



NATIONAL PROGRESS REPORT



Functional Literacy Program

(March 2018)

Department of Literacy
National Commission for Human Development



This report presents the progress on Functional Literacy Program and establishment of 6000 literacy centers. These centers have been established in 91 districts covering all the four provinces and three federal areas of Pakistan.

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1. Background

Pakistan is facing a huge challenge of widespread illiteracy with around 64 million adult (10+ age) illiterates and 5.2 million out of school children of primary age (5-9) group in the country. According to the Economic Survey of Pakistan 2015-16, the overall literacy rate of the country is 58%. Rural areas literacy rate is 49% against 74% in urban areas. Pakistan is one of the least literate countries in Asia and the fourth largest contributor to the world's non-literate population.

It is a matter of concern that the Adult Literacy rate of Pakistan is static since 2010-11. It inched up to 60% in 2014-15 but came down to 58% again in 2015-16. Female Rural Literacy Rate is the lowest (36%) against male urban which is the highest (81%). Punjab and Sindh have 62% and 55% literacy rates respectively, followed by Khyber Pakhtun Khwa with 53% and Balochistan 41%.

The above situation underlines the urgent need to focus on improving the literacy rate of the country on an emergency basis. It is worth mentioning that one of the goals of Pakistan Vision-2025, is to achieve 90% national literacy rate by the year 2025. Similarly, Pakistan is also signatory to Sustainable Development Goals whereby the SDG-4 requires the signatory countries to ensure 100% enrollment and substantial increase in the literacy rates.

2. Achievements of Literacy Program until 2013

Recognizing the efforts and contribution of NCHD in the field of literacy it was conferred the International Reading Association's Literacy Award by UNESCO in 2006. NCHD is the only federal organization which is dedicated to work for literacy.

The Adult Literacy Program of NCHD was started in 2002 with inception of NCHD. It is a key program which has been operational in 134 districts. Since 2002, NCHD has:

- Established **164,190** Adult Literacy Centers across the country
- Made about **3.84 million** adult learners (mostly women) literate

ACHIEVEMENTS OF NCHD

Districts covered	134
Centers established	164,190
Books provided	15 million
Learners graduated	3.8 million

This is a direct outcome of NCHD's efforts in mobilizing the female population in a bid to redress the imbalance in educational opportunities between men and women.

Table: Literacy Program Contribution 2002-13

Province/ Area	No. of ALCs established	Learners Graduated (in million)	Literacy Rate in 2014 (% age)	10+ Population (in million)	Contribution of NCHD (%age)
Punjab	68,947	1.7	59	67.3	2.6
Sindh	35,132	0.8	59	28.0	3.0
KPK	33,853	0.7	50	17.2	4.3
Baluchistan	18,228	0.4	45	6.5	6.0
FATA	2,881	0.1	25	3.0	2.1
AJK	3,493	0.1	62	2.9	2.7
GB	1,656	0.0	44	1.30	2.8
Grand Total	164,190	3.84	58	123.0	2.4

3. Functional Literacy: Salient Features of the Program

The functional literacy program of NCHD is designed to have following three components:

- Basic literacy and numeracy
- Life skills
- Livelihood/ Income generation skills

I. Basic Literacy and Numeracy:

The basic literacy and numeracy component will make the learners able to read, write and handle simple calculation. This will prepare them for the next two levels, i.e. Functional literacy and livelihood skills. NCHD's adult literacy syllabus has been designed in line with the needs and interests of the learners. It has been developed after a comprehensive research and field testing process. It is the only approved syllabus of literacy in Pakistan, which has been approved in 2007 by the Curriculum Wing of the Ministry of Education.

The syllabus comprises of the following four books:

- a. Urdu Book-1: Sounds, syllables, simple words and sentences.
- b. Urdu Book-2: Syllables aspirated sounds, words and sentences.
- c. Urdu Book-3: Creative writing, life skills and income saving skills
- d. Math Book: Counting, addition, subtraction, multiplication and division concept

II. Life Skills:

The main aim of Literacy programs is to empower people and improve their quality of life. Basic literacy alone may not be attractive and meaningful for the illiterates. – why should they learn reading and writing alone? Functional literacy themes and life skills can diversify the content of lesson and enhance interest of learners. According to the National Literacy Curriculum “functional literacy should not only concentrate on literacy and numeracy but also on practical life skills and problem-solving skills. This type of literacy is an urgent need in the present age of information and technology”.

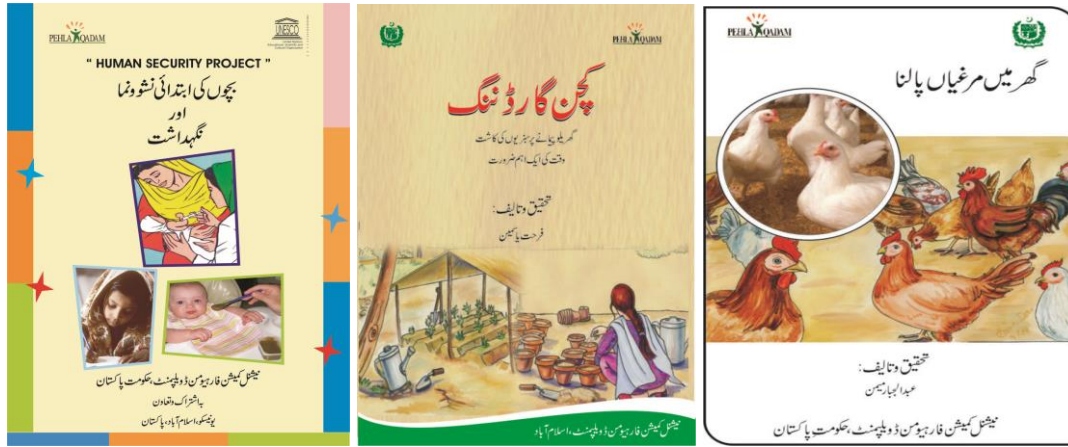
The main objective of imparting life skills is to provide learners with appropriate knowledge for self-fulfillment, poverty alleviation and improved living standards. It will help promote the grassroots communities' involvement in national social, economic and political activities. The commission, for this purpose, has developed more than 100 booklets on diverse themes, keeping in mind the needs of the local communities.

The practical life and problem-solving skills have been integrated in the literacy syllabus of NCHD and will be imparted along with literacy instruction.

III. Livelihood / Income generation Skills

As per NCHD mandate its literacy and basic education programs should be supported by skills training for income generation activities. The objective is to help alleviate poverty in the country. The functional literacy program has been designed to incorporate teaching and learning of different livelihood and income saving/ generation skills. The program will initially focus on simple and easy to learn livelihood skills which will help the learners save money or generate some income. Training of such skills will be integrated with the literacy instruction in the centers.

NCHD has developed many booklets on different skills. NCHD will build the capacity of its district staff in skill development to impart further training to teachers and learners. For this purpose, district literacy team will conduct a need assessment exercise and identify different skills at local level. Some generic examples of income saving skills are Kitchen gardening, poultry keeping, beautician course, fruit preservation, candle making, soap making, jam/ pickle making, sewing & stitching, interior decoration, basket making, embroidery etc.



Literacy definition in Pakistan

The definition of literacy has been evolving with the passage of time. Accordingly, the censuses used to adopt improved levels of literacy successively. In the following table literacy definitions of the past and the present censuses have been given.

Table: Literacy Definitions and corresponding literacy rates

Census Year	Definition of Literacy	Literacy Rates
1951 Census	one who can read a clear print in any language	16.4%
1961 Census	One who is able to read with understanding a simple letter in any language	16.3%
1972 Census	One who is able to read and write in some language with understanding	21.7%
1981 Census	One who can read newspaper and Write a simple letter	26.2%
1998 Census	One who can read newspaper and Write a simple letter.	43.9%
Proposed Literacy Definition (current)	One who can read, write and can make simple calculations	Census data awaited

NCHD has adopted a more comprehensive and specific definition of literacy for the graduates of its literacy centers which is given in the following.

Learning Indicators:

After completing the course, the graduates of the literacy center should be able to:

- Read with understanding a simple paragraph or a newspaper.
- Write 5-7 sentences about their immediate environment or a simple theme.
- Handle three digit figures i.e. - able to add, subtract, multiply, and divide.

Assessment of Learners

NCHD has designed and implemented an effective baseline and periodic assessment system. A carefully designed subjective assessment of different life and livelihood skills training of learners is also being included in the assessment system.

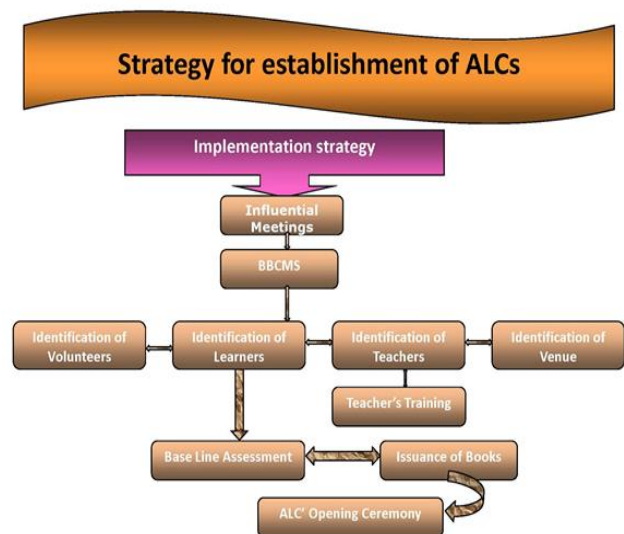
Duration of literacy cycle:

Duration of one literacy center is 130 working days (260 hours) i.e. 2.5 hours daily. The teacher learner ratio is 1: 25. The target age group of the illiterate learners is 15 to 45 years.

4. Literacy Center Establishment Strategy

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

- Preparation of district literacy profile
- Area Clustering/identification
- Social Mobilization of local communities
- Formation of Community Committees
- Identification of potential learners
- Identification of Teachers and training
- Baseline Assessment of learners
- Issuance of books and materials
- Center Opening ceremony



The above activities are interlinked and are undertaken in a logical manner. Following model depicts the whole process of establishment of a Literacy center from planning to opening of the center.

5. Progress of Literacy Program

Establishment of 6000 Functional Literacy Centers

NCHD being the national lead agency for literacy in Pakistan has been working to improve literacy situation in the country and to contribute toward Vision-2025 and SDGs. The commission planned to establish of 6000 literacy centers under the PC-1 Improving Human Development Indicators in Pakistan” These centers were to be established in 91 district across Pakistan. The project covers all the four provinces Punjab, Sind, Khyber Pakhtunkhwa, Balochistan and the federal Areas i.e. AJK, GB, ICT and FATA.

Distribution of centers among provinces and federal areas is as under:

S. #	Province/ Area	Districts	No. of Centers
1	Punjab	20	2150
2	Sind	21	1470
3	KPK	23	1040
4	Balochistan	14	720
5	FATA	3	90
6	AJK	4	255
7	GB	5	225
8	ICT	1	50
Total:		91	6000

As per approved PC-1, NCHD had to establish the literacy centers in two phases i.e. 3000 centers each in FY 2016-17 and 2017-18. Accordingly, the first phase of program was launched in May 2017. However, project activities were initiated in GB and ICT only.

In October 2017, NCHD management decided that all the remaining centers will be established in one phase keeping in view the limited time available for completing the project. Accordingly, Literacy Department launched the program in November 2017.

Progress Updates -National:

The overall progress of the project is that **6000 centers have been established** and progress is 100%. 146,196 learners have been reported enrolled in these centers. Details description of the progress of the program is given in the following:

PROGRESS ON FUNCTIONAL LITERACY PROGRAM

- | | |
|---------------------------------------|---------|
| • Program staff trained: | 200 |
| • Literacy centers established: | 6000 |
| • Learners enrolled: | 146,000 |
| • Local Supervisor hired and trained: | 600 |
| • Teachers hired and trained: | 6000 |

1. Social Mobilization Process:

As per program design the field staff carried out the social mobilization activities to involve the local communities in the center establishment process in the 91 program districts to:

- Coordinate with district government
- Identify potential locations
- Identify illiterate learners

During the process program staff i.e. District Program Managers, Literacy Coordinators and Local Area Supervisors interacted with the local communities and conducted broad based community meetings (BBCMs) to inform them about the literacy program and motivate people to participate in the establishment of the centers.



2. Selection and Training of Local Area Supervisors

During the initial phase of SMP, local supervisors (mostly female) were selected to assist in the SMP and to undertake training and support to the literacy teachers/ centers. Overall 6000 supervisors were hired and they are working. These supervisors were trained for 5 days. Major themes of the training were:

- Baseline assessment of learners
- Teaching methods of adult literacy
- Management of literacy centers
- Assessment of learners
- Academic support to teachers
- Prevention of learner drop out
- Reporting of activities



3. Selection and Training of Literacy Teachers

The process of identification and selection of teachers were completed by the first week of December 2017. In Punjab, KPK and Balochistan training of teachers were completed by mid December. In Sind and AJK, majority of districts completed the training by end of the month. Distribution of supervisors and teachers is as follows.

S. #	Province	Districts	Teachers	Supervisors
1	Punjab	20	2150	215
2	Sind	21	1470	147
3	KPK	23	1040	104
4	Balochistan	14	720	72
5	FATA	3	90	9
6	AJK	4	255	25
7	GB	5	225	22
8	ICT	1	50	5
Total:		91	6000	600



4. Establishment of Literacy Centers

As per program design centers start functioning soon after completion of teachers training. Accordingly, all the planned 6000 centers have been established in Punjab, KPK, Balochistan, Sindh, AJK, GB, FATA and ICT. The updated progress is as follows:

S#	Province	Districts	Target	Centers Established	Learners enrolled
1	Punjab	20	2150	2150	53,991
2	Sind	21	1470	1470	36,794
3	KPK	23	1040	1040	25,219
4	Balochistan	14	720	720	15,497
5	FATA	3	90	90	2,070
6	AJK	4	255	255	6,375
7	GB	5	225	225	5,625
8	ICT	1	50	50	625
Pakistan		91	6000	6000	146,196



A Literacy center in remote Tharparker district in Sindh province

Rural Women Learning Literacy and Skills in The Literacy Centers