



Progress Report on LIFE Activities in Pakistan (2006-2008)

**Ministry of Education
January 2008**

LIFE Pakistan Report

List of Acronyms

Contents

1. A Brief Overview	3
1.1 Introduction and Background	3
2. LIFE Process in Pakistan	5
2.1 Achievements	6
3. LIFE Project	8
3.1 Key Activities of the Project	9
4. Main Challenges	11
5. Lessons Learned	13
6. Next Steps/Recommendations	14
Annex 1	17

List of Acronyms

AIOU	Allama Iqbal Open University
CLC	Community Learning Centres
ECE	Early Childhood Education
EEF	Elementary Education Foundation
EFA	Education for All
ESR	Education Sector Reforms
FANA	Federally Administrated Northern Area
FATA	Federally Administrated Tribal Area
GPI	Gender Parity Index
ICT	Islamabad Capital Territory
ICT	Information Communication Technology
IRC	Indus Resource Centre
LIFE	Literacy Initiative for Empowerment
MDGs	Millennium Development Goals
MIED	Mountain Institute of Educational Development
MoE	Ministry of Education
NISTE	National Institute of Science and Technical Education
NWFP	North West Frontier Province
NCHD	National Commission for Human Development
NFBE	Non-Formal Basic Education
NFE	Non-formal Education
NGO	Non Governmental Organizations
NPA	National Plan of Action
PCLP	Parliamentarian Caucus on Literacy in Pakistan
PGGA	Pakistan Girl Guides Association
PLD	Punjab Literacy Department
PRSP	Poverty Reductions Strategy Paper
PSLM	Pakistan Social and Living Standards Measurement Survey
SEF	Sindh Education Foundation
TIP	Total Literacy Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNLD	United Nations Literacy Decade
UPE	Universal Primary Education

1. A Brief Overview:

1.1 Introduction and Background

This report:

- presents overall achievements of Literacy Initiative for Empowerment (LIFE) in Pakistan with its challenges, lessons learned and next steps;
- reflects activities which are being carried out under Literacy Capacity Building Project; and
- shares recommendations as a way forward for LIFE initiatives in Pakistan.

Geographical background and population of Pakistan

Pakistan is comprised of four provinces (Punjab, Sindh, Balochistan and North West Frontier Province -NWFP) and three federating units FANA, FATA and ICT. The geographical units are further divided into 121 districts; 6 Frontier Regions and 7 agencies of FATA. Pakistan has a population of 159.46 million of which, 51.7% are males and 48.3% are females.

It is a globally accepted fact that the development of nations mainly depend on literate and skillful population capable of supporting the development process in a planned and strategic way. An adaptive and viable literacy policy and system need to be in place if a developing nation is to overcome the social and economic issues. Pakistan is facing enormous challenges because half of its population is still illiterate. In 2006/07 literacy is measured at 54%, yet Pakistan's literacy rate at 10+ age group remains low. Moreover, the gender disparity is extremely wide, with male literacy over 67% and female lagging behind with less than 45%.¹ Whereas the literacy at 15+ age group is measured at 52%, showing even further gender disparity between 65% male literacy rate and 38% female literacy rate.²

Literacy trends 10+age group				
Year	Both	Male	Female	GPI
1981-82	26.2	35	16	0.46
1991-92	36	46.4	24.3	0.52
2001-02	45	58	32	0.55
2005-06	54	65	42	0.64
2006-07	56	67	45	0.67

Pakistan's formal education system, ranging from pre-primary to professional colleges in both public and private sectors, comprises of over 225,000 educational institutions with a total enrolment of more than 33 million students and 1.2 million teachers (see gross participation rate).

¹ Pakistan social and living standard measurement survey, Ministry of Economic Affairs and Statistic, 2005

² Pakistan Education Statics, AEPAM, MoE, 2007

Gross Participation Rate (%) Development/ change in last 04 years									
Level	2001-02			2005-06			Change		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECE Age group 3-4+	40	33	36	97	85	91	+57	+52	+55
Primary (I-V) Age group 5-9+	83	61	72	94	80	87	+13	+19	+15
Middle (VI-VIII) Age group 10-12+	45	35	41	55	42	49	+10	+7	+8
Secondary(IX-X) Age group 13-14+	55	30	42	54	35	44	-1	+5	+2

The **National Education Policy (1998-2010)** highlights literacy and basic education as fundamental human rights.

- *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 2015 cannot be accomplished without achieving universal primary education. **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.***³

The government of Pakistan has undertaken some important steps aimed at promotion of adult literacy which includes the following:

- Initiation of a Non-Formal Basic Education (NFBE) Project aimed to open 82000 schools.
- Policy provision for literacy and NFBE in the current Education Policy as described above.
- Pakistan's international commitments to achieve literacy targets under EFA/UNLD and MDGs.
- Development and launching of national, provincial and district EFA Plans assigning second top priority to adult literacy.

³ National Education Policy 1998-2010, the Government of Pakistan

- Implementation of Education Sector Reforms having adult literacy as one of the seven thrust areas.
- Plan and execution of Poverty Reduction Strategy Programme (PRSP) in which literacy is one of the main focus areas.
- Creation of separate departments for literacy and NFBE in the province of Punjab for the establishment of 10,000 literacy centres.
- Establishment of National Commission for Human Development at country level, which has been notified as the Lead Agency for literacy programmes. Currently it is operating 50,000 literacy centers in 122 districts with 1.25 million female learners annually, aiming to achieve 86% of literacy rate by 2015.
- Setting up of Elementary Education Foundation (EEF) in NWFP mainly for the promotion of basic education and literacy.
- UNLD/Literacy Initiative for Empowerment (LIFE) initiated in 2005.

The main source of funding for the literacy programmes/projects in Pakistan are described in Annex 1 of this report.

2. LIFE Process in Pakistan

Literacy Initiative for Empowerment (LIFE) is a framework of collaborative action. It focuses on creating learning opportunities for illiterate adults particularly on women in the 35 countries; in these countries the literacy rate is less than 50% and or the illiterate population is larger than 10 million, this includes Pakistan. It emphasizes to take relevant policy measures, create well planned programmes and sustained allocations to ensure that effective learning opportunities are provided to those without learning competencies. Its main challenge is the persistence of female illiteracy and gender gap. Its programmes aim to mainstream gender and be gender responsive ensuring that not only are women and girls targeted and enrolled in literacy classes but that their strategic needs are addressed.

The Government of Pakistan has made commitment to the Literacy Initiative for Empowerment (LIFE) to achieve the Education for All (EFA) and United Nations Literacy Decade (UNLD) goals. Life is an initiative to facilitate and contribute towards achieving the EFA goals specifically goal 3 (*ensuring the learning needs of all young people and adults*), 4 (*a 50 percent improvement in levels of adult literacy*), and 5 (*achieving gender equality in education*), and also supporting the achievements of the Millennium Development Goals (MDGs).

LIFE in Pakistan started in 2006 with the initiation of a regional planning meeting in the same year. Pakistan has been selected as one of the countries in Asia for the first batch of interventions considering the commitment of Government of Pakistan. The Ministry of Education formed a Core Group including representatives of both the public and private organizations of all the four provinces and areas.

The **objectives of LIFE framework in Pakistan** are to:

- assess the literacy situation and status at national and provincial levels;
- identify the present and future needs in literacy in all the important areas i.e. access, quality, management, resources, capacity building, and monitoring and evaluation;
- reinforce the national and international commitments to literacy through advocacy and communication;

- support the articulation of policies for sustainable literacy within sector-wide and national development frameworks;
- strengthen national capacities for programme design, management and implementation; and
- enhance countries innovative initiatives and practices in providing literacy learning opportunities.

The **key organizations associated and involved in the process of LIFE** are:

- Federal Ministry of Education,
- Punjab Literacy and Non-Formal Basic Education (NFBE) Department,
- Directorate of Literacy and NFBE under Sindh Education Department,
- Elementary Education Foundation (EEF) NWFP,
- Directorate of Literacy and Non-formal Education under Social Welfare Department Balochistan,
- National Commission for Human Development (NCHD),
- Key leading NGOs at Provincial levels such as BUNYAD, PACADE and Pakistan Girls Guide Association in Punjab; Khawand Kure (KK), Mountain Institute of Educational Development (MIED) in NWFP; Sindh Education Foundation (SEF) and Indus Resource Centre (IRC); and SOCIETY in Balochistan.
- Universities: Allama Iqbal Open University (AIOU); Islamia University Bahawalpur; Punjab University Lahore; and Fatima Jinnah Women University Rawalpindi.

2.1 Achievements- What has been achieved so far?

The following important actions/steps have been undertaken (2006 and 2007) in order to introduce and support LIFE process in Pakistan:

- As a first step EFA Unit of the Projects Wing, the Ministry of Education was designated as a **Focal Point for LIFE**.
- In 2005, MoE submitted a detailed **Country Profile on Literacy** to UNESCO Paris for LIFE initiatives in Pakistan. Pakistan was selected for the first phase of LIFE activities in Asia.
- Subsequently, MoE constituted a **LIFE Core Group** with representation of relevant public and private literacy organizations. The main objective of the Core Group is to facilitate, expedite and oversee the planning and implementation of LIFE activities and also strengthen literacy capacity in the country. So far three core group meetings have been held at national level. In the LIFE Core Group meeting, the project implementation strategies were discussed with the members for the effective and successful achievements. The plan of need assessment study were also shared with the participants to ensure their support for the provincial studies and asked the members to review existing literacy programmes, and make recommendations. The next meeting of the Core Group will be organized by the Ministry of Education with the support of UNESCO Islamabad to review the implementation LIFE process and progress of the project activities along with the National Need Assessment Report.

- The **First Regional Planning Meeting on LIFE** held in Islamabad in March 2006 was to develop the overall framework for conducting literacy need assessment and to prepare outlines of plans for LIFE implementation at the national level and to arrive at an understanding of an effective support mechanism at national, regional and global levels for LIFE implementation.
- A two years (2006-2008) **Literacy Capacity Building Project** having seven key components were launched under the LIFE framework in July 2006. The project activities are being planned and executed with the consultation of LIFE Core Group (for details on project please see the next section: LIFE project).
- **Non-Formal Education Library** was produced and disseminated by UNESCO Islamabad with the support of BUNYAD, PACADE and NCHD containing information on following:
 - NFE/Literacy primers (basic and post literacy)
 - Various reading materials for self learning and references (health, education, income generating skills, life skills, culture, gender, etc.)
 - Manuals, training guides for teaching and management
 - Studies, reports and other useful materials (best practice on other areas, statistical analysis etc.)
- An easy to use **ICT Based Literacy Kit** was launched in December 2006 in Islamabad. This ICT literacy kit was developed under the supervision of representatives from National Commission for Human Development (NCHD), the Ministry of Education, National Institute of Science and Technical Education (NISTE), Allama Iqbal Open University (AIU), and UNESCO Islamabad. The main objective of this ICT kit is to facilitate learning and enhance the basic literacy skills (reading, writing, speaking, and numeracy) for all in Pakistan as well as in other countries. The salient features of the Kit are:
 - Most comprehensive Urdu Learning Software ever made in Pakistan
 - User friendly and interactive sounds and visions
 - Established structure and contents based on the curriculum of NCHD
 - Examination at the end of each chapter/session
 - Auto play facility
 - Compatible with any operating system

The kit is available at: http://portal.unesco.org/education/en/ev.php-URL_ID=55173&URL_DO=DO_TOPIC&URL_SECTION=201.html

- **Parliamentarian Caucus on Literacy in Pakistan (PCLP)** was set up to achieve the following objectives related to literacy:
 - Create awareness among the literacy stakeholders especially in peer parliamentarians;
 - Influence government to provide policy, institutional and provisions to sustainable literacy programmes ;
 - Motivate public to actively participate in the on-going literacy programmes;

- Develop effective monitoring and evaluation system for literacy programmes; and
- Ensure networking and sustainability of literacy programmes through public private partnership.

Since its inception, four provincial meetings have been convened by the executive committee of the PCLP with active participation of Parliamentarians, Senators, Members of National/Provincial Assembly, Educationists, representatives of NGOs working in the field of literacy. PCLP produced publications, leaflets and reports which were being shared widely in meetings, seminars and workshops. PCLP executive committee made a proposal for literacy and NFE policy formulation, which emphasizes to the government to allocate and spend extra development budget on literacy/NFE with provision of structural and technical support to build the capacity of literacy professionals to achieve maximum results.

- **National Literacy Review Round Table** meeting was organized by PACADE, aimed at reviewing the national level progress made by the government and NGOs to achieve the goals set in the National plan of Action formulated in pursuance of the Dakar 2000 Declaration. The literacy roundtable meeting was first of its kind to bring together provincial secretaries, senior officials of NCHD, EEF, UNESCO, UNICEF, JICA and local NGOS dealing with literacy/NFBE to review literacy programmes and identify gaps as well as measures to accelerate the implementation of policies and programmes.
- The Ministry of Education has drafted **National Needs Assessment Report on LIFE** with the assistance of provincial contributions. The draft report provides situational analysis, lessons learned, recommendations and future directions. The report will be finalized after incorporating inputs from LIFE Core Group members and UNESCO staff.

3. LIFE Project

The UNESCO 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 organisations, from both the government and the private sector, are taking active part in its implementation.

The main components of the project are: (i) capacity-building of non-formal education (NFE) personnel; (ii) materials and curriculum development; and (iii) piloting community learning centres. Through implementing project activities, UNESCO Islamabad is also playing an important supporting role in coordinating effective partnerships and establishing networks among key organisations. Gender is a cross-cutting theme in this initiative. The dual goals of women’s empowerment and the promotion of gender equality have been reflected in all the project’s objectives as cross-cutting themes. One of the four project objectives specifically focuses on gender, with the following aims:

- i. To strengthen the national capacity in the areas of literacy curriculum, development of gender-responsive and life skills-based material, assessment of literacy skills and use of information and communication technologies (ICTs).
- ii. To build the capacity of literacy personnel in planning, implementation and monitoring of literacy programmes, focusing on poverty reduction and women's empowerment.
- iii. To help ensure that literacy programmes are gender-responsive, and focus on the socio-economic empowerment of illiterate women.
- iv. To mobilise district and community-level support for the eradication of illiteracy, through effective advocacy and communication strategies, and the introduction of suitable, sustainable community learning centres.

3.1 Key Activities of the Project:

Activity/Partner	Achievements/Status
<p>1. Harmonization of literacy curriculum and assessment framework in Pakistan and assessment surveys</p> <p>Partners: Ministry of Education, Curriculum and all key stakeholders</p>	<p>National Literacy Curriculum has been finalized and formally launched by the Ministry of Education.</p> <p>Capacity of literacy practitioners has been built up through their participation in national and provincial workshops, and major stakeholders were involved in the process of curriculum development.</p> <p>Work on development of assessment tools is on going.</p>
<p>2. Development and dissemination of literacy material on life skills and income generation</p> <p>Partners: NCHD and all key stakeholders</p>	<p>Review of available post literacy material and need assessment survey have been completed. National workshop organized to develop list of themes for development of new post literacy material. Work on material development is in progress.</p>
<p>3. Capacity building of senior and middle level literacy personnel</p> <p>Partners: NCHD, AIOU, Punjab Literacy Department, EEF and BUNYAD</p>	<p>Training material consisting of 10 modules for senior and middle level literacy personnel has been developed, and training workshops are in progress in all the four provinces.</p> <p>A Training of Trainers workshop, and 07 district based workshops for Capacity building of District level Literacy Managers have been organized.</p>
<p>4. Training of Facilitators/Teachers of CLCs in selected areas</p>	<p>Adult literacy resource pack containing three booklets on the following titles have been produced with the support of literacy organizations/experts and disseminated during the resource persons and teachers training workshops:</p>

<p>Partners: Islamia University Bahawalpur, EEF, (NWFP), NCHD, BUNYAD foundation (Punjab), and SEF (Sindh)</p>	<ul style="list-style-type: none"> • Guidebook on Community Learning Centres • Literacy teaching and learning principles • Effective adult teaching and learning methodologies <p>Identified four literacy organizations to undertake the teachers' training, so far 50 district/cluster based workshops have been organized for more than 1500 facilitators covering 40 districts in Pakistan; the workshops at NWFP, Sindh and Punjab are in process.</p>
<p>5. Support for gender responsive literacy programmes and socio-economic empowerment of women</p> <p>Partners: Fatima Jinnah Women University (FJWU), Consultant, AMAL (local NGO) and NCHD</p>	<p>A review of national policy and programmes from the gender perspective (Study 1), and research on gender disparities and the root causes of low female literacy (Study 2) were carried out. The outcomes of these studies are contained in two separate volumes, and a summary of two reports including findings and recommendations are being prepared. Findings of these studies are being shared in the review meetings and workshops.</p> <p>An advocacy tool kit on gender and literacy (booklet, brochure and year planner) prepared by AMAL (an NGO) is being reviewed before printing. This advocacy folder presents information on gender mainstreaming in literacy programmes and shares strategies for developing gender-responsive literacy programmes in Pakistan.</p> <p>Planned to conduct four advocacy seminars and a national workshop with MoE and NCHD on Gender Mainstreaming in January and February 2008.</p>
<p>6. Exchange of information on innovative and successful literacy approaches at national, and regional/sub regional levels</p> <p>Partners: Consultant with consultation of key stakeholders</p>	<p>Documents reviewed: 1) APPEAL resource pack. 2) Material of the MoE 3) Training modules for literacy professionals by NCHD. 4) Guide book on Community Learning Centers by BUNYAD.</p> <p>Field visits to identify successful literacy programmes in Pakistan: 1) Elementary Education Foundation, Peshawar. 2) BUNYAD, Lahore. 3) Pakistan Girl Guides Association, Lahore. 4) Sindh Education Foundation, Karachi. 5) Baluchistan Journey for Education and Environment (BEEJ).</p> <p>Compilation of information on best practices (CLCs) in 12 regional countries and 7 programmes in Pakistan is under process.</p> <p>The first draft (English version) of the Booklet containing information extracted from the above listed sources has been reviewed by UNESCO.</p>
<p>7. Capacity building</p>	<p>Development of advocacy materials on CLC approach</p>

<p>of district governments in the organization and management of community learning centres</p> <p>Partners: Pakistan Girl Guides Association (PGGA) Lahore, Elementary Education Foundation Peshawar, BUNYAD Lahore, and NCHD</p>	<p>(booklet, leaflet and poster) is in progress, which will be ready for national CLC workshop to be held on February 25-29, 2008)</p> <p>Four organizations have been identified for piloting CLCs. The work on piloting has been initiated and these CLCs have started working on basic and functional literacy.</p> <p>National workshop on CLC is being planned (February 25-29, 2008).</p>
<p>Overall Outcomes:</p> <ul style="list-style-type: none"> - Project activities have provided literacy practitioners a forum to share their experiences and expertise on various issues and challenges of literacy. As a result, project activities have increased coordination among various partners of literacy. Project had/has also supported to create awareness among the literacy planners and managers about the present gaps in literacy programmes and identified needs for future programmes. - The processes of project activities e.g. formulation of national curriculum, development of literacy material and training package etc. have offered literacy organizations and their personnel a unique opportunity to research and learn new updates on literacy and continuing education. - A set of new materials on literacy are available with literacy organization on management development, post literacy, teachers training, CLC and gender empowerment. - Strengthen institutional capacity of various public sector organizations and NGOs, and enhanced capacity of managers, supervisors and teachers on various themes of literacy. 	

4. Main Challenges

- Primarily, adult literacy has suffered due to lack of political will and absence of consistency in policy. Only a few projects on adult literacy could be launched during the post Dakar period, which had limited coverage and were restricted to not more than 10% of the target group. Scarcity of resources both human and financial was also an issue.
- 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 'others', 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 result 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 effective monitoring and evaluation mechanism at various levels, which adversely affected the internal efficiency and quality of the literacy programmes and projects.
- 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 skills 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.

5. Lessons Learned

Policy for sustainable literacy

- A policy framework and standardization of literacy/NFBE programmes is mandatory to give the federal and provincial education ministries 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 the LIFE action plans.
- The standardized literacy curriculum is being developed under the LIFE project, it should be widely disseminated and capacity of the provincial literacy managers/facilitators needs to be enhanced to understand and implement it.
- 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.

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 LIFE 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.

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.

6. Next Steps/Recommendations

Overall Recommendations

- *Clear policy provision for sustainable literacy and Institutional support to literacy/NFBE*
- *Separate budget allocation for adult literacy and mobilization of resources*
- *Synergies between basic literacy and continuing education*
- *Networking and coordination amongst literacy partners and forums*
- *Utilize LIFE as a well planner's programme or a project with clear targets, strategy, implementation mechanism and monitoring/ evaluation supported with adequate technical and financial resources*

Strategic Actions

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.

- **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 UN organizations** to enhance their assistance for literacy and NFBE programmes in LIFE countries.
- Policy makers in Pakistan need to be convinced for **integrating 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.

Annex 1

Main Sources of Funding for Literacy

Average annual allocations for adult literacy programme in Pakistan (2005-06)

S.#	Programme/projects	Agency	Amount (Million Rs)
1	President Education Sector Reform Programme (PESR)	Federal Government	100
2	Adult Literacy Programme	National Commission for Human Development (NCHD)	1000
3	100% Literacy in 04 Model Districts Mandi Bahauddin, Khushab, Khanewal and D.G.Khan	Punjab Literacy and Non-Formal Education Department	245
4	Crash Literacy Programme for Women in 10 Districts of Southern Punjab Lodhran, R.Y.Khan,Rajanpur, Bahawalpur, Bahawalnagar, Layyah, Muzaffargarh, Multan, Vehari and Bhakkar	Punjab Literacy and Non-Formal Education Department	28
5	Literate Punjab Programme 100% Literacy in 10 Union Councils of 31 Districts of Punjab	Punjab Literacy and Non-Formal Education Department	331
6	Establishment of Provincial Literacy Management information system (LITMIS)	Punjab Literacy and Non-Formal Education Department	12
7	Post Literacy and continuing Education Programme 5 Centres for Matriculation Pilot Project in Faisalabad	Punjab Literacy and Non-Formal Education Department	2
8	Literacy for All (LFA) Programme, NWFP	Elementary Education Foundation (EEF)	352
9	Non-Formal Basic Education Schools Project	Federal Ministry of Education	500
10	District Governments Programmes for Literacy and Non-Formal Education		230
11	NGOs and INGOs Programme (estimated budget)		200
Total			Rs.3000 Million

-Total allocation for Education Sector (2005-2006)	=	170,708 Million (Rs)
-Total allocation for literacy/NFBE	=	3000 Million (Rs)
- Share of Adult Literacy	=	1.75 say 2%
- Total budget required for literacy under National Plan of Action 2001-2015	=	180 Billion (Rs)
- Annual requirement for literacy (excluding skill development)	=	5051 Million (Rs)
-Allocations	=	2070 Million (Rs)