

THE DEVELOPMENT AND STATE OF THE ART OF ADULT LEARNING AND EDUCATION (ALE)



National Report of Pakistan

By
Projects Wing
Ministry of Education

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EXECUTIVE SUMMARY

The subject report has been prepared for the 6th International Conference on Adult education (CONFINTEA-VI) to be held in Brazil in May 2009. The aim of CONFINTA VI is to renew international momentum for adult learning and education. For this purpose, Member States including Pakistan were requested to prepare a national report on the development in adult learning and education since 1997 (CONFINTEA V) on the current state of the art and future challenges of adult learning and education.

The report gives a critical review of Literacy and Non-formal Education Policy, Planning, Programmes/ Projects and Financing in Pakistan since 1997-98 (CONFINTEA-V). Furthermore, it also focuses on literacy trends, data/ statistics, issues, priority needs and lessons learned as follows:

It highlights the salient features of current and revised (draft) policy on literacy and non-formal education and observes that implementation of literacy policy provisions had remained low due to various reasons such as lack of political will, scarcity of resource and low capacity etc. The report discusses in detail the system, structure and organizations involved in planning and management of adult literacy and non-formal education programmes and projects at national and provincial levels.

The report also highlights salient features of development programmes and projects launched in adult literacy and non-formal education since 1997-98 both in public and private sectors. Public Sector Programmes include the programmes/projects of National Commission for Human Development; Punjab Literacy and Non-formal Education Department; Elementary Education Foundation NWFP; and National Education Foundation. Besides, contributions and services of major NGOs in literacy and non-formal education have also been highlighted.

While discussing the financing of adult literacy and non-formal education it has been observed that it is a neglected area since the very beginning. The present gap in resource for literacy is more than 80%. Presently we are providing hardly two billion rupees (29 million US \$) per annum for literacy and non-formal education programmes against need of estimated fifteen billion rupees per year as per estimates of EFA National Plan of Action.

Latest available statistics on adult literacy rates at national, provincial and district levels and illiterate population have been given in the report. The present 10+ age group literacy rate as reflected in the report is 55% against the Dakkar target of 70% and National EFA Plan target of 86% by 2015. Male literacy rate is 67% against 42% female. Around 56 million adults are illiterate against 66 million literate population. The performance of literacy learners is found satisfactory at level I but below satisfactory at level II and poor at level III. The achievement/ performance is better in reading and numeracy skills but poor in writing skill.

The report also gives a brief account of good practices in literacy, lessons learned through implementation and management of literacy programmes and trends in literacy. The priority target groups to be focused are out of school/children dropout adolescents, illiterates youth (15-24) and illiterates adults of the age group (25-44).

In the last section the major issues to be addressed and future needs in literacy have been identified. These issues/ needs inter-alia include: capacity building; research; data base creation; teachers training; teaching learning material development; initiation of innovative (quality/ relevant) literacy programmes; and mobilization of political will and support.

Sharing of good practices and experiences; mobilization of resources for literacy and adult learning; technical assistance for promotion of literacy; and joint programmes and projects in literacy and adult learning are some of the expectations from CONFINTEA-VI which have been reflected in the report.

1. COUNTRY BACKGROUND

Pakistan emerged as an independent country on August 14, 1947. It is a land of diverse cultural and terrain and has four provinces; Balochistan, North Western Frontier Province (NWFP), Punjab, Sindh and Federally Administered Tribal Areas (FATA). Pakistan has a diverse array of landscapes spread among nine major ecological zones. Its territory encompasses portions of the Himalaya, Hindu Kush, and Karakoram mountain ranges, making it a home to some of the world's highest mountains. Intermountain valleys make up much of the NWFP, and rugged plateaus cover much of Balochistan Province in the west. In the east, irrigated plains along the Indus River and some deserts are spread across the Punjab and Sindh.

Pakistan shares borders with Afghanistan (2,430 kilometers), China (523 kilometers), India (2,912 kilometers), and Iran (909 kilometers). It's coastline totals 1,064 kilometers along the Arabian Sea. Under the 1982 United Nations Convention on the Law of the Sea, Pakistan claimed a 200-nautical-mile exclusive economic zone, a 12-nautical-mile territorial sea, and a 24-nautical-mile contiguous zone for security, immigration, customs, etc.

Population, Demographic, Religious, Linguistic, Socio-Cultural Trends

According to the National Institute of Population Studies (NIPS) Islamabad¹, the estimated population for 2007 is 159.061 million of which, 51.9% are males and 48.1% are females. In 1951, Pakistan's total population was 33.8 million which reached to 65.3 million in 1972-73. Its growth rate was 3.0% in 1981 but declined to 2.2% by March 2000. It further reduced to 1.9% by the year 2005.

The rapid population growth is a heavy burden on the country's limited resources. A majority of population (65.1%) still resides in rural areas, largely depending on agriculture. The life expectancy for the year 2005-06 was estimated at 64 years for males and 66 years for females. The crude death rate (CDR) was as 7.8 (per thousand) in 1999-2000, which has also declined to 7.1 by the year 2004-05. All these demographic indicators show that the development and extension in health facilities have improved the life span.

Religion

Approximately 96.3% of the Pakistanis follow Islamic ideology as their faith. Other religions constitute Hinduism, Christianity, Bahaism and Sikhism, etc., The Constitution of Pakistan 1973 ensures equal rights to its citizens without discriminating them on the basis of their belief, cast and creed.

Languages

Pakistan has variety of local languages, which are as diverse as its people. However, Urdu is the national and English is the official language. Historically, Urdu surfaced as national identity during the Muslim struggle for freedom in the sub-continent. Urdu is spoken and understood by 75% of the population. The rest 25% population speaks and understands their regional languages.

cultural

Distinct characteristics of communities inhabiting in different areas of the world differentiate them from each other. These characteristics bear the imprint of the historical process they have passed through and the land, climate and environment they live in. Pakistan is a land of historically dynamic and vibrant cultures. The magnificent Indus Valley and Gandhara Civilizations flourished in this land and achieved glory. Later on, Islam was introduced in this region during the 7th century and Muslim rulers governed the large part of World. Architecture, painting, music and calligraphic art developed during this period. Traditions and ideological norms have strong unbroken links that connect the people with their glorious past.

Social Services

With its fast growing economy, indicators for education, health, and some other aspects of human development have also relatively improved. As Pakistan's economy entered the fourth consecutive year of above 7.0% annual growth rate, its poverty headcount had fallen from one-third to less than one-fourth of the population. However, this means almost 40 million people are still poor. Therefore, in the budget of last fiscal year (2007-08), a sum of \$8.3 billion was allocated for social sector development with special emphasis on poverty reduction.

Whereas, social service funding has experienced remarkable increase during the last couple of years, but institutions have not been able to address the developmental problems faced by the population

in both urban and rural areas. Although provincial governments are responsible for providing social services, they often lack the financial and institutional resources to meet the targets. These institutional weaknesses and deficiencies often impede programmes designed to reduce unemployment, poverty, and other social problems.

Recognizing the importance of social services, an organized effort is being exercised to encourage the undertaking of social welfare works by the people and to instill in them a sense of responsibility and self-help. The government is also supporting and facilitating the cause of non-governmental social welfare organizations, which are actively and effectively playing their roles to assist the needy sections of society. At present, more than 4,500 registered social welfare organizations are serving voluntarily.

Also realizing the significance of micro finance in improving the standard of lives of the poor people, the government established Khushhali Bank in 2000 – a micro finance institution under a public-private partnership programme. It has also encouraged private sector to setup microfinance banks in Pakistan, whose outreach have increased to half a million households in just 4-5 years. In the next five years, the projected outreach will increase to three million households. The Khushhali Bank alone has so far disbursed Rs.9, 603 million and nearly 33% of its clients are women. The services of these institutions will be the most effective in improving the lives of the poor in urban and rural areas.

The Socio-Economic Situation

The socio-economic indicators have mixed response during the last five years. Whereas, certain areas have shown improvement, i.e. decline in poverty, increase in per capita income and employment opportunities, improved access to education, health and other basic amenities of life, there are still daunting challenges like mounting core inflation, sharp increase in income gap and sluggish pace of trickle down effects of growing economy, which need instant considerations.

The ultimate objectives of the Government's socio-economic policy are to create jobs, raise income of the people and reduce poverty. Certain successes can be seen on all these fronts during the last three years. The pace of job creation has been brisk on the back of sustained high economic growth, real per capita income has grown at an average of 6.6% per annum in the last four years, and overall poverty as well as rural and urban poverty has registered sharp declines. By and large, country's macro and micro economic indicators have shown positive upward trends.

The foremost requirement of human development is to allow people to lead a life they value and enabling them to realize their potential as human beings. According to the National Institute of Population Studies (NIPS) Islamabad², the labour force participation was 30.3% in 1981, which rose to 32.2% in 2006. The total labour force was 50.5 million in 2006 as compared to 27.78 millions in 1981. These demographic figures³ portray the potential, which Pakistan has in terms of human capital and to cater the demand of increasing manpower for its growing economy and overseas labor markets.

Table: 1: Area and Projected Population in Pakistan 2007

Administrative Unit	Area (Sq.km)	Population (Million)	% Population	Population Density (Persons/sq.km)
PAKISTAN	796,096	159	100	200
Punjab	205,345	87.7	55.2	427
Sindh	140,914	36.5	23	259
NWFP	47,521	21.86	13.8	460
Balochistan	374,190	8.2	5.2	22
Islamabad	906	1.1	0.69	1214
FANA	27,220	3.7	2.3	136

Source: National Institute of Population Studies (2005)

Educational Administration

Education is on the concurrent list of 1973 Constitution of Pakistan. However, education policy, planning and financing are dealt with by the Federal Government. Thus, policy, planning and coordination of major projects such as Education for All, Non-formal Primary Education, Adult Literacy and Early Childhood Education is the responsibility of the Projects Wing of the Federal Ministry of Education. The implementing agencies are the provincial education departments, District Governments and NGOs. Learning achievement and training in essential skills (curricula, examination, evaluation, standard of education, learning/competency level) are under the purview of the Curriculum Wing of the Federal Ministry of Education and the provincial line departments/organizations. The Training Wing of the Federal Ministry of Education deals with teachers' training and international cooperation, pacts and agreements. The Special Education and Social Welfare Division manages education for children with special needs.

Administrative Structure of the Ministry of Education

With the promulgation of Local Government Ordinance (2001)4 the education system has been devolved. The Federal Ministry of Education has become coordinating body whereas the Provincial Education Departments serve as bridge between the federal and district governments. At district level all necessary departments have been established and the districts are being empowered to prepare their own educational development and fiscal plans.

The Federal Ministry of Education is still responsible for formulation of education policies. It also prepares the national sectoral plans within the framework of the national plan, appropriate guidelines, standards and targets. The Provincial Education Departments are headed by their respective Provincial Education Ministers. Punjab has a Literacy and Non-formal Education Department where the Provincial Education Secretary acts as the executive head of the Department. The provinces are further divided into districts for the purpose of administration. The head of the Education Department in a district is Executive District Officer, Education (EDO Education) and head of the Literacy and Non-formal Education Department (in case of Punjab) is Executive District Officer Literacy (EDO Literacy). In NWFP and Sindh, literacy is part of the Education Department. In Balochistan, Social Welfare Department is looking after literacy and non-formal education.. The hierarchy then runs down to the District Education Officers. At the province level Directorate of Public Instructions (DPI) schools have established. At national level government has established National Commission for Human Development (NCHD), a support organization of Ministry of Education to promote adult literacy and primary education. At the grass root level i.e. the union council level, Learning Coordinators (LCs) provide academic guidance as well as supervise the schools. Village Education Committees/School Management Committees Parent and Teacher Associations (PTA) have been set up in the provinces at grass root level.

System of Education

Elementary

Pre-Primary	03 – 05	for children of 3 years or more but less than 5 years.
Primary (i-v)	05 – 10	for children of 5 years or more but less than 10 years.
Middle (vi-viii)	10 – 13	for children of 10 years or more but less than 13 years.

Secondary/Higher Secondary (ix-x/ xi-xii)

Secondary School	13 – 15 (of 13 years or more but less than 15 years)
Higher Secondary	15 – 17 (of 15 years or more but less than 17 years).
Adult Literacy	15 years and above.
Non-Formal Basic Education	05 – 14 years.
Higher Education	
BA B.Sc	18-20
B.Sc Honors	17-20
MA M.Sc	21-22
Professional Degrees (for the following degrees the age of students vary)	
Medical	
Engineering	
Vocational and Technical	
B. Ed. M. Ed.	

Curriculum

Curriculum Wing established at the Federal Ministry of Education, which works closely with the provincial Curriculum Bureaus and Textbook Boards in all provinces. The curricula for grades (i-xii) has recently been reviewed in consultation with the provinces. A National Curriculum Review Committee, represented by national and provincial experts, approves the contents of the books to be published by the Provincial Textbook Boards. The Textbook Boards develop books up to grade XII. All schools are bound to teach national curriculum but elite private schools follow O' and A' Level Cambridge Education System. A few elite schools have started using International Baccalaureate (IB) curriculum. These schools also use

multi-international textbooks. In order to bring the Pakistan's national curriculum at par with international standards, the new curriculum based on content standards is being planned to be introduced soon.

Adult Literacy Curriculum guidelines were developed in 2006. Based on the said guidelines National Curriculum for Literacy in the following three areas has been developed in 2007 and launched.

- i. Basic Literacy (level I, II and III)
- ii. Functional Literacy.
- iii. Income-generating skills.

MEDIUM OF INSTRUCTION

The medium of instruction at the primary level is Urdu or provincial/local language. The subjects taught are generally the same throughout Pakistan. Diversification of subjects takes place after class VIII (age 13+). Recently, the system of open competition for multi textbooks has been introduced. The common syllabi based on the national curriculum are operating in all provinces. However, the provinces are free to interpret the outline of a subject in view of the local conditions. The majority of private schools offer education through English as medium of instruction whereas the government has also introduced a scheme of model schools which will impart education through English as medium of instruction. There seems a great increasing demand for English as medium of instruction in the government schools but the schools lack institutional capacity to offer education through English.

Examination

Examinations generally held annually and it is the sole criterion to assess the learning levels and success of the students. However, a system of automatic promotion up to grade-III has been introduced in some schools. At the primary level (classes' I-V) the respective schools conduct examination. However, at the end of the fifth year of the primary stage an examination is held by the District Education Departments but its quality aspect yet need to be addressed. Another examination is held for the outstanding students to compete for the award of merit scholarships. Similar examination for an award of scholarship purpose is also held at middle school (i.e. class VIII). The respective Examination Boards conduct class IX-XII examination.

Teachers' Training

In Pakistan, there are total 275 Teacher Training Institutions which offer pre-service teachers training programmes for Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) to primary school teachers. For secondary school teachers, there are 16 Colleges of Education, offering graduate degrees in education (i.e. B.Ed/ MEd) and there are 9 Departments of Education of public sector universities which train teachers at the bachelor and master's level. There are number of education and extension centres which offer in-service teachers' training. Besides , the Allama Iqbal Open University, Islamabad, offers a comprehensive teachers' training programme based on distance learning; its total enrolment is about 10,000 per annum of which 7,000 complete various courses every year. The private sector has set up teacher education institutions of international standards such as Aga Khan University, Institute for Educational Development (AKU-IED), Karachi AKU-IED's Professional Development Centres (PDCs), Ali Institute of Education (AIE), Notre Dame Institute of Education, Karachi and others.

Teaching Force

Table given below presents a complete picture of number of schools, student enrolment and teaching force at all levels. It indicates that the student- teacher ratio at primary level (1:36) is higher than secondary level (1:28) in the public sector. Whereas in the private sector the ratio of student-teacher ratio is 1:19 at primary level and 1:18 at secondary level.

Teachers, Schools, Enrolment at National Level (2005-06)

	National	Schools	Enrolment (Stage)	Teachers
Public Schools	Pre-Primary	-	4,391,144	-
	Primary	139,821	11,840,719	354,117
	Middle	15,255	3,642,693	116,509
	Secondary	9,425	1,500,749	167,916
	Higher Sec	1,171	699,463	30,136
	Voc./Tech	916	103,752	7,325
	Deeni Madaris (Religious Institutions)	354	42,805	1,668
Private Schools	Pre-Primary	794	2,744,303	3,405
	Primary	16,911	4,993,698	86,451
	Middle	24,115	1,619,630	194,244
	Secondary	13,484	632,259	194,272
	Higher Sec/Inter college	1,825	154,072	39,289

Voc./Tech	2,143	134,935	7,240
Deeni Madaris (Religious Institutions)	11 ,799	1,469,640	53,241

Source: Pakistan Education Statistics 2005-06, AEPAM, Ministry of Education, Islamabad

2. ADULT EDUCATION AND LEARNING

SYSTEM, LEVEL AND MODES OF LEARNING

Adult Education and learning in Pakistan has the following levels and modes of learning.

A. FORMAL EDUCATION

Secondary Education (grade IX-X)

We have 22909 secondary (high) schools both in public and private sectors having an enrolment of 2.1 million (Male 1.25 million Female 0.88 million). The gross participation rate at secondary level is 40%. Number of teachers at secondary level is 362,188. Student school ratio is 93.

College Education (Grade XI-XIV)

We have 1135 Arts & Science Degree Colleges having an enrolment of 0.33 million. Besides that, we have Professional Colleges which include Medical Colleges, Engineering Colleges, Law Colleges, Commerce Colleges and Agricultural Colleges etc etc.

Tertiary/ Higher Education

Higher Education is mainly provided by Universities and Post-graduate Colleges. We have more than 100 Universities both in Public and Private sectors. The enrolment in higher education is 0.23 million (Male 0.15: Female 0.08). Gross participation rate in higher education is around 4%.

B. NON-FORMAL EDUCATION

Non-formal is another important mode in adult learning and education. Non-formal education system includes Non-formal Basic Education Schools and Adult Literacy Centers. Presently, we have 10,000 Non-formal Basic Education (NFBE) schools which are renamed as Basic Education Community (BEC) Schools. It has been planned to increase these schools to 20,000 in next four years. The enrolment of non-formal schools is more than three hundred thousands.

Adult Literacy Centers cater to the needs of 15+ age group people. We have at present around seventy thousand adult literacy centers having an enrolment of 1.7 million. In adult literacy we primarily focus on reading, writing and numeracy skills.

C. IN-FORMAL EDUCATION AND LEARNING

We have number of informal means, methods and modes of adult education and learning. These include;

➤ **Print media:**

Such as newspapers, magazines, journals, periodicals etc. These are published from almost all the major cities of the country in various languages and dialects such as Urdu, English, Sindhi, Pushto, Barowi, Punjabi and Saraiki etc.

➤ **Electronic Media.**

- It includes television radio and mobile etc.
- Cinema and Theater
- Meetings, seminars, conferences, and symposia etc.
- Lecturers and DARROS (teaching of Quran through special sessions) as well as public addresses.

The various life skills imparted through the above means and modes, interalia include;

- i. Islamic Education and Teachings
- ii. Values and Attitude
- iii. Ethics
- iv. Rights and Responsibilities
- v. Our Environment and its protection
- vi. Health and Nutrition
- vii. Mother and Child Care
- viii. Road Safety
- ix. Disaster Management
- x. Life Skills (Conflict Resolution, Decision Making etc)
- xi. Technological Literacy with Special Focus on I.T Literacy
- xii. Gender Equity and Social Issues
- xiii. etc etc

D. **ADULT EDUCATION AND LEARNING IN DEENI MADARIS (RELIGIOUS EDUCATION INSTITUTIONS)**

Deeni Madaris also play important and significant role in adult education and learning in Pakistan. We have more than ten thousand registered Deeni Madaris and four thousand un-registered Madaris contributing for learning & Adult Education. The total enrolment in these Madaris is around 1.5 million. A Majority of these students/ learners are adults.

The main emphasis of Madarassah education is Islamic Education and Teachings. However, a majority of the Madaris also teach formal education subjects as well.

This needs to be highlighted that the main focus of this report is adult education and literacy imparted through non-formal mode of education.

3. POLICY, LEGISLATION AND FINANCING

3.1 LEGISLATIVE MEASURES

a) Constitution of Pakistan

The constitution of Pakistan formulated in 1973 recognizes the importance of literacy and need to eradicate illiteracy within minimum possible time. One of the important policy principle/provision in the constitution to eradicate illiteracy is to make education free and compulsory upto secondary level. The said article of the constitution is reproduced at verbatim, as follows:

State shall be:-

“Responsible for eradication of illiteracy and provision of free and compulsory education upto secondary level, within minimum possible time”

(Article 37-B, Constitution of Pakistan)

b) Literacy Act 1987 (Salient Features)

Literacy Act was enacted in 1987 but implementation is still pending because the enforcement date could not be announced yet by the Federal Government. The salient features of literacy Act are as follows:-

- a passport other than a Hajj passport, a driving license or an arms license shall be issued only to literate person; and
- Only literate person shall be eligible for employment under a local body or an establishment or institution under the control of the Federal Government

c. COMPULSORY PRIMARY EDUCATION ORDINANCES/ACTS.

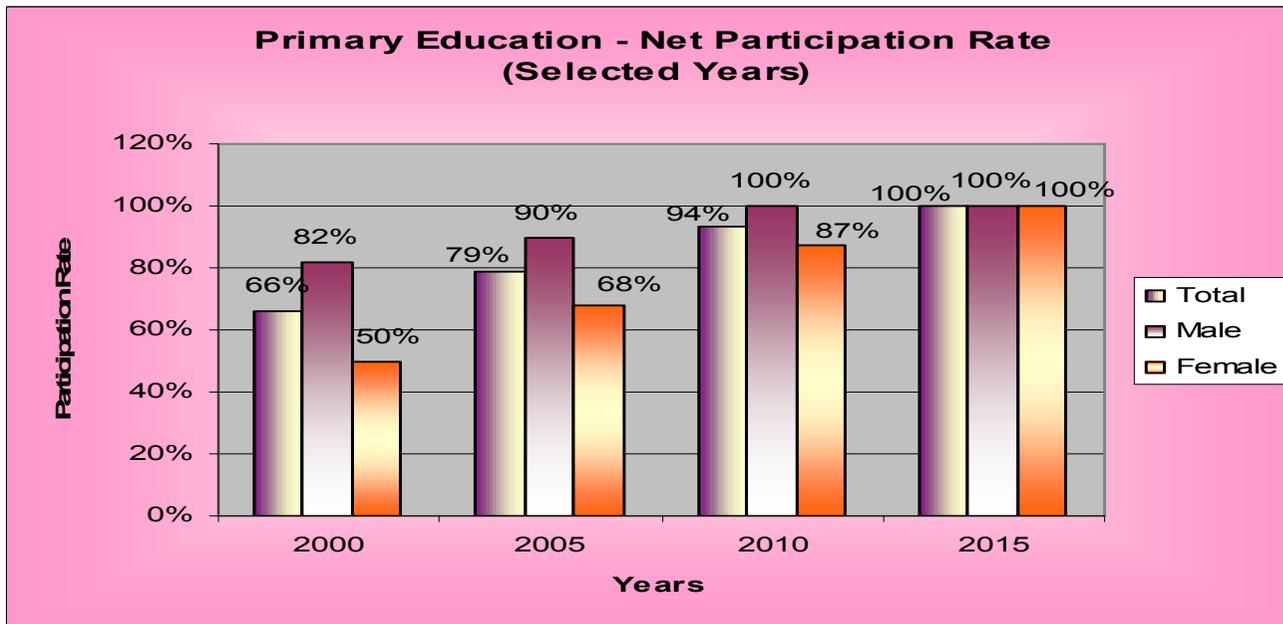
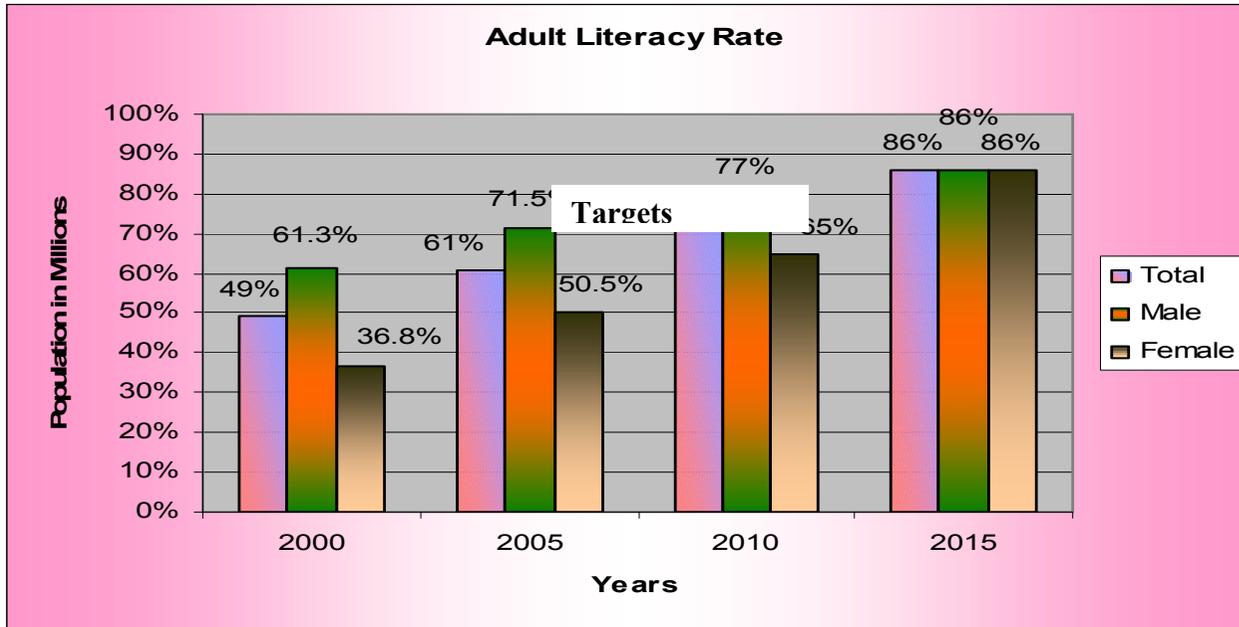
The major break through in adult literacy is possible through Universalization of Primary Education i.e. universal access/ enrolment, universal retention,; and universal achievement only. Realizing the importance of primary education number of measures and steps have been undertaken to achieve the target of UPE. One of these measures is enactment of Compulsory Primary Education Ordinances and Acts as given below:-

Primary Education Ordinances/Acts

- West Pakistan Ordinance No. XXIX of 1962 dated 5th June, 1962;
- Punjab Compulsory Primary Education Act, 1994;
- The N.W.F.P Compulsory Primary Education, Act 1996;
- Sindh Compulsory Primary Education Ordinance 2001
- ICT Compulsory Primary Education Ordinance 2002.

Compulsory Primary Education Ordinances/Acts (Salient Features)

- parents who are required under these Ordinances/Acts to cause a child to attend school fails to do so, will be given an opportunity of being heard by a committee, being constituted for the purpose and after such inquiries as it considers necessary may pass an order directing the parents to cause such child to attend a school from a date which shall be specified in the order;
- any parent who fails to comply with an order issued to the effect, on conviction by a Magistrate, be punishable with fine which may extend to five hundred rupees and with further fine which may extend to twenty rupees for every day after the conviction for which the failure continues.
- An employer of such a child who, after receiving due warning from the Committee, continues to employ a child shall on conviction by a Magistrate be punishable with fine which may extend to one thousand rupees and with a further fine which may extend to fifty rupees for every day after the conviction for which the non-attendance continues



Source: National Plan of Action on Education (2001-15)

3.2 PRIORITY GOALS FOR ALE

The priority goals for Adult Learning and Education are as follows:

a. **DAKAR GOALS**

- i. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- ii. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

b. **MILLENNIUM DEVELOPMENTS**

Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary.

Goal 3 Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.

c. **National Plan of Action on Education for All Goals.**

National Plan of Action on Education for All (2001-15) sets the following targets for Primary Education and Adult Literacy in the light of Dakar EFA Goals and MDGs.

▪ Universalization of Primary Education

- Male by 2010
- Female by 2015

3.3 Administrative Framework of Adult Literacy

Federal Level

a) **Policy and Planning.**

Policy and Planning of Education including Adult Literacy is included in the concurrent list in the constitution of Pakistan. As such the Ministries and Divisions involved in Policy and Planning of adult education and learning at national/federal level are as follows:

Federal Ministry of Education

Ministry of Education formulates, reviews and supervises implementation of adult education and learning policy in the country. Furthermore, in order to translate policy provisions into actions ministry also prepares the development plans. Such as National Plan of Action on Education For all (2001-2015), focusing adult literacy as one of the priority areas was prepared by Ministry of Education to implement the policy provisions of National Education Policy (1998-2010) as well as to achieve the above mentioned EFA and MD goals and targets. However, the provinces and districts can also prepare, implement and monitor literacy plans and programmes in line with national literacy policy.

Planning Commission/Planning Division.

At national level we have Planning Commission/ Planning Division for preparation of adult education and learning plans and programmes in consultation with federal Ministry of Education (Policy and Planning Wing and Projects Wing). Development Projects and schemes costing less than 40 million rupees (0.65 million US\$) are approved by the Ministry of Education. Whereas, the projects costing forty million or more than forty million rupees but less than 100 million rupees (1.6 million US\$) are approved by Planning Division. The projects/schemes costing more than 100 million rupees are cleared/ recommended by Planning Division and approved by Executive Committee to National Economic Council (ECNEC).

Ministry of Finance and Economic Affairs Division

All federal funded plans, programmes and schemes are provided with the budget/ funds by the Ministry of Finance. Whereas, the Economic Affairs Division (EAD) mobilizes the funds/ financial resources through the international development partners.

Provincial and Area level.

We have four provinces i.e. Punjab, Sindh, North West Frontier Province (NWFP) and Balochistan and three federating Units i.e. Federally Administered Tribal Area (FATA), Federally Administered Northern Area (FANA) and Islamabad Capital Territory (ICT). The Provinces and areas also plan and implement literacy programmes and projects at the respective level.

b. IMPLEMENTATION

The implementation of literacy and non-formal education programmes is carried out by the provincial education and literacy departments (the counter parts of Federal Ministry of Education). Planning of literacy programmes at provincial level is the responsibility of Planning and Development Departments (in case of Punjab, Punjab Planning Commission). The funds/budget for the Provincial literacy programmes are provided/ approved by the Provincial Finance Departments.

PROVINCIAL ADMINISTRATIVE/ MANAGEMENT STRUCTURE FOR LITERACY AND NON-FORMAL EDUCATION PROGRAMMES

Each Province has different administrative/ management structure for implementation of adult learning and literacy programmes which is as follows:

Punjab Province:

Punjab is the biggest province of the country with respect to population, having 56% population. It has 35 districts. Punjab is the only Province which has separate Literacy and Non-formal Education Department headed by Minister. The Chief Executive of literacy department is the Secretary Literacy and Non-formal Education. The other officers include additional Secretary, Deputy Secretaries, Deputy Directors and Assistant Directors etc etc. Executive District Officer (EDO) Literacy is the Chief Executive of literacy and non-formal education programmes at district level.

Sindh Province:

Literacy and non-formal education programmes are implemented in Sindh by the Education Department. For the purpose Sindh Province has set up Directorate of Literacy and Non-formal Education at Provincial level. Whereas, at district level they have District Literacy Officer (DO Literacy) except in one district i.e. district Karachi where they have EDO literacy.

NWFP Province:

Literacy programmes in NWFP are implemented by Education Department (Directorate of School and Literacy).. They have District Literacy Officers at district level who work under Executive District Officer (EDO) Education. However, the main implementor/ stakeholder of literacy programmes in NWFP is Elementary Education Foundation (EEF) set up and sponsored by NWFP Government.

Balochistan Province:

It is the largest province with respect to area (43%) of the country area. having 29 districts but only 5% population. The literacy and non-formal education programmes in Balochistan Province are implemented by Social Welfare Department. They have a separate directorate i.e. Directorate of Literacy and Non-formal Education at Provincial level which implements and coordinates literacy and non-formal education programmes. The department/ directorate has counter parts at district level.

FATA and FANA

In FATA and FANA literacy and Non-formal education programmes are implemented by Education Department.

Literacy and Non-formal Education Organizations/ Foundations

In addition to the above cited literacy departments we have some major organizations at national and provincial level who run the adult literacy and non-formal education programme. A brief overview of the said organizations is given below:

National Commission for Human Development (NCHD)

It is a national organization set up in 2002-2003 under the Cabinet Division. NCHD has been declared as lead organization in literacy. It has launched country wide programmes in adult literacy, primary education, health and social welfare. The main focus of NCHD is on promotion of adult literacy. NCHD has opened 122,000 adult literacy centers/classes in aggregate, since year 2003-04. Total enrolment of these literacy centers exceeds 2.44 million (at the rate of average 20 learners per center/per cycle). Presently, it has covered almost all 122 districts of the country. NCHD has its own administrative and management structure at national, provincial and district levels. It has planned to open more than two hundred thousand adult literacy centers in next five years. The second major programme of NCHD is universalization of primary education (UPE). Under this programme it has opened feeder schools (for grade i-iii), provided additional teacher, where needed in government schools and re-opened the government primary schools(if closed due to non-availability teachers) by giving a teacher on contract basis. Total feeder schools/feeder teachers NCHD opened/ provided are around 22,000. Besides that it increased the enrolment of government schools by launching a enrollment drive through out the country.. The major funding for NCHD come from the federal government. However, it also raises funds through donors, donations and ex-partriat Pakistanis. The policy decisions are made by Board of Directors. The chief executive of NCHD is the Chairman who enjoys the status of State Minister.

II. National Education Foundation (NEF)

NEF is also a national organization totally funded by the Government of Pakistan. It runs around 10,000 non-formal basic education (NFBE) schools re-named as Basic Education Community (BEC) schools. The total enrolment of these schools is more than 300,000. These schools teach primary education course in a condensed form to 5-14 year out of school children. NEF has recently set up its own administrative and management structure at national, provincial and some of the districts level. BEC schools are opened and run by NGOs under the supervision of NEF. Federal Government has recently launched a mega project of NEF to open 10,000 more BEC schools at a cost of 7 billion rupees (0.12 billion US\$) in next 4 years. BEC schools are opened mostly at the residence of teacher. Teacher is paid reasonable honoraria. The NEF has a Steering Committee and Board of Directors for policy decision.

IV Elementary Education Foundation (NWFP)

The Province of NWFP set up Elementary Education Foundation (NEF) in 2004 to promote adult literacy in the Province. The foundation has opened around 35,000 adult literacy centers in aggregate, under 7 different phases/ batches having an enrolment of around 700,000 adult learners. Presently, it is running 7500 adult literacy centers having an enrolment of more than 150,000. EEF has planned to open 50,000 literacy centers in next 5 years.

EEF has its own administrative and management structure at provincial and district levels. The chief executive of the foundation is Managing Director. The policy decisions are made by Board of Directors. It has sector directors and supervisions at sector/ district level to open, operate and monitor the literacy Centers.

The above administrative and management structure indicates that ALE in Pakistan is not centralized. Provinces and districts have their own system and structure to plan, implement, manage and monitor the adult literacy and non-formal education programmes. However, the main policy decision is taken at national level.

3.4 POLICY FRAMEWORK OF ADULT LEARNING AND EDUCATION

Review of Adult Literacy Policy Framework

UNLD guidelines state:

Historically, a commitment to adult literacy has always been a part of education policies in Pakistan. In the 1970's two major education policies i.e , those of 1972 and 1979, laid particular emphasis on adult literacy. In 1981, a Literacy and Mass Education Commission was established to promote literacy. In the mid-1980s, to provide incentives to literacy, a number of measures were proposed which were provided with a legal cover by the above cited Literacy Ordinance #XXVII of 1985, promulgated by the President of Pakistan. These measures as mentioned above, included a ban on issuing of passports, and driving and arms license to illiterate persons as well as a ban on their recruitment in federal cadres. The Ordinance was approved by the Parliament in 1987 but was never enforced as its date of enforcement was to be later decided by the Government, which never happened.

International Literacy Year (1990) provided an opportunity to renew the commitment for ensuring a full literate world. The two principal messages of the year were i). that literacy matters and it matters greatly; and (ii.) that the provision of education is , above all, a public responsibility but there is a role for everyone including the private sector, Non-Government Organizations (NGOs), Community Based Organizations (CBOs), and other allied organizations to ensure this basic human right. It was within this framework that National Education Policy, announced by the government in December 1992, pledged to achieve a literacy target of 50% by 1995 and 70% by 2002.”

LITERACY POLICY 1998-2010

The salient provisions regarding adult literacy under the current education policy (1998-2010) are as follows:

- The policy envisages democratization of education through the expansion of elementary education including formal and non-formal methods and expanded programmes of adult education, literacy and functional literacy programmes, as a basic requirement for economic development, modernization of social structure and for providing equal opportunity for all citizens.

- Pakistan's international commitment to double the rate of literacy by the year 2000 cannot be accomplished without achieving universal primary education (UPE). This will be achieved by complementing the formal primary school system with a strong non-formal basic education initiative.
- A massive Non-formal Basic Education Programme on a war footing will be launched to provide access economically and expeditiously to all the primary school age (5-9 years old) children who are at present out of school. The 10-14 years old adolescents and youth who have missed primary education will be given a second chance through a crash condensed course to enable them to complete primary education cycle in 2-3 year time.

Draft National Education Policy 2008

National Education Policy (1998-2010) is being reviewed/revised which is likely to be finalized by the mid of this year. The salient features of the draft policy provisions for literacy and non-formal education being actively considered are as follows:-

- i. Government shall develop and enforce minimum quality standards for organizations involved in literacy in the form of a youth and adult literacy certification and accreditation regime. The literacy providers shall be required to offer the literacy programmes according to the specific standards.
- ii. A system of certification shall be developed to mainstream the students in non-formal programs between the ages of 11 and 16 into public education system, and a system of equivalence shall be developed to permit such mainstreaming. In this regard a policy shall be framed within two years.
- iii. Linkages of non-formal education with industry and internship programs shall be developed to enhance economic benefits of participation.
- iv. Horizontal linkages between school and vocational/skills training centers shall be established.
- v. The children involved in various jobs or work shall be brought within the ambit of non-formal education system with schedules and timings that suit them.
- vi.
- vii. Arrangements shall be made to use school building for post-program initiatives. Regular follow-up shall be made a part of the literacy programs. Steps shall be taken to ensure that teachers for adult

- learners and non-formal education are properly trained. For this purpose a certification regime shall be introduced.
- viii. Special literacy skills programs shall target child laborers, boys and girls (14 to 17 years).
 - ix. Arrangements shall be made to use school buildings for adult literacy after school hours.
 - x. Government shall develop guidelines for post-programme initiatives. Regular follow-up shall be made a part of the literacy programs.
 - xi. Steps shall be taken to ensure that teachers for adult learners and non-formal education are properly trained.
 - xii. Community and private sector involvement in awareness programmes, content, design and availability of facilities, shall be mobilized.

Critical Analysis of Adult Literacy Policy

Adult Literacy had been neglected area particularly with respect to policy and financing. No clear cut policy could be adopted for promotion of adult literacy and non-formal education. Policy makers could not be convinced about the importance and significant of adult literacy. First time in the current National Education Policy (1998-2010) some modest policy provisions were included for promotion of adult literacy and non-formal education.

Implementation of the said policy provisions is also very slow due to number of factors. The major factors, inter-alia, include scarcity of funds, lack of effective implementation and monitoring capacity and mistrust between GO and NGOs.

Main development Challenges

Following are the main issues and challenges in adult literacy and non-formal education:

- There is no separate budget allocation for adult literacy, of the total expenditures on education, almost 43% is spent on primary education, 24% on secondary, and 23% on higher education. The remaining 10% is spent on other, which includes adult literacy, NFBE, teachers training, madrassahs reform, etc. The low

level of utilization of available budget is an area of concern because of non-availability of technical staff, delays in release of funds, late submission of proposals/reports and lack of full time project staff.

- There is an absence of a strong coordination, organizational structure and institutional mechanism for literacy/NFBE with the results that interaction among the principal actors remained weak.
- The professional base of adult literacy initiatives remained under developed due to lack of training of teachers/facilitators; lack of formalized curriculum (curriculum has been developed and formally launched by the MoE); and non-existence of effective research in the field of literacy and continuing education.
- Lack of community, civil society participation and donor support; irrelevance of literacy programmes and non-availability of teaching learning material on literacy/post literacy are some other challenges. Local language is being ignored or not even taught to learn basic literacy and numeracy skill which hinders participation of people in literacy programmes.
- The link between basic and post literacy is missing in existing literacy programmes, which resulted in an ad hoc situation on the part of learners and teachers. The demand of basic literacy need to be equipped with functional and skill based post literacy programmes, that may support learners/teachers to go beyond reading, writing and numeracy towards achieving income generating skills and sustainable improvement in their lives. Otherwise one time short duration literacy programmes will not have a lasting impact on the learners.
- Organizations working in the field of adult literacy focus mainly on quantitative objectives, paying less attention to the quality and sustainability of the programmes.
- Public private partnership is also a missing link in literacy/NFBE programmes, it needs to be streamlined through proper facilitation and coordination.
- Absence of equivalency and certification of literacy programmes including synergies between formal and non-formal education system.
- Political instability and insecurity in the country in the past years also curtails the timely completion of the programmes.
- There is scarcity of educationists who possess adequate knowledge of adult literacy and NFBE. Hence there is a limited choice of resource persons required for the development of literacy material, conducting training workshops, and for any field survey or research work etc.

Adult Literacy goals and targets in view of the development challenges.

Ministry of Education developed National Plan of Action on Education For All (2001-15). The adult literacy is one of the priority area of EFA plan. In view of the above cited development challenges, the goals and targets were re-defined and the priorities reshuffled as follows:

The following inputs were proposed to enhance the literacy rate and eradicate the illiteracy under 15-year EFA adult literacy plan prepared in the year 2001:

- i. EFA Plan has set the target of 86% adult literacy rate both male and female by 2015.
- ii. Opening of literacy centers is one of the major programmes proposed to eradicate illiteracy in Education Sectors Reforms (2001-05). A total number of 270000 literacy centers, 45,000 during the first year (2002-03), 90,000 during the second year (2003-04) and 135,000 during the third year (2004-05) planned to be opened. Each centre would complete 2 cycles of 6 months duration in a year, with an objective to impart general literacy (basic skills of literacy) to the adult population of the catchment area. After completing one or two cycles around 2/3 of the centers would be either closed or shifted to other places where there is need for literacy center. Whereas, 1/3 of the centers would be converted/upgraded to functional literacy/trade/skill development centers. The targets of ESR in Elementary Education and Literacy have been integrated/incorporated in the EFA National Plan of Action (NPA). On the average, 100,000 literacy centers would continue to be opened every year in the public sector, till the completion of the plan, so as to literate the backlog of illiterate population.
- iii. Under the National Plan of Action (NPA) 10,000-15,000 Non-formal Basic Education (NFBE) Schools will be opened every year. Education Sector Reforms (ESR) envisages

opening of 30,000 NFBE Schools during 2001-05. These targets of ESR have also been incorporated in the Plan.

1.1 Financing of Adult Learning and Education

Financial Resources- Public Sector (Rs. Million):

Financial resources/budget required for Adult literacy is as follows:

Adult Literacy	Phase – I (2001-02 to 2005-06)	Phase – II (2006-07 to 2010-11)	Phase – III (2011-12 to 2015-16)
b) Adult Literacy			
Developing	16,582	16,775	17,811
Recurring	36,857	41,246	50,705
Total	53,439	58,021	68,516

Source: National Plan of Action on EFA.

Allocations to Adult Literacy, Non-Formal and Mass Education

Five Year (FY) Plans	Total Allocation to Education (Rs.m)	Allocations to Literacy and Mass Education (Rs.m)	Literacy Allocation as % of education Allocation	Actual Expenditure (Rs.m)	Percentage of Actual Expenditure on Literacy to Total Literacy Allocation
Ist to 5 th FY Plan (1955-83)	15,578	--	--	--	--
6 th FY Plan (1983-88)	18,830	750	4.0%	724	96.53% (0.038%)
7 th FY Plan (1988-1993)	22,685	300	1.32%	510	170.10% (0.020%)
8 th FY Plan (1993-98)	20,233	1.75	8.60%	409	23.34% (0.02%)
9 th FY Plan (1998-2003)	133,500	1	0.74%	--	--

Source: Guidelines for the Strategic Framework of Action for the United Nations Literacy Decade (2003-2012) in Pakistan.

Education Sector Reforms (ESR) Programme

ESR a 5 year (2001-05) federal funded programme was launched by the Federal Ministry of Education in 2001. It has seven thrust areas Adult Literacy is one of these seven thrust areas. As per need of the literacy sector 8.3 billion rupees (138 million US\$) were planned to be allocated to raise the literacy rate from 49% to 60% in 5 years. The programme has been extended to further five years till 2010.

Actual allocation against the planned/ targeted 8.3 billion rupees during the year 2001-02 to 2005-06

was only 630 million rupees which is only 7.6% of planned allocations. The province-wise and year-wise details of adult literacy allocations under ESR are given below:

**Province-wise and Year-wise Adult Literacy Budget Allocation under ESR
Programme(2001-02 – 2006-07)**

Rs.in Million									
S/No	Areas	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Total	Utilization
1	Punjab	93.76	60.439	46.458	46.458	46.458	0.000	293.573	Overall utilization of ESR Literacy budget as reported by the Provinces is 72%
2	Sindh	37.71	24.986	19.206	19.206	19.206	0.000	120.314	
3	NWFP	30.94	20.419	15.696	15.696	15.696	0.000	98.447	
4	Balochistan	17.59	11.24	8.64	8.64	8.64	0.000	54.750	
5	FATA	6.0	5.334	4.10	4.1	4.10	0.000	23.634	
6	AJK	2.0	4.944	3.80	3.8	3.80	3.810	22.154	
7	FANA	4.0	1.431	1.10	1.1	1.10	1.100	9.831	
8	ICT	8.0	1.301	1.00	1.0	0.0	0.600	11.901	
	Total	200.0	130.094	100.0	100.0	99.0	5.510	634.604	

Source: ESR Unit Ministry of Education

Critical Analysis

Financing of Adult Learning and Education

In Pakistan, adult literacy has never been a matter of high priority. Due to insufficient political will, financial allocations have remained severely inadequate. While allocations for education in the past all along have been very low, never exceeding 2.5% of GDP, in the initial three five-year plans adult literacy was not provided any allocation at all. During the 1970-78 Non-Plan period, literacy received Rs.0.5 million. During the 6th Plan, literacy allocations were 4% of the education budget but this reduced to 1% during the next plan. Highest allocations (8.6%) to literacy were recorded during the 8th Plan but the 9th plan earmarked only 1% of the education allocations to literacy. For non-formal out-of-school children, funds were provided in the late 1980s and in the 1990s but the number of schools has more or less remained the same i.e., around 10,000, despite the initial plan to increase them ten-fold.

However, it is encouraging that after year 2000 (Post Dakkar Period) adult literacy and non-formal basic education got some funds/budget under national and Provincial Annual Development Programmes (ADPs). Furthermore, the allocation for both the above mentioned areas is on increased in every subsequent year . Despite that the gap is still more than 80%.

2.1 Quality of Adult Learning and Education Provision (Programmes and Projects)

Following is a brief overview of adult literacy programmes and projects launched by different organizations and departments since 1997.

S.#	Programme name and brief description	Provider	Area of Learning	Target Groups	Programme cost	Funding source
		a	B	C	D	e
1	<p>Crash Literacy Programme. In 1998-99 a crash literacy programme was launched in rural area of district Islamabad and some selected districts of Punjab Province. Under this programme adult literacy classes/centers were started in the government schools in the evening as per details given below:</p> <p>Federal area 87 centers opened and 1500 people made literate</p> <p>Punjab Province 1668 centers opened and 50,000 adult modalities</p>	<p>Federal Government in case of Islamabad district(federal) programme</p> <p>Punjab Government in case of Punjab Programme</p>	General competencies(reading, writing and numeracy)	15+ age group illiterate adults	Around 25 million rupees	Special grant by the Federal Government and Punjab Government
2	<p>“Adult Literacy Campaign” Under Education Sector Reforms Programme. The main component of the programme is opening of 270,000 adult literacy center from 2001-05 to increase the adult literacy rate from 49% to 60%. Around 7000 adult literacy centers have been opened under this programme since 2001-02. The duration of the literacy cycle is 6 months.</p>	Federal Government (Public Sector)	Reading, Writing and Numeracy	15+ age group (main focus was rural women) more than 80% centers opened for female.	<p>Planned allocation =8300 million Rs</p> <p>Actual allocation/release = 629 million Rs (from 2001-06)</p>	Annual Development Programme ADP of the Federal Government. The actual allocation was released to the provinces.
3	<p>“Adult Literacy Programme” launched by National Commission for Human Development (NCHD) since 2003-04 a on going programme) under this programme a cumulative number of 122,000 adult</p>	The NCHD programmes are launched under public Private	General competencies (reading, writing and numeracy)	15+ age group adult illiterates particularly rural women	Per year programme cost is around 800 million rupees (13 million US \$)	80% funds are provided by the Federal Government as grant.

	literacy center completed their 105 days literacy cycle making around 1.8 adults of 15+ age group literate. The commission is planning to open 200,000 centers in next five years. It is one of the major programme ever launched in Pakistan	Partnership scheme				20% funds are raised through donations from Private sector, international development partners and ex-patriate Pakistanis.
4	“Literacy or All Programme” launched by Elementary Education Foundation NWFP. The programme was started in 2003-04 in almost all the districts of NWFP. So far it has completed 35000 centers (6 months literacy courses) in aggregate, in a phased manner/ Presently, it is running 7500 literacy centers with an enrolment of 150,000. The main focus of the programme is basic literacy and functional literacy. EEF literacy programme is an effective and successful programme. The monitoring of the programme is regular and effective.	Public Sector Programme	Reading, writing and numeracy as well as functional literacy skills	15+ age group adults especially female	Annual estimated cost is around 150 million rupees (2.3 million US\$)	Grant by the NWFP Government
5	Education Sector Reform Assistance (ESRA) Literacy programme. The programme was launched in 2003 in the provinces of Sindh and Balochistan with the assistance of USAID. Under this programme around 3000 adult literacy centers were opened in 10 selected districts of Sindh and Balochistan (5 districts of Sindh and 5 Balochistan). Around 300 centers were opened in each district. In addition to that literacy curriculum guidelines were also developed under this programme which was very helpful in developing the National Literacy Curricula.	USAID assistance (Grant)	Basic literacy (reading, writing and numeracy skills as well as functional literacy skills	15+ age group adult illiterates	Data not available	USAID
6	Literacy and Primary Education (UJALA) Project. 2000 ALCs, opened 3 Training Cycles completed. Focus on Rural Women in Punjab	Public Sector Programme	General competencies (reading, writing and numeracy skills	15+ age group rural women	115.84 Rs. Million	Punjab Government Annual Development Programme
7	Literacy and Vocational Education Centers (3224) for Women in Rural Areas of Punjab Province	Public Sector Programme	Basic literacy skills plus income generating skills	15+ age group rural women	93.76 Rs. million	Punjab Government Annual Development Programme

8	100% Literacy in 4 Model Districts M.B.Din, Khushab, Khanewal and DG Khan	Public Sector Programme	Basic literacy skills(reading writing and numeracy)	15+ age group adults	981 Rs million	Punjab Government Annual Development Programme
9	Crash Literacy Programme for Women in 10 Districts of Southern Punjab-Lodhran, R.Y. Khan, Rajanpur, Bahawalpur, Bahawalnagar, Layyah, Muzaffargarh, Multan, Vehari and Bhakkar	Public Sector Programme	Reading, writing and numeracy skills	15+ age group rural women	93 Rs million	Punjab Government Annual Development Programme
10	Literate Punjab Programme , 100% literacy in 10 Union Councils of each of 31 Districts of Punjab	Public Sector Programme	Reading, writing and numeracy	15+ age group illiterate adults	993 Rs million	Punjab Government Annual Development Programme
11	Establishment of Provincial Literacy Management Information System (LITMIS) Unit	Public Sector Programme in collaboration with JICA	Literacy data base creation	Not applicable	35.8 Rs million	Punjab Government Annual Development Programme Plus JICA.
12	Post Literacy and Continuing Education Programme -5 Centers for Matriculation Pilot Project in Faisalabad	Public Sector Programme	Primary, middle and secondary formal course in condensed manner completed in 2 years	15-25 years out of school boys and girls	7 Rs million	Punjab Government Annual Development Programme
13	Establishment of provincial and District Literacy and Non-formal Basic Education Resource Centers (LNRC)	Public Sector Programme	Not applicable	Not applicable	420 Rs million	Punjab Government Annual Development Programme
14	Literacy Initiative for Empowerment (LIFE) programme. The UNESCO sponsored project "Capacity Building for Improving the Quality and Scope of Literacy Programmes in Pakistan", implemented by the Ministry of Education (MOE), aims to improve the national capacity to implement literacy programmes, focusing on poverty reduction and women's empowerment. The project was launched by the MoE under its "Literacy Initiative for Empowerment" (LIFE) in 2006. A number of key literacy organizations, from both the government and the private sector are taking	M/o Education in collaboration with UNESCO	Basic literacy Functional literacy Income generating skills, Training and Innovative pilot activities such as Community Learning Centers (CLC).	15+ age group adults	0.98 million US dollars	UNESCO

	active part in its implementation. The main components of the project are (i) capacity building of non-formal education (NEF) personnel; (ii) materials and curriculum development; and (iii) piloting community learning centres.					
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Private Sector/ NGO Programmes.

Non-government organizations have been actively involved in the promotion of literacy and adult education since 1990. In 1992, the NGOs were involved in the project namely "Eradication of illiteracy from the Selected Areas of Pakistan". Since then, the non-government organizations have been playing an increasingly important role in literacy and non-formal education. The province wise details of NGO programmes are as follows:-

Punjab:

Several NGOs are operating in Punjab to promote the cause of literacy. A brief account of activities of some of them is given below:

The Bunyad Literacy Council: The Bunyad Council is one of the prominent NGOs in the private sector which has completed a number of projects in literacy with the assistance of national and international organizations operating in Pakistan. It has contributed to a number of literacy-related projects including women empowerment, child labour and environmental protection. It is also running Community Learning Center in Punjab on pilot basis. The NGO was given UNESCO award in reorganization of its contribution and services for literacy.

PACADE: PACADE (Pakistan Association for Continuing and Adult Education) has been particularly keen to highlight and propagate the cause of Female literacy. One of PACADE's major objectives in running Adult Female Literacy Centers has been to test appropriate methodologies and based on its ten years experience it has developed a methodology. Its Female Literacy Centers are based in villages near Lahore. It has made more than 5000 women literate.

PACADE have held a number of conferences, seminars and workshops for the promotion of adult continuing education, functional literacy, community involvement, monitoring and post-literacy material. It has acted as a pressure group with the central and provincial governments and NGOs for launching of National Adult Literacy programs and related matters.

SINDH

i. Sindh Education Foundation: Sindh Education Foundation was established in 1992 as a semi-autonomous organization to undertake educational initiatives in the disadvantaged areas of Sindh. Its main focus is on empowering the disadvantaged communities towards social change by creating and facilitating new approaches to learning and education. The SEF's initial activities began with the provision of grants and loans to educational institutes and organizations. However, the SEF now provides communities with direct access to educational facilities by opening schools/centres. The current projects not only provide education, but also mobilize communities to meet their educational and developmental needs. Furthermore the Foundation also undertakes research initiatives, both qualitative and quantitative, to study the impact of its programs and identify improved systems for community enhancement.

ii. HANDS: HANDS (Health And Nutrition Development Society) is a non-profitable registered organization working since 1979 with a mission to improve primary and secondary health facilities, quality of education and to alleviate poverty through capacity building. HANDS is intervening in public and private sectors and is benefiting

more than 2 million population of 5000 villages in districts of Hyderabad, Sanghar, Badin, Thatta and Bin Qasim Town, Karachi. HANDS Education and Literacy Promotion Program improves the literacy status of poor, marginalized children and adults through formal and non formal education both in private and public sectors. Its beneficiaries, inter alia, included the adults of 15-35 years both male and female learners, 5-12 years girls of Government Primary Schools, adolescents of class VIII of Government Secondary Schools (boys & girls) and 3-8 year old boys & girls of Government Primary Schools in all targeted districts. The program overall benefited 49,655 people of the rural communities. HANDS also developed curricula for Early Childhood Education classes, adolescents and adult learners. Teachers' guide 'Ustadan-Jo-Rehbar' was developed for Adult Literacy Program. Learning material for ECE classes such as Taleeme Basta, pocket dictionary, stationeries, health message posters, growth cards were developed and provided to ECE classes.

iii. Labour Education Foundation: Labour Education Foundation (LEF), originally registered in 1993 as Education Foundation was renamed as LEF in 2004. It has been running 10 adult literacy centers (1997-2000) for trade unions members with financial help of Swedish Teachers' Union, Local Branch Gothenburg for 1,000 learners. In extension of the project eight centers (2001-2004) were run in Lahore for 600 learners. Further expanding the adult literacy program, 10 centers were set up in the Sindh province in 2002, and now there are 16 centers operating in Sindh and Balochistan for over 400 learners.

Khwendo Kor (Sisters' Home): Established in 1993, Khwendo Kor is a non profit, non-government and non-partisan organization striving for the development of women and children. KK is a pushto word meaning Sister's Home. KK started its work with one donor and one village of district Peshawar; today it is working in 113 villages of NWFP

(Peshawar, Khyber Agency, Karak, Bannu FR Bannu, Dir, Bajur, Manshera and Battagram). Presently it has five regional offices in Peshawar, Karak, Bannu, Dir and Abbottabad with a programme coordinating unit at Peshawar.

Some of the major achievements of KK include the following:

- provision of quality education to 11652 Girls and 1800 Boys in 228 Community Based Schools;
- imparting literacy to 778 female from 41 adult literacy centers;
- developing MIS on education and health;
- training of 344 Traditional Birth Attendants (TBAs);
- capacity building of 696 women in enterprise development, livestock management and technical skill training;
- establishing 67 home-based nurseries by females and males;
- setting up seven community based learning centers attended by 136 working girls and 68 working boys;
- gender sensitization to 454 Male and 102 Female;
- imparting Legal Literacy to 33 Males and 97 Females.

ii. Sarhad Rural Support Programme: Sarhad Rural Support Programme based in Peshawar is a non-profit, non-governmental organisation of NWFP, working in the field of education, health and rural development. It was established in December 1989 on the lines of Agha Khan Rural Support Programme. The concept was to carry out rural development in the NWFP through community participation by forming village organizations at the grass root level.

SRSP initiated its education programme in December 1995 by establishing adult literacy centers on a pilot basis in Charssada district. So far, the SRSP has established 111 community based schools in districts of Kohat, Mansehra, Chitral, Abbottabad, Peshawar and Upper Dir with the assistance of UNICEF and Learning For Life (UK based Organization) benefiting 6647, where gender comparison stands at 70 per cent. SRSP has developed a cadre of trained

teachers; more than 400 teachers have been trained in teaching methodologies and subject-specific training and about 127 teachers have been recruited in community based schools of SRSP.

Balochistan

i. Society for Community Support for Primary Education in Balochistan: SCSPEB has to its credit a long list of programmes and projects, mainly focussing on education in the far-flung areas of Balochistan. Its programmes are wonderful examples of Public-Private Partnerships where Government of Balochistan has handed over major components of education to the SCSPEB, whereas the Society seeks funds from Government and the donor agencies for carrying out this very important task. The Community Support Process is a means by which the Government and communities assisted by NGO, develop a partnership (formal) through which girls' schools are established and effectively operated in the rural and far flung areas of Balochistan. The objective is to promote and sustain primary girls schools through community participation.

Some other prominent NGOs working for promotion of adult literacy and non-formal education are: ABES, Khoj, HEAL, IPDC , BAN BAILY, Plan International and many others.

Critical Review of Adult Literacy Programmes and Projects

Strengths: Adult Literacy programmes and projects launched since 1998 considerably contributed towards promotion of literacy and eradication of illiteracy in the country. The impact and effectiveness of these programmes and projects is evident from the net increase in adult literacy rate since 1998. The net increase has improved from 1% to 1.5% per annum during post CONFINTEA-V period. Secondly, these projects helped in creating awareness about the importance of literacy and non-formal education and mobilizing communities. Thirdly, very useful teaching-learning and supplementary reading material has been developed under the above

programmes and projects which may be used in future programmes as well. Fourthly, literacy and primary education data base has been created in some of the provinces. Fifthly, GOs and NGOs worked together in running the adult literacy centers and Non-formal Basic Education Schools. It helped in promoting public private partnership which is important to make a break through in literacy.

Weaknesses:

The literacy programmes though helped to promote literacy to some extent yet could not produce desired results. Today more than 50 million people in Pakistan are illiterate. The literacy rate is hardly 55%. Amongst rural females it is as low as 14%. Secondly, the quality of literacy programmes has been criticized as not satisfactory. The knowledge and skills imparted in literacy centers are not fully relevant to the needs of the learner. Thirdly, the assessment/ evaluation studies indicate that majority of the learners are not performing well in writing skill. Fourthly, the literacy programmes also suffer due to scarcity of funds low implementation capacity and ineffective monitoring and evaluation system. Besides that, lack of community mobilization and participation is also one of the main factors of low performance and achievement. Overall on 70,000 adult literacy could not be opened against the target of 270000 during the first phase of the National EFA Plan which is only one fourth (25%) of the target. Similarly, only 10,000 NFBE Schools could be opened against the target of 82,000.

2.1.3 Linkages between formal and non-formal approaches.

Non-formal programme in Pakistan has two different approaches. One of them is adult literacy approach and the other is non-formal basic/ primary education approach. So far as the adult literacy approach is concerned presently there is no linkage between formal and non-formal. However, the literacy curricula recently developed envisages linkage between both the said approaches by introducing level I,II and III in adult literacy and mainstreaming the literacy programme graduates level III to formal education (grade v) if other requirements are full filled.

The students of non-formal basis education (NFBE) schools are taught formal primary education course. At the end of grade V formal system conduct exam and those who qualify are awarded with primary pass certificate.

Those who are interested to continue their education are given admission in formal schools (grade VI). Secondly, in most of the cases formal system teacher/master trainers give training to non-formal education teachers. Even in development of teaching learning material the services and competencies of formal education teachers are often utilized.

2.1.3 Certification and National award.

As described above, in case of non-formal basic education primary pass certificate is awarded, but in case of adult literacy often there is no certification. There is no such incentive of national award for either of the above mentioned two programmes/ approaches.

4. Participation in ALE.

4.1 Statistical data on Adult Literacy Rate

The data/ information regarding percentage of population participating in an adult education activity, the motivation and profile of target group/ learners is not available. It needs to conduct research study and detailed survey to collect the above mentioned information. However, we have the adult literacy rates determined through surveys conducted by the Federal Bureau of Statistics in collaboration with World Bank.

The adult literacy rates at present and the difference compared to previous surveys are as follows:

Increase in Male/ Female Adult Literacy Rate since 1997-98

Areas/Gender	1997-98	2006-07	Increase % in 10 Years	Per year increase
Urban	62.6%	72%	9.4%	.94%
Rural	33.2%	45%	11.8%	1.18%
Male	54.8	67%	13.2%	1.32%
Female	32.0	42%	10%	1%

Total	43.9	55%	11%	1.1%
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- Source:
- i. Economic Survey 1997-98
 - ii. PSLM Survey 2006-07

The above data shows that overall increase in ten years is only 11% i.e. 1.1% increase per year. It is to be pointed out that the same (1.1 % per annum) was increase between inter census period of 1981 to 1998. According to 1981 Census the literacy rate was 26.2% whereas, as per census of 1998 the literacy rate increased to 44% i.e. 19% increase in 17 years. No considerable increase could be possible in rural female literacy rates.

4.2 Pakistan's illiterates (who excluded are)

The illiterates of Pakistan, their characteristics and reasons/factors responsible for their illiteracy, interalia, include as follows:

i. Rural People:

According to 1998 Census, two third (67%) population of Pakistan lives in rural areas. Some of the rural areas of the country especially remote rural areas lack basic facilities of life such as roads, education and health facilities etc. Besides, having a feudal set-up, usually rural population is not encouraged to receive education. Awareness campaigns are lacking, hence illiteracy. Resultantly, literacy rate in these areas especially of rural females is very low. Literacy rate among rural females of Balochistan and FATA is less than 10%.

ii. Poor and Disadvantaged People:

Illiteracy rate amongst poor people is very high. At present 35% population in Pakistan lives below the poverty line. In rural areas it even ranges between 45-50%. Besides, because of low income, they are more interested in supplementing their family income than sending children to school. Besides, the requisite higher focus on deprived population is lacking. Poverty and high opportunity cost inhibit access to literacy and education. Hence, most of them are illiterate. Slum dwellers and inhabitants of Katchi Abadies in urban areas; people working on agricultural farms i.e. tillers of land; and household workers etc are the people who are poor and illiterate.

iii. Ethnic Minorities:

Illiteracy is high among ethnic minorities due to lack of access to educational facilities and services, as well as, due to their peculiar customs, traditions and taboos.

iv. Nomads and Refugees:

Another segment of population, mostly illiterate, is nomads and refugees. Scarcity of resources, non-availability of literacy centers and educational institutions; temporary settlements and lack of awareness regarding worth and value of education and literacy are the factors that exclude these people from literacy.

v. Handicaps and People with Special Needs:

Most of the handicaps and people with special needs in Pakistan are illiterate, due to non-availability of literacy centers and educational institutions specially required for them. Besides, there are only a few organized efforts on the part of the public sector to provide special schools for such children both because of higher cost and skeptical return.

vi. Girls and Women:

Literacy rate is low among girls and women in Pakistan. Female literacy rate is 42% against 68% male. Similarly, girls participation rate at all levels i.e. primary, secondary and tertiary level is very low. Hardly 1/3rd of present educational facilities and services i.e. institutions and teachers are for girls. Besides, some social norms, institutions and traditions deny access to girls and females. Hence, higher rate of illiteracy among girls and women.

vii. Street Children and Child Labour

viii. Tribal population

ix. Tillers of and under feudal system

x. House hold workers/employees

4.3 Measures undertaken to Mobilize learners.

In Pakistan no special measures have been undertaken to mobilize learners except the following:

- i. Literacy campaign is launched by celebrating the international literacy day, organizing literacy walks, creating awareness through electronic and print media, organizing literacy camps, and publishing articles and special supplements on literacy.
- ii. Non-formal education is free of cost.
- iii. In some selected areas such as Balochistan Province adult literacy learners had been given cash incentives to mobilize the learners so as to increase the enrolment and retain the learners.

4.4 Specific adult literacy groups.

Adult Literacy programmes in Pakistan mainly focus on illiterate rural women. The top priority age group is 15-24 years followed by 25-44 year as second priority age group whereas under non-formal basic education programme the first priority is assigned to both male and female adolescents of 9-14 year age group especially those who are out of school.

4.5 Participation benchmarks

As per Education for All National Plan of Action adult literacy rate targets have been articulated/ set for each year right from year 2001 to 2015. Targets are set both for males and females separately. The total literacy rate for the benchmark year (2000) of the literacy plan was 49% (male 61.3% female 36.8%), whereas, the literacy rate target for the first, second and third phase of the plan is 61% - 71%, and 86% respectively.

4.6. Monitoring and Evaluating Programmes and Assessing Learning outcomes.

In Pakistan there is no system or standardized approach to assess the learning outcome of adult learning neither at national, nor regional nor local level. Each programme assesses the achievement of learners through its own strategy and approach for certification purposes.

Literacy rate is never calculated/ ascertained through any achievement testing. Presently, Ministry of Education is developing the literacy learners achievement/ assessment tools. Once the tools are developed it may be followed by the achievement testing.

However, the programmes are monitored regularly by the implementing agency / department. Brief overview of monitoring system and mechanism of different literacy and non-formal education organizations/ agencies in Pakistan is as follows:

5. Monitoring and Assessment System/ Mechanism

5.1. Adult Literacy

The following are three major implementor of adult literacy programmes in Pakistan:

- i. National Commission for Human Development
- ii. Punjab Literacy and Non-formal Education Department.
- iii. Elementary Education Foundation NWFP.

The monitoring and evaluation system of each of the above Organizations/Department is as follows:-

I. National Commission for Human Development

Federal/ National level:

National Commission for Human Development has a full-fledged Monitoring and Evaluation Unit for monitoring and evaluation of all the programmes of NCHD including Literacy and UPE. At national level NCHD has National Programme Coordinator for adult literacy programme. Under the National Programme Coordinator they have five programme managers. Under the National Programme Coordinator they have five programme managers. NCHD has developed Literacy Management and information System (LITMIS). NCHD has been awarded “The UNESCO international Reading Association Literacy Prize 2006”.

Provincial Level:

At provincial level NCHD has Provincial Operational Director for different programmes including adult literacy.

District Level:

At district level they have District General Manager who coordinates all progrmmes including Literacy and Universalization of Primary Education. Under him works District Literacy Officer (DLO). One of the main functions of DLO is monitoring and evaluation of literacy programmes in the district. Under the DLO they have Literacy Coordinator for

forty adult literacy centers. Literacy Coordinator opens, operates and monitors the literacy centers through Local Area Supervisor (LAS). Each LAS supervises ten adult literacy centers. LAS has to visit each adult literacy center at least once in a week (two centers daily) and submits weekly monitoring report to the literacy coordinator who onward reports to DLO. LAS not only monitors but also assesses the learning achievement and provides professional guidance. A copy of monitoring tool of NCHD is enclosed at (**Annexure-V**)

Third Party Evaluation

Shell Pakistan LTD conducted third party evaluation/validation of NCHD programmes in September 2005. The findings of the evaluation survey/study are as follows:-

- **Baseline Data:** 94.6 percent data reported for baseline census was found correct. Province-wise analysis indicates that 100 percent data collected in the three districts of NWFP was found correct, followed by 95.5 percent in Punjab, 92.3 percent in Sindh and 90.1 percent in Balochistan
- **Learners Assessment enrolled in Literacy Centers:** 84.8 percent of the responses of learners enrolled in Literacy Centers were found to be correct. Province wise analysis indicates that 93.4 percent of the learners responded correctly in Punjab, followed by NWFP were 85.7 percent learners give correct answers whereas both in Sindh and Balochistan, 80 percent learners whereas responded correctly.
- Adult Literacy Project is successful in enhancing female literacy as well as gender empowerment

II. PUNJAB LITERACY AND NON-FORMAL EDUCATION DEPARTMENT.

Punjab Province has a separate department for literacy and non-formal education headed by Minister. At provincial level they have Deputy Secretary literacy and non-formal education for monitoring/evaluation, capacity building and programmes etc. At district level they have Executive District Officer Literacy (EDO Literacy) for implementation of literacy and non-formal education programmes as well as monitoring and evaluation.

The literacy centers and non-formal basic education (NFBE) schools in Punjab are opened and run by the NGOs under the supervision of EDO literacy. The NGOs hire the services of literacy and NFBE teachers and supervise and monitor the functioning of center/ school. Literacy department pays to NGO monitoring cost at the rate of Rs.200/-per center/ per month for literacy center and Rs.500/- for NFBE school.

III. ELEMENTARY EDUCATION FOUNDATION (EEF) NWFP.

Elementary Education Foundation NWFP has opened around 8000 adult literacy centers throughout the province. They have very effective monitoring and evaluation system of literacy centers. They have divided the whole province into 15 sectors. A sector is comprised of two small or one large district. Under the Sector Director EEF has supervisors. EEF effectively uses information and communication technology especially mobile in supervision and monitoring of adult literacy centers.

IV. NATIONAL EDUCATION FOUNDATION (NEF)

National Education Foundation (NEF) is operating 10186 Basic Education Community (BEC) Schools in all the provinces and areas of the country. These schools are opened, run, supervised and monitored by the NGOs. However, NEF has its own monitoring and evaluation system as well. It has field Officers (one for each Province) who monitors the functioning of BEC schools as well as evaluate and assess the students achievement.

5.2 Adult educators/facilitators status and training.

In total around 70,000 adult literacy centers and 10,186 non-formal basic education schools are functioning in the country. Almost all these centers and schools were opened after 1997 (CONFINTEA V).

5.3. Educational Qualification/Training required for literacy and non-formal education teachers.

Both for adult literacy teacher and Non-formal Basic Education Teacher the minimum academic qualification required is Matric (10 Years Schooling). However the remote rural areas where Matric pass teacher is not available the basic qualification may be reduced to middle (grade VIII) level. Adult literacy teachers are provided 1-2 week short term pre-service training before they start teaching. Whereas non-formal basic education school teachers are provided with 3-4 week pre-service training. Since, adult literacy centers are opened for only 4-6 months and for new literacy centers new teachers are recruited. Hence, there is no concept of in-service training for adult literacy teachers.

Whereas Non-formal basic education school teachers are recruited for at least 5 or more than 5 years. Hence they are often given short term in service training as well.

5.4 Adult Education as a specific Profession.

In Pakistan adult education is not considered as a specific profession. Therefore there are very few higher education institutions which provide such qualification. However, there are a few universities such as Allama Iqbal Open University (AIOU) Islamabad, Islamia University Bahawalpur and International Islamic University Islamabad who have recently initiated degree level courses in non-formal education.

5.5 Proportion of Adult Educators in relation to overall teaching personnel.

We have a teaching force of more than one million teachers in formal sector education, both public and private sector, out of these 443,000 are teaching at primary (i-v) level, 310753 at middle (vi-viii), 362188 at secondary (ix-x) level.

As compared to one million teachers in formal education sector we have only 70,000 teachers who are teaching in adult literacy centers and 10,186 teachers who are teaching in Non-formal Basic Education Schools., So the literacy and non-formal school teachers combined together ($70,000 + 10,000 = 80,000$) are only 8% of total number of teachers in the country.

5.6. **Employment and Recommendations.**

Adult literacy teachers are hired on part time basis for 4-6 months period. If the literacy center continues at the same place for another cycle due to availability of learners the contract of the literacy teacher is extended otherwise not. In most of the cases literacy teachers teach 2-3 hours daily (in the evening), 10-15 hours a week. Their total work period does not exceed 240-360 hours. The adult literacy teacher is provided a monthly remuneration of 1500-2000 rupees (25-30 US\$). They are not given any other incentive except the above mentioned remuneration

Non-formal Basic Education School teachers are employed on contract basis. They are the project employee and their contract continues till the project is going on. Most of the NFBE teachers who were employed in 1996 at the start of the project are still teaching. Non-formal basic education school teachers are paid 48,000 – 60,000 rupees (based on their qualifications) per year which is around 800 – 1000 US\$..

5.6 **Research, Innovation and Good Practice.**

Research in literacy is a neglected area. Especially in literacy and non-formal education very few research studies and surveys conducted in the past. Unfortunately, the policy makers, planners and literacy managers are neither well aware about the worth and value and importance of research in literacy and non-formal education nor they are adequately mobilized for that. Overall it is a neglected area. As compared to non-formal education number of research studies have been conducted in formal education, almost at all levels, particularly in higher education.

5.8 **Key studies in Adult Education**

The following are some of the key studies conducted in literacy and non-formal education in the recent past.

a. **Study on Performance of Adult Literacy Centers.**

Federal Area: The said study was conducted by one of the JICA consultants (Miss Mike) in the year 2002-03 to monitor and evaluate the performance of adult literacy centers (1100 centers) opened in federal area of district Islamabad by the Education for All Wing (Literacy Cell) of the Ministry of Education

Major questions addressed

The major questions addressed inter-alia, included as follows:

- a) How the adult literacy centers are performing in terms of quantity (enrolment, dropout etc) and quality (learners achievements etc).
- b) Involvement, mobilization and participation of local communities in adult literacy programme.

Key findings

Majority of the centers were found not functioning well. The enrolment was low and dropout high. The performance/ achievement of learners especially in writing skill was low and the community involvement and mobilization was not adequate. However, some of the centers (though few in number) were functioning/ performing well mainly due to teachers commitment, learners motivation and effective community involvement.

5.9 Policy decisions/ corrective Measures adopted in light of key findings.

Key findings of the study highlighted that opening of more literacy centers or to further continue the programme is not the need of the locality because of comparatively higher literacy rate of Islamabad district as compared to other districts of the country and low motivation of learners and community. Hence, the said programme practice (Opening of adult literacy centers in district Islamabad) was stopped, and in the subsequent years the funds were allocated for those components/ areas of ALE which are of the priority need such as teaching learning material development etc etc.

b) **Study on Performance/ Achievement of Adult Literacy Learners.**

This study was conducted by Islamia University Bahawalpur in 2006 (by Aslam Adeeb Dean Literacy and Mass Education Department). It was a sample study. The adult literacy centers of Punjab and NWFP Provinces run by three different organizations/ agencies i.e. National Commission for Human Development, Elementary Education Foundation NWFP and Punjab Literacy and Non-formal Education Department were included in the sample.

Major Questions Addressed

- a. The performance of learners in basic literacy skills i.e. reading, writing and numeracy.
- b. Comparison of the performance in terms of learning achievement of the literacy centers run by the above cited three organizations.

Key findings:

- a) Performance of overall 60% learners in reading skill, 44% learners in numeracy skill and 38% learners in writing skill was found satisfactory.
- b) The adult literacy centers of National Commission for Human Development were performing better than the other two organizations/ departments. The performance of the centers of Punjab literacy and non-formal Education Department was found very low. Even most of the centers were reported in the study as non-existent.

It is interesting to note that according to another study conducted by BUNYAD (one of the largest NGO in Pakistan) the adult literacy centers of Elementary Education Foundation NWFP were performing better than all others.

INFORMED POLICY DECISIONS

The findings of the above mentioned Islamia University study helped in mobilizing more resources/ funds for NCHD and EEF through the Federal Government and NWFP Government respectively for literacy programme. NCHD has expanded its literacy programme to all 120 districts of the county.

5.10. Innovations and Examples of Good Practices.

In Pakistan number of innovative programmes have been initiated in adult learning and education since 1997. Some of them can be regarded as good practices which can be shared with other countries for their learning and benefit.

The salient features of the following three Innovative programmes which are termed as good practices in Pakistan are highlighted as follows:

I. BASIC AND FUNCTIONAL LITERACY PROGRAMME/ PRACTICES OF BUNYAD LITERACY COMMUNITY COUNCIL.

Bunyad Literacy Community Council (BLCC) is an NGO working for female literacy and girls education in the country, especially in Punjab Province. The BLCC literacy and non-formal basic education programmes mainly focus on girls and women from poor, underprivileged communities in both rural and urban settings. The approach to their problems is holistic and is characterized by efforts to develop cross-sectoral linkages (e.g. literacy/education with health, micro credit) wherever possible. The BLCC, in recognition of its exceptional work in the fight against illiteracy, was awarded UNESCO's Comenius Medal in 1998 and the King Sejong Literacy Prize in 2002.

BLCC initiated Community Learning Centers (CLCs) in 1998. The areas in which they started up included the poorest of the province's deprived districts, with the lowest literacy rates, particularly in the western and southern Punjab. Bunyad, with fourteen partners working in twelve districts, has used CLCs (also known as BERTIs or Basic Education Research Training Initiatives) in order to motivate grassroots communities to improve their quality of life, enrich their livelihoods and promote a learning atmosphere. The original nine CLC sites, which expanded later on to fourteen, were identified by Bunyad and supported by UNESCO and subsequently became NGOs in their own districts and have started up smaller CLCs using their own resources.

Innovative Features

The BLCC used a number of creative and innovative techniques to establish and run their CLCs in a sustainable manner. The main thrust of their approach has been on community ownership; resource mobilization; capacity building and creation of linkages and networking. The salient features of the CLC programme were education and training; community development and self reliance. Community participation was ensured in the following ways i.e use of local resources provision of financial support; offering skills/expertise and donating books. The impact and results of using this strategy have been identified as enhanced community empowerment; participatory decision-making/self reliance and resource-sharing.

II. Women's Literacy & Empowerment Programme, Sindh Education Foundation.

One of the core programmes of the Sindh Education Foundation (SEF) the Women's Literacy and Empowerment Programme (WLEP), works toward providing disadvantaged adult women with educational and self-development opportunities and contributes to their process of empowerment. The programme operates through 40 Women's Literacy and Empowerment Center (WLECs) established in under-served areas of Karachi, Sehwan and Tando Allah Yar. The Centres ensure provision of learning facilities. The services of

teachers are hired from within the community and are provided with both training and ongoing pedagogical support by the WLEP team. Regular meetings are carried out with the community members to ensure their participation, involvement and ownership at the grassroots. Awareness-raising sessions on health, nutrition, early childhood development, cleanliness and hygiene are also conducted with the learners, as well as with the community at large. To organize women and harmonize efforts for programme sustainability and in order to strengthen WLEC community relations, women's organizations called Goth Nari San gats (GNS) have been established in each centre through democratic process.

Innovative Features.

- A legal rationale and policy support; specific and applied objective to involve women through organizations;
- Enhance community participation;
- Selection of the most needy groups; an appropriate management and implementation strategy;
- Needs-based activities for poverty alleviation; and
- Establishment of linkages and networking between the CLCs and other projects.

III. Elementary Education Foundation

The EEF is the leading, sole quasi-governmental organization of NWFP for the promotion of literacy through community participation. The EEF was established to improve literacy, with particular focus on women, through the creation of community schools and employment of teachers in deficient areas; to improve quality of education through teachers training to promote community participation for mainstreaming the educational content imparted in religious schools and mosques; to introduce innovative educational programmes relating to literacy and to provide loans to NGOs for the establishment of elementary education schools. It is presently implementing literacy projects, including EEF Model of Girls Community Schools, a project on operationalization of Girls Community Primary Schools and the establishment of 140 Girls Community Primary Schools and a Teachers Training Programme.

The EEF conducted a needs assessment for establishing schools and work through CSOs. The local community is supposed to provide the accommodation for the community schools. The process involves the formation of a civil society organization (CSO) comprising parents, elders, religious teachers and members of the Union Council. CSOs not only provide accommodation for the school but are also involved in recruitment of teacher. The aim is to create ownership, as the CSO is responsible for the management and supervision of schools as well as for the performance of the teachers and students Teachers are recruited from the same locality and where possible, the same village as that in which the effectiveness is also considered before launching a project.

Innovative Features

Efforts towards the generation of political will at the provincial level; carrying out a needs assessment before establishing schools; a focus on community mobilization and participation; institution of an effective M&E system, combined with safeguarding social and cultural values are the key features of this programme in addition to setting both qualitative and quantitative targets and putting in place cost-effective approaches.

Source: The information included in this section (3.2) is taken from UNESCO Study Good Practice in Literacy and NFE Programmes.

National Commission for Human Development (NCHD)

The following are some of the innovative and good practices of NCHD.

- i. **Post Literacy:** 70,006 women completed successfully post literacy course in 3646 Post Literacy Centers in 75 districts of Pakistan.
- ii. **ICT Kit:** In collaboration with UNESCO, first ICT based literacy kit was developed and is being piloted in 2 districts.
- iii. **LDM:** Locally developed material is a special feature of NCHD literacy program which is purely learner focused.
- iv. **Newsletter:** To reinforce learning and creating awareness among neo literates, NCHD is circulating monthly 25000 newsletters in URDU and Sindhi languages.
- v. **CLC:** NCHD has also started five community Learning Centers (CLCs) in different districts of the country on pilot basis.

4. Adult Literacy

This needs to be clarified again that in Pakistan adult learning generally means adult literacy only. As such most of the information, data/ statistics included in this report are related to adult literacy.

Trends in Literacy

Literacy definitions and corresponding literacy rates..

The definition of literacy has been undergoing a change, resultantly the literacy rate changed irregularly during the last five censuses. An update is given below:-

Census Year	Definition of Literacy	Literacy Rate
a) 1951 Census	One who can read a clear print in any language.	16.4%
b) 1961 Census	One who is able to read with understanding a simple letter in any language	16.3%
c) 1972 Census	One who is able to read and write in some language with understanding.	21.7%
d) 1981 Census	One who can read newspaper and write a simple letter	26.2%
e) 1998 Census	One who can read a newspaper and write a simple letter, in any language	43.9%
f) Proposed Literacy Definition 2006	one who can read and write a paragraph in any language with understanding and can make simple calculations	

Propose literacy definition 2006 could not be approved/ finalized yet. Hence no data about literacy rate on the said definition is available. However, the 10+ age group literacy rate on the basis of literacy definition at “e” above was 55% (male 67, female 42) in the year 2006-07. For details about literacy situation/status see annexure (II-IV).

4.2 New Policies Adopted and Implemented.

New policies in adult literacy adopted and implemented have already been discussed in section 1.4 under the heading “Policy Framework of ALE”.

4.3 Innovative Literacy Programmes

The detail of good practices and innovative literacy programmes has been given under section 3.2 (Innovations and examples of good practices).

4.4 Gender Focus Policies and Programmes

In adult literacy and non-formal basic education programmes the main focus is on female education and literacy. The current National Education Policy includes a special policy provision for female literacy particularly skill literacy of rural women. The policy envisages that income generating skill development project initiated by Asian Development Bank for 15-25 year old rural women on pilot basis shall be replicated nationwide on its completion.

The main focus of National Plan of Action on Education for All (2001-2015) is on girls primary education and literacy. It sets the target of 86% adult literacy rate by the year 2015.

In order to implement the above policy decisions more than 85% adult literacy centers have been opened for females/ women. Similarly, more than 80% Non-formal Basic Education Schools out of total 10186 are female/ girl’s school. The teachers teaching in these adult literacy centers and NFBE schools are also female.

Other Priority / Target Groups

Although the country is committed to provide literacy education to all citizens of Pakistan, in view of the enormous task ahead and limited availability of human and financial resources, the following groups comprise the priority/target groups:

Out-of-School/Drop-out Adolescents.

From 10 to 14 years of age

The focus is on all children at risk, and child labour as key target group. Instruction would rely on a condensed version of primary school curricula with some additions and deletions to meet the needs of this age including skills and vocational options through non-formal education mode.

Illiterate Youth

From 15-14 years of age

The focus is on both males and females, and the emphasis is on functional literacy, including income-generating skills and reproductive health issues.

Illiterate Adults

From 25-45 years of age

The focus is on women and the life skills include income-generating skills, population education and basic life skills.

Lessons Learned

Some of the important lessons learned through literacy and non-formal education programmes, projects and strategies in Pakistan are follows:

a. Awareness and Advocacy:

Policy makers, planners, managers individuals and communities are not well aware of the importance, significance and value of adult literacy and no-formal basic education. A nation-wide massive awareness campaign needs to be launched for the purpose.

- #### **a. Relevance and Quality of Literacy Programmes:**
- It has been observed that enrolment in adult literacy centers/classes is often low and dropout very high. One of the main factors of this low participation and high dropout is lack of relevance of literacy programmes to the need of the learners and society. Literacy Programmes need to be made relevant and comprehensive focusing on basic literacy, functional literacy and income-generating skills. Besides that quality of literacy programmes need to be improved by making them interesting lively and productive.

b. Policy for sustainable literacy

A policy framework and standardization of literacy/NFBE programmes is mandatory to give the federal and provincial education departments a sense of ownership to strategically address the issue of illiteracy in the country.

- Pakistan still continues to experience low levels of literacy, and the gender gap (PRSP 2005-6) is high, at 25%. Efforts to achieve EFA goals on literacy and gender are characterized by short-term, project-based approach. There is no separate budget allocation for addressing issues like literacy, gender and quality.
- Synergies between basic literacy and continuing education is a clear gap between existing literacy programmes, which needs to be seriously debated and addressed in literacy action plans.
- The capacity of the provincial literacy managers/facilitators needs to be enhanced to understand and implement the newly developed literacy curricula.
- Effective management and regular monitoring by the government and senior officials is needed to ensure that the progress is on track and is sustainable.
- Literacy initiatives need to be integrated into national development programmes.
- Universalization of primary Education. In order to stop heavy influse of illiterate children and adolescents in adult literacy age group it is imperative and; priority need that primacy education should be universalized covering all the three components of unviersalization i.e. universal access/enrolment; universal retention and universal achievement.

c. Planning and implementation

- Planning and implementation of literacy programmes through existing organizations is dependent on the capacities of various departments/agencies, which hold limited capacity. The capacity of literacy professionals to design, implement and evaluate literacy programmes needs to be strengthened at planning, management, supervision and facilitators level.
- Enhancing and strengthening national capacity to achieve literacy objectives is pertinent and a system/structure needs to be created for on going coordination, monitoring and capacity building.

- In order to strengthen and sustain the literacy programmes and projects, the ad hoc literacy interventions should link up to post literacy and income generating skills. Identification and scale up of best practices in literacy is much needed considering the gender and inter provincial literacy gaps.
 - Formal linkages should be developed between government, NGO, private sector and other partners working on literacy, both nationally and provincially, through the formation of networks, to share experience and lessons learned, and generate good practice.
 - Lack of networking among literacy organizations both public and private had adversely affected the sustainability of literacy interventions and a vision. Broader action plans for working together is imperative to strengthen the literacy programmes.
 - Both government and donors should work together to achieve the EFA/LIFE goals.
 - More flexibility is required in literacy programmes for effective delivery and more importantly to guide and access continuous learning opportunities.
- e. Communication and advocacy**
- There is a lack of research studies on literacy and NFBE and it is pertinent to focus on this important area and share the analytical assessments, trends, processes, best practices, lesson learned and impact of literacy programmes.
 - Advocacy materials and information bulletins especially on literacy/post literacy should be regularly produced and disseminated through media and other sources (websites, newsletters, e-grouping, etc.)
 - Advocacy and communication should be an important aspect of sustainable LIFE interventions.
- f. Capacity Building and Advocacy**
- Establishment of **Resource Center for literacy and non-formal education** at federal and provincial level. The resource center will provide resources such as books, supplementary reading material, teaching-learning materials, charts, A.V.Aids, etc. and also provide training facilities for adult literacy and NFBE.
 - **Create a complete and valid database** on different core indicators of literacy and non-formal education divided into provinces, districts, sub-districts and union councils.
 - **Conduct research and surveys** on existing literacy programmes and share the research findings with stakeholders for literacy planning and development.

- Capacity of the NGOs and other partners working for literacy and non-formal education needs to be built.
- **Arrange training programmes and refresher courses** for literacy and non-formal education teachers as well as training for literacy planners, managers, monitors and educators.
- **Launch a media campaign** for education and literacy through electronic and print media. In addition, other strategies such as posters, walks, seminars and symposia can be used for creating awareness and mobilizing the resources.

5. EXPECTATIONS FROM CONFINTEA AND FUTURE PERSPECTIVES FOR ALE

5.1 Main Issues to be addressed in future.

The main issues in adult education and adult learning need to be addressed on priority basis are as follows:

a. Capacity Building and Advocacy

- ✓ **Establishment of Resource Center for literacy and non-formal education** at federal and provincial level. The resource center will provide the resources such as Books, supplementary reading material, teaching-learning materials, charts, A.V.Aids etc and also provide training facilities for adult literacy and NFBE.
- ✓ **Create a complete and valid database** on different core indicators of literacy and non-formal education divided into provinces, districts, sub-districts and union councils.
- ✓ **Conduct research and surveys** on existing literacy programmes and share the research findings with stakeholders for literacy planning and development.
- ✓ **Arrange training programmes and refresher courses** for literacy and non-formal education teachers as well as training for literacy planners, managers, monitors and educators.
- ✓ **Launch a media campaign** for education and literacy through electronic and print media. In addition, other strategies such as posters, walks, seminars and symposia can be used for creating awareness and mobilizing the resources.

Programme Implementation

- ✓ **Launch the Total Literacy Programme (TIP)** in one union council per district by adopting model union council approach focusing on the following areas: establishment of adult literacy centres by adopting integrated approach i.e. basic literacy, functional literacy (post-literacy) and income generating skills; establishment of non-formal basic education schools for out of school children; Universalization of Primary Education (UPE) in the respective union councils; community involvement and development; and public-private partnership.
- ✓ **Establishment of more model Community Learning Centers (CLCs)** in selected districts of the country.
- ✓ **Develop and put in place a sound monitoring and evaluation system**, including via public-private partnerships, across all literacy programmes in the country.
- ✓ Local factors linked with capacity of partners and unforeseen political changes slow-down the pace of implementation. Certain activities need longer time duration to ensure quality of outputs. Therefore, may consider the option **for extension in the existing literacy project duration.**

Literacy Curricula: Equivalence and Accreditation

- ✓ Address the issue of literacy equivalence and accreditation using literacy assessment as a pre-requisite in the first phase.

Political Will and Support:

- Mobilization of political will and support for literacy especially at district, sub-district and local level.
- Few donors are supporting adult literacy programmes. UNESCO should launch advocacy initiatives and enter into dialogue with bilateral donors and other organizations to enhance their assistance for literacy and NFBE programme in LIFE countries.
- Policy makers in Pakistan need to be convinced for integrated adult literacy programmes into their development agenda. This will facilitate in ensuring consistent flow of budgetary resources required for expanding access and improving quality of literacy programmes in Pakistan.

Innovations:

- The development and use of local based material for literacy, teaching and learning should foster to ensure more creativity and bring innovations in the teaching and learning process.
- The ICT based literacy materials should be used to make learning fun and interactive.

EXPECTATIONS FROM CNFINTEA-VI

The expectations from and possible contribution of CONFITEA-VI for promotion of Adult Education and Learning in the member states may be as follows:-

- I. Awareness raising and Advocacy for adult learning and education.
- II. Learning from each other through sharing of good practices and successful programmes.
- III. Mobilization of financial resources at national and international levels to bridge the financial gaps. The CONFINTEA may be effective forum/platform to persuade the international development partners to honour their commitments made at Dakkar and other international forums for Education for All programme including adult literacy.
- IV. Joint Programmes and projects for adult education and learning through the mutual cooperation of the member states may be launched/ initiated.
- V. CONFINTEA can also be helpful in strengthening public-private partnership for promotion of adult learning and literacy.
- VI. Some other areas of mutual cooperation may be use of Information and Communication Technologies (ICT) for ALE; development and use of teaching-learning material; teachers training; research and experts exchange programme.

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PROJECTED POPOULATION OF PAKISTAN 2007

Years/ Age Group	Pakistan		
	Total	Male	Female
2007			
0-4	18,667.160	9,746.080	8,921.080s
5-9	18,406.540	9,600.590	8,805.950
10-14	19,878.200	10,251.500	9,626.700
15-19	18,632.270	9,621.440	9,010.830
20-24	16,917.290	8,756.550	8,160.740
25-29	14,388.490	7,460.780	6,927.710
30-34	11,472.980	5,960.880	5,512.100
35-39	9,352.280	4,866.230	4,486.050
40-44	7,332.020	3,819.450	3,512.570
45-49	5,924.190	3,084.330	2,839.860
50-54	4,698.940	2,442.710	2,256.230
59-59	3,811.880	1,976.940	1,834.940
60-64	3,058.620	1,581.720	1,476.900
65-69	2,388.740	1,231.330	1,157.410
70-74	1,795.964	924.947	871,017
75-79	1,241.130	644.494	596,636
80+	1,094.368	577.178	517,190
Total	159,061.062	82,547.149	76,513.913

Source: National Institute of Population Studies NIPS (2005)

Age group wise rural/ urban and male/ female literacy rates

REGION AND AGE CATEGORY	PERCENTAGE OF THE AGE GROUP THAT IS LITERATE					
	2001-02 PIHS			2005-06 PSLM		
	MALE	FEMALE	BOTH	MALE	FEMALE	BOTH
URBAN AREAS	72	56	64	79	64	71
10 - 14 Years	69	72	70	83	79	81
15 - 19 Years	79	75	77	84	81	82
20 - 24 Years	80	71	76	85	79	82
25 - 29 Years	79	59	69	85	69	77
30 - 34 Years	74	55	65	82	64	72
35 - 39 Years	70	48	59	77	54	66
40 - 44 Years	69	41	54	75	47	61
45 - 49 Years	69	34	52	75	48	63
50 - 54 Years	64	28	45	72	38	53
55 - 59 Years	63	28	47	69	22	52
60 + Years	50	12	34	58	20	41
RURAL AREAS	51	21	36	57	31	44
10 - 14 Years	56	26	47	67	51	59
15 - 19 Years	68	38	53	72	52	62
20 - 24 Years	65	28	46	69	40	53
25 - 29 Years	57	19	36	61	30	44
30 - 34 Years	50	15	31	57	23	39
35 - 39 Years	46	10	28	55	19	36
40 - 44 Years	41	8	24	51	15	32
45 - 49 Years	44	6	26	47	11	29
50 - 54 Years	39	4	19	45	7	23
55 - 59 Years	35	4	20	39	5	22
60 + Years	22	1	13	25	3	15
OVERALL	58	32	45	65	42	54
10 - 14 Years	60	47	54	72	60	66
15 - 19 Years	72	50	61	77	62	70
20 - 24 Years	70	42	56	76	54	64
25 - 29 Years	65	31	47	70	44	56
30 - 34 Years	58	26	41	66	37	51
35 - 39 Years	53	22	38	63	31	46
40 - 44 Years	50	19	34	60	27	43
45 - 49 Years	52	15	34	58	24	42
50 - 54 Years	47	11	27	55	18	34
55 - 59 Years	43	10	28	50	14	32
60 + Years	29	4	18	35	8	23

Source: PSLM

Survey

2005-06.

PROVINCE-WISE LITRAY RATE 10 YEARS AND OLD

REGION AND PROVINCE	LITERACY RATE					
	2004-05 - PSLM			2006-07 – PSLM		
	Male	Female	Both	Male	Female	Both
URBAN AREAS:	78	62	71	79	65	72
Punjab	78	66	72	79	68	73
Sindh	80	62	72	80	65	73
NWFP	75	47	61	75	46	61
Balochistan	74	42	60	76	42	61
RURAL AREAS:	58	29	44	60	30	45
Punjab	59	35	47	61	38	50
Sindh	56	18	38	52	16	36
NWFP	61	23	41	65	24	44
Balochistan	47	13	32	52	15	35
OVERALL	65	40	53	67	42	55
Punjab	65	44	55	67	48	58
Sindh	68	41	56	67	42	55
NWFP	64	26	45	67	28	47
Balochistan	52	19	37	58	22	42

Source: Pakistan Social & Living Standards Measurement Survey 2006-07

Annexure-IV

**ALL PAKISTAN RANKING OF DISTRICTS BY LITERACY RATES AND ILLITERATES
(15 PLUS AGE GROUP) 2005.**

Sr. No.	District	Literacy Rate 15 plus (%)		Illiterates 15 plus
		Rate	Rank	
1	Islamabad	70.20	1	149,027
2	Rawalpindi	67.50	2	670,956
3	Karachi	63.58	3	2,093,633
4	Lahore	62.98	4	1,421,602
5	Jhelum	60.00	5	225,975
6	Gujrat	57.87	6	513,255
7	Sialkot	55.72	7	703,653
8	Quetta	54.56	8	200,362
9	Gujranwala	53.67	9	906,008
10	Chakwal	51.57	10	319,963
11	Abbottabad	51.41	11	245,001
12	Faislabad	49.15	12	1,634,920
13	Haripur	48.07	13	209,065
14	Narowal	47.26	14	371,339
15	Toba Tek Singh	46.95	15	504,959

16	Attock	44.65	16	426,784
17	Sukkur	44.54	17	281,933
18	Mandi Bahauddin	42.93	18	391,738
19	Sargodha	42.81	19	893,353
20	Hyderabad	42.15	20	967,317
21	Multan	41.66	21	1,024,972
22	Sahiwal	41.18	22	639,863
23	Shekhupura	40.72	23	1,122,309
24	Kohat	40.10	24	180,929
25	Peshawar	39.43	25	662,160
26	Noshera	39.32	26	293,339
27	Mianwali	38.69	27	365,175
28	Karak	37.51	28	133,682
29	Khanewal	37.21	29	739,689
30	Hafizabad	37.20	30	307,560
31	Khushab	36.51	31	340,707
32	Naushahro Fero	36.16	32	377,487
33	Layyah	35.83	33	387,632
34	Okara	35.12	34	836,240
35	Malakand P.A	34.67	35	150,349
36	Jhang	34.28	36	1,085,460
37	Vehari	34.10	37	781,575
38	Chitral	33.80	38	109,955

39	Kasur	33.57	39	875,298
40	Dadu	33.53	40	631,741
41	Bahawalpur	33.35	41	901,908
42	Bahawalnagar	32.68	42	794,054
43	Khairpur	32.42	43	559,167
44	Mardan	32.29	44	523,256
45	Larkana	32.03	45	698,785
46	Pakpattan	31.80	46	502,471
47	Nawabshah	31.79	47	401,651
48	Mansehra	31.76	48	428,816
49	Ziarat	31.71	49	11,965
50	Swabi	31.27	50	378,604
51	Bhakkar	31.03	51	401,935
52	Rahim Yar Khan	30.93	52	1,170,401
53	Shikarpur	29.85	53	334,356
54	Pishin	29.62	54	123,272
55	Bannu	29.29	55	248,697
56	D.I. Khan	29.27	56	321,442
57	Sanghar	28.93	57	564,260
58	Panjgur	28.93	58	75,883
59	D.G Khan	28.71	59	596,503
60	Mirpurkhas	28.57	60	599,216
61	Lodhran	27.80	61	456,958

62	Hangu	27.70	62	113,982
63	Charsada	27.34	63	394,596
64	Ghotki	27.26	64	376,149
65	Muzaffargarh	26.92	65	994,168
66	Swat	26.58	66	472,079
67	Lower-Dir	26.40	67	254,530
68	Lakki Marwat	25.86	68	183,644
69	Mastung	25.26	69	67,761
70	Changhi	24.38	70	79,440
71	Kech	24.36	71	165,303
72	Tank	23.95	72	93,182
73	Sibi	23.82	73	79,172
74	Badin	23.09	74	480,463
75	Gawadar	22.40	75	78,118
76	Jacobabad	22.03	76	597,147
77	Thatta	21.52	77	490,587
78	Loralai	19.99	78	133,680
79	Lasbela	19.98	79	141,102
80	Buner	19.55	80	207,032
81	Rajanpur	19.35	81	460,327
82	Upper Dir	19.03	82	223,786
83	Tharparkar	17.57	83	374,684
84	Kalat	17.53	84	101,245

85	Batagram	17.34	85	132,329
86	Jafarabad	16.53	86	199,687
87	Killa Saifullah	16.45	87	78,909
88	Zhob	16.27	88	110,402
89	Khuzdar	15.93	89	187,275
90	Killa Abdullah	15.53	90	157,385
91	Bolan	14.55	91	135,863
92	Barkhan	14.07	92	49,060
93	Kharan	13.98	93	93,238
94	Shangle	13.87	94	192,427
95	Awaran	12.57	95	55,101
96	Jhal Magsi	11.57	96	52,350
97	Kohlu	11.47	97	51,753
98	Naseerabad	11.45	98	120,665
99	Dera Bughti	11.36	99	84,232
100	Kohistan	10.50	100	213,399
101	Musa Khel	10.24	101	58,482

Source: PSLM Survey 2004-05

<u>Center Type</u>	<u>Result</u>	<u>Reasons for Failure</u>	<u>Reasons for Dropout</u>	<u>Teacher Attitude</u>
A - NFBEC (8-14 Years)	P – Pass	I - Irregular	LI - Lack of Interest	1. Good
B - ALC (15-39 Years)	F - Fail	SL - Slow Learner	M - Migration	2. Fair
	A – Absent	W - Lack of Writing Practice	S - Sickness	3. Harsh
	D – Dropout	AG - Age Factor	T - Teacher's Attitude	
		O - Others	O - Others	



**NATIONAL COMMISSION FOR HUMAN DEVELOPMENT
FIELD MONITORING - LITERACY PROGRAM**

LC-FM1

District		Literacy Centre Type				
Date		ALC	NFBE			
Union Council						
Village						
CSOs Name/DASB		Name of SO/AS				
Gender of Learners		Centre Opening date				
Number of learners		Centres Address				
Teacher's Name						
Educational qualification		Age				
Training	Yes	No	Salary being paid	Yes	No	
Location of Centre						
Condition	Good		Fair	Bad		
Centre Aids	Available	Not Available	Condition			Remarks:
			Good	Fair	Bad	
Seating mats						

Attendance Register					
# of students having books					
Attendance	Students Enrolled	Students Present		Students Absent	Difference b/w register & actual
Attendance register maintained		As per register	As per actual		
1. Yes 2. No					
No. of Students absent for more than a week					
Dropout	# of learners at centre start		# of current learners	Dropout	
Major reasons for dropout		1			
2		3			
Steps taken to prevent dropouts					
No. of Visits	By DLC			By SO	
Quality of Education			Session in progress		
Literacy Skills Assessed As Per Current Session Requirement					
Learner's Name	Higher than expected		As Expected	Lower than expected	
Test Report	Taking exam	Pass	Fail	Pass %	
				of taking exam	of total
No. of learners identified as literates					
Verified by:		Designation		Signature	

