseline assessment of the learners
- Management of centres through a comprehensive supervisory monitoring and reporting system

Centre Establishment Process

The following process is to be followed to establish literacy centres in a community or location;

- Meeting with education/literacy department
- Area clustering/identification
- Social mobilization process
- Meetings with local influential
- Broad-based community meetings
- Hiring and training of local area supervisors
- Identification of learners
- Identification of teachers
- Baseline assessment
- Training of literacy teachers
- Organization of literacy classes
- Formation of literacy committees
- Arrangements of center opening ceremonies

Strategy for establishment of FLCs



3.3 Establishment of 2000 Literacy Centres

NCHD and Pakistan Human Development Fund (PHDF) were conceived simultaneously to augment human development initiatives in Pakistan. Since then, PHDF has been supporting NCHD in achieving its mandatory objectives.

PHDF board approved the NCHD proposal worth Rs. 93.5 million for establishment of 2000 adult literacy centres (ALCs) across Pakistan to achieve the following key objectives;

- Establishing 2000 ALCs covering all provinces/areas of Pakistan
- Enrolling around 50,000 illiterate persons, mainly women and impart literacy skills to them
- Building capacity of 2200 literacy teachers and supervisors in adult literacy
- Enhancing the level of understanding of learners towards education of their children
- Providing livelihood and income generation skills to at least 50 percent of the learners
- Contributing towards the national literacy targets of Pakistan Vision-2025 and SDG-4.

Progress on Project Activities

The project was launched in November 2019 in 38 districts covering all the provinces, AJK, Gilgit-Baltistan and Islamabad Capital Territory. A brief description of major activities follows below;

i) Social Mobilization Process

As per the program design, district teams initiated the social mobilization process at grassroot level. During the social mobilization process, field officers conducted meetings with the influential people of local communities who then arranged village-level gatherings of people to discuss educational issues and establishment of literacy centres, mostly, for women.

These meetings, called broad-based community meetings (BBCMs), are very important for the successful establishment and operation of these centres. NCHD teams completed the following tasks as a result of the social mobilization;

- Identification of potential locations for the centres
- Identification of volunteers to support the centres
- Lists of learners after baseline assessments
- Recruitment of literacy teachers through a transparent process

ii) Orientation and Training of Program Managers

A series of orientation trainings was arranged for the district literacy managers in each provincial office. Managers of GB and AJK were included in the trainings at Peshawar and Lahore respectively. These trainings were conducted by the literacy team based in the head office, Islamabad. In all, 48 managers participated in these trainings. Themes of these trainings included major features of the literacy project funded by PHDF, social mobilization, training plans of LAS/LTs, reporting mechanisms, monitoring and evaluation, prevention of drop-outs etc.

iii) Training of Local Area Supervisors and Teachers

During the SMP, a local area supervisor (LAS) is also hired for every 10 centres to support field officers in different activities. In all, 200 supervisors and 2000 teachers were hired for the project. Qualifications of teachers range from Matric to MA/MSc, depending on the availability at village level.

District teams conducted trainings on the themes of social mobilization, centre management, delivery of literacy syllabus and reporting & recording of activities. These trainings were conducted for 5-6 days in clusters of villages so that teachers could attend easily.

During the trainings, teachers also prepared supplementary reading materials (SRMs) to be used in the centres for teaching & learning purposes. These trainings were conducted by District Program Managers, Literacy Coordinators and LASs.

iv) Distribution of Books and Materials

At the end of the trainings, literacy books sets and stationary were handed over to the teachers, depending on the number of learners enrolled in the centres. NCHD distributed almost 170,000 literacy books to 2000 centres. Moreover, signboards were provided to all the centres for more visibility of the program among communities.



Adult Literacy Center in Balochistan

v) Opening ceremonies of the centres

Communities with the help of NCHD Field Officers arrange ceremonies to mark the opening of literacy centres. Public representatives, government officials and community leaders are invited to these ceremonies. District teams reported many such ceremonies in their progress reports. Province-wise detail of centres and enrolment is outlined below;



Adult Literacy Center in Balochistan

The purpose is to uplift the highly marginalized communities of these mountain valleys. Chairman NCHD and NPC Literacy visited a number of such centres in Ghizer district in August 2019 and the project has been completed recently, benefiting around 650 women.

Establishment of 30 Functional Literacy Centres in GB and Chitral

NCHD established 30 functional literacy centres in Gilgit-Baltistan and Chitral with the support of the Aga Khan Rural Support Program for women in the upper seven valleys of Chitral, Hunza and Ghizer districts.



Chairman with Adult Learners in Ghizer



Adult Literacy Center in Hunza

Sr.#	Province	No. of Districts	No. of Centers	Learners enrolled
1	Punjab	8	400	10026
2	Sind	6	400	9926
3	Khyber-Pakhtunkhwa	11	540	12521
4	Balochistan	6	400	8734
5	Gilgit Baltistan	3	100	2305*
6	AJK	3	100	2344
7	ICT	1	60	1295
	Total	38	2000	47,151

Literacy Program for Prisoners

Literacy centres in jails are aimed at helping prisoners to become useful citizens in post-prison life. NCHD successfully completed three literacy centres in Sargodha jails. Literacy centres in Mansehra, Abbotabad and Swabi jails are to be completed soon. Moreover, data of illiterate prisoners has been collected from all the prisons of Pakistan. Project proposals have been prepared to educate prisoners in around 100 jails of Pakistan.



Training is being conducted in a community learning center in Punjab

Community Learning Centres

Community Learning Centre (CLC) may be termed as a local institution, which is established and run by the community for its own socioeconomic development. Through the establishment of CLCs, NCHD provides lifelong learning opportunities for community members, including children, youth and adults. Basic and post-literacy are the key components of the CLCs. The NCHD has helped to establish around 50 Community Learning Centres in 45 districts across Pakistan.



Community Learning Centers in Punjab

3.4 Islamabad Forum on Non-Formal Education

Background

NCHD is the national lead agency for literacy in Pakistan. It also undertakes the role of secretariat and organizes a national forum on Non-Formal Education in Islamabad. The forum has a large number of national and international organizations as its members. In the absence of a well-organized coordination mechanism, most of the implementation agencies of non-formal education (NFE) work in isolation and face problems, especially relating to quality, certification, equivalence, and sustain-ability. There was a need to create a forum to improve quality and mobilization of resources and political support required for expansion of NFE in the country.

In this regard, NCHD established a forum named Islamabad NFE forum with the support of JICA and other development partners. The goal of the forum is to create synergies among stakeholders for widening access to and improve the quality of Literacy and Non-Formal Basic Education Programmes for illiterates and out-of-school children in Federal Areas.



Meeting of NFE Forum at NCHD Head Office (April 23rd, 2019)

Objectives

Islamabad Forum on NFE contains membership of government organizations, international donors, and INGOs along with appropriate representation from private and NGO sectors.

Following are the key objectives of the forum to;

- Strengthen coordination among major stakeholders and service providers of youth/ adult literacy and NFBE
- Provide a forum for exchange of information, experiences, good practices and success stories as well as accelerate research in this sub-sector
- Highlight the role of NFE for enforcement of Article 25-A of the Constitution and in achieving targets of SDGs and Pakistan Vision 2025
- Plan and support joint ventures of youth/ adult literacy and NFBE in Islamabad Capital Territory (ICT)

Meetings of the Forum

Being the national lead agency for literacy, NCHD organizes and facilitates the meetings of the NFE forum. Until now, five meetings of the forum have been held to discuss different issues pertaining to literacy and NFBE. Meetings of the forum are usually held quarterly and member organizations are encouraged to host the forum on a rotation basis.

During 2019, forum meetings focused on topics such as expanding access to non-formal basic education, enhancing coordination among stakeholders, introducing technology in literacy and NFE programs. These meetings were very fruitful in sharing information about the initiatives being undertaken in the field of literacy and non-formal education, avoiding duplication



3.5 Introducing Technology in Literacy Programs

Development of ICT-Based Training Videos

Around 31,000 teachers are rendering their services in the adult literacy centres and Non-Formal Schools in the country and a majority of these teachers are female and poorly trained. The opportunities for their in-service training and continuous professional development are also limited due to financial and technical constraints. There has been no well-organized and institutionalized mechanism for in-service training of these teachers. This situation adversely affects the quality of on-going programs of literacy and Non-Formal education in the country. There is a dire need for providing continuous quality improvement through utilizing technology.

Use of Information and Communication Technologies (ICTs) improves the effectiveness of trainings of teachers and field managers in program implementation. NCHD has completed development of six ICT/video based training sessions for the capacity-building of teachers and field officers of literacy and NFBE. The project was funded by UNESO under its Participation Program 2018-19.

Key Steps in Project Implementation

After signing the MoU with the Pakistan National Commission for UNESCO in Islamabad, project implementation formally started in May 2019. The NCHD management constituted a project team comprising the focal person, a program manager and two consultants under the overall supervision of Director Programs. The project implementation involved key steps/processes in a logical sequence as described below;

- Training Needs Assessment
- Development of Script
- 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

National Training of Trainers (ToT) Workshop

A batch of 30 Lead Trainers, drawn from the head office and provincial/area offices were provided training on the use of video in future training workshops. A comprehensive training manual was developed and a Training of Trainers (ToT) workshop was held at the national level.

In August, a ceremony was held to mark the completion of the important training, and certificates were distributed to the participants. The Honorable Federal Secretary Education, Dr. Sajid Yoosufani and Chairman NCHD Col (R) Amirullah Marwat graced the occasion highlighting the importance of this training event.

Launch of Video Training Lessons

After completion of the project activities, NCHD arranged a grand ceremony to launch the video training lessons and informed the public about this achievement in collaboration with UNESCO and PNCU Islamabad. The ceremony was held at the Islamabad Hotel on January 21, 2020. A large number of people attended the ceremony. Participants included heads/representatives of Government departments, International organizations, NGOs, educationists, NCHD officials, media people, managers of adult literacy and non-formal education programs, teachers, community volunteers, etc.

NCHD Chairman Col (Retd.) Dr. Amirullah Marwat expressed his happiness at the unique achievement of the organization to use technology in NCHD programs. He appreciated the NCHD team for timely completion of the project using minimal resources.



Secretary Education is addressing at National Training of Trainers (TOT) Workshop



Chairman is addressing at Launch of Video Training Lessons

3.6 Observance of International Literacy Day

September 8 is celebrated globally to highlight the need and importance of literacy for socioeconomic development and empowerment of societies. This day was proclaimed as the International Literacy Day (ILD) by UNESCO's General Conference in October 1966. Since 1967, ILD celebrations have taken place annually around the world.

NCHD has been working for the cause of literacy in the country since its inception. Being the national Lead Agency for literacy in Pakistan, the Commission has celebrated International Literacy Day for the last many years. The theme of ILD 2019 was Literacy and Multilingualism. According to UNESCO, challenges in literacy are distributed unevenly across countries and populations. Therefore, it is necessary to focus on the linguistic diversity in education and literacy development to overcome the challenges and to achieve the Sustainable Development Goals.

This year, the NCHD observed the International Literacy Day in collaboration with its distinguished partners, JICA and AIOU. A grand seminar was arranged in the auditorium of AIOU Islamabad, which was attended by a large number of students, teachers, literacy professionals and educationists. The NCHD chairman was the keynote speaker and guest of honour on the occasion. NCHD established a stall for the participants of the seminar. The stall displayed literacy books, primers, reports, studies, materials etc.

Collection of Data and Information

Keeping in view the importance of data to develop and execute projects in the social sector, NCHD undertook the following major initiatives;

- Compilation of district, tehsil and UC wise data on estimated number of illiterate adults
- Collection of data on potential locations, which are in immediate need of schools
- Preparation of district literacy profiles comprising all relevant information
- Information on district-level local skills for livelihood/income generation



Observance of International Literacy Day 2019

3.7 Adult Literacy Program Khyber-Pakhtunkhwa

Provincial Office Khyber Pakhtunkhwa conducted an extensive exercise to ascertain the illiterates population of the province. Census report 2017 and PSLM report

2014-15 were taken as bench marks for further calculation and analysis. District-wise analysis was carried out by the provincial office, while district teams were assigned to prepare plans for each Union Council against the set indicators.

According to the Census Report 2017, total population of Khyber Pakhtunkhwa is 30,522,458 (30.5 million) with an average growth rate of 2.89 per year. The data is further classified into urban, rural for both genders respectively. Facts & figures of the province are given below;

- Adult population (10+) of the province is 22.58 million which is almost 74%, while population of 15+age group is 19.83 million which is 65% of the total population
- The youth age group (15-24) population is 6.1 million and amounts to 20% of the total population. While, in the age bracket 15-49 years old, the number is 14.34 million, amounting to 47 % of the total population
- Khyber Pakhtunkhwa's rural & urban population share is 83.1% and 16.90 respectively.
- Literacy rate (10+ years) applied on 74% of the total population to extract total no. of adults - literates & illiterates
- According to PSLM report 2014-15, literacy rate (10+) of the province is 53%, Literacy rate (15+) is 47%, Youth Literacy (15-24) is 64% and literate rate (15-49) is 47% for both genders respectively

After analysis of the above figures, illiterates' population and required no. of literacy centres (25 illiterates per centre) is as below;

- Illiterates population (10+years) of the province is 10.61 million and required no. of literacy centres are 424,628 to make them 100% literate
- If we consider literacy rate 15+years, then the number of illiterates would be calculated as 10.6 million and required number of literacy centres would be 420,599

Joint Venture of NCHD and AKRSP in Chitral

An MoU was signed between NCHD & AKRSP for establishment of 30 Literacy centres in Gilgit-Baltistan and Chitral. Out of these 10 centres were to be opened in Chitral. The project was successfully completed in May 2019. The district team took all the required steps for smooth operation of the program like SMP including corner meeting, influential volunteers meeting and finally Broad-Based Community Meeting with all stakeholders and line departments.

Besides, capacity buildings often Functional Literacy teachers in different walks of life including pedagogy, administration of classroom, time-management, teaching methodology and income-generating activities

(IGAs) and so many other topics were covered during the entire phase.

The entire phase was completed after graduating more than 252 learners functionally while sessions on various life skills and local ways of income-saving and income-generating were also held.

Establishment of 540 Literacy Centres in 11 selected districts



Women are Learning in an Adult Literacy center at Chitral

In pursuance to the directives of the Chairman, the NCHD provincial team has established 540 literacy centres to increase the literacy rate and impart life skills in the most deserving 11 districts of the province.

Achievements at a Glance

- NCHD team involved Education Department Parliamentarians, Local Govt officials, community elders, volunteers and all others stakeholders in the planning for establishing literacy centres
- Number of field officers involved in the project was 30
- Geographical coverage of the project in KP is 11 districts, 21 tehsils, 41 union councils
- 68 community meetings held, 636 volunteers identified, 540 volunteer teachers provided by community
- Human resources hired/engaged in the project activities are 54 supervisors & 540 teachers
- Capacity building training conducted for 11 assistant directors, 32 field officers, 54 local area



Chairman NCHD formally launched literacy phase 2019-20 at Charsada

Establishment of Community Learning Centres

There are 19 community learning centres (CLCs) established by the NCHD and functioning well in districts Mohmand, Bajaur, Tor Ghar, Banner, Batagram, Tank, Bannu, Kohistan, Mardan, DI Khan, Haripur, Karak, Abbottabad, Swabi, Swat Shangla, Lower Dir, and Charsadda. These CLCs are being monitored by field staff. Multiple activities were conducted according to the needs of communities and learners. The total number of beneficiaries are 417.

Each One Teach One Initiative

Each One Teach One Program was implemented in January 2019. Currently, the initiative is being

implemented in 08 districts where 204 learners enrolled. Under Each One Teach One program, volunteer teachers received orientation on the books methodology and its benefits for adult illiterates.

Literacy Program for Drug Addicts

During the year, NCHD KP also established two literacy centres for educating and supporting rehabilitation of drug addicts in different parts of the province.

Literacy Centre for Drug Addicts in Bannu

NCHD Bannu set up a volunteer literacy centre at the Drug Rehabilitation Centre, established under the supervision of chairman DDHS and well-known children specialist Dr. Faridullah Shah. There is only one Rehabilitation Centre in Bannu for the whole region.

Classes are attended by both indoor and outdoor patients. A total of 15 patients were enrolled in the centre. The inauguration ceremony was attended by civil societies members and dignitaries of the area including Dr. Faridullah Shah, Mufti Sifatul-lah-Chairman CARE organization, and NCHD staff.



"Each one teach one" Center

Free Education for Drug Addicts in Swat

Nawjwawand meaning "New Life" is a non-profit organization working for the rehabilitation of drug-addicted youth in Mingora, Swat. NCHD opened a literacy centre in Nawjwawand centre to create awareness and engage the drug addicts into a useful activity. The centre was inaugurated by DIG Malakand Muhammad Saeed Wazir, who was the chief guest.

Ghulam Hussain Ghazi, Assistant Director Regional Information Office Swat eminent Pashto poet Abdur Rahim Roghani, Superintendent of Police Khankhel, DSP Akbar Hayat, Fazal Hameed President KBDU, the NCHD team and social activists and media personnel attended the ceremony.

Literacy Program for Illiterate Prisoners

NCHD has the honour of implementing the largest program of adult literacy in the history of Pakistan. It is the mandate of NCHD to implement literacy centres in workplaces and jails in order to provide opportunity to illiterate adults, which would be helpful for them in their daily and professional lives. In this regard, NCHD Abbotabad was successful in establishing a literacy centre in the district Jail.



Literacy Program for Illiterate Prisoners
in Abbotabad

Inauguration Ceremony

Literacy Centre in the District Jail was formally inaugurated by Waseem Khan, Superintendent Jail, on November 19, 2019. Ejaz Sikander, DD NCHD, Hamid Azam, Deputy Superintendent Zain Khan, Mahab Gul, AD, Finance. Shoaib Sadiq, Incharge Literacy and the field staff of NCHD attended the ceremony.

The guests distributed books and stationery items among the learners. The prisoners thanked the jail and NCHD management for providing them with the opportunity to learn both Islamic and general education and promised to attend class regularly and take full advantage of this program.



Meeting of NCHD team with jail officials
in Abbotabad



Training of Assistants Directors Literacy
of KPK and Gb in Peshawar

3.8 Adult Literacy Program in Balochistan Establishment of 400 Literacy Centres

Balochistan is the largest province (by area) of Pakistan constituting 44% of the total area of the country. Population of the province was 12,344,408 in 2017 which is scattered over far-flung areas. Balochistan has the lowest literacy rate among provinces in Pakistan. During 2019, NCHD initiated a literacy phase in six districts of Balochistan with the financial support of Pakistan Human Development Fund. Major activities and achievements in this regard are given in the following:

Training of Assistant Directors Literacy

The two days Orientation/Refresher Training of ADs-Literacy of six districts was conducted in December 2019 for the phase December 2019 to June 2020 at Provincial Office Quetta Balochistan. Assistant Directors/DPMs of the targeted districts (Pishin, Musa Khel, Zhob, Sibi, Jafferabad, and Kech) including Deputy Director Literacy Provincial Office Quetta participated in training.

Trainers were the Literacy Managers from NCHD Head Office Islamabad, Hakim Ali Mastoi and Haroon Cheema. The training was completed successfully with closing remarks of Acting DO Balochistan.

The objectives of the training were as under;

- Understand the salient features of the PHDF-funded literacy project
- Perform as resource persons to plan and further train LCs, LASs and literacy teachers
- Train project staff about the concepts of literacy syllabus of NCHD
- Prepare locally developed SRMs and their use for functional literacy
- Form and activate Literacy Management Committees successfully
- Understand the concept of CLC and successfully establish/support their functioning
- Monitor, supervise, and report the progress of literacy centres and other project activities

Detailed Implementation Plan (DIP)

The literacy team of Balochistan developed the Detailed Implementation Plan (DIP) of the province. The DIP was very helpful for everyone involved in the project's implementation and was also an effective tool of performance evaluation for the management ahead.

Coordination Meetings and SMP

For smooth and successful achievement of targets, coordination plays very vital role. For establishment of centres as per design, coordination is the first step to be taken. For this purpose, NCHD team held coordination meetings with all stakeholders i.e. Education Department, Social Welfare Department, NGOs, other line departments and influential. This coordination was done from the beginning of the phase and will continue till completion. The purpose of the meetings was to establish coordination to avoid duplication in the program, finalise area selection and ensure the smooth running of program.

Training of Supervisors and Teachers

For accomplishment of 400 centres i.e. the target given by Head Office, Local Area Supervisors and teachers were hired and trained.

LAS and teachers were hired on merit keeping in view the experience and qualification of the applicants who agreed to work with the NCHD and the literacy program. A 5-day training program was conducted to train the 40 LASs on literacy program implementation and their role in supervising and supporting the assigned centres. Moreover, 400 literacy teachers were also trained for six days in teaching methods, classroom management and record-keeping etc.

Establishment of Adult Literacy Centres

After completion of successful social mobilization in the concerned communities and Base Line assessment of learners, district offices provided startup materials and books to teachers.

In all, 400 centres were established in six districts of the province. 400 teachers and 40 local area supervisors were involved in the establishment and operation of the centres.

Majority of the centres are for females and a few for male illiterates. Details of the centres and learners enrolled are given below;

Sr.#	No. of Districts	No. of Centers	Learners enrolled
1	Pishin	80	1700
2	Zhob	80	1601
3	Musakhel	40	861
4	Sibi	60	1485
5	Jafferabad	60	1333
6	Kech	80	1754
7	Total	400	8734

Formation of Literacy Management Committees

LMSc are aimed at creating ownership of the literacy program among communities. District teams involved community members before establishment of centre through social mobilization. Committees were formed to provide community support and oversight for the centres. These committees are called named Literacy Management Committees. These LMCs supported Literacy Centres and field staff in field activities and within Literacy Centres. Some of the roles of LMCs are as under;

- Motivation & dropout prevention of learners
- Identification of needs of the learners
- Contacting the community for solving problems
- Networking of the stakeholders Organizing activities at literacy centres
- Promote income-generating activities through linkages



Adult Literacy Center in Quetta

Establishment of 12 Voluntary Centres

Given the financial crunch faced by the organization, NCHD Balochistan launched a literacy phase in March 2019 based on voluntary service and philanthropy. Field officers in Balochistan worked hard to acquire the services of volunteers to teach in the centres. After the completion of all necessary processes, 12 centres were established in 11 districts. The centres were completed in September/October 2019. In all 248 learners graduated from this phase. Details are given in the table below;

Sr.#	No. of Districts	No. of Centers	Learners enrolled	Gender	Learners Graduated
1	Quetta	1	26	Female	24
2	Kalat	1	20	Female	19
3	Lasbella	1	16	Male	16
4	Barkhan	1	20	Female	20
5	Bolan	1	23	Female	22
6	Musakhel	1	23	Female	20
7	Zirat	1	19	Female	19
8	Khuzdar	1	25	Female	24
9	Kharan	1	20	Female	20
10	Nouski	1	25	Male	23
11	Pishin	2	42	Male	41
	Total	12	259	-----	248

Data Collection of Illiterates in Balochistan

In 2019, provinces were directed by Chairman NCHD to collect the data of population, Literacy rate, no of illiterates of all districts at UC and tehsil levels for further planning of NCHD programs and projects. In Balochistan, the task was assigned to districts to collect and compile the data from all over the available sources in districts. Data was collected by the teams of districts with the supervision of district heads.

3.9 Adult Literacy Program in Punjab

Collecting data of Illiterates at UC Level Literacy staff collected data of literates, illiterates and literacy rate at district, Tehsil and DCs level. Data was collected from district census offices/ local bodies and other organizations. Data of literacy rate, illiterates and literate population was compiled and updated at the district level for the upcoming literacy phase as well as future planning.

Sr.#	No. of Districts	No. of Centers	Learners enrolled
1	Rajanpur	40	1000
2	D.G. Khan	40	920
3	Chiniot	60	1320
4	MuzarTargarh	60	1500
5	Kasur	20	480
6	Bahawalnagar	80	1840
7	Jhang	80	2000
8	Jhelum	20	480
	Total	430	9540

Establishment of 430 ALCs funded by PHDF NCHD Punjab established 400 Adult Literacy Centres (ALCs) funded by PHDF in 8 districts of Punjab with the help of local communities to provide basic literacy skills to individuals (especially women) in the age group of 11-45, who were either never enrolled before or dropped out of school before they acquired literacy skills. A new district i.e. Jhelum has also been added for NCHD interventions. Number of ALCs established and their respective enrolments are given in the table;



Adult Literacy Program in Punjab

Training of AD Literacy AJ&K and Punjab

NCHD Literacy Department conducted a 2-day training/orientation of Assistant Directors/District Program Managers Literacy under the project "Establishment of 2000 Functional literacy centres in Pakistan funded by Pakistan Human Development Fund (PHDF)" at Royal Hotel, Lahore.

Training the literacy team enabled us to steer all the segments in the right direction to achieve the literacy program objectives. A trained literacy team is key to achieving desired objectives. 3 trainees from AJ&K and 8 from Punjab participated in the 2-days training of AD/DPM Literacy. The training was conducted by Syed Akbar, National Program Coordinator and Tahir Zubair, AD Literacy. The training was inaugurated by DOP Punjab Sajid Hussain.

Chairman NCHD visits ALC in District Jail Sargodha

Two adult literacy centres were established in this Jail where 50 illiterate inmates got basic education, The Chairman appreciated the joint efforts of NCHD and Jail Superintendent for the promotion of literacy in district Jail. He distributed Solar LED Lights donated by Mr. Pervaiz Lodhi (Member PHDF) and certificates amongst the graduating learners. Chairman NCHD appreciated such a professional and dedicated police force for giving learning opportunities to prisoners.



Training of AD Literacy AJ&K and Punjab

Training on Food Fortification in Okara

The NCHD team conducted a fruitful meeting with the Food Fortification Program (FFP). The FFP is a five-year program funded by UK-Aid. One-day training was conducted in CLC at Chak30/4L with the participation of the local community. Mr. Rana Nasrullah FFO said that food fortification is an essential cost effective means of improving the nutritional status of the population.

Inauguration of CLC in Sheikhpura

The purpose of the Community Learning Centre is to promote human development by providing opportunities for lifelong learning to all people in the local community. For prolific output of CLC a community based CLC office was established for meeting and planning of CLC events to achieve the desired results. The office space was donated by a community influential. CLC learners received training in sewing/stitching skills.



Adult Literacy Program in Punjab

3.10 Adult Literacy Program in Sindh

NCHD Sindh has been implementing the Adult Literacy Program with the mission to help provincial and district Governments increase the literacy rate in the province per Vision 2025 and SDGs.

NCHD sets up Adult Literacy Centres in local communities, providing basic literacy skills to Individuals, especially women in the age group of 14-45, who were either never enrolled before or dropped out of school before completing the primary education cycle.

The syllabus and textbooks are designed for easy learning and functionality, thereby enhancing retention. The total duration of the course is five months with the aim to provide basic literacy and numeracy skills.

Establishment of 400 ALCs

The process of social mobilization has been completed for the successful establishment of 400 Adult Literacy Centres in 6 districts of Sindh Province. SMP is an important tool for establishing Adult Literacy Centres.

It provides sustainability and successful implementation of any project or program. In this regard, a SMP strategy was chalked out with the literacy team in specified areas of districts. Literacy Coordinators conducted Influential meetings and Broad-based community meetings in specified areas for opening of Adult Literacy Centres. All the details mentioned below were accomplished in one month;

- Area selection for literacy program intervention
- Social Mobilization Process: IV Meetings and BBCMs,
- Baseline assessment of potential learners
- Selection of LAS and teachers
- Establishment of LMCs and their effectiveness



BBCM in Sindh

Trainings of ADs-Literacy

NCHD head office arranged a two-day training for District Program Managers/ADs of six districts of Sindh selected for the literacy phase funded by PHDF. The training was held in Karachi and inaugurated by Director Operations, Sindh, Abdul Jabbar Memon, DD Literacy and Asim Nabeel, AD Literacy were resource persons for the training.

Training of Local Area Supervisors and Literacy Teachers

As many as 40 local area supervisors and 400 literacy teachers were selected and imparted training. As per program DIP, we have accomplished the five-day local area supervisors training and six-day training of literacy teachers for Book-1. Our district literacy team, along with AD literacy and FO Literacy, conducted trainings for both teachers and LAS.



Training of Assistant Directors in Sindh

Objectives

After this training, Local Area Supervisors (LAS) would be able to:

- Understand the social mobilization process
- Understand the baseline assessment
- Understand about teaching to adults
- Understand about specific weakness of learners
- Prevent dropouts
- Understand books assessment
- Maintain record-keeping
- Understand Weekly Progress Review meetings and their importance



Training of Assistant Directors in Sindh

Establishment and Operation of Centres

In Sindh, 400 centres were established in various districts through PHDF financial support. The opening ceremony of the functional literacy centres was held at Taluka where the chief guest was the education officer. Politicians, Taluka Nazim, DC Nazim, UC Councillors, Deputy Director (Operations), Assistant Director Literacy, Field Officers Literacy and influential of the community participated in the opening ceremonies pledging that all stakeholders will support each other to make the program effective and successful as women can be empowered through the functional literacy program.



Training of Local Area Supervisors and Literacy Teachers

3.11 Adult Literacy Program in Gilgit-Baltistan

I. Literacy Project with AKRSP

NCHD and the Aga Khan Rural Support Program (AKRSP) implemented a project establishing 20 Functional Literacy Centres in GB jointly. AKRSP has been helping improve quality of life of villagers of Gilgit-Baltistan since 1982.



Literacy Project with AKRSP

It is the first rural support program, which was established in the Northern Areas of Pakistan in 1983. Since then, the model has been adapted and replicated in many other contexts. AKRSP's role is not limited only to the rural development but it also works in the field of education.

Social Mobilization

A literacy project was executed in two valleys of Hunza and Ghizer districts i.e. Chipursan and Silgan. Chipursan Valley is located in Upper Hunza, which is also called Gojal and it consists of total 11 small villages.

Silgan Valley is located in District Ghizer, Tehsil Yasin. There are about 15 small villages in the area. These are the geographically cut-off areas with poor basic facilities of health and literacy.

After the signing of an MoU between the management of both organizations, they prepared their detailed implementation plan and started working.

Training of LAS and Teachers

Training of LASs was conducted in December 2019 for six days. With the consensus of the PO team, the district team suggested conducting the training in two phases so that the newly-appointed staff could better understand the program design. The first phase of training for LAS was conducted in PO from December 5-7, 2019.

After the completion of the baseline assessment 20 teachers were selected through tests/interviews and imparted training on Urdu Book-1 and Mathematics teaching methodologies for four days. The first phase of training lasted four days. Teachers were also imparted training in Book-2 and Book-3 during the 5 months course of literacy.

Establishment and Functioning of FLCs

After the first phase training, centres were established in March 2019 and teaching of Book 1 started in FLCs. As many as 363 learners were enrolled in 20 centres. Out of them, 209 were enrolled in 10 FLCs of DC Silgan and 154 were enrolled in UC Chipur-san. The overall performance of the FLCs was remarkable in terms of learners' interest towards learning, acquisition of information, attendance of learners and teachers' interest and commitment. The program received appreciation from the community. As a result, other communities demanded the establishment of more FLCs in the region.



A view of an ALC Gilgit-Baltistan

Certificate Distribution Ceremonies

After completion of the six-month program, NCHD organized certificates distribution ceremonies in UC Silgan and UC Chipursan in September and October 2019 respectively. Rasheed Ahmad, President, Local Ismaili Council, was the chief guest. Local leadership, literacy teachers, NCHD district team, SGM, PCL and all graduated learners participated in the program. NCHD's District team detailed the program's success, challenges and achievements. A brief reflection about the program was presented by the literacy teachers and learners as well

Establishment of 100 ALCs in Three Districts Under the PHDF funded project, GB was allocated 100 centres for three districts i.e. Gilgit, Skardu and Ganche. Social mobilization process was completed in all the districts and local area supervisors and teachers were selected. As many as 30 centres were established and made functional in Gilgit District. However, in the two districts of Baltistan region, due to severe climatic conditions, it was decided to open the centres in March next year.

3.12 Adult Literacy Program in AJK

It was decided that 100 literacy centers would be established in districts of Hatian Bala, Kotli and Bagh in AJ&K. After community mobilization, local area supervisors and teachers were hired as per program requirements. Literacy teams imparted training to teachers. Key themes of the teacher training were:

- Salient features of the literacy program
- Literacy syllabus
- Adult learning principles
- Management of literacy centers
- Phonetics method of teaching
- Teaching of sounds, alphabets and syllables
- Words and simple sentences

After the trainings, 100 literacy centers were established with the support of Literacy Management Committees. The number of learners enrolled in each district is given in the table below;



Training of Literacy Teachers in AJ&K

Sr.#	No. of Districts	No. of Centers	Learners enrolled
1	Hatian Bala	30	798
2	Bagh	40	870
3	Kotli	30	676
	Total	100	2344

Year-wise detail of Literacy Centers and Learners

Sr.#	Years	Literacy Centres Completed	Learners Graduated
1	2003-04	1,305	27,405
2	2004-05	8,813	212,140
3	2005-06	19,094	400,974
4	2006-07	39,217	920,683
5	2007-08	51,787	1,207,533
6	2009-10	18,269	419,872
7	2010-11	7,490	166,239
8	2011-12	7,890	181,584
9	2012-13	9,818	222,281
10	2013-14	1,576	30,362
11	2014-15	573	12,690
12	2015-16	43	993
13	2016-17	159	3,839
14	2017-18	5,628	130,056
15	2018-19	192	3,691
16	2019-20	4	89
	Total	171,858	3,940,431

Accelerated Learning Program (ALP)

"Second chance of education for the missed-out or dropped-out is a blessing through the Accelerated Learning Program as it can enable them to pursue education lead a fulfilled and happier life."

4.1 Introduction of ALP in Religious Seminaries

The Accelerated Learning Program (ALP) provides learners equivalent and certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.

It is an alternative pathway for fast learning to those children who either dropped out or had never been to school before. It thus allows learner to enrol in the school and realize their dreams. With this background, NCHD introduced ALP to provide an opportunity to seminaries students to complete the learning objectives in a shorter period of time, thus providing an opportunity specially to marginalized and disadvantaged children including those who have suffered from crisis and conflict to catch up with their peers and complete their education using fast-track methodologies.

NCHD's ALP approach equips learners with equivalent certified competencies for basic education using effective teaching and learning methods that match their level of cognitive maturity. To achieve this, NCHD provided 3 days training to 100 teachers of seminaries. Col (Retd) Dr. Amirullah Marwat, Chairman NCHD, awards certificates to Teachers.

Curriculum & Material Development

In 2015, Ministry of Federal Education & Professional Training, in collaboration with JICA-Advancing Quality Alternative Learning (AQAL), developed ALP curriculum for enrolment and retention of out-of-school children.

The Ministry and JICA AQAL signed an MoU in 2015 in this regard. The course was designed to ensure enrolment of out-of-school children, who were either drop-outs or had missed early years of schooling and their enrolment in the formal education system was not possible.

NCHD and JICA AQAL jointly developed a standard curriculum and operating procedures (for teachers, learners and physical environment of non-formal schools. ALP curriculum focus is more on how to examine holistic and innovative community-based learning approach in non-formal education and to enhance learning environment and education quality through ALP.

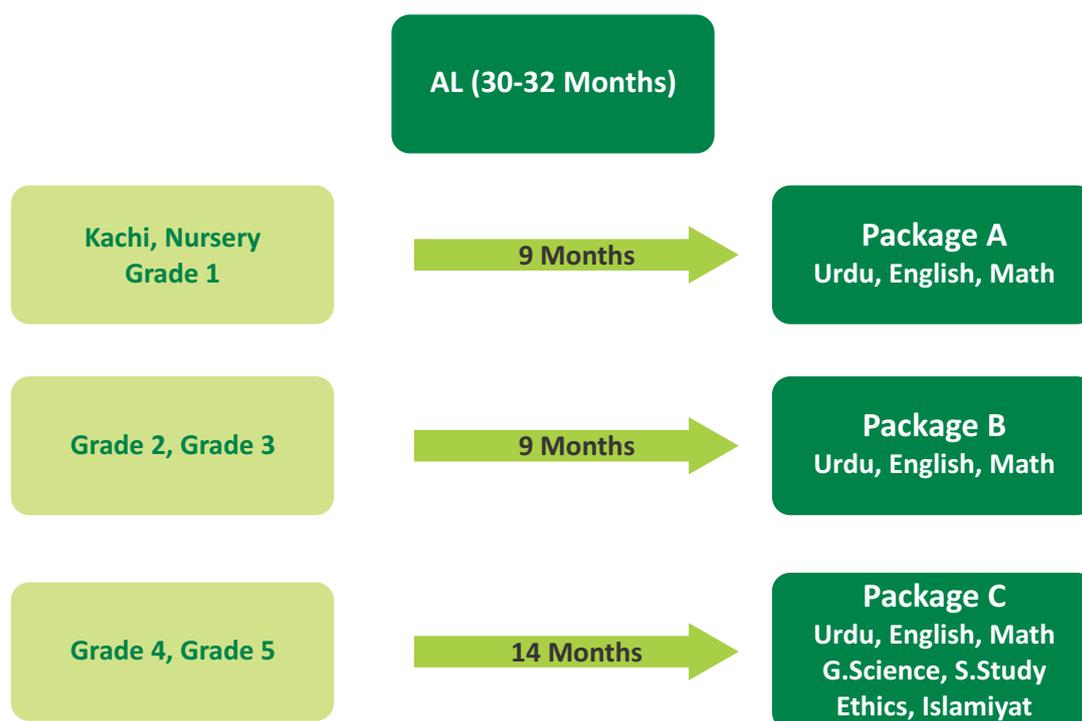
ALP also ensures teaching and learning standards, curriculum, assessment tools, data-driven and participatory management systems. Moreover, NCHD continues to explore possibilities of scaling up its activities in an effective and efficient way. ALP curriculum is aligned with formal curriculum for grades I to V as the Students Learning Outcomes (SLOs) are taken from formal national curricula. ALP curriculum was divided into three packages; A, B and C.

Curriculum for each level was created by combining the curriculum for two years in that level through retaining only "core" concepts and the elimination of less relevant topics by a committee of experts.

This scaling down was expected to be accompanied by close coordination with the mainstream education system and by the training and sensitization of teachers to deliver the compressed curriculum. The model adopted was as under;



ALP-Primary Equivalency Model



4.2 Piloting of ALP in Islamabad Capital Territory (ICT)

More child-centric activities leading to learning by doing, reflection and problem-solving skills were added in order to achieve the goal of preparing the youths for the future. The material was compatible with the educational backgrounds and competence of the teachers that were hired for the pilot project.

The breakdown of objectives for ALP material is as under;

- Establish model ALP schools/centres by applying the prescribed standards, curriculum, material, assessment tools and related management systems
- Develop implementation strategies and monitoring for course correction and ALP improvement

- Develop strategies for community-based and locally-led approaches
- Contribute to Prime Minister's Education Initiative aimed at ensuring 100 per cent enrolment in ICT
- Visually record innovative and efficient teaching-learning skills and methods in classrooms and develop means to deliver methods using information technology for enhancing capacity of ALP teachers

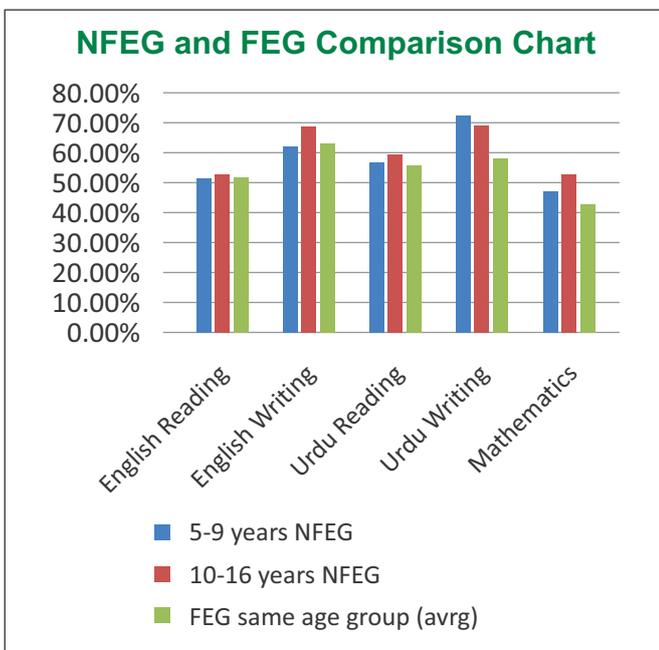
The next step to be taken by the implementing agency was piloting of ALP material before its implementation at a larger scale so as discrepancies could be rectified. Initially, following centres were established for pilot project in the ICT in collabo-

Total ALPs	Number of Learners		Average age of Learners	Current Grade	Number of Teachers		Average Qualification
	Girls	Boys			Male	Female	
12	184	99	10 Years	Package B & C	12	60	Graduate

4.3 Findings from NEAS Study on ALP

NEAS assessed the centres established for piloting of ALP material on SLOs. Among others, below are the major findings of the NEAS research study;

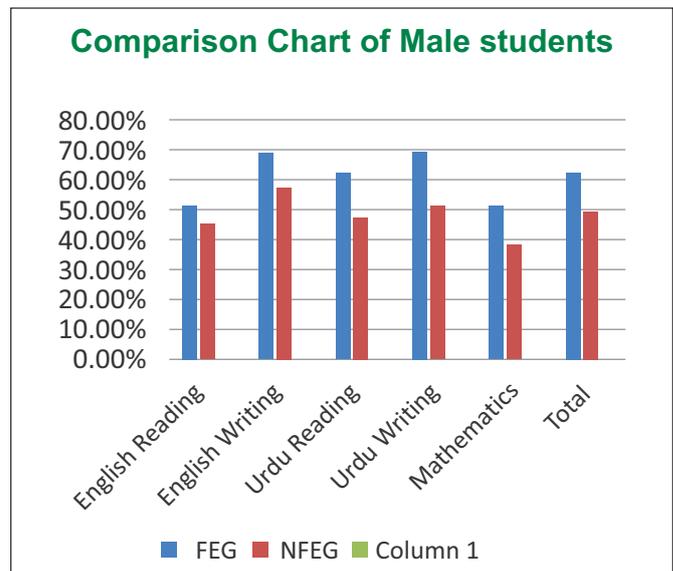
- Learning achievement of the Non Formal Education Group and the Formal Education Group (FEG) were found to be almost similar
- Learning achievement of average learners in the NFEG and the FEG were almost the same
- Learning achievements of male and female learners in the NFEG were found equal to the FEG



A comparison between the NFEG and FEG is shown in the table below;

Activity	FEG	NFEG
English Reading	52.2%	52.6%
English Writing	63.2%	67.7%
Urdu Reading	56.0%	58.5%
Urdu Writing	58.2%	70.3%
Mathematics	43.8%	51.9%
Total	55.7%	62.3%

Table B: Comparison between 5-9 years and 10-16 years old children in non-formal schools with same age group in formal schools



The table shows that there is no significant difference between non-formal and formal education groups as far as English Reading is concerned.

- The same situation was found in English Writing in both groups when compared of 5-9 years and 10-16 years old children in non-formal schools with same age group in formal schools.
- Interestingly, in Urdu Reading and Urdu Writing the students of non-formal education showed better results than formal education students.
- In Mathematics Non-formal education students performed better than those who studied in non-formal settings.



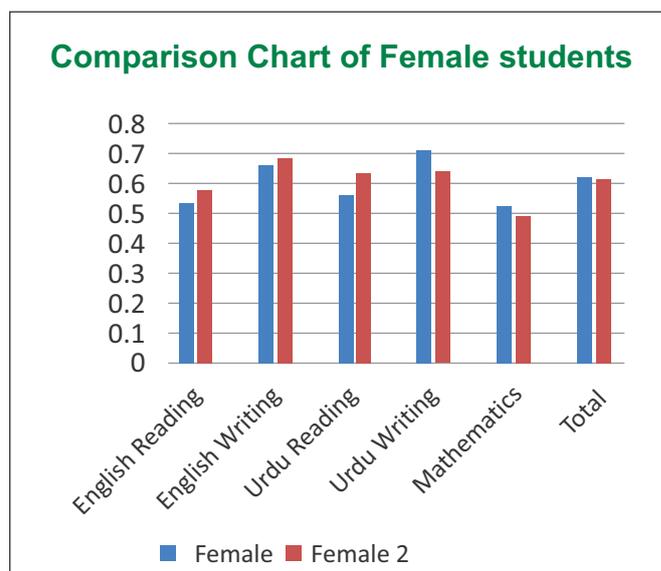
Activity	5-9 years n=45 (NFEG)	10-16 years n=145 (NFEG)	FEG same age group
English Reading	51.5%	53.0%	52.2%
English Writing	62.2%	68.8%	63.2%
Urdu Reading	57.0%	59.0%	56.0%
Urdu Writing	72.2%	69.5%	58.2%
Mathematics	47.1%	53.1%	43.8%

Table C: Comparison of Male Students of FEG with Male Students of NFEG

Activity	Male FEG	Male NFEG
English Reading	51.5%	45.6%
English Writing	68.7%	57.0%
Urdu Reading	62.0%	47.5%
Urdu Writing	69.3%	51.5%
Mathematics	51.2%	38.1%
Total	62.0%	49.2%

Table D: Comparison of Female Students of FEG with Female Students NFEG

Activity	Female FEG	Female NFEG
English Reading	53.3%	58.1%
English Writing	66.5%	68.7%
Urdu Reading	56.0%	63.5%
Urdu Writing	71.3%	64.3%
Mathematics	52.6%	49.0%
Total	62.4%	61.6%



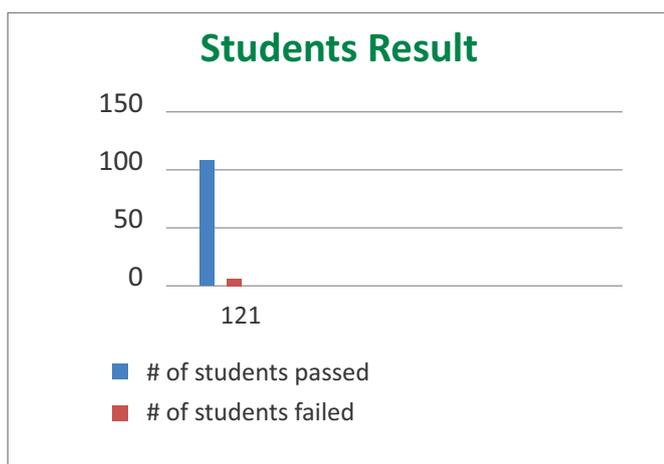
In a nutshell, the NEAS found out that the ALP model was significantly successful in achievements of SLOs.

Moreover, the NEAS recommended that ALP can equally be utilized as a catch-up-/remedial program for over-age and slow learners in formal and non-formal educational settings.

4.4 NCHD Creates History

NCHD created history as its 5th Grade students appeared in annual examination 2019 conducted by the Federal Directorate of Education (FDE). NCHD had established 12 centres in the pilot phase but three of these centres were closed due to poor participation of learners. However, nine centres were successfully run by NCHD with continuous support of JICA AQAL Out of these 9 centres, 121 students were able to complete package C of APL thereby appeared in the centralized annual examination conducted by FDE.

The results showed by NCHD schools were encouraging for all stakeholders. This enabled NCHD to introduce the ALP approach on a larger scale. The result is shown in the table below. Thus NCHD made history through its young scholars who showed their academic worth in the examination conducted by a third party.



No. of Students appeared	No. of Students passed	No. of Students failed	Success ratio
121	113	08	93.3%

4.5 Up-scaling of ALP in Religious Seminaries

Keeping in view the NEAS findings, a new project was conceived and submitted to the PHDF for financial assistance, which was approved for five years on the basis of results ascertained by NEAS. Under this project, NCHD established 100 schools in religious seminaries in four provinces of Pakistan with the following objectives;

- Include the students in the mainstream of religious seminaries by introducing contemporary education alongside the curricula of religious seminaries to enhance prospects of students to pursue further study
- Bring about qualitative improvement in students of religious seminaries to enable them to attain standards of national education systems in formal education
- Encourage religious seminaries by providing support in the form of honoraria for teachers, learning material and textbooks
- Introduce science, maths, social studies and English subjects in religious seminaries
- Enable religious seminaries students to use computer so that they are compatible with formal education system

Initially, 100 religious seminaries were identified across the country to provide access to those children who have never been to school before or dropped out in different grades through ALP.

The table below shows the detail of the 100 religious seminaries in 16 districts of four provinces where NCHD introduced the ALP.

Detail of 100 Religious Seminaries where NCHD introduced ALP

Sr.#	Province	Districts	# of Madaris	Students enrolled
1	Punjab	Dera Ghazi Khan	7	150
		Rajan Pur	5	125
		Jhelum	5	128
		Chiniot	8	181
2	Balochistan	Kharan	5	143
		Quetta	10	258
		Musa Khel	5	123
3	Khyber-Pakhtunkhwa	Naseer Abad	5	150
		Swat	5	132
		Shangla	5	120
		Lakki Marwat	10	265
4	Sindh	Bannu	10	255
		Tharparkar	5	134
		Sujawal	5	139
		Jamshoro	5	142
		Karachi	5	130
		16 districts	100	2575

4.6 Training of Trainers (ToT) in Islamabad

Keeping in view the significance of ALP, a five-day Training of Trainers (ToT) workshop was conducted for NCHD Provincial Heads and Program Coordinators in Islamabad in collaboration with JICA-AQAL and Allama Iqbal Open University (AIU). NCHD and JICA senior management visited the training workshop and spoke about the importance of ALP. They motivated the participants and encouraged them to apply the skills and techniques learnt in the training in the field for broader benefit of schools and learners at the grass root level.

The objective of the training was to orient Provincial Heads and Coordinators on the ALP approaches and how to implement them successfully in the field. The training participants showed their determination to utilize the skills and techniques.

It was a unique opportunity that brought together NCHD managers to share experiences and lessons learnt.

Objectives

Broader objectives of the training are listed below:

- Impart training to Master Trainers on ALP approach
- How to use the textual material and teachers' guides of Urdu, mathematics and English subjects
- Demonstrate complete information of ALP teaching-learning material of Package A to enable teachers to better teach learners applying ALP
- Enhance capacity of trainers to implement methodologies and approaches of NFBE/ALP
- Ensure trainers are well-equipped on Package A assessment techniques and its utility

- Familiarise Master Trainers with their role and responsibilities on ALP in their respective jurisdictions during implementation of the project

Outline

- ALP curriculum/syllabus/text books
- Requirements of ALP delivery
- Diversity and learning needs with regard to NFE/ALP
- Teaching techniques and methods of teaching Urdu language
- Orientation on phonemic fit phonic
- Words, sentence and story making in Urdu
- Teaching techniques and methods of teaching English language
- Teaching techniques and methods of teaching mathematics
- Assessment strategies and types
- Classroom management

Group photo of participants from all provinces at the conclusion of the Training of Trainers (ToT) with Dr. Shafqat Ali Janjua, Director Education NCH D, Ms. Chio Ohashi, Chief JICA AQAL Project, Dr. Muhammad Ajmal, HoD Non-Formal Education Department AIOU and Mr. Abil Gill, Deputy Chief JICA AQAL Project.



Volunteerism for Community Development

Research has shown that those communities rapidly develop, who mobilize their own resources to resolve their issues. Social scientists have been advocating for this notion for many decades. Islam also lays great emphasis on the importance of volunteerism. Allah has ordained in the Holy Quran that "Allah helps those who help themselves".

5.1 Volunteerism in Pakistan

Volunteerism has many definitions. Work done by a person or a group of people that benefits others without any financial or other rewards may be termed as volunteerism. Volunteerism is rooted deeply in our communities for centuries. Community volunteers help different groups of people; children, senior citizens, and people with disabilities, females and try to address a variety of social and environmental issues, among others. Community volunteers mostly are involved in raising funds through resource mobilization and raise donations in various forms for marginalized segments of society.

Volunteerism is a powerful method of engaging people in tackling development challenges. It can transform the pace and nature of development. Many people participate in community service because they enjoy helping others and improving their communities.

Millions of marginalized people in Pakistan including the poor, the physically and mentally challenged, widows and orphans and others are deprived even of their basic human and constitutional rights.

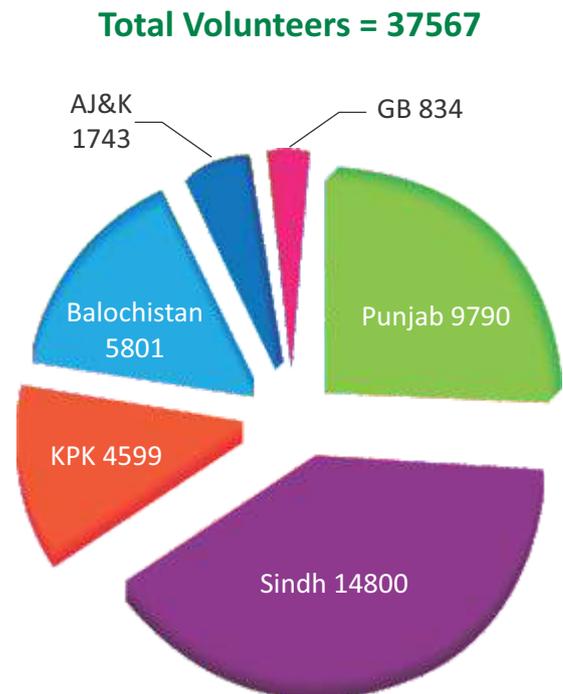
A number of institutions are working day and night for the uplift of the poor despite many challenges, the major being lack of financial resources and an unskilled workforce. The impact of these institutions can be substantially larger if their workforce is more organized in an efficient and effective manner. Volunteers once organized can make a huge difference by investing time and through utilization of their skills.

There is no dearth of the spirit of volunteerism in Pakistan, be it in an individual capacity or institutional. However, by and large, it remains scattered and unorganized. Some institutions, such as the Aga Khan Foundation, Edhi Welfare Organization, NCHD, Behbud, Dar-ul-Sakun, the Indus Hospital, SIUT and many other have been tapping into volunteerism through annual

internships, summer and winter volunteer programs etc. More and more organizations become active on social media to connect with people and offer them a variety of volunteering opportunities.

Pakistan has the "Pakistan Boy Scouts Association" and "Pakistan Girls Guide Association" programs. With more than 60% of the population comprising of youth, if revamped these volunteer programs could prove extraordinarily beneficial for communities at grassroot level and can produce remarkable results.

NCHD Province-Wise Volunteers



5.2 Role of NCHD Volunteers

Volunteers play vital role in spreading messages and creating awareness among people regarding enrolment and school development interventions. During 2019, volunteers took part in enrolment activities through;

- Conducting planning meetings with Field Officers regarding enrolment campaign at village level
- Conducting public awareness walk events at village level with the help of Field Officers and feeder schools teachers
- Collecting data of 0-9 years OOSC in the vicinity of feeder schools
- Providing help in compilation of lists of OOSC
- Community mobilization and advocacy campaign at all levels
- Celebration of enrolment week
- Conducting baseline survey in all NCHD feeder school across the district
- Providing help in enrolment campaign seminars conducted by NCHD
- Providing facilitation and assistance to Field Officers and feeder school teachers in SDP
- Engaging prayers leaders for announcement regarding the campaign, printing and distribution of awareness materials
- Conducting broad-based community meetings/corner meetings at village level

Volunteers' Contribution

NCHD volunteers have been contributing since its establishment in the following areas:

- Support NCHD programs i.e. Universal Primary Education (UPE) and Adult Literacy
- Help implement national initiatives like Clean and Green Pakistan
- Supplement services to improve human lives in general

Following activities are carried out by NCHD volunteers regularly as these are included in the basic design of the UPE program:

- Enrolment campaign
- Dropout prevention
- Student assessment

- Conducting PTM
- Revamping of School council
- Organize summer camps
- Support deserving students through provision of Uniform
- Textbooks fit schools bags
- Tuition after school timing

Following activities are conducted by our volunteers under the direct supervision of NCHD district leadership;

- Identification of adult illiterates in the community
- Support in establishing adult centres
- Advocacy to convert ALC into CLC
- Ensuring maximum attendance in ALC Arranging lectures in ALCs such as;
- Health & hygiene
- Basic skills
- Horticulture

Following tasks are performed by NCHD volunteers to directly improve human lives;

- Work with local health department to set up an immunization day
- Plantation twice a year near community feeder schools and Adult Literacy Centres or any area suitable for plantation
- Recognize volunteer services and their significance

5.3 Tree Plantation Campaign

The VCD department has taken various steps to achieve the SDGs and Vision 2030 targets. It is our national obligation to live up to our commitment and achieve SDGs by 2030. The SDG targets are related to climate change, its impacts and sustain-able management of forests. These goals are:

- Goal 13: Take urgent action to combat climate change and its impacts

- Goal 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss
- NCHD has been working to contribute towards these goals through tree plantations in which the volunteers actively take part and make it successful

The major objectives of the Tree Plantation Campaign are as under:

- To create awareness among people about the importance of trees plantation and conservation of forests and their role in tackling climate change
- To ensure participation of volunteers, students, teachers, NGOs and public representatives of provincial & district government and other stakeholders in the tree plantation campaign

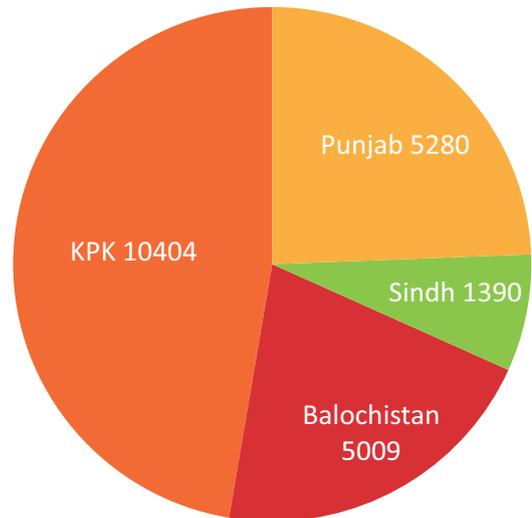


Col. (Retd) Dr. Amirullah Marwat inaugurating Tree Plantation Campaign 2019 by planting a sapling at F-9 Park, Islamabad



Dr. Shafqat Ali, Director Education planting a tree in Attock

Trees Planted in CFS / ALC & other Locations Total Tree Planted = 22,083



5.4 Clean & Green Pakistan Initiative

Ministry of Federal Education ft Professional Training issued directives to provinces on Clean Green & "Plastic Say Nejat Campaign" Chairman NCHD, while reinforcing the federal government's directives, instructed all staff in all provinces to take active part in the campaign and make it a success.

Resultantly, the following activities were conducted by all NCHD literacy staff across all the provinces during Each One Teach One programme community meetings.. Cleanliness is half of the faith in Islam. This includes all type of cleanliness i.e. personal health hygiene, cleanliness of surroundings and environment at large. NCHD district team were assigned to;

- Conduct awareness sessions on plantation and cleanliness with special emphases on elimination of the curse of plastic bags in learning centres, functional literacy centres, communities and mosques
- Plant maximum saplings and motivate others to take part in this noble cause under the Prime Minister's vision of Clean & Green Pakistan
- Participate in walk, seminars and social activities to engage youth, especially students, to raise their awareness on the importance of cleanliness, plantation and how it helps resolve climate issues including air, water and plastic pollution

Coordinate with line departments i.e. Health, Forestry, Agriculture and NGOs working on similar issues for synergies and spreading message among communities through coordinated efforts

Develop charts/banners/leaflets/brochures with relevant messages and display at visible community sites. There is a need for improving information-sharing, education and sensitization of communities

Conduct visits to govt/private schools and institutions to deliver motivational sessions on climate change and the role of communities

Raise voice on social media and take part in drives focusing on waste management, hygiene awareness, access to drinking water, trees, etc.

Any activity that aims to contribute towards the environment's benefit by engaging the public and raising their awareness



Awareness walk in Khyber-Pakhtunkhwa

NCHD took Clean fit Green Campaign as its social, moral and religious responsibility and worked selflessly with commitment and dedication. The VCD, UPE and literacy staff were on the frontline during the campaign. Below are some of the major achievements;

- Conducted sessions on plantation and cleanliness with special focus on the curse of plastic bags in ALCs/CLCs, community gatherings and mosques
- Coordinated with line departments i.e. Health, Forestry, Agriculture, and NGOs working on this subject for support and coordinated activities
- Developed charts bearing effective messages



Students of feeder school planting a plant

a. Sindh

NCHD Sindh coordinated closely with government line departments under the slogan "EIK BASHAR DO SHAJAR" and facilitated volunteers and field teams as they initiated the tree plantation campaign at district level.

Trees and saplings were planted in and around adult literacy centres, feeder schools, human development support units and basic health units as well as in government schools.



Feeder teachers are planting a sapling in Sindh



Sr.#	District	Covered Taluka	Tree Plantation at CFS	Clean & Green Pakistani awareness session on Polythene	Schools Locations
1	Sukkur	3	42	18	18
2	Shikarpur	2	22	3	2
3	Larkana	4	22	10	12
4	Ghotki	4	25	12	15
5	Kashmor	1	5	2	2
6	Kamber	1	6	6	6
7	Khairpur	3	440	6	80
8	Jacobabad	3	330	5	2
9	Dadu	2	60	16	6
10	Karachi	2	22	22	23
11	Thatta	3	60	12	47
12	Jamshoro	1	2	2	1
13	Mirpurkhas	1	4	4	4
14	Umerkot	4	24	12	24
15	Sanghar	2	2	2	2
16	Mataria	3	10	2	8
17	TYAR	2	2	2	2
18	SBA	2	22	18	2
19	Naushroferoz	1	2	2	2
20	Hyderabad	1	1	1	1
21	Sujawal	3	14	9	14

b. Balochistan

In Balochistan, the tree plantation campaign was organized at a much larger scale as compared to other provinces. NCHD Deputy Directors, Assistant Directors, Field Officers and support staff participated in the campaign.



Pictorial Glimpse of Balochistan Tree Plantation Campaign

c. Punjab

NCHD Punjab, in collaboration with agriculture and education departments at district level, started tree plantation in community feeder schools and remote areas across the province.

Awareness campaign was organized at district level by NCHD Deputy Directors, Assistant Directors and field officers. Plantation was done by local communities in the feeder schools.

Trees were provided by the Agriculture Department and local NGOs free of cost. Students of CFS played an active role in turning their feeder schools green with the help of their teachers.



DD Okara Planted Tree

d. Azad Jammu and Kashmir

Plantation campaign was also launched in NCHD feeder schools in AJ&K with the slogan of GREEN and CLEAN AJ&K. NCHD AJ&K designed a comprehensive strategy with support from district field teams. The field staff was briefed on how to ensure effective implementation of the operational plan. The meeting of the FSMCs played a key role in guaranteeing ownership of the project by the local communities.

Awareness of communities at large was raised on the importance of plantation. The students of feeder schools as well community volunteers took active part in plantations. The entire plantation campaign was conducted with great and zest.

During the plantation campaign, the local community provided saplings in great numbers. Students took responsibility to ensure the protection of these plants. NCHD will provide awards to students, in the next academic session, who have planted more trees and protected them.



M.Ajaz Ahmed, DD-NCHD planting a tree in District Kasur
CEO-DEA, DEO are also present at the occasion.



Inauguration of Tree Plantation campaign
in Bahawalnagar



Tree plantation activity in AJ&K

e. Gilgit-Baltistan

NCHD Gilgit-Baltistan arranged meetings with Gilgit-Baltistan Forest Department and Agriculture Department.

The three departments jointly launched the tree plantation campaign in the catchment areas of feeder schools across the GB region. Saplings and technical support was provided by the Forest and Agriculture departments during the entire plantation drive.

The authorities from Agri Extension Gilgit-Baltistan and Deputy Chief Conservative Forests departments provided extraordinary support during the tree plantation drive across the region, which started in mid-April in all districts during 2019.



Tree plantation at District Gilgit along with volunteers.

5.5 Free Medical Camps

NCHD, under the Sustainable Development Goals, has been mandated to "ensure healthy lives and promote well-being for all at all ages, Therefore NCHD organized medical camps in all districts of Pakistan in 2019.

The purpose of these camps was to help reduce the prevalence of hepatitis, diarrhoea, diabetes heart disease and upper and lower respiratory tract infections in local communities. NCHD arranged medical camps in all districts to support achieving SDG Goal 3 and Vision 2030.



NCHD volunteers are donating blood to the needy patients in Sindh

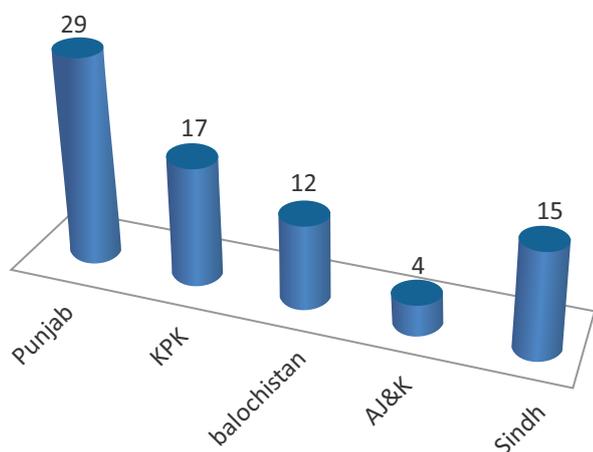
As many as 18,246 community members benefitted from these medical camps. Patients with severe infectious diseases were referred to District Headquarters (DHQ) and Tehsil Headquarters (THQ) hospitals for further treatment. Community members were also briefed on how to consult a doctor in time to avoid complications. Objectives of these medical camps were to:

- Provide health facility to the most remote and vulnerable communities at their doorstep
- Help improve health of people through timely treatment
- Raise health awareness among communities
- Provision of free medicines to patients

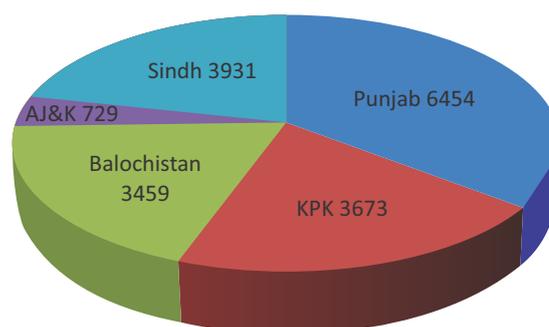
Summary of Medical Camps

Province Name	No. of Medical Camps	No. of Patients treated	No. of Doctors Participated	No. of volunteers Participated	Resource mobilization Value in Rs.
Punjab	29	6,454	52	64	1,327,260
Khyber Pakhtunkhwa	17	3,673	38	62	1,071,400
Balochistan	12	3,459	35	45	1,057,300
AJK	4	729	8	15	520,000
Sindh	15	3,931	42	86	584,100
Total	77	18,246	175	272	4,560,060

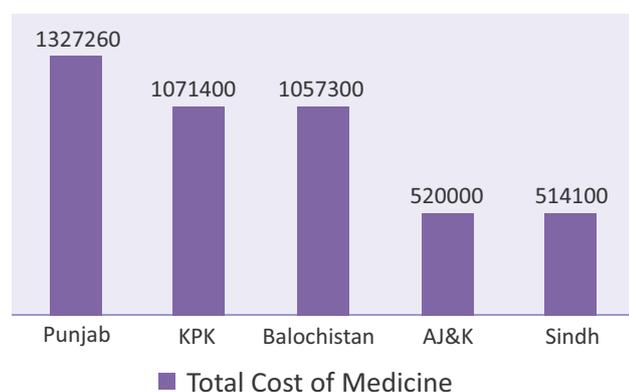
77 Medical Camps Detail



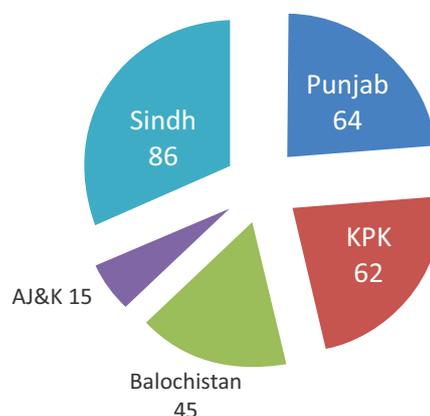
18246 Patients treated in free Medical Camps



Total Provincial Cost of Medicine Rs. 4,560,060



Volunteers Participation Ratio in Medical Camps



A. Khyber Pakhtunkhwa

Sr.#	District	No of Medical Camps	No. of patient treated			No. of Doctors Participated	No. of Paramedics Participated	No. of Volunteers Participated	value in Rs.
			Male	Female	Total				
1	Charsadda	1	215	235	450	6	6	2	65000
2	Kohat	1	43	82	125	2	1	3	45000
3	Malakand	1	63	64	127	3	2	5	42700
4	Mansehra	1	69	147	216	3	9	8	35000
5	Dikhan	1	33	30	63	1	3	3	18300
6	Buner	1	152	186	338	3	6	4	62000
7	Haripur	1	75	118	193	1	2	6	35000
8	Mardan	1	163	175	338	3	1	3	105000
9	Peshawar	1	279	317	596	4	2	4	40000
10	Nowshera	1	72	8	80	1	0	2	22000
11	Swabi	1	92	118	210	2	2	3	96900
12	Abbottabad	1	145	129	274	2	2	4	145000
13	Abbottabad	1	234	133	367	2	2	4	215000
14	Chitral	1	32	21	53	1	1	3	15000
15	Karak	1	25	34	59	1	1	3	90000
16	Swat	1	41	-	41	1	1	3	30,000
17	Shangla	1	108	35	143	2	1	2	9500
	Total	17	1841	1832	3673	38	42	62	1071400

NCHD launched these medical camps due to poor peoples lack of access to health-care services. One of the major roles of FMC is to raise awareness amongst marginalized communities, especially those who have no access to basic healthcare services or are unaware about the diseases they are suffering from.

NCHD provided free medical advice, medicines to poor people and referred some for specialized treatment. General medical camps were conducted for drug addicts at "Nawjwand" Drug Addicts Rehabilitation Centre in Swat on July 30, 2019.

NCHD also initiated a literacy program for drug addicts. Beside routine check-ups of more than 50 patients, the patients were also screened for HBS, HCV and HIV. Free medicines were given to patients.



Tando Muhammad Khan Medical Camp

b. Sindh

Under the volunteer network, NCHD took the initiative of providing free healthcare consultations and medicine for needy people at their doorstep.

NCHD Sindh arranged meetings with District Health Officers for organizing free medical camps in target districts.

NCHD in various meetings highlighted the importance of free medical camps in underprivileged areas of the district to provide free treatment facilities to poor families who cannot afford expensive private treatment as well as transport to access medical facilities. District health department provided full support in this noble cause.

NCHD-VCD Department Sindh identified potential need base locations and arranged logistics while the Health Department provided medicines and doctors, both male and female. District Deputy Commissioners were also on board for this activity.



Achievements

Sr.#	District	No of Medical Camps	No. of patient treated			No. of Doctors Participated	No. of Paramedics Participated	No. of Volunteers Participated	value in Rs.
			Male	Female	Total				
1	Shikarpur	1	180	248	228	3	2	2	35000
2	Jacobabad	1	60	75	135	2	2	4	45000
3	Dadu	1	245	335	580	3	3	8	90000
4	Thatta	1	60	155	215	4	3	12	12000
5	Sanghar	1	31	56	87	2	4	7	22000
6	Larkana	1	112	30	142	1	1	3	15000
7	Matiari	1	79	95	174	2	2	3	57700
8	Tharparkar	1	76	84	160	2	3	18	3500
9	Ghotki	1	83	85	168	2	2	3	55000
10	Tando Mohammad Khan	1	367	443	810	5	3	4	167900
11	Ashmore	1	141	61	202	4	1	5	25000
12	Umerkot	1	105	106	211	3	3	6	25000
13	Sujawal	1	205	193	398	4	4	5	5000
14	SBA	1	151	74	225	3	2	3	95000
15	Mirpurkhas	1	101	95	196	2	3	3	31000
	Total	15	1996	2105	3931	42	38	86	684100

c. Balochistan

NCHD Balochistan provided an opportunity of free medical check-up and medicine to the poor and needy people. Medical camp was organized by NCHD in collaboration with Health Department, pharmaceutical companies and Pakistan Red Crescent Society in all districts of Balochistan.

The activity was conducted by NCHD districts team of volunteers and meetings were arranged with PPHI, Pharmaceutical companies.

Health Department and PRCS. Main objectives were to:

- Provide affordable healthcare and health information to the community
- Identify common health problems
- Provide free medicine to the poor at their doorstep

Specific Goals

Provide both preventive and curative treatment of common ailments to the community members

- Refer those who require specialized treatment as necessary
- Provide information on management of preventable diseases

- Discourage the use of drug and substance abuse among the community members
- Encourage use of available nutritious food products in the area
- Emphasis on the impact of maintaining personal hygiene and sanitation

Achievements

Sr.#	District	No of Medical Camps	No. of patient treated			No. of Doctors Participated	No. of Paramedics Participated	No. of Volunteers Participated	value in Rs.
			Male	Female	Total				
1	Quetta	1	127	409	536	3	4	11	300,000
2	Chagai	1	22	29	51	1	3	2	30,000
3	Mastung	1	153	308	461	3	3	3	45,000
4	Kalat	1	319	0	319	3	3	3	24,000
5	Kech	1	45	6	105	2	3	3	40,000
6	Naseer Abad	1	165	105	270	2	3	4	95,000
7	Killa Abdullah	1	13	48	61	1	1	3	20,000
8	Killa Saifullah	1	92	84	176	5	4	5	148,300
9	Zhob	1	394	452	846	8	2	3	150,000
10	Ziarat	1	223	257	480	5	5	2	180,000
11	Barkan	1	27	61	88	0	2	3	15,000
12	Kohlu	1	41	25	66	2	1	3	10,000
	Total	12	162	1838	34579	35	34	45	10,57,300

d. Punjab

Punjab took this task as a challenge because without a budget it is always difficult to conduct activity on a large scale. With the help of active volunteers, NCHD Punjab team did this job and achieved excellent results. It is a challenge for any organization to identify active volunteers from the community. After conducting these medical camps, true active volunteers have also been identified.

Outcomes

- Reduced general diseases like Hepatitis, diahorrea, diabetes and heart disease
- Reduced Infant Mortality Rate

- Reduction in eye and ear ailments among the communities members
- Dynamic coordination with other departments, specially Health Department
- Timely treatment of patients



DD VCD and DD Attock visited Medical Camp at District Attock

Achievements

Sr.#	District	No of Medical Camps	No. of patient treated			No. of Doctors Participated	No. of Paramedics Participated	No. of Volunteers Participated	value in Rs.
			Male	Female	Total				
1	Attock	1	33	97	9130	1	2	3	29,500
2	Bahawalpur	1	132	128	260	2	2	3	25,000
3	Bhakkar	1	149	180	329	5	3	5	67,000
4	Chinniot	1	20	45	65	1	1	2	
5	D.G.khan	1	907	772	1679	4	3	4	400,000
6	Gujranwalla	1	20	5	25	1	1	3	5,000
7	Gujrat	1	28	75	103	1	2	3	20,000
8	Hafizabad	1	20	5	25	1	1	3	2,000
9	Jhang	9	819	790	1609	16	9	9	430,000
10	Layyah	1	53	79	132	2	1	3	56,700
11	Mianwali	1	161	59	220	2	3	3	60,000
12	Multan	1	187	201	388	5	5	10	100,000
13	Muzaffargarh	1	0	122	122	1	0	1	
14	Nankana	1	13	32	45	1	1	2	35,000
15	Narowal	1	31	131	162	1	2	1	16,700
16	Okara	1	62	130	192	1	2	1	6,000
17	Pakpattan	1	36	26	62	1	1	2	10,300
18	Rahim Rar Khan	1	194	186	380	1	1	2	115,000
19	Sheikhupura	1	15	53	68	1	0	2	
20	Toba Tek Singh	1	75	126	201	1	1	1	9,000
21	Vehari	1	150	107	257	2	2	1	1,50,000
	Total	29	3105	3349	6454	52	43	64	1327260

e. Azad Jammu & Kashmir



A free medical camp in Bagh AJ&K is being inaugurated



Chair NCHD Col. Retd. Dr. Amirullah Marwat with Mr. Arshad Mirza Secretary MoFE&PT leading a procession took out to show solidarity with the people of Indian Occupied Kashmir

Achievements

Sr.#	District	No of Medical Camps	No. of patient treated			No. of Doctors Participated	No. of Paramedics Participated	No. of Volunteers Participated	value in Rs.
			Male	Female	Total				
1	Muzaffarabad	1	17	23	40	2	2	4	30000
2	Bagh	1	72	113	185	2	2	3	40000
3	Rawalkot	1	92	133	225	2	4	4	100000
4	Kotli	1	43	236	279	2	3	4	350000
	Total	4	224	505	729	8	11	12	520000

5.6 Community Meetings

Community meetings bring diverse groups of stakeholders together for a specific purpose. Public meetings are held to engage a wide audience in information sharing and discussion. They can be used to increase awareness of an issue or proposal, and can be a starting point or an on-going means of engaging for further public involvement.

When done well, they help build a feeling of community. The main advantage of public meetings is the ability for stakeholders to listen to and talk to each other and take decisions regarding issues or concerns for which the meeting has been conducted.

During the year, influential volunteers and volunteers conducted meetings for:

- Enrolment of children

- Medical camps in the vicinity of feeder schools
- Tree plantation campaign
- Establishment of adult literacy centres
- Prevention of drop outs



Community meeting at District Sargodha



Community meeting at Mandi Bahauddin



International Volunteer Day Celebration at District Mardan

5.7 Celebration of National/ International Days

VCD celebrated national and international days i.e. International Literacy Day, International Women's Day, Teacher's Day, International Volunteers Day, etc. in coordination with the district government, NGOs, media, philanthropists and other community members during the year under review.

International Volunteer Day (IVD) - (December 5) -- is an international observance designated by the United Nations since 1985. It offers an opportunity for volunteer organizations and individual volunteers to make their contributions visible - at local, national and international level - in order to the achieve the SDGs. The event was celebrated by NCHD at district level and Taluka level.

District's Deputy Directors, Assistant Director- Literacy, Assistant Director (UPE) and field officers participated in the event organized at different locations of schools and communities. IVD was also celebrated in all CFS and re-opened schools and in different communities where literacy centres were established previously.



District Sargodha certificate distribution on IVD

Monitoring & Evaluation (M&E) and Internal Audit

Monitoring plays a pivotal role in the maintenance of desired standards of a process and achievement of desired outcomes. Thus learning through it causes further improvement and beautification of a program.

6.1 Background

NCHD takes a holistic approach for human development focusing on the people needs and works through existing frameworks for building capacity, raising awareness, promoting community participation and volunteerism and encouraging public-private partnerships. Using this approach, NCHD has spearheaded a mass movement for socio-economic development and behavioural change by fostering the spirit of volunteerism and community participation to ensure sustainability of its programs and extending support to District Education Departments.

Presently, one of the prime assignments of the NCHD is to contribute in achieving targets of Sustainable Development Goals (especially Goal 4). This includes the targets of 90% literacy rate by 2025 and 100% enrolment in schools by 2030. In order to achieve the mentioned goals, NCHD has adopted the following three-pronged approach:

- I. Universalization of Primary Education (UPE):
Ensuring that all children are enrolled and retained in the school till the completion of primary education.
- II. NFBE: Establishing Non Formal Basic Education Centres for the children who never attended the school and are in the age cohort of 9-14 years.
- III. Literacy Programs: Imparting Literacy Skills among the “backlog” of adult illiterates by organizing adult literacy programs in communities along with functional literacy and Income generating activities.

During the year 5,630 Feeder Schools of NCHD with 6,296 Feeder schools Teachers were functional wherein 304,098 students were enrolled. All these students are registered with regular government schools also in the vicinity and their particulars are included in National EMIS data as well.

NCHD established 2000 literacy centres nationwide in collaboration with Pakistan Human Development Fund during 2019, enrolling about 43,000 illiterates for teaching basic literacy skills and skill development especially in savings and income generation.

Monitoring and Evaluation regime plays a vital role in support of program design and implementation, in terms of process and output monitoring while suggesting measures for midcourse corrections and streamlining the outputs of the programs in terms of quality and quantity. It also focused on outcome and impact of interventions. It suggested necessary dynamic set at every stage for ensuring high levels of professional integrity and norms. Despite the limited resources, the Monitoring Team has exhibited inspiring role in the field activities.

6.2 Goals, Objectives and Functions

NCHD) has an independent M&E regime working across Pakistan. M&E department of the Commission is responsible for the dissemination of collated results of monitoring to the higher management for mid-course correction and policy formulation. M&E system is a crucial management tool which provides updated information on progress, problems and performance of the NCHD programs in the field. M&E effectively facilitates and supports policymakers to make better and more informed decisions.

Goals

- Provide assessment of progress on the goals & objectives of NCHD
- Facilitate informed decision making on policy issues
- Assess the efficacy of program designs
- Advise in day to day course correction in implementation.

Functions

- Track progress (against monthly targets) of each Program and identifying issues related to observance of inputs, processes and outputs through field monitoring in 33% program districts every month;
- Validate program outputs and verify occurrence of events/activities of each program against monthly work plan of each HDSU/program district in 100% of program districts;
- Record and report performance of each HDSU/program district against its monthly targets;
- Review progress to determine performance trends of each program on quarterly and annual basis;
- Assess outcome/impact of each program and/or its components and attributing outcomes to causes on annual basis;
- Investigate at least two issues related to efficacy of each program or its components on annual basis.

Functions of M&E

The main objective of M&E is to devise a mechanism for all the NCHD programs with the following Monitoring & Evaluating Functions and Responsibilities:

- Designing and implementing an M&E system across NCHD;
- Developing guidelines and providing training to concerned NCHD staff and stakeholder.
- Collecting, compiling and analysing data on different aspects of the NCHD programs;
- Monitoring and evaluating program interventions and outputs by using various M&E tools;
- Recommending remedial measures to remove the identified gaps in interventions.

- Preparing and submitting monthly, quarterly, and annual Monitoring Reports to the policy makers for rapid decision making.

Functional Framework of M&E

In order to achieve the above objectives, M&E department constitutes 2 sections, namely:

1. Statistics & Data Management section (SDM)
2. Monitoring and Evaluation section (Head office and Field Based)

The human resource for each section has been allocated on the basis of workload estimation and in accordance to apt managerial span required for each section.

6.2.1 M&E Operations 2019

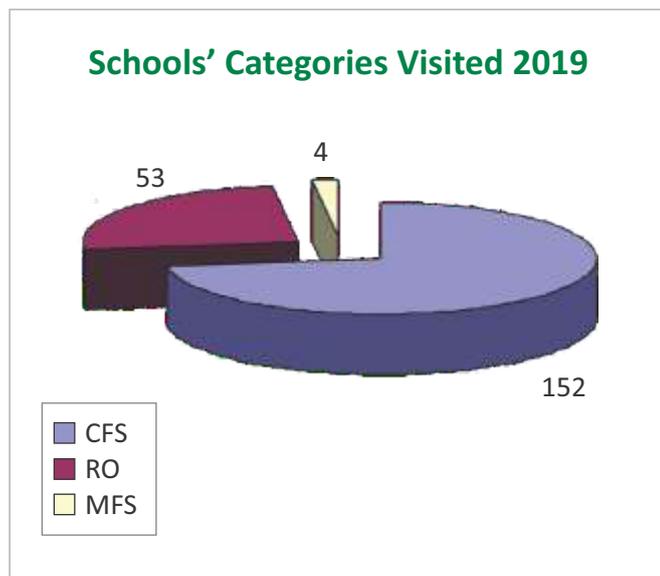
After the rationalization the NCHD is operating in 59 Focused districts of Pakistan, and further distributed into 27 focused Tehsils and 22 Satellite Districts. Due to limited resources, and non provision of Monitoring/Admin Budget by the Finance Department, M&E efforts were limited to 9 Districts only, where visits by HO Monitoring Teams, District teams were most essential due to scope and scale of operations in those areas.

6.2.2 NCHD Program Analysis in Monitoring & Evaluation Perspectives

In 2019, 209 schools were visited in all three categories by the Assistant Directors Monitoring and Monitoring Officers across the program districts in the three provinces including AJK. The sample selected for monitoring of CFS, RO and MFS makes approximately 3% of the CFS established Nationwide.

Keeping in view objectives of the NCHD UPE program, the overall analysis of UPE program on the Specified indicators is presented as below:

Pie-Chart 1: School Categories



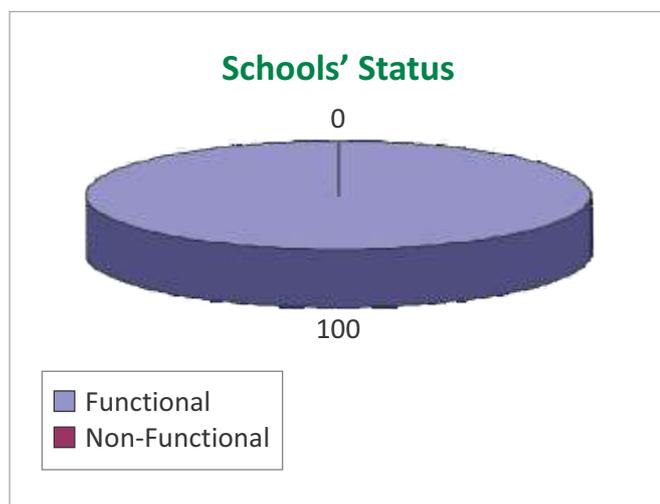
Graphical Presentation of Annual Monitoring Report 2019

6.2.3 Results and Findings of Monitoring:

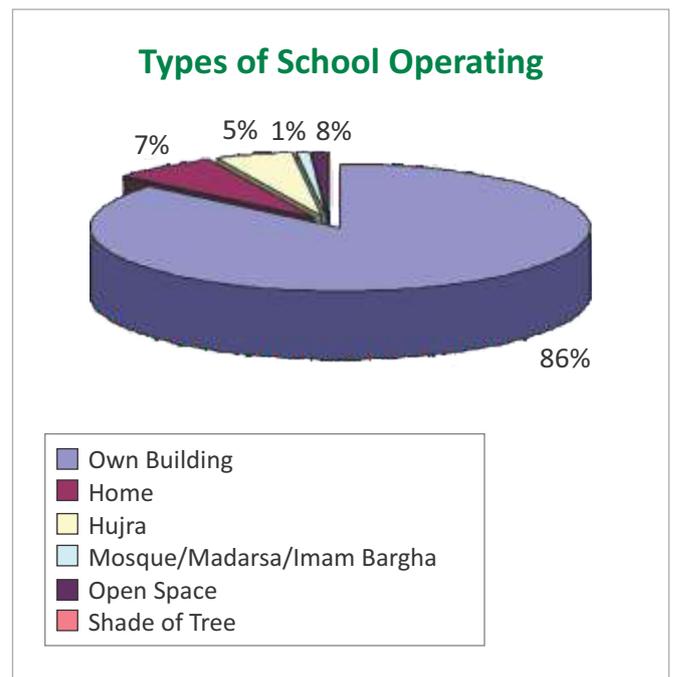
This section throws light on an overall performance of the program in relation to the objective wise indicators. The sampled data was cleaned, tabulated and analyzed through SPSS to draw findings on the basis of Major measurable performance indicators of UPE programs.

The detail findings on major indicators of UPE program is given below;

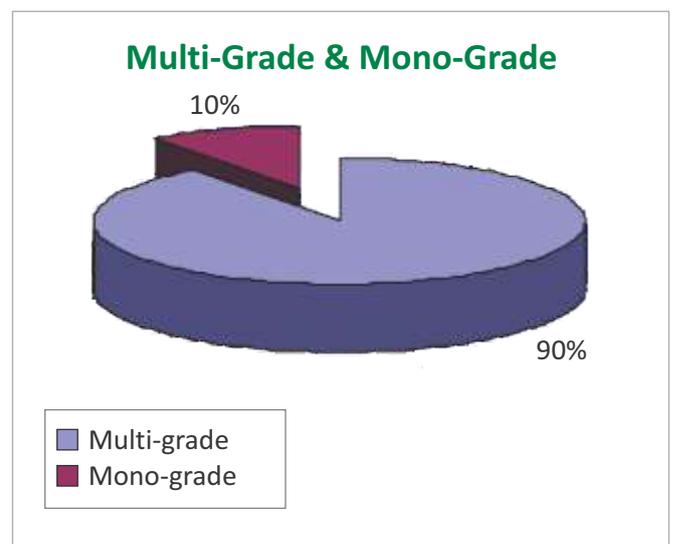
Pie-Chart 1: School Status



Pie Chart 3: Type of School

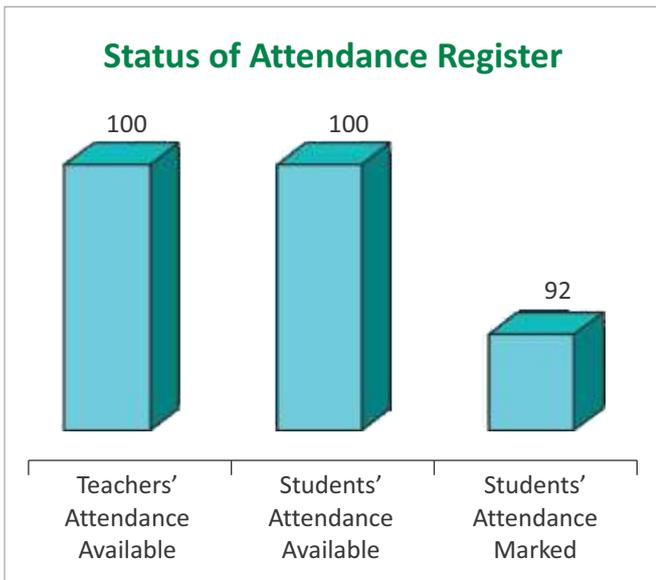


Pie Chart 4: Multi-grade & Mono-grade (Sitting Arrangements)



Graph 1: Attendance Registers

Attendance registers are an important indicators relating to the functionality of the feeder schools. Through student and teacher attendance registers the monitors/facilitators may well judge about the track record and performance of the school.



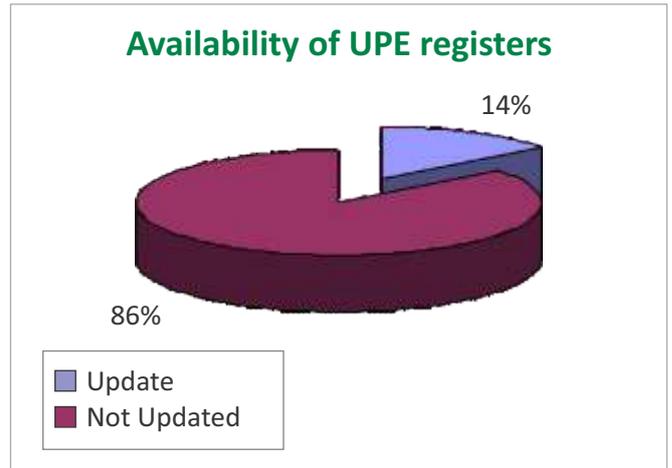
As per UPE Program design the feeder teachers are required to do the followings;

- Feeder Teachers are required to ensure attendance to show whether a student is in school or not.
- The students who are not in Schools must be marked an absence to be part of the students' record.
- Feeder Teachers are required to follow the six step brought back mechanism in case the student remains absent for more than three days.

Pie Chart 5 (a): Status of UPE Registers

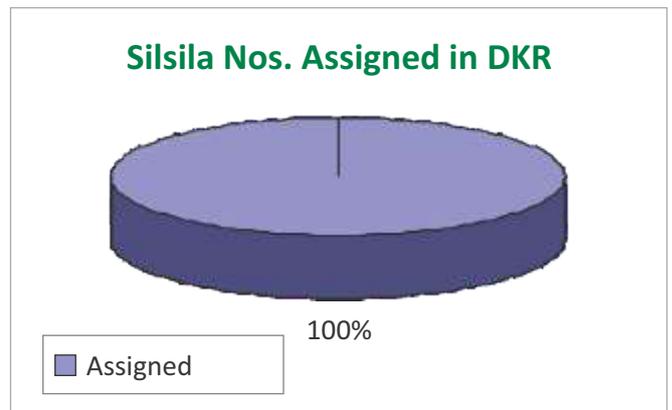


Pie Chart 5 (b):

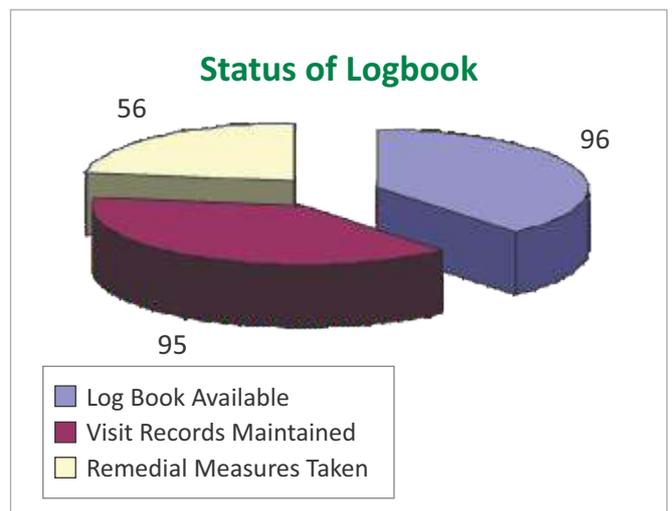


Pie Chart 6: Silsila Numbers Assigned to the Enrolled Students

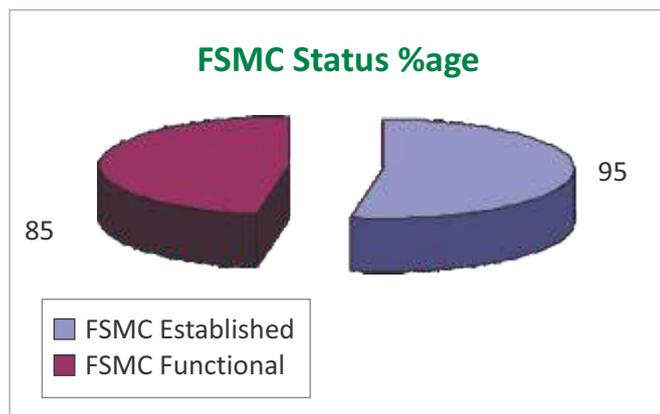
The students enrolled in the feeder schools should be enrolled in the Dakhil Kharij Register of the Parent School (Government School) by assigning the Silsila numbers to the students of the feeder schools



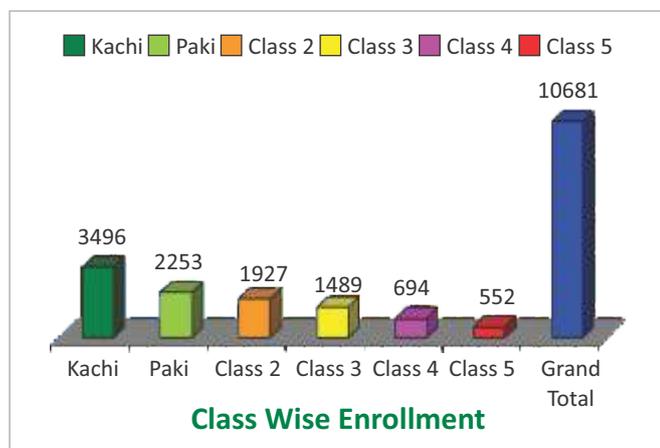
Pie Chart 7: Availability of Log Books



Pie Chart 8: Feeder School Management Committee (FSMC)



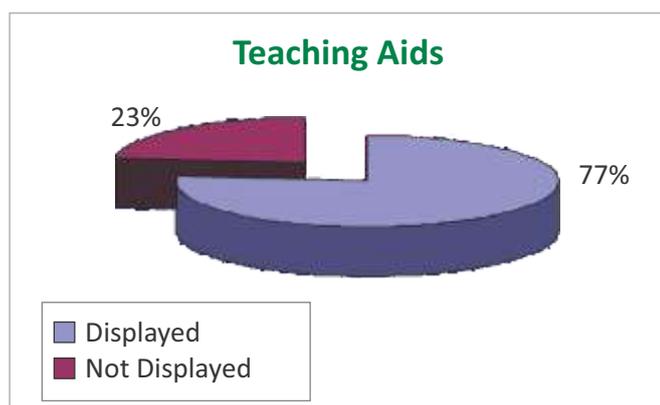
Graph 2 : Enrollment



The graph 2 depict that there is serious decreasing trend in the enrolment from kachi to class 5. Retention of the students till grade 5 is very low which is alarming in the current scenario.

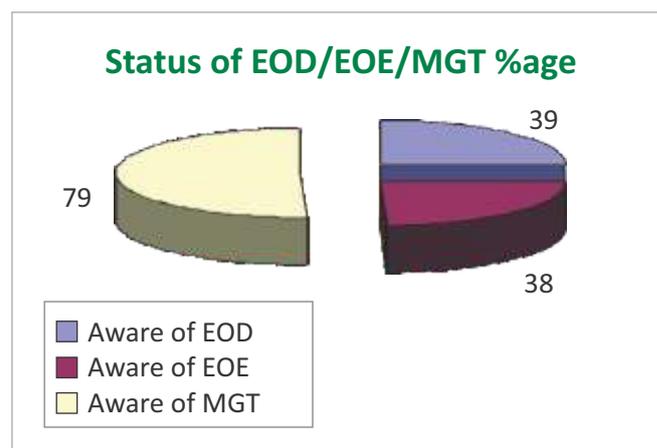
Moreover, it is pertinent to keep the track record of the students whether dropped out or enrolled in any other educational institutions to ensure the 100% retention of the students till primary grade as a key objective of UPE program.

Pie Chart 10: Teaching Aid/Charts

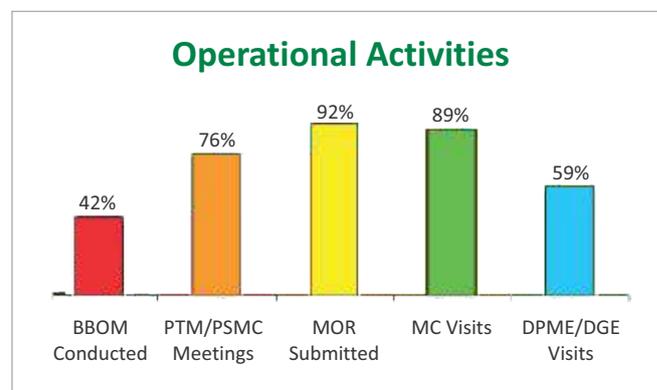


Pie Chart 11: Teacher Knowledge about ECE, ECD and Multi-grade Teaching

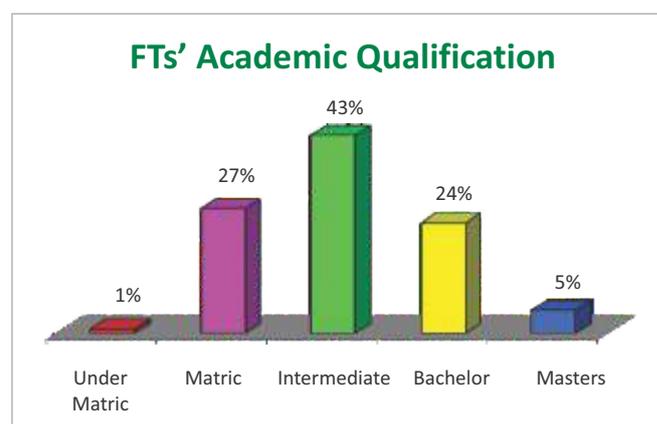
NCHD has initiated the concepts of Early Childhood Education (ECE) and Early Childhood Development (ECD) in its PC-1 to be the part of Feeder Schools' classroom. Most of the NCHD Schools are single teacher schools; hence, the multi-grade teaching methodology needs to be furnished through training of the feeder teachers.



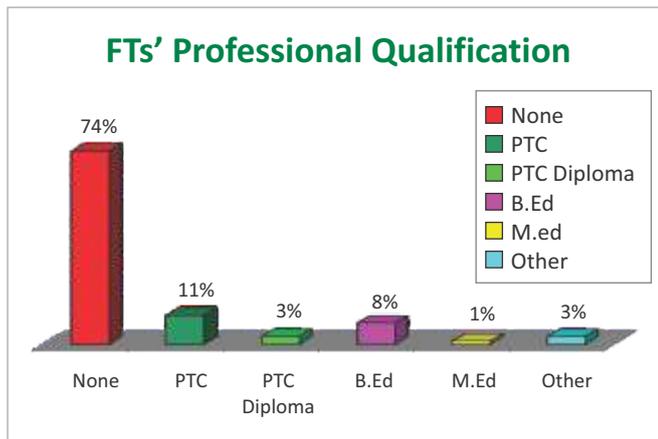
Graph 3 : Activities by the Field Staff



Graph 4 (a): Academic Qualification of Feeder Teachers



Graph 4 (b): Professional Qualification of Feeder Teachers



6.2.4 Summary of Observations and Way forward

1. Skills, Aptitude and Standard: Most of our Feeder Teachers are not skilled enough and their aptitude is also below desired level. Resultantly their performance is not good and hence the program finds many problems like low enrolment, Weak control on dropouts, and shrinking retention beyond class Nursery beside poor quality of education.
2. Long delays in payment of salaries is a demotivating factor, hence it needs our attention as priority issue.

Community Feeder School Structure and Environment

1. Bulks of Community Feeder Schools are still devoid of essential facilities like books, mats, teaching aids, ventilation and comfortable sitting arrangements are missing. School Development Plan lacks desired dynamism in these areas and we need to address this issue on priority.
2. Environment of these schools are not friendly to the desires and expectations of the students and community. These results in, grade repetition, poor learning and long absenteeism followed by drop outs.

Issues Pertaining to Students, Community and NCHD Teams

1. OOSCs lists are either deficient or not maintained properly which results in inaccurate enrolment of all out of school boys and girls.

2. Due to non-availability of Early Child Hood Development Kits concept of ECE defined on ground seems questionable.
3. Feeder School Management Committees are established but this forum is not held to help, facilitate the school.
4. Log books are available in majority of schools but remedial measures are taken in a few, no compliance or proper follow up of the gaps identified or instructions given in the log book by NCHD/ED Officials has been observed.
5. Schools found overcrowded need immediate attention.

4.4 Capacity Building Efforts

1. Capacities of Capacity Builders are essential. Provincial Offices need to pay special attention in conducting both indoor as well as outdoor trainings for their UPE Teams where School Development Plans are not effective and we have poor rate of enrolment, weak control on dropouts and Quality education is missing.
2. Strict accountabilities are a need of the day to streamline our Education in Community Feeder Schools in line with our goals and objectives.
3. Teachers with below standards of Qualification and professional skills need to be trained appropriately.

4.5 Inter Departments Coordination and Cooperation

We have noticed that various echelons comprising Program Designers, Operations and Monitoring and Facilitation elements are not in desired coordination and cooperation level, which results in slow pace of implementation of policies and instructions. Coordination, facilitation and cooperation mechanism at Head Office and Provincial Offices need to be more dynamic and forthcoming, with a view to attain speed and accuracy, NCHD as a Fast Track Institution is designed for.

Recommendations

- It is highly recommended that the HO Program Heads and the provincial heads by involving Federal Education Ministry and Professional Training should hold meeting(s) with Provincial Education Department & other stakeholders for the provision of free books to the students enrolled in NCHD CFS.
- The program is required to conduct comprehensive trainings of the Feeder Teachers on UPE specifically to reduce absenteeism and to implement the six step brought back mechanism in true letter and spirit.
- The enrolment plans should be made at the district level to ensure 100% enrolment of the students as per program design of UPE.
- The issue of grade repeaters should be analyzed critically and instructions be issued to make work groups in order to support the weak students.
- A comprehensive training of FSMC members is recommended to be imparted for the understanding of NCHD design in order to draw maximum support from the communities.
- It is urgently required to conduct training on Early Childhood Education and funds should be allocated to establish early childhood centers in CFS.
- A detailed plan to hold BBCMs and the targets should be made and shared with the provinces by Director Education and his Team to mobilize communities for the support of NCHD UPE program at the district and provincial level.
- It is recommended that the UPE teams at district level should be involved in holding monthly PTMs at school locations to develop better coordination between teacher and parents.
- The UPE registers should be provided at all CFS locations which is a good tool to track the students of enrollable age to ensure 100% enrolment as per UPE objectives.
- A single design of log books should be provided at CFS locations and training should be given to the program staff on the utilization of Log books for the improvement of program.
- The program should ensure the payment of emolument to the feeder teachers on time as it is the only driving force in these far flung communities to perform their services effectively.
- Base Line Survey should be conducted to set the targets of the children aged (5-9) to be enrolled in the school.
- OOSC list and location data base should be maintained at CFS and clear instructions should be issued in this regard by the program to the field staff.
- As most of the CFS are devoid of the basic facilities, hence it is required that School Development Plan should be prepared and comprehensive meetings be held with other stake holders for the provision of basic facilities at the school level.



Our Partner Organizations

Partnerships yield innovative growth through multiplication of resources and reach a greater audience by increasing lease of expertise

7.1 Pakistan Human Development Fund (PHDF)

Pakistan Human Development Fund (PHDF) is registered with the SECP as a not-for-profit under Section 42 of the Companies Ordinance, which was incorporated in July 2002. PHDF is a unique Public-Private Partnership initiative to mobilize resources for improving human development indicators in Pakistan. It serves as a conduit for funds that channelizes the resources from the Government of Pakistan, private sector and the international donor agencies to NCHD and its programs.

PHDF was established with the vision and objectives to improving human development situation in Pakistan by achieving the MDGs related to health and education. The Board of Directors of PHDF comprises of reputed successful individuals from various fields and corporate bodies within and outside Pakistan, who contributed US \$100,000 each. A representative of UNDP and two Federal secretaries of the government of Pakistan i.e. Ministries of Finance and Education & Training are ex-officio members.



Chairman PHDF Dr. Nasim Ashraf and his team meeting with Chairman NCHD Col. Dr. Amirullah Marwat and his team



Chairman PHDF Dr. Nasim Ashraf had exclusive meeting with Chairman NCHD Col. Dr. Amirullah Marwat

Following are the projects which PHDF has funded.

Provision of Sewing Machines

PHDF provided 25 sewing machines to the ones enrolled in the adult literacy centres of NCHD in Islamabad and its surroundings for the economic uplift of deprived and needy families.

National Training Institute

PHDF issued grant for the establishment of the National Training Institute (NTI) for Literacy & Non-Formal Education to extend technical backstopping to practitioners for capacity building. NTI designed a teachers guide that contains different techniques and strategies of teaching, which helped in improving quality of teaching-learning in feeder schools and community learning centres. It also conducted Training of Master Trainers and supervision of training at province level.

7.2 HOPE'87

National Commission for Human Development (NCHD) and Hundreds of Original Projects for Employment (HOPE'87) signed a Letter of understanding (LOU) on 15th February, 2019 for an education project named "Access for out of school Children to Education and Safe Schools in Pakistan" to support NCHD in annual enrolment campaigns, establishment of new Community Feeder Schools, 05 days training of feeder teachers on quality education, training of field officers and Feeder School Management Committees, EGRA and EGMA study to assess student basic competencies in literacy and numeracy, Learner Management Information System, prevention of drop out and provision of access to quality education.

The overall objective of the project to enable children's access to quality education in complex emergencies in Pakistan at pre-primary, primary and lower secondary levels.

PROGRESS – YEAR 1

Enrolment Campaigns

- HOPE'87 supported NCHD in enrolment campaign events at provincial, district, school and household level.

Progress

- 04 Provincial enrolment campaign events conducted.
- 34 district level events conducted.
- 403 school level events conducted.
- Door to door survey and awareness walks in across KP.
- 11,314 Out Of School Children (OOSC) have been enrolled in CFS across KP.
- HOPE'87 provided Computers and IT equipments to 09 NCHD provincial and district offices for data entry of children and refinement of NCHD EMIS.

Establishment of Feeders School

- HOPE'87 supported NCHD in identification of potential locations and validation exercise for establishment of new CFS.

Progress

- 100 new Feeder Schools (FS) have been established in 9 project districts.
- NCHD has provided the basic stationery and curricula books to new Community Feeder Schools (CFS) while HOPE'87 has provided the required equipments (white board, water cooler, mats, chairs, soft board, attendance register. etc.) to all new Community Feeder Schools (CFS) of NCHD.

Capacity building of Teachers

- HOPE'87 supported NCHD in conduction of 3 days training of NCHD Master Trainers and 05 days training of feeder teachers on Quality Education

Progress

- 03 days training of NCHD Master Trainers was successfully completed, conducted by expert trainers.
- 05 days training of Feeder teachers on Quality Education was successfully completed, conducted by NCHD Master Trainers.
- Trainings were conducted in 17 batches, attended by 392 teachers (224 men and 168 women) across KP.
- Pre EGRA/EGMA survey conducted before training to assess the student basic competencies in literacy and numeracy.
- The teachers are practicing the new teaching techniques in classrooms.



NCHD and HoPE-87 linked an LOU at NCHD Head Office Islamabad



NCHD and HoPE-87 linked an LOU at NCHD Head Office Islamabad



7.3 Agha Khan University

Investment in early childhood and youth development improves educational outcomes and economic opportunities for the next generation. NCHD has been working with AKU since 2018 in Sindh province. Almost 100 ECE centers have been established in four districts of Sindh.

- Nearly half of 4-year-old are out-of-school (UNICEF, 2013). Access to high quality preschools improves children's school readiness and educational success.
- Youth comprise 33% of the Pakistan working-age workforce but significant number of youth, especially female youth in rural communities, are unable to access employment education or training.



Signing in ceremony of MoU between NCHD and AKU at AKU Karachi

To address these challenges, the LEAPS-NCHD Programme is a youth-led model for early childhood education being implemented in four districts in Sindh including Dadu, Naushahro Feroze, Khair-pur and Sukkur.

LEAPS-NCHD applies a two-generational approach, investing in both youth and young children to:

(i) increase access to quality, gender-equitable early childhood education services for young children (ii) provide opportunities for training, professional development and employment for female youth in rural communities.

- SDG Target 4.2- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education



Refresher training of Community Youth Leaders (CYLs)



Community Leaders Conference 2019
at Noushero Feroz

- SDG Target 4.4- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent jobs and entrepreneurship
- SDG Target 8.6- By 2030, substantially reduce the proportion of youth not in employment, education or training

In order to achieve these goals, the LEAPS-NCHD Programme provides female Community Youth Leaders (CYLs) aged 18-24 years with at least 8 years of formal education with a two-week centre-based training followed by on-the-job vocational training to deliver preschool services to children aged 3.5 - 5.5 years of age.

NCHD district officers received training from technical partners in the LEAPS-NCHD Programme package and supervision strategies, and NCHD field officers in turn impart training, supervision and coaching in early childhood skills development for CYLs.



Children at LEAPS-NCHD schools receive at least one year of preschool education, attending 6 days a week for 3 hours each day. The programme, aligned with the national ECE curriculum, adopts evidence-based practices to deliver high quality early learning service.

LEAPS programme was developed in collaboration with the NCHD in Naushahro Feroze. NCHD was identified as

an ideal partner for LEAPS delivery, given the alignment of NCHD goals to support implementation gaps in education and health services and in building youth capacity. The evaluation of the initial LEAPS model showed young children benefited in their early numeracy and literacy skills, social-emotional development and motor development. All children successfully transitioned to Grade 1.

Progress of the Project

A. Training & Workshops

Training Type (Till date)	Step (Mar 2019)				Step (Mar 2019)				Total
	NF	Dadu	KHP	SKR	NF	Dadu	KHP	SKR	
Training of the List Mentors	2				0				2
Training of Field officers	01	01	01	01	02	02	01	01	10
CYL Recruitment Workshops - # of workshops	08	02	02	02	07	01	03	03	28
CYL Basic Training - # of trainings	01	01	01	01	02	01	01	01	09
CYL Replacement Training = # of trainings	01	00	01	01	03	00	00	00	06
Feeder Teacher Training (Transition Training)	01	01	01	01	01	01	01	01	08
Field officers Refresher training	01	01	01	01	03	00	00	00	07
CYL refresher trainings	02	02	02	02	01	01	01	01	12
CYL conferences	01								01

B. Status of Community Youth Leaders

	Step (Mar 2019)				Step (Sep 2019)				Total
	NF	Dadu	KHP	SKR	NF	Dadu	KHP	SKR	
No. of CYLs Trained- Basic Training	23	02	11	02	21	02	09	03	73
No. of CYLs Trained -CYL Replacement Training	04	00	02	00	03	01	00	01	10
No of CYLs dropped out	06	00	02	02	03	00	01	00	14
No of CYLs Replacement	06	00	02	02	03	00	01	00	14
No of CYLs rehired	00	00	00	00	01	00	00	00	01

C. Status of CYLs

Activities	Step (Mar 2019)				Step (Sep 2019)				Total
	NF	Dadu	KHP	SKR	NF	Dadu	KHP	SKR	
No. of Pre-schools received material	19	02	09	03	18	02	08	03	70
No. of pre-schools running	19	02	09	03	18	02	08	03	64

D. Enrollment

Activities	Step (Mar 2019)	Step (Sep 2019)	Total
Girls	309	308	617
Boys	324	287	611
Total	633	595	1228

7.4 ALIGHT Pakistan

Alight Pakistan (formerly ARC) is one of the most trusted partners of the NCHD with regard to enrollment, retention and mainstreaming of the out-of-school children across Pakistan.

Alight has been working with the NCHD in 52 districts across Pakistan to provide schools supplies like chairs, water coolers, white/black boards and mats for students. Under this partnership, Alight further facilitates NCHD in teachers training, launching of awareness campaigns and capacity building of VECs/SMCs on the importance of education and tracking children attendance.

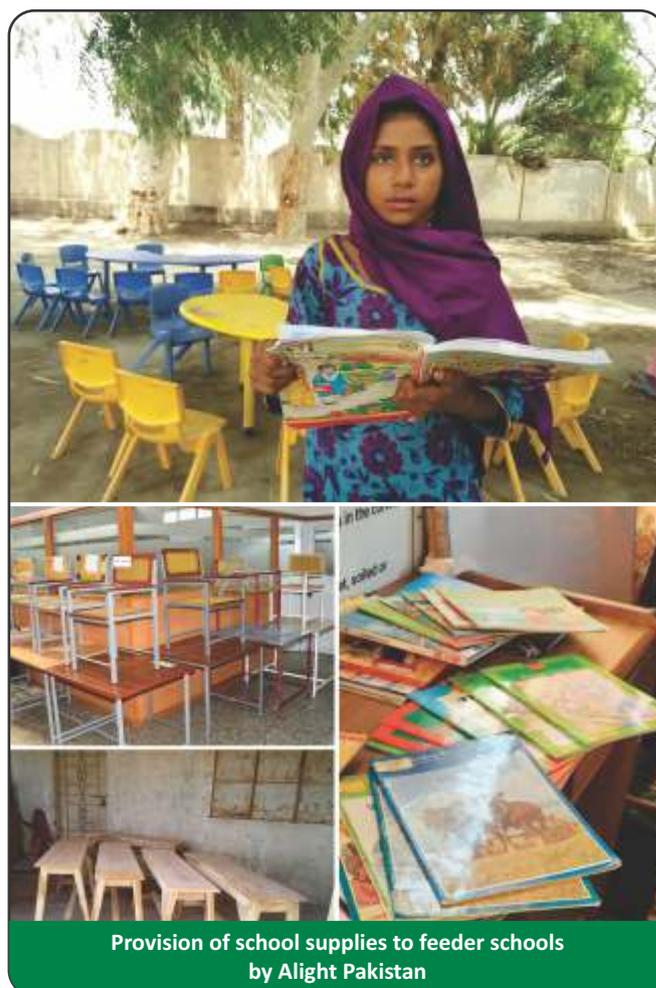
Alight Pakistan and Government of Pakistan through Ministry of Federal Education and Professional Training have launched a countrywide program in collaboration with Educate A Child (EAC) programme, a global programme of the Education Above All Foundation (EAA), to enroll one million Out-Of-School Children (OOSC) in Pakistan.

Through its strategic partners including provincial education departments, NCHD, BISP and other civil society organizations, Alight Pakistan is implementing this three years program in 56 districts of Pakistan where 816,392 out-of-school children have been enrolled as of December 2019.

Since 2002, Alight is both a trusted provider of humanitarian services and a frontrunner in tackling the most pressing development challenges faced by the country especially in the field of OOSC. Alight stands amongst the leading partners of Government of Pakistan which are contributing to sustainable development and socio-economic empowerment of the country.

The following table reflects detailed contribution of Alight Pakistan for ensuring education of OOSC in collaboration with the NCHD across Pakistan;

Province	Districts	Schools	Supplies distributed in 2019	Supplies planned in 2020
AJK	2	99	78	0
Balochistan	12	290	290	-
FATA	2	40	0	
GB	2	46	37	-
ICT	1	40	40	
Khyber Pakhtunkhwa	10	184	245	11
Punjab	12	1339	1182	354
Sindh	11	1508	997	456
Total	52	3546	2869	821



Provision of school supplies to feeder schools by Alight Pakistan

7.5 Japan International Cooperation Agency (JICA)

The fifth meeting of Non-Formal Education Forum, Islamabad was held on April 23, 2019 in the Conference Hall of NCHD Head Office. The main focus of the meeting was on campaign to enrol out-of-school children in Islamabad Capital Territory. The meeting was chaired by Chairman NCHD Col (Retd) Dr. Amirullah Marwat, who welcomed all the participants of the forum.

He was of the view that Pakistan is facing the gigantic challenge of 22+ million out-of-school children and there are also 64 million illiterates. He said stakeholders teaming together will provide an opportunity to work for the common cause of literacy as the government alone cannot achieve this task. Due to lack of coordinated efforts, he said, Pakistan was unable to achieve the SDGs targets. Now, he stressed, it is time to make concert efforts to achieve the SDGs targets.



Chairman NCHD Col. Dr. Amirullah Marwat inaugurated the 5th meeting of Non-Formal Forum

He thanked the delegates of JICA, Alight, AIOU, the Private School Association and others for participating in meeting. He said that the Education Emergency is needed and implemented in true letter and spirit.

Bilal Aziz, representative of JICA-AQAL, said the main purpose of the forum was to create a platform for coordination among major stakeholders and service providers of adult literacy and NFBE for preparation of literacy and NFBE plans.

He added that all the organizations participating in the forum have their own strengths and suggested that in the next meeting, technical aspects of Non-Formal Education may be discussed in detail.

Recommendations

The forum recommended the following after detailed discussion and deliberations;

- Every meeting of the forum should focus on a specific theme related to literacy and non-formal education
- NCHD will continue to act as the main secretariat of the forum in collaboration with JICA. Members of the forum will host the meetings on rotation basis
- FDE should take on board all the stakeholders such as NCHD, BECS and other education providers in ICT for enrolling all the OOSC
- Private schools in ICT should also be given appropriate role in meeting the challenge of OOSC

Head of JICA delegation Shinichiro Tanaka along with his team met with Chairman NCHD Col (Retd). Dr. Amirullah Marwat and officials from NCHD Head Office on July 24, 2019 regarding impact of JICA AQAL project and future joint ventures between NCHD and JICA.

It was observed that the project is of great significance as it has adopted and piloted an accelerated learning approach which in Pakistan's perspective could be a game-changer for enrolling 22 million out-of-school children. It was also agreed mutually that NCHD and JICA will continue mutual cooperation in future for the benefit of marginalized segment of society

A delegation from Japan visited a Non Formal School which are operational in ICT under AQAL project in collaboration with JICA. The team had an interactive session with the students of the Non-Formal School and assessed the students and teachers in a very candid manner.

Four days Orientation workshop was conducted for Master Trainers on "Introducing Accelerated Learning Program in religious seminaries conducted by NCHD in collaboration of JICA and AIOU from December 16-19, 2019 at Allama Iqbal Open University Islamabad.

Chairman NCHD inaugurated the four-day workshop. Representatives of JICA and AIOU were also present at the occasion. JICA provided lead master trainers for this orientation workshop. The training comprised brainstorming sessions, presentation, groupwork, discussions, role play fit other tools. How to teach phonemes with reading and writing (phonics, words or sentence making, pronunciation.) were the key aspects of the training. Master trainers from all the provinces and Head Office participated in the orientation workshop



4 days orientation workshop for Mts with the Collaboration of JICA inaugurated by Chairman NCHD

7.6 Organization for Social Development Initiatives

Organization for Social Development Initiatives (OSDI) is a CSR initiative of Marine Group of Companies formed in 2009, to facilitate the under-privileged rural communities of Pakistan with sustain-ability strategy to empower them to move out of the inter-generational debt traps, illiteracy, malnutrition and poverty.

Since its inception, OSDI has been proactively playing its role to help create progressive societies.

So far, OSDI has worked in 6 districts i.e. Shikarpur, Khairpur, Jacobabad and Ma-tiari (Sindh), Mardan (KPK) and Lasbela (Baluchistan) launching 635 projects to help 7,434 households

Chairman NCHD Col (Retd) Dr. Amirullah Marwat and Asim S. Siddiqui, Founder Trustee, OSDI, Signed an MoU on May 30, 2019 during a ceremony held at NCHD Head office Islamabad for a joint venture to improve living conditions through education, economic activities, community development, and food security.

During FY 2018-2019, OSDI expanded its horizon and collaborated with NCHD to engage in capacity-building and developmental activities in the field of education, healthcare and livelihood programs within the OSDI's focused rural communities.



Chairman NCHD Col. Dr. Amirullah Marwat and Mr. Asim A. Siddiqui Founder Trustee OSDI signed an MoU at NCHD Head Office

Schools Constructed by OSDI (FY 2018-2019)

Status	Village Enrolled	Students
TLC	Chib Sheikh	57
	Sayarani Goth	58
	Chamasara	30
	Pini Ladhoo	29
Feeder School	Hashim Goth	35
	Faqeera Goth	73

Fulfilling its commitment, OSDI constructed four Temporary Learning Centres (TLCs) and two NCHD feeder schools within the focused rural communities of District Lasbela (Baluchistan) during FY 2018-19.

These communities were previously deprived of any educational facility within the radius of 4-5 kilometers. As a result, the village children had never been to school. To overcome the gap, OSDI constructed TLCs and NCHD feeder schools along with washroom facilities after which school teacher(s) were appointed by NCHD.



Active social mobilization campaigns were run to educate and create awareness within the susceptible communities keenly focusing on female literacy per government directives.

Due to the collaborative efforts of OSDI and NCHD officials, the community showed its complete support by sending their children to school under the supervision of the School Management Committee (SMC) members.

The TLC built in Chib Sheikh Community has adult literacy classes on going in the evening shift in which 13 eligible youth are enrolled. OSDI has also equipped four NCHD feeder schools with essential classroom material such as teachers tables, chairs, floor mats, white board with stand and water coolers.



During the upcoming year, OSDI shall increase its activities towards enhancing the literacy ratio within the new areas/communities for intervention. OSDI will also engage with NCHD for health care and livelihood programs.

Material Provided by OSDI in NCHD Feeder Schools (FY 2018-2019)

Village	Students Enrolled
Hashim Goth	35
Faqeera Goth	73
Sain Goth	43
Muhammad Channa	25

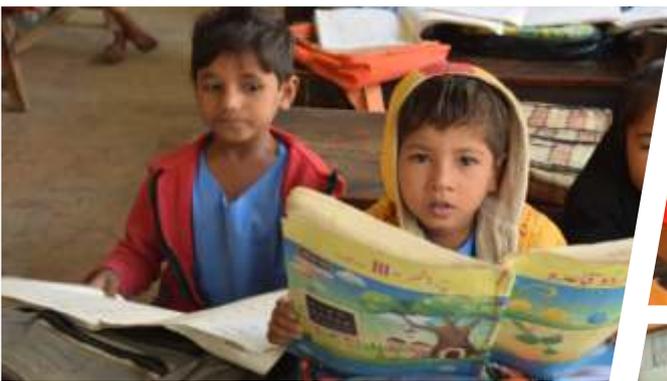


Picture Gallery



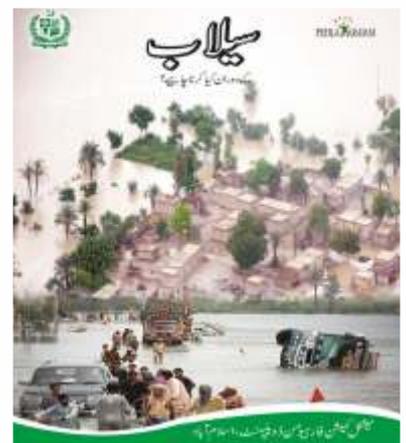
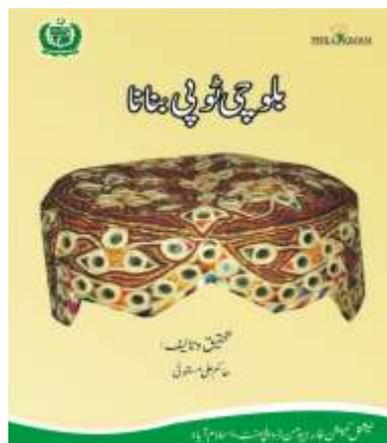
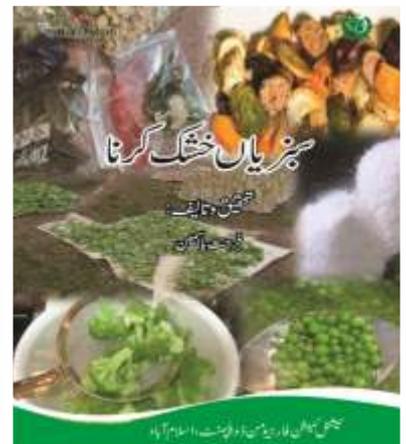
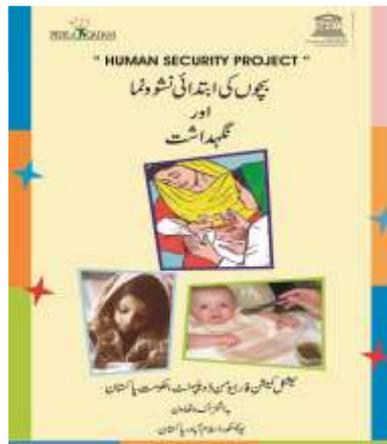
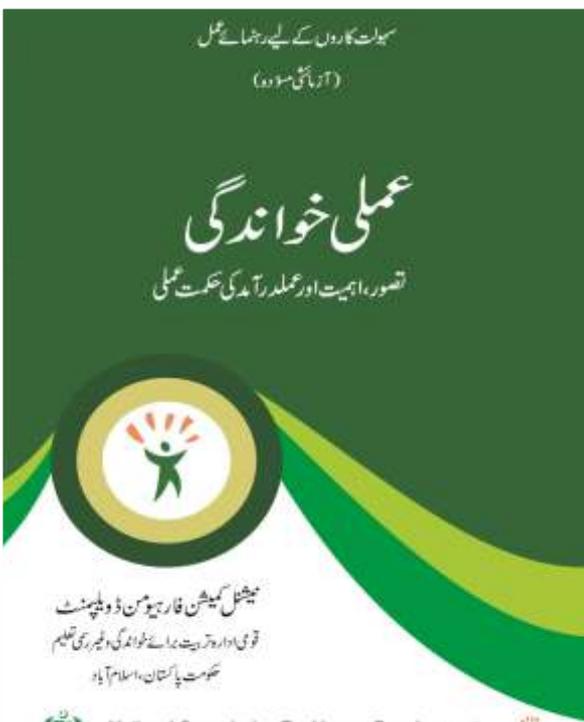
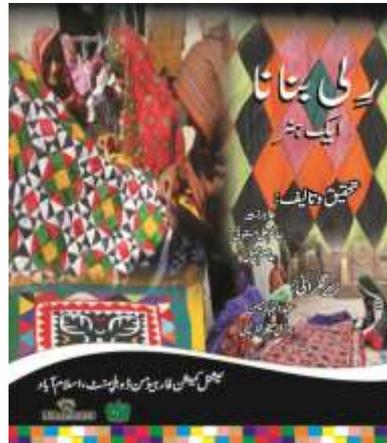
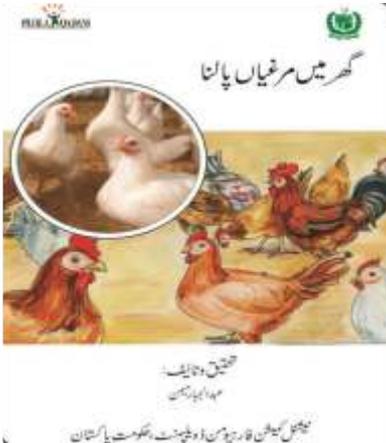
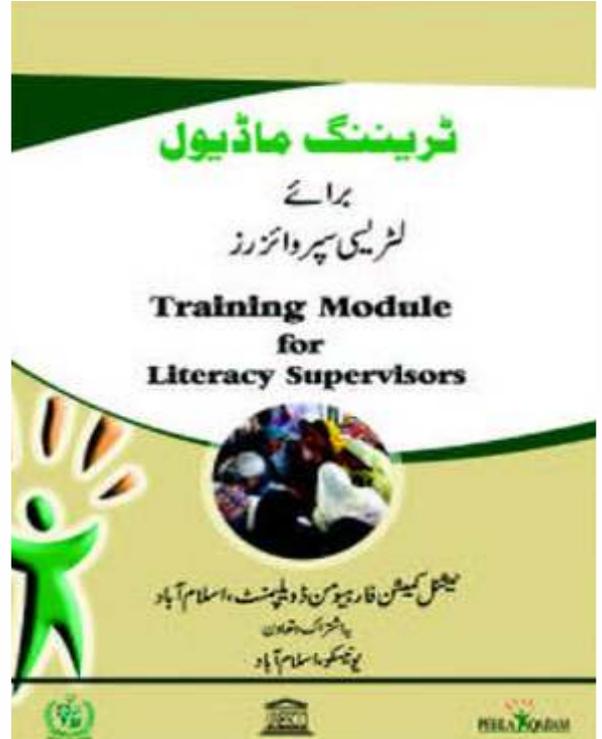
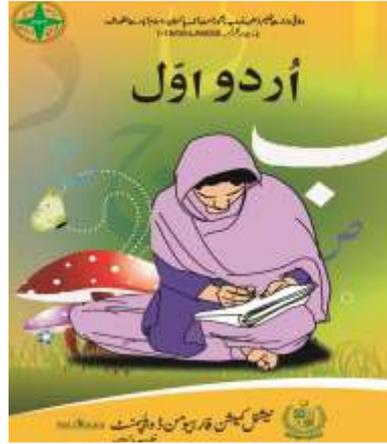
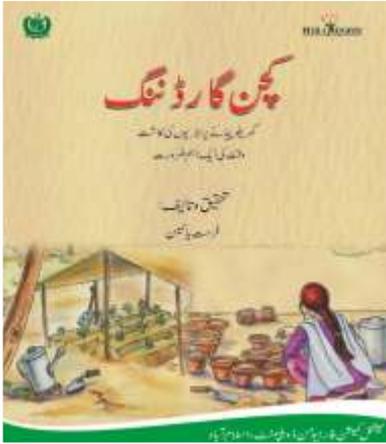






Literacy Resources of NCHD

NCHD has developed more than 100 booklets and primers



*The Article 25-A of the Constitution of
Islamic Republic of Pakistan states:*

*“The 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.”*



NATIONAL COMMISSION FOR HUMAN DEVELOPMENT
Ministry of Federal Education and Professional Training

PEHLA QADAM
Movement for Social Change

*14th & 15th Floor, Shaheed-e-Millat Secretariat,
Jinnah Avenue Islamabad, Pakistan*

Phone: +92-51-9216200 Fax: +92-51-9216164 Web: www.nchd.org.pk