

# Annual Report 2012

Let's join hands to promote quality education in Pakistan



National Commission for  
Human Development

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

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

# Annual Report 2012

## From Access to Equality and Quality Education



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## ACRONYMS

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



## CHAIRPERSON'S MESSAGE

We are all aware that the eradication of illiteracy is a constitutional responsibility of the state of Pakistan and the Government is committed to achieve literacy targets of 75% by year 2015 as per international commitment i.e. Education for All (EFA) Goals and Millennium Development Goals (MDGs).

No doubt the success of any program depends on commitment, availability of resources, an effective strategy and continuous monitoring. NCHD has completed its first decade of program operations successfully. Its decade long experience has highlighted the need to strengthen the existing monitoring mechanism, upgrade institutional framework, improve coherence with sectoral management information systems, and reinforce evaluation systems at provincial and district levels. NCHD team is striving hard for the successful implementation of programs at each level. What the team has achieved during the year 2012 is summed up in the form of this Annual Report.

This Annual Report covers the accomplishments and undertakings of the NCHD programs and projects during the year 2012. The report provides a brief introduction of NCHD and its programs followed by a detailed performance analysis of program/project activities carried during the year.

We hope that you will appreciate this effort and we look forward to your continued feedback and support.

Dr. Nafisa Shah  
Chairperson NCHD

## FOREWORD

This report has been prepared in pursuance of section 18 of NCHD Ordinance 2002, whereby an Annual Report has to be submitted to the President of Pakistan. Annual Report 2012 presents a clear picture of results produced during the year-2012. NCHD established 8,270 adult literacy centers to equip 202,349 illiterate people with literacy skills in 58 districts of Pakistan. 86 % of the total enrolled learners acquired basic literacy skills and the most striking feature of the program is that out of the total enrolled learners, 90 % were females. Similarly NCHD maintained its community-based school system to provide schooling to more than four hundred thousand children in 9,674 Feeder Schools in remote, rural and under-privileged areas of the country to combat the issue of access to education and meet EFA targets.

Apart from its regular programs NCHD managed nine different projects through public- private partnership, with donors and in collaboration with provincial governments/ministries. These projects addressed the issue of illiteracy, poverty and access to education through establishment of community feeder schools, literacy and skills development centers, data collection activities and Information Technology Community Centers. National and Provincial Plans for the promotion of literacy and education in the country were developed which can provide policy makers a road map to achieve 100% literacy rate in the country.

Nations with social, economic and political vision invest in education. I am glad that NCHD is contributing in this investment and shall continue to do so to improve on its interventions for quality education and improvement of literacy rate in Pakistan. NCHD is following the concept of social inclusion to bring the down trodden and under-privileged communities to the social network of education and literacy. NCHD is committed to play its role actively and effectively by supporting provincial and local education departments to achieve EFA and MDGs.

Khusro Pervaiz Khan  
Director General NCHD

# THE NATIONAL COMMISSION FOR HUMAN DEVELOPMENT (NCHD)

## ANNUAL REPORT 2012

### EXECUTIVE SUMMARY

The present Annual Report 2012 provides information related to the vision, mission, mandate and administrative setup of the National Commission for Human Development (NCHD). It also provides detailed information about the inputs such as, financial resources, human resources and achievements during the year. Basic programs in which NCHD is involved are; (a) Universal Primary Education (UPE), (b) Adult Literacy.

The year 2012 remained a significant year: the primary issue of Post 18th Amendment i.e. whether the Federal Government can work in the field of Education, has been settled by the Judgment of the Supreme Court of Pakistan which states that:

“The state, i.e. both Federal and Provincial governments in view of Quranic injunctions and sayings of the Holy Prophet (Peace be upon Him) and in pursuance of constitutional provisions, is duty bound to provide social justice and education in the country”.

Similarly in case of continuity of NCHD.

The Supreme Court of Pakistan further held that:

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

During the year 2012, major funding to NCHD came through the ECNEC approved Project Viz: "Improving Human Development Indicators in Pakistan" at a cost of Rs. 8.2 billion for 03 years (2009-12). An amount of Rs. 2,513.49 million was earmarked in the PC-I for this project during 2011-12 by the government for implementation of the project. However, due to paucity of funds the size of allocation was curtailed down to Rs. 1,384.52 million. Accordingly, NCHD's Annual Budget of Rs.1.384. billion provided the necessary resources to support the provincial/district governments for reducing the gaps identified in achieving Millennium Development Goals (MDGs). The budget comprised of funding for each of the strategy's principal priorities at the grass roots vis-à-vis Primary Education and Adult Literacy. In Education sector during the year 2012, NCHD has supported Education Department (ED) at provincial and district level in enrolling nearly 2.2 million out-of-school children (OSCs). A total of 10,937 Feeder Schools /Government schools with feeder teachers remained operative in partnership with the community by providing primary education to 442,565 students of the poorest segment of the society.

For enhancement of Adult Literacy rate, 8,270 Adult Literacy Centers (ALCs) were established in Pakistan in which 202,349 learners were enrolled during 2012. 90 % of the total enrolled learners were female. NCHD launched its operations in August 2002 and by the year 2008 had extended its programs to 142 districts of Pakistan. After the introduction of the 18th Constitutional Amendment, the Federal Ministry of Education was abolished. The NCHD being a federal agency was also asked to close its provincial chapters.

On 30th June 2011, NCHD had to wind up as per the decision of the Council of Common Interests (CCI), however, on 29th July 2011; the organization was placed under the then Ministry of Professional and Technical Trainings presently the Ministry of Education. The staff of NCHD filed a petition in the Supreme Court of Pakistan (SC) for the continuation of NCHD. The Supreme Court in its Judgment of 25 November 2011 ruled that "NCHD would not be wound up and would continue to perform its functions of providing basic human right (education) to the citizens of the country as enshrined under Article 25-A of the Constitution".

On 19 December 2011, the Prime Minister approved the continuation of NCHD. The year 2012 was a significant year from the NCHD perspective when it started working again in all the Provinces and Federal Territories.

Necessary funding was provided for continuation of its activities during 2012. However, the key issues of job insecurity of NCHD employees/staff and permanency of Programs remained under discussion at all levels of the government. During May 2012, the issue was taken up with the Cabinet Sub-Committee which was formed to address the issue of 'Regularization of Contract Basis/Daily Wages Employees in the Ministries/attached departments/ autonomous bodies'. The Cabinet Sub-Committee in its first meeting held on 17th May 2012 decided that NCHD and NEF/BECS would submit their summaries to Ministry of Education (MET) for converting of project into permanent program of the Government of Pakistan. Meanwhile, the Secretary, Ministry of Education accorded an extension of the existing PC-1 up to 30th June 2013.

On 30th August 2012, the case for Regularization of NCHD employees and its conversion from development to non development side was discussed with the Prime Minister of Pakistan, Raja Pervaiz Ashraf. The presentation to the PM was followed by a detailed discussion on the subject matter and it was decided that:

- i The services of NCHD employees be regularized by transfer of their posts from development to non-development budget.
- ii The NCHD be brought on permanent footing by conversion from Project to Program status. Several meetings of the Cabinet Sub-Committee under the chairmanship of Mr. Syed Khurshid Shah, Federal Minister for Religious Affairs, were held on the above subject and finally it was decided by the Cabinet Sub-Committee that:
  - i The services of 3,088 employees of NCHD are regularized by transfer of their posts from development to non development budget.
  - ii The honorarium to 10,937 Feeder Teachers is enhanced from Rs. 2,500/- to Rs. 8,000/- per month.
  - iii The NCHD should be brought on permanent footing from the next financial year 2013-2014.

NCHD as a corporate body is fully functional. Its core team of 3,088 staff members will be shifted on non-development budget. NCHD has refocused its approach on UPE & Adult Literacy program which are key issues for Pakistan being a signatory to International Convention on MDGs and EFA. A five year development plan for the promotion of literacy and education at a cost of Rs.13.14 billion is under consideration. This plan will be executed in next five year i.e. 2013-18.



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

The National Commission for Human Development (NCHD) was established by the Government of Pakistan in July 2002, under the Ordinance No. XXIX of 2002 as a statutory autonomous body. It is funded by the Government of Pakistan, private donors and International Development Partners.

### 1.2 GENESIS

The President of Pakistan established a Task Force on Human Development in June, 2001 to study the new perspectives and resources for developmental discourse in Pakistan. During the course of study, over 1,000 individuals were interviewed and 50 workshops were conducted all over the country to map the stakeholder needs and the key system-wide issues. The key findings of the study are:

- i Inadequate capacity, competency and managerial efficiencies within:
  - o Line Departments,
  - o Elected representatives,
  - o Private sector delivery system (NGOs, CBOs).
- ii Lack of community participation and decision making rights.
- iii Lack of integration/coordination in planning and implementation.
- iv Gaps in service delivery, quality and financing.

### 1.3 VISION:

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

### 1.4 MISSION:

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

#### Goal 1:

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

#### Goal 2:

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

#### Goal 3:

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

#### Goal 4:

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

#### Goal 5:

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

#### Goal 6:

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

Thus NCHD is deeply committed to promoting learning for all people-especially for the most vulnerable children and adults who are most difficult to reach. The basic NCHD strategy is to introduce a process complimenting the ongoing efforts to achieve MDGs and EFA goals in Pakistan.

### 1.5 MANDATE OF NCHD:

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

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

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

### 1.6 STRATEGY:

The core of NCHD strategy lies with:

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

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

### 1.7 FINANCIAL RESOURCES:

The funding for the project activities were borne through PC-1 (Improving Human Development Indicators in Pakistan) 2009-10 to 2011-12. Government of Pakistan provided 90% of the project cost and 10% cost was raised by NCHD & Pakistan Human Development Fund (PHDF).

### 1.8 MANAGEMENT OF NCHD:

The management of NCHD is responsible for providing policy guide lines executed by the Chairperson and Director General. For decision making there is a 07 member Commission of NCHD and a PHDF Board of Directors.

## PROGRAMS OF NCHD

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

### CORE PROGRAM AREAS:

#### EDUCATION:

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

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

#### UNIVERSAL PRIMARY EDUCATION (UPE):

The current situation of Primary Education in Pakistan is as under:

- I. Net enrollment rate is 66% out of which, 40% children dropout before completing the primary schooling cycle.
- II. Only one half of the children passing grade five achieved a competency level of Grade 2-4.

It is easy to conclude that this is mediocre level of performance and that it perhaps reflects poor teaching.



### OBJECTIVES OF NCHD'S UPE PROGRAM

To support the provincial and district education departments in ensuring;

- i 100% enrollment (age 5-7 years)
- ii Reducing dropout rate from 50% to less than 10%
- iii Ensuring quality education through teachers' training
- iv Addressing the issue of access/coverage through
- its Community Feeder School/Feeder teacher Program

**ADULT LITERACY PROGRAM:**

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

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

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

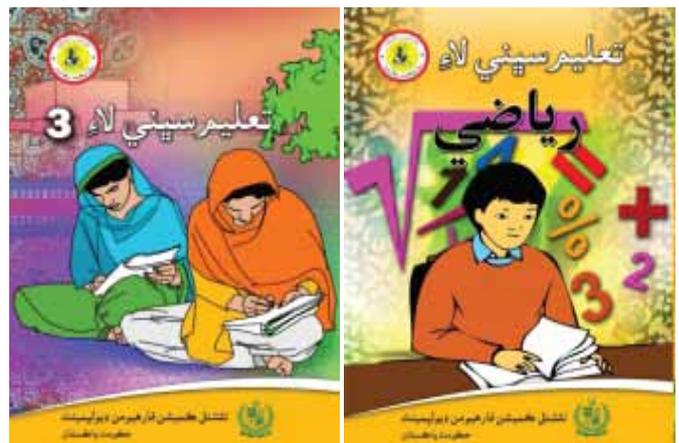
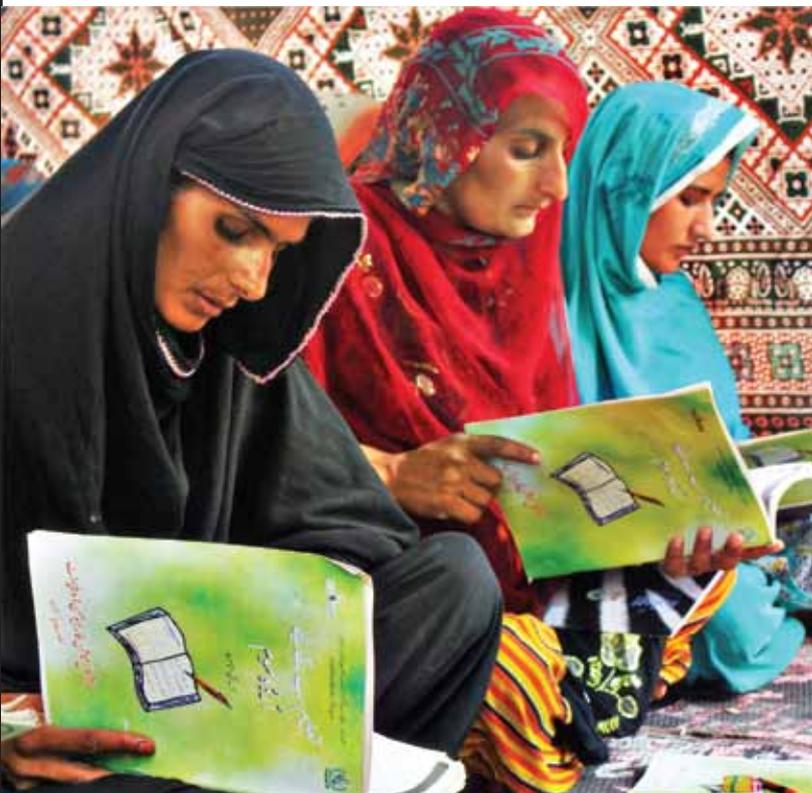
- I. achieve the basic literacy skills equivalent to grade three
- II. read simple text of Urdu
- III. write a simple letter
- IV. manage figures up to four digits able to add, subtract, multiply and divide



**OPERATIONAL STATUS OF NCHD**

NCHD has been operational in all 142 districts of Pakistan including FATA (less North & South Waziristan), Gilgit Baltistan and AJK as of January 2012:

NCHD has established Human Development Support Units (HDSUs) in 103 districts of Pakistan with 41 satellite district offices for implementation of operations. Each HDSU is headed by a General Manager who is assisted by Managers for respective programs and their teams down to the grass root level. At the national level, the Commission is headed by a Chairperson assisted by the Director General being its operational head to look after its day-to-day affairs. Each Program and Support Department is headed by the respective directors at the national level while the operations are looked after at the provincial levels by Director (Operations).



## NCHD ACHIEVEMENTS FROM 2002-2008

### EDUCATION

#### UNIVERSAL PRIMARY EDUCATION (117 DISTRICTS)

- i. Community based Feeder Schools opened 21,639.
- ii. Enrolled 8.235 million children of ages 5 to 7 years in schools in 117 districts of Pakistan.

#### ADULT LITERACY (122 DISTRICTS)

- i. 122,000 Adult Literacy Centers completed in 122 districts.
- ii. 2.68 million people made literate (90 % females).

### HEALTH

#### PRIMARY HEALTH CARE (13 DISTRICTS)

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

#### SCHOOL HEALTH PROGRAM (17 DISTRICTS)

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

#### ORAL REHYDRATION SOLUTION (80 DISTRICTS)

- i. Trained 13.77 million women in 80 districts of Pakistan for preparation and administration of ORS

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

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

### CAPACITY DEVELOPMENT PROGRAM (46 DISTRICTS)

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

#### COMPUTER LEARNING (12 DISTRICTS)

A total of 2,944 people (Female: 2638, Male: 306) were made computer literate in 14 districts. However, change of Government in the year 2008 resulted in suspension of funds and most of the NCHD's operations in the districts were halted. The brief of which is given as under;

#### NCHD'S TRANSITIONAL PHASE:

During 2008-09, the global community experienced a severe economic recession, due to which, Pakistan was also affected very seriously. Amongst other consequences, it had resulted in cutting the flow of funds for a number of development projects in Pakistan, including NCHD. The Commission was forced to curtail its vital operations in most of the thrust areas; i.e. Education, Health, Capacity Development, Community Learning Centers and Volunteerism for Community Development. After June 30, 2008, NCHD operations were brought to a complete stop, in most of the areas, due to non-availability of funds and NCHD had to lay off its entire program staff, around thirty thousand in number. Due to the prevailed economic crunch, NCHD's management decided to rationalize its workforce at all levels. Only to be fully activated during the year 2012.

#### PROGRESS DURING 2008-09:

In September 2008, Special Committee on NCHD headed by Madam Faryal Talpur, MNA approved a budget amounting to Rs. 428 million for NCHD operations for the financial year 2008-09. Consultative process was initiated with provinces which resulted into approval of a PC-I with a budgeted amount of Rs. 8.20 billion for three years (2009-12) to support districts and provincial government in achieving EFA/MDG goals and targets of attaining 75 per cent literacy rate by 2015.

## PROGRESS OF NCHD PROGRAMS (2009-2012)

Performance Summary of UPE Program From 2009-2012

Universal Primary Education		2009-10	2010-11	2011-12
1	Coverage (No. of Districts)	134	134	134
2	Enrollment (In million) Community	3.31	2.31	2.20
3	Feeder Schools Established	3,473	3,473	3,473
4	Feeder Teachers in FS & Govt; Schools	15,074	11,291	10,937
5	Training of Feeder Teachers on Quality Education	11,947		In Progress
6	Institutionalized Celebration of World Teachers' Day (No. of Districts)	134	134	134
7	Rural household based learning survey (ASER 2011)	50,400	51,000	80400
8	Household based baseline survey about Out of school children (In million-FATA and Punjab)		12.97	

Financial Allocations (2009-12)

Year	Allocation Rs. in million	Released Rs. in million
2009 - 10	2,339 m	1,400 m
2010 - 11	3,296 m	1,488 m
2011 - 12	2,513 m	1,385 m
Total	8,148 m	4,273 m



A re-opened school by NCHD



Community Feeder School

“Are those equal, those who know and those who do not know?”

Surah Al Zumr. Ayah 99

Hadith-e Nabvi

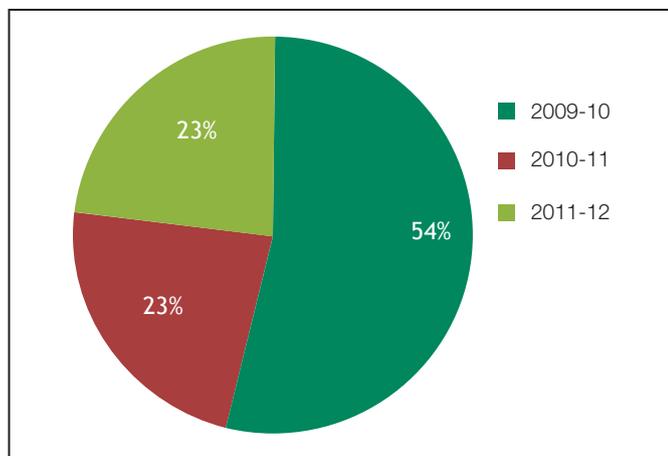
“He who acquires knowledge acquires a vast portion”

### PROGRESS ADULT LITERACY PROGRAM (2009-2012)

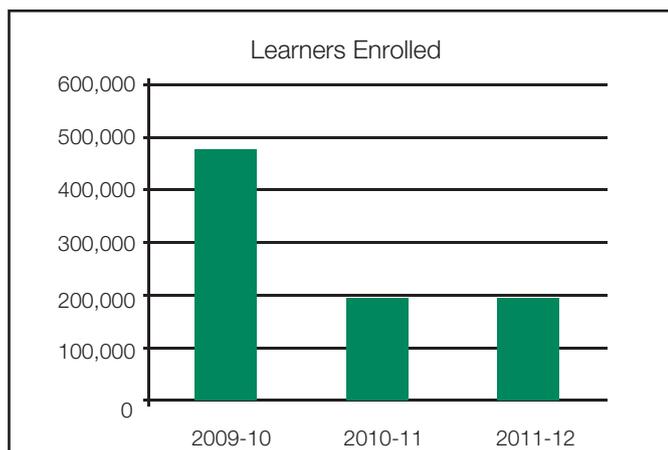
During the year 2009-2012, NCHD implemented its country wide literacy program in which 35,986 Literacy Centers were established. In these centers 882,551 illiterate learners were enrolled. Detail of the centers is given below:

Table: Year-wise break up of ALCs

Year	ALCs	Learners
2009 -10	19,399	482,295
2010 -11	8,317	197,907
2011 -12	8,270	202,349
Total	35 ,986	882,551



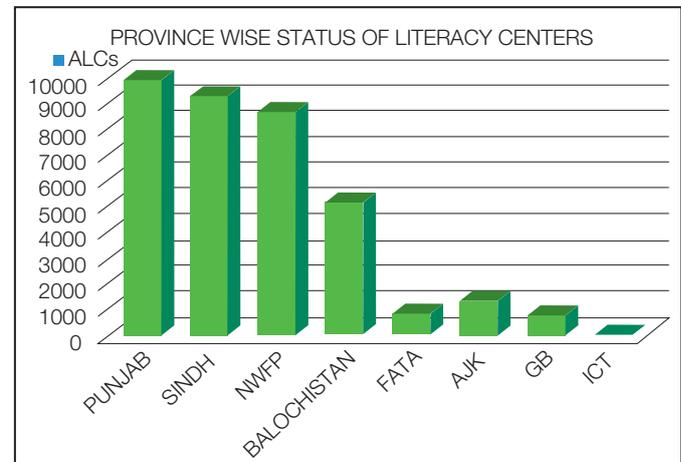
Graph: Year wise break up of learners



Graph: Year wise break up of learners enrolled

### TABLE: PROVINCE WISE STATUS OF LITERACY CENTERS ESTABLISHED 2009-12

Province	ALCs	Learners Enrolled
Punjab	9887	246,112
Sindh	9253	224,117
NWFP	8647	213,884
Balochistan	5171	124,042
FATA	860	21,190
AJK	1344	32,688
GB	794	19,768
ICT	30	750
Grand Total	35,986	882,551



Graph: Province wise status of literacy centers



Holy Prophet (P.B.U.H) said,  
"Attainment of knowledge is a must for every Muslim."

## TARGETS AND ACHIEVEMENTS 2012:

### ENROLMENT:

The process of enrolment begins with a door-to-door baseline survey of the district to compile a complete list of all children (ages 5-7) including both enrolled and out-of-school children (OSC). Education interventions, including enrolment drives, dropout prevention, and UPE awareness campaigns are then based on the data from this survey.

NCHD is also working in 03 FATA agencies named: Mohmand, Khyber and Orakzai

Since the data collection of 0-9 years has not been carried out as per the plan, the OSC target is based on projection of Census 1998. Total 2,224,000 students have been enrolled against the target of 2,877,609 across the country.

### FEEDER SCHOOLS & FEEDER TEACHERS:

Under Education Program NCHD continued its support through provision of Community Feeder Schools and Feeder Teacher Schools to balance the student teacher ratio. The accumulative picture of Feeder Schools and Feeder Teacher Schools during Year 2012 is given in the Table-3.2.2.

TARGET AND ACHIEVEMENTS 2012 (TABLE 3.2.2)

Administrative Units	Target for Year 2012	Achievement
Punjab	3,266	4,400
Sindh	4,946	4,606
KPK	799	583
Balochistan	1,843	1,204
AJK	207	144
FATA	65	-
Total	11,142	10,937

During the said period, NCHD rationalized the provision of teachers in community feeder schools and Govt. Schools on the basis of following criteria:

- Non – feasible feeder schools / teachers have been closed and the process continued till June 2012.
- New feeder schools will only be established on the recommendation of EDO-E
- Single teacher feeder school including re-opened Government primary school to be given additional teacher based upon the student teacher ratio
- Discontinuation of feeder teacher in the overcrowded GPS' where two or more Govt. teachers are available

The Table above indicates that a total of 10,937 Feeder/ Feeder Teacher Schools remained operational against the target of 11,142 after rationalization. This is a combination of community feeder schools (1.5 KM from nearest primary school) and teacher provided in the govt. primary schools.

## TECHNICAL SUPPORT OF EDUCATION DEPARTMENT IN PROFESSIONAL REPORTING:

### MONTHLY GOSHWARA- REPORTING FORM FOR TECHNICAL EVALUATION:

#### REPORTING SYSTEM AT ED:

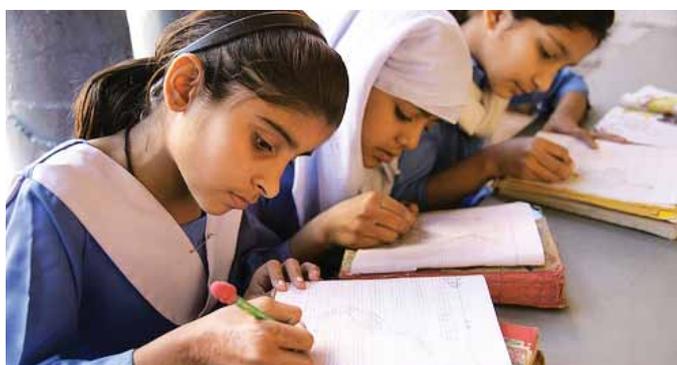
Reporting information is inevitable for informed and effective decision making at higher level of organizations. It has been observed that, at places no system of reporting existed within education department, or existing system of reporting was not functioning efficiently.



### FREQUENCY OF REPORTING:

With presence of reporting format in ED, frequency of reporting has been observed as irregular. In some of the provinces reporting was on annual basis, other on quarter basis while one of the provinces had a system of reporting on monthly basis. Irregularity within prevailing system had been badly weakening reporting as to:

- o Weakening of reporting channels/links between different tiers.
- o No/low practice on reporting; leading to low level of understanding
- o Low priority and ownership of system.
- o Absence of consistent feedback and guidance.
- o Non-availability of real time information.



### SIGNIFICANCE OF GOSHWARA REPORTING:

During the year 2012 technical support was provided to EDO Education, Assistant EDOs & AEOs of 134 districts. Seventy percent (70%) primary schools submitted goshwara reports with great regularity.

### ADULT LITERACY PROGRAM REVIEW, 2012:

Despite the financial crunch and low allocations; 8,270 Adult literacy centers were established during the year 2012, where 202,349 learners were enrolled.

Table: Adult Literacy Centers Established

Administrative Units	Achievement 2012	Learners Graduated
Punjab*	2,500	53,750
Sindh	2,070	42,952
KPK	2,040	44,880
Balochistan	1,140	21,660
AJK	240	4,920
FATA	40	760
GB	240	5,040
Pakistan	8,270	173,962

### IMPACT OF LITERACY PROGRAM (2002-2012):

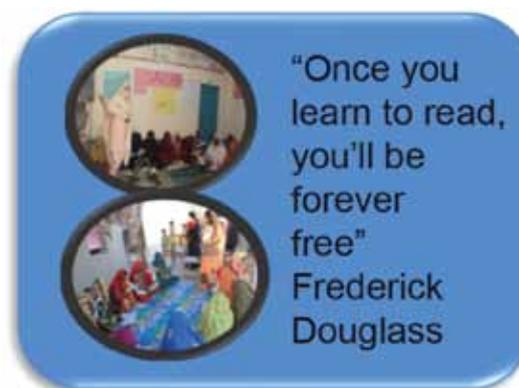
Literacy Rate 2002	43%
Literacy rate 2012 (10 years and above)	58%
Increase in Literacy rate (2002-2012)	15%
NPA revised target to achieve EFA goals	75%
Current rate per annum increase in literacy	1.30%
NCHD Contribution (2002-2012)	Literacy Centers 145,916

Literacy scene in Pakistan since 2002 to 2012

### PROVINCE-WISE:

### LITERACY SCENE IN PAKISTAN SINCE 2002 TO 2012

PROVINCE/AREA	ALCS ESTABLISHED	NO. OF LEARNER	LITERACY RATE	10 + ILLITERATE POPULATION OF THE / PROVINCE/ AREA	NCHD's CONTRIBUTION
		(millions)	In the Province	(millions)	
Punjab	61,555	1.55	59	27.12	2.30%
Sindh	32,357	0.76	59	11.29	2.80%
Khyber PK	29,097	0.61	50	8.35	3.70%
Baluchistan	15,758	0.33	45	3.46	5.30%
FATA	2,725	0.05	25	2.13	2.00%
AJK	2,858	0.06	62	1.24	1.90%
GB	1,566	0.03	44	0.72	2.70%
Grand total	145,916	3.5			2.84%



## VOLUNTEERISM AND LITERACY

### BROAD-BASED COMMUNITY MEETINGS

The broad based community meetings are organized for the social mobilization, awareness and motivation of community. The Broad Based Community Meetings (BBCM) are conducted to ensure participation of entire community.

Meetings are preferably held at a common place where people from every walk of life can easily reach and participate. During the year 2012, NCHD conducted 1,234 BBCMs in which 18,510 community members participated.

### VOLUNTEERS PARTICIPATION IN LITERACY PROGRAM

The success of the literacy program mainly depends upon the participation of community volunteers. Without the participation of local volunteers literacy program can be implemented successfully. During the year 2012, NCHD identified and trained 22,810 community volunteers.

These volunteers helped NCHD in the identification and retention of learners in centers. Volunteers also arranged opening and closing ceremonies in the centers.

### COMMUNITY COMMITTEES

NCHD believes that participation of community in any human development initiative is vital. For this purpose, NCHD organized communities and formed Community Committees at village level.

The community committees also act as a bridge between Buyer /employer and the trainees in the skill component.

In the reported year, NCHD formed 1,109 Community Committees who actively participated in the literacy program. In these Committees, 7,763 community members volunteered themselves as community members.

### AWARENESS SESSIONS IN COMMUNITY

NCHD's literacy program also raises awareness in communities on different issues. NCHD involves relevant departments and NGOs for these sessions. During the reported period NCHD conducted sessions on agriculture, live stock and different health issues. The detail is given in below table:

TOPICS	AGRICULTURE	HEALTH	LIVE STOCK
No. of sessions	2,658	6,360	2,550

## SPECIAL PROJECTS

1- BASE LINE SURVEY AND  
COMPUTIZATION FOR (UPE) IN FATA

## BACKGROUND:

Since 2002 the National Commission for Human Development (NCHD) as a Federal Government statutory body, is engaged in the facilitation of Directorate of Education FATA for the attainment of Millennium Development Goals-MDGs objective # 2 Universal Primary Education-UPE. As per design, the identification of target for achieving the UPE objectives at grass root level is a pre-requisite in a particular area which is possible through a base line survey (BLS) data collection of all available households only. NCHD conducted BLS in Bajaur Agency, few other Agencies and four (4) FRs in 2003, 2006 and 2012 respectively.

GER	Total enrollment in primary classes of any age	108,698	44.30%
	Total children aged 5-9	245,416	
NER	Total enrollment in 1-5 class of 5-9 age	94,652	38.60%
	Total children aged 5-9	245,416	

## OUTCOME OF THE ACTIVITY:

- i. Capacity enhancement of ED at all levels.
- ii. Availability of Location data base.
- iii. 255,458 households surveyed
- iv. Data collection of 636,134 children of 0-10 years.
- v. Already enrolled 121,059 children while 124,357 out of school children recorded in age bracket (5-9 years).
- vi. Maintained UPE registers at schools level.
- vii. Generated OSC lists generated for enrollment during 2012.
- viii. Involved Community Volunteers at grass root level.

Age	Children		Ratios	
	Total	Enroll	Male	Female
0	66,906	-	-	-
1	67,202	-	-	-
2	81,795	-	-	-
3	79,499	-	-	-
4	71,756	6,137	10.4	6.2
5	68,334	23,921	41.5	25.4
6	57,057	28,259	58.3	37.7
7	48,058	26,470	64.9	41.4
8	42,437	24,570	67.7	42.8
9	29,530	17,839	70.7	41.9
10	23,560	13,320	65.6	37.7
<b>Total</b>	<b>636,134</b>	<b>140,516</b>	<b>49.2</b>	<b>29.6</b>

## 2- MALALA FEEDER SCHOOLS

### BACKGROUND:

During the year 2010 - 11, one of the heaviest floods in the history of Pakistan devastated many districts in Pakistan. The flood has nearly completely affected 34 districts across Pakistan.

In addition to human losses and sufferings, other damages include destruction of schools and education facilities. Few of the major facts are being shared as below:

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

This was the time when I-Care came up at the stage of hardship and helped out the affected population for human care and donated a sum of Rs.55,135,504/- that was spent on need based activities at the time of calamity, it was spent efficiently to the tune of Pak Rs. 33,652,586/- with a saving of Rs. 21,482,918. It was decided mutually that the saved amount would be spent on establishment of Feeder Schools in all provinces of Pakistan. Sixteen such locations were identified for establishment of Feeder Schools with a cost of Rs. 25 million. The construction work of feeder schools started during year 2012 and will be completed by April 2013.

### OBJECTIVES:

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

### MALALA FEEDER SCHOOLS LOCATIONS:

SR #	Province	Districts	Locations
01	Baluchistan	Jafferabad	03
02	KPK	Charsadda, DI Khan, Swat, Upper Dir	04
03	Punjab	Muzaffar Garh, DG Khan, Rajan Pur	04
04	Sindh	Badin, Benazirabad, Dadu, Khairpur, Larkana	05

Total: 16MFS



MFS in DI Khan



MFS in Charsada



MFS in Muzaffargarh

### 3- NCHD AS A KEY PARTNER OF ASER

NCHD in collaboration with ASER partners undertook survey in 58 districts of Pakistan which resulted in ASER 2012.

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

NCHD as partner of ASER in 58 districts across Pakistan feel proud of this enterprise that commits us to rigorous evidence based work on not just whether our children are going to school, but also if they are learning well.

During 2012 this large scale National Assessment completed in 16 weeks from survey to the report giving information on following multiple indicators for children aged 3-16:

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

#### OUT OF SCHOOL CHILDREN

59% children in urban areas and 24% in rural areas study in private schools clearly establishing that RTE has to be crafted as a collaborative compact across the two sectors with continuous state initiatives on ownership, financing, standards and management.

#### THE QUALITY COMPASS AND RTE

Survey 2012 records that:

51% of children in Grade 5 can cope with Grade 2 level competencies, in English and Arithmetic 52% and 56% children respectively in Grade 5 are still unable to deal with basic Grade 2 level skills.

#### DEFICIENCY IN PHYSICAL INFRASTRUCTURE

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

#### 4- EDUCATION FOR ALL (EFA) PLANS

##### BACKGROUND:

EFA Plan outlines the principles and guidelines to be followed while implementing the plan and setting targets to be achieved through specific measures leading to the final objective of providing quality education for all. It provides information on the number, types and state of all education institutions, information on teachers, enrolment, and number of children of school going age in the district. Consultations with the Education Department officials, UN and international agencies, NGOs and primary stakeholders, and the vision and mission have been the foundations on which the District EFA Plan has been built.

An important component of the EFA Plan is identifying the various areas in which the District Education Department needs to enhance its current capacity. These areas may include management and administration, information system, school monitoring systems, children assessment, teacher training, provision of equipment and transport among others. Capacity building may include making District EMIS Reporting System functional.

The EFA Plan addresses the concerns of bridging gender or vulnerable children gap by allocating proportionally higher resources to girls and disadvantaged sections of the society. Finally the EFA Plan provides strategies on bridging resource gaps, and introducing interventions to improve school and center performance.

##### DEVELOPMENT OF EFA PLANS:

##### BALUCHISTAN:

National Commission for Human Development (NCHD) and United Nations Educational, Scientific and Cultural Organization (UNESCO) provided support to the Baluchistan Government through the PPIU for developing EFA Plans in all 30 districts of the province.

The District EFA Plans span a five year period from 2010 to 2015 to coincide with the Millennium Development Goals (MDGs) and the Dakar Goals. EFA Plans of the 30 districts have been developed and launched in a grand opening ceremony

##### AJK EFA PLANS:

National Commission for Human Development (NCHD) and United Nations Children Education Fund (UNICEF) provided support to the AJK Government through the Education Department for developing EFA Plans in all 13 districts of AJK. EFA Plans of all 13 districts and State level have been developed.

NCHD after consultation with provincial departments has decided to replicate this activity in all districts of Pakistan resulting into the development of National EFA Plan.



## 5- NATIONAL LITERACY & NON-FORMAL EDUCATION PLAN 2010-2015

NCHD in collaboration with provincial education departments and UNESCO have developed Five Years Strategic Literacy Plans (2010-2015) for the promotion of adult literacy and non formal basic education on national, provincial and regional levels. A complete road map including clear cut guidelines, strategies, resources required and institutional structure is suggested in each plan. An overview of literacy plans is given here.

### OBJECTIVES OF THE STRATEGIC PLANS ARE:

- i. To promote literacy in the Pakistan
- ii. To materialize the commitment of EFA made by Pakistan in Dakar conference.
- iii. To integrate the adult literacy program with life and marketable earning skills.
- iv. To minimize the existing gender/rural and urban disparity in literacy rate.
- v. To institutionalize the post literacy and continuing education efforts.
- vi. To make optimum use of existing education facilities.
- vii. To improve the rate of admission and retention at the primary stage to ensure lasting literacy.

### APPROACHES TO ACHIEVE UNIVERSAL LITERACY

1. Stressing acquisition of basic literacy using integrated approaches; (integrated approaches linking literacy with sustainable livelihoods, civics, life skills, health and nutrition)
2. Focusing on mothers and their children, especially in rural areas with low rate of literacy.
3. Making good use of information and communication technologies (ICTs)
4. Giving due attention to bi- and multilingual contexts
5. Non-formal education for out-of-school youth and young adults
6. Community learning centers for total literacy
7. Adult education and training
8. Use of Mass media in Literacy campaigns
9. Post literacy programs

10. Skills based literacy programs
11. Mobile Based Literacy Program
12. 2-years literacy programs for illiterate youth equivalent to grade five.

### TARGETS TO ACHIEVE UNIVERSAL LITERACY INTO TWO PHASES PHASE I: 75 % BY 2015

Table: No of Adult Literacy Centers (2012-2015)

	BLCs	CLCs	QLCs	NFBE
Punjab	250,801	31,565	14,690	10,8501
Sindh	134,334	11,650	2,457	4,895
KPK	106,000	370	6,000	10,000
Balochistan	15,597	1,729	1,080	2,160
GB	2,492	591	1,771	974
FATA	4,374	1,646	877	2,679
AJK	1,937	3,875	3,875	3,890

### FINANCIAL REQUIREMENTS FOR PHASE I

The main obstacles and causes of failure of literacy program in past were: inadequate, insufficient and irregular flow of funds. To achieve 75 % literacy by 2015 we need a total financing of Rs. 92.16945 billions.

Table: Cost/Budget requirement as per draft provincial plans (Rs. Millions)

Province/Area	Budget Required
Punjab	34,994.53
Sindh	40,243.71
KPK	7,388.62
Balochistan	1,617.79
GB	432.8
FATA	2,425.0
AJK	5,067.0

As mentioned above Adult Literacy always remained the neglected area in the development sector. Countries like Pakistan has already paid very high price due to illiteracy. Lack of expertise in the subject of Adult Literacy, adhocism, absence of infrastructure, inconsistency of policies, abrupt discontinuation, non-availability of funds, patronage of political leadership, administrative opposition, inappropriate learning package for learners, inadequate teacher training were the root causes of failure of literacy programs.

## 6- COMMUNITY TECHNOLOGY LEARNING CENTER (CTLC)

### OBJECTIVES

The CTLC project aims to help empowering marginalized women of rural areas by imparting quality ICT training, inculcating life skills and providing data transcription training. The CTLC program of NCHD enables women to avail opportunities, adapt to digital technology based professions rather than traditional/conventional ones, for which the role of women have been ascribed to.

The essence of the program is well-developed curriculum designed by the Microsoft Corporation, in collaboration with the Bill and Malinda Gates Foundation, specifically developed for the population living in not-so-well-off societies in the underdeveloped countries. For effective results in the local context, the curriculum has been translated in Urdu language by the translation experts.

With many economic and social empowerment objectives, both implicit and explicit, the CTLC project aimed following outcomes for its female participants:

- i. To impart quality ICT training in labs equipped with state of the art facilities
- ii. To reduce the digital divide and lessen the gender disparity
- iii. To inculcate life skills among women allowing them to acquire marketable skills
- iv. To enable underserved women to avail ICTs opportunities for decent livelihoods.



### PROJECT ACHIEVEMENTS/BENEFITS

District	Duration	Students Trained
Khairpur, Sindh	2010-2012	440
Attock, Punjab	2004-2012	640
<b>Total</b>		<b>1,080</b>

The impact of the CTLC intervention has been far-reaching with multiplier effect in improving living conditions of the deprived women. In this connection, a study was carried out by the program department in order to assess the impact of the pilot intervention.



## 7- NATIONAL LITERACY RESOURCE CENTER

### BACKGROUND:

National Literacy Center was established in the year 2010 to provide a platform for the research and development, material development and coordination and capacity building of literacy stakeholders in the country. This project was partially funded by UNESCO Pakistan.

### MATERIAL DEVELOPMENT SECTION:

This section collects all available materials in the field of literacy in Pakistan and of the other countries of the world from the Government and private sector. A small Library is developed for the professionals of Adult Literacy.

The section is equipped to design basic, post literacy or continuous learning literacy program materials as per needs of the learners. This section also develops a data base of the Writers who could contribute in Adult Literacy programs.

The material developed in this section is being shared with public and private organizations working in literacy sector.

### CAPACITY DEVELOPMENT SECTION:

This section consists of professionals already working on the Training aspects of Literacy program. This section collects all the training Manuals/ Modules developed by literacy organizations in Government and NGOs. The section will also develop data base of the available literacy trainers in Pakistan.

The section is equipped to design (tailor made) new training packages and modules as per needs of the literacy organizations and the learners. The section also conducts training directly or through the panel of its professionals.

### RESEARCH AND DEVELOPMENT SECTION:

Research continues to remain a neglected area in Literacy in Pakistan. This section will carry out research on the current and the past Literacy Programs. Main focus would be on the literacy materials, training of the teachers / professionals, the teaching methodology and impact of Literacy Program on the learners. The section will also liaise with the education and other concerned departments of the Universities and the other educational institutions. Surveys will also be conducted from time to time in order to gauge the performance of the literacy programs in the field.



## 8- WOMEN ECONOMIC DEVELOPMENT PROJECT:

This project encompassed 4 months training program starting from Phase I (January 15- May 15) Phase II (February 15- June 15) in all 23 Districts of Sindh province. Total 550 centers were established in cluster of 25 females per centre at village level.

The timings of centers were four hours per day in morning or evening as per ease of females out of which two hours were for skill training on stitching, cutting and two hours for literacy curriculum. Phase wise details of the centers established are given below:

### WED CENTERS DATA PHASE I

Name of District	Total no.of Centers	Total Trainees
Badin	27	675
Hyderabad	17	425
T. M. Khan	9	225
Tando Allah yar	9	225
Tharparkar	21	525
Mirpurkhas	23	575
Sanghar	35	875
Umerkot	21	525
Matiari	10	250
Nausharo Freoze	28	700
<b>Total</b>	<b>200</b>	<b>5,000</b>

### WED CENTERS DATA PHASE II

S.#	Name of District	Total no.of Centers	Total Trainees
1	Dadu	38	950
2	Ghotki	20	500
3	Jacobabad	41	1025
4	Jamshoro	14	350
5	Kambar SK	28	700
6	Karachi	34	850
7	Kashmore	28	700
8	Khairpur	28	700
9	Larkana	34	850
10	Sheheed Benazirabad	14	350
11	Shikarpur	23	575
12	Sukkur	16	400
13	Thatta	32	800
	<b>Total</b>	<b>350</b>	<b>8,750</b>

### PROJECT ACTIVITIES AND QUALITY ASSURANCE

The WED Project skill centers were established after a process of identification and selection of appropriate locations in villages with an easy access to the community. It included the hiring and training of trainers and quality controllers.

They were required to take training on how to effectively teach literacy books, curriculum of tailoring and garment cutting to trainees as well as on reporting procedures. The training has been arranged before the start of the centers.



## EMPLOYMENT GENERATION

This project has imparted training to women to enhance skills in the field of tailoring, stitching and literacy. It enabled the trainees to begin earning their livelihood even during the training.

After completion of the training the trainees started earning more money by marketing their products. It has generated indirect employment as demand for material of tailoring and stitching already exists in their villages and local markets.

It is worthwhile to mention that each trainee has been given:

- i. A sewing machine with accessories on successful completion of the training program.
- ii. Monthly stipend of Rs. 2,500 for four months to support the learner

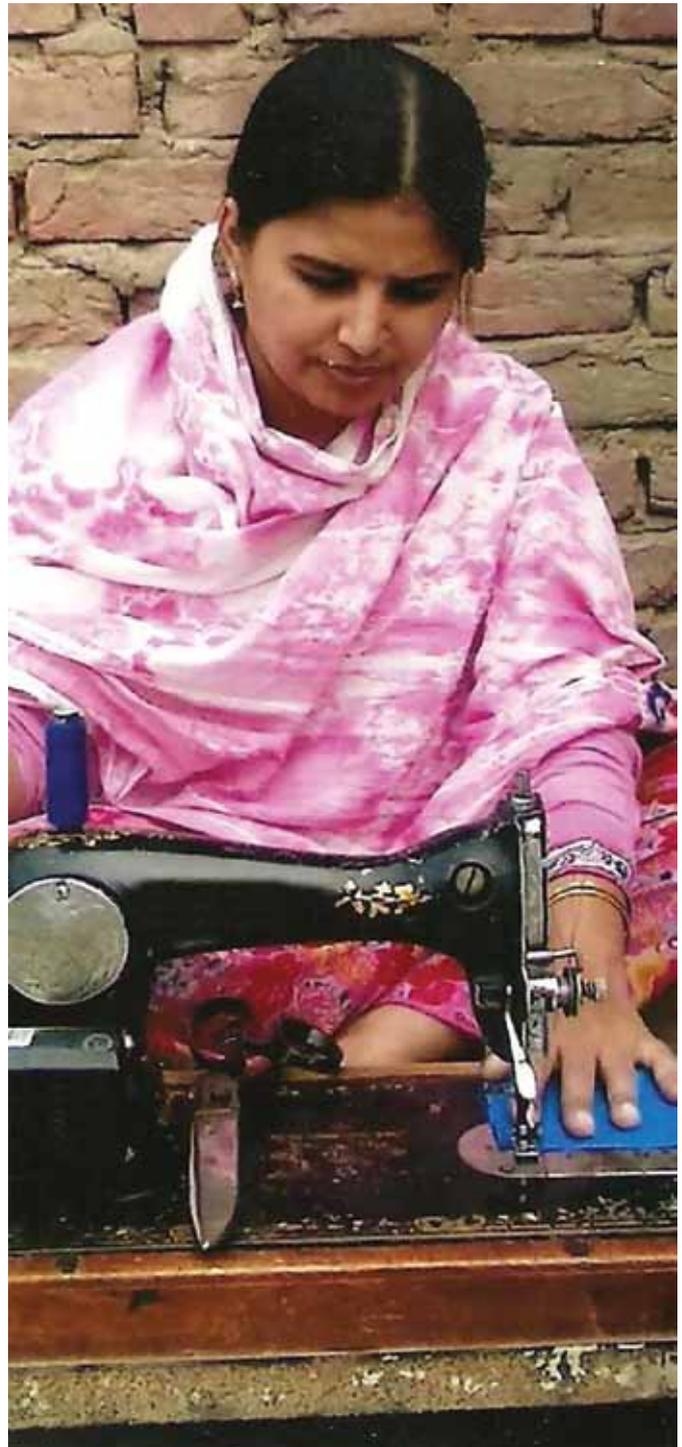
## ENVIRONMENTAL IMPACT

The training of tailoring and stitching to 13,750 trainees in educated environment has enhanced understanding level of the trainees. Moreover, by imparting marketing techniques the project has produce skilled work force well known to market demands. It helped to improve economic environment of the local markets.

## COMMENTS FROM TRAINEES

Ms. Heeran Bai says never thought that a poor woman like me will get opportunity in this training program.

*"I air my both hands to Bhagwan for pray to my leader SHAHEED BENAZIR BHUTTO who is no more in this world but her promise is still benefiting the poor like me".*



## 9- CATARACT OPERATIONS

### BACKGROUND:

IGMG-HASENE, a German based Turkish NGO and the National Commission for Human Development entered into an agreement on 27th July 2012 to conduct 2,000 cataract operations in 14 districts of Khyber Pakhtunkhwa and one district of Punjab. The first phase of the project was commenced on 1st August and completed on 30th November 2012. Second phase of the project will start from 1st of March 2013 and will complete on 30th May 2013. Both the organizations have agreed to work together to combine their efforts to help poor and neglected people to prevent blindness in Pakistan.

### IMPLEMENTATION STRATEGY:

IGMG-HASENE and National Commission for Human Development have decided to collaborate in such a way to eliminate the avoidable cause of blindness. For this purpose, NCHD will monitor activities of CARE, a local Non-Governmental Organization. CARE will carry out 2,000 CATARACT operations of deserving patients within four months time period starting from 1st August 2012 to 30 Nov, 2012. Target areas of the project are 12 Districts of Khyber Pakhtunkhwa, Multan district from Punjab and Two Frontier Regions from FATA. The target population will be the needy & deserving people who cannot afford cataract surgery. Priority will be given to the deserving NCHD Learners, their families & Volunteers of the targeted area.

### UPDATES OF THE FIRST PHASE:

> Below are the achievements of the project:

> Screening Camps arranged	=	47
> Patients Screened out	=	7,294
> Patients referred for operations	=	1480
> Operations Held	=	1,000

Project is being implemented in the districts of Tank, D.I.Khan, Bannu, Lakki Marwat, Karak, Peshawar, Charsadda, Mardan, Swabi Malakand, Lower Dir, Shangla (KPK), FR Lakki & FR Bannu (FATA) and Multan (Punjab).

Project Budget = 80,000 euro equal to PKR 10 millions.

In addition to above, IGMG-HASENE has committed to provide furniture and teaching aids to 16 Malala Feeder Schools being constructed by NCHD in the flood hit districts of Pakistan.

### VOLUNTEERISM FOR COMMUNITY DEVELOPMENT (VCD):2012

Community Development signifies the efforts directed towards planned evolution of all aspects of a community's well - being (economic, social, environmental and cultural). It is a process whereby community members come together to take collective action and generate solutions to common problems. The scope of community development can vary from small initiatives within a small group, to large initiatives that involve the whole community to improve the quality of life for all. Volunteerism is one of the strongest expressions of community development. It brings about a positive social change in the society by involving people for a common goal. A volunteer works for the betterment of humanity beyond any prejudice—racial, religious, ethnic, gender - related or any other form and tries to bring people closer to each other, paving way for bringing welfare and cohesiveness in the society. If properly channeled, volunteerism can be an extremely powerful and dynamic force for change and betterment of a community. In order to achieve this objective, NCHD focuses its community development agenda through voluntary initiatives through VCD program.

### OBJECTIVES:

The Mission of VCD program is to create a Volunteerism Movement by mobilizing communities for the achievement of MDGs. Major Focus is on health and education. During the year 2012, VCD program achieved the following deliverables.

- i. A Volunteer Corp formed in 58 program districts
- ii. Resource mobilization to support the fulfillment of development agenda at the grass root level.
- iii. Advocacy of NCHD mandate was carried out by mobilizing stakeholders at the district level, tehsil level and at UC level.
- iv. Establishment/Activation of VMS at 58 program Districts
- v. Holding medical camps in all program districts
- vi. Activation of REACT group in 58 program districts
- vii. Volunteers Acknowledgement

### CELEBRATION OF INTERNATIONAL DAYS:

Celebration of International Days is a VCD- DIP activity during the year 2012 following International Days were celebrated in 103 program districts.

- > International Literacy Day
- > World Teacher's Day
- > International Volunteer's Day

## EVENTS 2012

## A NATIONAL DIALOGUE ON ARTICLE 25-A

The Government of Pakistan has enacted Article 25-A in the constitution of Islamic Republic of Pakistan under the chapter of fundamental rights. This states that:

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

National Commission for Human Development (NCHD) organized a National Dialogue on 26th of July, 2012 at Serena Hotel, Islamabad to bring all stake holders together to reiterate the commitments they have made to provide education that has become a fundamental right for all children of the ages 5-16 after the inclusion of the Article 25-A in the Constitution through 18th Constitutional Amendment. For this purpose NCHD invited all political party representatives, elected representatives as well as civil society on one platform.

Political parties along with their elected representatives participated in the event. These were:



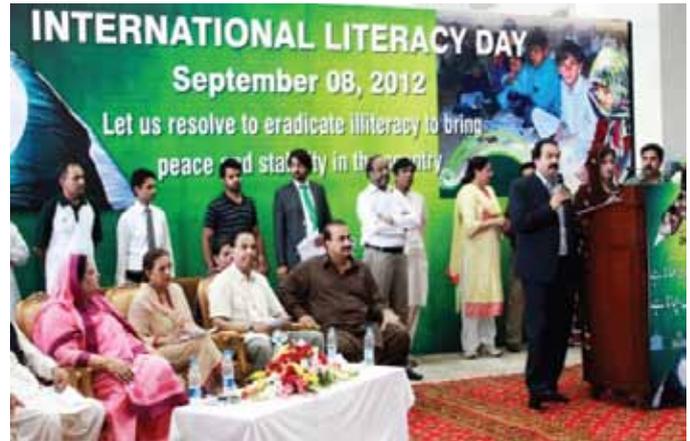
- Senator Haji Adeel from ANP
- Dr Azra Fazal and Taj Haider from PPP
- Senator Rozina from PMLN
- Akram Zaki from PML Q
- Mohammad Malik from the National Party
- Senator Pukhtoonkhwa Milli Awami Party
- Aasia Nasir from JUI and,
- Major General (R) Mohammad Tahir from the PTI.



Dr. Nafisa Shah, Chairperson NCHD & MNA addressed the participants by highlighting the importance of education. She said education is the route to enlightenment and prosperity for individuals as well as nations. She further said that there are two steps that must be taken up for this Article to take shape on the ground. The first is legislation and the second is to allocate resources in order to ensure that the state is able to undertake this service. Pir Mazhar-ul-haq Senior Minister Sindh recommended that the education should be first priority of government. Gender specific syllabus should be prepared and skilled based education should be introduced and strengthened said Pir Mazhar. Representatives of all electoral parties including JI and JUI pledge to include 25-A implementation in their manifestos.

Politicians agreed on equality in education, they agreed on mother tongue as the medium of instruction, they agreed on increasing allocations, some even spoke on committing 7 % of GDP and they even spoke on the need to make curriculum pluralistic, and multi cultural. The problem of minorities in education also came up. It was an excellent discussion. The provincial education departments committed to draft law on 25-A and besides informed the participants about the measure they had taken and some already in process. State Minister ShahJehan Yusuf and Provincial Education Minister Sindh Pir Mazhar gave concluding remarks.

In the end a conference declaration was signed by all partners. Copy of declaration is attached at Annexure-I.



#### INTERNATIONAL LITERACY DAY

Literacy Day is being celebrated across the globe on 8th September, an illustration of the revival of the importance of education and learning as well as to devise programs that could be implemented for the pursuit of basic, higher and better education for everyone.

National Commission for Human Development (NCHD) celebrated this day with great enthusiasm and fervor. International Literacy Day was celebrated in Pakistan within the paradigms of peace and the desire to make a change. In order to achieve the objectives of this day, a literacy walk was organized by NCHD on Saturday 8th of September, 2012 at Liaqat Gymnasium Sports Complex, Islamabad.



Begum Shahnaz Wazir Ali (Special Assistant to Prime Minister) along with Dr. Nafisa Shah, Chairperson NCHD & MNA, Zamurud Khan Chairman Pakistan Bait-ul-Maal, Qamar Zaman Chaudhary, Federal Secretary Ministry of Education and Trainings and other eminent individuals related to the education sector of Pakistan as well as students from various institutes participated in the walk by making use of colorful captions regarding this day and conducted this event in the most peaceful and civilized manner.

Local musical bands performed the songs on education and literacy along with the national songs. This was also accompanied by spreading the word through banners across country and all these efforts were concluded in the form of a seminar on Literacy Day where the Chief Guest and the honorable speakers highlighted the importance of education and literacy.

The day was also celebrated in Peshawar at Pearl Continental Hotel; Deputy Speaker of National Assembly, Mr. Faisal Karim Kundi chaired the event. NCHD invited all stake holders including Provincial Ministers, bureaucrats, donor agencies, educationists, civil society, youth and media to highlight the importance of literacy.

International Literacy Day was also celebrated in 50 districts of all provinces and they conducted a number of activities to highlight the importance of literacy.



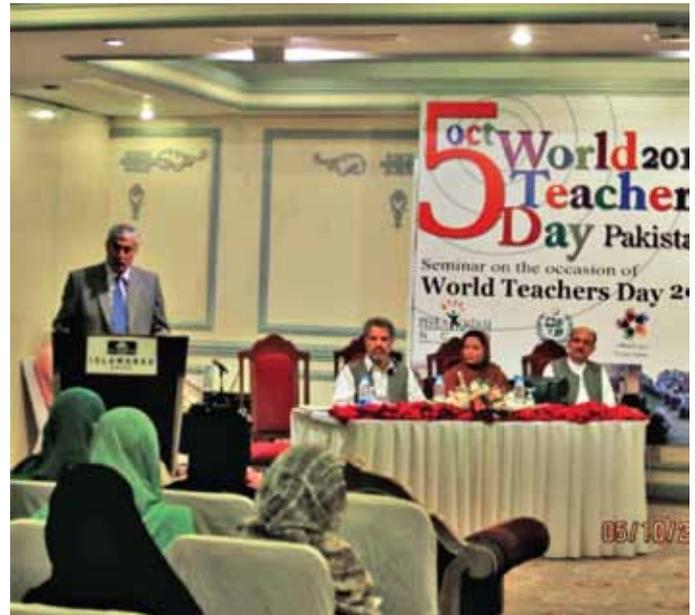
WORLD TEACHERS' DAY

National Commission for Human Development organized a Seminar on “World Teachers Day October 05, 2012” at Islamabad Hotel with the tagline ‘Take a stand for Teachers’. Seeking the importance of the day, NCHD brings the teachers and students together highlighted the role of Teachers building societies and building Nation.

The concept (Annex-A) behind celebrating the day was Availing World Teachers’ Day as an Opportunity for bringing Paradigm Shift towards the position of Teachers in Our Society.

Mr. Asif Khan, NPC-UPE opened the seminar by highlighting objectives and background of the event. The Chief Guest of the event Mr. Sardar Shahjahan Yousaf (Minister for State on Education and Trainings) shared his views about the teachers and said that I am glad to attend this seminar that highlights the role of Teachers.

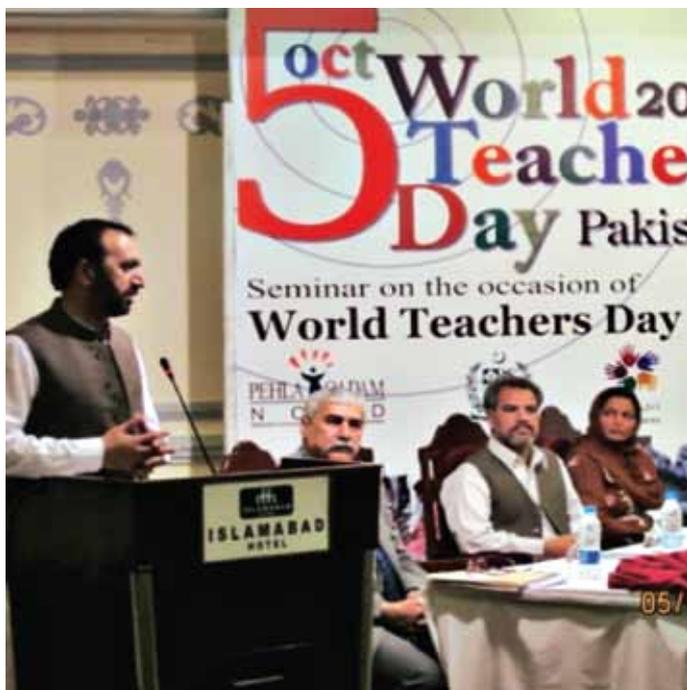
He further said being a nation we must help and support the teachers and resolve their issues and problems which they are facing in their profession. The State Minister thanked NCHD to organizing the seminar on the World Teachers Day and appreciated the efforts of NCHD to make this event successful and memorable.



The Director General of NCHD Mr. Khuro Pervaiz Khan paid a tribute to the teachers who have improved the socio-economic status of Nations. He said our Prophets have given the lesson of learning and teaching and in the modern era one cannot refuse pride of the teachers.

The society has always applauded the role of teachers and the celebration of World Teachers Day on 5th of October every year is proving it. He further said that teachers can play more effective role in decreasing illiteracy and improving education system in Pakistan.

Students from different schools and colleges participated in the event, performed tablu and sang thematic songs to pay tribute to teachers. The best teachers’ awards were distributed among best nominated teachers of different schools of Islamabad.



## VISIT OF MR. GORDON BROWN, THE SPECIAL ENVOY ON EDUCATION OF THE UN SECRETARY GENERAL

National Commission for Human Development (NCHD) in collaboration with UNICEF and UNESCO organized an interaction with civil society for presentation of One Million Signatures for Right to Education to Mr. Gordon Brown Envoy of UN Secretary General for Education. The interactive session was held on November 9, 2012 in Serena Hotel Islamabad. Mr. Gordon Brown was the Chief Guest on the occasion.



Mr. Fahad Hussain as an ambassador to the Right to Education (RTE) critically highlighted the insufficient efforts of the government towards the amelioration of plight of education in Pakistan. He emphasized that extreme measures are required to uplift the marginalized and deprived communities in the country which are directly related to the `social and economic development of our communities. Ms. Baela Raza Jamil, Head of Idara-e-Taleem-o-Agahi (ITA) stressed upon revolutionary measures to be undertaken by all the stakeholders towards backwardness in the field of education.

Mr. Sheikh Waqas Akram, Federal Minister for Education and Trainings appreciated the praiseworthy efforts of NCHD in spreading awareness among the deprived masses about the importance of education for improving their lives. In the end Mr. Gordon Brown as a chief guest addressed the gathering and appreciated the good work of Ministry of Education and Trainings. He further commended the enlightening spirit of NCHD and declared that Pakistan is one of the leading developing countries which are near to achieving MDGs through untiring efforts of public and private sector organizations.



He saluted the thirst for education among the people of Pakistan and appreciated the unshakable resolution of Dr. Nafisa Shah to uplift the living standards of the people through educational programs of NCHD. He further praised the brave efforts of Malala Yousufzae towards education. He also announced that in the honor of bravery efforts taken by this young girl Malala Yousufzae for education, Malala Day will be celebrated on 10th November globally.

Ms. Shahnaz Wazir Ali, Special Advisor to PM conveyed the message of Mr. Raja Pervaiz Ashraf, Prime Minister of Pakistan for the occasion and thanked the presence of Mr. Gordon Brown in Pakistan and his interest in bringing about educational developments in Pakistan.



NATIONAL VOTER'S DAY



ECP (Election Commission of Pakistan) has declared 17th October 2012 as National Voter's Day to mobilize eligible voters to register and exercise their right to vote in future elections. The event marks the official launch of the ECP's Voter Education campaign and observed across every district in KPK, highlighting the ECP's commitment towards increasing voters' participation in the electoral process. NCHD activity participated in celebrating voter day.

The main objective of the day was to help raise understanding of electoral processes; the ECP has developed a material to raise awareness on the importance of vote for dissemination to public through NCHD, government departments, CSOs, private corporations, etc.,



SOUTH ASIAN YOUTH CONFERENCE

The 3rd Day of South Asian Youth Conference kicked off with a Key Note Session by Dr. Nafisa Shah, MNA & Chairperson NCHD followed by a question & Answer session with the SARRC delegates. The key note session was followed by a panel discussion with Noor Aftab, Saadia Naz, Huma Khawar, Samina Parvez & David Smith USEFP. Syed Salman Chishty from India conducted a spiritual session as well. Workshops were conducted simultaneously by NCHD, IPAC, Karuna Parajuli (Delegate), Sharp. The Day ended with a rock concert and dinner at IBEX.

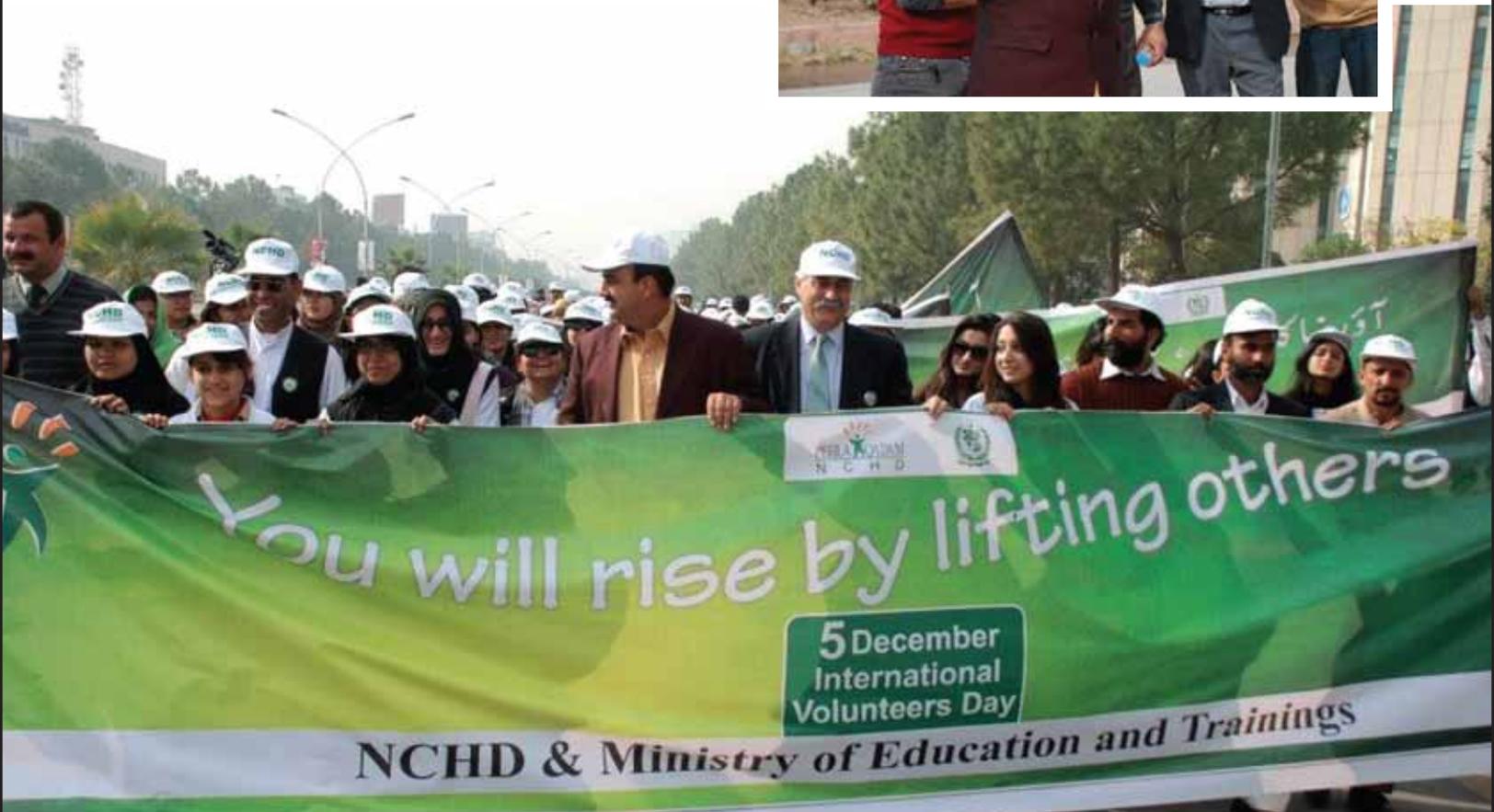


INTERNATIONAL VOLUNTEER'S DAY 2012

5th December, 2012, Islamabad: National Commission for Human Development (NCHD) has organized National Walk on the occasion of International Volunteer's Day seeking the importance of the day as an international observance designated by the United Nations since 1985. The declared aim of this activity is to appreciate the volunteers for their efforts and increase public awareness on their contribution to society. The day is celebrated in most of the countries in the world.

Students, Volunteers of various universities and participants from different public and private sector organizations participated in the Walk to highlight the importance of Volunteerism for uplift of the unfortunates and marginalized communities in Pakistan. The participants hailed the work of NCHD to promote volunteerism in Pakistan; they appreciated the efforts of NCHD in creating awareness among the masses and to mobilize volunteers to pay their due share in improving the quality of deprived communities in the country.

Mr. Zamrud Khan, Chairman Pakistan Bait ul Maal as a chief guest applauded the good efforts of NCHD in promoting volunteerism in the country and expressed, "We all know that the task of protecting human dignity and achieving noble goals such as eradicating poverty and hunger, intolerance and discrimination, and other threats to human dignity would be impossible without the energy and dedication of volunteers. The task goes beyond merely protecting human dignity. We need to actively promote human dignity. I can think of no better way to do so than through volunteering".



## NCHD REPRESENTED GOVERNMENT OF PAKISTAN AT UNESCO

High Level International Round Table on Literacy  
“Reaching the 2015 Literacy UNESCO, Paris, 6-7  
September, 2012

The High Level International Round Table on Literacy was held at UNESCO Headquarters at Paris from 6-7th of September, 2012. The Federal Minister for Education and Trainings, Mr. Sheikh Waqas Akram attended the meeting along with Mr. Khusro Pervaiz Khan, DG, National Commission for Human Development.

A joint Communiqué was adopted at the end of the conference calling on according priority to Literacy in the Development Agenda and maintaining it in the post 2015 scenario developed by the 5 EFA Convening agencies. The Communiqué reflected the position adopted by Pakistan adequately.

The Director General NCHD shared the progress of Literacy Programs and efforts of National and Sub- National Governments of Pakistan to promote literacy with the experts. During discussion he informed that his organization (NCHD) has now been recognized as a lead agency on literacy in Pakistan. NCHD has planned to scale up its efforts three to four times from the existing levels to promote literacy in country. Ms. Barbara from SIL offered to help designing the scaling up of Literacy Program. SIL also agreed to help developing syllabus in mother tongue as a literacy tool.

Representative of ISESCO emphasized on mobilizing and utilizing the local and internal resources efficiently and was willing to work with the organizations in promoting literacy. GCE was willing to contribute in developing advocacy strategy in low literacy countries. Likewise representative from Canadian Fund on Literacy was also willing to contribute towards credible literacy programs in terms of technical and financial assistance.

Report on “First Global Education for All Meeting”  
UNESCO, Paris,  
21-23 November 2012

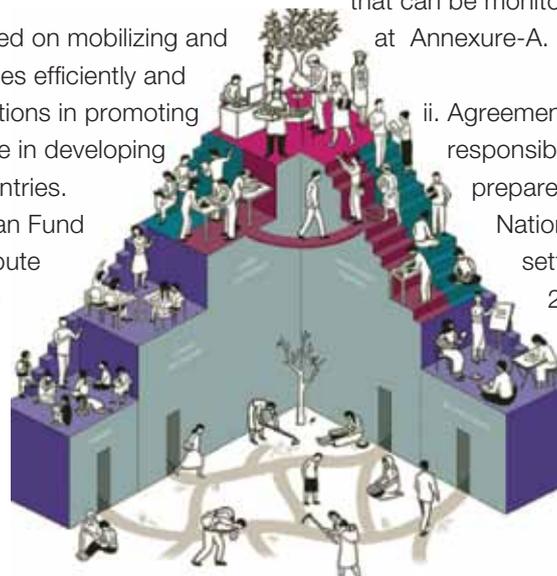
The First High Level Ministerial and Senior Officers Meeting to review EFA goals was held at UNESCO Head Quarters, Paris from 21st -23rd November, 2012. DG NCHD attended the meeting and represented Federal Minister for Education & Trainings during High Level Ministerial Meeting.

The format of this meeting was designed to enable the participants to share knowledge and experience in an open and participatory manner, to debate and agree on new strategies for addressing EFA challenges and urgencies and solicit commitments towards and beyond 2015.

The purpose of the First Global EFA Meeting was to critically review progress towards the six EFA goals based on the EFA Global Monitoring Report 2012 (GMR Reports from other key EFA meetings such as recent Regional EFA meetings, the Sixth Meeting of the Collective Consultation of NGOs on EFA (CCNGO/EFA) and the Ninth E9 -Ministerial Review Meeting were also discussed.

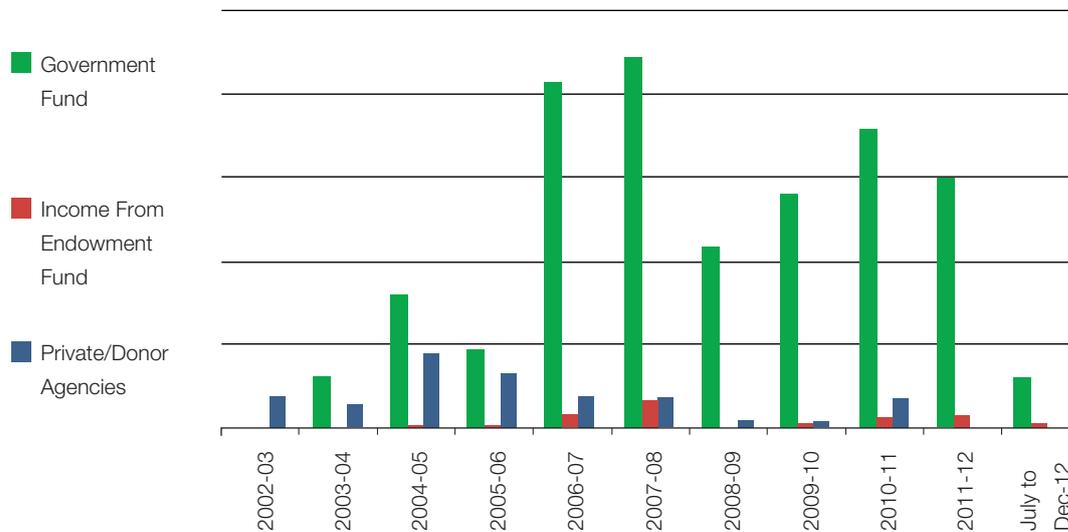
Following were outcomes of the meeting:

- i. Ministerial/leaders’ statement on how to accelerate progress towards EFA by 2015, with clear commitments that can be monitored. Copy of draft final statement is at Annexure-A.
- ii. Agreement on tangible actions and responsibilities for follow-up in order to prepare for 2015, including preparing National Reviews and meetings and setting a calendar for the process up to 2015 was identified as a core area of implementation.



STATE OF FINANCE/GRANTS AND AUDIT

Sr. #	Year	Government Fund	Income From Endowment Fund	Private/Donor Agencies	Total
1	2002 -03	0	0	180,293,860	180,293,860
2	2003 -04	316,083,361	0	138,020,883	454,104,244
3	2004 -05	800,347,781	24,188,384	433,374,643	1,257,910,808
4	2005 -06	478,760,822	17,500,000	322,269,286	818,530,108
5	2006 -07	2,078,018,117	82,000,000	184,667,055	2,344,685,172
6	2007 -08	2,232,095,590	160,000,000	185,431,656	2,577,527,246
7	2008 -09	1,094,129,289	0	56,712,004	1,150,841,293
8	2009 -10	1,401,004,100	26,395,449	44,619,701	1,472,019,250
9	2010 -11	1,791,242,988	63,717,093	174,161,438.1	2,029,121,519
10	2011 -12	1,493,719,000	72,000,000	13,236,862	1,578,955,862
11	July to Dec -12	297,000,000	20,628,051	11,229,723	328,857,774
	<b>Total</b>	<b>11,982,401,048</b>	<b>466,428,977</b>	<b>1,744,017,111</b>	<b>14,192,847,136</b>
	<b>%age</b>	<b>84.42 %</b>	<b>3.30 %</b>	<b>12.28 %</b>	<b>100 %</b>



GRAPH: DETAILS OF GRANTS RECEIVED BY NCHD SINCE INCEPTION TILL DEC 2012

## TEN YEAR FINANCIAL AUDIT 2002-2012

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

During audit for the Audit Year 2005-06 auditors have raised the Nine (9) audit paras. Seven audit paras are settled in DAC dated August 1, 2007 and Two (2) audit paras are referred to PAC. PAC meeting was held on August 30, 2012.

PAC directed NCHD to get verification of accounts / record from the Federal Audit. NCHD has provided all the record / documents for verification to the Federal Audit. After due verification, auditors will submit their point of view in next DAC

During audit for the Audit Year 2007-08 auditors have raised the Three (3) audit paras. DAC dated July 19, 2008 has referred Two (2) audit paras to PAC. PAC meeting was held on August 30, 2012. PAC directed NCHD to get verification of accounts / record from the Federal Audit.

NCHD has provided all the record / documents for verification to the Federal Audit. After due verification, auditors will submit their point of view in next DAC.

Audit of NCHD for the Audit Year 2012 (Financial Year 2008-12) was conducted by Directorate General Audit, Federal Government in August-2012. The audit was conducted in the light of rules and regulations of the Federal Government and the governing statutes of NCHD. Auditors have submitted (19) audit observations.

NCHD has provided all the relevant record/documents to Audit Officer for all the (19) audit observations for verification. After due verification, auditors will submit their point of view in next DAC.

### PAC MEETING

PAC meeting was held on August 30, 2012 for the Audit Year 2005-06 and 2007-08. Five (5) audit paras were referred to PAC. One audit para has settled by PAC and regarding one audit para PAC directed Secretary Ministry of Education and Training (MET) to hold the inquiry.

Secretary MET has done inquiry and submitted the Inquiry Report to the Federal Audit on October 9, 2012. For the remaining Three (3) audit paras PAC directed NCHD to get verification of accounts / record from the Federal Audit. NCHD has provided all the relevant record / documents for verification to the Federal Audit.

### AUDIT OF ACCOUNTS BY COMMERCIAL AUDITORS

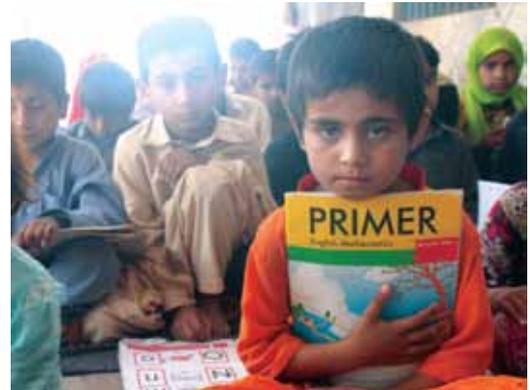
Section 17 of the NCHD Ordinance No. XXIX of 2002 requires that the accounts of the Commission shall be audited by a reputable firm of Chartered Accountants to be appointed by the Commission. M/s A. F. Ferguson & Co. Chartered Accountants, a member firm of the Pwc network are appointed to conduct the audit of the accounts for the FY 2011-12.

They have audited the accompanying financial statements of NCHD, which comprises the balance sheet, statement of income and expenditure, statement of changes in accumulated funds, cash flow statement and significant accounting policies.

They have submitted the audit report stating that financial statements present fairly, in all material respects, the financial position of NCHD and its financial performance and its cash flows in accordance with the Guideline for Accounting and Financial Reporting by Non Governmental Organizations (NGOs) / Non Profit Organization (NPOs) issued by the Institute of Chartered Accountants of Pakistan.

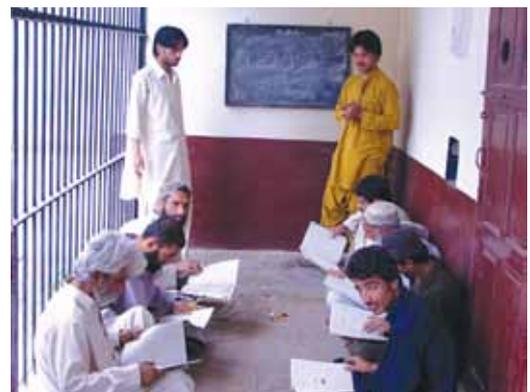
FUTURE PLANS OF NCHD UPE

1. Enrollment Campaign with the support of provincial and district Education Departments will be initiated in two phases i.e. phase 1: from April 01 to May 31, 2013 and Phase 2: from September 01 to October 31, 2013.
2. Feeder Schools (7500 in number) will continue to function in all four provinces including AJK, FATA and GB.
3. Construction work of sixteen (16) Malala Schools will be completed and the students will also be enrolled.
4. FATA project (funded through FATA ADP) will also be continued in FATA.
5. NCHD will play its role in ASER Survey in the shape of gathering data for quality outcomes among the school going children.
6. The technical support will also be provided to the provincial and district Education Departments on reporting, monitoring and qualitative aspects of the education.
7. Volunteers will be identified through Social Mobilization Process (SMP) in all Feeder Schools of NCHD and their services will be utilized in enrollment campaign and dropout prevention.



LITERACY

1. NCHD will establish 10,720 literacy centers during the year 2013.
2. NCHD will establish 870 Post literacy centers during the year 2013.
3. NCHD will carry out Research Study on health issues through an intervention of Microbe Literacy in 03 districts with 300 learners.
4. NCHD will implement 20 Adult Literacy Centers with 500 learners in Khyber Agency of FATA and the Literacy Skills will be strengthened through utilization of SMS service of Mobile Phones.
5. Capacity of the communities and the teachers will be built through a comprehensive Community Mobilization which includes Local Meetings, Broad Based Community Meetings, establishment of Adult Literacy Management Committee and Teachers' Training.



## EVALUATION REPORT ON NCHD'S PROGRAMS AS PER PC-1 (2009-12)

### 7.1. INTRODUCTION

After completion of three years of the projects i.e. Adult Literacy and Universal Primary Education (UPE), it was mandatory to carry out impact study to examine, whether or not the project objectives have been achieved.

The present Evaluation Report (FY 2009-12) is the first attempt of the kind in the series. It provides information related to objectives, methodology, results and findings of the study. Its main focus is to provide information based on sampling surveys about basic programs in which NCHD is involved i.e. Universal Primary Education (UPE) and Adult Literacy Program (ALP).

For the purpose of data collection 4 evaluation tools for each program UPE and Adult literacy were prepared and pre tested. The training of the supervisors and enumerators were undertaken for collection of the required data for evaluation. Before the beginning of the survey, a complete list of Locations, Government Schools, Feeder Teacher Schools, Feeder Schools and Adult Literacy Centers have been arranged in an ordering scheme to define the sampling frame. A systematic random sampling technique was applied for the selection of a sample out of these sampling frames. The data of UPE and Literacy collected on evaluation tools was entered, cleaned and analyzed.

In Universal Primary Education (UPE) Program, status of availability of record is found satisfactory at HDSU level. However the same record is not updated at Education Department which shows lack of coordination and ownership by the line department which ultimately affects progress of the program. Adult Literacy Program needs more focus on processes to follow in establishing ALC like conducting written test of learners and BBCM etc. to produce a quality product.

### 7.2. DESCRIPTION OF VARIOUS STEPS INVOLVED IN THE SURVEY:

Objectives of the study

The main objectives of this study / Survey are:

- i. Authentication and Validation of already supplied data.
- ii. Verification of the supplied data.
- iii. To improve the future program.
- iv. Justification for extension of the life of project
- v. To work out impact of NCHD's Interventions and deliverables.

### 7.3. SAMPLE SIZE:

The sample size was calculated on the basis of population verses standard recommended sample. The total number of government and NCHD's feeder schools and Literacy centers were the targeted population for the conduction of evaluation study which was approximately 140,000 (Approx). The statistical formulation produced a sample size of 383 for the targeted population.

For details of evaluation of above mentioned programs, readers may see the details at Annex I.

## ASMA'S STORY....



Asma Perveen got 595 scores in grade V board examination 2012 and also got "1st Position in her "Feeder School" Basti Jatto Markaz Kot Sultan Tehsil & Distt. Layyah.

Asma belongs to a community where there is no concept of education for girls. At her village or in nearby surroundings the schooling facility is unavailable.

How it became possible for her to reach the class V and acquire 595 score in grade V board examination?

Yes! Moment for social change: NCHD has helped this child to fulfill her dream to get education.

Community Feeder School Dera Jani Khan was established with the support of community, as this community school was child friendly for all female kids. Devotion and hard work of Feeder Teacher, Ms. Najma resulted in a massive increase in the enrollment. Within three months enrollment reached to 95 and Ms. Mubeena Faiz joined this school to help teacher Ms. Najma in the class.

Though the teachers are not highly qualified but their motivation, devotion and hard work make it possible for girls to acquire admirable scores in examination.

Parents and community are satisfied that the future of their girl children is secure and this is a ray of hope for children, parents and community.

Like Asma there is a number of girls who want to get education but due to the cultural constraints, lack of access to education and poverty are the hurdles in the way to education. However, with the establishment of feeder schools the things are improving rapidly.



## LITERACY PROGRAM DISTRICTS

1	Punjab	2	Sindh	4	Balochistan
1	Rahim Yar Khan	1	Badin	1	Jafferabad
2	Rajanpur	2	Thatta	2	Pishin
3	Dera Ghazi Khan	3	Ghotki	3	Kech - Turbat
4	Muzaffargarh	4	Jacobabad	4	Lasbela
5	Lodhran	5	Kamber	5	Loralai
6	Pakpattan	6	Tharparker	6	Zhob
7	Bhakkar	7	Umerkot	7	Noshki
8	Bahawalnagar	8	Nawab Shah	8	Kalat
9	Bahawalpur	9	Kashmor	9	Kharan
10	Okara	10	Jamshoro	10	Sibbi
11	Chiniot	11	Matiari	11	Ziarat
	Tehsils	12	Tando Allah Yar	12	Musakhel
12	Shorkot ( Jhang)	13	Tando M. Khan	5	GB
13	Jalalpur Pirwala (Multan)		Tehsils	1	Ghanche
14	Mailsi (Vehari)	14	Mehrabpur	2	Gilgit
3	KPK	15	Thari Mirwah	3	Skardu
1	Bannu	16	Nara	4	Diamir
2	Lakki Marwat	17	Sobo Dero	5	Astore
3	Dera Ismail Khan	18	Jhudo	6	AJK
4	Shangla	19	Kot Ghulam Muhammad	1	Kotli
5	Charsadda	20	Joohi	2	Haveli Kota
6	Battagram	21	Khipro	3	Neelum
7	Tank	22	Sinjhor	4	Muzafarabad
8	Kohistan	*Literacy Rate: Less than 50%			
9	Hangu				
10	Swabi				
11	Mansehra				
12	Swat				
13	Upper Dir				
14	Buner				

## ANNEX I: RESULTS AND FINDINGS OF EVALUATION STUDY

This section will provide us an overall view of the program performance in relation to the objective wise indicators computed from the data collected.

Findings based on UPE Program

Availability of Documents at HDSU Level for verification and authentication.

The availability of all record relating to UPE was the first objective of evaluation. In this respect the evaluation tool provided us an overall over view of the availability of the documents at HDSU level.

The table below depicts the percentages of different documents which were expected to be available at the record room in HDSU for obtaining comparative data for verification and authentication.

The table 2.1 indicates that record of documents available at HDSU level from 2009-12 has been maintained at highly satisfactory level in all provinces AJK, Balochistan GB, KPK, Punjab and Sindh except Location database in GB.

Table 2.1: Availability of Documents at HDSU during 2009-12.

Province	DIPS	Location Database	List of Schools	Signed MoU	Enrollment Campaign Plans for last 3 years	Reports of Enrollment Planning Meetings	Enrollment Reports for last 3 years
	%	%	%	%	%	%	%
AJK	50.0	50.0	100.0	33.3	83.3	83.3	100.0
Balochistan	100.0	47.6	95.2	95.2	75.0	71.4	76.2
GB	83.3	16.7	50.0	80.0	66.7	50.0	75.0
KPK	83.3	88.9	94.4	88.9	88.2	88.9	72.2
Punjab	100.0	100.0	95.8	95.8	96.0	100.0	96.0
Sindh	88.2	75.0	82.4	94.1	88.2	82.4	100.0

Table 2.2 Reports of Teacher Training, Goshwara Reports Minutes of Weekly progress Review meetings and Feeder school verification reports:

Province	Reports of Teachers Trainings	MPR	Goshwara Reports	MC Visit Reports	DPME & GM Visit Reports	Minutes of Weekly Progress Review Meeting	Feeder School Verification Report
	%	%	%	%	%	%	%
AJK	60.0	60.0	50.0	66.7	.0	83.3	83.3
Balochistan	85.7	95.2	35.0	85.0	50.0	95.0	90.5
GB	0	50.0	0	0	0	0	0
KPK	50.0	82.4	77.8	82.4	86.7	88.2	52.9
Punjab	91.7	88.0	100.0	100.0	81.0	100.0	96.0
Sindh	87.5	82.4	94.1	94.1	76.5	94.1	70.6

The data presented in table 2.2 shows the availability of Teachers' training reports, Monthly Progress Reports, Goshwara reports, MC, DPME and GM visit reports, Minutes of Weekly progress review meetings and Feeder school verification reports.

The most important documents are MPR and Minutes of Weekly Review Meetings which are maintained properly in all the provinces except GB. NCHD started activities in GB during the year 2010.

Over the period of two years, GB has started some progress on MPR (50%). Since there were no Feeder Schools in GB, other activities could not be undertaken.

Table 2.3: FS/FT Database School Development plans and Daily diaries & MCs

Province	FS/FT Database	School Development Plans	Daily Diaries DPME & MCs
	%	%	%
AJK	80.0	33.3	83.3
Balochistan	95.2	47.6	100.0
GB	0	0	50.0
KPK	86.7	75.0	76.5
Punjab	96.0	82.6	90.9
Sindh	94.1	70.6	70.6

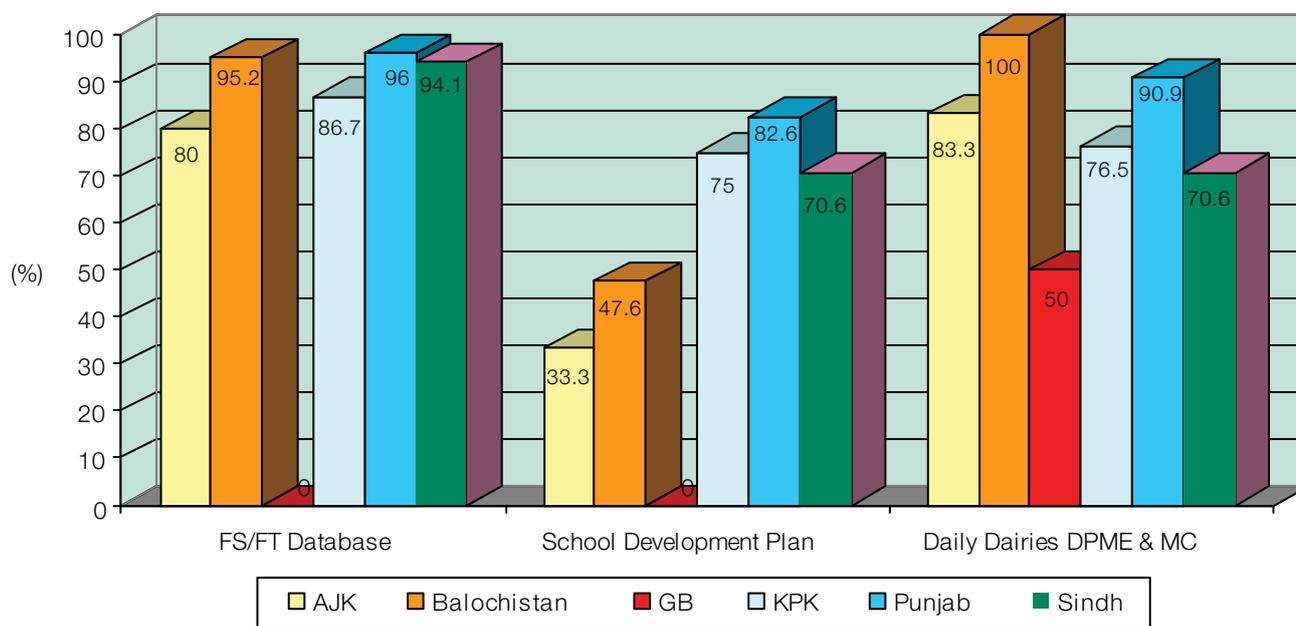


Fig 2.1: FS/FT Database School Development Plan and Daily Dairies DPME & MC.

The table 2.3 above shows the availability of FS/FT data base, school development plans and updated diaries of DPME and MCs. The table shows that overall 89.5 % of the sampled districts have FS/FT data base, 64% were found with school development plan and 83.1% have updated daily diaries of DPME and MCs.

However, AJK and Balochistan have 33% and 47.6% of school development plans for feeder schools. While GB shows 0% availability of data because no FS/FTs have been established in GB during the implementation of PC-1 2009-12. The data of table 2.3 is presented in to Fig 2.1 for quick reference and visual work.

A comparative picture is depicted below of the documents available at HDSU and with the education department. The finding shared below is based on interviews held with EDO/DEO and documents physically verified at the education department.

Table 2.4: District plans and Enrolment Reports

Province	MoU Signed	District Plans			Enrollment Reports	
		2009-10	200910-11	2011-12	2009-10	2010-11
	%	%	%	%	%	%
AJK	16.7	16.7	33.3	36.4	25.0	58.3
Balochistan	89.5	65.0	85.0	57.9	75.0	80.0
GB	83.3	0	20.0	33.3	16.7	33.3
KPK	81.3	42.9	80.0	73.3	56.3	87.5
Punjab	79.2	75.0	88.0	96.0	66.7	88.0
Sindh	94.1	61.1	72.2	76.5	58.8	64.7

Table 2.4 shows that record for availability of District plan has been significantly improved in 2012 as compared to previous two years in all provinces. Same is the case with the availability of Enrollment reports.

### Availability of Documents at EDO/DEO Office

Table 2.5: ED/DEO Instructions Issued:

Province	Monthly Progress Review	EDO/DEO Instructions Issued				
		Training	Enrolment	Dropout	Student Assessment	Social Mobilization
	%	%	%	%	%	%
AJK	41.7	33.3	58.3	0	33.3	18.2
Balochistan	70.0	70.0	90.0	65.0	85.0	35.0
GB	50.0	33.3	50.0	16.7	16.7	16.7
KPK	68.8	56.3	81.3	53.3	46.7	81.3
Punjab	82.6	87.0	95.7	73.9	69.6	73.9
Sindh	76.5	83.3	94.4	50.0	50.0	44.4

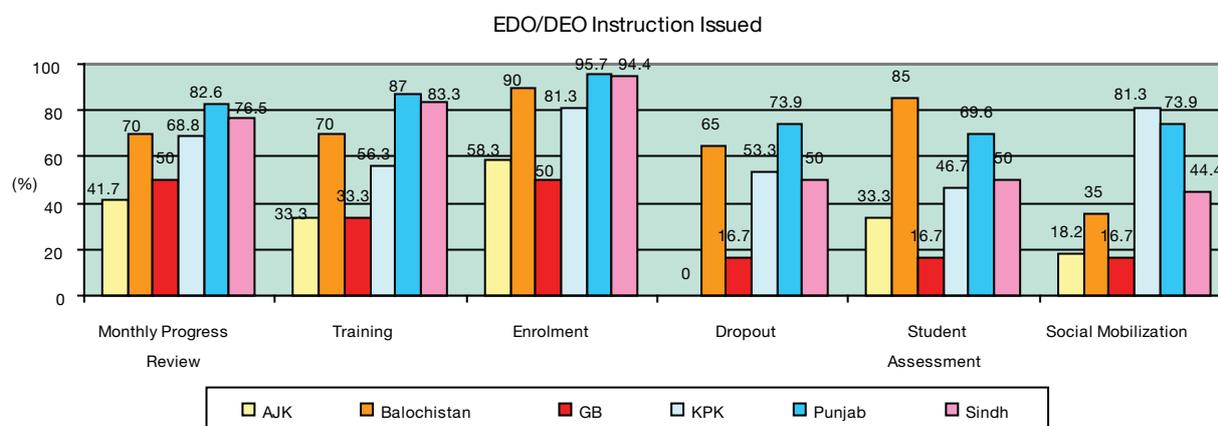


Fig 2.2: EDO/DEO Instruction Issued:

Table 2.5 shows percentage of instruction issued by EDO/DEO regarding different indicators have been found more than satisfactory in Balochistan, KPK, Punjab and Sindh whereas AJK & GB are comparatively less satisfactory due to late start of intervention in the provinces. The data of table 2.5 is presented in to Fig 2.2 for quick reference and visual work.

Table 2.6: FS/FT File and Satisfied with NCHD:

Province	File	FS /FT File			Satisfied with NCHD
		Instructions on FS/FT	Agreement	List of FS/FT	
	%	%	%	%	%
AJK	9.1	0	8.3	16.7	100.0
Balochistan	95.0	90.0	90.0	95.0	100.0
GB	NA	NA	NA	NA	33.3
KPK	53.3	46.7	26.7	53.3	100.0
Punjab	66.7	40.0	40.0	76.0	100.0
Sindh	80.0	72.2	58.8	83.3	100.0

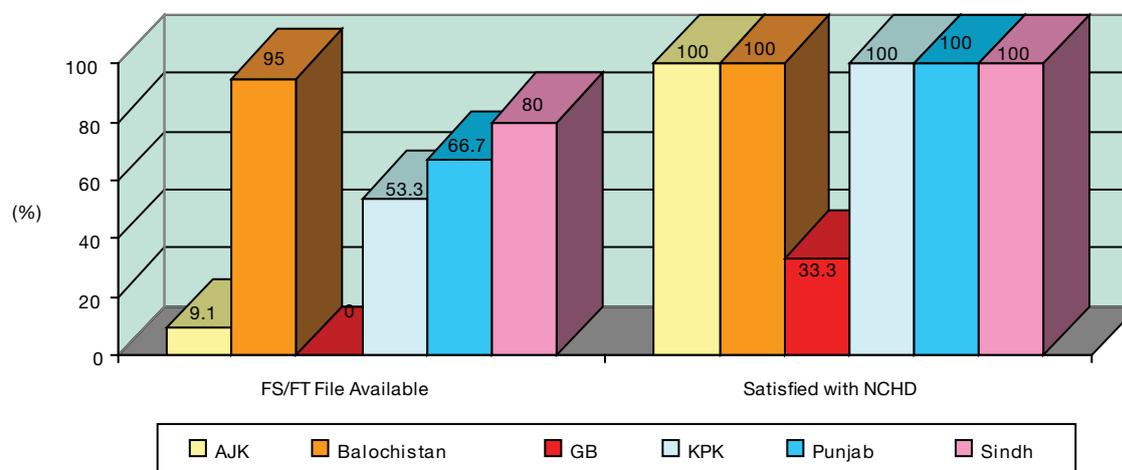


Fig 2.3: FS/FT File and Satisfied with NCHD

The table 2.6 depicts the availability of FS/FT files in education department of each district. As per MOU signed between NCHD and Education department the file and list of all FS/FT should be available at district education department. The table shows that EDO/DEO showed 100% satisfaction on NCHD support in improving education in Pakistan. DDE in GB showed 33% satisfaction with work of NCHD in supporting education department in the province. The data of table 2.6 is presented in to Fig 2.3 for quick reference and visual work.

### Findings based on Government Schools' Survey Instrument

The survey instrument based on government schools revolve around the indicators designed for the improvement of Universalization of Primary Education in Pakistan as per MDGs till 2015. NCHD's approved PC-1 for the year 2009-12 tried to fill the implementation gaps in education department in order to enhance the intake in primary schools, to reduce the drop out and to impart quality education. The tables below will highlight the performance of NCHD as per PC-1 through different indicators.

A sample of 282 government schools was taken in 94 selected districts of Punjab, Balochistan, KPK, Sindh, GB and AJK. The table given below will show type, category and area wise sample of the government schools taken for the evaluation purposes on the UPE related objectives.

Table 2.7: Distribution of Selected Govt Schools by their Type, Area and Category

Province	Type		Area		Category		
	Boys	Girls	Rural	Urban	Primary	Middle	High
	%	%	%	%	%	%	%
AJK	50.0	50.0	75.0	25.0	85.0	10.0	5.0
Balochistan	80.9	19.1	73.5	26.5	83.8	7.4	8.8
GB	66.7	33.3	100.0	0	77.8	11.1	11.1
KPK	87.5	12.5	79.3	20.7	96.6	3.4	0
Punjab	90.5	9.5	95.2	4.8	82.1	10.7	7.1
Sindh	88.7	11.3	87.0	13.0	96.3	3.7	0

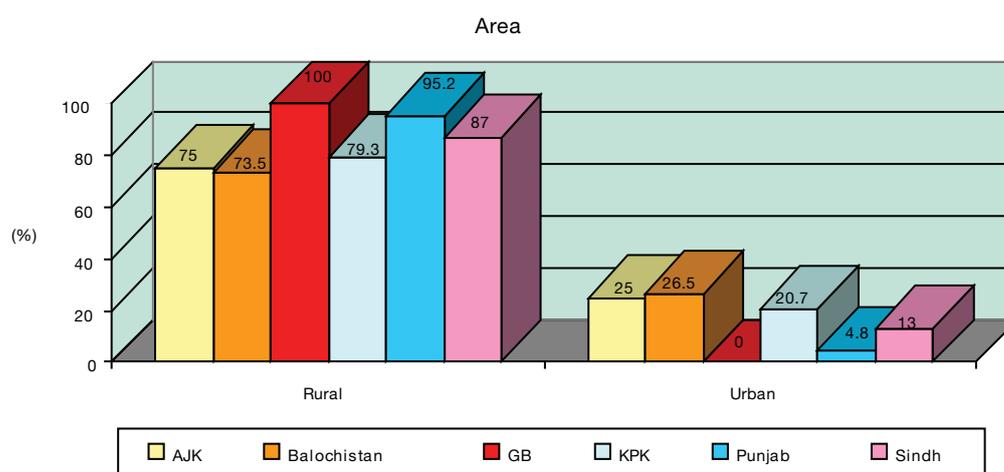


Fig 2.4: Distribution of Selected Govt Schools by Area

The table 2.7 shows the percentage of boys, girls, primary, middle and high schools by rural/urban areas covered in the sample within 94 districts of the country for evaluation of different indicators during the three years i.e. 2009-12 implementation phase of the project. The data of table 2.7 is presented in to Fig 2.4 for quick reference and visual work.

Table 2.8: Village Enrolment Plan.

Province	Village Enrollment Plan		
	2009 -10	2010 -11	2011 -12
	%	%	%
AJK	0	0	0
Balochistan	30.3	43.3	41.8
GB	50.0	11.1	11.1
KPK	36.8	70.2	70.7
Pun jab	23.4	65.0	79.7
Sindh	49.0	55.6	53.7

The table 2.8 shows availability of Village Enrollment Plan during three years 2009-12. An improving trend has been found during these three years in all provinces except AJK and GB

Table 2.9: Major Activities for Enrollment campaign 2009-12.

Province	Major Activities in Enrollment Campaign 2009 -12			
	PTA Meetings	BBCM	OSC List Prepared	Enrollment Walk
	%	%	%	%
AJK	31.6	10.0	15.0	5.0
Balochistan	53.8	73.5	26.6	54.7
GB	77.8	62.5	22.2	25.0
KPK	82.5	71.9	72.4	65.5
Pun jab	95.2	82.1	98.8	80.7
Sindh	85.2	64.2	63.0	77.4

The table 2.9 shows the percentages of different activities carried on in order to enhance the intake in primary education. In the light of the table situation in all the provinces is found adequate except AJK.

Table 2.10: Annual Enrollment Reports.

Province	Annual Enrollment Reports		
	2009 -10	2010 -11	2011 -12
	%	%	%
AJK	20.0	36.8	55.6
Balochistan	61.8	70.6	73.5
GB	0	11.1	11.1
KPK	43.1	74.1	82.8
Pun jab	38.0	73.5	88.0
Sindh	67.3	81.5	81.5

Annual Enrollment Reports

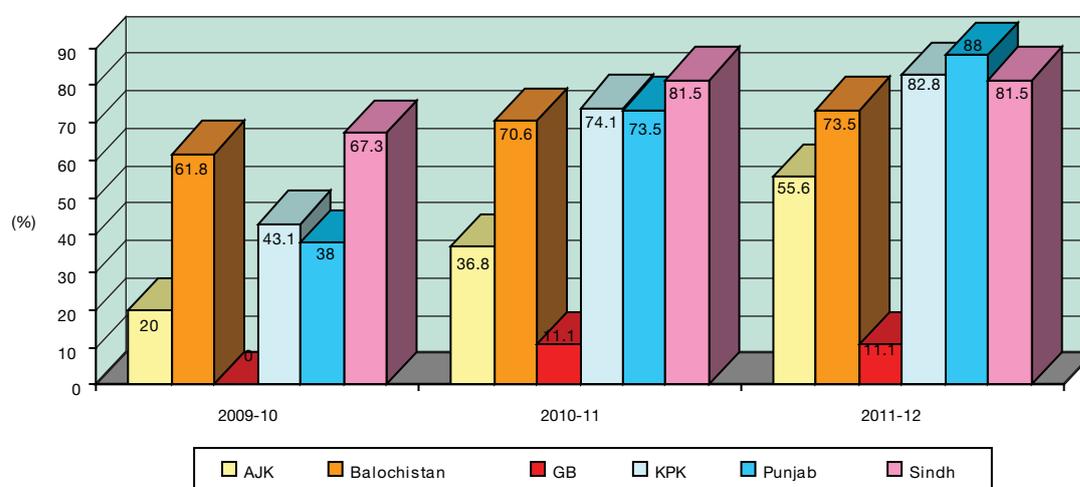


Fig 2.5: Annual Enrollment Reports

The table 2.10 shows availability of Annual Enrollment Reports during three years 2009-12. An improving trend has been found during these three years in all provinces. The data of table 2.10 is presented in to Fig 2.5 for quick reference and visual work.

Table 2.11: UPE Register Updated Percentage out of Available

Province	UPE Register Available	UPE Register Updated (% out of Available)		
		0 - 1 Month	2 - 3 Months	> 3 Months
	%	%	%	%
AJK	30.0	0	0	100.0
Balochistan	17.9	50.0	0	50.0
GB	0	0	0	0
KPK	75.9	0	8.3	91.7
Punjab	92.9	42.9	23.8	33.3
Sindh	63.0	6.9	10.3	82.8

The table 2.11 above brings into the lime light one of the important indicators of UPE i.e availability and updation of UPE Register. The table depicts that AJK, Balochistan confirm 30% and 17.9% and GB shows 0% availability of the UPE register respectively. Moreover, the updated UPE registers are important and supportive in preparation of OSC lists and enrollment plan. The table above throws light on the percentage of updated UPE register from 0-3 months available in the sampled districts. The data of table 2.11 is presented in to Fig 2.6 for quick reference and visual work

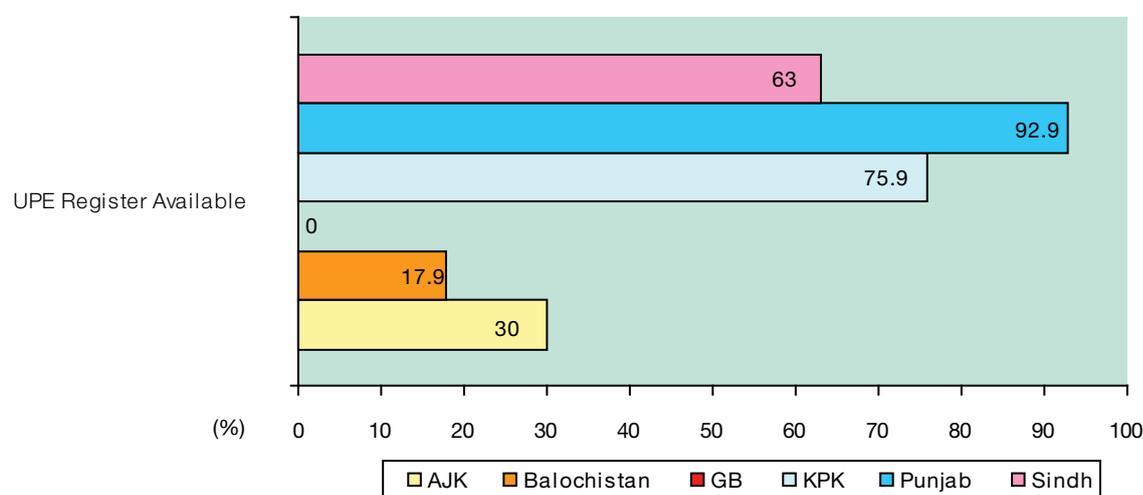


Fig 2.6: UPE Register Availability.

Table 2.12: Goshwara Submitted (2009-12)

Province	No. of Goshwara Submitted (2009-12)						
	None	1 - 6	7 - 12	13 - 18	19 - 24	25 - 30	> 30
	%	%	%	%	%	%	%
AJK	65.0	30.0	0	5.0	0	0	0
Balochistan	11.6	27.5	13.0	18.8	18.8	8.7	1.4
GB	88.9	11.1	0	0	0	0	0
KPK	3.4	8.6	5.2	8.6	8.6	27.6	37.9
Punjab	10.7	4.8	14.3	23.8	22.6	21.4	2.4
Sindh	20.9	11.6	20.9	18.6	11.6	16.3	0

The submission of monthly Goshwara to the education department is vital in assessing the activities of the school carried out in the month. The table 2.12 shows the percentages of the submission of monthly Goshwaras in the sampled districts.

Table 2.13: PTMS Held on UPE (2009-12)

Province	No. of PTMS Held on UPE (2009-12)						
	None	1 - 6	7 - 12	13 - 18	19 - 24	25 - 30	> 30
	%	%	%	%	%	%	%
AJK	90.0	10.0	0	0	0	0	0
Balochistan	27.5	37.7	20.3	10.1	2.9	0	1.4
GB	88.9	0	0	0	11.1	0	0
KPK	27.6	17.2	17.2	13.8	6.9	10.3	6.9
Punjab	14.3	28.6	27.4	11.9	13.1	4.8	0
Sindh	27.9	25.6	20.9	4.7	4.7	7.0	9.3

A parent teacher meeting is an important indicator for getting updated information about their children and for improving child's LLM and to have an insight into the assessment of the students held. The table 2.13 shows the percentage of PTMs held on UPE during the year 2009-12. According to the data, most of the provinces need to focus on this indicator specially AJK and GB.

Table 2.14: Student Assessment Conducted (2009-12)

Province	No. of Student Assessments Conducted (2009-12)					
	None	1 - 6	7 - 12	13 - 18	19 - 24	> 24
	%	%	%	%	%	%
AJK	50.0	35.0	15.0	0	0	0
Balochistan	10.1	34.8	30.4	7.2	7.2	10.1
GB	77.8	11.1	0	11.1	0	0
KPK	20.7	10.3	24.1	17.2	6.9	20.7
Punjab	13.1	10.7	25.0	23.8	22.6	4.8
Sindh	26.7	20.0	15.6	13.3	4.4	20.0

The student's assessment is an important indicator to gauge LLM of the students and to impart quality education. The table 2.14 shows the percentages of Student Assessments conducted in the sampled districts of all provinces during the period under review.

Table 2.15 No of BBCMs Held (2009-12)

Province	No. of BBCMs Held (2009-12)			
	None	1 - 3	4 - 6	> 6
	%	%	%	%
AJK	95.0	5.0	0	0
Balochistan	27.5	36.2	21.7	14.5
GB	100.0	0	0	0
KPK	32.8	53.4	8.6	5.2
Punjab	16.7	41.7	21.4	20.2
Sindh	24.4	26.8	12.2	36.6

Social Mobilization Process is an important tool to mobilize the community for attainment of the UPE objectives by holding Broad Based Community Meetings (BBCM) in the areas. The table 2.15 shows province wise percentages of BBCMs conducted during three years(2009-12).

Table 2.16: PTA/SMC Meeting Held in (2009-12)

Province	No. of PTA/SMC Meetings Held (2009-12)					
	None	1 - 6	7 - 12	13 - 18	19 - 24	> 24
	%	%	%	%	%	%
AJK	90.0	10.0	0	0	0	0
Balochistan	27.5	37.7	20.3	10.1	2.9	0
GB	90.0	0	0	0	11.1	0
KPK	27.6	17.2	17.2	13.8	6.9	10.3
Punjab	14.3	28.6	27.4	11.9	13.1	4.8
Sindh	27.9	25.6	20.9	4.7	4.7	7.0

The table 2.16 depicts the percentages of schools which held PTA/SMCs meeting during the period under review. There is no uniformity observed in holding of PTA/SMCs in the sampled districts of AJK, Balochistan, KPK, Punjab and Sindh. However, AJK and GB show that in 90% of the schools PTA/SMC meetings could not held during the three years.

Table 2.17: Availability of Location Database

Province	Location Database Available	
		%
AJK		15.8
Balochistan		21.5
GB		0
KPK		41.8
Punjab		76.3
Sindh		42.6

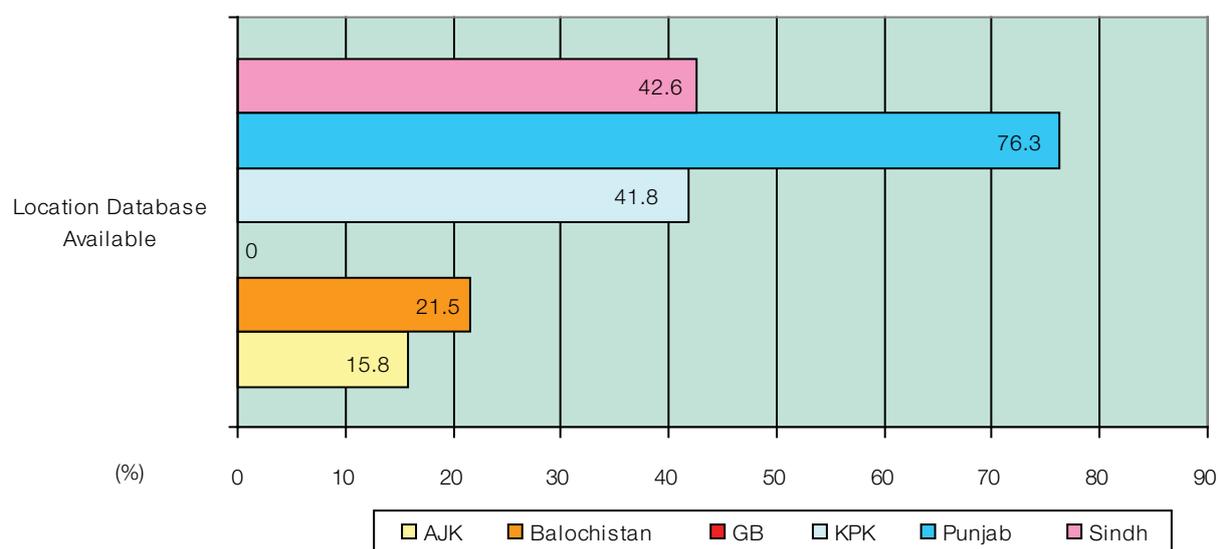


Fig 2.7: Location Database Available.

Availability of location database helps in the identification of children of the enrollment age. Majority of the sampled districts in AJK, Balochistan, and KPK has location data base in less than 50% of the locations. However in Punjab 76.3% of the districts confirmed the availability of the location database. The data of table 2.17 is presented in to Fig 2.7 for quick reference and visual work.

Table 2.18: Six Steps Brought back Mechanism

Province	Six Steps Brought back Mechanism
	%
AJK	52.6
Balochistan	75.4
GB	12.5
KPK	80.0
Punjab	88.8
Sindh	68.6

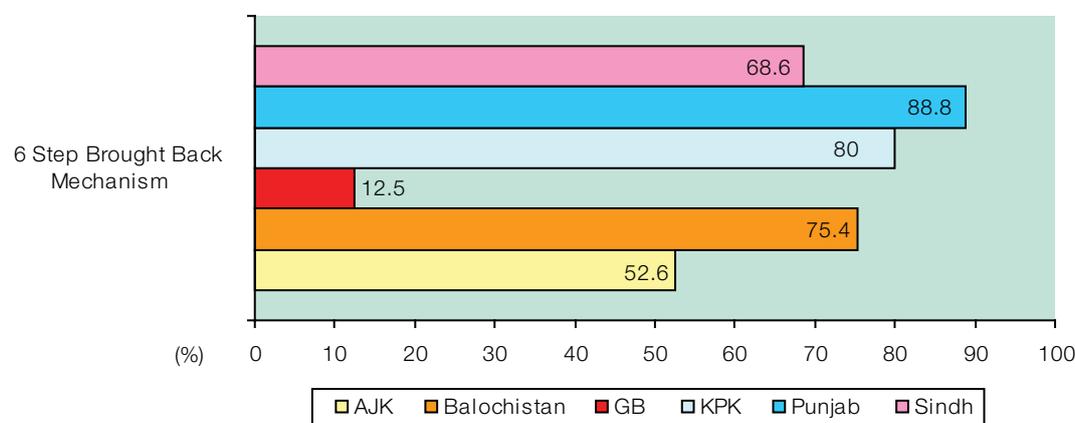


Fig 2.8: Six Steps Brought back Mechanism.

In order to reduce the drop out to less than 20%, six steps brought back mechanism is one of the important indicators. Through this mechanism the children who remain absent from school are followed up and brought back to the main stream of education in order to avoid the eventual drop out. The table 2.18 depicts that in use of six steps brought back mechanism found satisfactory in all Provinces except GB. The data of table 2.18 is presented in to Fig 2.8 for quick reference and visual work.

### Findings based on Instrument of CFS/FT

In order to enhance enrollment to 100%, NCHD has adopted an innovative method of opening of Community feeder schools in the areas where access to education facility is more than 1.5-2 Km of the area. The CFSs are opened in the areas with the support of communities where the total number of Out of school children in area is more than 20.

A sample of about 440 CFS/FT was taken in 94 selected districts of Punjab, Balochistan, KPK Sindh and AJK. The table given below will show type, category and area wise sample of the CFS/FTs taken for the evaluation purposes on the UPE related objectives.

Table 2.19: Distribution of selected Community Feeder School by Category, Type &amp; Area

Province	Category			Type			Area		Level				
	OC	RO	CFS	Boys	Girls	Combined	Rural	Urban	0 - 2	0 - 3	0 - 5	0 - 8	0 - 10
	%	%	%	%	%	%	%	%	%	%	%	%	%
AJK	8.3	0	91.7	45.8	8.3	45.8	95.7	4.3	4.5	36.4	59.1	0	0
Balochistan	26.3	4.2	69.5	21.9	27.1	51.0	80.9	19.1	10.3	13.8	74.7	1.1	0
GB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
KPK	50.0	4.2	45.8	17.6	21.6	60.8	98.6	1.4	28.1	12.5	56.3	3.1	0
Punjab	7.0	3.5	89.4	12.6	6.3	81.1	98.6	1.4	13.5	42.1	36.8	2.3	5.3
Sindh	2.2	69.2	28.6	15.1	22.6	62.4	95.7	4.3	3.3	5.6	86.7	1.1	3.3

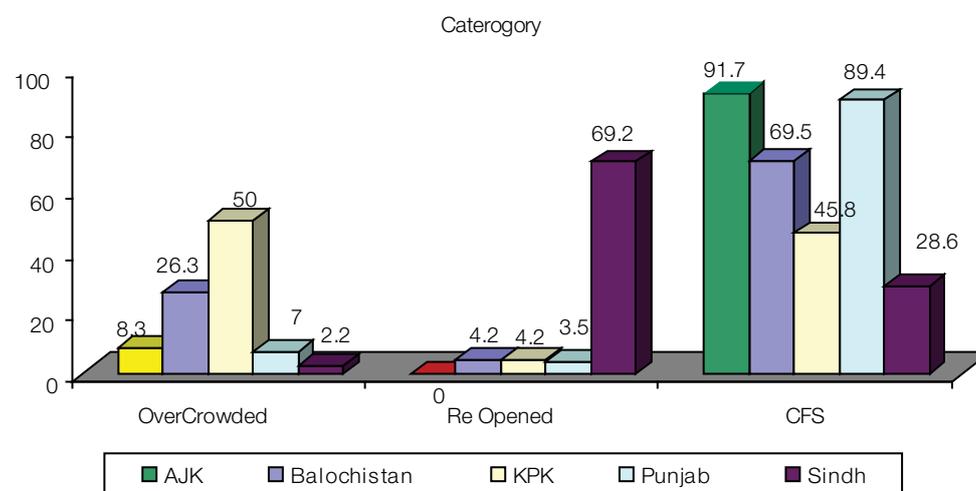


Fig 2.9: Category of School

The table 2.19 shows that the major chunk selected as sample for evaluation is CFS in the rural areas. These schools are located in the rural areas of the districts where access to education facility in most of the cases is difficult. It is important to note that no FS/FTs were established in Gilgit Baltistan during the implementation of PC-1 (2009-12). The data of table 2.19 is presented in Fig 2.9 for quick reference and visual work.

The tables below will throw light on different UPE indicators in relation to the program objectives. .

Table 2.20: Goshwara Submitted in (2009-12)

Province	No. of Goshwara Submitted (2009-12)						
	None	1 - 6	7 - 12	13 - 18	19 - 24	25 - 30	> 30
	%	%	%	%	%	%	%
AJK	37.5	50.0	.0	12.5	0	0	0
Balochistan	15.6	11.5	22.9	22.9	13.5	9.4	4.2
GB	-	-	-	-	-	-	-
KPK	4.1	4.1	17.6	14.9	10.8	23.0	25.7
Punjab	13.3	2.1	7.7	14.0	28.7	26.6	7.7
Sindh	7.0	9.3	14.0	26.7	17.4	20.9	4.7

The submission of monthly Goshwara to the education department is vital in assessing the activities of the school carried out in the month. The table 2.20 explains the percentages of the submission of monthly Goshwaras by FS/FTs in the sampled districts. As there were no FS/FTs established during the period under review in GB, so this indicator is not applicable there.

Table 2.21: PTMS Held in FS/FT on UPE (2009-12)

Province	No. of PTMS Held in FS/FTs on UPE (2009 - 12)						
	None	1 - 6	7 - 12	13 - 18	19 - 24	25 - 30	> 30
	%	%	%	%	%	%	%
AJK	83.3	12.5	4.2	0	0	0	0
Balochistan	20.8	47.9	19.8	7.3	1.0	1.0	2.1
GB	-	-	-	-	-	-	-
KPK	16.2	25.7	28.4	10.8	10.8	4.1	4.1
Punjab	16.8	13.3	18.2	20.3	13.3	14.0	4.2
Sindh	15.1	20.9	27.9	11.6	9.3	14.0	1.2
<b>Total</b>	<b>21.0</b>	<b>24.8</b>	<b>21.5</b>	<b>12.8</b>	<b>8.5</b>	<b>8.5</b>	<b>2.8</b>

A parent teacher meeting is an important indicator for getting updated information about their children and for improving child's LLM and to have an insight into the assessment of the students held. The table 2.21 shows the percentage of PTMS held on UPE during the year 2009-12. According to the data, most of the provinces need to focus on this indicator specially AJK. As there were no FS/FTs established during the period under review in GB, so this indicator is not applicable there.

Table 2.22: No. of Student Assessments Conduct (2009-12)

Province	No. of Student Assessments Conducted (2009-12)					
	None	1 - 6	7 - 12	13 - 18	19 - 24	> 24
	%	%	%	%	%	%
AJK	45.8	45.8	4.2	0	4.2	0
Balochistan	8.3	35.4	22.9	11.5	8.3	13.5
GB	-	-	-	-	-	-
KPK	13.5	8.1	28.4	20.3	9.5	20.3
Punjab	16.1	8.4	18.9	17.5	19.6	19.6
Sindh	11.6	16.3	15.1	25.6	11.6	19.8

The student's assessment is an important indicator to gauge LLM of the students and to impart quality education. The table 2.22 shows the percentages of Student Assessments conducted in the sampled districts of all provinces during the period under review. As there were no FS/FTs established during the period under review in GB, so this indicator is not applicable there.

Table 2.23: BBCMs Held (2009-12)

Province	No. of BBCMs Held (2009 -12)			
	None	1 - 3	4 - 6	> 6
	%	%	%	%
AJK	87.5	12.5	0	0
Balochistan	18.8	36.5	30.2	14.6
GB	-	-	-	-
KPK	32.4	54.1	8.1	5.4
Punjab	18.9	32.9	17.5	30.8
Sindh	6.9	18.4	24.1	50.6

Social Mobilization Process is an important tool to mobilize the community for attainment of the UPE objectives by holding Broad Based Community Meetings (BBCM) in the areas. The table 2.23 shows province wise percentages of BBCMs conducted during three years (2009-12). As there were no FS/FTs established during the period under review in GB, so this indicator is not applicable there.

Table 2.24: No. of PTA/SMC Meeting Held (2009-12)

Province	No. of PTA/SMC Meetings Held (2009-12)					
	None	1 - 6	7 - 12	13 - 18	19 - 24	> 24
	%	%	%	%	%	%
AJK	62.5	25.0	8.3	4.2	0	0
Balochistan	75.0	19.8	4.2	1.0	0	0
GB	-	-	-	-	-	-
KPK	29.7	20.3	24.3	9.5	10.8	5.4
Punjab	55.9	10.5	6.3	11.9	4.9	10.5
Sindh	25.6	46.3	12.2	6.1	6.1	3.7

The table 2.24 depicts the percentages of schools which held PTA/SMCs meeting during the period under review. There is no uniformity observed in holding of PTA/SMCs in the sampled districts of AJK, Balochistan, KPK, Punjab and Sindh. However, AJK and Balochistan are lacking behind in this indicator during the three years. As there were no FS/FTs established during the period under review in GB, so this indicator is not applicable there.

Table 2.25: Village Enrolment Plan

Province	Village Enrollment Plan (VEP)		
	2009 -10	2010 -11	2011 -12
	%	%	%
AJK	0	0	4.2
Balochistan	28.7	44.2	42.1
GB	-	-	-
KPK	35.7	66.7	76.7
Punjab	43.0	60.4	68.9
Sindh	53.4	68.8	72.0

The table 2.25 shows improvement in the availability of Village Enrollment Plans in CFS/FT in 2011-12 as compared to previous two years. As there were no FS/FTs established during the period under review in GB, so this indicator is not applicable there.

Table 2.26: Major Activities in Enrolment Campaign 2009-12

Province	Major Activities in Enrollment Campaign 2009-12			
	Volunteers Meetings	BBCM	OSC List Prepared	Enrollment Walk
	%	%	%	%
AJK	29.2	20.8	21.7	8.3
Balochistan	79.2	69.5	22.9	45.3
GB	-	-	-	-
KPK	78.1	72.6	61.4	51.4
Punjab	93.7	88.8	91.5	72.3
Sindh	92.5	90.3	77.2	68.8

The table 2.26 shows the percentages of different activities carried out in order to enhance the intake in FS/FT. Punjab and Sindh Provinces have carried out these activities more than the satisfactory level whereas AJK, Balochistan needs to enhance their activities for enrollment results. As there were no FS/FTs established during the period under review in GB, so these activities are not applicable there.

Table 2.27: Enrolment in DKR of Parent school and Enrolled in attendance Register of FS

Province	Enrolled in DKR of Parent School	Enrolled in Attendance Register of FS
	%	%
AJK	81.8	82.6
Balochistan	97.7	94.3
GB	-	-
KPK	85.7	84.1
Punjab	97.0	94.8
Sindh	75.3	93.3

The students who are enrolled in FS/FTs are required to be enrolled in Dhakil Kharij Register (DKR) of the near by Parent Government school of CFS. The table 2.27 shows that mostly the students are enrolled not only in attendance register of FS but also in DKR of parent school in all Provinces. As there were no FS/FTs established during the period under review in GB, so these activities are not applicable there.

Table 2.28: Method of Six Steps Brought back Mechanism

Province	Six Steps Brought back Mechanism
	%
AJK	63.6
Balochistan	78.9
GB	NA
KPK	80.9
Punjab	92.4
Sindh	71.1

As explained earlier six step brought back mechanism is an effective method of bringing the students back to schools if they remain absent from the school without any reason from the first day of their absence. The table 2.28 shows that execution of Six Step Mechanism is more than satisfactory level in all provinces. As there were no FS/FTs established during the period under review in GB, so this indicator is not applicable there.

Table 2.29: School Development Plans:

Province	School Development Plans	
	Available	Implemented (Out of Available)
	%	%
AJK	16.7	25.0
Balochistan	10.8	33.3
GB	-	-
KPK	46.4	67.7
Punjab	60.3	85.4
Sindh	55.9	67.3

NCHD FS/FTs have been instructed to prepare school development plans in order to create ownership of the schools among the communities and to meet the deficiencies if any in FS/FTs like provision of airy class rooms, furniture, washrooms and clean water. The table above shows that in AJK, Balochistan, KPK, Punjab and Sindh the percentage of availability of school development plan is 16.7, 10.8, 46.4, 60.3 and 55.9 respectively. The percentage of implementation of these plans is 25 and 33.3 in AJK and Balochistan. As there were no FS/FTs established during the period under review in GB, so this indicator is not applicable there.

### Findings on Adult Literacy Program

The findings of ALP are in relation to the objective wise indicators of ALP as given under:

Objective ALP	Major Indicators
1. The objective of the NCHD Adult Literacy Program is to achieve 75% literacy rate by 2015, as per Education for All (EFA) Plan of the Government of Pakistan with special emphasis on female literacy.	<ol style="list-style-type: none"> <li>1. Establishment of Adult Literacy Centers</li> <li>2. BBCMs held</li> <li>3. BLA conducted</li> <li>4. Teachers and Learners identified</li> <li>5. Learners enrolled</li> <li>6. Facilitation visits by the Literacy staff</li> <li>7. Assessment of Books conducted</li> <li>8. Learners graduated</li> <li>9. Net increase in the literacy rate by 2012.</li> </ol>

The details of findings on the basis of evaluation instruments for ALP can be viewed in the tables below:

### Findings based on HDSU ALP Evaluation Instrument

Table 2.30: No. of ALCs - Targets Vs Established:

Years	ALC Targets	Established			Completed		
		Total	Male	Female	Total	Male	Female
2009 -10	11,782	12,119	337	11,782	12,011	333	11,678
2010 -11	6,830	6,790	150	6,640	6,581	146	6,435
2011 -12	2,369	1,892	48	1,844	834	48	786
<b>Total</b>	<b>20,981</b>	<b>20,801</b>	<b>535</b>	<b>20,266</b>	<b>19,426</b>	<b>527</b>	<b>18,899</b>

The table 2.30 shows the ALC revised targets for the FY 2009-12 as per PC-1. According to the data shown, the total target for 2009-12 was 20,981 centers out of which 20,801 were established and 19,426 were completed. During this phase majority of the female literacy centers were established. The establishment of Adult literacy center is the foremost indicator in relation to the achievement of the Adult literacy objective. The data of table 2.30 is presented in to Fig 2.10 for quick reference and visual work

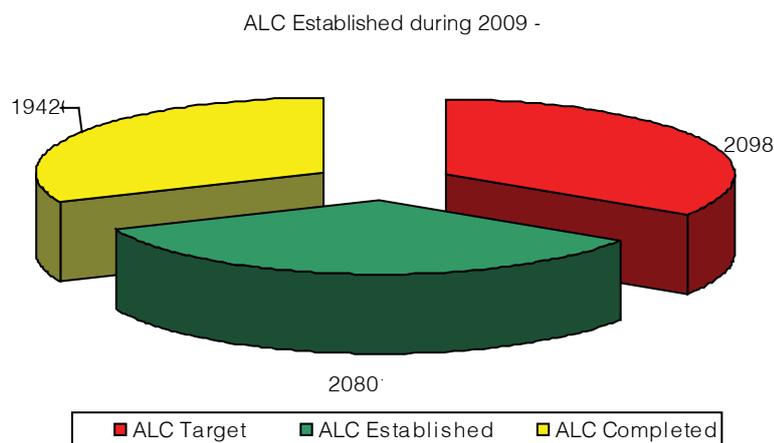


Fig 2.10: ALC Established during 2009-12

Table 2.31: Enrolment /Learners Graduated and Learners Dropout:

Years	Enrollment			Learners Graduated			Learners Dropout		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
2009 -10	292,331	8,238	284,093	271,208	7,160	264,048	21,123	1,078	20,045
2010 -11	183,091	3,625	179,466	143,779	3,005	140,774	39,312	620	38,692
2011 -12	33,242	426	32,816	5,052	226	4,826	28,190	200	27,990
<b>Total</b>	<b>508,664</b>	<b>12,289</b>	<b>496,375</b>	<b>420,039</b>	<b>10,391</b>	<b>409,648</b>	<b>88,625</b>	<b>1,898</b>	<b>86,727</b>

The table 2.31 depicts that total 508,664 learners were enrolled in 20,801 literacy centers out of which 420,039 graduated and 88,625 learners dropped out. During the literacy phase 2009-12 about 17% of the learners dropped out from the Adult Literacy Centers which is an indication of the less satisfactory performance of LMCs.

### Findings in Relation to Learner's Evaluation Tool

The learner's evaluation tool provided critical information about the processes involved in identification of the learners and the BLA conducted for enrollment in the Literacy centers. The tables below will provide information based on the learners interview.

Table 2.32: Enrollment at other school and Written Test Conducted at Literacy Centers

Province	Enrolled at School or other Center before	Written Test Conducted
	%	%
AJK	29.6	70.6
Balochistan	10.3	93.0
GB	21.9	68.5
KPK	12.3	91.0
Pun jab	22.9	84.0
Sindh	14.0	80.8
<b>Total</b>	<b>17.1</b>	<b>84.3</b>

As per program design a learner should not be enrolled at any other school or center to be eligible for admission in ALC. A written test is conducted at the time of admission to check the eligibility criteria of the learner for admission. Table 2.32 shows the percentages of learners who were enrolled at other school as well and percentages of learners whose written test was conducted.

According to program design, the mandatory visits of Literacy staff to the literacy centers are given in table 2.33

Table 2.33 Mandatory Visit of Literacy Staff:

Mandatory Visit of Literacy Staff		
Tier	Visits	Remarks
LAS	40	Per Month
LC	40	
DPM	24	
DGM	8	

The table 2.34 gives detailed information about the efficiency of the literacy staff appointed for supervisory visits to the literacy centers.

Table 2.34: Supervisory Visits to the Literacy Centers:

Province	Who Used to visit Center			
	LAS	LC	DPM	GM
	%	%	%	%
AJK	95.8	98.6	73.9	13.8
Balochistan	99.4	95.4	85.5	68.0
GB	93.2	95.9	79.5	30.1
KPK	100.0	98.6	70.7	59.4
Punjab	95.0	98.9	85.9	64.0
Sindh	92.1	99.1	86.6	59.7

### Findings on the basis of Teachers' Evaluation Tool

After the establishment of Literacy Center, the identification of learners and teacher are the important indicators of a smooth move towards the attainment of the objective of the program. The table below depicts the percentage of the training provided to the literacy teachers.

Table 2.35: Training provided to Literacy Teacher

Province	Training Provided
	%
AJK	100.0
Balochistan	100.0
GB	100.0
KPK	98.6
Punjab	99.0
Sindh	98.6

The table 2.35 depicts that almost all of the literacy teachers were trained by the literacy staff in 94 sampled districts.

According to the program design, different tiers of the literacy staff concentrate on various areas of literacy program. The table below will give a detailed overview of supervisory roles of different literacy tiers.

Table 2.36: Supervisory Roles of Different Literacy Tiers

Tier	Focused on:
LAS	1. Teacher
	2. Literacy Management Committee (LMC)
LC	1. Teacher
	2. LAS
	3. LMC
DPM	1. Teachers
	2. LAS
	3. LC
	4. LMC

The table 2.37 drawn from the teacher evaluation tool gives us a detailed overview of the performance of Local area Supervisor in facilitating teacher and providing her on job training.

Table 2.37: Activities of LAS at the Center:

Province	Activities of LAS at the Center			
	On Job Training	Learner Assessment	Dropout Control	SRM Sharing
	%	%	%	%
AJK	90.5	100.0	85.7	90.5
Balochistan	91.8	97.6	81.6	83.3
GB	87.0	95.8	75.0	45.8
KPK	95.6	95.8	90.8	90.1
Punjab	92.7	94.0	83.8	86.7
Sindh	84.1	92.2	79.4	76.2

Table 2.38: Role of LMC and Awareness session held at Center

Province	Role of LMC		
	Dropout Control	Linkages Development	Awareness Session Held at Center
	%	%	%
AJK	52.6	37.5	45.5
Balochistan	78.8	63.0	70.9
GB	47.8	8.7	52.2
KPK	90.8	70.1	80.3
Punjab	86.5	75.8	74.2
Sindh	86.8	60.3	76.5
<b>Total</b>	<b>81.2</b>	<b>62.6</b>	<b>71.9</b>

The establishment of Literacy Management Committee (LMC) is important for creating ownership and involvement of community to ensure the sustainability of the literacy program in the area. The table 2.38 gives a detailed overview of the role of LMC in facilitating literacy centers in the area. It depicts that overall role of LMC regarding Dropout Control, Linkages Development and conduction of Awareness session remains good except AJK and GB.

Table 2.39: Teachers' Feed back About Book Methodology:

Province	IS Book Methodology Easy
	%
AJK	55.0
Balochistan	90.7
GB	83.3
KPK	94.4
Punjab	87.8
Sindh	88.4
Total	87.8

The table 2.39 depicts the percentages of the teachers in the sampled districts of AJK, Balochistan, KPK, and Punjab. It shows that literacy teachers confirmed that the Literacy books' methodology is easy to understand. However in AJK 55% of the teachers were satisfied with the book methodology.

### Findings based on the Volunteer Evaluation Tool

The volunteer evaluation tool provided critical information about the program efficacy in the area. The table below gives a detailed overview of the efficacy of literacy program.

Table 2.40 Volunteers' Involvement and Feed back about Adult Literacy Program:

Province	Literacy Center in Village	Attended Community Meeting	Was Program Useful
	%	%	%
AJK	100.0	84.1	100.0
Balochistan	99.2	92.1	99.2
GB	100.0	89.7	100.0
KPK	97.9	93.1	100.0
Punjab	100.0	94.7	99.0
Sindh	98.7	89.7	98.1
Total	99.1	91.9	99.1

The table 2.40 depicts that in almost all areas, the established literacy centers were functional. The volunteers attended the meetings of LMC and confirmed that NCHD's literacy program was useful for the community.

## FINDINGS AND RECOMMENDATIONS OF EVALUATION STUDY

### CONCLUSIONS

- Tables presented in evaluation report indicate that 83% to 100% documents and reports were available at HDSUs whereas in AJK and GB, as 50% reports/records were available at HDSU.
- The Data on enrolment and reduction in dropout related to the implementation of universal primary education by NCHD appears to be at satisfactory level, however, it was observed through discussion with various tiers involved in implementation of NCHD Program that there was a lack of coordination among the stake holders, financial problems and uncertainty in continuation of NCHD programs.
- The district wise stakeholders have appreciated the role of NCHD in enhancing female literacy, gender empowerment and adult literacy in general. However, some disappointment was observed among the stakeholders due to short break of programs in 2011.

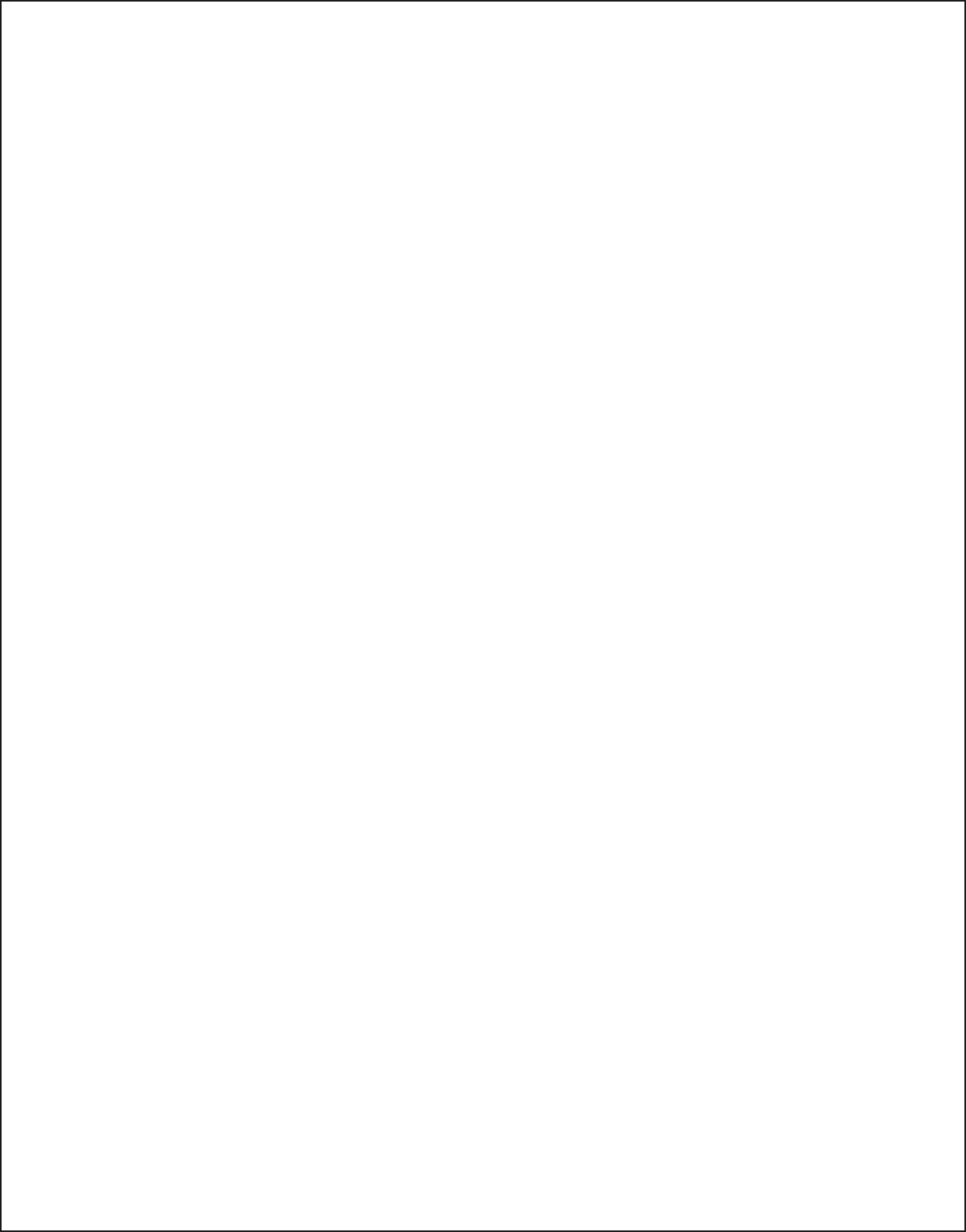
### RECOMMENDATIONS

- The Federal Government may continue to play its role in supporting of NCHD programs across Pakistan to accomplish its commitment in achieving the MDGs and Education for All goals through its UPE and Adult Literacy Programs in the coming years.
- For continuation of NCHD's programs/activities, it would be in national interest to let this organization stand on permanent footing.
- Adequate financial resources may be made available for continuation of the programs without any interruption.
- Feeder Schools presently being run by NCHD may be upgraded as model Non Formal Basic Education delivery centers for marginalized children and deprived communities.
- Special focus should be made on training programs for all tiers of NCHD staff.









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

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

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

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

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



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