

**QUESTIONNAIRE**  
**(Please add extra pages for responses when necessary)**

**1. Awareness and visibility of LIFE in your country**

How was LIFE launched and publicized?

- Workshop  Information during meetings  
 Other Please specify Translation and dissemination of 'LIFE Vision and Strategy Paper'

Did the workshop/meeting allow you and the key stakeholders to understand and to use LIFE as an operational mechanism or strategy of implementation of the Literacy Decade? Please also provide reasons.

LIFE and UNLD has been informed to stakeholders of EFA at various occasions including seminars, meetings, training workshops, etc. organized by Bureau of Non-formal Education (BNFE), NGOs and its consortium, CAMPE (Campaign for Popular Education). At the same time, there were several on-going operational mechanisms of literacy and NFE in the country namely, Post-Literacy and Continuing Education for Human Development (PLCEHD), Reaching Out-of-School Children (ROSC), Basic Education for Hard to Reach Urban Working Children (BEHTRUWC) and UNESCO's Capacity Building of EFA (Cap EFA), and so LIFE was considered as an overall framework of literacy related activities, rather than an operational mechanism or strategy.

Please explain how LIFE has been used to bring the literacy issue more prominent in the national policy agenda in your country. Please list the reference documents, if any.

Scope and actions suggested in LIFE have provided inputs to the process of formulating the 'NFE Policy Implementation: Strategic Action', based on the national policy on NFE of 2006 in such areas as advocacy, delivery, capacity development and M & E. The Strategic Action was approved by the Ministry of Primary and Mass Education (MOPME) in April 2010.

Did you create a coordination structure for LIFE? Who is participating in this and how is this structure working?

Consultation forums for key stakeholders of NFE have been organized, e.g. Committee for developing NFE Implementation Strategic Actions. These forums were organized not particularly for LIFE but for the NFE sub-sector including literacy, ECCE, continuing education, under the coordination of BNFE. A LIFE Committee was recently established and it is proposed to have a regular quarterly meeting, coordinated by DG, BNFE, as the LIFE focal point of the country.

What difference has the creation of the coordination structure made to literacy work in your country?

Earlier, there was a coordination structure according to each project. The above NFE coordination forums handle issues concerning the NFE sub-sector e.g. MIS, capacity development, and flexible delivery, with participation of government, NGOs, academic institutions and development partners.

## 2. Advocacy and communication

Did you develop an advocacy and communication strategy around LIFE to reinforce national commitment to literacy?

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If yes, how does it work?

If not, how to create one?

Advocacy for LIFE and UNLD has been integrated in the EFA Global Action Week in April and International Literacy Day in September. Several events at national and sub-national levels were organized e.g. rally, seminars, TV programmes to mobilize the interests of policy makers, practitioners and civil society for promoting literacy and EFA. Promotion materials such as posters and booklets were developed and distributed. Capacity building training programmes were also conducted for NFE managers of GO and NGOs.

What are the strategies and activities that you utilized to develop partnerships or an alliances around LIFE at the country level to mobilize political and financial support for literacy?

While LIFE is an overall framework of literacy promotion, partnerships and alliances have been explored and expanded through operational project activities such as PLCEHD, ROSC, BEHTRUWC and Cap EFA. Good practices and tangible outputs were used as tools for mobilizing political support and further resources such as piloting of Community Learning Centres (CLCs), NFE Mapping and NFE-MIS.

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## 3. Policy for sustainable and empowering literacy

What are the concrete actions for strengthening capacities for the development of policies for sustainable literacy begun by different stakeholders (e.g. government, civil society, private sector, bilateral and multilateral donors, etc.)?

NFE Policy 2006 and Strategic Actions 2010 have the vision of continuing education and lifelong learning to sustain literacy linking with life skills and quality of life improvement. To support these visions, Cap EFA and PLCEHD has supported capacity development activities for government and NGO personnel working in NFE, and the above mentioned advocacy work has been carried out for policy makers, development partners and civil society.

## 4. Delivery of empowering literacy programmes/extent of national ownership

In your country, has there been an assessment of needs, technical support requirements, and identification of capacity gaps to design, manage and implement LIFE-related programmes?

Yes

No

If yes, provide the list of relevant documents

- Baseline Survey of PLCEHD (2004)

- Literacy Assessment Survey 2008
- Mapping of NFE Activities 2008

Does your country have a human resource development plan for LIFE-related programmes?

Yes  No

If yes, please provide the list of document

- PLCEHD 2<sup>nd</sup> phase (2004 -)
- Basic Literacy and Continuing Education Project 1 & 2 (2009)
- NFE Policy Implementation: Strategic Action 2010

Did the financial allocation to LIFE-related activities increase since 2005?

Yes  No

IF yes, how significant is it?

A little significance  Significance  Very significance

(Cap EFA of UNESCO and the proposed BLCE, in addition to the PLCEHD which commenced prior to LIFE)

Did your country increase staff for LIFE-related activities since 2005?

Yes  No

IF yes, where and what kind of staff have been increased?

	Kind of staffs ( professional, administrators/managers, technical/implementers)
Ministry/departments	1 Project Director, 3 Deputy Directors 6 Assistant Directors (administration, planning, implementation, M&E, logistics & finance)
Provincial/districts	1 Project Officer and 1 Assistant Project Officer in 29 districts
Local/grassroots level	Facilitators and Supervisors
Others	Technical staff deployed from NGOs

(These are not regular posts but project posts funded under PLCEHD 2<sup>nd</sup> phase)

What is the impact of LIFE in the implementation of literacy policy? State some examples of some aspects (e.g. with regard to political impact, resource mobilization, gender equality, etc.) ?

Literacy has become an important government agenda in line with the international movement and advocacy for literacy through UNLD and LIFE. Accordingly, BLCE project has been formulated, aiming to achieve the government commitment to illiteracy free by 2014. Resource mobilization efforts have been under way from internal budget and also external assistance of development partners based on the outcomes of Cap EFA including frameworks on NFE teachers, Equivalence Education, NFE delivery mechanism.

## 5. Innovation

How has LIFE been used to identify, document, and share knowledge and inspire innovations?

National experiences and innovations e.g. capacity development, delivery e.g. CLCs, NFE Mapping and NFE-MIS have been documented through preparation for UNLD/LIFE related forums and publications. Inter-country forums, publications and web-sites have been useful to share knowledge and experiences with other countries.

**6. How do you evaluate the contribution and results of LIFE as a catalyst for action and partnerships around the literacy and non-formal education strategies? (At the political level, at the level of literacy and non-formal education strategies?)**

What are the achievements?

The answers to question 1 on use of LIFE and question 4 on impact cover this point.

What are the difficulties/challenges in the implementation of LIFE related works?

Since LIFE is an overall framework, it's not very visible comparing with concrete projects with budget and actions such as PLCEHD, ROSC, BEHTRUWC and Cap EFA. The government infrastructure in NFE and the capacity of personnel are not strong enough to achieve literacy for all by 2014. Substantial capacity development is required to fully implement the BLCE project, in particular at the district and grassroots level to effectively implement NFE programmes in collaboration with NGOs. Developing good NFE delivery infrastructure is also required from Central, District to community level, with appropriate resource allocation and technical support mechanism.

Have any programmes from your country been shared as example of effective practice? If yes, which ones and on what occasions?

- NFE Mapping, distributed through publications, CD and web-site
- Literacy Assessment with Afghanistan and PNG LIFE projects
- Literacy Planning and Management Manual with Pakistan and PNG LIFE projects
- CLCs with Arab States in particular Morocco LIFE project
- Literacy material development with Arab States

**7. What evaluation do you make of the support of the UNESCO for LIFE? What would you propose for its improvement?**

UNESCO Dhaka has provided effective technical assistance to BNFE and NGOs to strengthen the NFE sub-sector in the country. It has been useful to learn from other country's experiences under the coordination of UNESCO Bangkok and UIL, in particular meetings, workshops and study visits for interacting with practitioners of other countries. In addition to the national level efforts in resource mobilization, UNESCO may take lead to mobilize international and regional support of other development partners including development banks and private sector.

**8. Are there upcoming opportunities in your country in which LIFE can be further promoted? Please provide details.**

The proposed BLCE project is expected to mobilize awareness and support for literacy work in the country in view of lifelong learning. While LIFE can give an overall framework and rationale, PLCEHD and Cap EFA will provide technical assistance to these efforts.

**9. How can LIFE position itself better to play its role in your country, as a platform for strengthening partnerships, as a catalyst to further promote literacy in your country?**

Under the overall framework of LIFE, concrete projects such as Cap EFA can be formulated/continued to assist in advocacy, capacity development, M&E and sharing knowledge and experiences in literacy, NFE and lifelong learning.

**THANK YOU!**