PAKISTAN COUNTRY REPORT ON LITERACY AND COMMUNITY LEARNING CENTERS

REGIONAL SEMINAR ON COMMUNITY LEARNING CENTERS Chiang Mai, Thailand (23-27 March, 2004)

Presented by:
Education For All (EFA) Wing Ministry of Education, Government of Pakistan Islamabad March 18, 2004
Introduction:

Islamic Republic of Pakistan is the sixth most populous country of the world. It is located in South Asia between 23 – 42 and 36 – 55 north latitudes and 60 – 45 and 75 – 20 east longitudes. Total area of the country is 7,96,095 Sq. Kilometers. It has variety of physical features, mountains, plateaus, plains, deserts and coastal area. The climate of the country is characterized by extreme variations of temperature both seasonally and daily. Pakistan consists of Federation of four provinces namely Punjab, Sindh, North West Frontier Province, Balochistan and Federally Administered Tribal and Northern Areas. Each province is further divided into District Governments. 96.19% population of the country is Muslim and major minorities are Christians 2.48% and Hindus1.04%. It shares its western border with Iran and its eastern border with India, Afghanistan lies to the north and north-west while the People’s Republic of China stretches from the north to north-east alongside Gilgit and Baltistan.

Based on the Census Report 1998, the projected population of Pakistan at present (2003) is 148.6 million out of it 67% are living in rural areas 33% residing in towns and cities. Annual growth rate is 2.06%. Population explosion is one of the major problems of the country and it is creating negative impact on developmental efforts to improve the economic condition of Pakistan.

Pakistan is basically an agrarian country and most of its population is engaged with agricultural like activates.
LITERACY SITUATION

1) SITUATION ANALYSIS

Although adult literacy in Pakistan has increased at the rate of about 1 percent per annum since 1981, it is still very low, especially as compared to other countries of South Asia. According to the 1981 census the overall literacy rate of 10+ age group was 26.2 percent, which increased to 34.8 percent in 1990-91; 36.8 percent in 1993-94; and 44 percent in 1997-98. Cumulative increase in literacy rate over 8 years is 10 percent. However, increase in female literacy rate is more than the male i.e. 11.4 percent against 9.2 percent male. It is to be pointed out that according to the targets set in Jomtien, the literacy rate of Pakistan should have been 70 % by now, if estimated at the average growth rate of 3.5 percent per year, to achieve the goal of doubling the literacy rate.

Literacy gender parity index indicates that in all the provinces/areas of the country, proportionately fewer women than men have basic literacy skills. Despite the fact that female literacy rates have increased considerably since 1990, the said ratio has further deteriorated in all the four provinces.

The total population of 15+ year age group was 72.38 million (male 37.65 and female 34.73 million). Overall literacy rate was 43% (male 55.3%; female 29%). Islamabad Capital Territory has the highest literacy rate i.e. 70% (male 78.6%; female 58%) whereas, the province of Balochistan has the lowest literacy rate i.e. 24% (male 35.32%; female 12%). (Source: Population Census Report 1998)

According to the census report of 1998, the overall literacy rate of Pakistan for the age group 10+ was 43.9%, with 54.8% for males and 32% for females (Table 3). In Pakistan adult literacy rate means literacy rate of 10+ age group. It ranges between 24.8% in the province of Balochistan to 72.4% in the Islamabad Capital Territory. NWFP, with a literacy rate of 35.4%, is the second lowest in literacy ranking. The provinces of Punjab and Sindh have slightly higher literacy rates than the national average.

### Literacy Rates (10+ years) in Pakistan: 1998

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Source: Population Census Report, 1998
**Present Status**

In literacy 10,000 Adult Literacy Centers in public sector and more than 2000 in private sector and 700 in Islamabad Capital Territory (ICT) against the target of 270,000 during the period 2001-3 could be opened. Literacy rate could be enhanced to 51.6% against the target of 56% during this period.

The shortfall was mainly due to non-availability of the required resources by the international Development Partners, Federal, Provincial and District Governments. Secondly, implementation of ESR was delayed for one year and started in the year 2002 instead of 2001.

In adult literacy a number of programmes and projects with the main focus on female literacy have been initiated both in public and private sectors. These programmes interalia include; opening of adult literacy centers in public sector; skill development project recently initiated; 10-year United Nations Literacy Decade (UNLD) programme sponsored by UNESCO and JICA; National Commission for Human Development (NCHD) literacy programme launched in the selected districts of the country; literacy campaign started in collaboration with USAID/ESRA; the project on “Addressing Child Labour Through Quality Education for All” sponsored by US department of labour, managed by Save the Children UK and being implemented by SUDHAAR/ITA; and programme and projects being implemented by number of other NGOs. Besides that, Punjab literacy and Non-formal Education Department has initiated a programme for total literacy in four selected districts of Punjab.

The above mentioned initiatives in literacy; plus declining population growth rate (reduced from 3% in 1991 to 2.1% in 2003); and increasing participation rate at primary level has resulted in considerable increase (2.2% against 1.1% per year average increase from 1981 – 1998) in literacy. At present (2003-4) the adult literacy rate is estimated to be 54% (male 66%; female 42%).

Consequent upon that the targets of adult literacy rate for ESR first phase (upto 2005-06) are revised to 58% (male 69%; female 47%) against 60% previously targeted. The backlog of 264,000 literacy centers will be adjusted during the 2nd and 3rd phase of EFA Plan of Action by adding 25,000 centers to already planned centers each year (2006-2014) and remaining 39,000 in the last year of the Plan.

**Reasons for Low Literacy Rates**

Adult literacy has suffered primarily due to low rates of participation at the primary level, which in turn relate to poverty and conservatism. However, other causes of low literacy rates include financial constraints and ineffective/failed strategies:

i. Resources/funds earmarked for adult literacy programmes were hardly 1% of the education budget. Furthermore, funds could not be provided on time.
ii. Adult Literacy has suffered due to lack of political will and absence of consistency in policy. It has not been given the needed/desired priority in EFA programmes. Only a few projects on adult literacy could be launched during the post Jomtien period, which had limited coverage and were restricted to not more than 10% of the target group.

iii. There is an absence of a strong coordination and organizational structure with the result that interaction among the principal actors in the field of adult literacy remained weak.

iv. The professional base of adult literacy initiatives remained underdeveloped due to lack of training of instructors; no formalized curriculum; and a virtual non-existence of effective research.

v. Monitoring and evaluation mechanism at the grassroots level could not be strengthened, which adversely affected the internal efficiency and effectiveness of the literacy programmes and projects.

As a result, the country with a literacy rate of 44% in 1998 fell drastically short of the 70% literacy targets set in the Jomtien World Conference and the National Education Policy 1992. Female literacy rate could not exceed 33% in 1998. However, keeping in view the high population growth rate, inadequacy of resources, slow pace of educational development and such other factors, the targets set for adult literacy were too ambitious to be achieved in such a limited time.

2) PAST AND ON-GOING LITERACY PROJECTS AND PROGRAMMES

Main projects and programmes launched in Pakistan for adult literacy since 1990 are as follows:

- Eradication of Illiteracy from Selected Areas of Pakistan
- Quranic Literacy Project 1992-94
- Establishment of 10000 Non Formal Basic Education Schools
- Community Learning Centers (CLCs)
- Crash Literacy Programme
- Literacy Programmes by NGOs

3) PLANNING FOR LITERACY

15-Year EFA National Plan of Action – NPA (2001-15) has been developed through broad-based consultations with principal actors of EFA and all stakeholders.

The planning framework of National Plan of Action (NPA) are the six EFA goals as stated in the Dakar Framework For Action. The main objectives of NPA interalia are (I) to reach the disadvantaged population groups in rural and urban areas with emphasis on girls and women, (II) to promote community participation and ownership of basic education programs at the grassroots, and (III) to improve relevance and quality of basic education
through enhancing learning achievements of the children, youth and adults. The sector-wide order of priorities of the plan are Primary Education, Adult Literacy and Early Childhood Education.

### 3.1 Goals:

i. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programmes;

ii. Achieving 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

iii. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

### 3.2 Phasing of the Plan

The Adult Literacy Plan (2000-15) consists of the following three phases:

- **Phase-I** 2001-02 to 2005-06 (5 Years)
- **Phase-II** 2005-06 to 2010-11 (5 Years)
- **Phase-III** 2011-12 to 2015-16 (5 Years)

### 3.3 Population Projections

i. The total population of 10+ years age group was 101.5 million in the year 2000 which is the benchmark of the plan. It is estimated to increase to 116 million by the end of first phase of the plan; 129 million in the second phase and 146 million in the third phase of the plan. Total increase in 15 years is projected to be 44.5 million which is 44%.

ii. Male population may increase from 52.7 million in 2000 to 60 million in 2005, 68.2 million in 2010 and 75.5 million in 2015. It comes out to be 22.8 million (43%) increase in 15 years.

iii. Benchmark female population is 48.8 million (48% of total). It may increase to 56, 63.8 and 70.5 million by the end of 1st, 2nd and 3rd phase of the plan respectively.

iv. Due to migration of rural population to urban areas, urban population may increase from the existing (year 2000) 34.4 million to 61 million (77% increase) by the end of the plan. Whereas, the rural population has been projected to increase from 67.1 million to 85 million (27% increase) during the same period. The existing rural/urban ratio is 66:34 and by the end of...
the plan the said ratio would be 58:42. It would certainly have far reaching implications for future planning.

3.4 Targets

- Literacy Rate
  i. According to the Economic Survey of Pakistan 2001-2002, the overall literacy rate of the country is 50.5% (male 63%: female 38%). It indicates that almost two out of three women are illiterate. Rural area literacy rate is 39% against 70% in urban area. The plan envisages increase in the overall literacy rate to 61%, 68% and 86% by the end of 1st, 2nd and 3rd phase of the plan respectively. In order to eliminate the gender disparities, female literacy rate would be enhanced at a higher rate as compared to male. The target of gender equity (86% literacy rate both for male and female) may be achieved by the end of the plan. It has been planned to attain the Dakar goal of 50% reduction in illiteracy by the end of the year 2010 (on the completion of 2nd phase of the plan).
  ii. Similarly, more focus would be on rural areas as compared to urban. Rural literacy rate would be increased from the existing 38% to 83% by the year 2015.

- Number of Literates
  In the year 2000, almost half of the 10+ years age group population was literate i.e. 50 million literates out of 101 million population. This number is planned to increase to 100 million by the year 2011, and 126 million by the end of the plan (2015). The programmes and inputs proposed in the plan will make about 76 million people literate in 15 years.

- Illiterates
  At present (2000-01), 51.8 million (male 21.4:female 30.4 million) out of a total 101.5 million of 10+ years age group population are illiterates. As per plan, the number of illiterates may reduce to 45.4 million (male 17.1:female 28.3 million); 38.3 million (male 15.7:female 22.6 million); and 20.4 million (male 10.6:female 9.8 million) by the end of 1st, 2nd and 3rd phase respectively. In urban areas, the target of total eradication of illiteracy would be achieved by the end of the plan.

3.5 Integration of Schools with Formal System

Non-formal Basic Education Schools will in fact be completing the formal school primary education course by offering learning opportunities in those settlements, where regular primary schools are non-existent at present, or where despite the location of a primary
school there are still children that are out of school. Another role of NFBE schools/literacy centers will be to supplement the efforts of universalization of primary education by extending second chance to dropout, miss-out and out of school youth. These schools may continue playing their roles, unless and until regular primary schools with proper building and qualified teachers, are established in these areas. With the expansion of formal system of primary education, these schools may gradually be replaced absorbed with regular schools. The Non-Formal Basic Education School initiative is not to become a parallel system to the formal schools. The programme has been initiated and the expansion is, with the sole aim of, providing access to primary education to the unserved by an inexpensive, rapid and tested method. As soon as the formal system can provide the necessary coverage the Non-Formal Basic Education Schools will be given an opportunity for selection and absorption in regular cadre of teacher, on merit basis. They may compete along with other candidates, and may be selected on the basis of their qualification and experience. Since these teachers will be engaged on purely contract basis, in no respect will they be entitled to claim absorption, or regular service, as their right.

3.6 Inputs for Reduction of Adult Illiteracy

The following inputs have been proposed to enhance the literacy rate and eradicate the illiteracy:

i. Opening of literacy centres is one of the major programmes proposed to eradicate illiteracy in Education Sectors Reforms (2001-05). A total number of 270000 literacy centres 45000 during the first year (2002-03), 90,000 during the second year (2003-04) and 135,000 during the third year (2004-05) will be opened. Each centre will 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 centres would be either closed or shifted to other places where there is need for literacy center. Whereas, 1/3 of the centres 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 make literate the backlog of illiterate population.

ii. It is expected that private sector would also actively participate in this Jehad against illiteracy. Retired teachers, army personnel religious scholars and others may be provided some incentives to open literacy centers. On the average 1,000 literacy centers per year during 1st and 2nd phase and 2,000 during 3rd phase may be opened in private sector.
iii. Some NGOs have already opened literacy centers. These centers may continue to increase at the expected rate of minimum 1,000 centers per year.

iv. Poverty is the root cause of rampant illiteracy and low participation rate at primary level of education. Poverty alleviation through educational development is one of the important strategies outlined in the Framework for Action. Training in vocational and income-generating skills is one of the major programmes/inputs included in the NPA. Under this programme 140,000 literacy centers, which is about 1/3rd of the total, will be upgraded/converted into vocational/trade centers after completion of a 6-month general literacy cycle during the first phase of the plan. Almost the same number (i.e. 130000 Vocational Centers) will be opened during each of the 2nd and 3rd phases of the plan. Special efforts will also be made to provide skill training to adolescent girls and young women.

v. Imparting literacy skills through Quranic Literacy is a very successful experience of this country, which needs to be replicated throughout the country on a massive scale. Around 1,000 Quranic Literacy Centers during each year of the plan will be opened to impart literacy skills through Quranic Literacy. This number may be increased keeping in view the success and effectiveness of the project.

vi. Community Viewing Centers (CVCs) is another successful experience in Pakistan. However, it needs proper and effective implementation and management mechanism. Suitable persons from the locality will be identified who would manage the CVC. A token amount of Rs.500 per month will be paid as rent to the person who will provide T.V set and VCR for the center.

vii. A total number of 7117 Non-formal Basic Education Schools (NFBES) have been functioning successfully throughout the country for the last 3-4 years. These schools cater to the needs of 5-14 year age group out of school children/adolescents. Schools are run through NGOs and CBOs. The services of one instructor, who is paid Rs.1000/- per month, are provided to each school.

Under the NPA 10,000-15,000 NFBES will be opened every year. Education Sector Reforms (ESR) envisages opening of 30,000 NFBES during 2001-05. These targets of ESR have been incorporated in the Plan.

3.7 Quality Inputs

Past experiences prove that the following quality inputs can be useful for making literacy programmes effective: -
• **Para-teachers from the community:** Teachers, usually women, who would have a secondary or middle school education but not the required teaching qualification, chosen from the community, have been found to be effective in terms of their motivation, dedication and empathy with learners. The services of para-teachers will be utilized for literacy programmes.

• **Short initial training and strong supervision for teachers:** In order to keep the costs down and to ensure that teachers acquire the practical pedagogic skills and apply them, a short pre-service orientation is given, but regular supervisory contact and short refresher training will be continued.

• **Active community and parental involvement:** The community, usually in the form of a parents’ committee or a managing committee, is closely involved in the programme and in ensuring that it functions effectively. Community participation will be ensured.

• **Simplified curriculum, abridged courses, and focus on practical and essential skills:** While the curriculum often follows the primary education contents, the text and learning materials are adapted for the usually abridged course and with an emphasis on practical knowledge and a learner-centred pedagogy. This strategy will be given due focus in future literacy programmes.

• **Equivalency with primary education:** Equivalency with primary education will be ensured by covering the essential content of primary education and permitting mobility to formal school either by mutual agreement or by taking an examination. Equivalency credentials are important for making non-formal programmes acceptable and credible to the learners and the larger community.

• **Provisions for essential learning materials:** Typically, learning materials and supervision and continuing training of teachers constitute half or more of the cost of a successful programme, in contrast to the traditional primary school in which non-salary costs in operation budget is minimal. Special funds will be specific for teaching-learning materials.

• **Guidelines and standards for material development, teacher training and community participation.**

### 3.8 Lifelong and Continuing Education

Lifelong and Continuing Education is important aspect of literacy which is, unfortunately, neglected in Pakistan. It needs to be initiated, expanded, and strengthened with an objective to make it a national culture. Continuing Education can be imparted through lecture,
seminars, workshops, symposia, short-term courses, and even preparing for certificates, diplomas or degrees.

The different strategies proposed for life long and continuing education interalia, include: -

- Evolving a system of citizen education to ensure continuous learning by all sections of the citizenry. This system will make education a standard dimension of the life of every citizen capable of bringing about profound changes in his outlook and lifestyle. People will be properly educated and motivated for the realization of national goals.
- Exposing the people of Pakistan to the modern advancement in knowledge, science and technology and sharing with them the dimensions and changes affecting human civilization.
- Keeping abreast general public of the problems and issues facing the nation and the efforts being made for the development and welfare of the masses.
- Involving the public at large in the thought process for national uplift and forging among the masses the motivation and commitment for the task of national reconstruction.
- Educating the people in religious teachings and knowledge.
- Inculcating in the minds of the people healthy values and attitudes.

3.9 HIV/AIDS

HIV/AIDS is becoming a major issue which needs to be addressed urgently. It is estimated that 70,000 to 80,000 persons (0.1 per cent) of the adult population in Pakistan) are infected with the HIV virus. Prevalence is higher among vulnerable groups, including drug users and commercial sex workers who have insufficient access to information about HIV and STDs (sexually-transmitted diseases).

Pakistan has developed a national HIV/AIDS strategic framework which will require intensification and scaling up if it is to effectively combat a widespread incidence of HIV/AIDS in the country. On a more wider level, this menace may be effectively checked through a comprehensive advocacy strategy using media and educational interventions. In the context of education, HIV/AIDS issues will be addressed through information/awareness about preventive methods in the adult literacy curriculum as well as in the course curriculum for technical and vocational training.

3.10 Resources

i. Human Resources:

- Each literacy center will be provided with one literacy teacher preferably selected from the same community.
Under the ESR 45,000 literacy teachers in the first year, 90,000 in the second year and 135,000 in the third year will be required. Services of these teachers would be required for one year for completion of 2 cycles of general literacy. After completion of ESR (beyond the year 2005) on the average 100,000 literacy teachers (in every year of the plan) will be employed for a period of one year.

- Trade/Vocational skill teachers at the rate of 2 teachers per center would be recruited for trade/vocational/functional literacy centers. As an alternative services of experts in vocational skills and trades may be hired as master trainers on contract/daily basis. A total number of the above category teachers required during the 1st, 2nd and 3rd phases of the plan worked out to be 280,000, 260,000 and 180,000 respectively.

- Additional administrative/management, supervisory and supporting staff will also be required to run literacy centers, vocational centers and others. An estimated number of 1,350 posts of literacy administrators/managers and 7600 literacy center supervisors will have to be created to run the literacy centers and NFBES envisaged to be opened under NPA.

ii. Financial Resources:

Phase-wise total cost for literacy inputs/programmes comes out to be Rs. 53,439, 58,021 and 68,516 million for the phase I, II and III respectively. The total cost for the plan period (2001-2015) would be around Rs.180 billion. Out of it, Rs.51 billion (28 %) will be the development cost and Rs.129 billion (72 %) the recurring cost.
EFA Forums and EFA Units Established

Effective Coordination in EFA planning, implementation and monitoring/evaluation has been given vital importance almost at all levels. It emerged from the strong realization that unless and until all principal EFA actors and stakeholders are effectively involved at each stage the achievement of EFA goals and targets may not be possible.

To achieve EFA goals and targets, EFA Forums at national, provincial, district and local levels have been established. The EFA Forum is a representative body of the Government, Civil Society, Private Schools, Deeni Madaris, Media, Support Organizations and Communities. The functions of EFA Forum interalia include: Coordination, Awareness Raising, Planning, Collection and Dissemination of Information, Monitoring, Resource Mobilization, Political Support, Capacity Building etc.

International Development Partners EFA Forum

EFA Partners (UNESCO, UNICEF, UNFPA, UNDP and World Bank) in Pakistan has set up EFA International Development Partners Forum (INDPF) comprising all the development partners including bi-lateral and multilateral agencies and international NGOs and INGOs. Coordination and Resource Mobilization for EFA would be the main function of INDPF.

EFA units at national, provincial and district levels will provide a platform to the respective forum for effective coordination and monitoring/evaluation of EFA activities and programmes at respective level.
Community Learning Centers in Punjab

The paradigm of community involvement for people in development is not new in Pakistan. In practice it has been proposed in many forms and produced varying results. Over the last 50 years the Government has incorporated this concept in programmes such as Village Aid, Rural work and rural development while each of these community based programmes in their respective way, made a useful contribution to people uplift. Decision-making remained highly centralized. Literacy as a corner stone of economic development, has suffered the most in this scheme of thing.

The notation of involving people or local community in promoting education at grass roots level has escaped the vision of educational programmes. It is also human nature that people work collectively i.e. at the time of harvesting. Community center is an important institution in our rural areas where people interact among themselves, exchange views about their problems and resolve them. The community center also serves as a form of recreation where native music and epics are a source of diverse activities.

It may be fined as:

- A place, institution or center
- Organized by local people (Every age group)
- Every one has equal opportunity for access to knowledge and information and learning skills
- Help to analyzing problem and opt for solution
- Aim to improve their quality of life

In short the Community Leaning Centers (CLC) are local educational institutions outside the formal education system. These are resource centers that provide information and lifelong learning opportunities for members of their local community. These are established in both villages and urban environments and are usually setup and managed by local people. CLCs are intended to produce social transformation by providing learning opportunities that enhance community development and the overall quality of life for individual members of the community. Direct ongoing involvement in the CLC is essential for it becoming self-sustaining asset of the community.

In Pakistan where the population explosion is a reality with 3 million being added annually, large rural population, the focus should be initially at UC (Union Councils) level, then in village.

The prime aim of any CLC is to empower individuals and to promote community development though the provision of lifelong education for all age groups without any gender disparities particularly with fewer opportunities to purposeful formal education to be the principle beneficiaries of the CLC programme. The targeted population include, for example out of school children, women girls and elderly.

The Punjab Province has the largest number of CLCs, with Bunyad having more than 30, out of which 14 went on to register themselves as NGOs and had their own CLCs. The Girl Guide Association has about 5. The need is tremendous, as with a sea of illiterates and extremely high dropout rate (over
40%) CLCs are the beacon of hope in such environment, to attract the community to “come back to learn” in order to improve their lives become self-reliant/dependent and move towards a learning society. Bunyad strongly feels that awareness must be sought to encourage the neo-literates to study further and higher. It has thus successfully encouraged 20% of its centers to be self-sustained by giving teachers loans to start small middle schools.

Bunyad a leading NGO in Punjab was supported initially by UNESCO to form and start CLC, Subsequently, Bunyad expanded the CLCs through its own resources. Encouraged by community response, Bunyad is taking their learners into skill development and micro-financing and basic science.

**Bunyad Literacy Community Council (BLCC)**

Bunyad Literacy Community Council (BLCC) is a non-government, non-profit organization founded in 1994 and duly registered with the government both under the Voluntary Social Welfare Agencies Registration and Control Ordinance 1961 and the Societies Registration Act 1860. It came into being in response to the awful situation of female literacy and girls education in the country but over the years has expanded its operations not only geographically but also in terms of fields of activities. It is presently active in 17 districts of Punjab and its programmes in addition to literacy and education include projects in such diverse fields as Child Labour, Women’s Empowerment and Poverty Alleviation, Micro Credit Early Childhood, Community Development, Reproductive Health, Environment and Community Development.

BLCC is among the major NGOs in Pakistan that has contributed significantly to the promotion of literacy education and socio-economic, development of the marginalized in the country. BLCC runs intensive literacy and non-formal basic education programmes focusing especially on girls and women from poor, under privileged communities in rural and urban settings. Its approach to their problems is holistic characterized by efforts to develop cross-sector linkage e.g. literacy/education with health, micro credit, wherever possible.

BLCC in recognitions of its exceptional work in the fight against illiteracy has been awarded the UNESCO’s Comenius Modal in 1998 and King Sejong Literacy Prize in 2002. BLCC is a member of several international and national organizations networks and coalitions including ASPBAE.

**BLCC & CLCs**

BLCC initiated the Community Learning Centers right from the time of its inception i.e. 1998. The areas included the poorest of deprived districts and having the lowest literacy rates particularly the western and southern Punjab. Bunyad with 14 partners working in 12 Districts have mobilized CLC (Community Learning Centers) known also as BERTI’s (Basic Education Research Training Initiatives) in order to motivate grass root communities to improve their quality of life to enrich their livelihood assets and to promote a leaning atmosphere in their areas. The original 9 centers from which we went on to 14, were identified by Bunyad and supported by UNESCO. Most are connected via email. We have a bunyad@yahoogroup for transfer of
information. Subsequently these CLC became NGO’s in their own districts and have started smaller CLC with their own resources.

Bunyad feels that in Punjab there should be one CLC in each Union Council (UC), which are to the tune of 5400. The focal point, initially can be in the middle school which could be a beacon of learning for the deprived rural communities. Grass root programmes can use CLCs as a place together and share their ideas and experiences with each other. As our education system has segregation from the Primary level setup, the women programmes can easily be met in the Girls’ Middle School.

With high dropout rate and illiteracy spreading around us, the Government must include CLC in their Education Sector Reforms Plan for sustaining the learning process and encouraging continuing education.

Main Thrust:
- Community Ownership
- Resource Mobilization
- Capacity Building
- Linkage Network

Features:
- Education and Training
- Community Development
- Self Reliance

Of all Bunyad’s CLC partners, started with UNESCO’s activity as under:
- Vision and seed money.
- Newsletter (Fortnightly).
- Training of Teacher/Field Managers.
- Translated UNESCO (ACCU books and distributed, 20 titles).
- Groups formed for rapid transmission of news/information to 9 CLC.
- Gender sensitive textbooks formulated (Supervised by Dr. Namtip Askronool) subsequently taken on by Literacy Department of the Punjab Government).
- Regional Workshop held with UNESCO Bangkok, in Lahore. Concept shared with National Level NGOs and representatives of Government of Afghanistan.
- For the capacity building mid level staff from the CLCs attended various International training workshops.

Across the Board, Bunyad and their partners in CLC have been meeting on following issues/areas to involve their grass root and local communities further:
- Capacity building of Village Education Committee’s
- Teacher Trainings, and monthly refresher courses, to teachers and social mobilizers
- Literacy programmes initiated
- Skill development trainings promoted
Linkages with line departments established
Local leadership developed, to rely on oneself
Local resources management for community uplift
Conflict resolution at local level
Health, environmental awareness and camps
Maternal and child health centers have been established by some CLCs as per community needs.
Propagation of EFA and higher level of learning
Strengthening capacity of teachers
Giving loans to teachers to start tuition centers
Mothers committees formed for hygiene awareness for their children
Material development for supplementary reading
Celebration of Literacy Day, Women’s Day and Children Day
Dramas/skits/poetry sessions for awareness raising on issues
Global movement on education
Recreation/sports encouraged
Documentation/research/surveys
Linking to donors local and international
Citizen Community Boards trainings for the development through local sharing of resources with 20:80 sharing ratio

Case Study
Community Involvement

CLC in Sialkot is cited as a case study. They formed a BPTC (BUNYAD Poverty Training Center) in Joarian Kalar village, which had no LHV as a result many maternal deaths occurred. There by a LHV Ms. Rashida was motivated to work, coming twice a week. Local UC Nazim Zahoor Elahi gave his house for women. The local representative of health gave 1 bed, medicine printed material and furniture. The local contributed to have such services.

This evolved further:

Training of Adult Female (married and unmarried on awareness of health issues, sanitation, nutrition
Child Care
Family Planning/Contraceptives usage
Importance f vaccination for children

Community Participation comes in the following ways

Using local resources
Financial Support
Offering skills/expertise
Donation of Books

Resulting in:

Community Empowerment
Decision making/self reliance
Resource sharing activity