

Key Aspects for Effective Implementation of CLCs – Capacity Building

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Pakistan placed in a strategic location in the South West Asia has different geographic regions ranging from deserts to high altitude snow - clad mountains. It is a diverse country composed of various ethnic / linguistic groups with district cultures and traditions. Pakistan has a population of about 145 million. Approximately 41% of the population is below the age of 15 years, including 17 million below the age of 5 years. The current rate of population growth is almost 2.4% per annum, which is amongst the highest in the world. The ratio of males is 104 for every 100 females, a reversal of the global trend. Problems of political instability continue to affect its development. Federal structures impact on human development through restrictive practices, while centralized government structures hamper the delivery of basic services. Pakistan's economy is predominately agriculture employs 505 of the labor force, although only 16% of the rural households own any land. Since independence over 50 years ago, economic growth has averaged 5%, but one third of the population lives in absolute poverty. Approximately 30+ live below the poverty line.

Basic Development Indicators

Indicators	Pakistan
Total estimated population (millions) 2000	140
Annual population growth rate (5) 1995-2000	2.6
Life expectancy at birth (years) 1998	64
Infant mortality rate (per 1000 live births) 1998	95
GNP per capita (US\$) 1998	470
Human development index (HDI) 1997	0.508
Gender-related development index (GDI) 1997	0.472

Population in poverty (% of total)	29
Population without health services	45%
Population without access to safe water	40%
Population without access to sanitation	53%
Malnutrition Children Under 5 years of age	38%

Source Haq and Haq 2000

The migration of human development continues to be one of the lowest in Asia. Only 40% of the population is literate, with literacy rates characterized by large urban-rural and gender disparities.

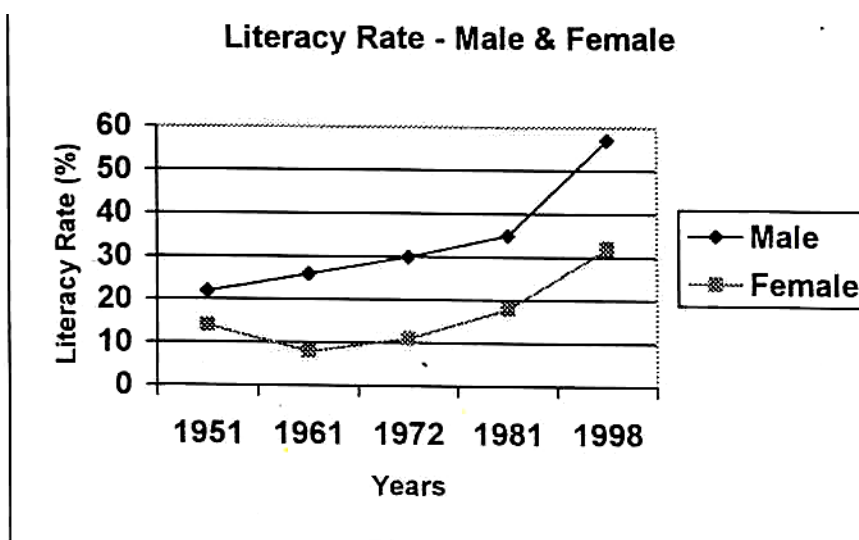
Table-1: Growth in Literacy Rate

Year	Male	Female	Total
1961	25.1	6.7	16.7
1972	30.2	11.6	21.7
1981	35.1	16.0	26.2
1998	56.5	32.6	45.0

Source: 1. Pakistan Economic Survey 1976-77
2. UNESCO, Literary Trends in Pakistan, Islamabad, 2002

Overall male / female literacy rates are depicted in Figure-I, figure highlights the gender divide

Figure-I



Source: Literacy Trends in Punjab, UNESCO Islamabad 2002

1.	Population 10+ age group	107 million
	- Male Population	55.5 million
	- Female Population	51.5 million
2.	Literacy Rate in Pakistan	51.6%
	- Male Literacy Rate	64%
	- Female Literacy Rate	39.2%
3.	Number of Illiterates	51.7 million
4.	Functional Literates	80%
Source: Dr Saleem, EFA wing, MOE, Islamabad, 20-21 Jan 04 UNESCO		

The poor progress in the social sectors has largely been due to the fact that past planning was based on the promise that social progress would follow economic growth – in other words, that wealth generated by economic growth would eventually trickle down to the poor masses.

Table-2: Males and Females in School

Area	Sex	15-19 Years Old %	20-24 Years Old %
Rural	Male	29.3	1.9
	Female	11.9	0.5
Urban	Male	37.3	10.1
	Female	38.3	7.4
Total	Male	31.7	4.5
	Female	19.2	2.4

Source: Haque, M, 2002, Education & Work of Youth in Pakistan; Substitute or Complement, Population Comment, Pakistan.

With an illiterate population, nearly 51 million, a yearly increase of 31 million new born, a high drop out rate over 40%, the sea of illiterates show little chance of decreasing until communities take an interest and take over these management. The level of rural literate women is worse; barely 25%, therefore the need of CLC's to promote learning and motivate mothers is essential.

Since 1997, the Asian economic Crisis has had a tremendous effect on development issues throughout the Asia-pacific region. The obvious negative economic effects have over shadow

the social impacts of the crisis. At a time when more and more resources are needed to keep pace with the powerful influence of globalization and speed of change that the entire world is presently caught up in, the economic crisis has made already scarce funds for social development, including education, even more scarce.

In the last four years, serious efforts have been made to alleviate the adverse social impact of the economic financial crisis and to maintain study progress on the road to overall development. For this the Community Empowerment for Response to Crisis Action Plan (CERCAP) was formulated to support local communities which undertake proactive crisis responsive initiatives. Lack of education is recognized as a major element in accounting for the widespread negative impact of the economic crisis on the most impoverished segments, Thus it is considered that education both formal and non formal should be a primary strategy to empower local community to be better prepared to respond in times of such severe economic downturn.

Poverty Alleviation is only possible where communities take charge of their own lives, this not difficult when the majority is illiterate. In Pakistan more than 60% are illiterate in the rural areas, they have little access to any form of learning and thus be in apathy and indifference, to change their own circumstances, an impossible dream. With 50 million illiterates we have barely 1.5 million Daily Newspapers printed, not even 5% have a chance to find out what is happening around them. To create a learning atmosphere it is imperative that focal points are made which can provide some semblance of Continuing Education, a chance to change their lives. In this sea of illiteracy the development of CLC's are very important.

Punjab

Punjab has an estimated population of 80 million (1998), more than 50% of the national population. It is the largest and the most densely populated of the provinces of Pakistan. Punjab has an average density of 346 persons per sq. Km., as compared to an average of 152 persons per sq. km. for the rest of the land area of Pakistan. Punjab' landscape offers great physical diversity. It encompasses the mountains potohar region in the northwest, the densely populated central irrigated plains, and the sparsely populated desert area in the southwest.

NGOs in Punjab have been actively pursuing Non-formal education (NFE) to set up models of alternative delivery system to complement government's efforts and as low cost indigenous solutions to the EFA challenge.

Overall male / female literacy rates are depicted in Figure-I and Figure-II respectively, figure highlights the gender divide

Table 4: Comparative Data of Pakistan & Punjab

	Pakistan	Punjab
Population	145 Million	80 Million
Union councils		5000 +
Districts	116	34
School age group	45	21
People below poverty line	40%	
Literacy Rate	45.0	46.6
Male Literacy	58.9 %	57.2 %
Urban/ Rural Literacy rate	63/ 33.6 %	64.5 / 38%

Community Learning Centers in Pakistan

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 programs such as Village Aid, Rural work and rural development while each of these community based programs 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 notion of involving people or local community in promoting education at grass roots level has escaped the vision of educational programs. It is also human nature that people work collectively eg 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 defined 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 learning centers (CLC) are local educational institutions outside the formal education system. These are resource centers that provide information and life-long 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. CLC,s 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 through the provision of life long 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 program. 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 NGO's and had their own CLC's. The Girl Guide Association have about 5. The need is tremendous, as with a sea of illiterates and extremely high drop-out rate (over 40%) CLC's 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 was supported initial by UNESCO to form and start CLC, we are proud to share that with our own funds we have expanded our base. Encouraged by

community response, Bunyad is taking their learners into skill development and micro-financing and basic science.

Bunyad Literacy Community Council

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 Child Hood, 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-sectoral 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 learning atmosphere in their areas. The original 9 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 went on to become NGO's in their own districts and have started smaller CLC with their own resources.

Bunyad feels that in Punjab above there should be one 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 programs can use CLC's as a place together and share their ideas and experiences with each other. As our education system has segregation from the Primary level right up, the women programs can easily be meet in the Girls' Middle School.

With high drop out rate and illiteracy increasing 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 Mobilize.
- 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, Environment 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 to study higher and longer.
- Giving teachers loans 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 many maternal deaths occurred. There by an LHV Ms Rashida was motivated to work, coming twice a week. Local UC Nazim Zahoor Elahi gave his house for women and be attended to. The local representative of health gave 1 bed, medicine printed material and furniture. The locals 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 method / usage.
- ◆ Importance of vaccination for children, Polio involved

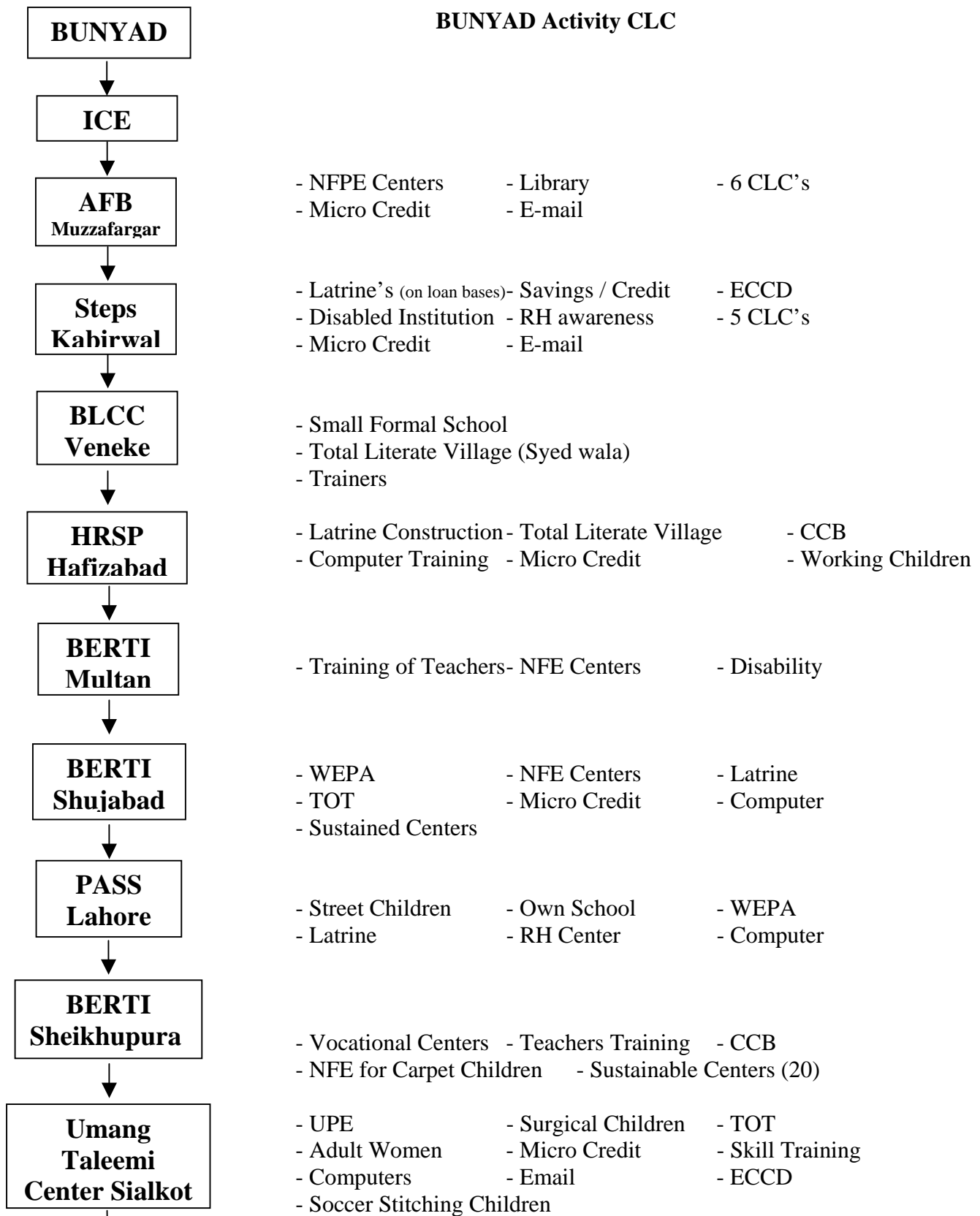
Community Participation come in the following ways

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

Resulting in

- ◆ Community Empowerment
- ◆ Decision making / self reliance
- ◆ Resource sharing activity

BUNYAD Activity CLC

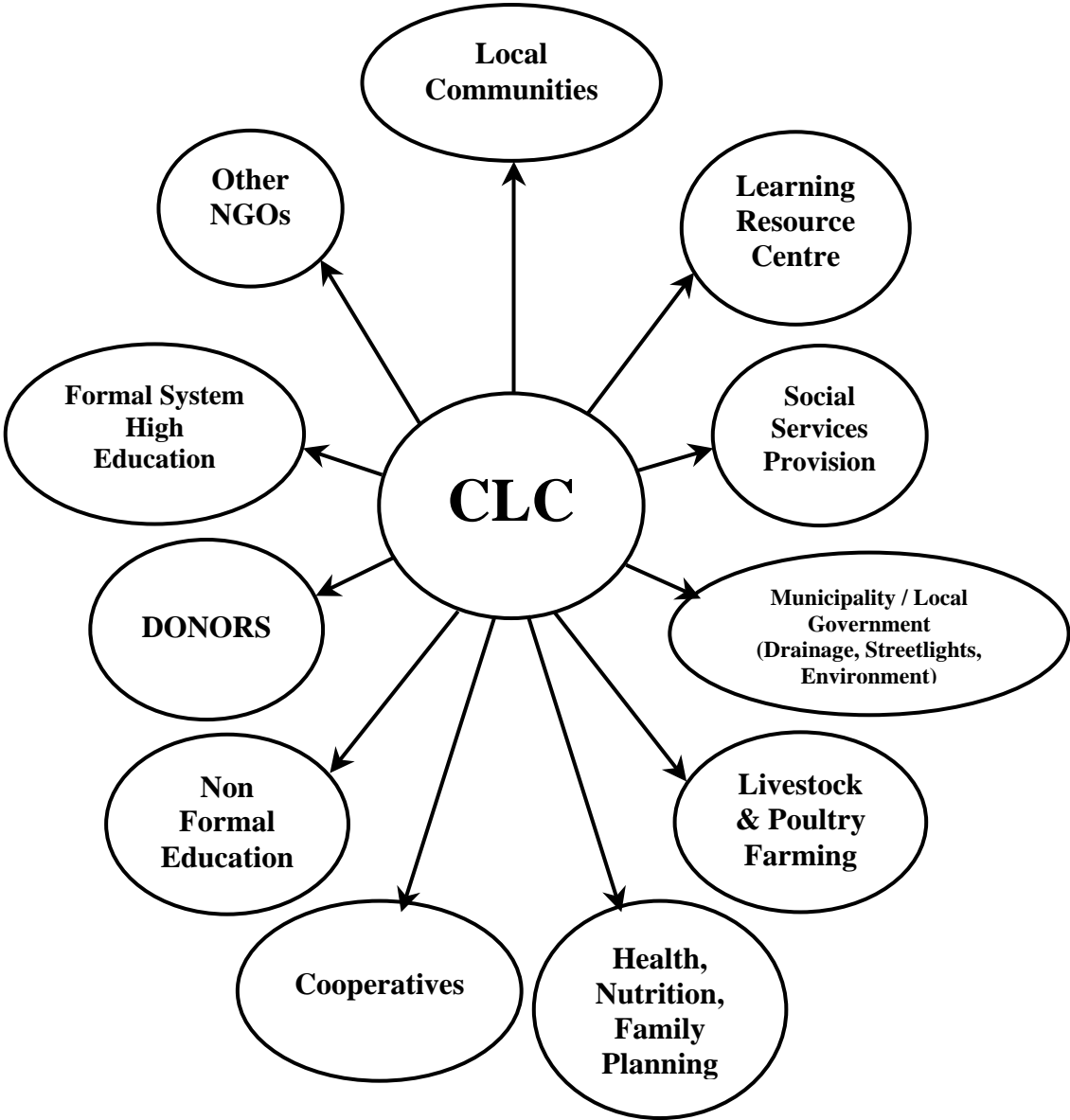


Jinnah Welfare Layyah

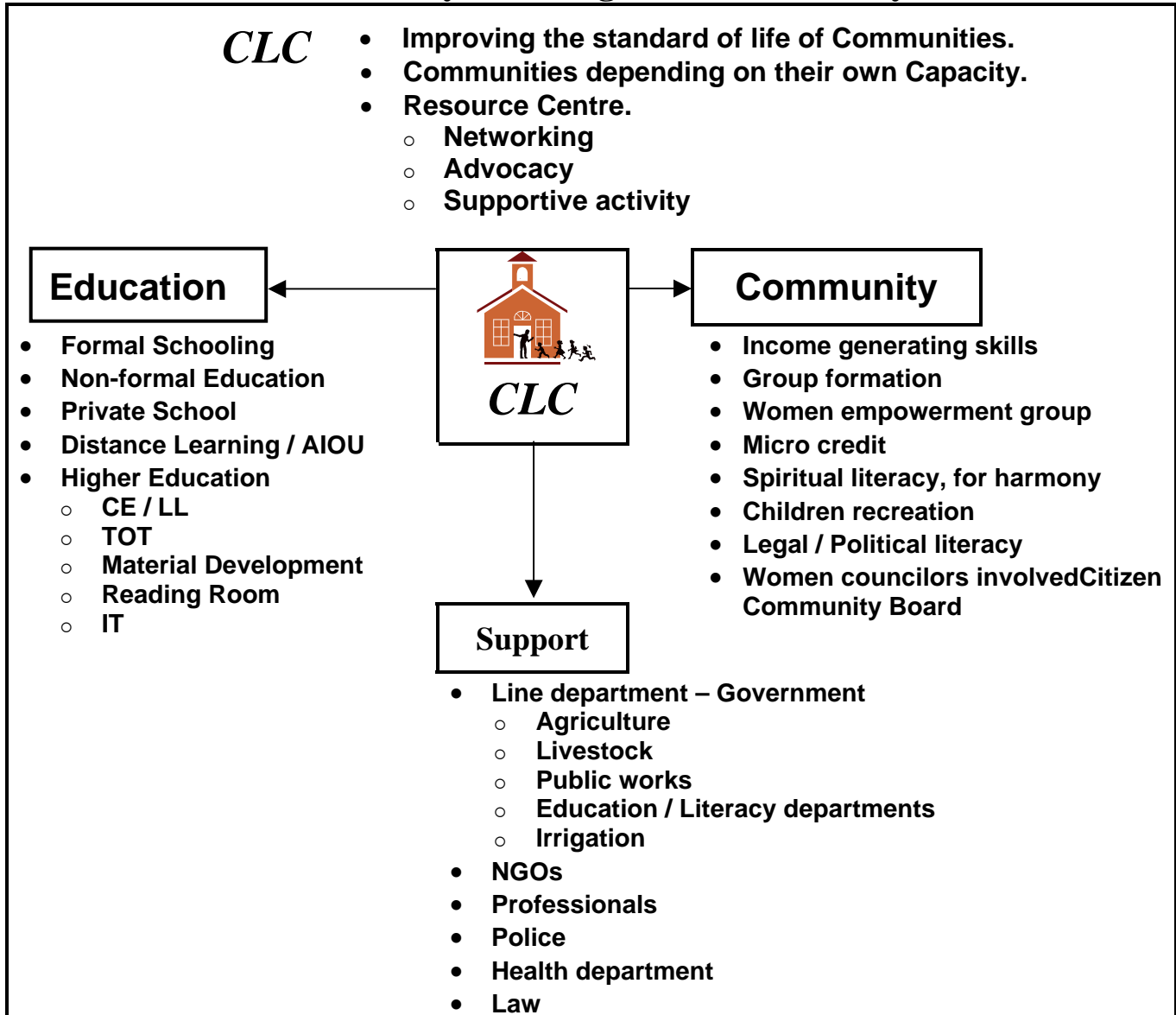
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Anjuman-e-Khawateen Okara

Community Learning Centre Outline

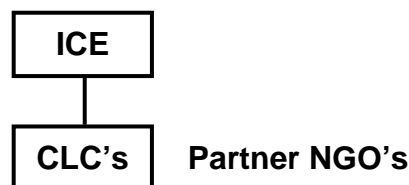


Community Learning Centres – Activity



Institute of Community Education – Link for Capacity Building and Future Directions in CLC Sustainability

Over the years BLCC has developed a training division specialized in social development in general and NFBE and literacy in particular. In 2003 alone 4000 participants attended BLCC's NFPE training. BLCC is frequently called upon to conduct training for both government and non-government organizations (e.g. FAUP, PMLC, ILO, Directorate of Social Welfare, etc.)



BLCC felt the need to institutionalize its capacity building role. It has done this to a certain extent through the setting up of CLCs (BERTIs) at the district level. However, the BERTIs themselves require on-going support to build their information base and training skills. The need for a quality training institute rooted in the rural community to provide training and support in non-formal education and community development was natural.

Mission/Vision

ICE aims to contribute to the creation of learning society based on justice, tolerance, democracy, and peace. It aims to improve the quality of life of the people of Pakistan, particularly the poorest and marginalized members of society. The goal of EFA can only be achieved through continuing education. ICE is the capacity building arm of BLCC. It develops the knowledge and skills of people and assist them to acquire the resources required to improve their condition. ICE promotes functional literacy, numeracy, and life skills—"the diverse knowledge, skills, values and attitudes that together enable children, youth and adults to prevent or cope with situations in which their own (physical or psychological) well-being or safety may be at risk, achieve their personal goals, function effectively in their social environment, and enhance their quality of life".

Strategy

ICE achieves its mission through training personnel of CLCs in literacy and on-formal education programs, training of community representatives, helping communities to develop and run community organizations, increasing access to micro-credit, health and nutrition education, building strategic alliances with other partners working towards similar goals, research and dissemination of lessons learnt.

ICE achieves its goals through the following inter-linked strategies:

1. Training and Material Development
2. Networking
3. Research
4. Information Dissemination
5. Demonstration Projects

ICE promotes an organizational culture where the dignity of labour is valued, the learner is the center of all educational programmes, volunteer work is encouraged and supported, and the difference in salaries between management and support staff is kept to a minimum. ICE encourages the promotion of culture, arts and theatre, sports and recreation.

Training and Material Development

ICE conducts training programs for trainers, supervisors, managers, teachers, activists, in the areas of NFE, social mobilization, entrepreneurship, development planning and management, etc.

ICE will form long-term partnerships with various organizations and projects (partner organizations). These organizations will identify potential master trainers and/or trainers from within their staff.

INSTITUTE OF COMMUNITY EDUCATION

Director ICE

**Coordinator
Material Development**

**Coordinator
Trainings**

**BERTIs
Managers**

**Chief Trainer
Teachers' Trainings**

**Skill Development
Trainings**

**Advocacy/
Capacity Building
Trainings**

**Quality of
Life Improvement
Trainings**

**Information
Technology**

**NFPE
Trainings**

**NFSE
Trainings**

**Phoenics
Trainings**

**Joyful Learning
Trainings**

**Appropriate
Technologies**

**Livestock
Rearing**

**Poultry
Farming**

Bee keeping

**Other
Need Based
(Micro Credit)**

**Vocational
Trainings**

**Mobilization
Techniques**

**PRA &
Report
Writing**

**Gender
Sensitization**

**Research
Methodologies**

**Material
Development**

**Proposal
Writing**

**Health
Improvement**

**Sanitation &
Environment
Protection**

**Reproductive
Health**

**Saving &
Credit**

**Basic
Education**

**Short
Courses**

**Diploma
Courses**

Problems

- No financial support, especially by Government, who remains shy of sharing
- Political interference, damper literacy mobilization
- Rural communities very poor need support
- Volunteerism hampered by growing poverty
- Line departments too authoritarian
- No support by government, especially local government for promotion of a learning environment
- CLC not being understood by policy makers
- No mobility support, scattered communities must be constantly motivated and mobilized

Future

- Increase 'ownership by communities', to be able to 'manage' CLC
- Improve quality of skill training, technical guidance
- Counseling for youth / women and children
- Development and use of Citizen Community Board (it covers the one component of CLC vision)
- Must create an atmosphere of Learning Society.
- Non-Formal Scientific Education and popularization of Science to Empower Adolescent Girls.
- Replication of CLC
- Management and sustainability of CLC
- Information and its dissemination
- Science in practical form to members CLC