

## Success Stories

### Success story of Bahawalnagar:

This is a success story of “ZulaikhaAmeer” 13 year old girl lived in “BastiRamzanSayal”. She belonged to a very poor family. Zulaikha mother shared that she has 5 children and they spend their life hand to mouth. She wants to teach her children but is not able to bear expenses of teaching. Her daughter Zulaikha was very fond of learning and is very intelligent. Zulaikha parent wants to teach her but they have no money to teach their daughter in regular school. One day Zulaikha father hear about a meeting in his village, he attended BBCM and know about NCHD literacy program and he is glad.

After BLA Zulaikha start learning in the ALC of Miss Sana Ayaz.

Zulaikha is an intelligent girl she learned quickly and after three month she was able to read and write. Miss Maria (LC) saw her sharpness and keenness of learning and decided to enroll her in private school. Maria (LC) met with the principal of Pvt. School and told him about the girl. Principal met with Zulaikha’s parents and offer them that the school will bear the expenses of their girl.

Now Zulaikha is studying in HamzaHashmi Public School with other students. She is very happy and excited to enroll in a regular school, she wants to become a doctor in future



Zulaikha's Home



Zulaikha Studying in ALC



Zulaikha Studying in Hamza Hashmi Public School

### **Success Story of DG Khan**

The Learner Named Mariya Bibi belongs to the area of DG Khan “Basti Bashir” of UC Notak.

She is a disable girl (deaf and dumb). She was really found of studies, as her siblings were educated, she wants to get literate. The Literacy center of the NCHD provides her a plate form to make her dream a reality. She got admitted in the Centre and started her studies.

The teacher, LAS, and LC supports her well and gave special attention to her. Now she is able to write her name on the board and she apprehends the lesson and

writes that as well.



Maria writing her name on Black Board

### **Success Story of Village Gama GodeWala, Bhakkar**

District Bhakkar is consists of 4 Tehsils and 42 Union Councils. One of them is Tesil Mankera. Tehsil Mankera exists in centre of Thal. Union Council Patti Bullanda is situated in Tehsil Mankera, and it is the largest Union Council of the District. The entire Union Council exists in the heart of great desert Thal. The Thal desert is situated in Punjab, Pakistan. It is vast area mainly between the Jhelum and Sindh rivers near the Pothohar Plateau. This region is divided into the districts of Bhakkar, Khushab, Mianwali, Jhang, Layyah, and Muzaffargarh. Geographically, it resembles the deserts of Cholistan and Thar. Main towns of Thal



Source of income of the People

are Murshid Abad Shareef, Roda Thal, Mankera, Hyderabad Thal, Dullewala, Mehmood Shaheed, Shah Wala, Shahi Shumali, Piplan, Kundian, Kot Aazam, Sarai Muhajir, Jiasal, Rangpur, Adhi Kot, Jandanaala, Mari Shah Sakhira, Noorpur Thal, and Kapahi, Goharwala.

The literacy rate of the said Union Council is very low, approx 30. The main crops of the UC are Wheat and Gram. Income of the peoples is linked Catlin (Sheeps and Goats) and poverty is the basic issue of this area.

Keeping in view the above mentioned circumstances NCHD and Punjab education department Bhakkar in 2011 decided to establish ALCs in this UC. Two LC s were deployed in the UC for the establishment of 60



ALCs. All the activities were carried out according to the program design. To achieve the objectives all the community was taken on board at stages of the program. X-District Nazim (Hameed Akbar Nwani) and MPA Saeed Akbar Nwani also took keen interest and supported the program at all levels (SMP, Opening Ceremony, Centre Visits, and Certificate Distribution).

Village Gama Gode Wala was particularly selected and data was also collected of the entire village. Almost 80% women's of the village had been educated after the successful completion of the phase.



- Now the mothers are able to support their school going children's in their home work.
- They have got the knowledge and are being used regarding the hygiene conditions.
- They are able to make their home budget according to their resources.
- Most of the women's were interested to get vocational skills through these centers which would help them to increase their income resources.

### **Success Story of M. Garh**

The UNICEF Officials donated 5 Water Coolers for Five ALCs in UC Ghalwan Tehsil Ali Pur.

**Part-4**  
**Analysis**

- 16. The over all Literacy program interventions are implemented by the districts are encouraging. However there are number of areas which needs to be focused and need improvement. These are;**
- a) During the harvesting and cotton picking season, attendance of learners is badly effected,as such needs to be planned accordingly.**
  - b) Late printing and delivery of literacy books effected the timely commencement and completion of literacy phase. Forwarde planning at HO level is required to make them available well in time, As a case Book 3 is not made available on required time line.**
  - c) Meaningful visits in the field by all tiers. is required .issue is being address vigorously.**
  - d) Commencement of phase was effected due to the late assigning of district targets.**
  - e) Quality of centers was disturbed due to delay in salary payments by HO.**
  - f) Monitoring formats designed by HO are not fruitful for desk monitoring because they are not inter linked with MPR formats**
  - g) There is no media coverage of NCHD at national level**
  - h) Assigned visit targets to DGMs are less, due to which there are administrative gaps in ALCs, Needs to be enhanced to minimum 12 in a month, instead of 8 in practice.**
  - i) Lack of interest in learners was found during visits due lack of any post literarcy skill development program.**

- j) Visits of DPMSL were badly effected due to the salary disbursement in field.

## Part-5

### Recommendations

**17. Recommendations for considerations are appended below;**

- a) **Implementation of Literacy program should be according to the seasonal calendar of the specific area to reduce absenteeism during cotton picking or harvesting.**
- b) **Pictures in Literacy books should be colored and topic on mobile and computer may be added to develop the interest of learners.**
- c) **Annual target should be announced and budget may be released for the whole year at once for both phases.**
- d) **Number of visits of DGM should be increased to minimum 12 in a month, . The post visit reports are lacking any analytical substance , same is being implemented nowthrough capacity building of all DGMs**
- e) **Sufficient funds are not available to undertake the advocay campaign prior to commencement of the phase at the provincial level. Rs one million be provided at PO and to districts should be enhanced from Rs.10000 to Rs.25000.**
- f) **Certificates earned by learners at the end of literacy Phase need to be equated with some suitable level of the formal system. This would have a healthy impact on the literacy program and the retention of learners during Phase. Certificate for graduate learners should be recognized by educational institution like AIOU.**
- g) **Complete and comprehensive database needs to be developed on different indicators of literacy at the national, provincial, district, Tehsil and Union Council levels.THE non availabilty of equipment (COMPUTERS,LIMISO) is hampering the process. Funding be also made to undertake the survay through literacy team.**
- h) **Income generating skills and functional literacy can help to alleviate poverty and make the literacy program more meaningful and relevant hence the requirement to establish skill based centers by NCHD and the duration of the Phase be increased to 10 months...**

- i) **Due to the late receiving of Book3**, ALC are **15 days** late from its dead line. To avoid such situation, in future it is recommended to **decentralize** the printing of literacy Books at **PO level**. As Punjab has already practiced by printing the LAS manuals and other literacy material and **saved Rs.1.5 millions**.