



# **SUMMARY**

**Of**

**NEEDS ASSESSMENT REPORT ON**  
**LITERACY INITIATIVE FOR**  
**EMPOWERMENT**  
**(PAKISTAN)**

**Sponsored by**  
**UNESCO Office, Islamabad**

**Projects Wing, Ministry of Education**  
**Government of Pakistan**  
**Islamabad**

January 2008

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## ACRONYMS

ABES	Adult Basic Education Society
ADEO	Assistant District Education officer
AIOU	Allama Iqbal Open University
AREP	Afghan Refugees Education Project
AJ&K	Azad Jammu & Kashmir
ALC	Adult Literacy Center
APWA	All Pakistan Women Association
BECS	Basic Education Community Schools
BELA	Basic Education and Literacy Authority
BPS	Basic Pay Scale
CDR	Crude Death Rate
CLC	Community Learning Centre
CSO	Civil Society Organization
CSP	Community Support Process
DCO	District Co-ordination Officer
ECE	Early Childhood Education
EDO	Executive District Officer
ESR	Education Sector Reforms
EEF	Elementary Education Foundation
EFA	Education For All
ERIC	Education Resource Information Center
FANA	Federally Administered Northern Areas
FATA	Federally Administered Northern Areas
FLAME	Friend of Literacy and Mass Education
GER	Gross Enrolment Rate
GNP	Gross National Product
GoP	Government of Pakistan
GPI	Gender Parity Index
HANDS	Health and Nutrition Development Society
ICT	Islamabad Capital Territory
ICT	Information Communication Technology
ILO	International Labour Organization
IPSPG	Increasing Primary School Participation of Girls
IT	Information Technology
JICA	Japan International Cooperation Agency
KK	Khawendo Kor
LAMEC	Literacy & Mass Education Commission
LC	Literacy Center
LEF	Labour Education Foundation
LFA	Literacy for All
LIFE	Literacy Initiative for Empowerment)
LITMIS	Literacy Management Information System
MIS	Management Information System
NCHD	National Commission for Human Development
NETCOM	National Education & Training Commission
NFBE	Non Formal Basic Education
NFE	Non Formal Education
NGO	Non Government organization
NIPS	National Institute of Population Studies

NPA	National Plan of Action
NRSP	National Ruler Support Program
NWFP	North West Frontier Province
PACADE	Pakistan Association for Adult & Continuing Education
PEQIP	Primary Education Quality Improvement Programme
PERD	Pakistan Education Research and Development
PIHS	(Pakistani Integrated Household Survey
PLC	Pakistan Literacy Commission
PMLC	Prime Minister's Literacy Commission
PMU	Project Management Unit
PRSP	Poverty Reduction Strategy Paper
PSLM	Pakistan Standard of Living Measurement
PTA	Parent Teachers Association
PTC	Primary Teachers Certificate
RCC	Releasing Confidence and Creativity
SMC	School Management Committee
SCSPEB	Society for Community Support for Primary Education in Balochistan
SDC	Skill Development Centre
SEF	Sindh Education Foundation
SHE	Self Help Enterprises
SRSP	Sarhad Rural Support Programme
NER	Net Enrolment Rate
TBA	Traditional Birth Attendants
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade
USAID	United States Agency for International Development
VDC	Village Development Committee
WES	Water and Environmental Sanitation

## **1. INTRODUCTION TO LIFE:**

Initiated by UNESCO in the year 2005-06, LIFE (Literacy Initiative For Empowerment) is (i) a framework of collaborative action for enhancing and improving national literacy efforts; (ii) a process in support of literacy which is country-led and country-specific; (iii) embedded in national policies and strategies; and (iv) a mechanism for technical support services and facilitation by UNESCO in the areas of policy, advocacy, partnership building, capacity-building and innovations. LIFE supports the achievement of Millennium Development Goals (MDG) on poverty reduction, women's empowerment, HIV and AIDS prevention and sustainable development.

### **1.2 Needs assessment study:**

This study was conducted to determine the future (2007-15) infrastructural needs of all the four provinces and the three areas (Azad Jammu and Kashmir, FATA and FANA).

### **1.3 Situational analysis:**

Major glimpses of the situational analysis of the provinces have been given in Annexure- A of this Summary and the aspects covered include the following: (i) Economy, (ii) Population, (iii) Primary Education, (iv) Literacy scenario, (v) Organizational Set-up of Literacy at Federal, Provincial and District levels, (vi) Training of Literacy Teachers and Development of Literacy Material, (vii) Major Literacy Programmes in Pakistan at National and Provincial Levels, (viii) Private Sector Programmes, (ix) Future Programmes, (x) Illiterates' profile, (xi) Main Concentrations of Illiterates, and (xii) Major issues and problems.

## **2. NEEDS AND REQUIREMENTS FOR THE PERIOD 2008-15: PAKISTAN**

**2.1 Infrastructure at national level:** It is proposed to set up the Basic Education and Literacy Authority (BELA) headed by a Chairman in Basic Pay Scale (BPS)-22, assisted by a Project Director (BEC) in BPS-20, 17 Asstt. Directors (BPS-17) and miscellaneous supporting staff. The BELA will need 10 vehicles @ Rs. 500,000, POL and building etc. It is anticipated that the annual expenditure of the set-up will be rupees 35,182,567 which is likely to be  $35,182,567 \times 8 \text{ years} = 281,460,536$  or 281.5 million rupees for the period 2008-15.

**2.2 Infrastructure at provincial level:** There is a dire need to set up independent departments of Literacy and Non-formal Education in all the four provinces of the country. Under the provincial minister and Secretary in each province, there will be five provincial directors (BPS-19), assisted by 4 deputy directors (BPS-18), 8 assistant directors (BPS-17) and the supporting staff. The provincial set-up will also need 17 vehicles @ rupees 500,000 and other components like POL etc and the building. It is anticipated that the annual expenditure of the proposed provincial set-up will be rupees 27,414,550 which will be to the tune of  $27,414,550 \times 4 \text{ provinces} \times 8 \text{ years} = 877,272$  million rupees for the period 2008-15.

### **2.3 Infrastructure at district level:**

Independent executive district offices of Literacy & Non-formal Education need to be set up in all the 116 districts of the country. District set-up will consist of one Executive District Officer (EDO) in BPS-19, assisted by 7 Assistant Directors/ Distt. Officers (BPS-18), Assistant Directors/ Distt. Officers (BPS-17), 4 Sub-district Officer (BPS-17) at Tehsil/Taluka Level, 50 Field Officers/Supervisors (BPS-14), and the supporting staff. Annual expenditure of the proposed district set-up being rupees 19,910,000, annual cost at country level (for 116 districts) is estimated to be 2309.56 million rupees. The total recurring

cost for all the four provinces for 8 years (2008-15) is likely to be 18,476.48 million rupees. Different districts may have their own set-up with suitable adjustments in the proposed set-up according to their own needs.

#### **2.4 Training of literacy professionals and material development experts:**

Teacher training institutes along with resource centers need to be set up at the national and provincial levels for performing miscellaneous functions pertaining to training, research, documentation etc. Annual expenditure for all that being 116.23 million rupees, the overall financial requirements for the period of eight years from 2008 to 2015 come to  $116.23 \times 8 = 929.844$  million rupees at the national level. Financial requirements for all the four provinces during the period of eight years i.e. from 2008 to 2015 come to 1859.688 million rupees. Thus the expenditure likely to be incurred on teacher training, research and other related activities at the national and provincial levels for the period 2008 to 2015 comes to the tune of 929.844 plus 1859.688 i.e. 2789.532 million rupees.

#### **2.5 Target adult illiterates:**

Out of the overall national target of making 75 per cent of population literate by 2015, each of the provinces of Punjab and Sindh is estimated to achieve a target of 80 per cent as against 72 per cent in NWFP and 67 per cent in Balochistan in an annual phased manner. Like-wise, out of the national total of 44649 thousand, the province of Punjab is expected to impart literacy to 25067 thousand illiterates followed by 10784 thousand for Sindh, 6408 thousand for NWFP and 2390 thousand illiterates for Balochistan.

#### **2.6 Adult literacy centres:**

On the bases of 15 learners per centre per cycle, a total of 1,562,719 ALCs would be required in the country during the period 2008-15. Out of this figure, the cumulative number of ALCs for Punjab is expected to be 877,349 followed by 377,439 for Sindh, 224,281 for NWFP and 83,650 for Balochistan. The main report contains the details of year-wise phasing of ALCs at national and provincial levels. The average number of ALCs needed per annum at the national level is likely to be  $1,562,719 / 8 = 195,339.875$ , say 195,340.

#### **2.7 Teachers and supervisors:**

Out of the national level total of 1,562,719, the province of Punjab is expected to be in need of cumulative number of literacy teachers to the tune of 877,349, followed by 377,439 in Sindh, 224,281 in NWFP and 83,650 in Balochistan. The average number of literacy teachers required per annum at the national level comes to  $1,562,719 / 8 = 195,340$ . As for the Supervisors, at the rate of one Supervisor for 20 teachers, their cumulative number at the national level is estimated to be 78,136 out of which, the province of Punjab is expected to be in need of cumulative number of Supervisors to the tune of 43,867, followed by 18,871 in Sindh, 11,214 in NWFP and 4,183 in Balochistan. The average number of Supervisors required per annum at the national level comes to  $78136 / 8 = 9767$ .

#### **2.8 Cost of running ALCs:**

The cumulative cost of running 2 cycles of ALCs producing 30 literates annually, at the national level for the period 2008-15 comes to the tune of 70,119 million rupees. Out of it, the province of Punjab is likely to need 39,360 million rupees, followed by 16,892 million for Sindh, 10,100 million for NWFP and 3,767 million rupees for Balochistan. Thus the average cost per annum in Punjab is estimated to be rupees 4920.048 million rupees ( $39,360.384$  million  $\div$  8 years) for 877,349 ALCs, followed by 2111.54 million for 377,439 ALCs in

Sindh, 1262.4386 million for 224,281 ALCs in NWFP and 470.84 million rupees for 63,650 ALCs in Balochistan. Thus, as against the cumulative cost of 70,119 million rupees, the annual requirement of finances at the national level is likely to be to the tune of 8,764.864 million rupees to run the anticipated number of ALCs in all the provinces during the period 2008 to 2015.

### **2.9 Skill development centres:**

In all the provinces, there will be a need for setting up 311,640 Skill Development Centres (SDCs) during the period 2008-15, the average number to be opened per annum being 38,955. At the rate of two teachers per SDC, the number of teachers required will be 623,280 and that of supervisors 15,582. Average number of teachers required per annum will be 77,910 vocational teachers, and 1,948 Supervisors. Like-wise, the corresponding cost per annum for running the SDCs is likely to be 9,112.43 million rupees. These requirements at the national level may be shared by all the provinces proportionately according to the number of ALCs likely to be set up during the period 2008 to 2015.

### **2.10 Material production:**

At the rate of rupees 150.00 per learner, an amount of 7032.600 thousand or 7032.6 million rupees will be needed at the national level for material production purposes. Thus the average amount required per annum for printing the primers and other needed material is estimated to be 879.027 million rupees.

## **3. NEEDS AND REQUIREMENTS: AJK**

### **3.1 Estimation of illiterate population: Bases of needs**

In AJK, the total population of 10 plus age is estimated to be 2,533.48 thousand in 2007-08 which is likely to go up to 2817.27 thousand by the year 2014-15. Out of this, the total illiterate population (10 plus) is estimated to be 716.59 thousand in 2007-08 which is likely to come down to 331.98 thousand by the year 2014-15. If the pace is maintained, AJK is likely to achieve 86.09 per cent literacy rate by the year 2014-15.

### **3.2 Adult literacy centres:**

In the public sector the total number of all types of literacy centres needed in AJK in 2007-09 is estimated to be 3435, which is likely to go up to 9270 by the year 2014-15. Year-wise break-up is given in the main report.

### **3.3 Personnel and costs:**

The total number of all instructional, vocational and supervisory personnel needed in AJK in 2007-09 is estimated at 3359, which is likely to go up to 8759 by the year 2013-15. The total cost (with 5 per cent addition) to be incurred on all types of centres during the period 2007-09 in AJK is estimated to be 192 million rupees, which is likely to go up to the tune of 507 million rupees by the year 2013-15.

## **4. CONSOLIDATED SUMMARY OF FINANCIAL REQUIREMENTS: PAKISTAN AND AJK**

Data regarding the costs as appearing in the tables given above pertains to all financial requirements spelled for setting up and running literacy centres, developing material, organizing training for literacy professional, undertaking research work, and setting up the proposed organizational set-up at the national, provincial and district levels in Pakistan and

AJK from the period 2008 to 2015 to achieve the literacy targets. According to the data, Pakistan and AJK would need a consolidated amount of 175,088.442 million rupees to achieve the literacy targets by the year 2015. Out of this amount, Pakistan would need 172,475 million rupees with a break-up of 72,899 million rupees for setting up Skill Development Centres, followed by 70,119 million rupees for setting up and operating ALCs, 7,032.218 million rupees for material production, 18,476.48 million rupees for setting up and running district level organizational structure for literacy, and 877.272 million rupees for provincial level set-ups. The average per annum expenditure for Pakistan is likely to be 21,559.375 million rupees. Rest of the amount is to be spent on other infrastructural needs, as mentioned in the above table.

In the case of Azad Jammu and Kashmir, it would need 2,613.44 million rupees with a break-up of 1,122 million rupees for setting up and operating ALCs followed by 1,114.96 million rupees on setting up and running district level organizational structure for literacy, and 219.318 million rupees for state level set-up. The average per annum expenditure for AJK is likely to be 326.68 million rupees. Rest of the amount is to be spent on other infrastructural needs, as mentioned in the above table.

#### **5. MISCELLANEOUS NEEDS:**

Miscellaneous needs of the provinces are mentioned below in points:

1. Political Will and Support
2. Policy Sustainability
3. Literacy Database
4. Media Campaign
5. Capacity building of professionals
6. Setting up CLCs
7. Research and Training
8. Public Private Partnership
9. Advocacy
10. Updating the Literacy Curricula
11. Innovations
12. Equivalence of certificate

#### **6. MAJOR ISSUES AND CHALLENGES:**

Major issues and challenges in literacy pertain to the following:

1. Low participation rate at the primary level
2. Population explosion
3. Socio-cultural problems
4. Poverty

5. Low motivation of parents
6. Child labour
7. Female education as a low priority
8. Physical disability
9. Insufficient resources
10. Rigidity in financial rules
11. Non-co-ordination among agencies
12. Absence of professional institutionalized set-up
13. Lack of community participation
14. Lack of reliable data
15. Ineffective monitoring of literacy projects
16. Lack of research

**7. MAJOR RECOMMENDATIONS:**

Major recommendations have been made under the following headings:

1. Ensuring political will and support for literacy
2. Literacy Policy and Planning
3. Programme Implementation and Management
4. Resource mobilization for financing literacy ventures
5. Capacity Building
6. Advocacy

## ANNEXURE-A

### 8.1 SITUATIONAL ANALYSIS

**1. Economy:** Situational survey under the report indicated that economic growth accelerates to 7.0 percent in 2006-07 at the back of robust growth in agriculture, manufacturing and services. Pakistan's growth performance over the last five years has been striking. Its GNP at market price in dollar terms grew by 11 percent this year (2007) to US\$925 up from US\$833 last year (2006).<sup>1</sup>

Amidst a number of problems, as put forth by the PRSP<sup>2</sup>, Pakistan faces a formidable challenge of tackling the issue of economic development and poverty reduction. Rapid population growth rate of Pakistan not only dilutes the results of development efforts but also creates unsustainable level of demand on already scarce resources to cater for the needs of the population.

**2. Population:** The population of Pakistan has been estimated to be 159.1 million. With its population of 32.5 million at the time of independence in 1947, it has witnessed an increase at an average rate of 2.6 percent per annum<sup>3</sup>.

In the past, high population growth has significantly pushed the population below poverty line. If the current trend persists, Pakistan's population will reach 181.2 million by the year 2015 and 217 million by the year 2020. Based on the present growth patterns and trends, the economy would not be able to sustain the growing pressure of population. Thus, the resultant deterioration in the quality of life will foil the government's recent efforts for social uplift<sup>4</sup>.

A cursory look at the data reveals that within the age-bracket of 0-14 years, Pakistan is expected to have an overall trend of decrease in population during the period 2007-15. During this period, the maximum increase is likely to occur in the age bracket of 25-44 years at the rate of about 34.3 per cent resulting in an absolute increase of 14.59 million. In overall terms, the provinces are likely to have an additional population of 22.1 millions in 2015 as compared to 2007 as a result of increase in population at the cumulative rate of 13.9 per cent.

### 3. Primary Education:

All the constitutions promulgated in Pakistan recognized education as one of the basic rights of the citizens. Article 37 (b) of the Constitution of Pakistan makes it obligatory for the state to eliminate illiteracy and provide free and compulsory education up to secondary level within the minimum possible period. In line with the above-said constitutional provision, all the provinces, except Balochistan, have been made to provide legal coverage to literacy efforts in the country. Even in the provinces promulgating the above-mentioned Literacy and/or Primary Education Acts/Ordinances, the executing agencies have yet to implement them in letter and spirit.

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<sup>1</sup>Economic Survey, 2006-07, Islamabad, 2007.

<sup>2</sup>Poverty Reduction Strategy Paper, 2002.

<sup>3</sup>Economic Survey, 2006-07, Islamabad, 2007, p. 190.

<sup>4</sup>South Asian Media Net web-site:

[http://www.southasianmedia.net/profile/pakistan/pakistan\\_humanresources.cfm](http://www.southasianmedia.net/profile/pakistan/pakistan_humanresources.cfm)

Enrolment at primary level is very closely related with the literacy rate in a country. According to the Economic Survey (2006-07), most of the indicators pertaining to education such as gross and net enrollment at primary level and literacy rate have improved significantly over the last 5 years (2001-2006). It further states that at national level, the GER for the primary school (age 5-9 years) is 87 per cent in PSLM 2005-06, an increase of 15 percentage points from PIHS (2001-02). In case of NER, at the middle school level, the increase has not been so overwhelming- a 2 percentage point increase over the last five years.

**4. Literacy scenario:** The impact of primary education is quite visible in terms of literacy in Pakistan as measured under the PIHS and PSLM surveys keeping in view the definition of literacy as adopted in the national census held in the year 1998. Within the literacy rates sex wise division shows that, as expected, literacy among males is higher. However, the rate of increase in literacy for females is faster as compared to the males. Province wise literacy data for PSLM (2005-06) as against PIHS (2001-02) show Punjab to be on the top (56% Vs 47%) followed by Sindh (55% Vs 46%), NWFP (46% Vs 38%) and Balochistan (38% Vs 36%).

According to National Institute of Population Students (NIPS) Islamabad, as against the national literacy rate of 65 per cent in male, 38 per cent in female and 52 per cent in total population of 15 plus, the highest figures for these dimensions were: Sindh had 69 per cent literacy rate in males, 41 per cent in females for Punjab and 55 per cent overall literacy rate for Sindh. On the minimum side were 54 per cent in male, 18 per cent in female and 37 per cent overall literacy rate for the province of Balochistan. The values of these variables for urban areas were 77 per cent for males, 54 per cent for females, and 68 per cent for overall literacy rate as against 61 per cent for males, 27 per cent for females and 43 per cent overall literacy rate for rural areas. A detailed profile of the country in terms of ranking of districts (as per 1998 census) appears in the Annexure-A of the main Report.

## **5. Organizational Set-up: Literacy**

### **5.1 Federal level:**

At the federal level, the earliest infrastructure came in the form of the LAMEC (Literacy & Mass Education Commission) in the year 1981. It was later renamed NETCOM (National Education & Training Commission) and then PMLC (Prime Minister's Literacy Commission). It was then changed into PLC (Pakistan Literacy Commission), which was further renamed as Projects Wing, which is headed by a Joint Educational Advisor.

NCHD (National Commission for Human Development) has also been set up as an autonomous body which is operating in all the four provinces and FATA, FANA and AJ&K in the fields of UPE (Universal Primary Education), literacy and health. Further detail about NCHD follows under the literacy-related programmes and projects.

### **5.2 Provincial/Regional level:**

#### **i. Punjab**

Since the devolution of power plan in 2001, Punjab is the only province which has set up a separate administrative department of Literacy and Non-formal Education at par with other administrative departments. However, the appointment of literacy staff at the district level has been slow.

#### **ii. Sindh**

The entire programmes and projects of EFA for the province of Sindh are planned and implemented by the Directorate of Literacy and Non-formal Education. The Director is assisted by an Additional Director, a Deputy Director (NFE), and a Deputy Director (Literacy) in addition to other supporting staff.

### **iii. NWFP**

In NWFP, there is no Literacy Director and the education programmes are run by the School and Literacy Department which is headed by a Secretary who is assisted by two Directors, one for primary schools and the other for secondary schools<sup>5</sup>.

### **iv. Balochistan**

The Literacy & Non-formal Education department is responsible for the literacy programmes in the province. It is headed by a Director, two Programme Officers (one male and one female).

### **v. AJ & K**

In Azad Jammu & Kashmir, there is no separate formal structure for literacy and non-formal education. However, non-formal system has been operational since 1986. The Deputy Director of Schools (Elementary) has been given the additional charge to look after the activities related to literacy and non-formal education in the State.\

## **5.3 Training of Literacy Teachers and Development of Literacy Material**

There is no institutionalized system for imparting training to literacy teachers in any of the provinces. Hence, Matric and PTC unemployed teachers are identified for this purpose. As is the case with teacher training, literacy material development is also generally taken up on the same pattern. No regular team of qualified material developer is employed by any organization. The services of personnel serving in other institutions or retired ones are usually taken for this job.

## **5.4 Major Public Sector Literacy Programmes in Pakistan**

**i. NFBE Schools:** At the national level, the non-formal basic education schools form the biggest network promoting primary education and resultantly literacy in the country. According to the Ministry of Education, a project titled “Establishment of 82,000 Non-formal Basic Education Community Schools” was launched in 1996-97 throughout the country. Under this venture, home schools are to be run through Non-Governmental Organizations (NGOs). These schools are based on multi-grade teaching with a single teacher for classes I-V, for the age group 5-14 years. By the year 2003-04, the number of NFBE schools functioning throughout the country was 8,977 with the enrolment of 320,387 students.

**ii. NCHD:** The National Commission for Human Development is a national level organization in the public sector. It launched a massive literacy initiative in August 2002 to support the Ministry of Education. It is operating at the national level and the Literacy Programme of NCHD is operational in 117 districts of Pakistan.<sup>6</sup>

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<sup>5</sup>LIFE Report, NWFP.

<sup>6</sup> National Commission for Human Development, Financial report 2005-06, Expansion Plan and Budget, 2006-07, Islamabad, p. 12.

**iii. ESR:** Under the Education Sector Reforms (2001-06), it was envisaged to open 270,000 literacy centers in 5 years time to achieve the target of 60 per cent literacy rate by the year 2006. However, due to financial constraints, only 5 per cent of the targeted literacy centers could be opened. Most of these centers are for females. Each center has completed 2 cycles of 6-month duration at the average intake of 20-25 learners per center per cycle. The total number of people made literate under this programme is around 350,000.

**iv. NRSP:** Most of the ventures under the NRSP (National Rural Support Programme) focus on school management and improvement through community participation. NRSP focuses on the capacity of School Councils in their school management skills and trains teachers. NRSP under an agreement with the National Commission for Human Development (NCHD) and Pakistan Education Research and Development (PERD) assist school drop outs and people who have never attended school. NRSP carried out an Adult Literacy Programme in Rahim Yar Khan in collaboration with NCHD and JDW Sugar Mills. Currently, NRSP is managing Adult Literacy Programme with the help of (PERD) in the districts of Malakand, Swat, and Bahawalpur. NRSP is financing this programme. Its Azan Literacy Movement in Rahim Yar Khan, Mardan, Malakand, Swat, Rawalpindi, Attock, Bahawalpur, Turbat (Kech), and Hyderabad districts has also been very successful.

### **5.5 Private Sector Programmes**

A brief account of activities of some of the NGOs is given below:

**1. Pakistan Education Foundation:** The Pakistan Education Foundation, Islamabad is a national level NGO which initiated its work in 1986. Its advisory bodies run Kiran Centres which aim at imparting basic education to out-of-school children. There are approximately 25 centres run by self-motivated members of the PEF on voluntary basis. The estimated number of beneficiaries is nearly 2000. The Foundation also gives more than 300 scholarships and distributes free textbooks among needy students. The PEF also assisted needy students by providing them with uniforms, books and stationery in the earthquake affected areas of AJK and NWFP.

**2. The Bunyad Foundation:** The Bunyad Foundation 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. So far it has prepared six training manuals, 50 learning charts and set up 40 Community Learning Centres, in addition to doing several other things in this area. In recognition of its services, it has also been awarded the Comenius Medal, 1998, King Sejong Award and Izaz-e-Fazilat Award.

**3. 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<sup>7</sup> 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. Most of the Female Literacy Centers are based in villages near Lahore. It has made more than 5000 women literate. PACADE has also held a number of conferences,

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<sup>7</sup> <http://www.pacade.org/Activities.htm>

seminars and workshops for the promotion of adult continuing education, functional literacy, community involvement, monitoring and post-literacy material.

**4. Sindh Education Foundation:** Established in 1992 as a semi-autonomous body, the Sindh Education Foundation undertakes 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.<sup>8</sup>

**5. 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. It 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<sup>9</sup>.

**6. 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<sup>10</sup>.

**7. Elementary Education Foundation (EEF):** The EEF is an autonomous organization implementing the Literacy For All (LFA) Project through Sector Directors and supporting staff. To manage the project a separate Project Management Unit (PMU) has been created. The literacy programme is being implemented in all the 24 districts of NWFP, through a well established 15 sector offices headed by the Sector Directors along with well trained staff of Social Organizers, Supervisors, Community Social Motivators and teachers. The LFA has managed to establish 198 NFBE schools.<sup>11</sup>

**8. Khwendo Kor (Sisters' Home):** Established in 1993, Khwendo Kor (KK) 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 Abbotabad with a programme coordinating unit at Peshawar.<sup>12</sup>

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<sup>8</sup> <http://www.sef.org.pk/educatewebsite/introductionsef.asp>

<sup>9</sup> <http://www.hands.org.pk/index.htm>

<sup>10</sup> <http://www.lef.org.pk/profiles.html>

<sup>11</sup> LIFE NWFP Report.

<sup>12</sup> LIFE NWFP Report.

**9. 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.

**10. 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. They pertain to 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.

**11. USAID/ESRA:**

During the period from 2002 to 2007, the USAID/ESRA has provided literacy skills to over 100,000 out-of-school youth and adults while building the capacity of the NGO sector and government to deliver high-quality literacy programs. USAID/ESRA is helping to create and promote a shared vision of what schools should look like and how they should function by educating parents, teachers, and members of school management committees (SMCs). To date, the project has engaged and mobilized approximately 8,600 schools and communities, helping them develop school improvement plans, as well as strengthening their SMCs and other structures necessary to drive long-term school improvement.

**2. FUTURE PROGRAMMES:**

**i. EFA Plans:** National, Provincial and District Plans of Action On Education for All (2001-15) have been prepared and launched. Universalization of Primary Education both for male and female and 86 per cent adult literacy rate by the year 2015 are the main targets of EFA plans. As per plan we may achieve the target of gender equity and equality by 2015.

**ii. Skill development programme:**

The need for up-gradation of technical and management skill at grassroots level can hardly be over-emphasized. A pilot programme in skill development has been prepared for Islamabad Capital Territory which is likely to be launched from next financial year i.e. July 2005. Under this project it has been planned to impart training in skills such as sewing, knitting, embroidery, crotch work, bag making and the like.

Similarly, some short term sandwich courses such as Tie and Dye, Block Printing, Fabric Printing, Gota Work, Mukaish Work, Salma Sitara, Glass Printing, Makrama, Wall Hangings, Cooking and Baking, Toffee Making, Squashes & Syrups, Pickles, Jam, Jelly and Marmalade, Ketchup and Chatni, Soap and Surf, Candle Making etc. will be run under the said project. If successful, the subject project will be replicated in the country. A synoptic view of such programmes and projects of literacy and the future one with their major features has been given as Annexures-B and C of this report.

**3. ILLITERATES' PROFILE:**

**i. Rural people:** According to the 1998 Census, two-thirds (67%) of the 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. Besides, having a feudal set-up, usually the rural population is not encouraged to receive education.

**ii. Poor and disadvantaged people:** Illiteracy rate amongst poor people is very high. At present, 35 per cent of the population in Pakistan lives below the poverty line. In rural areas it even ranges between 45-50 per cent. Due to their low income, they are more interested in supplementing their family income rather than sending children to school.

**iii. Ethnic and linguistic Minorities:** Illiteracy is high among ethnic minorities due to the lack of access to educational facilities and services, as well as, due to their peculiar customs, traditions and taboos. Nomad tribes like Kuchis from Afghanistan, Gypsies in Pakistan live on the fringes of society just like elsewhere in the world. They are locally called 'Khana Badosh' which migrate from one location to another depending upon the availability of work.

**iv. 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. Special mention needs to be made of earthquake-affected people in AJK and some parts of NWFP.

**v. Girls and Women:** Literacy rate is low among girls and women in Pakistan. Female literacy rate is 42 per cent against 66 per cent male. Similarly, girls participation rate at all levels i.e. primary, secondary and tertiary level is very low and hardly one-third of the present educational facilities and services i.e. institutions and teachers are for girls. Besides, some social norms, institutions and traditions deny educational access to girls and females.

**vi. Street Children and Young Child Labourers:** Street children constitute a significant part of our population. Similarly, young children working in workshops and private factories also contribute towards illiteracy in the country. There is a dire need to undertake a survey, identify their needs and design literacy programmes for them.

**vii. Tribal population:** By virtue of their traditions, tribal people, in general, are found more involved in their personal feuds. Hence, they are generally not inclined to send their children to school, most of them due to security risks, and others just due to their inability to attend to this important aspect. Moreover, any efforts to launch literacy programmes in their areas fail because of their local politics.

**viii. Tillers of land under feudal system**

Tillers of land under feudal system also form a significant, but so far neglected part of our illiterate population. Most of them are in Sindh, followed by some in Punjab. Since they are the oppressed part of the population and are left with no spare time, literacy will have to be integrated into their routine farm activities.

#### **ix. Household workers/employees**

As in the case of land-tillers, this class is also over-burdened with work for their employers. High gentry employing this class of people need to be sensitized and special needs-based materials should be developed for imparting literacy skills to them.

#### **3.1 Main Concentrations of Illiterates:**

The main concentrations of illiterates in Pakistan are in remote rural areas; mountainous regions such as Federally Administered Tribal Areas (FATA), Federally Administered Northern Areas (FANA), the rural areas of Balochistan province and NWFP; slum areas (Katchi Abadies) in urban areas; deserts of Sindh and Balochistan provinces and pockets of refugee population in NWFP and Balochistan provinces. Based on the literacy profile, the districts in Pakistan can be grouped into three categories as under:

- (i) Districts with high literacy rate i.e. above 70 per cent;
- (ii) Districts with medium literacy rate i.e. 50per cent to 69 per cent; and
- (iii) Districts with low literacy rate i.e. less than 50 per cent.

It may be mentioned that almost all the districts of Balochistan, FATA and FANA, most of the districts of NWFP and Sindh fall under the third category. In Punjab the districts with the lowest literacy rate are Rajanpur (28%), Muzaffargarh (33%), Dera Ghazi Khan (37%) and Rahimyar Khan (38%). The literacy rate of district Tharparker (19%), Thatta (24%), Jacobabad (28%) and Badin (28%) are the lowest in Sindh province. In the NWFP province the districts with lowest literacy rate are Kohistan (15%), Shangla (20%), Batagram (25%), Upper Dir (29%) and Bunir (31%). In Balochistan, districts with lowest literacy rate are Musa Khel (14%), Nasirabad (15%), Kohlu (17%), Jhal Magsi (17%), Kharan (19%), Awaran (20%), Bolan (21%), Killa Saifullah (24%) and Jaffarabad (25%). Musa Khel, Kohistan, Kohlu and Jhal Magsi are the districts with the highest illiteracy rate in Pakistan. The districts with the highest literacy rate are Karachi Central (90%), Karachi East (88%), Islamabad (86%) and Rawalpindi (79%).

## ANNEXURE-B

### 8.2 MAJOR LITERACY PROGRAMMES OF THE PAST

Major projects and programmes launched in Pakistan for adult literacy since 1986 and their impact/achievements are as follow.

S.No.	Name of Project	Duration	Achievements	Impact/Effectiveness
1	Nai Roshni School Project	1986-88	<ul style="list-style-type: none"> <li>▪ 15,000 Nai Roshni Schools opened</li> <li>▪ 400,000 learners registered</li> </ul>	Programme was abandoned after 2 years with the change of government. The programme could not achieve its targets.
2	Iqra Pilot Project	1986-88	<ul style="list-style-type: none"> <li>▪ 60,000 learners enrolled/registered</li> <li>▪ 22,000 appeared in exam and 18,000 passed</li> </ul>	Project was not successful and sustainable
3	Eradication of Illiteracy From Selected Areas of Pakistan	1992-94	<ul style="list-style-type: none"> <li>▪ 138025 (79%) people were made literate against the target of 174,460 out of it 87% were female</li> </ul>	Project was successful
4	Quranic Literacy Project	1992-94	<ul style="list-style-type: none"> <li>▪ 494 centres were opened.</li> <li>▪ 10,867 females were made literate</li> </ul>	The project was successful and sustainable.
5	Crash Literacy Programme (Federal)	1998	<ul style="list-style-type: none"> <li>▪ 87 literacy centres opened</li> <li>▪ 1500 people made literate</li> </ul>	Project could not be continued
6	Crash Literacy Project (Punjab)	1998-99	<ul style="list-style-type: none"> <li>▪ 1668 literacy centres opened</li> <li>▪ Around 50,000 adults made literate</li> </ul>	The project was successful
7	Literacy and Primary Education (UJALA)	2001-02	<ul style="list-style-type: none"> <li>▪ 2000 Adult Literacy Centers opened. The main focus was on rural women</li> </ul>	The project almost achieved its targets

## ANNEXURE-C

### 8.3 MAJOR PRESENT AND FUTURE PROGRAMMES IN ADULT LITERACY AND NON-FORMAL EDUCATION IN PAKISTAN

S.No	Name of Project	Implementing Agency	Cost/Budget	Duration	Major Inputs
1	Adult Literacy	National Commission for Human Development	One Billion Each year	Started in 2002 Ongoing project	50000 Adult Literacy centers functioning in 116 districts of the country  Total learners enrolled around one million
2.	Literacy for All Programme	Elementary Education Foundation	Rs. 900 million for 3 years	Started in 2003 and still going on	7500 adult literacy centers opened through NWFP province.  Total learners enrolled around 187500
3	Opening of adult Literacy centers under President Education Sector Reforms	Provinces of Punjab, Sindh, NWFP and Balochistan	Rs.100 million each yer is given by the Federal Government	Started in 2001-02 and still going on	5000 Adult Literacy Centers planned to be opened each year  Total enrolment around 100,000
4	100% Literacy in Four Model Districts of Punjab (Mandi Bahauddin, Khushab, Khanewal and D-G Khan	Punjab Literacy and Non-formal Education Deptt.	Rs. 981,374 million	2004-2008	Expected number of beneficiaries
5.	Crash Literacy Programme for women in Districts of Southern Punjab	Punjab Literacy and Non-formal Education Deptt.	Rs.93 Million	2005-08	Expected number of beneficiaries = 200,000
6.	Literate Punjab Programme, 100% Literacy in 10 Union Councils of 31 Districts of Punjab	Punjab Literacy and Non-formal Education Deptt			Expected number of beneficiaries = 1300,000
7.	Establishment of Provincial Literacy Management Information Unit (LITMIS)	Punjab Literacy and Non-formal Education Deptt in collaboration with JICA	Rs.35.8 Million	2006-09	Literacy and Non-formal Database has been created

## **7. MAJOR ISSUES AND CHALLENGES**

Major issues and challenges may be identified and briefly mentioned:

17. Low participation rate at the primary level
18. Population explosion
19. Socio-cultural problems Poverty
20. Low motivation of parents
21. Child labour
22. Female education as a low priority
23. Physical disability
24. Insufficient resources
25. Rigidity in financial rules
26. Non-co-ordination among agencies
27. Absence of professional institutionalized set-up
28. Lack of community participation
29. Lack of reliable data
30. Ineffective monitoring of literacy projects
31. Lack of research