

# **Regional Conference on Community Learning Centers**

## **Country Report**

### **Pakistan**

**SUBMITTED TO: UNESCO, Bangkok**

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## Community Learning Center

### **Situation Analysis:**

Community development programs, in one shape or the other, have been running in our country for the last many decades. Some interventions include literacy or non-formal education, many focuses on income generation activities; while some focus on capacity building of the local communities. These are run through time bound activities; once the term is over the program is wound up.

This launch-wrap programs, by their very nature lack sustainability. Capacity building in any form, be it literacy or income generation, or providing access to updated information, are not one time activities; it is a continuous activity with spiraling results, and require consequent interventions to meet the ever changing needs of the time. Every passing day brings us new information that requires a new set of tools & skills, opening up new avenues of different training, resulting in again compatible tools & skills to access, retrieve, relay, process & store and disseminate such information. The community to be imparted with such updated tools & techniques and skills in order for enabling them to have access to and use of information & communication technologies through digital & other skills – thus this requires a continuous learning opportunity. Moreover, many problems & conflicts arises due to lack of awareness regarding health, gender, education and other social issues, therefore if proper guidance & awareness is provided to communities, many conflicts & problems can be overcome in time.

There are two ways of learning: one, people may get knowledge & skills from formal institutions; second, sources of knowledge could be brought to the in deed learners at their door steps. The first has limited accessibility for limited persons, while the second has potentials for varied skills, knowledge, and increased number of learners.

Though there are different definitions and explanations of CLCs but these two are common;

*“Community owned intervention, ”of the community, for the community and by the community”  
“Enhanced level of learning for sustainable livelihood”*

In the above context, the Community Learning Centers are local centers to empower marginalized groups and poor communities through providing life-long learning opportunities for local community in remote rural areas, villages and poor urban slums.

### **National Policy & Strategies concerning CLC**

Community learning centers is a new concept in Pakistan, initially there is not any direct national policies and strategies regarding CLCs in Pakistan. Some organizations in collaboration with UNESCO-Pakistan had piloted CLCs, on the basis of findings further UNESCO-Pakistan had tried this element to be included in policy as well. In regarding to this UNESCO-Pakistan, Ministry of education & NCHD drafted **National Literacy & Non-formal Education Plan for Pakistan 2010-2015**. On the same template Provincial Plans were drafted and approved by Provincial Government as well as Ministry of Education at National Level.

According to this National Policy framework, concept of CLCs is based on comprehensive, multi dimensional and varied teaching learning activities according to the needs and requirement of the individual learners and the local community. In Pakistan a few CLCs have been piloted/operated which have proved effective, efficient and productive. Hence, the demand of CLC is increasing day by day and there is a need to expand, strengthened and popularized the concept throughout the country to promote literacy skills, impart life skills and alleviate poverty.

NCHD has been working in the field of Education, Health & Capacity Building and promoting Digital Literacy and providing access to and effective use of digital technology in the avenues of ICTs for improving living conditions since September 2002. Being a leading organization of this field, NCHD has planned to spread its focus from basic literacy to post literacy and continuing education with in the frame work of life-long learning.

### **1. A brief profile of National Commission for Human Development (NCHD):**

National Commission for Human Development (NCHD) was established by the Government of Pakistan in 2002 as a statutory autonomous federal body, mandated to support and augment human development efforts in Pakistan. NCHD is registered under “Ordinance No. XXIX of 2002” with the vision to play an orchestration role to bring public and private sector together by means of introducing best practices and use them for enhancing human development indicators of the social sectors in Pakistan. It works in collaboration with the provincial governments building organizational and professional capacities for sustainable performance improvements of public as well as private sector.

#### **Core Program Areas**

##### **Education**

##### **a. Universal Primary Education (UPE)**

Situation of Primary Education in Pakistan is as under:

- Net enrollment rate is 66%
- Out of it, 40% children dropout before completing the primary schooling cycle

Only one third of the children passing grade five achieve a minimum acceptable level of learning.

##### **b. Adult Literacy:**

NCHD has been implementing the Adult Literacy program with the mission to help provincial and area governments to increase literacy rate to 86% by the year 2015.

NCHD sets up Adult Literacy Centers in local communities providing basic literacy skills to the individuals (especially women) in the age group of 11-45, who were either never enrolled before or dropped out of school before acquiring literacy skills.

The syllabus and textbooks are designed for easy learning and functionality, thereby enhancing retention. The total course is of six months duration that aims to provide learners with following;

- Achieve the basic literacy skills equivalent to grade three
- Read simple text of Urdu

- Write a simple letter
- Manage figures up to four digits able to add, subtract, multiply and divide

**NCHD achievements:**

Its contribution towards achieving the MDG targets was recognized by UNESCO, which awarded NCHD with the International Reading Association Literacy Prize in 2006. At the national level too, its achievements have been lauded: the Government declared NCHD the Lead Agency for Literacy in Pakistan.

**UPE**

• Districts covered	134
• Supported enrollment of Children	13.86 million
• Total Feeder Schools / Teachers	11,291
• Government Teachers trained	146,225

**Adult Literacy**

• Districts Covered	137
• Centers Established:	153,632
• Learners :	3.5 million (92% females)

**Need for a Quality Literacy Program:**

Lack of literacy is a big hurdle in implementing any programs for social change. Yet the illiteracy problem is compounding everyday and requires immediate and aggressive action. Literacy may not ensure empowerment but certainly is a first step towards it. Adult Literacy is the key to improving standard of living and quality of human resources. For adult literacy programs to be successful, two main hurdles need to be addressed: 1) insufficient attention is given to social mobilization 2) life skills and/or livelihood skills based activities are not used in adult literacy. As a result, literacy programs suffer from achieving good results as learners do not experience those benefits aligned with their poverty- related priorities. By providing learners with knowledge and/or livelihood skills (or directions towards attaining these) in a CLC-based literacy program, learners’ interests are catered to and practical benefits given to them, thereby leading to higher attendance based on which better results can be expected. The CLC model ensures the community supports all initiatives and resultantly families encourage their children and adults to participate in the programs with full vigor and enthusiasm. This also ensures regular attendance and higher achievements.

**Objectives of Community Learning Centers (CLC)**

The main objectives of the proposed CLCs are as following;

- To provide opportunities of basic literacy, post literacy, continuing education, life-long learning (Knowledge, skills & Values) through non formal and informal modes responding to needs identified by the community itself.
- To provide a place/forum where people can share experiences, knowledge and express ideas in fields of interest to every segment of the community leading to improved quality of life;
- To organize advocacy meetings of decision makers/community leaders on CLC approach

**Target Group:**

- Illiterate women in the age bracket of 15 to 39 for Adult Literacy Program.
- Graduated learners from Literacy Centers i.e. Neo-literates for Post Literacy Program.
- Interested community members from community, particularly focusing on women, children and youth of community.
- Any community member who has willingness to utilize CLC resources for improving his/her living conditions

**Community Learning Centers Detail in Pakistan**

CLC		Other Learning or Non-formal Education centers (with Multiple learning Programs)		Adult Literacy Centers	
Government	NGO/Others	Government	NGO/Others	Government	NGO/Others
	NCHD Khairpur-10 CLCs Sindh Khyber Agency-20 CLCs	NAVTEC		NCHD 153,632	More than 2000
	Bunyard Punjab-46	TEVTA			
	UNESCO-Pakistan Sindh-50CLCs KPK-50CLCs Punjab-50 CLCs	SMEDA			

**UNESCO- Pakistan Funded CLCs in Pakistan:**

Province	Name of NGO	# of CLCs established
Sindh	Sindh Education Foundation	20
	Association for Community Development	20
	Rural Health & Development Foundation	10
Punjab	Bunyard	15
	PGGA	15
	PACADE	10
	HEAL	10
KPK	Help in Need	20
	Khawande Kor	20
	Dhaka Ahsania Mission	10

## **National Vocational & Technical Education Commission-NAVTEC (Polytechnic Institute)**

This is the only national level program working in Pakistan for the youths to connect education and training programmes. It is working with the following two missions

### **PRIMARY MISSION**

To provide quality training to Pakistan National Civilian Apprentices in DAE Electrical, Electronics, Mechanical and Ship Construction technologies to develop technical workforce and conduct mid career courses for civilian industrial workforce of Pakistan Navy.

### **SECONDARY MISSION**

To conduct technical courses as per the requirement of Allied Nations, short technical courses for Pakistani Youth in collaboration with National Vocational & Technical Education Commission (NAVTEC) and Evening DAE courses.

## **Recognizing & Validating Lifelong Learning through (NQFS)**

As this concept of CLC is new in Pakistan so till now no legislation have been passed for legitimating or recognition of lifelong learning programmes under CLC /NFE.s

### **Skill Development in Pakistan.**

In Pakistan TEVTA Technical educational & Vocational Training authority is a department which is working under the network of provincial government for skill development programs directly. Every Provincial government has passed an act in the provincial assembly to cover this aspect of vocational skill program.

There are NGOs, which are working in small pockets for skill development of poor & youth to cope with the poverty.

During the recent years the approach of imparting literacy through mobile phone has become a common practice and almost all CLCs are using this tool for the promotion of literacy programs in Pakistan.