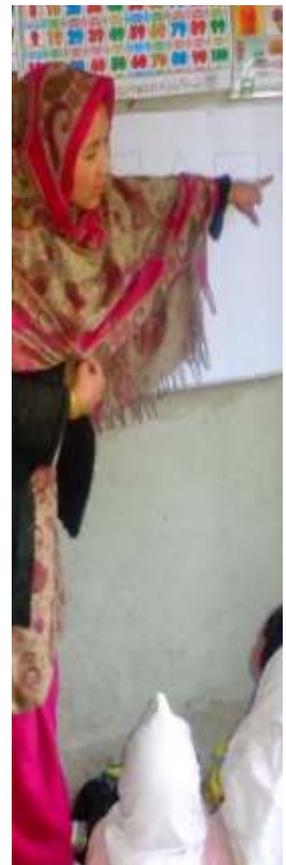


ANNUAL REPORT 2016



Let's join hands to promote quality education in Pakistan



National Commission for Human Development
Ministry of Federal Education & Professional Training

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ABBREVIATIONS

ALC	Adult Literacy Center
ALP	Adult Literacy Program
BBCM	Broad Based Community Meeting
CFS	Community Feeder School
DGM	District General Manager
DEO	District Education Officer
EFA	Education for All
EMIS	Education Management Information System
FT	Feeder Teacher
FY	Financial Year
FSMC	Feeder School Management Committee
HDSU	Human Development Support Unit
LC	Literacy Coordinator
LMC	Literacy Management Committee
MC	Markaz Coordinator
MOFE&PT	Ministry of Federal Education & Professional Training
MDGs	Millennium Development Goals
NCHD	National Commission for Human Development
OOSC	Out Of School Children
PTM	Parent Teacher Meeting
PD&RD	Planning, Development & Reforms Division
SDP	School Development Plan
SDGs	Sustainable Development Goals
SSC	Secondary School Certificate
SMP	Social Mobilization Process
UC	Union Council
UPE	Universal Primary Education

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

MESSAGE BY

ENGR. MUHAMMAD BALIGH-UR-REHMAN

Minister for Federal Education & Professional Training, Interior & Narcotic Control



It gives me great pleasure to know that National Commission for Human Development (NCHD) is publishing its annual report for year 2016. Such reports not only provide an opportunity to know about the activities of an organization, but also create a document for assessment of the efforts put in by its members towards their duty.

The need of education and literacy for a developing country can hardly be over emphasized. NCHD is a suitable organization for eradicating illiteracy and is playing an important role in the field of primary education.

It is encouraging to note the decrease in Out of School Children from 24 million to 22.6 million and Adjusted Net Enrollment Rate from 72% to 77% during the last three years. Total gross enrollment of all sectors and levels of education increased from 44.4 million to 47.5 million and in the current year for the first time.

I am also happy to note that NCHD is establishing first ever 'National Training Institute for Literacy & Non-Formal Education' which will be staffed by professionals. It is also matter of satisfaction that 5,000 potential literacy centers are being established by the

NCHD which will help us achieve SDG 4.6 targets by 2030 Inshallah.

I appreciate the Chairperson and staff of NCHD for their efforts and hope that we will be able to achieve our SDG's targets under Pakistan Vision 2025 for literacy in the country.

MESSAGE BY

RAZINA ALAM KHAN

Chairperson, National Commission for Human Development

It is indeed an honor and privilege for me to present NCHD's Annual Report for the year 2016. It is the 3rd Report since my appointment as Chairperson NCHD.

I believe that the only way to sustain the progress in the education sector leads through the gateways of Quality Education. As per our future goals of Vision 2025 and SDG 2030, the NCHD's focus is to establish a state of art National Training Institute and establishing 12000 Adult Literacy Centers, which is a part of existing PC-1.

National Commission for Human Development has been making efforts to fulfill its mandated goal of eradicating illiteracy from our beloved country since 2002. During 2016 our focus remained on extending support to Education Departments all over the country by providing access to public sector schooling through establishment of Community Feeder Schools. But in the near future NCHD's functional literacy program and National Training Institute will be launched to accelerate the literacy rate through its new interventions.

The National Commission for Human Development has always pursued its mandated goals resiliently in the past and is persistently committed to perform its best in future endeavors. We are strongly committed towards providing quality education in our Community Feeder Schools. I always feel proud of achievements of the organization during the last two years as we have not only enhanced the enrollment of children in our community feeder schools to 310,146 but have also been successful in improving the teaching and monitoring standards in our Schools.

One of the major achievements of the year 2016 was developing a partnership with Japan International



Cooperation (JICA). NCHD will strengthen its capacity building programs and will also develop quality materials. Establishment of 13 NFE Centers for Accelerated Learning Programs as a pilot activity in Islamabad is also an integral part of this project.

NCHD implemented an innovative project of Main streaming of the Deeni Madaras by establishing 100 Schools. The results are encouraging and we are planning to submit an expanded project of 500 Deeni Madaras to the Planning Commission soon.

It will also be pertinent to mention here the International Donor organizations like UNESCO, UNICEF and JICA supported us to promote the expended service delivery of social sector in Pakistan.

I pray to Allah Almighty, to grant all of us the strength and ability to accomplish our goals, according to the expectations and trust of our nation.

Finally, I would like to conclude with a word of thanks to, Minister of Federal Education, the Secretary of FE &PT and NCHD Team at Head Office, Provinces and Districts, without their hard work, we could not have achieved which we did...

Looking forward for your valueable suggestions.

DR. TASHFEEN KHAN

Director General

The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. Martin Luther King, Jr

National Commission for Human Development (NCHD) has faced a lot of challenges since its inception in 2002. The main idea for establishing the institution was to combat low literacy rate, prevailing in the country, the main cause for progress & development. It is quite accurate that education plays a pivotal role in the development of any country.

Education makes you self-dependent, both financially as well as in decision-making. It also promotes equality as it eliminates the differences between genders and social classes. With education, you can confidently express your views as well as opinions and people are more likely to take you seriously. In short, Education has also been proven to be among the most effective tools for eliminating poverty since you can use the skills acquired to get better opportunities in the job market.

Sustainable development cannot be achieved by technological solutions, political regulation or financial instruments alone. We need to change the way we think and act. This requires quality education and learning for sustainable development at all levels and in all social contexts.

This was a big challenge for the organization, started its operations to build up the capacity of district line department officials and elected representatives, and helps bridge the gap between strategy and implementation of service delivery by bringing about



improvement in systems, fostering efficiencies and competencies of line departments and elected representatives. These efforts make them successful partners in implementation of development programs. The team of NCHD played a linchpin role in the implementation of its programs and started building the nation in the right direction slowly but consistently.

The challenges never ended with the organization so much so it almost wound up, but its good work always made them stand on its feet each time it went down. The ministry also played very constructive role in recognizing the efforts made by NCHD especially in the field of literacy and UPE. The organization flourishes with each challenge it faced and now the majority of the employees are regularized in the Government circles due to their good work and efforts.

I take pleasure in admiring the hard work put in by each staff member for the advancement of the common man from the podium of NCHD. I am aware of the difficulties they have faced during the turmoil period of the organization, but their courage will always be remembered in facing the challenges. I am always thankful to the Chairperson; whose guidance remains with me wherever I needed.

My best wishes are always with NCHD.

Introduction:

Annual Report 2016 provides information about organizational achievements during the year in connection with the vision, mission and policies of the National Commission for Human Development (NCHD). More specifically, this document contains comprehensive information about the education program activities as well as special projects their monitoring & evaluation results. The report is divided into five sections;

Section-1: NCHD – Need of the day/ Situation Analysis of Education Sector in Pakistan

Section-2: Program of NCHD funded by PSDP

Section-3: Special Projects/ Special Assignment

Section 4: NCHD Systems of Monitoring and Internal Audit

Section-5: Success Stories/Case studies

National Commission for Human Development (NCHD) was established as a fast track initiative and a Federal autonomous body on July, 2002 under the presidential ordinance. The main objectives of NCHD were to improve service delivery at the grassroots and to fill the implementation gaps to help Federal, Provincial and District Governments to achieve the National and International commitments in the field of education and health through:

- Universal Primary Education
- Accelerated Learning Program or a second chance Learning Option.
- Adult Functional Literacy, especially for the females, and
- Basic health care initiatives, volunteerism and capacity building of implementing agencies.

NCHD takes a holistic approach for human

development focusing on people's needs and works through existing frameworks for building capacity, raising awareness, promoting community participation and volunteerism, and encouraging public-private partnerships in the country. Using this approach, NCHD has spearheaded a mass movement for socioeconomic development and behavioral 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 National Commission for Human Development (NCHD) is to contribute in achieving targets of 'Pakistan Vision 2025' and Sustainable Development Goals (especially Goal 4). This includes the targets of 90% literacy rate by 2025 and 100% enrollment in schools by 2030. In order to achieve the aforementioned 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 schools till the completion of primary education.
- II. NFBE: Establishing Non Formal Basic Education Centers 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 5,949 Feeder Schools of NCHD with 6,581 Feeder Teachers were functional wherein 310,146 students were enrolled. All these students are registered with regular governmentschools also in the vicinity and their particulars are included in National EMIS data as well. This year 289,539 students appeared in the annual examination of Grade I to V. Out of these 267,322 were promoted to next classes. The overall 92% students were promoted to the next classes.

The National Commission for Human Development with the support of JICA-Pakistan is promoting non-formal education through accelerated learning program. This initiative is providing strong collaboration among individuals and organizations which leads to Human Development, Economic and social changes. Non-formal and informal education is considered critical for ensuring opportunities for lifelong learning the main focus is on;

1. Provision of functional literacy;
2. Second chance education for those who were unable to complete formal schooling.
3. Non-formal vocational and technical training for practical skills;
4. Life-skills training programs.
5. Income generation /non-formal vocational training programs.
6. Community learning centers.

Implementation of Adult Literacy program is the third prong of the approach adopted by NCHD to contribute to the achievement of SDG-4 and vision 2025 i.e increasing literacy rate to 90%. NCHD being the lead agency in the field of literacy has been contributing to promote literacy for the last one and half decade in the country. In this regard, NCHD has

contributed by the establishment of 164,190 Adult Literacy Centers, making more than 3.84 million people literate, with 90% adult literacy centers solely for the females. NCHD has also planned to establish 6,000 centers during 2017-18 making 125,000 persons literate. Unfortunately, the literacy program came to a halt since 2013 due to scarcity of funds. However, the Commission undertook several initiatives in the field of literacy on self-help basis such as;

- Each One-Teach One literacy initiative
- Literacy centers for prisoners in jails
- Literacy centers at workplaces
- NFBE centers for out of school children of age cohort 9-15 year

Monitoring and Evaluation Regime has also played a positive role in support of program design and implementation, in terms of process and output monitoring while suggesting measures for mid-course corrections and streamlining the outputs of the programs in terms of quality and quantity. Our focus also remained on outcome and impact of interventions. It also suggests necessary dynamics 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.

Internal Audit Department of NCHD has also played a significant role in keeping the systems of NCHD on track. Their role and progress has also been shared in this report.

During the year, the Core Committee constituted by CDWP also assessed the key interventions of NCHD across the country. The Core Committee

after due deliberations and keeping in view the findings of the field visit recommended that in the light of Supreme Court judgment October 2011 that despite devolution of the subject of education to the provinces after 18th Constitutional Amendment, the Federal Government can not absolve of its duty to ensure improvement / development of the formal and informal education in the country. The court decided that 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. The NCHD scope of work should be enhanced as per its ordinance and the organization may be allowed to establish more Feeder Schools and the literacy centers in the potential locations across the country for providing access to Out of School Children, hence meeting the challenges of illiteracy by establishing more Literacy Centers as envisaged in vision 2025 and SDG-4.

This year NCHD's Advocacy Campaign remained very effective. The celebrations of International Literacy Day and World Teachers day were organized with great enthusiasm and fervor. Similarly NCHD's contribution for Enrollment Campaign events in the provinces and districts were also acknowledged by the Provincial Government and the District Education Departments. These events were very informative for the general public and stakeholders. The same were highlighted in national newspapers and media.

NCHD special Projects, which include main streaming of Deeni Madaras, Every Child in School Initiatives (in Punjab and KPK) executed as per

design and results are quite encouraging.

NCHD's future endeavours include the following:

1. Establishment of National Training Institute for Literacy and Non-Formal Education.
2. Development of National Plan of Action for achieving 90% Literacy Rate as envisaged in Vision 2025 (Goal 1 of Pillar 1).
3. Establishment of 2,000 Functional Literacy Centers, through the financial support committed by Pakistan Human Development Fund.

Last but not the least, NCHD Annual report 2016 will be very useful for the readers to know about NCHD's activities and programs and could get sufficient information about the education system and issues of this very important sector..



CHAPTER 1

EDUCATION-SITUATION IN PAKISTAN



Education-Situation in Pakistan

Constitutional Liability:

The Constitution of Islamic Republic of Pakistan obligates the State of Pakistan to eradicate illiteracy and ensure provision of free and compulsory education in the country. The commitment of the Parliament of Pakistan towards promotion of literacy and provision of free education up to secondary level is clearly reflected in Article 37-b of the Constitution in following words:

“State shall remove illiteracy and provide free and compulsory secondary education within minimum possible period”

(Article 37-b, Constitution of Pakistan 1973)

“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.”

(Article 25-A, Constitution of Pakistan)

National & International Commitments and Targets:

Sustainable Development Goals (SDGs): Recently, in September 2015, in a meeting of the United Nations world countries adopted the historic declaration of 'Transforming our world: the 2030 Agenda for Sustainable Development' Along with other world nations, Pakistan also signed this declaration and committed to achieve all the 17 Sustainable Development Goals or (SDGs). Goal (SDG) 4 relates to education and it has seven 'Targets' and three 'Means of Implementation'. SDG 4 covers all sub sectors of education including primary and secondary education, Inclusive Education, Technical and Vocation Education, Higher Education as well as literacy.

1. SDG 4.1 (Universal Primary and Secondary Education): The very first target of SDG 4 obligates

all nations, including Pakistan to ensure that 100% children should complete primary and secondary education by 2030. Complete wording of this important international goal is reproduced below:

“By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”

Developing country like Pakistan with about one fourth of its children out of school, cannot achieve 100% enrolment and completion of primary and secondary education in a short span of time through regular formal school system alone. It requires adopting a multi-prong strategy to reach out these millions of disadvantaged children and bring them into school. The most efficient and cost effective approach, successfully experimented by other countries also, is Non-Formal Education (NFE). NCHD is following this approach in the form of supporting Feeder Schools in communities where formal schools are not functioning.

Literacy For All: Target 6 of this Goal or SDG 4.6 pertains to commitments of the country to achieve 100% literacy by 2030. The following text of SDG 4.6 spells out this commitment of all countries, including Pakistan:

“By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”

About 40% people of age 10+ in Pakistan are illiterate. It is estimated that at present about 57 million people cannot read and write. Since illiterate population has been on rise since 1951, country needs large scale literacy programs for empowering these 64 million Pakistani's by equipping them with literacy skills.

Pakistan Vision 2025: The present government during 2013 initiated the process of developing a fast track and medium term plan for socio-economic development of the country. In consultation with all stakeholders and through an extensive participatory process the, 'Pakistan 2015: One Nation-One Vision' was developed. Pakistan Vision 2025 seeks a society wherein every citizen has the opportunity to transform their quality of life. This requires strengthening human and social capital, which will allow the population to optimally contribute and effectively benefit from economic growth. Pakistan Vision 2025 aims at substantial expansion in the levels of education as well as improvements in the quality of education. . With respect to basic education and literacy, Pakistan Vision 2015 has set following targets to be achieved by 2025:

- 100% enrolment and completion rate at primary level.
- 90% Literacy Rate

Achievement of above listed targets of Vision 2025 is a national priority and programs of NCHD have been designed to contribute significantly towards achieving these goals.



Education Statistics in Pakistan:

According to a recent report "Pakistan Education Statistics" published by NEMIS-AEPAM Ministry of Federal Education & Professional Training, the education system of Pakistan is comprised of 303,446 institutions and is facilitating 47,491,260 students with the help of 1,723,790 teachers. The system is composed of 191,065 public institutions and 112,381 private institutions.

The public sector is serving 27.69 million students to complete their education while the remaining 19.80 million students are in private sector of education. 37% of private educational institutions are serving or facilitating 42% of students, which hints at a slightly higher per-institution's enrollment ratio in the private sector compared to the public sector. In the last decade, we have witnessed increased public interest and trust in the private sector, with the result that the share of private sector is increasing gradually.

Education is seen as a major force for eliminating gender inequalities within the society, but addressing inequalities within the education system itself is a tremendous challenge. Our overall education system is facilitating 56% male students as compared to 44% female students. It is very sensitive issue and there is a lot of literature available at national and international level on gender inequality in education. The overall education system (up-to degree collages) is served by 41% of male teachers and 59% of female teachers.

NCHD mandate is provision of access to quality primary education in remote areas, providing literacy skill to illiterate population. NCHD is a lead agency in the field of literacy, linking Madaris with government schools in federal areas of Pakistan is a good practice of NCHD.

Table 1
Level Wise Educational Institutions in Pakistan 2016

Institution Type	Sector	2013-14	2014-15	2015-16
Pre- Primary	Public	-	-	-
	Other Public	-	-	-
	Private	422	433	448
	Total	422	433	448
Primary	Public	1,24,284	1,24,070	1,21,674
	Other Public	3,586	3,759	3,899
	Private	17,621	19,399	20,256
	Total	1,45,491	1,47,228	1,45,829
Middle	Public	16,242	16,418	16,457
	Other Public	396	402	405
	Private	26,282	27,998	28,818
	Total	42,920	44,818	45,680
High	Public	11,934	12,116	12,277
	Other Public	442	451	455
	Private	18,237	18,688	19,008
	Total	30,613	31,255	31,740
Higher Sec/ Inter Colleges	Public	1,621	1,659	1,710
	Other Public	147	151	155
	Private	3,411	3,583	3,605
	Total	5,179	5,393	5,470
Degree Colleges (XI-XIV)	Public	951	1,232	1,238
	Other Public	19	20	21
	Private	116	158	159
	Total	1,086	1,410	1,418
Universities	Public	91	91	91
	Private	70	72	72
	Total	161	163	163
Non Formal Basic Education	Public	17,767	18,253	30,458
	Other Public	-	-	-
	Private	-	-	1,227
	Total	17,767	18,253	31,685

Source: Pakistan Education Statistics 2015-16 by Academy of Education, Planning and Management.

Table 2
Non Formal Basic Education (NFBE)
Institutions, Teachers and Enrolment By Department 2015-16

Departments	Institutions	Enrolment			Teachers
		Male	Female	Total	
National Commission for Human Development (NCHD)	6,049	1,63,181	1,49,445	3,12,626	6,681
Basic Education Community Schools (BECS)	12,304	2,17,715	2,76,257	4,93,972	12,304
Punjab Literacy & NFBE Department	10,632	1,60,775	1,94,159	3,54,934	10,632
KP Elementary Education Foundation	1,430	21,955	44,613	66,568	-
National Education Foundation	43	2,009	1,985	3,994	125
Non-Governmental Organizations (NGOs)	1,227	22,561	25,945	48,506	-
Total	31,685	5,88,196	6,92,404	12,80,600	29,742

Source: Pakistan Education Statistics 2015-16 by Academy of Education, Planning and Management.

Table 3
Key Education Indicators From 2012-13 to 2015-16

Indicator	2012-13	2013-14	2014-15	2015-16
Gross Enrolment Ratio (GER) - Pre-Primary	66%	71%	74%	74%
Gross Enrolment Ratio (GER) - Primary Classes: 1-5	86%	90%	91%	97%
Adjusted Net Enrolment Ratio (ANER) - Primary Classes: 1-5 Age Group: 5-9 ⁺	68%	72%	72%	77%
Survival Rate to Grade-5	67%	67%	69%	66%
Effective Transition Rate (ETR) Primary to Middle	78%	82%	81%	82%
Literacy Rate (Age 10 years and older)	60%	58%	58%	60%
Youth Literacy (Age Group 15-24 years)	72%	72%	72%	72%

Source: Pakistan Education Statistics 2015-16 by Academy of Education, Planning and Management.

Table 4
Primary Education Enrollment in Pakistan 2012-16

Stage	Gender	2012-13	2013-14	2014-15	2015-16
Primary Classes: 1-5 Age Group: 5-9 ⁺	Male	29,63,384	25,83,451	25,50,401	19,79,595
	Female	37,89,014	35,79,098	35,28,493	30,46,373
	Total	67,52,398	61,62,549	60,78,894	50,25,968

Source: Pakistan Education Statistics 2015-16 by Academy of Education, Planning and Management.

Table 5

Educational Indicators:

(In Percentage)

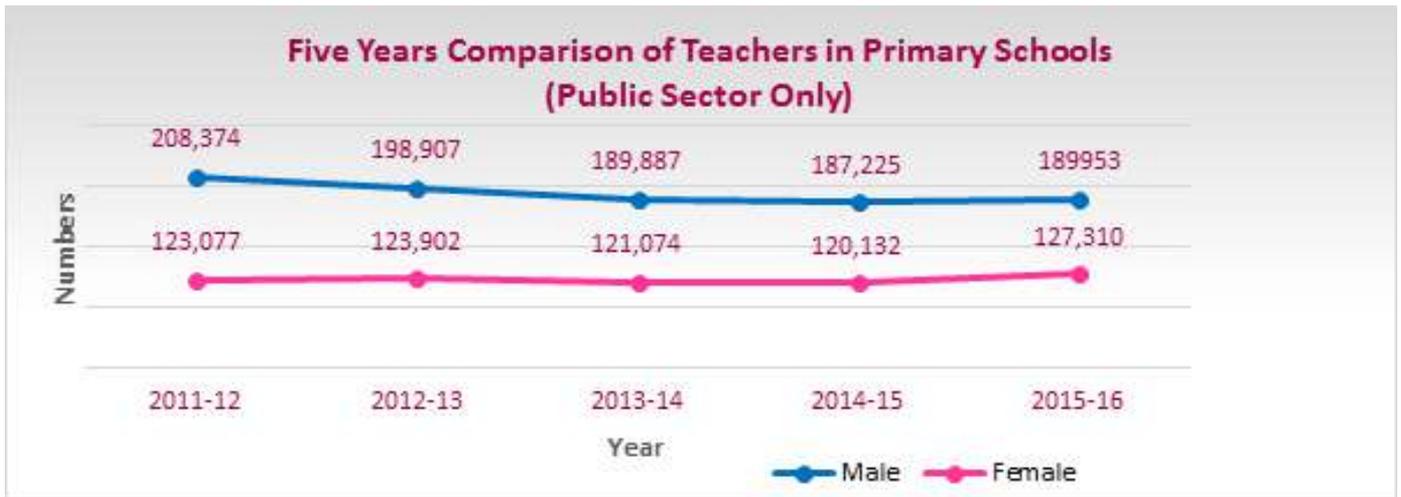
Year	Primary Adjusted NER	Survival Rate to Grade-5	Effective Transition Rate (Primary to Middle)	Literacy Rate (Age 10 years and older)
2012-13	69	67	78	60
2013-14	72	67	82	58
2014-15	72	69	81	60
2015-16	77	66	82	58

Source: Pakistan Education Statistics 2015-16 by Academy of Education, Planning and Management.

Teachers

Currently, the overall public sector, the education system is using services of 0.72 million teachers while five years earlier the system had the services of 0.67 million teachers, indicating that over this time period, 6.0% more teachers are added to the system.

It has also been observed a declining trend in the number of primary level institutions in previous section of this chapter; the same trend is also reflected in teachers' data over the period of time except 2015-16. In 2014-15 an increase of 1.5% and 6.0% has been served in male and female teachers respectively.



I. Effectiveness of Education System In the path to economic recovery, education has become a central element of the countries' growth strategies. To be effective in the long run, improvements in education need to enable all students to have access to quality education without disparity, to stay in the system until at least the end of upper secondary education, and to obtain the skills and knowledge they will need for effective social and labor market integration.

Access, Equity and Quality of education are very important considerations while analyzing the effectiveness of an education system. For each of these important parameters, there are a number of indicators which can determine the level of access, equity and quality.

Access related Indicators

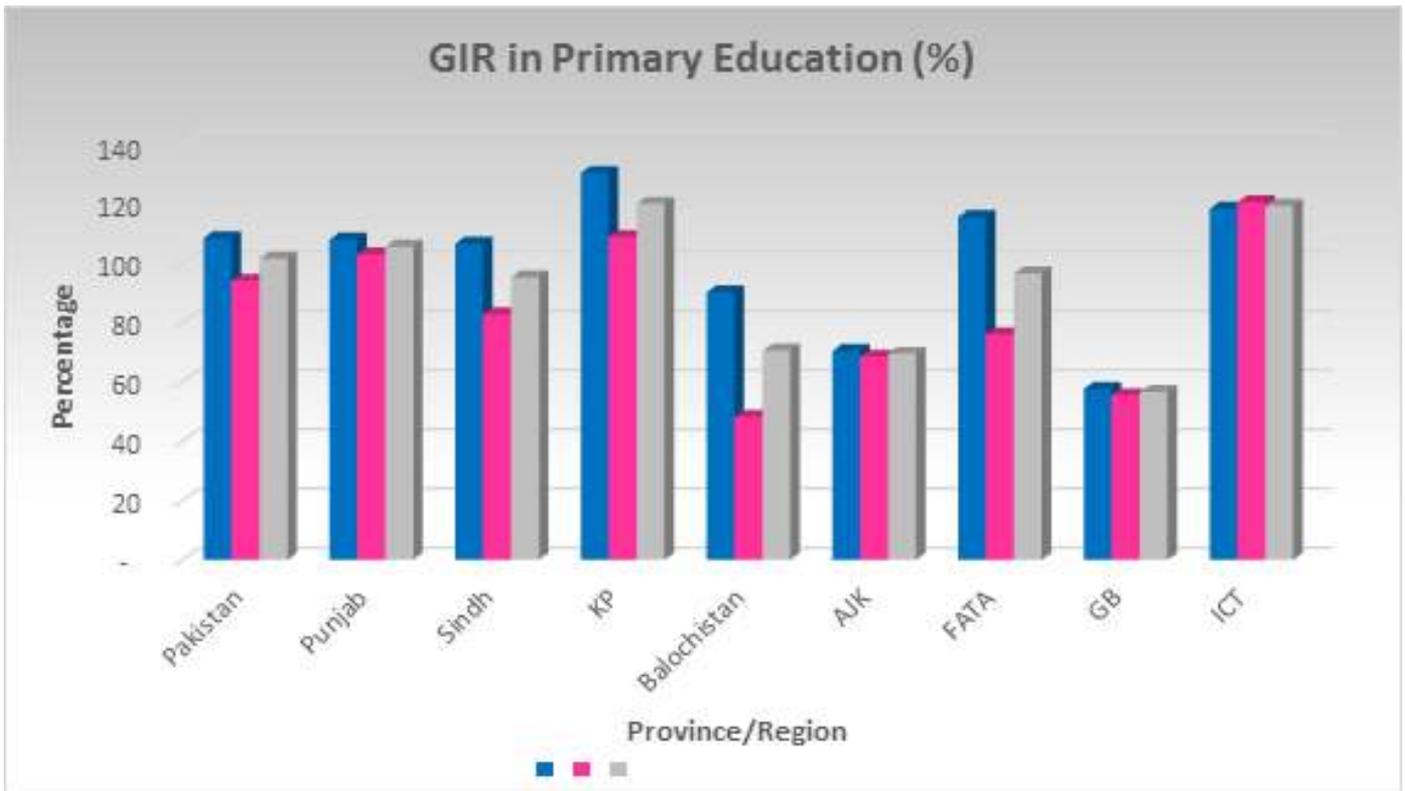
Gross Intake Rate (GIR)

Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

A high GIR indicates in general a high degree of access to primary education. As this calculation includes all new entrants to first grade, including over-aged and under-aged children entering primary

school for the first time, the GIR can be more than 100 percent.





Gross Enrolment Ratio (GER)

The GER is the most commonly used indicator to measure coverage. It shows the overall coverage of an education system in relation to the population eligible for participation in the system. It is useful for those who are interested in the overall participation of the school-age population in a particular education level. It can be used for comparing different districts, provinces, regions, urban and rural provinces, boys and girls, etc.

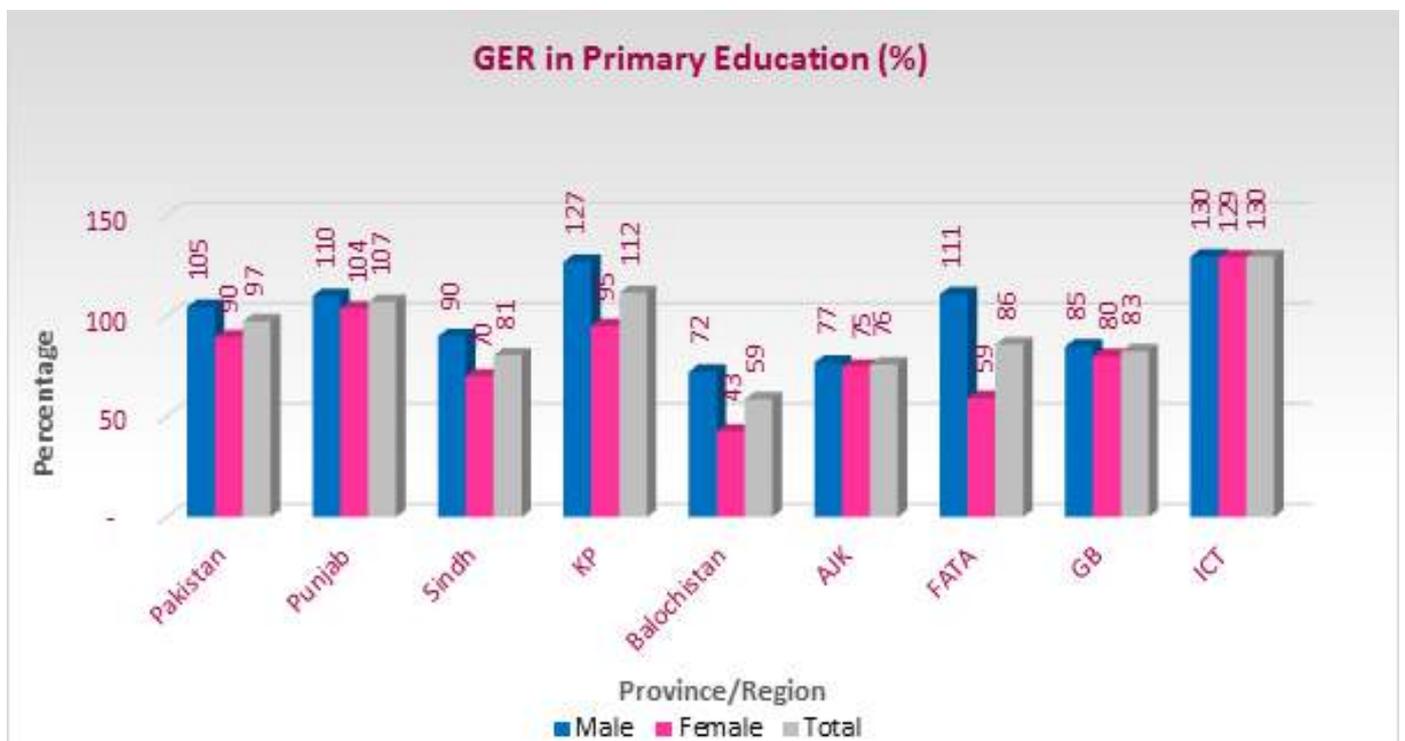


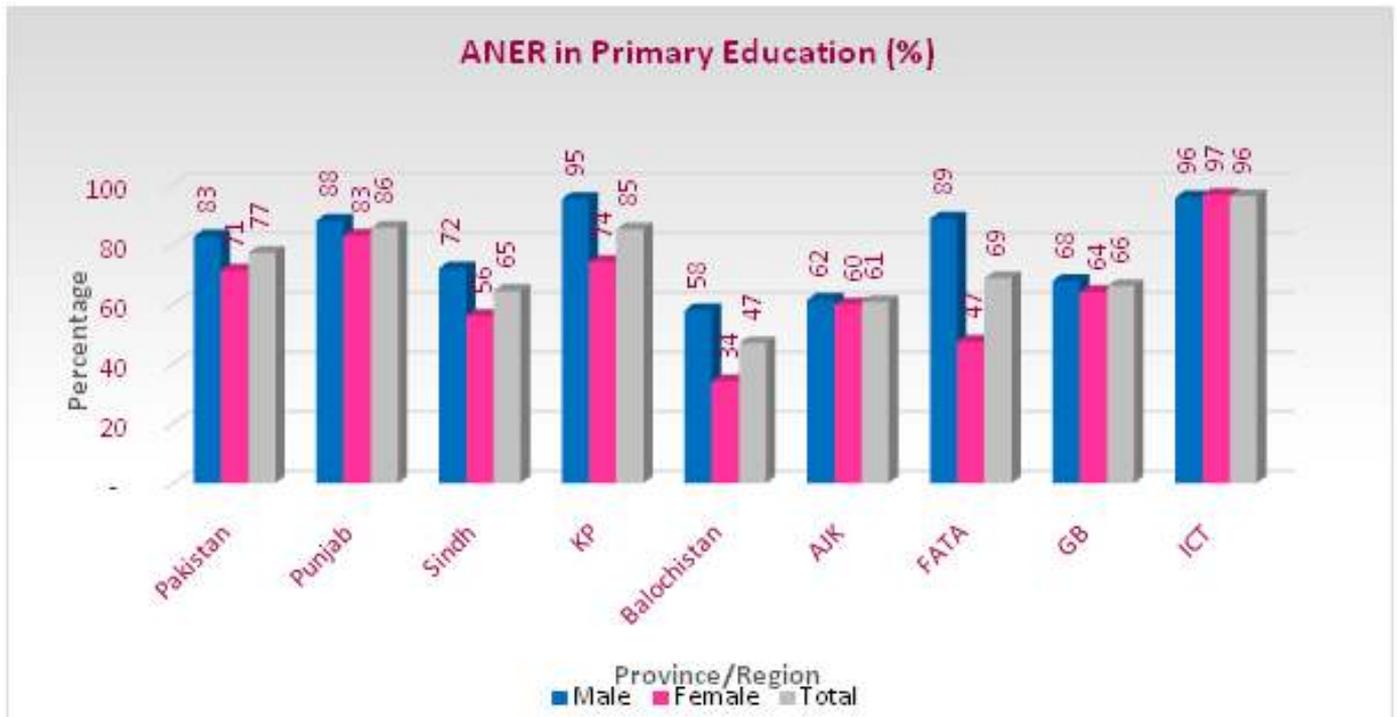
Table 6
Out of School Children (OOSC) at Primary, Middle and Secondary Level 2015-16 in Pakistan

Stage	Gender	Population	Gross Enrolment	Net Enrolment	ANER	OOSC
Primary Classes: 1-5 Age Group: 5-9 ⁺	Male	1,14,87,887	1,20,16,684	95,08,292	83%	19,79,595
	Female	1,06,41,065	95,33,898	75,94,692	71%	30,46,373
	Total	2,21,28,952	2,15,50,582	1,71,02,984	77%	50,25,968
Middle Classes: 6-8 Age Group: 10-12 ⁺	Male	65,27,266	38,96,433	34,63,496	53%	30,63,770
	Female	60,21,447	30,25,818	26,84,373	45%	33,37,074
	Total	1,25,48,713	69,22,251	61,47,869	49%	64,00,844
Secondary Classes: 9-12 Age Group: 13-16 ⁺	Male	85,48,148	32,99,054	30,62,258	35%	54,85,890
	Female	79,46,673	23,67,188	22,21,433	27%	57,25,240
	Total	1,64,94,821	56,66,242	52,83,691	32%	1,12,11,130
Primary to Secondary Classes: 1-12 Age Group: 5-16 ⁺	Male	2,65,63,301	1,92,12,171	1,60,34,046	60%	1,05,29,255
	Female	2,46,09,185	1,49,26,904	1,25,00,498	51%	1,21,08,687
	Total	5,11,72,487	3,41,39,075	2,85,34,544	56%	2,26,37,942

Source: Pakistan Education Statistics 2015-16 by Academy of Education, Planning and Management.

Adjusted Net Enrolment Ratio (ANER)

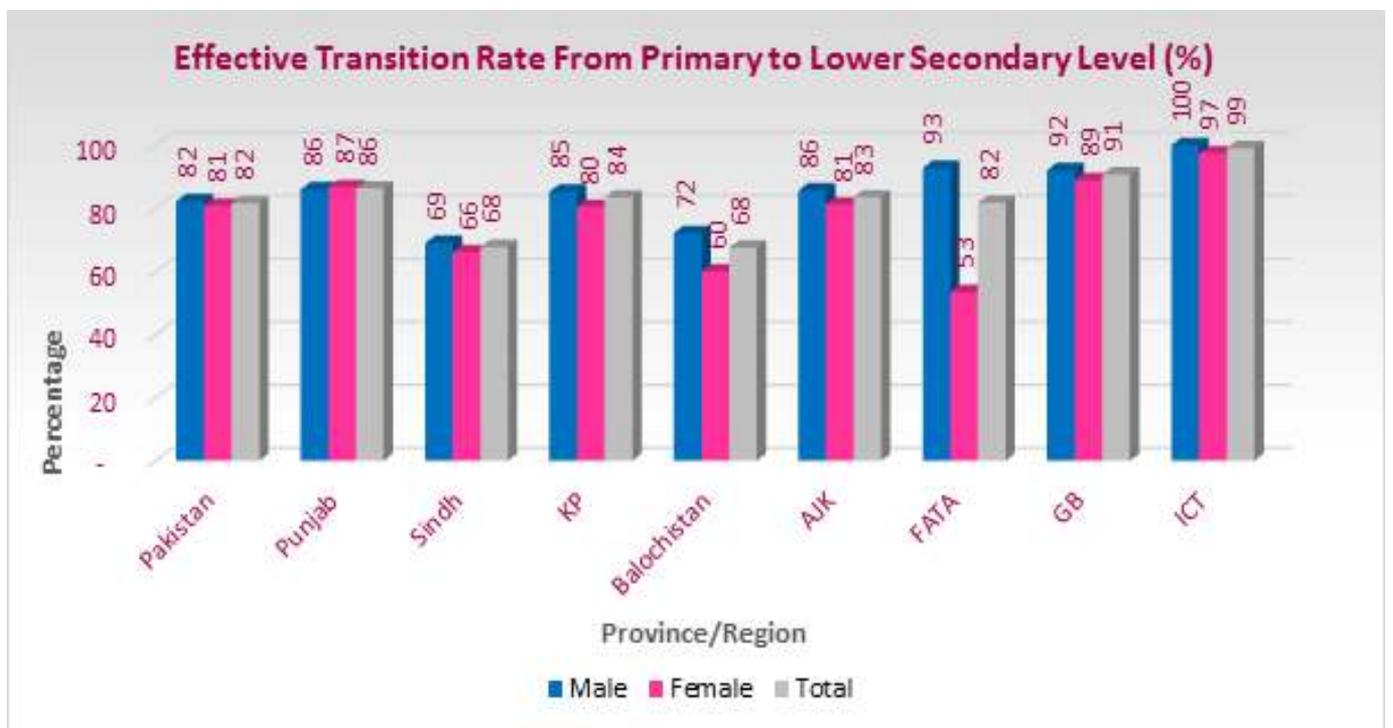
In Pakistan, of all the primary-aged (5-9 years) children, 77% are enrolled in primary school. However, wide variance is displayed across province and sex. The highest adjusted net primary enrolment rate is in ICT (96%). This is followed by Punjab (86%) and KP (85%).



Effective Transition Rate

Effective Transition Rate (ETR) between Primary and Lower Secondary Levels

Effective Transition Rate (ETR) between Primary and Lower Secondary Levels for Sindh and Baluchistan is less than 80%. This is an alarming situation, keeping in view that these areas, the GER at primary level is in any case low, coupled with the fact that transition rate is also low leads to a scenario where a significant proportion of school going age population is excluded from the system at the very early stage of lower secondary level.



Quality

Survival Rate (SR) to Grade V

Also called Retention Rate, Survival Rate to Grade 5 is the proportion of a cohort of pupils who reached Grade 5 expressed as a percentage of pupils enrolled in the first grade of a given cycle in a given school year.

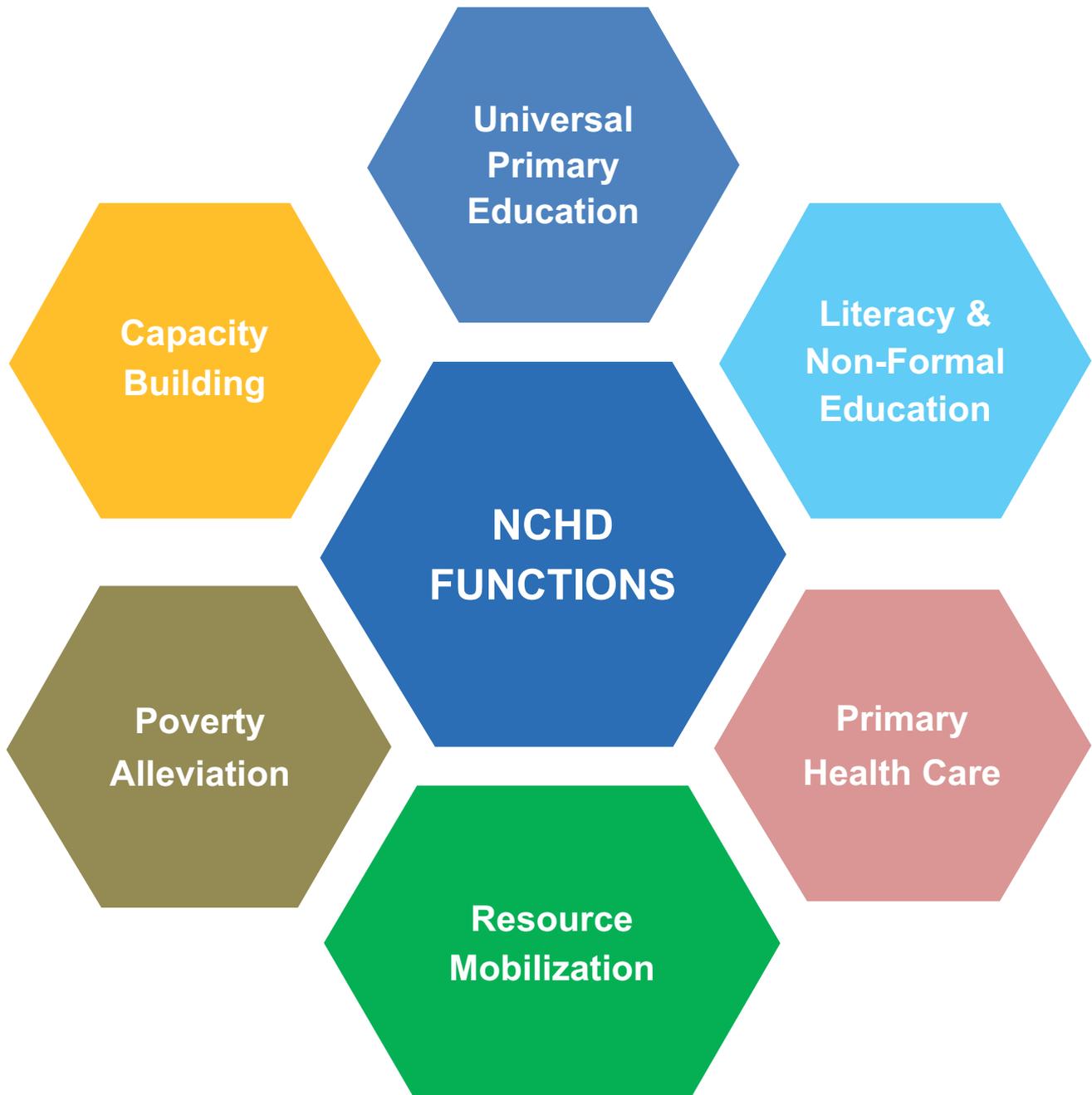
A Survival Rate approaching 100 percent indicates a high level of retention and low dropout incidence. Survival Rate may vary from grade to grade, giving

indications of grades with relatively more or less dropouts. The distinction between survival rate with and without repetition is necessary to compare the extent of wastage due to dropout and repetition.



NCHD FUNCTIONS

NCHD function as per ordinance no xxix of 2002





CHAPTER 2

NATIONAL COMMISSION FOR HUMAN DEVELOPMENT (NCHD)-INTRODUCTION



NATIONAL COMMISSION FOR HUMAN DEVELOPMENT (NCHD)

Introduction:

The Government of Pakistan set up the President's Task Force on Human Development in June 2001, to contribute new perspectives and resources to the developmental discourse and process in Pakistan. The core vision of the Task Force was to facilitate a social movement for human development that enables people to attain their maximum potential. The Task Force aims to provide innovative ideas and approaches to overcome the developmental hurdles Pakistan faces. The main charge of the Task Force, however, was not to present a drastic policy change it was to present a paradigm shift in development. The Task Force recommends development based upon a holistic and integrated approach that is anchored in people exercising decision-making rights about their lives.

Methodology

The Task Force on Human Development adopted a consultative methodology in completing its report. Through a series of provincial and district workshops, the Task Force interacted with nearly 1000 key people to build the platform for its reports and recommendations. Members of the Task Force solicited inputs from thought leaders and sector specialists in nearly every domain. The Task Force had detailed discussions with stakeholders, including government, civil society, service providers in both public and private sectors and most importantly, the people affected, in the three target areas of primary health, primary education/literacy, and sustainable livelihood. It drew a picture of the current realities in the social sector as well as the major factors contributing to

this state of underdevelopment.

Findings

The Task Force found that the social sector in Pakistan is in need of a systemic overhauling. Although limited successes are being perceived in Pakistan's development landscape, most interventions and projects fall short of meeting their targets. By and large, these interventions fail at the implementation level because they lack the proper structure and management to effectively deliver social services. The Task Force report identifies five key challenges facing development initiatives in Pakistan. They are:

1. Lack of community participation and decision making.
2. Limited access and poor quality are the major constraints towards quality service delivery?
3. Lack of integration in planning and implementation of development programs
4. Limited skills and capacities of service providers, especially NGOs and CBOs
5. Lack of management capacities and competencies in line departments.

Recommendations

In order to address the challenges highlighted above, the Task Force sought innovative solutions in order to overcome the developmental hurdles facing Pakistan. Any hope for improving the present situation requires new approaches and out-of-the-box thinking. Building on the ideas taken from both the business world and developmental experiences, the following concepts have been identified as key premises to



قائد اعظم نے فرمایا۔

"آپ تعلیم پر پورا دھیان دیں اپنے
آپ کو عمل کیلئے تیار کریں۔ یہ آپ
کا پہلا فریضہ ہے۔ ہماری قوم کیلئے
تعلیم موت اور زندگی کا مسئلہ ہے"
(لاہور، 2 مارچ 1941)

incorporate in Pakistan's development strategy. These values constitute the framework for the construction of future development initiatives.

- 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

Consequently, National Commission for Human Development (NCHD), established in July, 2002 under Ordinance No. XXIX as a Federal autonomous body and is working under the patronage of the Ministry of Federal Education & Professional Training. NCHD was set up as a fast track initiative to improve service delivery at the grassroots on the recommendations of the President's Task Force on Human Development. The mandate of the Commission is to fill the implementation gaps in social sector delivery to help achieve an unfinished agenda on Education, Government of Pakistan Vision 2025 and Sustainable Development Goals (SDGs) through:

- Universal Primary Education
- Accelerated learning or second chance to education

- Adult functional Literacy, especially for females, and
- Basic health care initiatives.

NCHD takes a holistic approach to human development, focusing on people's needs and works through existing frameworks, building capacity, raising awareness, promoting community participation and volunteerism, and encouraging public-private partnerships in Pakistan. Using this approach, NCHD has spearheaded a mass movement for socio-economic development and behavioral change by seeking the spirit of volunteerism and community participation to ensure sustainability of its programs, while providing upportrole for District Education Department.

One of the prime mandates of National Commission for Human Development (NCHD) is to help Pakistan to achieve Pakistan Vision 2025 and the Sustainable Development Goal- target of 100% enrollment and 90 % literacy rate by 2025 and 2030 respectively. In order to achieve the aforementioned goals, NCHD has prioritized the interventions of Literacy and Non-Formal and has adopted the following three- pronged approach:

- I. Ensuring that all children are enrolled in schools and retained so as to complete full primary schooling cycle through Universalization of Primary Education.

II. Arrange Non Formal Basic Education Center for the children who never attended the school or dropped out before attaining literacy skills and are in the age cohort of 9-14 years old through Accelerated Learning Program.

III. 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.

NCHD's quest is for “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, the concepts of tolerance, social justice, and democracy, their regional and local culture and history based on the basic ideology of Pakistan/Islam”. So NCHD's UPE Program is designed for supporting the achievement of the Government of Pakistan's Vision 2025 and Sustainable Development Goals i.e. contribute to 100% enrollment.

Vision of the Commission: The vision of NCHD is to learn from the experiences of both public and private sectors at national and international level, identify best practices and replicate them for effecting improvements in the social sectors in Pakistan.

Functions of the Commission: The functions of the Commission shall be to-

a) Formulate, approve, manage key , promote, enhance, implement, execute, monitor and organize its programs and projects, inter alia for –

Alleviation of poverty:

I Universal primary education and promotion of

literacy;

- ii. Primary health care
 - iii. Sustainable livelihood; and
 - iv. Capacity building, training, and enhancement of competency of Governmental agencies and non-government organizations working in the social field.
- b) Undertake research, studies and surveys to assess the needs and requirements of an area for extending the scope of its activities and disseminate information in respect thereof;
 - c) Keep informed the Federal Government and respective Provincial Governments and their District Administration of its programs and projects being carried out by it in the performance of its functions;
 - d) Conduct training and seminars for implementation of its programs and projects;
 - e) Publicize the activities of the Commission.

The core of NCHD strategy lies with:

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

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



CHAPTER 3

NCHD EDUCATION PROGRAMS



“EDUCATION PROGRAMS”

1.1. PRIMARY UNIVERSAL EDUCATION (UPE):

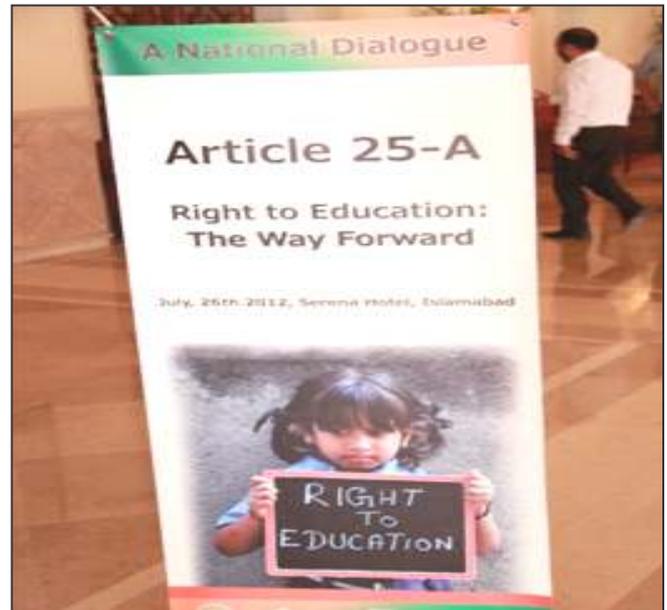
Pakistan lags far behind its neighbouring countries in areas like education and health. The UNDP Human Development Report 2016 has ranked Pakistan at 147th out of 188 countries on the HDI ranking, which measures health, education and standard of living. Government of Pakistan is a signatory at National and International level to increase Net Enrolment Rate (NER) at primary level and literacy rate up to 100% by 2030.

Pakistan Vision 2025 also seeks a society wherein all citizens have the opportunity to transform their quality of life. This requires strengthening human and social capital, which will allow the population to optimally contribute to and effectively benefit from economic growth. Pakistan Vision 2025 aims at substantial expansion in levels of education as well as improvements in the quality of education. This is very important to target public expenditure on education to reach 4% of GDP by 2018.

Sustainable Development Goals (SDG-4) is to “Ensure inclusive and equitable quality education and promote lifelong learning opportunity for all”. And target 4.1 demands to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

1.1. Vision of UPE Program

“Quality education to all children of Pakistan to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology of Pakistan/Islam”.



Objectives of NCHD’s UPE

Program

Support the provincial and District Governments in ensures to

Increase enrollment

Reduce drop out

Improve Quality of Education and

Provide access to education through establishment of Feeder Schools

1.2. Salient Features of UPE Program

Salient features of the UPE program are given below:

- i. Non Formal Approach, addresses issue of access in far-flung areas
- ii. Cost effective (Average Cost Rs. 300 to 400 Per month per Student)
- iii. Community based; brick and mortar structures not necessarily required

iv. Multi-grade Teaching Techniques

1.3. Role of UPE Program in Human Development

The overall design of Universal Primary Education Programme of NCHD is in line with the overall vision and mandate of the Commission of Human Development – UPE Program visualizes its role as:

I Demonstrating the innovative UPE interventions by maximum hand-holding support to District & Provincial Departments of Education and communities to increase enrolment and provide access to education in the areas where there are no education facilities. This hand holding is a valuable contribution for sustaining these innovative interventions.

1.4. Activities of UPE

1. National Enrolment Campaigns
2. Establishment of Community Feeder Schools in far flung and remote areas.
3. Improving quality of Feeder School System

4. Retention of students in Feeder Schools
5. Quality education to students by providing:
 - a. Training to NCHD field staff and Feeder Teachers
 - b. Real Time Monitoring
 - c. Students' Assessment (periodically and annually through Education Departments and NCHD.
 - d. Students' Tracking System (UPEMIS)
 - e. Implementation of Multi-grade teaching techniques in Feeder Schools:

2. Status of Community Feeder Schools (CFS)

2016:

National Commission for Human Development (NCHD) continued its 5949 Feeder Schools with 6581 Feeder Teachers and an enrolment of 310,146 students throughout the country. Province and area wise breakup of Feeder Schools (FS), Feeder School Teachers, and Enrolment is given below:-

Table 7

Feeder Schools Statistics 2016						
S#	Province Name	# of Feeder Schools	# of Feeder Teachers	Enrollment		
				Boys	Girls	Total
1	Punjab	1,649	1,926	40,300	43,867	84,167
2	Sindh	3,356	3,592	100,061	86,402	186,463
3	Khyber Pakhtunkhwa	257	298	4,560	5,950	10,510
4	Baluchistan	419	439	9,374	7,294	16,668
5	AJK	136	163	2,649	2,766	5,415
6	GilgitBaltistan	50	65	1,153	1,266	2,419
7	FATA	82	98	2,802	1,702	4,504
8	Total	5,949	6,581	160,899	149,247	310,146

3. Annual Exams /Assessment of students enrolled in Feeder Schools.

Assessment or annual examinations is a process of gathering information to know how learning taking is place at Feeder School level; and how much learning has taken place. NCHD conducted three types of assessments during the academic year 2016. These included

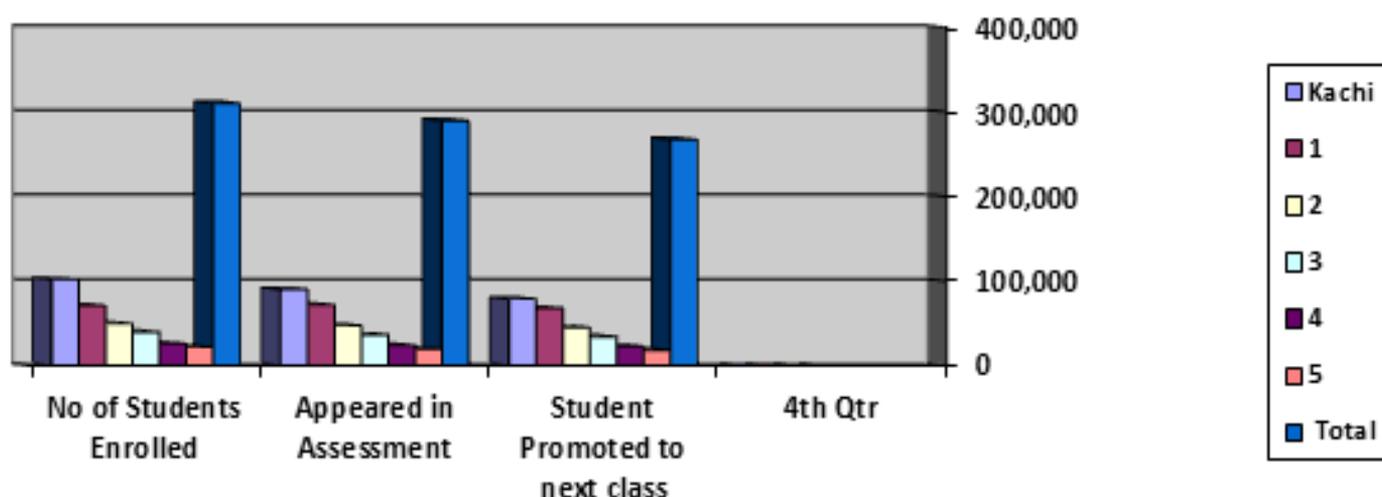
1. Assessment as learning (prior to the process),

2. Assessment for learning (during the process) and

3. Assessment of learning (after the process)
During 2016, NCHD conducted Annual Assessment of its 310,146 students enrolled in its Feeder Schools. The detailed results of annual examinations taken from the students are as under;

Table 8
Feeder School Result 2016

Class	No of Students Enrolled	No of Students Appeared in Annual Examinations	Student Promoted to Next Class
Kachi	101,982	90,173	78,821
1	71,023	71,765	68,032
2	49,662	47,390	45,101
3	39,736	36,442	34,121
4	25,874	24,091	22,932
5	21,869	19,678	18,315
Total	310,146	289,539	267,322



The table above shows that the as a whole 92% students passed the examinations and were found eligible for the next grade. This shows a good performance of teaching-learning in Feeder Schools.



Chairperson NCHD Enrolling out of School Children in Feeder School

4. National Enrolment Drive April 2016.

Government of Pakistan believes that education must be number one national priority. 100% enrollment of boys and girls by 2025 in line with the requirements of Article 25-A of the Constitution, which is a fundamental right, shall be pursued through Education Emergency.

The Government of Pakistan is committed to improve the status of basic education for which the foremost important activity of enrolment drive was launched across the country during April, 2016.

Currently 6.07 Million children (5-9 ages) are out of school i.e. they have never been to schools. or dropped out. The federal government devised a comprehensive strategy to enroll these out of schools children. In this regard, a committee was constituted namely National Steering Committee (NSC) under the chairmanship of Prime Minister of Pakistan to make policy decisions and implement the strategy for enrolment and to oversee the progress.

The Federal Minister for Planning Development and Reform Prof. Ahsan Iqbal convened an urgent

meeting on National Enrolment Drive in P” Block Pak Secretariat on 17th Feb, 2016 to devise modalities and make arrangements to start country wide National Enrolment Drive in April 2016.

In the a second meeting dated 07th March, 2016 NCHD was assigned to enroll 30 to 60 thousand children in NCHD Feeder Schools across the country. The meeting was also attended by Chairperson NCHD. During Enrolment Campaign 2016, NCHD played a pivotal role through following interventions;

1. Enrollment in NCHD Feeder Schools through;
 - a. Collection of data of out of school children in the vicinity of Feeder Schools
 - b. Compilation of lists of Out of School Children (OOSC)
 - c. Community mobilization and advocacy campaign at all levels.
 - d. Celebration of Enrolment week
 - e. Additional Enrolment in existing Feeder schools:

- f. At present NCHD can accommodate more than 70,000 children in Feeder Schools.
2. Support to Provincial/District Education Departments during 2016, through the following activities of Enrolment Campaign.
 - a. Facilitation of Education Departments in the preparation of Enrolment Campaign (EC) plan 2016
 - b. Technical support in the preparation of Formats to be used during EC 2016.
 - c. Facilitation in Kick off or launching ceremony at provincial and District levels.
 - d. Display of posters and banners disseminating advocacy messages in favour of education.
 - e. Media campaign to highlight benefits of education.
 - f. Village education walks
 - g. Celebration of enrolment week.
 - h. School visits for ensuring enrolment.
 - i. Preparation of Enrolment report, at District & Provincial levels.

NCHD is running 5949 Feeder Schools across the country where during April, 2016 new children were also enrolled. The details are as under;

Table 9
New Enrollment in NCHD Feeder Schools in Pakistan

S#	Province Name	# of Feeder Schools	New Children Enrolled
1	Punjab	1,649	24,029
2	Sindh	3,356	39,358
3	Khyber Pakhtunkhwa	257	6,018
4	Baluchistan	419	5,254
5	AJK	136	970
6	GilgitBaltistan	50	526
7	FATA	82	6,011
8	Total	5,949	82,166

6.1. Enrollment Campaign 2016 – Punjab Province

Punjab is Pakistan's largest province with almost 53% of total population and is arguably, Pakistan's most developed and progressive province in the country by taking lead in terms of implementing economic and social sector reforms. Although Punjab compares quite favourably with other similar regions in South Asia in terms of economic development, yet its social indicators continue to lag behind. .

The pool of out-of-school children continues to be very large. In order to attain the desired objectives of the national enrollment, a ceremony was arranged at Jamal Town Markaz Factory Area Tehsil Ferozwala District Sheikhpura on 30th April 2016 with technical support of NCHD. A large number of stakeholders, community members and parents of community feeder school of Jamal Town participated. The chief guest Ms. Razina Alam Khan (Chairperson NCHD) along with Acting Director Operations Punjab, Muhammad Riaz



Chairperson NCHD Addressing to Community

Ahmed attended the ceremony.

Ms. Razina Alam Khan (Chairperson NCHD) shared her experiences and social work regarding promotion of education and literacy in Pakistan during last 38 years. She highlighted the importance of Community Feeder Schools in remote areas where access of Public Sector schools was not possible. In her address; she lauded the commitment of present government towards 'Education for All'. Efforts and achievements made by NCHD Punjab were also highlighted by the Chairperson. She emphasized that desired targets of education in the country could not be achieved without collective efforts of education departments and local communities. She appreciated the students of community feeder school for their performance on the occasion, especially with respect to the national songs during the ceremony. At the end, she appreciated the efforts of Punjab and Sheikhpura team and community members for their support / cooperation and facilitation for smooth functioning of community feeder schools in the area.

Table 10
Enrollment in NCHD Feeder Schools in Punjab 2016

S.No	Name of District	(New Enrollment)		
		Boys	Girls	Total
1	Attock	204	258	462
2	Bahawal Nagar	650	773	1423
3	BahawalPur	1080	1305	2385
4	Bhakkar	370	294	664
5	Mianwali	121	120	241
6	Chiniot	197	203	400
7	D.G.Khan	579	826	1405
8	Lodhran	158	173	331
9	MuzafferGarh	1017	1041	2058
10	Okara	93	97	190
11	Sargodha	147	154	301
12	M.B.D	26	28	54
13	Khushab	13	9	22
14	Hafizabad	10	14	24
15	Pakpattan	356	418	774
16	Sahiwal	404	421	825
17	Rahim Yar Khan	2974	2669	5643
18	RajinPur	630	490	1120
19	Jhang	370	410	780
20	Toba Tek Singh	55	56	111
21	Kasur	655	752	1407
22	Multan	508	476	984
23	Khanewal	250	257	507
24	Vehari	197	189	386
25	Layyah	148	192	340
26	Narowal	82	105	187
27	Gujrat	49	51	100
28	Nankana	56	52	108
29	Sheikhupura	367	430	797
Grand Total		11766	12263	24029

6.2. Enrolment Campaign 2016–Sindh Province

Like other provinces and areas, Sindh chapter of National Commission for Human Development also organized enrolment campaign this year. During early part of 2016, it was decided in the meeting that district level enrolment walk will be held and Chairperson NCHD Razina Alam Khan and Director General NCHD will be invited to lead district Enrolment rally Thatta. The Walk was scheduled on 7th April-2016 at 2:00pm from Gharo (GharabariChowk) to Government Boys Primary School Soomar Shah UC Kakrand Taluka Mirpur Sakro of district Thatta.

Enrollment walk was organized in District Thatta wherein Chairperson NCHD Razina Alam Khan, Mr. Abid Hussain, DG NCHD, Humera Hashmi Director Operation Sindh, District Education Officer (Primary) Bashir Ahmed, Syed MehboobAlam Shah Bukhari, public representatives, District General Managers & Program Managers of NCHD Sindh, Human Rights Commission, Plan International (INGO), Right to Play (INGO), WAHDAT (NGO), NRSP (NGO), TEO (Male), MirpurSakro ,NCHD UPE team and media representatives, Teachers, Citizens, Scouts, School Children and volunteers participated in the walk.. Students, Teachers, Community members and Volunteers offered flowers to rally participants in the walk.

At the end of the Rally, Chairperson visited community homes and met two children namely Fatima Bibi D/o Ghulam Ali Shah and Mohsin Ali Shah S/o Qadir Dino Shah and enrolled them in the GBPS Soomar Shah with the help of Feeder School Teacher Mr. Fateh Mohammad Shah and DEO Nazir Ahmed Chandio.



Ms. RazinaAlamChairperson NCHD:

She appreciated community members for enrolling all children of their village in school. Education will prove to be key to eliminate social inequalities in their Society. It is the prime responsibility of Provincial / District Governments to enroll out of school children during country wide enrolment drive and for this they have to take special steps on war footings. She stated that all of us ought to be sincere with our future generations i.e. our children. At larger scale (Pakistan Level) NCHD is going to enroll 70,000 plus children through this enrollment movement. Chairperson informed the participants that this is a mega rally and our slogan is 'Every Child in School'. After visiting this school, Chairperson expressed her pleasure on the successful walk and enrolment of 96 students with the efforts of just one teacher. She promised that additional teachers shall be provided to this school soon.

Talking on the occasion, Mr. Abid Hussain (Director General, NCHD) added that NCHD always supported District Education Departments. He further expressed that this is the age of knowledge, and sustainable socio-economic development is not possible without advancement in the field of

education. He further stated that achieving the targets of sustainable development goals and vision 2025, every child needs to be enrolled.

Table 11
New Enrollment in Feeder School of Sindh 2016

Sr.	District Name	# of students Enrolled in April 2016
1	Badin	14660
2	Dadu	1679
3	Ghotki	4270
4	Jacobabad	197
5	Jamshoro	969
6	Kamber	496
7	Karachi	69
8	Kashmore	452
9	Khairpur	882
10	Larkana	374
11	Matiari	380
12	Mirpurkhas	325
13	NaushehroFeroze	5219
14	Sanghar	2957
15	ShaheedBenazirabad	2017
16	Shikarpur	753
17	Sukkur	587
18	TandoAllahyar	785
19	Tando Mohammad Khan	598
20	Tharparkar	1078
21	Thatta	108
22	Umarkot	503
G. Total		39358

6.3. Enrollment Campaign 2016 – Khyber Pakhtunkhwa Province

NCHD Programs are functional across all 25 Districts of KP Province. Activities of Enrollment Campaign (EC) 2016 were launched through a planning meeting presided over by the Additional Secretary, Elementary and Secondary Education Department of KP. At the moment, 254 Feeder Schools are functioning in 23 Districts of KPK. On 8th April, 2016 a ceremony was organized wherein Provincial Minister of Education Muhammad Atif Khan inaugurated the Enrollment Campaign. The ceremony was attended by Additional Secretary Kaiser Alam, British High Commissioner and other notables.

Nowshera-KP Province: In Nowshera two ceremonies for launching of Enrollment Campaign were held, one was chaired by District Nazim and the second one by Chairperson NCHD.

Members of Feeder School Management Committee (FSMC), local elected representatives, community members, media persons and Volunteers in good numbers participated. Media coverage appeared in majority of the local and national Newspapers.

In the beginning of enrollment day ceremony, DEO Mr. Fayaz Hussain formally welcomed the participants and highlighted the importance of the event. He appealed to the participants to come forward and join hands with Education Department in making this campaign a success. He stressed upon the community that it is not the sole responsibility of Education Department alone to enroll all the out of school children, every individual citizen has to play its role for this purpose.

MNA Siraj Ud Din highlighted the various initiatives taken by the provincial government for the provision of educational facilities and reiterated that this noble cause must be supported despite various bottlenecks. He shared information about the literacy rates of different countries in comparison with



Chairperson NCHD and Siraj Muhammad Khan MNA Nowshera talking to the children of Feeder School

Pakistan and pointed out that due to higher literacy rates the developed countries have much better economic conditions, sustainability in growth and development, prosperity, human resources and technological advancements. He strongly emphasized on educating next generation and highlighted the role of parents, teachers and community members in this regard.



Chairperson NCHD addressing enrollment drive event Nowshera KPK

Chief guest Ms. Razina Alam Khan emphasized the importance of the teachers in the society. Teachers play an important role for the development of any nation, so they must be given proper and due respect. She said that time has come to change the attitude of society and increase literacy rate in the district. She further stated that Education is like a light and without it we cannot move ahead. All developed nations in the world are progressing because of education. All the nations succeeded because of education, so it is the duty of all the students to work hard and to acquire good quality education and change their lives as only education can bring positive change in their lives. Nothing is Impossible in this world, we just need strong will. Knowledge is the most important weapon for change one's life. At the end; chief guest praised the performance of students who participated in the ceremony.



Enrollment Function



Enrollment Walk

Enrollment Campaign 2016 in Baluchistan Province

Baluchistan is the biggest Province of Pakistan with respect to geographical area. NCHD's UPE Team is working in (25) districts of Baluchistan. Main focus of UPE program is on Feeder Schools along with close liaison with Provincial Education Department and District Education Offices for the provision of Access and Retention in Primary Education. In the months of January and February, focus of enrolment campaign was on summer zone districts of Baluchistan... While in the winter zone districts the staff has been involved in numerous activities e.g. supervisory visits, assessments and School Development Plans of the Feeder School.

Enrollment Campaign Activities

At the start of the month of March, multiple activities were planned at Provincial and District Levels for carrying out successful enrollment campaign. Prior Planning Meetings at HDSU level and preparatory meetings for providing technical support to Education Department for filling gaps in delivery mechanism were held.

Human Development Support unit (HDSUs) of NCHD planned activities at the district level Role and responsibilities were distributed among UPE-team. For enrollment campaign activities were held

as envisaged in the program design such as given below.

Provincial Level Enrollment Walk.

A provincial level walk with the slogan of “Every child in School” was planned. More than 500 people from different segments of society participated in the walk; including children from different schools, members of civil society organizations, volunteers, teachers, officials of Education Department and Local Government. The event was organized under the umbrella of National Commission for Human Development and education department.

Enrollment Campaign at District Level

National Program Coordinator UPE Mr. Habibullah Khan participated in enrollment walk in District Pishin. He informed the participants that enrollment of all Out of School Children (OOSCs) is the target of NCHD Education Program. For this purpose, NCHD has conducted Community Meetings and awareness sessions in the community. Walks and seminars for awareness raising were organized and door to door visits of field staff were conducted to achieve 100% enrollment of all out of school children. The role of influential in the villages of Killi Mohammad Khan Khaljir remained exceptionally well and was highly appreciated by the community and the district education department.

Enrollment of out of school children in Baluchistan Province is shown in the table given below:

Table 12
New Enrollment in Balochistan 2016

S. No	District	Enrollment
1	Awaran	205
2	Bolan	412
3	Chagai	12
4	Gawadar	87
5	Jafferabad	1114
6	JhalMagsi	42
7	Kalat	253
8	Kech	156
9	Kharan	102
10	Khuzdar	565
11	Lasbella	308
12	Mastung	140
13	Musakhel	37
14	Naseerabad	78
15	Noushki	73
16	Panjgoor	148
17	Pishin	410
18	Qila Abdullah	230
19	Qilasaifullah	379
20	Sibi	145
21	Ziarat	96
22	Zhob	262
G. Total		5254

Enrollment Campaign 2016 – Gilgit Baltistan

In 2016, Enrollment Campaign was conducted in catchment areas of 50 Feeder Schools and 15 Madrasa Feeder Schools. These schools are located in far flung areas where there are either no opportunities or access to education is difficult. During the Out of School Children Survey considerable number of out of school children was identified by NCHD field staff in these areas. District UPE team carried out enrollment walk, seminars and Broad Based Community Meetings (BBCMs) to mobilize the community for enrollment of OSCs in the respective localities. This year; 526 OSCs were enrolled in Community Feeder School (CFSs) of G.B. Following is gender wise and district wise enrollment details as an outcome of the Enrollment Campaign during 2016.

Table 13
New Enrollment in Gilgit Baltistan 2016

S.No	Name of District	No. Of CFSs	New Intake in 2016		
			Boys	Boys	Total
1.	Ghanche	15	75	112	187
2.	Skardu	07	75	91	166
3.	Gilgit	07	53	25	78
4.	Diamer	11	58	18	76
5.	Ghizer	10	13	6	20
Grand Total			274	252	526

Mr. Syed Akber Ali delivered welcome address at Pari Bangla in Gilgit. He informed the participant about NCHD Interventions of UPE and Literacy in the region of Gilgit Baltistan.

Deputy Director Education Gilgit reaffirmed his commitment to work side by side with NCHD for betterment of local community with special reference to education and literacy. At the end, Mr. Ijlal Hussain Provincial Education Coordinator (PCE) GB presented vote of thanks to the guests and local community for their active participation and making the event successful.





Planning Meeting for Enrollment in AJK

Enrollment Campaign 2016–Azad Jammu & Kashmir

Planning Meeting of Enrollment Campaign AJ&K 2016

A meeting was held on March 4, 2016 at Committee Room Block No 4 New Secretariat Chatter Muzaffarabad. Meeting was presided by additional Secretary Elementary and Secondary Education Schools Azad Jammu and Kashmir and was attended by education top Management AJ&K. Minister of Education (Colleges) Muhammad Mutloob Inaqalbi also participated in the meeting. SGM-AJ&K briefed the objectives of enrollment and gave a review of previous Enrollment Campaign and implementation strategy. Minister of education (colleges) shared the Government of AJ&K's priorities and facilities

Regarding Quality of Education. He discussed three pillars of Education Policy.

- Access to Education,
- Quality of Education
- Good Governance.

He appreciated Secretary Elementary and



Meeting for new Enrollment

Secondary Education, NCHD and other Heads of Education Department for holding of such an effective meeting.

Enrollment Walk

Enrollment Walk started from Lower chatter assembly gate to Ali Akbar Awan High school. Prime Minister AJ&k, Minister Education AJ&K, Secretary Education AJ&K, DPI (M), DPI (F), Director Education Extension, DEO (M), DEO (F), AEO, s, Headmistress, Community activists and students joined the walk. The participants were carrying multi colored play cards which were released with a synchronized gesture to commemorate the event.

Enrollment Kick-off activity

Prime Minister AJ&K Ch. Abdul Majeed enrolled Elisha Manzoor D/O Muhammad Manzoor, who's Date of Birth is 01/08/2012. She has been allotted Silsila Number 174 and enrolled in Community Feeder School Damchian District Muzaffarabad AJK.

SGM (Acting) NCHD -AJ&K

Mr. Bilal Bin Habib the Senior General Manager AJK said welcome to the Honorable Chief Guest of the ceremony Ch. Abdul Majeed Prime Minister-AJ&K State, Mr. Abdul Wahid Minister for Education Schools AJ&K& Raja Abbas Secretary Education AJ&k state and other respected guests. He said that due to the efforts of NCHD team now with the grace of Almighty Allah each and every inhabitant of the State of Jammu & Kashmir is talking interest in education especially completion of Primary Education.

Raja Abbas Secretary Education AJ&K

He presented special thanks to all of the executors for arranging such a graceful ceremony and said that Honorable Prime Minister participated which shows his commitment towards improvement of education status. It was encouraging that Madrasa students also participated in this walk and ceremony. He said that being a muslim religious knowledge is important for us. He said it is our prime responsibility to aware the community for enrolment of their OSCs. Previous years result has been announced and there will be awards for best teachers. Teacher training academy will be established. Govt should focus on shelter less schools. He said that Minister of Education circulated a 35 points agenda for teachers because teacher should be role model. He requested the forum participants and teachers to enroll children in their respective school areas.

Main Abdul Waheed (Minister Education AJK)

He expressed special thanks to all of the executors for arranging such an important ceremony and said that this is a good change in the field of education. He said it's our prime responsibility to aware the community for enrolment of their OSCs. I request the

entire stakeholders who are sitting here to support NCHD to achieve SDGs. It should be our collective responsibility to enroll 100% OSCs found in the State of AJ&K and to support the families who are needy. We have to educate our children to make a successful society. I would like to pray to Almighty Allah that He may help us to attain this great achievement. We should have to ensure the sustainability in our activities to achieve the required goals in the field of education. He admired the efforts of NCHD and private sector in the field of education for producing knowledgeable students and requested the teachers of public sector to educate the students.

Ch. Abdul Majeed (Prime Minister AJ&K)

He expressed special thanks to all stakeholders of the education sector in AJ&K for arranging such a vital ceremony and said that this is an amazing change in the field of education. He appreciated the role of education department to improve the quality of education and enrollment of OSCs, Govt will allocate special budget for Education sector. He announced Rs.100, 000 for education department and secretary education will manage it. He said that the main purpose is to spread the message of "education for all". He said that through education we were able to understand ourselves as well as others. He assured that his Government will pay special attention toward education. He advised education department to make this enrollment campaign a role model throughout the State of Jammu & Kashmir and reporting process should also be done accurately with the technical support of NCHD.

Table 14
New Enrollment in AJ & K 2016

S#	District	Enrollment in NCHD Feeder Schools
1	Neelum	25
2	Muzaffarabad	364
3	Bagh	157
4	Rawalakot	157
5	Haveli	72
6	HattianBala	111
7	Kotli	23
8	Bhimber	25
9	Mirpur	36
	Total	970



Enrollment Campaign 2016 -FATA

During the planning meeting, Assistant Education Officer (AEO) Bajaur instructed all concerned Clusters in charge to carry out enrollment campaigns within their domains of influence. He directed that each cluster in charge will prepare and submit his plan of action for enrollment campaign. He also

instructed them to call a meeting of all Primary school head teachers and instruct them to carry out enrollment campaign activities in their locations/schools. He appreciated the role of NCHD during Enrollment Campaign.

Status of Enrollment of Students in FATA during Enrollment Campaign 2016 is given below:

Table 15
New Enrollment in Feeder School of FATA 2016

S. No	Province/Area	District / Agency	No. of CFSs/ROs	No. of FTs in CFSs/ROs	Students Enrolled in CFSs/ROs
1.	FATA	Khyber	26	27	1473
2.		Orakzai	12	14	327
3.		Bajaur	24	26	2834
4.		Mohmand	17	18	693
5.		FR Tank	2	3	147
6.		FR D I K	3	3	129
7.		FR Bannu	3	3	176
8.		FR Lakki	2	2	76
9.		FR Peshawar	4	4	156
	Total		93	100	6011

7. WORLD TEACHER DAY

UNESCO proclaimed 5th October to be 'World Teachers' Day' in 1994 the main objective of the Teachers Day is to mobilize support for the teachers and to ensure that the needs of future generations will continue to be met by teachers. World Teacher's Day aims to highlight the role of teachers in the delivery and promotion of education and emphasizes the need of building their capacities and improving their status in the society.

NCHD under the supervision of Ministry of Federal Education and Professional Training organized this important day on 05th October, 2016 at the Institute of Policy Studies Nasr Chamber MPCHS

Commercial Center, E-11/3, Islamabad.

The following criteria set by MO FE&PT was followed by NCHD and accordingly invited best Feeder Teachers;

1. Qualification of Teacher
2. Attendance during Academic year
3. Result Based
4. No disciplinary proceeding during the academic year
5. Innovation in Teaching
6. Exemplary Character
7. Integrity
8. Experience in relevant category

Table 16
Particulars of Province/ Area wise Best Feeder Teachers 2016

S. No	Province/Area	District	Feeder Teacher Name	Gender	Qualification	Experience in relevant category (In Years)
1	Punjab	Bahawalpur	TasmiaShahzadi	Female	BA. B.Ed.	10
2	Sindh	Badin	Moti	Male	BA	6
3	Baluchistan	Jaffarabad	GhulamHussain	Male	BA	10
4	KPK	Charsadda	Shahana	Female	B.A	10
5	FATA	Khyber Agency	Rashkanda Begum	Female	B.A	10
6	AJ&K	Hattianbala	EshratBibi	Female	MA Edu,B.Ed	10
7	GB	Diamer	Faridullah	Male	Matric	5



NCHD Signed MOU with HASHOO FOUNDATION

A Memorandum of Understanding was signed between NCHD and Hashoo Foundation. The main objective of this MoU is joint collaboration for promotion of Education and Literacy. This Memorandum of Understanding (MOU) has been inked on 28th November, 2016 at Islamabad. Hashoo Foundation is a registered Trust, constituted for charitable and philanthropic activities. Its office is located in Islamabad. MoU was signed by Country Director of Hashoo Foundation and Director General of NCHD.

The Memorandum of Understanding highlighted the respective roles, responsibilities and liabilities of the Hashoo Foundation and National Commission for

Human Development (NCHD) for collaboration in the field of Education and Human Development in Pakistan.

The NCHD and Hashoo Foundation determined, through mutual consultations, the mechanism to further enhance cooperation and collaboration for the above stated purposes. It was pledged that NCHD and Hashoo Foundation will develop proposals for sharing experiences, guidance and for timely achievement of common objectives.



Signing Ceremony with Hashoo Foundation

Adult Literacy Program of NCHD

The National Education Policy 1998-2010 was formulated to consolidate the earlier efforts with renewed commitment. The policy sought to increase literacy by launching the National Literacy Movement. The Prime Minister's Literacy Commission was charged with the preparation of a coordinated program to further literacy through non-formal basic education.

Similar targets and strategies were also conceived with respect to literacy. Various initiatives have been undertaken since independence to improve the state of literacy and primary education in Pakistan. Due to poor outcomes, the emphasis shifted to a programmatic approach in the 1990s, where efforts were made through Literacy Commissions to undertake adult literacy and provide non-formal education to those who were not in the formal school system.

Elementary education is the responsibility of the provincial governments. However, in the past, literacy programs were usually sponsored by the federal level. The Ten Year Perspective Development Plan 2001-2011 links education with other social sectors and viewed EFA as the centerpiece of human capital formation.

Definitions of Literacy:

In Pakistan, definition of literacy has been changing and evolving from simpler version to a more scientific and universal format. Definitions adopted for the purposes of various population censuses or notified by the government during 1951 to 1998 are given below:

- One who can read a clear print in any language (1951)
- One who is able to read with understanding a simple letter in any language (1961)
- One who is able to read and write in any

language with understanding (1972)

- One who can read a newspaper and write a simple letter (1981)
- One who can read a newspaper and write a simple letter in any language (1998)
- Ability to read and write simple statement in any language and to be able to do simple calculations (2008)
- One who is able to read and write a simple text of any language with understanding, and can do a simple numeracy. (Current)

Implementing of Adult Literacy program is the second important component of the approach adopted by NCHD to contribute towards the Vision 2025 that aims to increase literacy rate up to 90%. NCHD has established 164,190 Adult Literacy Centers, making more than 3.84 million people literate. Out of these 92% adult literacy centers were established solely for the females, NCHD has planned to establish 8,000 centers during 2017-18.

To combat illiteracy among adults, NCHD designed a tailor made literacy program with shortest possible duration and high effectiveness. The target group needed to be self-motivated. For sustained literacy skills, the target group would be mothers to be able to support their children in home work and monitor their academic progress. Needless to say that female literacy has a great multiplier effect.

During the past four decades, a number of literacy projects have been implemented in Pakistan, with varied degrees of success. Before launching NCHD's literacy program, the past efforts were analyzed to develop a viable literacy program based on lessons learnt. The following were the shortfalls and deficiencies in the past programs:

1. Inappropriate text books: Literacy materials were not suited to the learning style of adults.
2. Relevance of Content: The content of literacy

primers and supplementary readers were not related to the needs of the learners

3. Ineffective Monitoring: In most of the case, monitoring comprised head counts as opposed to monitoring the learning achievements and supporting the teacher. There was also no concept of assessment against a certain defined learning land marks.
4. Teachers training: An effective and systematic training of literacy teachers was not institutionalized. It was assumed that every educated person can automatically become a good literacy teacher. The teachers training was mostly a one-time affair, with no follow up or refresher courses or assessment.
5. Long duration of teaching: In almost all cases, the duration of literacy program was between six to seven months. It was very difficult to maintain the interest of learners for this protracted period of time, resulting in heavy dropouts.

Based on this assessment, NCHD developed its own literacy program, addressing all the concerns mentioned above. Some of the main initiatives of NCHD are as follows:

1. Development of appropriate text books: Language or reading skills are taught through phonics instead of introduction of names of alphabets
2. Relevance of Contents: Literacy material

contained information about health, environment, and income generating activities, local culture and norms.

3. Stage wise teachers training program: Instead of one time teachers training where the teacher is loaded with over whelming one-time information, the training of teachers was linked with various sections or parts of the text books in phases corresponding to the text books being taught, thus reducing the load on the teachers.
4. Duration of Literacy Course: Duration of teaching is kept at minimum. NCHD's literacy program spreads over a period of 200 hours of learning - 5 months duration instead of being spread over the conventional 6 months period.
5. Effective and intensive monitoring: NCHD has taken up monitoring beyond the conventional head counts. It now encompasses assessment of learners on pre-established learning land marks, leading to teachers training. A five-tier monitoring system has been introduced by the NCHD for intensive and qualitative monitoring with technical support by the supervisory staff.

NCHD – The National Lead Agency for Literacy in Pakistan

Recognizing the achievement of NCHD in the field of literacy at national and international levels, the President of Pakistan has declared NCHD as Lead Agency for Literacy. Accordingly, NCHD has

Correcting Gender Imbalance in Literacy

The strongest feature of the Adult Literacy Program is that the female learners (95%) outnumber male learners in all intervention districts, thereby, increasing the number of the female literacy centers. This is a direct consequence of NCHD's efforts in mobilizing the female population in a bid to redress the imbalance in educational opportunities between men and women, and promote gender equity/empowerment.

planned the following activities being the lead agency:

- NCHD acted as Focal Point for Literacy under the aegis of Ministry of Education
- Mapping of Literacy related interventions in Pakistan and publication of the comprehensive Literacy Status Report.
- Creation of National Literacy Database- literacy status to be updated on a regular basis
- Establish Literacy Resource Centers: one at the national level, four at the provincial levels- for capacity building of stakeholders, technical support, research, monitoring assessment

NCHD conducted a Mass Literacy Campaign titled 'Literacy For All' on the basis of an agreement with the Government of KP (via Elementary Education Foundation), providing a very clear example of the government ownership of NCHD's successful and the role model literacy program.

Salient Features of Program Design

The adult literacy program of NCHD has been designed on the basis of extensive research & development and following international best practices. Major features of the program design are:

Duration of literacy centers:

Duration of literacy center is 130 working days (260 Teaching Hours) i.e. 2 hours daily. The teacher learner ratio is 1: 25. The target age group of the

illiterate learners is 15 to 45 years.

Components of Literacy:

The focus of literacy Centers will be mainly on three components:

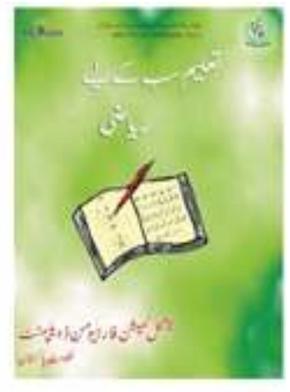
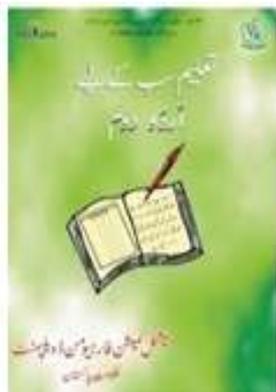
- Basic Literacy Skills
- Functional Literacy Skills
- Parental Education about Early Childhood Development (ECD)

I. Basic Literacy Component:

In the first step; learners will be taught to simply read and write and handle simple calculations. This will prepare them for the next two levels, i.e. Functional literacy and ECD. The NCHD's adult literacy syllabus has been designed in line with the needs and interests of the learners. It has been developed after a comprehensive research and field testing .It is the only syllabus of literacy in Pakistan which has been approved in 2007 by the National Curriculum Wing of the Ministry of Education.

The syllabus of Literacy comprises of the following four books:

- NCHD-Urdu Book-1 Sounds, syllables, simple words and sentences.
- NCHD-Urdu Book-2 Syllables aspirated sound, words and sentences.
- NCHD-Urdu Book-3 Paragraph, essay, letters, application, creative writing and functional



Literacy skills.

- d. NCHD-Math Book - Counting, concepts and processes of addition, subtraction, multiplication and division

Learning Indicators for successful learners:

After 260 hours of course duration, the graduates should be able to

1. Achieve a level of literacy skills to be able to read a newspaper with understanding.
2. Write 5-7 sentences about their immediate environment.
3. Handle three digit figures - able to add, subtract, multiply, and divide.

II. Functional Literacy Program

Apart from imparting training in Basic Literacy Skills, learners will also be offered orientation about functional Literacy Skills. A major deficiency of our past literacy programs had been that content were lacking relevance to the needs of the learners. . By providing adults with functional literacy skills, interest of the learners is stimulated as they find useful information that can help them in their practical life. Learning the lessons from the past Literacy Programs, NCHD has designed Functional Literacy Component based on the literacy needs of the participants. The main objectives of the Functional Literacy Components are:

- To improve learners' functional literacy skills based on their livelihood or business activities
- To provide learners with appropriate knowledge for self-fulfillment, poverty alleviation and improved living standards;
- To enhance awareness on preventive health issues.
- To promote child attendance in schools by raising parental awareness of the importance of education
- To strengthen involvement of communities in national social, economic and political activities.

NCHD through its Functional Literacy Program is interested to integrate the learner's needs into their daily issues and existing income generation or livelihoods activities. This enablestheparticipants to appreciate the value and relevance of literacy skills training as an instrument of socio-economic development. Efforts will be made to cater specific literacy and livelihood skills needs of all learners. This component will also make them aware of the benefits of education of their children and the resultant increase in enrollment rate is expected, especially the enrollment of females.

NCHD for this purpose has developed about 50 primers for different areas, keeping in view the local needs of the area. One topic, theme, or skill will be taught each week with a proper demonstration or practicum in the centers. In the next week, feedback will be obtained from the learners on the use or application of information delivered last week.

III. Parental Education about Early Childhood Development (ECD)

Maternal education is said to be the cornerstone in cognitive, physical, mental and social development of children. A mother is the principal provider of the primary care that her child needs during the first six years of his/her life. The type of care she provides depends to a large extent on her literacy or educational level, environment and awareness. Research studies have indicated that maternal



literacy plays a powerful role in child's growth and cognitive development in developing nations like Pakistan.

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

Educational research elucidates that literate women are better able to comprehend health information and communicate with health providers in a better way. Reading skills are also associated with a greater comprehension of spoken messages, such as radio broadcasts which are commonly used to spread health information in developing countries. Literacy for

Mothers including ECD

Teaching a mother how to "read" her baby, even at such an early age is the fundamental characteristic of the NCHD Literacy Program. This component focuses to help mothers play their role in their children's lives and helping their children achieve their full potential. NCHD will train not only parents, but also community volunteers and teachers about the physical, social and cognitive development processes during early years of children. This component will focus on how to provide a quality of experience that supports these processes, as well as how to identify delays and barriers to a child's development.

Objectives of ECD Component

NCHD Literacy Program is an empowerment

program for parents (especially mothers) to acquire skills for better upbringing of their children. The program endeavors to:

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



Strategy for Establishment of Literacy Center

NCHD has developed a well designed and tested mechanism to establish Adult Literacy centers. The process starts with clustering of intervention area as the centers are to be established within a radius of 10-15 km for easy monitoring and support by the female local area supervisor. The other standard activities/strategies leading to the establishment and functioning of literacy centers are as follows:

- Area Clustering/identification
- Social Mobilization Process

- Meetings with influential persons in the community
- Broad-Based Community Meetings
- Formation of Community Committees
- Identification of potential learners
- Identification of Teachers and training
- Baseline Assessment of learners
- Issuance of books and other teaching learning aids
- Center Opening ceremony

The above activities are interlinked and are undertaken in a logical manner. Following model depicts the whole process of establishment of a Literacy center from the planning to its inauguration or commencement of teaching-learning activities.

Training of Literacy Teachers

Literacy teachers always play key role in the

success of a literacy program. For effective contribution by teachers we need to develop their capacities in teaching methodology, psychological principles, techniques of overcoming learning disabilities, center management strategies, assessment of the learning achievements and use of learners centered approach in the classroom. For achieving all these targets, organized and well planned trainings are required. NCHD has developed a number of training modules for effective capacity building of literacy teachers. The training is distributed into three phases, which are given as under:

- Training of Book 1. (Before start of Literacy Centre) 6 days
- Training of Book 2 & Math (Before start of phase 2 or Book 2)-3 days



Suggestion. Top box. Title of activity may be 'Meetings of Influential' instead of Influential Meetings.

- Training of Book 3 & Math (Before start of phase 3 or Book 3) - 3 days

Total duration of training is 12 working days. The Resource Persons of these trainings are e Literacy Coordinators and District Program Managers of Literacy.

Organization of Literacy Classes:

Daily two hour classes are organized for the learners. During the initial one month, basic literacy skill are imparted. After completion of Book-1, learners are able to read and understand functional literacy primers and Early Childhood Development book. In the next four months, ECD and functional literacy/skill training are incorporated in daily time table and the scheme of studies.

Learners are provided sufficient material on functional literacy i.e. life skills and income saving/generation skills. NCHD has developed about 50 primers on functional literacy and a

comprehensive booklet on ECD.

Monitoring and Reporting Schedule:

a. Monitoring system

One of the major characteristics of the NCHD literacy program is its internal monitoring system. The rationale behind NCHD program monitoring is twofold: information gathering about implementation status in the field, identification of gaps or shortfall, improving the programs in the light of feedback. And tracking the results.

The monitoring is carried out from different tiers including local supervisors, Literacy Coordinators (LCs), DPMs and District General Managers (DGMs). It is ensured that all centers are visited on regular basis, at least once in a week. Female Supervisors visit centers on daily basis and ensure delivery of literacy skills on desired level. Monitoring plan of different tiers is given as follows:

c. Recording and Reporting:

The recording and reporting format for the Literacy

S. No.	Monitoring Tier	No of visits
1	District General Manager	8 Centers in a month
2	District Program Manager	20 Centers in a month
3	Literacy Coordinator	20 Centers in a month
4	Female Supervisors	10 centers in a week

Program includes a standard set of forms to be filled in and reported on a monthly basis. Reporting starts from the grassroots level (monitoring by Monitor/LAS) and progresses to each successive reporting tier (HDSU, PO, Head Office). The recording and reporting forms are to be filled out by LAS on weekly basis, while at the end of every

month by other tiers and reported to the next upper level in the organization regularly. All the data are computerized in a very comprehensive Literacy Information Management System (LIMIS) of NCHD.

Progress of Adult Literacy Program in 2016

During the reporting period, major activities of the

literacy program remained stalled as approval of NCHD's main PC-1 remained pending with the Central Development Working Party (CDWP) of the Planning, Development and Reforms Commission of Pakistan. However, NCHD undertook several initiatives, most of these on self-help basis i.e. without any budgetary provisions. These initiatives are:

Literacy Centers in Jails

Being the national lead agency in literacy; NCHD has been endeavoring to conceive, design, plan and implement innovative approaches to improve literacy rate of the country. The literacy program focuses on illiterate learners from all segments of the

society. NCHD has been undertaking different initiatives to establish literacy centers at workplaces as well. One such initiative is the literacy centers in the Jails. The main objective is to impart literacy skills to the illiterate prisoners so that they could become useful citizens and live a better life after leaving the jail.

NCHD has established literacy centers in the jails of Faisalabad, Toba Tek Sing, and Sargodha, mainly on self-help basis i.e. without any additional budget. For this purpose, Chairperson NCHD wrote a letter to Inspectors General Police of all the provinces and Federal Areas to support and facilitate establishment of literacy centers for the prisoners. For the centers, NCHD provides free books,

1	Literacy centers in jails
2	Literacy centers at workplaces
3	Observation of International Literacy Day
4	Strengthening of National Literacy Resource Center of NCHD

materials, training and instructional services. Detail of such centers is as under:

The two centers have been established in Juvenile centers of Borstal Jail (Faisalabad) in collaboration with COMSATS, Islamabad. These centers are for the young boys aged 10-20 years who are in the jail being accused of different criminal acts.

Literacy Centers at Workplaces

The details of the Center is given in the below mentioned table

District	Literacy Centers	Leaners enrolled
Faisalabad Jail	2	43
Jhang Jail	1	24
Sargodha Jail	4	103
Shahpur Jail	2	50
Total	9	220



نیشنل کمیشن فار ہیومن ڈویلپمنٹ سرگودھا کے زیر اہتمام ڈسٹرکٹ جیل سرگودھا میں قائم لٹریسی سنٹر کا چیئر پرسن این سی ایچ ڈی میڈم رزینہ عالم خان وزٹ کر رہی ہیں

Wafaqi Mohtasib visits Literacy Centers in Borstal Jail, Faisalabad

Honorable *Wafaqi Mohtasib* (Federal Ombudsman), Mr. Salman Farooqi visited Borstal Jail, Faisalabad in March 2016 to examine the two literacy centers established by NCHD and COMSATS. He appreciated the collaboration of both the organizations for the cause of literacy, specially their efforts to train the young boys in the Juvenile center towards living a respectful life thereafter. He also symbolically inaugurated the centers, met the learners, and assessed their learning outcomes. At this occasion, NCHD Literacy Coordinator briefed the Honorable Mohtasib about the establishment and teaching/learning process of the literacy centers. The Jail administration was very cooperative to facilitate the center and the learners. NCHD's National Program Coordinator, Syed Akbar, Acting Director Operations Punjab, Mr. Mohammad Riaz, representative of COMSATS, Brig. Rafi Butt, and officials of Faisalabad Chamber of Commerce and Industry were also present at the occasion.

As mentioned earlier, NCHD established literacy centers at work places also. In this regard, NCHD team in Punjab took the lead in establishing centers at various places in the province. These centers are established in Sargodha, Mandi Bahauddin, and Jhang districts. Six Adult Literacy Centers have been established on this pattern. The two centers are established in Mushaf Air base Sargodha and one in Rafique Air base Jhang. Another center has been established for nomadic community in Sargodha. In all, 143 learners are enrolled and acquiring literacy and numeracy skills.

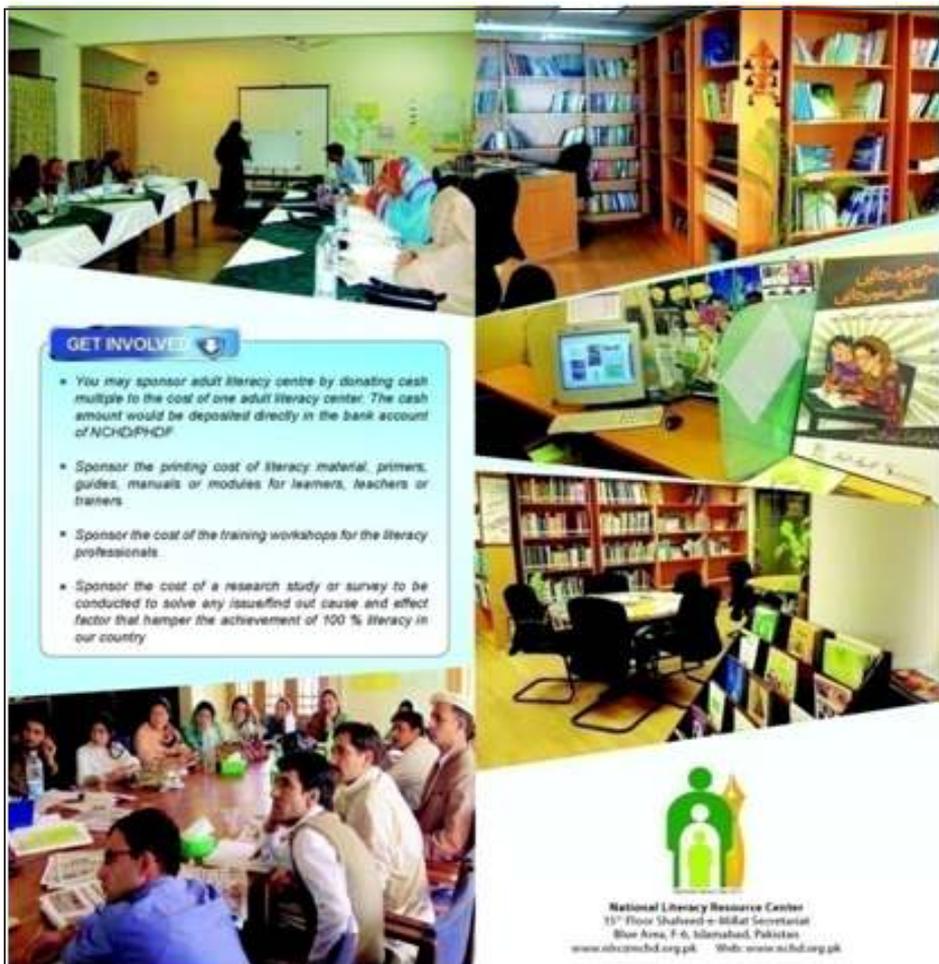


**Minister for Education
Mr. Baligh ur Rehman Addressing
International Literacy Day Seminar**

National Literacy Resource Center

With support from UNESCO, NCHD has established National Literacy Resource Center at its Head Office, located at Shaheed-e-Millet Secretariat Islamabad. Literacy Department has planned to enrich the Center and utilize its resources effectively in times to come. The NLRC will compile and disseminate

relevant learning resources to NCHD field staff to keep them updated with the latest trends and knowledge in the field of literacy and non-formal education. The Center will also arrange professional sessions on diverse themes and invite experts to deliver lectures.






NATIONAL LITERACY RESOURCE CENTER

GET INVOLVED

- You may sponsor adult literacy centre by donating cash multiple to the cost of one adult literacy center. The cash amount would be deposited directly in the bank account of NCHD/PHDF.
- Sponsor the printing cost of literacy material, primers, guides, manuals or modules for learners, teachers or trainers.
- Sponsor the cost of the training workshops for the literacy professionals.
- Sponsor the cost of a research study or survey to be conducted to solve any identified out cause and effect factor that hamper the achievement of 100 % literacy in our country.

Approximately, half of the population in Pakistan of age 10+ is illiterate. In terms of numbers, it is estimated that over 55 million Pakistanis cannot read and write. In rural areas less than one third women are illiterate. Pakistan is a signatory to the Millennium Development Goals (MDGs), and one of the six goals of Dakar Framework of Action reflects commitment of the governments to "achieving 50 percent improvement in levels of adult literacy by 2015.

But according to an analysis carried out by UNESCO, Pakistan is unfortunately among the 30 countries, which are not likely to achieve EFA targets by 2015. Besides the international commitments, we as Pakistanis need to realize that it is in our own benefit to have a literate, educated and productive nation to take meaningful progress in social and economic development.

In Pakistan, efforts have been made to eradicate the illiteracy in past. But more extra ordinary steps are required to address the menace of illiteracy. In Pakistan, many programs have been launched but they have not come up with desired results due to the following reasons:

- Lack of skilled workforce
- Irrelevant syllabus for learners
- Lack of Research and Development Programs hinders development of need based material in literacy programs
- Absence of a regular system of Capacity Building programs of the Literacy professional at the mid level and high level do not exist in Public as well as private sector



National Literacy Resource Center
13th Floor Shaheed-e-Millet Secretariat
Blue Area, F-6, Islamabad, Pakistan
www.nchd.org.pk [Web: www.nchd.org.pk](http://www.nchd.org.pk)

Future Plans– Implementation of PC-1

Establishment of 6000 Functional Literacy Centers

NCHD PC-1 titled "Improving Human Development Indicators in Pakistan" was under the consideration of CDWP. On January 14, 2016 CDWP approved the PC-1 in its meeting and NCHD started preparations to implementing the project, particularly the long

awaited adult literacy component to establish 12000 literacy centers. Later on, the minutes of the meeting of CDWP revealed that approval was in principle only and subject to certain conditions to be fulfilled before issuing the authorization letter. Until then, NCHD had completed training of DPMs (Literacy) in almost all the provinces and federal areas. Anyhow, implementation of the project was stopped due to non-availability of funds.

Now, at the time of compilation of this Report during first quarter of 2017, NCHD PC-1 has been formally approved by CDWP on 7th February 2017 and project has been extended up to June 2018 at a total cost of Rs.2365 million. However, the major cut to adjust the cost was on the literacy centers. Thus, instead of 12,000 literacy centers envisaged in the original PC-1, NCHD has been allowed to establish 6000 centers only. The approved PC-1 comprises the following three sub components.

1. Universal Primary Education Program (UPE)
Continuation of existing 5949 Feeder schools.
2. Adult Literacy Program (ALP)
Establishment of 6000 literacy centers.
3. Establishment of a National Training Institute

promotion of Literacy and Non formal Education

As per approved PC-1, NCHD is going to establish 6000 Adult Literacy Centers in two phases of 3000 each. It means 3000 centers will be established in the current financial year 2016-17 and remaining 3000 centers during 2017-18. These will be functional literacy centers where income saving/generation skills will also be imparted to the learners. Although there is no budget for skill training, NCHD will impart training in functional literacy themes on self-help and voluntary basis. Distribution of targeted centers to open in the provinces and Federal Areas is as under:

Table 17

Province, Area, District and Tehsil wise Targets of Literacy Centers to be opened during 2017-18

Provinces	Punjab	Sind	KPK	Baluchistan	AJK	GB	FATA	ICT
<i>No. of Districts With all Tehsils</i>	12	14	15	14	01	3	3	01
<i>Only Tehsils</i>	4	7	8	-	3	2	NA	NA
<i>Literacy Centers</i>	1070	730	515	355	128	112	45	45

Celebration of International Literacy Day 2016

NCHD celebrated International Literacy Day in Islamabad. Chairperson NCHD issued a message to the nation on this occasion. In her message, Chairperson stated that this year marks the 50th anniversary of International Literacy Day with a theme of "Reading the Past, Writing the Future". International Literacy Day 2016 celebrates and honors the past five decades of national and international engagement, efforts and progress made to increase literacy rates around the world. It also addresses current challenges and looks for

innovative solutions to further boost literacy drive in the future.

The present Government is determined to bring about an educational revolution in the country by taking the 28 steps mentioned in its Manifesto. The first step is "to eradicate illiteracy on war footing basis". Today Pakistan ranks among the lowest 20 Countries on the world literacy map. At present; more than 57 million people are illiterate, among them two thirds are women. We are fortunate to have a democratic government which is fully aware of the gravity of the issue of illiteracy and is firmly committed to address the challenge.

National Commission for Human Development (NCHD) has the responsibility to promote literacy and Universal Primary Education (UPE) by supporting government line departments, NGOs and elected officials at the district level across the county.

In order to address the issue of weak professional

base NCHD is planning to setup a National Training Institute for Literacy and Non-Formal Education to effectively meet the needs of Capacity Building, Material Development, Monitoring and Evaluation of literacy programs.



Literacy walk on International Literacy Day

Literacy for Life opens up a variety of new opportunities for people.

Each One-Teach One Literacy (EOTO) Initiative

During the reporting period, NCHD took an important literacy initiative named 'Each One-Teach One' (EOTO) primarily in ICT. The initiative was based on voluntary services offered by literate citizens. The idea is to identify, encourage, train and facilitate educated volunteers to teach one (or more) illiterate adult in their vicinity. NCHD provides books free of cost and its field officers extend technical guidance through monitoring visits, and conducting assessment of learners.

The EOTO program was launched jointly by the Honorable Minister Planning, Development & Reforms, Mr. Ahsan Iqbal and Minister of State for Federal Education and Professional Training, Engr.

Muhammad Balighur Rehman in Islamabad on the occasion of International Literacy Day in September 2016.



Educated Lady Teaching Illiterate woman through each one teach one Initiative



Ahsan Iqbal Minister Planning, Development and Reforms Distributing Teaching kits to Volunteer Literacy Teachers

The Each One Teach One program was initially launched in Islamabad Capital Territory. Currently, 19 learners are receiving literacy instructions through 14 volunteer teachers under EOTO program in ICT. Some provinces including KPK and Punjab have also replicated this program.

In Khyber Pakhtunkhwa, NCHD team launched the “Each One Teach One” activities in the month of August 2016 covering 20 districts. Total beneficiaries/ learners are 673. The provincial team mobilized the communities, educational institutions, line departments, and other stakeholders for this noble cause. The project is functioning successfully with the involvement of volunteer teachers, students of universities and colleges, Ulema of Madaris, NCHD staff, and community influential.

In Punjab, total number of 459 volunteers are engaged in imparting literacy skills to same number of adult illiterates in the districts. In the districts including Bahawalnagar, Muzaffargarh, Jhang, Multan, Vehari and Rahimyar Khan 224 volunteers are teaching NCHD Book-1/ Maths to 224 illiterates.

Similarly, in the districts of Chiniot, D.G Khan, Bhakar and Okara, 235 volunteers are teaching NCHD Book-2/Math to their respective adult learners.

NATIONAL TRAINING INSTITUTE FOR LITERACY AND NON FORMAL EDUCATION

With a view to address the issue of weak professional base for the neglected sub sector of literacy and NFE, a dire need was felt and documented to set up a National Training Institute for Literacy and Non-Formal Education. The Main purpose of this institute is to address capacity and quality related gaps and establish a mechanism for Training, Material Development, Research and Development, Monitoring and Evaluation, Certification and Accreditation etc.

NCHD has planned to establish National Training Institute for Literacy and Non-Formal Education in 2017. This proposal has been included in the PC-1 submitted by NCHD for the formal approval of Ministry of Planning, Development and Reforms.

1. Rationale:

- There exist over 200 training colleges and university departments of teacher education for the Formal Education System in Pakistan, but no institute is available in the country for the sub sector of Literacy and NFE which has unique professional requirements
- No Research & Development is being promoted in this neglected field
- Pakistan is investing huge financial resources for the delivery of Literacy and NFE programs, but the quality of these programs is usually questioned by different stakeholders, primarily due to non-existence of capacity and quality control mechanisms. .
- The sub sector of Literacy and NFE is different from the formal school system. Planning and Implementation of these programs require specific knowledge, skills, and mind-set. Quality of literacy and NFE programs in Pakistan cannot be improved without professional development of literacy and NFE personnel.
- Provincial stakeholders and most of the NGOs working in this field lack technical expertise and have not established sections or wings specifically for material development, training, and research etc.
- No professional forum for mapping and documenting interventions of literacy and NFE is available. Resultantly; recording and dissemination of good practices could not take place.
- Due to absence of Research and Development in this sub sector, evidence based planning could not be introduced. This gap consequently affected success and quality of literacy and NFE programs in the country

1. Objectives of the National Training Institute for Literacy and NFE

To extend technical backstopping to the practitioners for capacity building and professional development in the field of literacy & NFE; including designing and conduct of impact assessment studies (This is a big gap in the country)

- To create and incubate models through R&D for Literacy & NFE Programs and offer advice for replication and corrective measures to the Government and service providers
- To provide a Forum for the literacy practitioners to discuss their programmer issues and brainstorm on possible solutions
- To form a network of various organizations working in the field of literacy, post-literacy, functional literacy, NFE, and continuing education.
- To create a hub for research, database, data analysis, and dissemination to the stakeholders.
- To design tailor made training courses/ packages as per the needs of the organization.
- To prepare standardized materials as per needs/ requirements of various Literacy and NFE organizations
- To impart training to the field staff and managers of literacy and NFE programs

Accelerated Learning Programs/ Non-Formal Education Program

Non-formal education is equally significant alongside the formal education; especially in the circumstances when the country is facing gigantic challenges of growing number of illiterates and out of school children (OOSC). This innovative approach of NFE was followed since the very

inception of Pakistan in 1947 when an adult education committee was formed by the “First All Pakistan Educational Conference”. All the provinces were expected to take appropriate measures to improve the literacy rate which was recorded to be 17% only. Forthcoming education plans after 1947 addressed the non-formal component under different programmes e.g. each one teach one and schools to serve as community centers but inadequate financial allocations did not let the initiatives flourish till the year 1970.

Challenges, Bottlenecks and issues of NFE

As mentioned above we categorize Non-formal Education in to the following programs.

NFBE Issues

- Divergent views and limited understanding about the concept and rationale of NFE
- Inconsistent policies of NFE and their half hearted implementation.
- No Separate Curriculum for NFBE (Federal Government recently launched Curriculum; provinces are also working to develop their Curriculums).
- Insufficient provision of syllabus books in line with the Curriculum.
- There are more than 200 Teachers Training Institute in the Formal Education Sector but none in NFE Sector. Due to lack of training Pedagogical Skills of teachers are not properly developed. Resultantly; students receive poor quality of Education.
- Equivalency Program is the backbone of NFE sector and it bridges formal and non-formal education, at present, there does not exist any mechanism for equivalency between formal and

NFE.

- Irregular participation level of students. Many of the students drop out of NFE centers because of their livelihood related engagements, migration and poverty.
- The honorarium of the NFBE teacher is very low, which brings down their motivation level.
- Monitoring and Evaluation systems are not up to the mark.
- The models of NFE Schools for 10+ are not well organized. The number of such schools is very low (In most of the NFBE Schools the dominant age group is from 04 to 10 years).
- Accelerated learning approach has yet not been practiced in most of the cases.
- Teachers have not been trained in Multigrade Teaching, which is essential for NFE Community Schools.

What actions need to be taken for implementation of NFE (ALP?)

1. Uniform definition and common understanding about concept of NFE, across the country is required.
2. Separate Accelerated Curriculum for NFBE is needed (Federal Government recently launched Accelerated Learning Curriculum; provinces are also working to develop their Curriculums).
3. Development of syllabus and books in line with the NFE Curriculum.
4. Developing Equivalency Program for NFE, which is the backbone of NFE sector and it bridges formal and non-formal education.
5. The honorarium of the NFBE teacher is very low; it should be at least raised to minimum wage notified by the government.

6. Monitoring and Evaluation systems need to be strengthened with the inclusion of Real Time Monitoring software.
7. The Accelerated learning approach for the Dropouts/ Miss Outs and Second Chance Learning (age group 10+), Systems needs to be strengthened on immediate basis.
8. **Multi-grade Teaching:** Teachers should be trained in Multigrade Teaching, which is essential for NFE Community Schools.

Keeping in view the significance of NFE- ALP sector, NCHD in collaboration with JICA has launched a Pilot project of establishing 50 NFE- ALP School in the rural area of Islamabad.

NCHD is one of the major partners of the project titled “Advancing Quality Alternative Learning” (AQAL)

financed by Japanese International Cooperation Agency (JICA). Under this project, NCHD is going to establish Non Formal Basic Education centers in ICT primarily to improve the literacy rate among the children aged 6-14 years. This project will focus on those girls and boys who have missed the formal schooling or dropped out due to different reasons. Until now, 13 NFBE centers have been established and functioning successfully. At present, 400 learners are enrolled in these centers and will complete primary level education through an Accelerated Learning Program or condensed syllabus designed by JICA Pakistan. The syllabus consists of three learning packages of 32 months total duration as given below:

Packages	Grades	Duration
Package A	Katchi & Grade 1	9 months
Package B	Grade 2 & 3	9 months
Package C	Grade 4 & 5	14 months





Students of Islamabad NFE Schools

Under this project NCHD and JICA are planning to design, establish and showcase several non-formal learning models in ICT. The aim of intervention is to improve the literacy rate among the rural communities of the national capital. The purpose is to offer such successful models as best practices to replicate and scale up elsewhere. One of the models being conceived is the Community Learning Centers (CLCs). NCHD will encourage top government officials to visit these centers and see the advantages and cost effectiveness of the non-formal education systems. This may be helpful in advocating the cause of literacy and Non Formal education which has been a neglected area in Pakistan.



Students of NFE Schools



CHAPTER 4

PRIMARY EDUCATION IN MADARIS



Introducing Primary Education in Deeni

Madaris

Details of the Project

1. "Introducing Primary Education in Madaris"
2. Location Pilot project with allocation of Madaris Schools in the following Districts of Federal Areas of Pakistan namely,

i. Islamabad Capital Territory	40
ii. FATA	25
iii. Gilgit Baltistan	15
iv. AJ & K	20
Total	100

3. Authority responsible for:

- 3.1 Sponsoring: Government of Pakistan, Ministry of Federal Education & Professional Training, Islamabad
- 3.2 Execution: National Commission for Human Development (NCHD)
- 3.3 Total Budget: Rs. 50 Million
- 3.4 Time period: July 2015 to June 2018 Extendable for further two years

Back Ground: The project is a Federal Government initiative aimed at introducing Primary Education in Madaris alongside the curricula of Madrassas to enhance prospects of the students of Madrassas to pursue further studies in formal education system.

Objectives of the Project: The Objectives of the project are as follows;

1. To bring about quantitative/qualitative improvement in the students of Deeni Madrassas, to enable them to attain standards of National Education System.
2. To encourage Madrassas to introduce Science, Math's, Social Studies and English in their

curriculum so that the academic proficiency for class I-V should be enhanced in the target areas.

Specific Measures Taken: Madaris has been linked with District/Agency Education Department.

Criteria for Selection of school: As per criteria, Madaris Feeder Schools are established at locations where:

1. At least 20 – 30 children available and do not have access to formal primary education.
2. Management of the Madrasa is willing to establish the Feeder School in their premises.
3. Management and community of the Madrasa agree to provide volunteer services of teacher within Madrasa or from nearby community.
4. Management and Community agree to allocate appropriate time for teaching primary education to these children.

Criteria for Selection of Madrasa School Teacher: Madrasa School Teacher is;

1. Voluntary Teacher within the Madrasah or from nearest community selected in consultation with Muhtamim/Nazim of the Madrasa.
2. The minimum qualification of the Teacher is High School Certificate (S.S.C); however preference is given to the teachers possessing higher qualification.
3. The Teacher is of the same gender (as of students) and is willing to work in Madrasa School for 6 days a week.
4. Selection of the teacher is made through proper interviews and selection process.

Implementation Strategy adopted:

The following are the implementation steps;

1. Meeting with all stakeholders.
2. Formation of Steering Committees
3. Identification & enrollment of students.
4. Teacher Interviews and Appointments.
5. Induction Training of teachers for five days and refresher course every year
6. Provision of School supplies/Material distribution.
7. Inspection/Monitoring of the Schools.
8. Periodic assessment of Students.
9. Linking of Madaris Feeder Schools with Formal Government Schools and district education department.
10. Recording & Reporting.

Table 18
Statistics of Madaris Feeder Schools

S. No	Area Name	District Name	# of MFS Planned	Functional FSs	Students enrolled
1.	ICT	Islamabad	40	40	741
2.	GB	Nagar	07	07	210
3.	GB	Astor	07	07	225
4.	GB	Gilgit	01	01	31
5.	FATA	Khyber	05	05	172
6.	FATA	Mohmand	15	15	448
7.	FATA	Bajaur	05	05	196
8.	AJ&K	Muzaffarabad	05	05	102
9.	AJ&K	Velum	02	02	51
10.	AJ&K	Bag	02	02	59
11.	AJ&K	Rawlakot	03	03	93
12.	AJ&K	Kotli	05	05	54
13.	AJ&K	Bhimber	03	03	98
	Total		100	100	2480

Impact Evaluation:

1. All the Schools are located in Madaris.
2. The students are taught Memorization of Holy Quran, Nazra and Ibtidai Uloom
3. Boarding students or children from the surrounding are enrolled.
4. The age breakup of the students enrolled is between 5-11 years.
5. Twelve Madaris were found overcrowded and need additional teachers.
6. Students are assessed and their learning outcomes were found satisfactory as per set standards.
7. Books are provided to all children free of cost by the respective Education Department.
8. Teachers are trained in teaching methodologies. However Refresher Courses are required for all teachers.
9. All the Madaris are affiliated with Madaris Board of respective sect.
10. The Feeder Schools are affiliated with nearest Government schools in the area.
11. The students are assessed for basic alphabets reading & writing and numeracy and quality of their learning is found satisfactory as per set standards.
12. All the Madaris Schools are functional in four areas federating units.



Minister of State for Education, Interior and Narcotics Control Engr. Muhammad Baligh Ur Rehman Assessing student of NCHD Madrassah School Gulshan-e-Mustafa Fird Paracha Islamabad



Students of Madaris



Students of Madaris



Minister of State for Education Engr. Muhammad Baligh Ur Rehman Visited Madrasa School Jammiah Ghosia Rizwia I-B/4, Islamabad



CHAPTER 5

PROGRAM SUPPORT SYSTEMS



NCHD Program Support Systems

System of Monitoring and Facilitation in Field

Introduction About M&E:

National Commission for Human Development (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 facilitates and supports policymakers to make better, 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 on implementation.

Objectives

- 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.

A. 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 and stakeholder staff.
- Collecting, compiling and analyzing 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 progress reports of NCHD for day to day monitoring and disseminating NCHD achievements.

Role of M&E

Monitoring and Evaluation Regime has a crucial role to play in support of Program Design and program implementation, in terms of process and output monitoring while ensuring to add mid-course corrections and streamlining the outputs in terms of quality and quantity. Our focus also remains on outcome and impact of intervention. It also suggests necessary dynamics at every stage for ensuring high levels of professional integrity and norms.

After the rationalization, NCHD is operating in 59 districts of Pakistan, Due to limited resources, our effort was limited to 31 Districts, where visits by HO Teams, our Monitoring Managers and District Monitoring Offers were most essential due to scope and scale of operations in those areas. We have inspiring record of outputs in field, success stories are adding to our pride as a fast track institution, however yet we have to do a lot of Hard Work, as almost half of our Community Feeder Schools, Feeder Teachers and UPE Teams need to come up in compatibility in terms of Enrolment, Retention and Quality Education.

Table 19
Province/Districts Visited

S.No	Province	Number of Districts Covered	Name of Districts Visited
1	Punjab	3 Districts	Lodhran, Muzaffargarh and Layyah
2	Sindh	14 Districts including Provincial Office Karachi	Badin, Dadu, Gothki, Jamshoro, Larkana, Khairpur, Kamber, Shadadkot, Mirpur Khas, Matiari, Sanghar, Umarkot, Shaheed Benazirabad and Tando Mohammad Khan
3	Baluchistan	6 Districts	Bolan, Jafferabad, Jhal Mags, Naserabad, Sibi and Ziarat
4	AJ&K	7 Districts	Bagh, Muzaffarabad, Hatian Bala, Haveli, Rawalakot, Kotli and Mirpur

Visit Profile by Monitoring and Evaluation Department

UPE Indicators Analyzed during Monitoring/Facilitation Visits:

The UPE indicators as per PC-1 were analyzed during monitoring visits in the field. The objective wise indicators of UPE are as follows:

Table 20
Analysis of Indicators

S.No.	Objective UPE	Major Indicators UPE
1	Help Local Education department to enhance the intake rate in primary schools to 90%	<ol style="list-style-type: none"> 1. Enrollment plans for UPE 2. Preparation of OSC lists 3. Enrollment Campaigns 4. Enrollment reports 5. Availability and pupation of UPE registers 6. Collection of Location database 7. Opening of CFS if Govt. School is not available in the locality of 1.5 Km 8. Monitoring and Supporting of schools through educational department
2	Help Local Education department to reduce the dropout rate to less than 10% in the primary schools	<ol style="list-style-type: none"> 1. Training of teachers 2. BBCM 3. Follow up on long absenteeism through six step BB mechanism. 4. Training of teachers on joyful techniques for students learning 5. Monitoring and supporting teachers in management of dropouts 6. Training Education Managers 7. Holding PTA/PTM/ FSMCs
3	Help Local Education department to increase the number of students qualifying the minimum learning achievement by 100%	<ol style="list-style-type: none"> 1. Teachers training on imparting quality education; focusing on laying foundation of higher order thinking skills including, effective communication skills, information gathering skills, critical thinking skills, creativity, and empathy for tolerance 2. Training teachers on student assessment, recording and reporting, periodically 3. Periodic assessment of students on learning land marks 4. Monitoring and supporting teachers in imparting quality education

District wise Distribution of Schools during the Year 2016:

In 2016, Eight Hundred and Ten schools were visited by the District Monitoring Managers and Officers across the program districts

Results and Findings of Monitoring:

This section will provide us an overall view of the program performance in relation to the objective wise indicators computed from the data collected on Monitoring Formats designed for UPE.

The table 21 above shows that almost 100% of the schools were found functional during the monitoring visits which ensure the efficiency in the field work by the NCHD District UPE Teams.

Table 21

School Status Province Wise Number and Percentage of Feeder Schools Functional

Is School Functional	KPK		Punjab		Sindh		Baluchistan		AJK		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	47	100%	96	100%	582	99%	45	100%	38	100%	808	100%
No	0	0%	0	0%	2	1%	0	0%	0	0%	2	0%
Total	47	100%	96	100%	584	100%	45	100%	38	100%	810	100%

Table 22

Operational status of Community Feeder Schools

Schools Operating in	KPK		Punjab		Sindh		Baluchistan		AJK		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Own Building	6	13%	60	62%	517	89%	25	56%	20	53%	628	78%
Home	19	40%	7	7%	14	2%	12	27%	9	24%	61	8%
Hujra	10	21%	27	28%	27	5%	0	0%	2	5%	66	8%
Mosque / Madrassa / Imam Bargah	11	23%	0	0%	2	0%	1	2%	4	11%	18	2%
Open Space	1	2%	0	0%	12	2%	4	9%	0	0%	17	2%
Shade of Tree	0	0%	2	2%	12	2%	3	7%	3	8%	20	2%
Others	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	47	100%	96	100%	584	100%	45	100%	38	100%	810	100%

The above table 22 depicts the following;

- 78% of the schools have been found to be established In the Government buildings and mostly are reopened government schools.
- 8% Community Feeder Schools have been provided location by the community at homes.
- 8% of the schools are operating in Hujra, 2% in religious seminaries.
- Almost 2% of the schools have been running in open space and 2% of schools are in the shade of trees.

Table 23
Types of Schools (Multi Grade/Separate Grade)

Type of School	KPK		Punjab		Sindh		Baluchistan		AJK		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Multigrade	43	91%	96	100%	560	96%	45	100%	23	61%	767	95%
Separate	4	9%	0	0%	22	4%	0	0%	15	39%	41	5%
Total	47	100%	96	100%	582	100%	45	100%	38	100%	808	100%

The table above shows that 95% of the schools have multigrade teaching, and NCHD UPE has arranged special training workshops to train Feeder Teachers in Multigrade Teaching.

Table 24
Availability of Teacher and Student Attendance Register

Availability of Attendance Registers		KPK		Punjab		Sindh		Baluchistan		AJK		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
Teacher Attendance Register	Yes	47	100%	92	97%	573	99%	45	100%	38	100%	795	99%
	No	0	0%	3	3%	6	1%	0	0%	0	0%	9	1%
	Total	47	100%	95	100%	579	100%	45	100%	38	100%	804	100%
Student Attendance Register	Yes	47	100%	94	99%	575	99%	45	100%	38	100%	799	99%
	No	0	0%	1	1%	4	1%	0	0%	0	0%	5	1%
	Total	47	100%	95	100%	579	100%	45	100%	38	100%	804	100%
Student Attendance Marked	Yes	47	100%	92	98%	572	99%	43	96%	31	82%	785	98%
	No	0	0%	2	2%	3	1%	2	4%	7	18%	14	2%
	Total	47	100%	94	100%	575	100%	45	100%	38	100%	799	100%

The table 24 above depicts that about 99% schools have student and teacher attendance registers available and in 98% schools attendance was marked till the date of visit.

Table 25
Province Wise Number of Students Assigned Registration
Number by the Parent School

Silsila Nos.	KPK		Punjab		Sindh		Baluchistan		AJK		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	47	100%	93	98%	545	94%	35	78%	33	87%	753	94%
No	0	0%	2	2%	34	6%	10	22%	5	13%	51	6%
Total	47	100%	95	100%	579	100%	45	100%	38	100%	804	100%

The table 25 shows that in almost 94% of the CFS, Silsila Numbers were assigned to the students by the parent schools, however there is a need of strict follow up in 6% of the schools where Silsila Numbers have not yet been assigned to the students of the CFSs.

Table 26
Availability and use of School Log Books

Record of Logbook		KPK		Punjab		Sindh		Baluchistan		AJK		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
Log Book Available	Yes	47	100%	90	95%	555	96%	43	96%	36	95%	771	96%
	No	0	0%	5	5%	24	4%	2	4%	2	5%	33	4%
	Total	47	100%	95	100%	579	100%	45	100%	38	100%	804	100%
Visits Recorded In Log Book	Yes	47	100%	76	84%	550	99%	41	95%	36	100%	750	97%
	No	0	0%	14	16%	5	1%	2	5%	0	0%	21	3%
	Total	47	100%	90	100%	555	100%	43	100%	36	100%	771	100%
Remedial Measures Taken	Yes	47	100%	28	37%	335	61%	32	78%	14	39%	456	61%
	No	0	0%	48	63%	215	39%	9	22%	22	61%	294	39%
	Total	47	100%	76	100%	550	100%	41	100%	36	100%	750	100%

The table 26 above highlighting the availability of log books as one of the important UPE indicators In 96% of the schools visited, log books were found available and visit records by NCHD and District Education Officers have been maintained. However in 39% schools, no remedial measures have been taken on the instructions issued in the log book.

Table 27
Province Wise Feeder School Management Committee
Established and Functional (2016)

FSMC		KPK		Punjab		Sindh		Baluchistan		AJK		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
Established	Yes	47	100%	93	98%	475	82%	45	100%	34	89%	694	86%
	No	0	0%	2	2%	104	18%	0	0%	4	11%	110	14%
	<i>Total</i>	47	100%	95	100%	579	100%	45	100%	38	100%	804	100%
Functional	Yes	47	100%	93	100%	347	73%	39	87%	18	53%	544	78%
	No	0	0%	0	0%	128	27%	6	13%	16	47%	150	22%
	<i>Total</i>	47	100%	93	100%	475	100%	45	100%	34	100%	694	100%

In 86% of schools FSMC has been established and out of established FSMC, 78% have been found actively participating in school management as per table 27 above

Table 28
Availability and use of Teaching Aids

Teaching Aids/Charts	KPK		Punjab		Sindh		Baluchistan		AJK		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Displayed	28	60%	63	66%	274	47%	32	71%	14	37%	411	51%
Not Displayed	19	40%	33	34%	308	53%	13	29%	24	63%	397	49%
Total	47	100%	96	100%	582	100%	45	100%	38	100%	808	100%

The table 28 shows that 49% of the schools visited by M&E team have been reported without any teaching aids. There were no charts displayed for qualitative teaching.

Table 29
Status of Teacher knowledge regarding ECE and MGT

Teacher Knowledge about		KPK		Punjab		Sindh		Baluchistan		AJK		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
Know ECD	Yes	31	66%	71	75%	1	0%	0	0%	10	26%	113	14%
	No	16	34%	24	25%	578	100%	45	100%	28	74%	691	86%
	Total	47	100%	95	100%	579	100%	45	100%	38	100%	804	100%
Know ECE	Yes	31	66%	71	75%	1	0%	11	24%	10	26%	124	15%
	No	16	34%	24	25%	578	100%	34	76%	28	74%	680	85%
	Total	47	100%	95	100%	579	100%	45	100%	38	100%	804	100%
Know MGT	Yes	41	87%	83	87%	201	35%	11	24%	10	26%	346	43%
	No	6	13%	12	13%	378	65%	34	76%	28	74%	458	57%
	Total	47	100%	95	100%	579	100%	45	100%	38	100%	804	100%

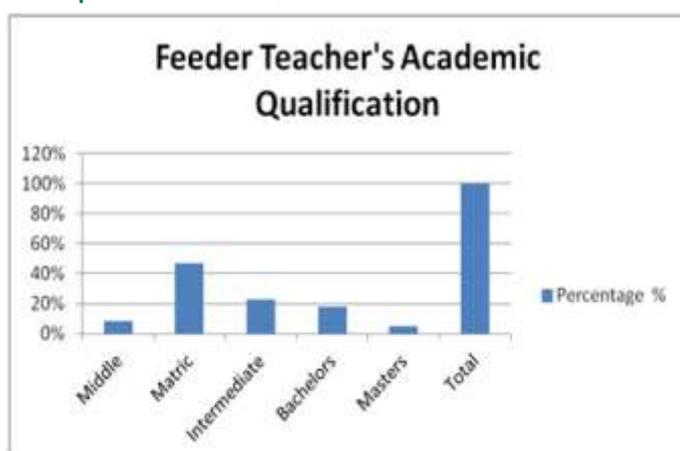
The critical indicators depicted in table 29 above show that 86% of the teachers have no knowledge about Early Childhood Development, 85% of the teachers have no knowledge of the Early Childhood Education, and 57% of the teachers are without any sound knowledge of Multi Grade Teaching methodology.

Summary of Observations and Way forward:

Feeder Teachers

1. Qualifications. Due to non-availability of educated people in far flung locations and other social barriers particularly in composed communities, compromise is a compulsion for inducting a volunteer Teacher. However this limitation which is a barrier to our Feeder School Quality can be removed by the NCHD Teams in Districts with sustainable efforts and motivation. Existing profile of Feeder Teachers Qualification in Sample Districts is indicated in Graph 2 below. Similarly their professional qualification profile is indicated in Graph 3.

Graph 2: Academic Qualifications of Feeder Teachers



Graph 3: Professional Qualifications of Feeder Teachers



2. 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 we find many problems like low enrolment, Weak control on dropouts, and shrinking retention beyond class Nursery beside poor quality of education.
3. Long delays in payment of salaries is a demotivating factor, hence it needs our attention as priority issue.

Community Feeder School Structure and Environments:

1. Bulks of Schools are still in upon or under a shelter hardly suitable for a school. Similarly 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 is 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. OSCs 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 Development Kits concept of ECE defined on ground seem questionable.
3. Feeder School Management Committees are

established but this forum is not active to help and facilitate the school.

4. Log books are available. Few remarks seen but proper follow up found missing.
5. Schools found overcrowded need immediate attention.

Capacity Building Effort:

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 enrollment, 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.

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, our Fast Track Institution is designed for.

Conclusion:

In this report an effort has been made to present glimpses of field activity from M&E point of view. Our report is focused on quality of environment in CFS, quality of Teachers, capacities and participation/ impact of UPE Teams in field with particular reference to forthcoming dimension of Early Child Education, Early Child Development and Multi Grade Teaching. Also added categories of CFSs operating in Pakistan and HIGH LIGHTED the lowest category of CFSs which need our immediate and quality response. NCHD Teams found doing good job however those lacking behind must be brought in to main stream of profession, in which leadership at all levels have a major role to play.

System of Internal Audit in NCHD:

1. Role of Internal Audit Department:

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve organization's operations. It helps organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of systems and processes through which the functions of organization are initiated, run, recorded, evaluated and reported.

The basic role of the internal audit department is to provide assistance to the Organization and other departments through the conduct of audit assignments. Internal Audit Department functioning parallel to these, providing an insight of the areas needing attention for improvement along with suitable recommendations

2 Role of Other Departments and Offices

The existence of Internal Audit Department has not

diminished the financial and operational responsibilities of other departments of NCHD. Primarily each department itself is responsible for the conduct and completion of its duties and responsibilities as per given TORs). The implementation of the recommendations provided by the audit department is the sole responsibility of the concerned department. Similarly continued monitoring for follow up of the implemented recommendations has been made by the concerned office / department.

1.3 Independence of the Department

Internal Audit department is working independently and parallel to other departments of the organization and would be under the command of the Chairperson NCHD / NCHD Audit Committee.

Outline of audit objectives

The objectives of Internal Audit Department

- Internal control systems of NCHD are adequate and effective enough to provide reasonable assurance that operations are carried out efficiently and results are recorded appropriately
- Management complies with the Standard Operating Procedures
- Assets are adequately safeguarded
- Financial records are accurate, reliable, timely, complete and useful. In addition, controls over record keeping and timely reporting are adequate and effective
- Books of account reflect true and fair view and that expenses incurred are in accordance with NCHD's policy and general authorization of the management
- Ongoing monitoring of the District offices, with a

primary focus on the basic functions and processes of the Organization

- Identification if loop holes if any in the current systems and procedures being followed with the suitable recommendations
- Provision of recommendations where required for the better functioning of any department and the related functions
- Reviewing operations and progctives and goals and whether the operations and programs are being carried out as planned to ascertain whether results are consistent with established objective

INTERNAL AUDIT PROCESS

4.1 Stages Involved in the Audit Process

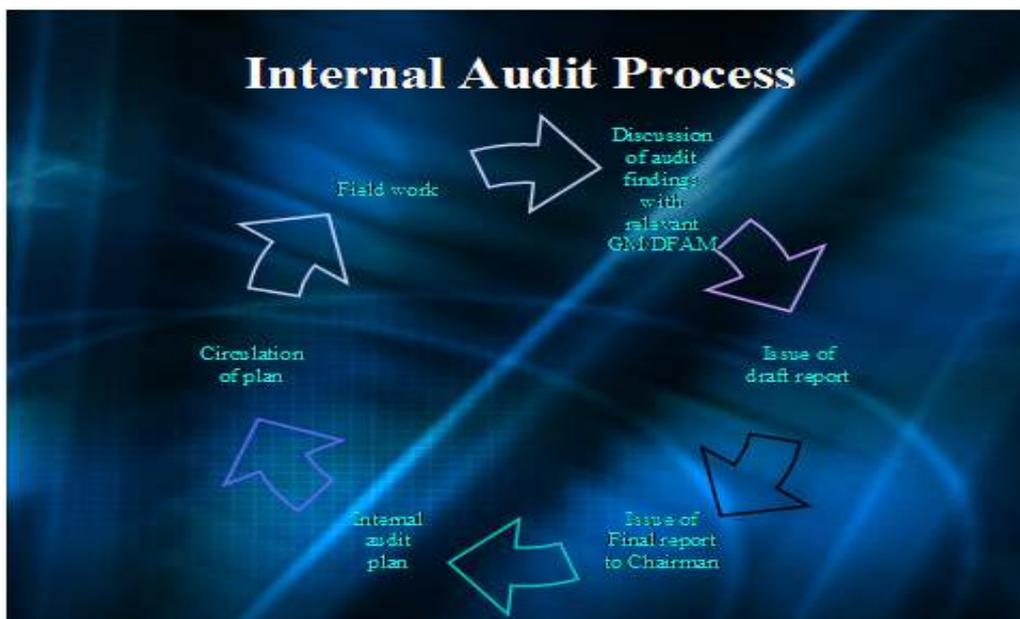
Internal audit process revolves around various distinct steps required to be completed before the conclusion of the assignment. These steps can be categorized as follows:

- Audit Planning and receipt of desired information
- Holding an opening meeting with the management of the concerned department and circulation of the plan of audit
- Field work in accordance with the audit plan

- Discussion of audit findings with the management
- Issuance of draft report for management replies
- Issuance of final report to the Chairperson

4.2 Graphical Presentation

The above stated steps may be summarized in the form of the following graphical presentation;



Progress and Impact of the Internal Audit Program of NCHD

Internal Audit Assignments / field visits

- A. Internal audit department conducted assignments and various types of field visits as per approved mandate which are narrated below:

S.No	Assignments / Type of visit	Province / Location	No. of district / components covered
1	Detailed Internal Audit	Punjab	09
		Sindh	05
		KPK	07
		Baluchistan	07
		GB	06
		FATA	01
		Head Office	03
2	Special Audit Assignments [Monitoring of flood relief activities]	Punjab	05
		Sindh	04
		KPK	03
3	Inquiries	Punjab	01
		Sindh	03
		KPK	01
4	Special Assignments [Distribution of sewing machines]	Sindh	23
5	Surprise visits	Punjab	02
		Sindh	02
		KPK	02

B. Internal Audit department conducting pre audit of all procurement of goods and services amounting Rs. 500,000/- and above.

C. Internal Audit Department wetting all final settlement cases of exit employee on regular basis.

Impact of Internal Audits.

Internal audit revolves around the significance of the risks and concerns associated with activities and operations which may include examination, evaluation and identification of matters for attention of the management to execute at all level. All observations shared with the respective officials along with appropriate recommendations for rectifications and compliance in the light of SOPs and guidelines of the respective program.

Moreover internal audit department has been circulating all common observations being arisen during the Internal Audit process frequently to all districts of NCHD in order to provide an opportunity to evaluate themselves in the areas of finance, administration, Human Resource and program activities by rectifications of errors, omissions, maintenance of record. It is to be noted that external and government audits are being regularly conducted and it is the impact of internal audit that no any major observation reported by that auditors in their reports to the management. The professional staff of Internal Audit is capable of undertaking all functions of Internal Audit.

Pakistan is among the countries far from achieving EFA and MDGs, especially literacy target as still more than 57 million adults are illiterate in the



Chairperson NCHD Meeting with Minister Planning, Development and Reforms

country. EFA and MDGs were declared as Unfinished Agenda for the future development and the targets have been shifted to SDGs to be achieved by 2030. Federal Minister for Planning and Development, Mr.Ahsan Iqbal advised National Commission for Human Development (NCHD) to devise an Action Pplan to achieve 90 percent adult literacy by 2025 in accordance with the targets set in 'Pakistan Vision 2025.

6. Preparation of National Plan of Action for Literacy And NFBE

The Minister expressed these remarks during a meeting with NCHD Chairperson Razina Alam Khan. The meeting dwelt on contribution of the NCHD towards Pakistan's development goals envisaged in Pakistan Vision-2025.

The SDG 4 (Ensure inclusive and quality education for all and promote lifelong learning) emphasizes on lifelong learning and highlights the importance of literacy in the befitting manners.Target 6 of SDG 4 or SDG 4.6 exclusively relate to literacy. SDG 4.6 obligates all countries to achieve 100% literacy by 2015. Full text of SDG 4.6 is as follows: “By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”.The relevant indicators of SDG 4 gives due importance to providing broad range of foundational skills, including literacy and numeracy to men, women, boys and girls.

Table 29
Situation of Literacy in Pakistan (2016)

Province /Area	Total	Male	Female	Rural Female
Pakistan	60	71	48	37
Punjab	62	71	54	45
Sindh	60	72	47	22
Khyber Pakhtunkhwa	52	70	35	31
Baluchistan	44	62	23	15

In line with SDG goals, the Vision 2025 of Pakistan (developed by Planning Commission) has set the target to achieve universal primary education and Literacy rate of 90% by the year 2025. The Vision envisages to increase Primary school enrolment and completion rates to 100%, and achieve literacy rate up to 90%. It also focuses on women development and formulates key policy recommendations including universal enrolment and completion up to secondary education by all girls and provision of greater access to knowledge

systems, and technical and vocational training for rural women.

As the lead national agency for literacy, it has been tasked (by the Planning Commission) to determine feasibility and prepare a realistic action plan with appropriate programme interventions and necessary resources to achieve its target of fully literate society.

NCHD's vision is to “ensure a literate and healthy nation, where government is empowered to provide basic education and health facilities to all. Our vision is to learn from the experiences of both public and private sectors at national and international levels, identify best practices and apply those for effecting improvements in the social sectors of Pakistan”

Objective of the National Plan of Action (NPA):

National Plan of Action for achieving 90% literacy will aim at achieving following objectives:

- i. To determine the number of adult illiterates and out of school children in the country;
- ii. To develop various policy scenarios and cost implications to make literate the target population;
- iii. To suggest relevant program interventions along with resources needed.

The NPA exercise will be carried out in all the four provinces to facilitate the provincial governments and education departments to prepare necessary plans for the period of 2017-2030. It is envisaged that the provincial authorities will be able to use the Plans to transform policy decisions into action at the ground level; and mobilize resources from the government and the international community in line with the Vision 2025 and SDG-4 (Education 2030).

Salient Features of National Action Plan:

The National Action Plan will focus on the two key target population:

Adult Illiterates (age group 15 and above)

According to estimates, there are 57 million illiterate people of age 10+ in Pakistan. In addition, 6.2 million children of age 5 to 9 years are out of school.



Table 30
Illiterate Population in Pakistan (2016)

Sr.	Province/area	Total Population	10+ Population (in millions)	Current Literacy Rate%	Illiterate population
1	Punjab	99,001,003	71.3	62	20,671,409
2	Sindh	41,180,487	29.6	60	13,045,978
3	KPK	25,427,921	18.3	52	8,604,809
4	Baluchistan	9,683,442	7.0	44	3,974,085
5	FATA	4,403,578	3.2	29	2,377,932
6	AJK	4,231,104	3.0	63	1,218,558
7	GB	1,838,600	1.3	55	608,944
8	ICT	1,484,658	1.1	87	138,964
	Grand Total	187,250,793	134.8	60	56,624,640

UNESCO Pakistan has given assurance that they will provide technical and financial support for preparation of National Plan of Action for Vision 2025 (Pillar 1 Goal 1). Hopefully, the NPA will be launched in 2017.

Role of NCHD Media Team

Media has achieved immense power, therefore NCHD has used the media effectively, through its Media Wing to create an awareness for literacy, adult education, skill development, main streaming of Deeni Madaris and enrolment of out of school children.

NCHD programmes, i.e. Non Formal Education and enhancement of literacy were projected in different national newspapers, i.e. Dawn, The News, Nawai Waqt, Dunya, Pakistan Observer, Jehan e Pakistan, Express, Ausaf Khabrain and others.

On International Literacy Day a special seminar and walk was arranged by NCHD which received

appropriate publicity in print and electronic media. On this occasion chairperson, former Senator Razina Alam Khan stressed the need of enhancing literacy in the country with the help of provincial governments and other stakeholders.

While projecting the various activities of NCHD, the Media Wing projected that through 164,190 Adult Literacy Centres of NCHD, 3.84 million people have been made literate and this process continues. This year through the efforts of Razina Alam Khan, Feeder Schools were opened in the Deeni Madaris of Islamabad, FATA, Gilgit and AJ&K. This project is brainchild of Engr. Baligh ur Rehman, Minister of State for Federal Education and Interior. Idea is to teach the students of religious seminaries certain additional subjects enabling them to pass Primary School examination and get admissions in the 6th grade in regular national school system. The project has received appreciation amongst the religious community and

was widely projected by the national media.

On the World Women Day, 8th March the chairperson NCHD stressed the need of girls' education and their character building enabling the women to be financially independent and empowered. The Girl Guide Association pledged to work with NCHD for the eradication of illiteracy among the women through Adult Literacy Programmes of NCHD. This day activities were widely projected and Pakistan Television and Such TV aired chairperson's interviews.

Along with electronic media, the print media also conducted interviews of chairperson. The Dailies i.e Nawai Waqt, Khabrain and Jahan e Pakistan published interviews in which chairperson stressed the need of eradication of social evils through promotion of literacy.

Chairperson's presentation of NCHD Annual Report 2015 to the president was widely projected by the media, in which the president appreciated the efforts of NCHD in the field of literacy, adult education and new enrolment in feeder schools.

Hashoo Foundation signed an MOU with NCHD pledging for the cooperation to educate prisoners in jails and to work jointly for the enhancement of literacy and skill development in the country. The news was covered by the media.

The official meetings i.e. Commission meetings, Senior Management meetings and Advisory Committee meetings were also covered by the Media Wing and projected in the print and electronic media.

Advertisements were also placed on special occasions in print media to high light activities of NCHD. The Media Wing issued 62 press releases during the period under review which were published in 130 newspapers.

8. Establishment of ALCs in district Jail Kasur and Toba Tek Sing:

NCHD has established 09 adult literacy Centers in district Jails of Toba Tek Singh and Kasur. Teachers have been hired from the respective prisons and salaries of the teachers are being paid by the local philanthropists. NCHD had provided training to the teachers and NHCD has also provided books to the learners and teachers

1. Distribution of LED Solar Lights in Feeder Schools

One of the PHDF Board Member Mr. Pevaiz Lodhie has been kind enough to provide free of cost Solar LED Lights for the students of NCHD Schools. The LED Solar Lights provided by him were distributed among the best students of Feeder Schools of Baluchistan. At that occasion EDO Education, DGMs and DPMs visited Feeder Schools and distributed LED Lights. It is a good initiative taken



Students award with Solar LED Lights

by NHCD; parents said at that occasion and will help in developing conducive environment for improving completion rate of students. Due to electricity load shedding most of the villages of Baluchistan facing problem of darkness at night. Due to LED Lights students will now be able to focus on their studies at night time and it is a gift awarded to students in recognition of their hard work. Parents paid tributes to the NCHD and its UPE Team. It was expressed that in future NCHD will take more efficient steps for providing quality education to students of Feeder Schools and introduce the Teachers Training program at Provincial and District Level.

2. School Uniform Distribution among 253 children in District Jafferabad:

To encourage and increase the enrollment of students in community feeder Schools (primary schools) NCHD, UPE Team approached the Sungi Foundation Jafferabad to mobilize their support for provision of school uniforms and playing kits to students. After several meetings, the Sungi Foundation team agreed to provide this support to 253 boys and girls in 3 Feeder Schools. Student's details were provided by the concerned school teachers prior to distribution. NCHD and Sungi teams conducted several visits of schools along with tailor to take measurement of students for their uniform and sizes of shoes. NCHD Jafferabad is in close coordination with Sungi and trying to scale up this support for other schools also.

3. Story of Mr. Sharon Khan –Adult Literacy Center Batagram KP:

NCHD Battagram established literacy center in UC Shamlai during the previous literacy phase. One male center established in the UC on the request of community during the BBCM. Volunteers prepared list of illiterates and responsibility of venue taken by a local organization (Insan-dost welfare society). Mr. Zainulabidin selected teacher of the literacy center and venue decided during BLA. Total enrolled learners were 25 of different age's 15-50 years. Later on the center assisted by LMC & Local Organization.

Mr. Shamroz Khan is resident of village banseir UC Shamlai, having age of more than 50 years. By profession he is shopkeeper and associated with preaching group. He was illiterate and had lot of hurdles to run his shop and maintain arrears & other expenses. During BBCM he came to know that a center is going to be established and near his shop. He went there and enrolled himself in the center. Although he was above the target group, but



teacher enrolled him to see his motivation & enthusiasm.

Mr. Shamroz Khan attended literacy center on daily bases and completed five months course in the center and graduated. He was very happy to read books and write simple sentences in the books. He told us that he has 3 sons and 2 daughters, all of them are illiterates; no one in his home was able to read and write. During his preaching he was unable to read the textual materials. But after completion of the course of NCHD, now he is able to read religions contextual materials and delivered preaching at home. He was very happy that now he can maintain his shop accounts and can write names of his client instead of symbols that he made for his convenience.

He told that all the credit goes to teacher Zain ul Abdin, he was very punctual and given additional time to him. Once during his visit of DPML, he told that he will invite all the NCHD staff after completion of books. He told that he will pray always for the success of NCHD and literacy program.

4. When my dream was realized – Story of Torghar Girl

This is the story of a learner of Adult Literacy Center who belongs to village Shingaldar, UC BasiKhel District Torghar. Her name is Samina D/O Zar Nawab. She is 16 years old. Her Teacher Mr. Noor Mohammad is her relative who taught her the recitation of the Holy Quran too. The Learner narrates her story in the following words. "It was my dream to learn the skills of reading and writing but unfortunately no school was available in our village. I used to see school books of my brother and relatives but understood nothing. I hardly learnt

writing some Arabic alphabets and numbers up to 10 in madrassa during learning the Holy Quran.

One day my Uncle told me about the initiation of adult literacy program in the village, in which an illiterate can become literate in only 5 months. I requested him that I should be enrolled in the Center. My family members gave me permission happily. My name was written in the list and I was told that the center will be started on 21.2.13. That was the happiest day of my life. I attended the center regularly for 5 months. Now I can write simple words and simple sentences. I learned Maths and can do simple calculations. There is no girl's school in our village and boys primary school is at a long distance. Children of age 3 to 4 cannot go there. I decided to teach these children at my house. Initially, I taught sounds and numbers to our relative children, later on the children from our neighborhood also started attending the class. The new strength of the class is 9.





DAWN
to begin school enrolment drive today

...with the commencement of the school year...
...the government has launched a massive enrolment drive...
...to ensure that every child is enrolled in school...

Massive enrolment campaign to start from today: Razina

...the government has launched a massive enrolment drive...
...to ensure that every child is enrolled in school...

نوائے وقت

...مقامی اور بین الاقوامی خبریں...
...آج کی تاریخ...
...قیمت...

نوائے وقت
خواتین ایڈیشن

...مقامی اور بین الاقوامی خبریں...
...آج کی تاریخ...
...قیمت...

بہنوں کی تربیت کمانے
کردار سازی

...مقامی اور بین الاقوامی خبریں...
...آج کی تاریخ...
...قیمت...

Experts and professionals needed in non-formal education

All stakeholders should accept challenge of educating 57 million out of school children as prime national duty

...The government has launched a massive enrolment drive...
...to ensure that every child is enrolled in school...

THE NEWS
Saturday

NCHD begins massive enrolment campaign today

...The National Commission for Human Development (NCHD) has launched a massive enrolment drive...
...to ensure that every child is enrolled in school...

Briefs Ensuring facility of education, growth opportunities to children our responsibility

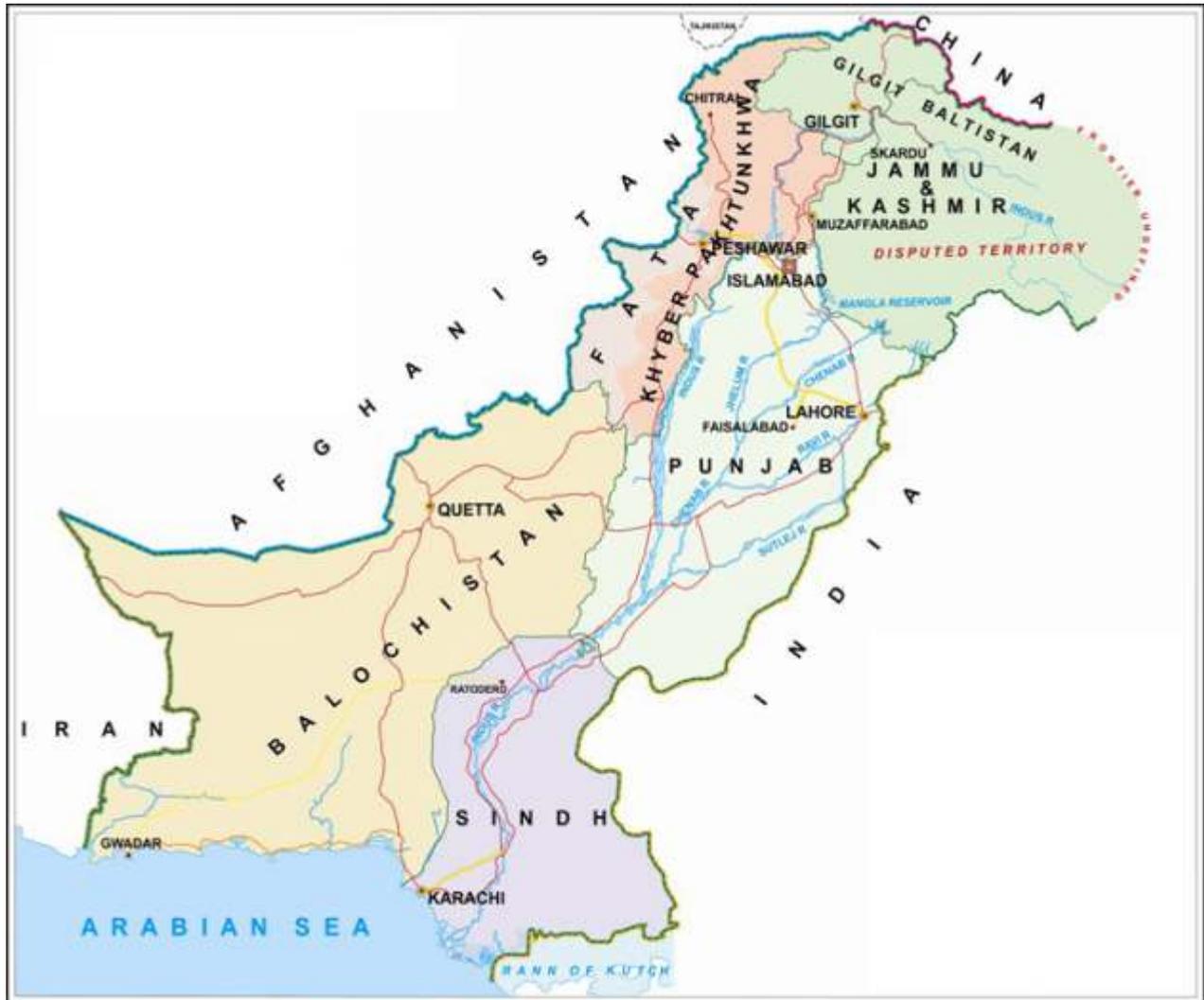
Challenge of Illiteracy

...The government has launched a massive enrolment drive...
...to ensure that every child is enrolled in school...

ABC CERTIFIED
Daily **JEHAN PAKISTAN**

...مقامی اور بین الاقوامی خبریں...
...آج کی تاریخ...
...قیمت...

NCHD Activities Highlighted in Media



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