

Country Report

Pakistan

EFA National Plans of Action
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PART I: Legal Framework

Introduction

1. Constitutional Responsibility of the Ministry of Education:

Although education is a provincial subject, the Constitution of Pakistan 1973 authorizes the Federal Government to assume major responsibility for providing direction and leadership to the provinces in matter of policy formulation and improving the standards of education at all levels. As per Constitution 1973, the Federal Ministry of Education is charged with the following responsibilities:

- Curriculum, syllabus, planning, policy, centres of excellence and standards of education
- Islamic education
- Libraries, museums, and similar institutions controlled or financed by the Federation
- Federal agencies and institutes for the following purposes, that is to say, for research, for professional or technical training or for the promotion of special studies
- Education of Pakistani students in foreign countries and foreign students in Pakistan
- Matters incidental or ancillary to any matter enumerated in this list

2. Constitution of Pakistan 1973 and Education

The State shall: “remove illiteracy and provide free and compulsory secondary education within minimum possible period” *(Article 37-B, Constitution of Pakistan, 1973)*

2.1 Part-II, Chapter-1, Fundamental Rights

Article-22-(1): No person attending any educational institution shall be required to receive religious instructions, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony relates to a religion other than his own.

-(3) Subject to law

- no religious community or denomination shall be prevented from providing religious instruction for pupils of that community or denomination in any educational institution maintained wholly by that community or denomination and

- no citizen shall be denied admission to any educational institution receiving aid from public revenues on the ground only for race, religion, caste or place of birth.

Article-24-(3) Nothing in this Article shall affect the validity of

- any law providing for the acquisition of any class of property for the purpose of-
- providing education and medical aid to all or any specified class of citizens;

Article-25-(1) All citizens are equal before law and are entitled to equal protection of law

- (2) There shall be no discrimination on the basis of sex alone.
- (3) Nothing in this article shall prevent the state from making any special provision for the protection of women and children.

Article-31-(2) The state shall endeavour, as respects the Muslims of Pakistan,-

- to make the teaching of the Holy Quran and Islamiyat compulsory, to encourage and facilitate the learning of Arabic language and to secure correct and exact printing and publishing of the Holy Quran;

Article-37. The state shall:

- Promote, with special care, the educational and economic interests of backward classes or areas;
- remove illiteracy and provide free and compulsory secondary education within minimum possible period;
- make technical and professional education generally available and higher education equally accessible to all on the basis of merit;
- enable the people of different areas, through education, training, agricultural and industrial development and other methods, to participate fully in all forms of national activities including employment in the service of Pakistan;

3. Goals and Aims of Education

- i. To provide a minimum acceptable level of functional literacy and fundamental education to all citizens of the country particularly the young, irrespective of their faith, caste and creed in order to enable them to participate productively in the total national effort.
- ii. To promote and strengthen scientific, vocational and technological education, training and research in the country and to use this knowledge for socio-economic growth and development thereby ensuring a self-reliant and secure future for the nation.
- iii. To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development enabling them to effectively participate in overall national effort.
- iv. To produce citizens who are fully conversant with the Pakistan movement, its ideological foundations, history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic state.
- v. To develop and inculcate in accordance with the Quran and Sunnah, the character, conduct and motivation expected of a true Muslim.
- vi. To create awareness in every student that he, as a member of Pakistani nation is also a part of the universal Muslim Ummah and that it is expected of hi to make a contribution towards the welfare of fellow Muslims inhabiting the globe on the one hand and to help spread the message of Islam throughout the world on the other.

- vii. To impart quality education and to develop fully according to their capacity, each individuals potentialities, through training and re-training and to develop the creative and innovative faculties of the people with a view to building their capacity, each individual potentialities, through training and re-training and to develop the creative and innovative faculties of the people with a view to building their capability to effectively manage social, natural and productive forces, consistent with the value system of Islam.

PARTII: NFE Components of National Plan of Action and UNLD

1. National Plan of Action on Education for All (2001-2015)

The Dakar Framework of Action (DFA) suggested a wider strategic framework to ensure the attainment of Education for All. It placed political commitment at national and international levels as the leading strategy for promoting and ensuring investment for the implementation of EFA policies. The Government of Pakistan finalized the EFA National Plan of Action (NPA) through broad based consultations with principal factors of EFA and stakeholders. Education Sector Reforms (2001-05) aimed at the development of education sector as a whole with a special focus on EFA development served as foundation of the NPA. Allocations of Rs. 3.5 Billion for ESR implementation over and above the regular budget, despite economic difficulties, is a clear expression of political will and government commitment for EFA. The NPA has been developed within a sustainable and well-integrated sector framework clearly linked to poverty alleviation and development strategies. It aims at forging a link between basic education and development strategies focusing on skill development. The National Plan of Action (NPA) on Education For All (2001-2015), the Government of Pakistan aims to attain an overall adult Literacy rate of 86% for both males and females by 2015. In this context, 81 million adults will be made literate; 525, 000 literacy courses or classes will be conducted; 90,000 non-formal basic education schools and 110,000 vocational /trade centres will be established- at all an estimated total cost of around Rs. 180 billion.

Population projections of National Institute of population Studies quote the population of primary age group (5-9) to be 7.9 million. This number may rise to 19.6 million in 2005 and remaining almost constant for few years will decline to 17.5 million in the last year of plan. Net participation rate will increase from the existing 66 % to 100% by the last year of the plan. UPE target for males would be achieved by the year 2010 and in case of females by 1015. Additional year-wise enrolment target of 0.4; 0.9; 0.9; 0.7 and 0.5 million for the first 5 years of the plan have been fixed. 8250 new primary schools will be opened to accommodate the above additional enrolment; physical facilities of 100,000 primary schools will also be up-graded along with introduction of double shifts in existing primary schools and opening of new primary schools in private sector. During the 2nd and 3rd phase of the plan more schools in public sector may not be needed. However up-gradation of primary schools to middle level would be regular feature of the plan.

Adult Literacy Population of 10 + age group may increase from the existing 101 million to 146 million by the end of the plan (2015). Literacy rate is planned to increase from existing 49 % to 86 % in next 15 years. Around 81 million population of 10 + age group will become literate during the plan period (2000-15). The inputs and programmes planned to be initiated, inter -alia, include opening of literacy centres, opening of **82,000 - Non-Formal Basic Education Schools (NFBES)**, Vocational and Trade Schools, Quranic Literacy Centres and Community Viewing Centres. Presently about 8939 NFBE Schools are functioning in the country. The NPA envisages opening of 45000 NFBES/Centres for 5-14 years out of school children during the first phase (2001-05) of the plan. In NFBES primary Education Course is taught in condensed form in 40 months. The graduates of NFBES are admitted in grade VI (Formal System Schools). *(Detailed programme of NFBE schools is appended at Annexure-II)*

Early Childhood Education: Early Childhood Education (ECE) is the third priority of NPA. The benchmark population of 3-5 year group is 8.1 million. It may continuously decline due to reduced population growth rate. By the end of the plan (2015), it may drop to 7.2 million. The Plan has to provide ECE to at least half of the said age group population raising the net participation rate from

existing 25 % to 50 % by 2015. To accommodate these children, around 2500 ECE centres/classes in the selected primary schools in public sector and 1500 centres in private sector will be opened during each year of the plan.

Quality improvement and school effectiveness has been given central importance in the plan. The main quality inputs inter alia, include reforms in curricula (focusing on basic learning need of child, youth, adolescent and adult) textbook development and teachers training. An improved system of examination /assessment i.e. National Education Assessment System (NEAS) will be introduced. Besides, pre-primary education (ECE) programmes will be initiated as part of efforts to improve achievements of pupils at primary education level.

Sector wide estimated cost would be Rs. 202 Billion for Primary Education Rs. 180 Billion for Adult Literacy and Rs. 48 Billion for ECE. The total cost works out to be Rs. 430 Billion. Out of it Rs. 177 Billion is estimated is envisaged to be bridged by the International Development Partners are bilateral /multilateral agencies as per Dakar Commitment. Provincial Plan of Action has been finalized and District EFA Plans to be implemented through District Government are under process of development

2. Issues

Major issues and problems confronting basic education in Pakistan, which are yet to be resolved, inter alia are inadequate physical facilities and infrastructure in view of high population growth rate of 2.1 percent; resource constraint, low participation and high drop out rates; adult illiteracy, especially female illiteracy; disparities and imbalances in the gender area (female, rural children and children in urban slums being the most disadvantaged segment of population); socio-cultural inhibition and taboos (though removed considerably, yet still existing) against female education; economic barriers, such as poverty and high opportunity cost; insufficient political commitment, chronic problem of political instability; inconsistencies in education policies and programmes; lack of teacher competency; low motivation and commitment; partly non-relevance of curricula to the needs of the learners and the community; over centralization and inadequate level of local capacity for programme formulation, institutional management and evaluation; lack of integrated planning and coordination amongst organizations and institutions from different sectors of society; and ineffective assessment, monitoring and evaluation system specially for quality improvement.

3. Capacity Building Issues

Capacity building issues encountered in EFA maybe summarized as under:

- A capacity building model is needed urgently for district governments suited to indigenous opportunities.
- System oriented approach with inter and intra departmental coordination at the district level for optimum utilization of resources and opportunities e.g. Health, Labor, Social Welfare Departments etc.
- Strong Management Information System (MIS) and need based planning.
- Programme designed for quality outcomes and poverty reduction as per PRSP indicators, driven by the Medium Term (3 years) and Annual Development Plan, which are set within local realities & measurable outcome indicators.
- Accounting against performance targets not solely input driven... sensitive to the vulnerable groups.
- Programmes embedded in public and private partnership for improved service delivery in public sector, managed through e-Governance—IT supported.
- A strong media strategy to reach out to many target audiences with varying levels of access to different media channels.

4. Strategies for improvement of Basic Education in Pakistan

- i. Investment in primary education (both development and recurring) has increased from Rs. 9563 million to Rs. 38,674 million during the last decade. It is a record increase of 304 % in a short period of 9 years. Increase in development budget in 231 % (Rs. 1, 179 million to 3,904 million) and recurring budget 315 % (Rs. 8384 million to 34,770 million).
- ii. Gross intake rate in grade I is very encouraging i.e. 102.5 percent (total) and 85.5 percent (female). It indicates that if this percentage is further improved and sustained. Pakistan within the next 5 years will achieve the long cherished goal of universal access/enrolment. Islamabad Capital territory, having 97 % net enrolment ratio, has overall gross participation rate at primary (I-V) level from 60% in 1991 to 81 % is a real achievement. Furthermore, there is no shortage of qualified and trained teachers at a primary level. Almost 100 percent teachers are academically qualified and 80% professionally trained. An increase of 100 % in primary schools from 81,393 in 1990 to 163,764 indicate that educational facilities and services for primary education have expanded considerably.
- iii. To prevent the high drop out rate of female students the elementary stage scholarships and other incentives are being provided to all girls students enrolled at the elementary level y the Provincial Governments.
- iv. An allocation of Rs. 700 million has been made in the federal development budget to provide nutrition support to girl students in the less development districts. This is an incentive programme directed to enhance enrolment and retention of girl students (TAWANA Pakistan).
- v. Free textbooks to primary school students are being provided by the Provincial Governments. This programme is expected to reduce the burden of education on parents especially in the rural areas.
- vi. The environment in which teaching is taking place is being improved. We are providing infrastructure to primary schools where this is missing.
- vii. There are has been a policy shift in recruitment of teachers. They are now being recruited on contact locally. In Punjab, at least 20 % of teachers are now locally recruited. This policy will be maintained in the future to eliminate teacher absenteeism.
- viii. The provinces have allocated substantial resource for teacher training. The training programme covers in-service training as well as training for newly appointed teaches.
- ix. Under the Devolution Plan, literacy department has been established in each office of the district governments. These literacy departments are responsible for establishing new adult literacy and NFBE centres and imparting skills to the new literate population.
- x. The Government's commitment to raising the literacy level is demonstrated by the fact that more than 50 % of the federal and provincial education budgets are dedicated to elementary education. The current year's budget allocated for education by the federal and provincial governments is Rs. 98.525 billion. Approximately half of this amount or Rs 50 billion is allocated for elementary education.
- xi. The National Commission for Human Development is mandated to mobilize local communities, councilors, representatives of NGOs, civil society organizations and social workers to establish feeder schools and non-formal adult literacy centres. The Commission has so far enrolled 1.026 million male and female students in their primary feeder schools, whereas enrolment in the NF centres is 0.250 million. The Commission is moving ahead to cover as many districts as possible within the next years. (*Organogram is appended Annexure I*)
- xii. The Ministry of Education will shortly launch a media campaign costing Rs. 20 million this year to reach the rural population with the simple message of "IQRA"

- xiii. The private sector educational institutions have been allowed several concessions such as application of domestic tariff rates for electricity and gas, duty free import of educational material and equipment and free provision of land in rural areas for establishment of new school.
- xiv. Income tax concession has been allowed to private school teachers on a sliding scale.
- xv. In an effort to meet the universal primary education targets by the year 2015, the Government is receiving sustained support from its International Development Partners who have committed \$ 1.3 billion over the next five years for promotion of basic education. IN the current year an amount of US\$ 66 million would be provided to meet this objective.
- xvi. To assist Pakistan in meeting its commitment, some of the donor agencies have agreed to convert their loans into grants for utilization in the education and health sectors. In the current year, grants of EURO \$ 12.23 million would be provided through this arrangement for programmes of basic education.
- xvii. UNSAID has provided US \$ 100 million for basic education including teachers training, early childhood education, literacy program, capacity building and distance education. The programme is under implementation in four selected districts of Sindh and Balochistan. It will be scaled up to other parts of the country in the years ahead.
- xviii. Pakistan has an approved National Plan of Action relating to Education For All (EFA) (2001-2015) and a short-term education sector reforms program (2001-2005) which are embedded in the National Education Policy (1998-2010). Linkage of these plans is firmly anchored in Pakistan's Poverty Reduction Strategy Paper and the Devolution Plan, 2000 through which the District Governments have been established.

5. The following Partners share their responsibilities in the development of NFE programmes in Pakistan:

- i. The Education For All Wings of the Ministry of Education is a focal point with the collaboration of curriculum and Planning Wings. The constitutional responsibilities of these have been explained in the preceding paras.
- ii. The four provincial textbooks Boards are statutory bodies at Lahore, Peshawar, Quetta and Hyderabad, with National Book Foundation at Islamabad, and are actively busy in the development of instructional/learning materials for the formal and NFE.
- iii. The curriculum development bureau and extension centers at the four provincial HQs in collaboration with Government Elementary teachers Training Colleges and PITE (Provincial Institute of Teachers Education, are actively engaged in assisting/improving the quality of education.
- iv. The Provincial Education Departments have Parliament's enforced compulsory Primary Education Act and have reorganized / established separate Non-formal education and Adult Literacy Departments. The provincial education departments under the Devolution Plan are developing District Education Plans, besides Provincial Education Plan and National Action Plan on EFA.
- v. The EFA Wing of Federal Ministry of Education has been currently actively engaged in the development of guidelines for the strategic National Development Plan for UNLD (2003-2012) jointly with the assistance of JICA and UNESCO and other International Development Partners. Similarly Pakistan is the first country having developed a National Action Plan on EFA (2001-2015). The NPA has been recommended for Fast Tracking Finance. The EFA Wing of MoE has also developed the ICT Adult Literacy Project and the establishment of 82,000 NFBE schools through out the country with a capital cost of Rs. 12.00 billion

- vi. NEF, NCHD, AIOU, Center for research on Poverty Reduction and income distribution through Human Condition Report and Pakistan Health and Population Welfare Facilities Atlas (2002-03), Ministry of Women & Social Development are some other auxiliary bodies working in the NFE. (The organogram of AIOU, NCHD, and MoE is appended at Annex-II)

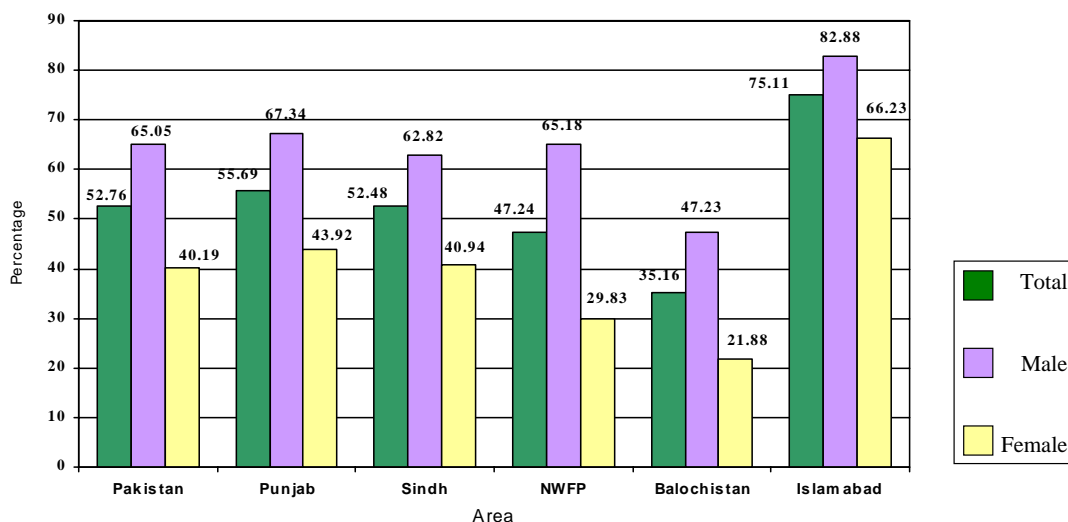
Besides above a number of NGO's, CBO's along with Donor agencies and International Development Partners are contributing in the capacity building and improvement of Basic Education. JICA is playing a leading role. JICA's Experts have carried out Situational Analysis of the Adult literacy and Non-Formal education and has conducted several studies with collaboration of AEPM, besides establishing a National Resource Center at the EFA Wing of MoE. JICA's efforts in the development of provincial and District Action Plan is also commendable. Side by side JICA is providing short term and long term Consultants as well as JOVC and are encouraging training abroad of the personnel individual under the Technical Assistance Programme. Other International agencies are UNESCO, USAID, ESRA, and Norwegian Grants, World Bank, ADB and IDB are also extending loans in many educational projects since long.

6. United Nations Literacy Decade (UNLD) in Pakistan

<u>DATE</u>	<u>ACTIVITIES</u>
11-01-2003	Brief to Education Secretary on UNLD. Copy of Note and UNLD Action Plan
31-01-2003	Discussion with UNESCO Rep. Organization of joint activities by MOE, JICA and UNESCO is agreed.
05-02-2003	Joint letter by JICA Resident Representatives and UNESCO rep. was dispatched to Education Secretary.
18-02-2003	The 1 st Consultation Meeting on UNLD was organized by MoE, JICA and UNESCO.
20-02-2003	Selection of Consultants for situational analysis of NFE and literacy in Pakistan was consulted with JEA, EFA Wing. Contracts were agrees and signed with consultants.
25-03-2003	Minutes of the meeting of 1 st Consultations Meeting on UNLD held on 18 February was dispatched by UNESCO.
3-04-2003	Mr. Takumi Koide made a Presentation at International Partners Forum for EFA on UNLD.
10-04-2003	Invitation letter for the 2 nd Consultation Meeting on UNLD was dispatched.
22-04-2003	The 2 nd Consultation Meeting on UNLD was organized by MoE, JICA and UNESCO.
25-04-2003	Core Group Meeting on the development of National Strategic Framework of UNLD was held.
26-04-2003	Dr. Syed Fayyaz Ahmad was assigned for in change UNLD in EFA Wing.
08-05-2003	Final Draft of situational Analysis of NFBE and Adult Literacy was received from two Consultants
13-05-2003	
14-05-2003	Two Consultants appointed by UNESCO for drafting National Strategic Framework of UNLD.
03-07-2003	The Consultant conducted consultation with provinces and submitted a draft on National Strategic Framework of UNLD.
04-08-2003	Meeting held in JICA Pakistan Office with ESRA and UNESCO on the coordination of Adult Literary programmes.

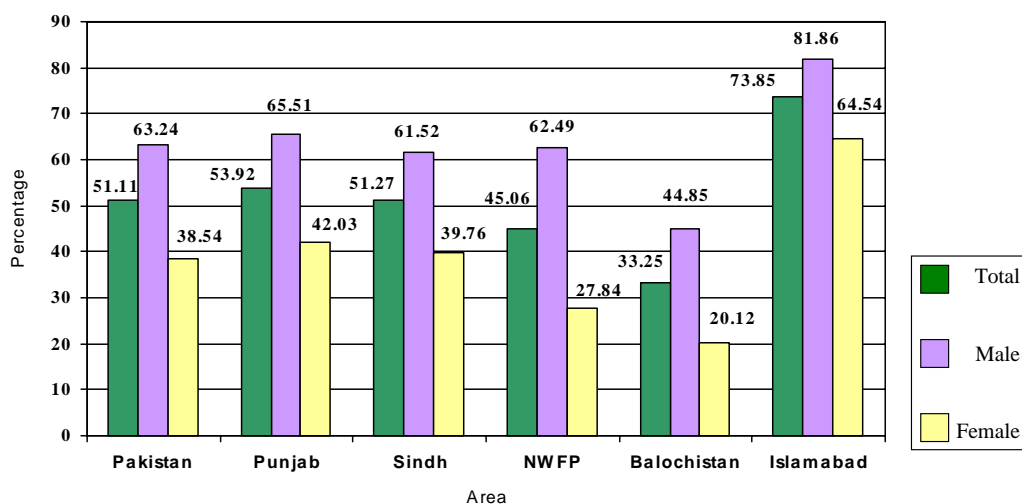
- 06-08-2003 Internal Working group met in JICA on the contents of national Strategic Framework of UNLD.
- 08-08-2003 MoE and JICA Experts discussed with Ms. Hayya Ahmad (PPAF) on the activities of International literacy Day in line with UNLD.
- 18-08-2003 Comments on the draft National Strategic Framework of UNLD by DR. Iffat Farah, Agha Khan University, Karachi and the revised draft by Mr. T.M. Sakya, UNESCO international Exerts, Nepal were received.
- 25-08-2003 Joint proposal by JICA and UNESCO for organization of National Policy Seminar on Literacy was submitted to Education Ministers.
- 04-05-2003 National Policy Seminar on Literacy was organized in Islamabad. Major stakeholders for literacy participated, discussed and finalized the guideline for National Strategic Framework of UNLD.
- 06-09-2003 Guideline for National Strategic Framework of UNLD was presented to Federal Minister for Education by representatives of JICA and UNESCO during the National function of International Literacy Day.
- 08-09-2003 Literacy Walk was held and postal stamp on UNLD was presented by Mr. Takumi Koide to the Minister of State and the Adviser of the prime Minister, Ms. Pilfer Bakhtiyar, The Minister officially launched the stamp
- 08-09-2003 Radio Programme for literacy promotion (haatoon main Hath) was started. 9 programmes were broadcast from 8-16 September 2003.
- 19-09-2003 Comments on the Guidelines for National Strategic Framework of UNLD were received from Education Minister's office.
- 23-09-2003 Revision of the guideline for National Strategic Framework of UNLD was done. This version is brought to UNESCO General Conference at Paris.
- 24-10-2003 JICA and UNESCO have discussed on the follow up activities for UNLD in Pakistan. It was decided provincial level seminar for stakeholders will be organized in N.W.F.P and Sindh in December, 20303

Literacy Rate - 2003



SOURCE: Population Census /Literacy Rates 1998
Projections on the basis of Literacy trends 1981-1998

Literacy Rate- 2002



SOURCE: Population Census Literacy Trends 1981-1998 Projections

ACCU PROGRAMME-I

Literacy Resource Centre (Pakistan Girl Guides Association, Punjab (PGGA))

The PGGA is undertaking the following activities:

- i. Involvement of NGOs for Resource Centre partnership.
- ii. LRC News Letter disseminates the information of their activities through out the country.
- iii. The programme called “Each-One Teach-One” which encourages girls guides to teach illiterate girls and women in Pakistan. A Girls guide decides the time and place to teach literacy with a learner so that the programme is more flexible then the usual literacy programmes which set a fix date and time schedule to some extent. Girls guides also assist instructors to teach other activities such as home - craft skills to learners.
- iv. AJP Learning Material e.g. PALM Package, Literacy Clip-Art has been used in imparting training to partner NGOs.
- v. Networking has been established

These activities have great relevance to National EFA Plan of Action 2001-2015, NGO network has been established by LRC, which facilitate in creating awareness among the masses to need of literacy through LRC. Information on activities has been disseminated, EMIS data strengthened, human development programmes as in-service training workshop are being organized.

The activities of LRC are confined to a province of Punjab. Rest of the population of the country is not being benefited from this LRC. The scope of LRC need to be expanded in other provinces namely Sindh and Balochistan where literacy rate is low, especially among females NGOs are working without proper coordination and net working. Net Working of NGOs under LRC would further enhance literacy activities. The initiative of LRC is in line with the national policy and programmes

ACCU PROGRAMME-2

Community Learning Project (BUNYAD)

CLC activities namely Community Mobilization, Micro Credit Programme, Skill training for Women, Health and Sanitation, Formal Training Programme, Computer Literacy, Poverty Alleviation are in line with our National Development Policy.

BUNYAD has 14 partners in CLC, who in turn have formed their own CLCs, as and wherever needed. These CLC have been formed by their partner called BERTI (Basic Education Resource Training Initiatives) a place where the communities can get information share their experiences and get knowledge whenever needed. Local experts of the Line Departments are called to give their in-puts. Micro-credit women’s group’s get-together. Nine of these BRETIs are linked via E-mail and have access to the world and with BUNYAD Head Quarters, recently started an E-mail information services “BUNYAD yahoo groups”. It has been widely recognized that for CE, CLC is the most positive initiative of UNESCO.

BUNYAD presently has a network of BERTIs /CLC, some of which have further established 18 CLCs within their own areas. Altogether BUNYAD and its BERTIs have 5000 Non-Formal Centers, about 350,000 children and adult learners, 500 UPE schools that have had expertise in Capacity Building of Communities, Parents and Teachers. Teacher Training is conducted by a core group of Resource persons and Master Trainers. It has also developed gender sensitive, Textbooks. BUNYAD developed partner NGOs in NFE who have been sensitized on CLCs. Many supplementary books of ACCU had been translated into Urdu and over 5000 disseminated to their centres. Charts and other supportive learning material of ACCU has also been translated and shared with their partners, which have in turn kept the learning capacities of the learners alive.

The projects and activities of CLCs in addition to literacy and education include. Micro-credit, Vocational Training, skill development, Health and Sanitation, sport and recreational, activities, reproductive health, Farmers training programme, Child Lab our Rehabilitation of the Disabled,

Computer training centres, Women empowerment, street children and other related activities. The total number of people being served directly and indirectly runs into hundreds and thousands of men, women, youth and children. The CLCs have thus contributed substantially towards the efforts being made in Pakistan in tackling the problems of illiteracy and poverty. All the 14 CLCs of BUNYAD in different parts of Punjab are promoting literacy and non-formal education in which they are partners of the Literacy Cell of Ministry of Education. The focus of their endeavours has been on promoting female literacy through Functional Adult Literacy and non-formal basic education of girls. This approach helps to address the gender disparities and also ensure maximum social returns of Education. The impact of its efforts cannot be gauged in terms of numbers alone but in terms of the change that has come about in the social attitudes towards female education in the rural areas. Instead of resistance to girls education, there is now demand for the same.

BUNYAD and its partner BERTIs/CLC are also active in fighting the scourge of rampant poverty as partners of country's Poverty alleviation programme. Through BERTIs, BUNYAD has its micro-credit programme reaching out to the poor women in rural communities in 16 Districts of Punjab where a total amount of Rs.10.8 million has been disbursed. The programme also includes skill trainings for women to undertake small enterprises for income generation.

Suggestion for improvement of this particular programme:

- i. The CLCs at grass roots level are organized to enable local communities to meet their felt needs through collective actions. It is, therefore, important that CLCs develop linkages with the district and local government institutions for better co-ordination and greater impact on the lives of the people within the framework of the political and administrative devolution policy being implemented in the country.
- ii. The CLC's resources and capacities are limited as they stem from communities, which are poor and illiterate. It is, therefore, important that international partners provide both technical and financial support for capacity building and also its replication to other states/provinces of the country.
- iii. Steps are required to provide financial assistance to communities for undertaking networking and information sharing through exchange of interstate /provincial visit so that they can learn from each other's experiences.
- iv. The CLCs through their structure and policies can be helped to address the problems of gender disparities in education, Literacy, health and employment. This aspect needs to be emphasized in capacity building programme through awareness raising workshops at the local level by NGOs.
- v. CLCs must diversify their programmes/activities to include efforts, aimed at poverty reduction through fight against unemployment, Greater emphasis needs to be placed on economic empowerment of the local communities particularly women.

ACCU PROGRAMME-3

Asian Co-Publication Programme (National Book Foundation -NBF) Islamabad

The Books developed by National Book Foundation (NBF) have a greater impact on children's learning specially with reference to environment, sanitation, International brotherhood and also creating an awareness among the young children of the region on the common issues such as population explosion, women empowerment, environment hazards etc.

The NBF is supporting in the following areas:

- Enriching libraries with excellent reading material Source of information for children
- Promoting culture of each others countries
- Provide good opportunity for improving the skills
- Provide diversified information

Suggestion for improvement of this particular programme:

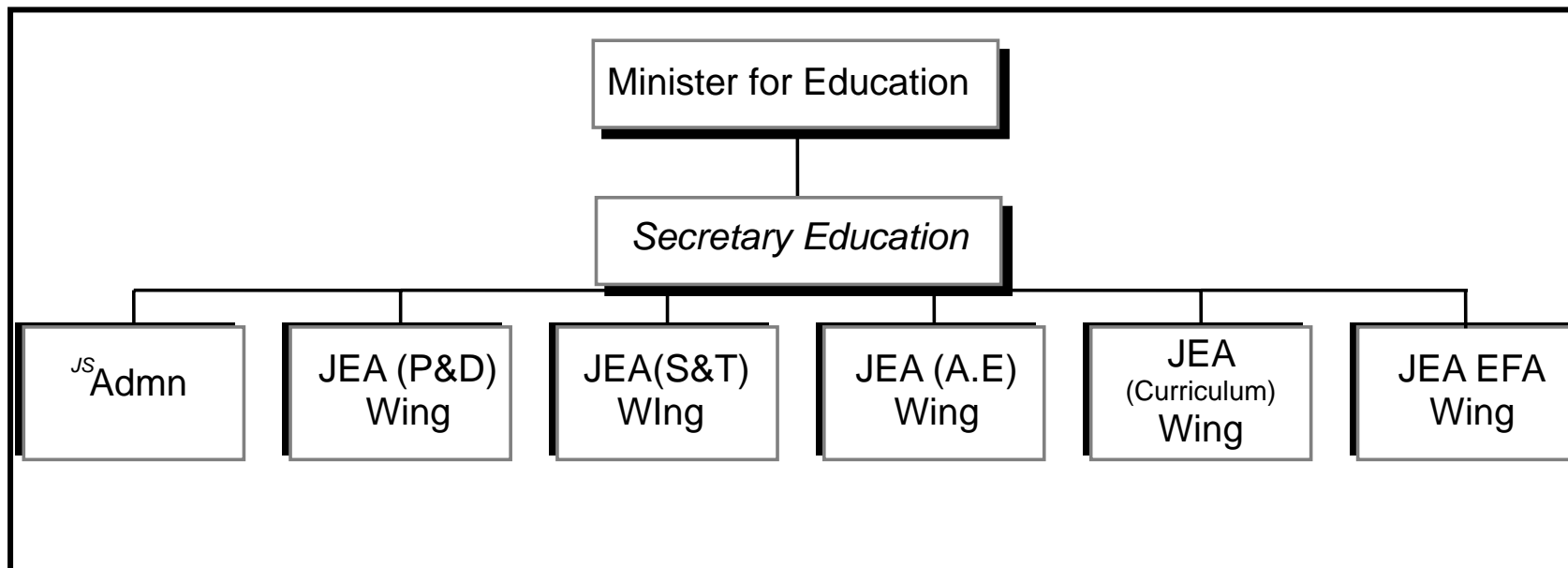
The following ACCU publications would be translated and published by National Book Foundation (NBF):

The Sky, The Space, The Stars and the Planet, The Air, The Breath, The Wing, The Breeze, The Storms, The Earthquake, Forecasting, Happening, Salvage and life after.

In addition to the existing training courses, the Internet facility can be fully utilized for the training courses. Training courses may be designed for the benefit of the member countries at larger scale.

A web-master of each member country may be nominated for providing necessary information electronic form for updating the web site of ACCU enriching/updating the material like the correspondent of each country for Asia Book Development (ABD).

Federal Education Ministry

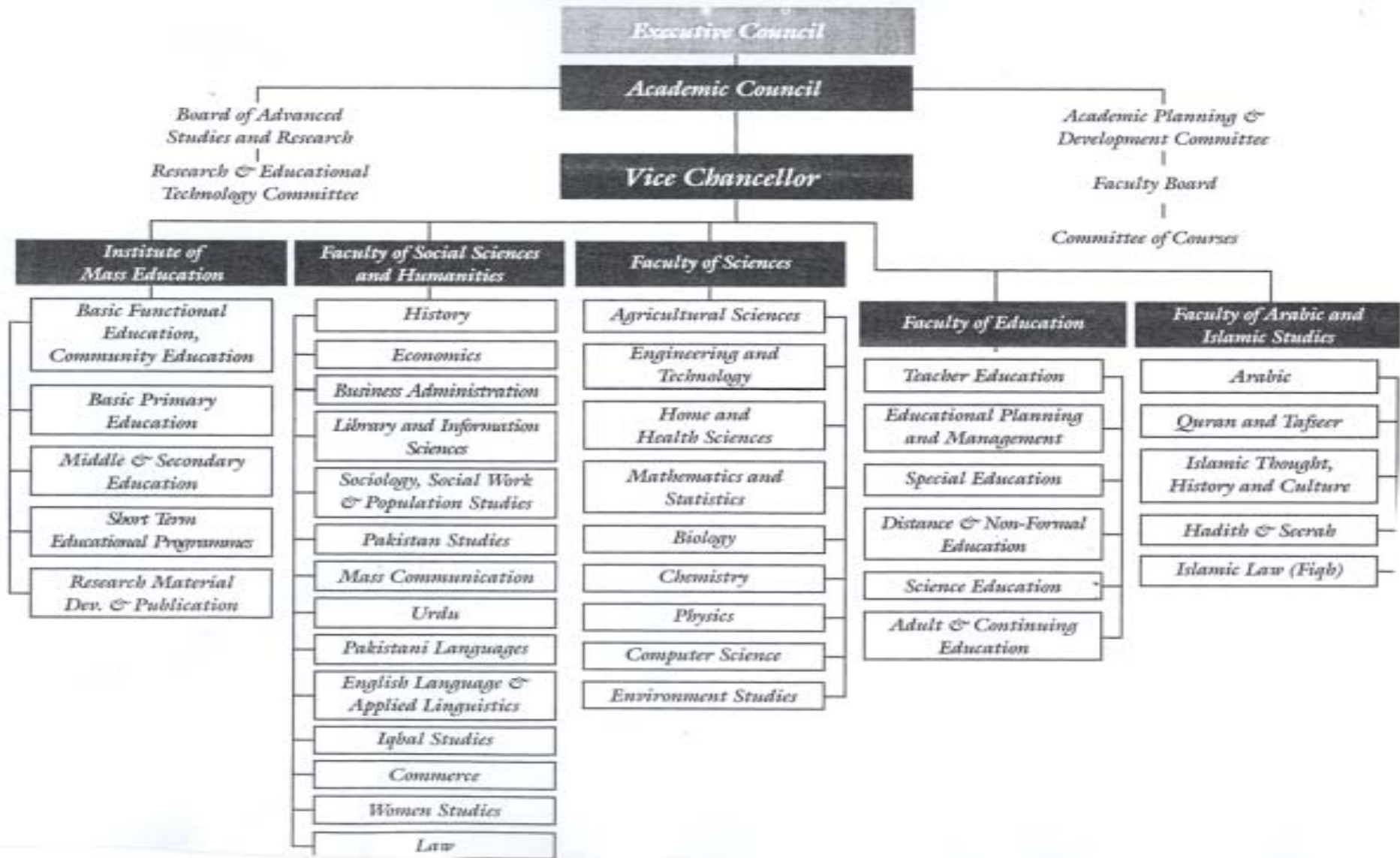


- JS : Joint Secretary
- JEA : Joint Educational Adviser
- P & D : Planning & Development
- S & T : Science & Technology
- A.E : Advance Education
- EFA : Education For All

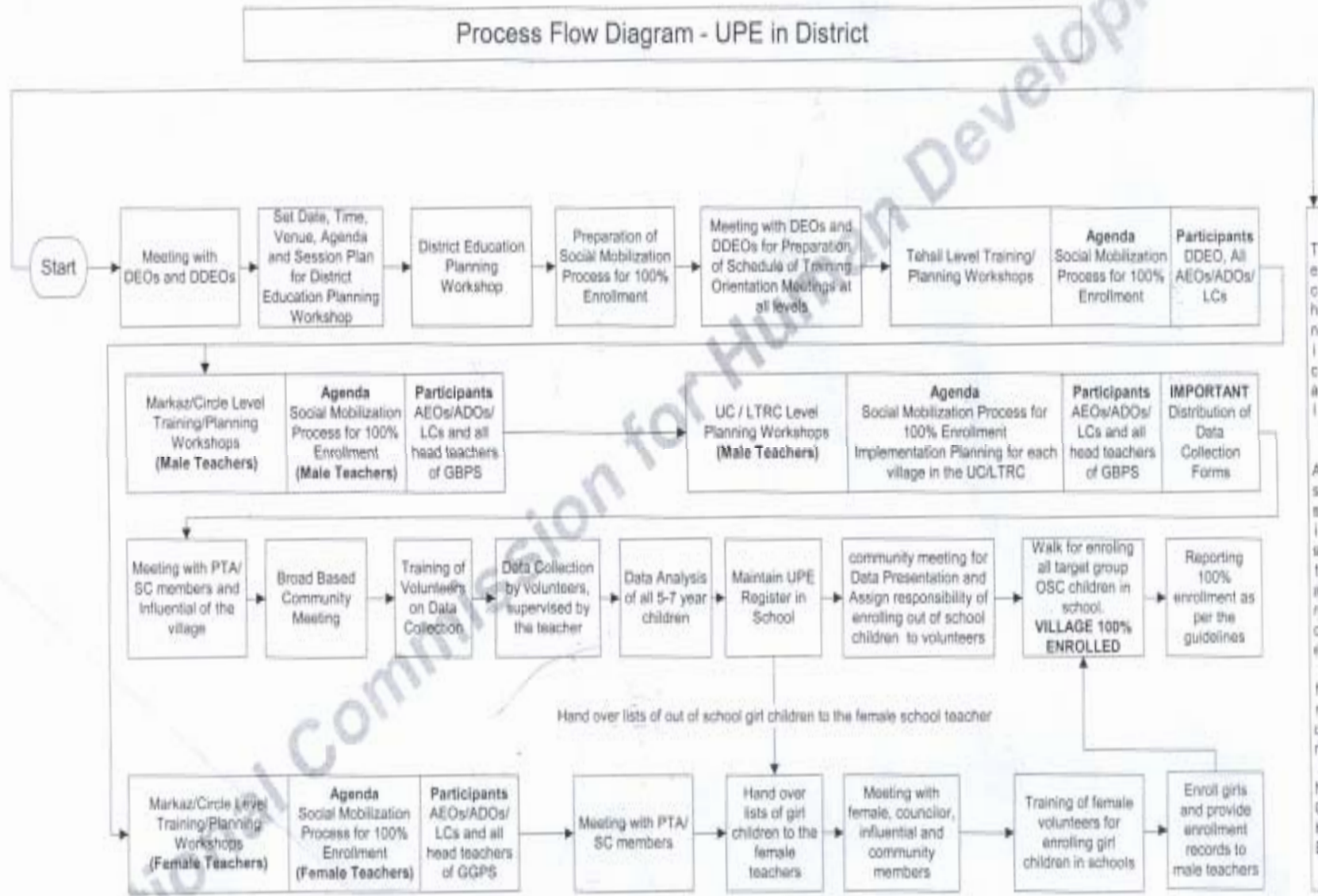
Organization/setup of Education For All (EFA) wing is give on the next page.

ALLAMA IQBAL OPEN UNIVERSITY

Academic Structure



Ministry of Education, Govt. of Pakistan, National Commission for Human Development



Annex-II**82,000 NON FORMAL BASIC EDUCATION COMMUNITY SCHOOLS**

The ECNEC approved a project titled “Establishment of 10,000 NFBE Community School in December 1995 with the total cost of Rs.1263.375 million. The project is based on the idea of home schools to be run through Non-Government Organizations (NGOs) and Community Based Organizations (CBOs). The Project became functional in April 1996. In July 1998 the revised project of “Establishment of 82,000 Non Formal Basic Education Community Schools” was approved at the cost of Rs.11214.896 million.

Salient Features of the Project

1. Basic Education Community Schools are established in those areas/villages or hamlets where Government Primary Schools are non-existent, or where separate schools for girls are not available, or where girls participation rate at primary level is low, or where female illiteracy is pronounced, or where drop out rate is higher
2. Community Schools offer learning opportunities to out of school children of age 5-9 and mis-outs/drop-outs between the ages of 6 to 10 years.
3. Services of an educated person, preferably a trained PTC, are hired for the task against a fixed emolument of Rs.1000/- per month. In case trained PTC teacher is not available at local/village level, simple matriculates are considered. In the backward areas the educational qualification is also relaxed.
4. Teaching aids like black boards, charts, mats etc for students are provided by the Government.
5. Learning material in the form of books, notebooks, pencils, slates etc. is supplied to learners free of cost.
6. Curriculum of formal primary school system is used for all fresh entering children of age 5-9. Whereas a condensed non-formal primary education course is used for age group 10-14 and above.
7. Fresh entrants, or children age 5-9 complete the primary level course during 3-4 years, depending upon their learning pace and efficiency of the teacher. Less time period is required to cover the primary level course as compared to formal primary schools, as these non-formal basic education schools are not closed for summer vacations etc. like other government schools. Performance of these schools in term of attendance of teacher and students is better as compared to other schools, because teacher is a local resident and school is located within the reach of students. The course coverage at these schools take less time. In case of primary school drop-outs they are expected to complete the course within 2-3 years. As mentioned earlier, a condensed course has been developed for them. Completion of 3-4 years course is not compulsory for all the students. Like Mosque Schools, after qualifying first or second stage, students may be allowed to join a nearby formal school or continue their studies at the non-formal basic education school. In this dimension, these non-formal basic education schools are in fact functioning as continuing education centres with flexible learning opportunities.
8. Teacher enrolls 30 learners in the first year for one course. After successful completion of one-year course, at least 25 (out of 30) students are likely to be promoted to 2nd year/2nd level and teacher enrolls another batch of 30 students for 1st Level. Hence every teacher imparts instruction to 50 students at a time, after one year of the establishment of school.
9. Findings of past literacy programmes reveal that duration of 6 months is insufficient for illiterates to acquire sustainable literacy skill. In project areas of literacy programmes, the

neo-literates have been demanding opportunities for further education after completion of literacy cycle. Basic Education Schools will link basic literacy skill of neo-literates with the acquisition of primary level education.

10. Period of instruction ranges from 4 to 5 hours daily, six days a week. Time schedule is fixed on the convenience of learners and in consultation with Local Education Committee (LEC). Timings of the school once fixed are not supposed to be changed without prior written approval of District Coordinating Committee.
11. Preference is given to establishment of schools for females.
12. Final examinations are conducted by Examination Teams headed by authorized representatives from District Education Offices. Graduates of Non-formal Basic Education Schools are eligible for admission in 6th Class in Formal Schools.
13. Schools function at places provided by the community free of charge. These may include public places, Mosques, community centres, buildings spared by philanthropists, or residence of teachers. For drop-outs and mis-outs of 10-14 age group, existing school building can be used in the evening, wherever possible.

Achievements:

- 8939 NFBE schools where 289193 children are studying. Out of these 204639 are girls and 84554 boys.
- Multi-grade teaching system was introduced which catered the need successfully.
- Creating employment opportunities educated poor women in rural areas i.e. most of the teachers in the NFBE are female (Approx. 80%).
- Same syllabus of formal government school is covered in 40 months reducing the period by 20 months.
- Class V examination for NFBE children conducted by the respective primary directorates has shown 79 % pass out results.
- Provincial Governments have now more responsibility and autonomy on the Implementation of project.
- Rapid and cost effective increase in Literacy and basic education particularly among female children of 5-14 years.