



Literacy Initiative For Empowerment  
2005 - 2015

Vision and  
Strategy Paper

(2nd edition)



United Nations  
Educational, Scientific and  
Cultural Organization

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des Nations Unies  
pour l'éducation,  
la science et la culture

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para la educaci[on],  
la ciencia y la cultura

Организация  
Объединенных Наций  
по вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للترقية والتعليم والثقافة

联合国教育、  
科学及文化组织



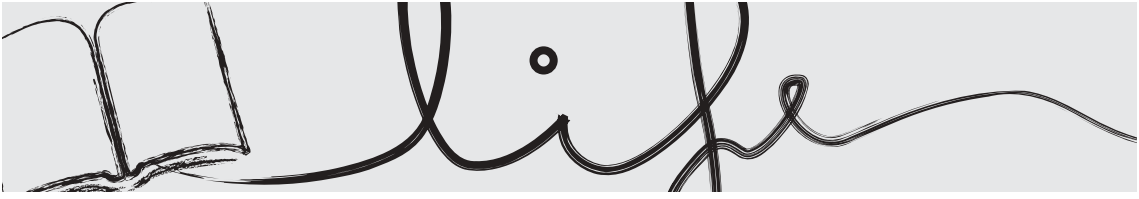
United Nations  
Educational,  
Scientific and  
Cultural Organization

# **Literacy Initiative for Empowerment LIFE**

**2005-2015**

**Vision and  
Strategy Paper  
(2nd edition)**

Basic Education Division  
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## Message of the Honorary Ambassador to the United Nations Literacy Decade

THE WHITE HOUSE

Dear Friends,

As the Honorary Ambassador for the United Nations Literacy Decade, I encourage each and every nation to join in UNESCO's important goal to make literacy the birthright of every person.

I have spent time in classrooms in America and around the world, and I know that the ability to read and write is the foundation for all learning and for success in life. An educated person is better equipped to handle all of life's challenges, from finding work to avoiding diseases like HIV/AIDS.

Research tells us that a child's ability to thrive is closely linked with his mother's education level. That's why mother and child literacy should be at the heart of our efforts to increase literacy around the world. Our mothers are often our first teachers. From them, we learn lessons that will influence us throughout our lives.

The value of literacy goes beyond books. As children become literate, they can read and learn about the world around them. Parents who can read know how to follow the instructions on a bottle of medicine and read the labels on food containers. They can conduct basic business transactions and know whether they're getting a fair deal. And they have more options for supporting their families.

Literacy is a significant first step toward building a better life. Governments must make education their first priority. With non-government organizations they must work hard to recruit and train teachers and make sure that every child is offered an education. Nations that teach adults and children, both boys and girls, to read and write help assure their prosperity and the fulfillment of individual dreams.

Sincerely,

A handwritten signature in black ink, which appears to be "Laura Bush". The signature is written in a cursive, flowing style.



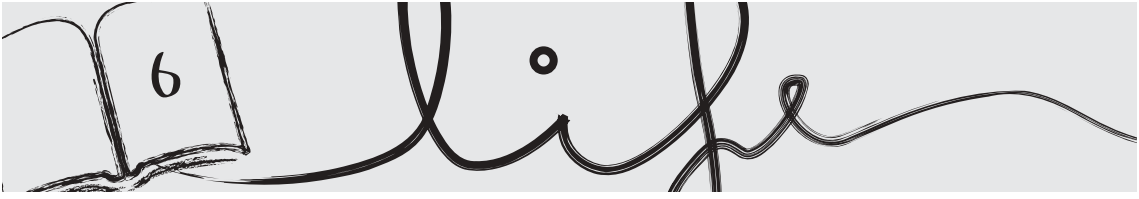
## Foreword

The international launch of the United Nations Literacy Decade (UNLD) took place in New York in February 2003. By addressing literacy, the Decade targets one of the essential building blocks of educational attainment, prosperity and sustainable development. UNESCO, which has a unique record within the United Nations system for its work in the field of literacy, was given the responsibility by the United Nations General Assembly for the international coordination and promotion of the Decade.

To help raise awareness of the literacy challenge and its multifaceted character, UNESCO enlisted Mrs. Laura Bush, the First Lady of the United States, as the Decade's Honorary Ambassador. A former librarian and school teacher, Mrs. Bush has been an inspiring and outspoken advocate for greater access to evidence-based literacy instruction.

Literacy is a prerequisite for most forms of learning, whatever the age group. As stated in the preamble of the UN General Assembly resolution which proclaimed the UNLD, '...literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the twenty-first century.' Yet an estimated 771 million adults, a clear majority of whom are women, lack this important skill. The rising generation is faring no better. Approximately 100 million school-age children are not in school and are not learning to read and write; as a result, their future prospects are far from bright. Thus, while the needs of adults with few or no literacy skills are central to the literacy challenge, our concern also extends to early childhood learning and primary education, where the foundation of all subsequent learning is laid.

In addition to leading and coordinating the UNLD at the international level, UNESCO has continued to support the important work already being undertaken in many countries. However, it became apparent that existing literacy efforts would not be enough to achieve a 50 per cent improvement in levels of adult literacy by 2015, which is one of the goals agreed by the international community at the World Education Forum on Education for All (EFA) in Dakar, Senegal, in April 2000. To address this situation, UNESCO has created a ten-year framework of collaborative action – the



Literacy Initiative for Empowerment (LIFE). This initiative is conceived as a global strategic framework and key operational mechanism for achieving the goals and purposes of the UNLD. As a priority, LIFE targets 35 of the world's most challenged countries, where 85 per cent of the world's population without literacy competencies live today.

Through LIFE, UNESCO's strategy is focused on empowering learners through country-led practice, informed by evidence-based research. The aim is to build literacy programmes that are grounded upon what works, that is, proven success-stories and best practices. Through LIFE, UNESCO will endeavour to raise awareness at international, regional and national levels about the importance of literacy, rally political will and mobilize resources, contribute to policy development and capacity-building through technical assistance, and develop rigorous monitoring and evaluation mechanisms to measure effectiveness.

But let there be no mistake: while UNESCO will provide the overall framework of coordination, support and mobilization, LIFE operations will be country-led, respond to country-specific needs and priorities, strengthen national capacities and be embedded in national development frameworks. Care will be taken to build on existing national best practices and to scale up on-going programmes of proven effectiveness. With UNESCO's assistance, each country participating in LIFE will take stock of its specific needs and develop a corresponding strategy.

To achieve the objectives of LIFE, there will be a need for active and committed partnerships at country, regional and international levels with a wide range of actors: governments, civil society, NGOs, development agencies, international organizations, the private sector, universities and the media. Above all, partnerships must be developed with learners themselves as an essential condition of genuine empowerment. Respect for learners and their needs and priorities must be integral to the cooperation and partnership promoted through LIFE.

A number of international partners have supported UNESCO in the development of the LIFE Vision and Strategy Paper. I would like to thank all of them for their assistance and the strong interest they have shown in the development of LIFE and in supporting its implementation.



Within the framework of the goals and strategies agreed in Dakar, and under the canopy of the United Nations Literacy Decade, LIFE represents a major opportunity to contribute to the realization of the EFA agenda and the Millennium Development Goals. The Decade's theme is "literacy as freedom" and this is the spirit in which LIFE has been conceived. Through literacy, children, young people and adults are able to develop capacities and create opportunities that can transform their lives. Literacy is, indeed, a means of empowerment. I hereby call upon our EFA and development partners to join UNESCO in addressing the world's literacy challenge. Working together in the framework of LIFE, we can make real headway in coming years.

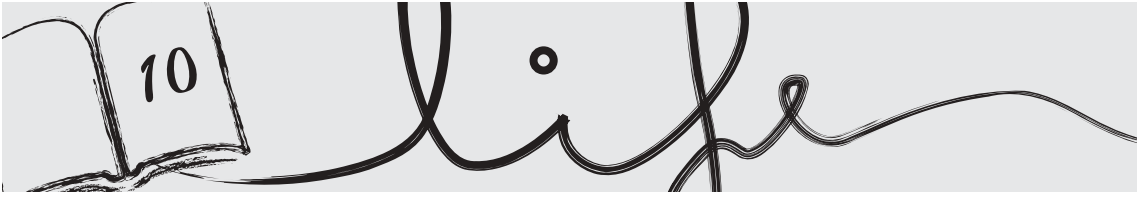
Koïchiro Matsuura  
Director-General  
UNESCO



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## Executive Summary

The Literacy Initiative for Empowerment (LIFE) is designed as a global strategic framework through which national governments, NGOs, civil society, the private sector, UN agencies, and bilateral and multilateral agencies collectively revitalize and accelerate literacy efforts in countries where illiteracy poses a critical challenge. LIFE is a strategy for action to support basic education through promoting competencies in reading, writing and numeracy for the achievement of Education for All and to substantially increase literacy learning opportunities within the framework of the United Nations Literacy Decade (UNLD). LIFE will be implemented in 35 countries with a literacy rate of less than 50 per cent or a population of more than 10 million without literacy competencies. Presently 85 per cent of the world's population without literacy competencies and life skills live in these countries, the majority of whom are women. LIFE will, therefore, aim to empower women and girls, in particular, who have inadequate literacy competencies.

### *Why literacy?*

Literacy is an indispensable means for effective social and economic participation, contributing to human development and poverty reduction. Literacy empowers and nurtures inclusive societies and contributes to the fair implementation of human rights. In the case of mothers, literacy leads to an enhanced quality of life for their families and improved education outcomes for their children. Nevertheless literacy remains a low priority for national governments and the donor community. Worldwide, 771 million adults are illiterate and approximately 100 million children are out of school. A large number of those who enroll drop out before attaining literacy skills and some of those who complete primary education remain illiterate.

### *LIFE's goal and objectives*

LIFE will contribute to the achievement of the Dakar Goals, in particular, Goal 3 (meeting the learning needs of all young people and adults), Goal 4 (a 50 per cent improvement in adult literacy rates), and Goal 5 (achieving gender equality in education). LIFE will also support the achievement of the

Millennium Development Goals (MDGs) on poverty reduction, women's empowerment, HIV/AIDS and environment conservation.

In order to achieve its goal, LIFE aims to reinforce national and international commitments to literacy, support the articulation of sustainable literacy policies, strengthen national capacities, and enhance countries' innovative initiatives in providing literacy learning opportunities.

### ***LIFE's strategy***

The keywords in LIFE's strategy are advocacy, capacity, policy, country-led programmes and knowledge sharing. Accountability, transparency and cost-effectiveness will underlie the strategy. LIFE will:

- (a) engage in advocacy and communication to create national and international momentum, mobilizing awareness, commitment, partnerships and adequate resources for its expeditious implementation;
- (b) reinforce national capacities to develop appropriate policies and programmes, adequate human resources and institutions, including operational infrastructure;
- (c) support countries in the delivery of programmes that effectively address poverty, gender inequalities and disadvantages related to health and social exclusion; and
- (d) facilitate the sharing of information to improve policies and practice by conducting research, supporting innovative and replicable programmes, promoting good practices, and undertaking monitoring and evaluation for assessing progress.

### ***Who will benefit through LIFE?***

LIFE will respond to the learning needs of out-of-school children and of adolescents, youth and adults with insufficient literacy skills or none. The focus will be on girls, women, and families living below the poverty line, particularly in rural areas.



### ***Empowerment through LIFE***

LIFE aims to contribute to the empowerment of learners so that they can make informed choices, take control of issues that affect them, and eventually enhance the quality of their lives. Based on the needs identified by the countries and taking into consideration locally relevant cultural contexts, literacy programmes will translate the concept of empowerment into practical and operational learning/teaching sequences. LIFE will provide technical support to the countries to ensure that empowerment is embedded in planning and implementation at all levels.

### ***LIFE implementation phases***

LIFE will be implemented over a 10-year period, through three progressive phases. The first phase will start in 2006, the second in 2008, and the third in 2010. In 2011, evaluation and assessment will be undertaken. From 2012 to 2015 the emphasis will be on ensuring the sustainability of what has been achieved in earlier phases.

### ***Partnerships***

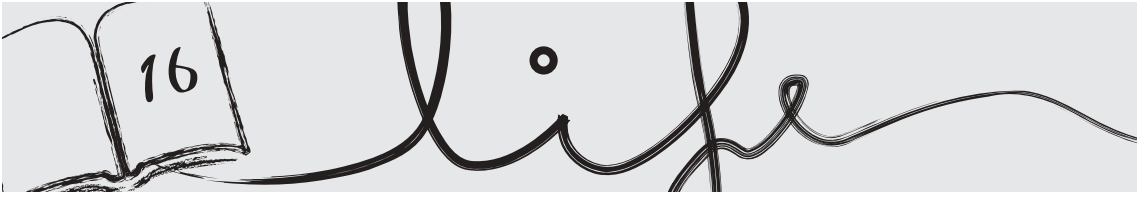
The immense task of contributing to the achievement of LIFE's goal in 35 countries calls for well-coordinated partnerships and concerted efforts both at national and international levels. These will be crucial both for raising funds and sharing knowledge. LIFE will promote partnerships with civil society, universities, institutes, governments, the donor community, international organizations and the private sector. Experience will be widely shared through existing networks, especially promoting South-South cooperation.



# Literacy Initiative for Empowerment (LIFE)

## Vision

*Literacy provides a solid foundation for poverty reduction and sustainable development in pursuit of a democratic and stable society. It provides a basis for the respect for human rights, the universalization of basic education, conflict resolution, nutritional sufficiency, and for an overall improved quality of life. It is through literacy that HIV/AIDS and other diseases may be prevented and that gender equality may be achieved. Literate mothers tend to make responsible decisions on matters affecting their families, children and themselves, such as health practices, home income, education and the welfare of their children. Literate farmers are likely to be more productive and open to further learning. Literacy is, indeed, a first major step to most other forms of learning. When effectively designed and delivered, literacy programmes can be a powerful tool for individual empowerment and social development. The power of literacy can enhance all aspects of life. Today, one in five adults and three in ten young people are illiterate, the majority are women. Three out of twenty children are not schooled, and the majority are girls. Lack of basic literacy skills of reading, writing and numeracy will diminish development of both the individual and his/her community. The Literacy Initiative for Empowerment (LIFE) is designed as a framework for national governments, NGOs, civil society, the private sector, UN agencies, and bi/multilaterals to collectively revitalize and accelerate literacy efforts in countries where illiteracy poses a critical challenge in achieving the goals set out in Education for All (EFA), the Millennium Declaration (MD), the United Nations Literacy Decade (UNLD), and the United Nations Decade of Education for Sustainable Development (UNDESD).*



## 1. Why LIFE?

### 1.1. The Need for Literacy

Education is a human right and a public good, but 771 million adults are illiterate<sup>1</sup> and approximately 100 million children<sup>2</sup> are out of school today. Many of those who enroll drop out without adequate literacy skills. Most young people who complete school without adequate literacy competencies remain illiterate. They need basic skills in reading, writing and numeracy to have access to information about health, environment, education and the world of work, and, most importantly, to learn how to learn throughout life. These skills contribute to empowerment, enabling people to better direct and control their lives, actively participate in society as responsible and contributing citizens, enhance their livelihoods and practice healthy lifestyles. Yet literacy is a low priority on the development and the education agendas in many countries and consequently is a weak link in the global movement towards achieving Education for All (EFA).

At present, 85 per cent of populations with insufficient literacy competencies reside in thirty-five countries (Annex 1). Unless literacy addresses the lived realities of communities in these countries, the internationally agreed agenda of EFA and sustainable development will have limited impact. Relevant policy measures, well-planned programmes and sustained allocation of sufficient resources are needed to ensure that effective learning opportunities are provided to those without literacy competencies.

Two-thirds of illiterate people are women. Women and out-of-school girls are by far the largest group without access to education. They need focused attention, both for their personal development, their role as mothers, as caregivers for their children, and as active and contributing members of society. Literate mothers provide a conducive environment and learning experiences that facilitate children's holistic development.<sup>3</sup> Clearly literate mothers and

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1 UNESCO Institute for Statistics, August 2005.

2 UNESCO Institute for Statistics, *data concerning primary school age children, not enrolled in primary school in 2002*.

3 Shonkoff, J. and Phillips, D. (eds). 2000. *From Neurons to Neighbourhoods*. Washington DC: National Academy Press.

Myers, R. 1993. *Towards a Fair Start for Children: Programming for Early Childhood Care and Development in the Developing World*. Paris: UNESCO.



women contribute to the education of future generations. Other excluded and disadvantaged groups, such as ethnic minorities, rural populations, indigenous people, people living with HIV/AIDS and disabilities also need to be given priority.

## 1.2. The Need for LIFE

LIFE is a key global strategic framework for the implementation of the United Nations Literacy Decade (UNLD, 2003–2012), which is supported and led by UNESCO. As an integral component of EFA, UNLD provides both a platform and an impetus for achieving all six goals of the Dakar Framework for Action, promoting literacy under the banner ‘Literacy as Freedom’. The UNLD reaffirms ‘that literacy for all is at the heart of basic education for all and that creating literate environments and societies is essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy’.<sup>4</sup> Despite the importance of literacy for the achievement of global development objectives, many countries do not have enough resources and capacity to address the challenge. LIFE will be supported over ten years to implement some of the recommendations highlighted in the UNLD framework. The Vision of Literacy for All, as spelt out in the UNLD action plan, stresses that:

*Literacy for All has to address the literacy needs of the individual as well as the family, literacy in the workplace and in the community, as well as in society and in the nation, in tune with the goals of economic, social and cultural development of all people in all countries. Literacy for All will be effectively achieved only when it is planned and implemented in local contexts of language and culture, ensuring gender equity and equality, fulfilling learning aspirations of local communities and groups of people. Literacy*

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4 United Nations. 2002. *United Nations Literacy Decade: Education for All; International Plan of Action; Implementation of General Assembly Resolution 56/116*. Report of the Secretary-General. New York: United Nations.

*must be related to various dimensions of personal and social life, as well as to development. Thus, literacy efforts must be related to a comprehensive package of economic, social and cultural policies cutting across multiple sectors. Literacy policies must also recognize the significance of mother tongue in acquiring literacy and provide for literacy in multiple languages wherever necessary.*<sup>5</sup>

LIFE specifically aims to contribute to the empowerment of women, out-of-school girls and their families, especially in rural areas, and of those with insufficient or no literacy skills – often the poorest and most marginalized members of society. Their empowerment in turn can have a positive impact on the quality of the lives of their families, poverty reduction, socio-economic development, and school enrolment of their children. Taking into account the principles put forward by the Delors Commission, LIFE will promote literacy throughout life so that women and men can engage in ‘learning to be’, ‘learning to live together’, ‘learning to do’ and ‘learning to know’.<sup>6</sup>

LIFE will be planned and operationalized alongside other EFA initiatives, especially the Teacher Training Initiative in Sub-Saharan Africa and EDU-CAIDS, the Global Initiative on HIV/AIDS and Education.

### **1.3. The Target Groups and Countries of LIFE**

LIFE will target those unable to access education, particularly out-of-school children, as well as adolescents, youth and adults with insufficient or no literacy skills. The focus will be on mothers and their children – girls and boys – living below the poverty line, especially those in rural areas. LIFE will operate in the thirty-five countries with a literacy rate below 50 per cent or a population of over 10 million persons with inadequate literacy competencies. (Refer to Annex 1.)

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<sup>5</sup> Ibid.

<sup>6</sup> UNESCO. 1996. *Learning: the Treasure Within*. Paris: UNESCO.





## 2. The Goals and Objectives of LIFE

LIFE will contribute to the achievement of the Dakar Goals, in particular, Goal 3 (meeting the learning needs of all young people and adults), Goal 4 (a 50 per cent improvement in adult literacy rates) and Goal 5 (achieving gender equality in education). It will also support the achievement of the Millennium Development Goals (MDGs). LIFE will contribute to these goals, by addressing the constraints that have been identified by successive EFA Global Monitoring Reports:

- Insufficient commitment and political will among countries to put literacy on the national agenda, both within and beyond the education sector;
- Low national capacities, especially among literacy personnel;
- Insufficient funds and support from donors for the sustainability and scaling-up of initiatives;
- Insufficient cooperation and support from the UN and other international partners, including the financial institutions as well as bilateral and multilateral development agencies;
- Low involvement of NGOs/CBOs and the private sector in some initiatives that may affect the sustainability of achievements.

The immediate objectives of LIFE are:

- To reinforce the national and international commitment to literacy through advocacy and communication;
- To support the articulation of policies for sustainable literacy within sector-wide and national development frameworks;
- To strengthen national capacities for programme design, management and implementation;
- To enhance countries' innovative initiatives and practices in providing literacy learning opportunities.

## 3. Strategic areas for action

This Initiative will be owned by countries, and will be supported by development partners. UNESCO will lead and support the global LIFE strategy and foster this collective effort. LIFE will focus on the following strategic areas:

### 3.1. Advocacy and Communication

Through international advocacy and communication, UNESCO will generate commitment and adequate resources for the implementation of LIFE. Throughout the implementation process, the visibility of LIFE will be promoted to increase the public and political commitment of stakeholders. Initiatives in this area will be designed to provide evidence regarding three core messages:

- 1) Literacy is an essential prerequisite for most forms of learning;
- 2) Literacy policy and programmes need to be closely linked to various other areas of development, creating joint ownership among a wide range of partners and thereby promoting shared goals and collective resource management;
- 3) Literacy is at the core of the human right to education.

LIFE will seek both to make literacy a priority among traditional partners (bilateral and foundation donors, multilateral agencies, governments, teachers' unions, and parent associations, for example) and put literacy on the agenda of non-traditional partners, in particular the private sector. It will also demonstrate that partnering in literacy is desirable, representing a 'win-win' situation for all. Communication among stakeholders will be enhanced through the internet, publications and other media.

### 3.2. Policy for sustainable literacy

Technical assistance will be provided by UNESCO to enhance the capacity for policy development and education planning at national and sub-national levels. Support will be provided to countries to design literacy policies and provide programmes addressing critical needs of acquisition of basic literacy skills – reading, writing and numeracy – that will be linked to improvements in domains such as health, HIV/AIDS, income generation, human rights, environment, and rural development. Girls and women constitute the majority of the illiterate population and most of them live in extreme poverty. Therefore, while developing literacy is the major thrust of LIFE, the achievement of gender parity and poverty reduction will be the ultimate impact of LIFE.

### 3.3. Strong National Capacity

Capacity-building within the LIFE framework will be promoted by UNESCO through a continuous process at all levels, focusing on enhanc-



ing the development of existing policy and programmes, and promoting the scaling-up of good practices and cost-effective ways of working. LIFE will strengthen the capacity of countries to deliver locally and contextually relevant programmes, to prepare and give ongoing support to instructors and programme managers, programme design, to develop education materials that are gender-sensitive and appropriate to cultural and multilingual contexts, and to establish adequate monitoring and evaluation. If necessary, LIFE will help countries to design tools and collect reference data and information to evaluate the effectiveness of literacy programmes. This may be done through the use of innovative instruments such as the Literacy Assessment and Monitoring Programme (LAMP) and NFE Management Information System (NFE-MIS).

### **3.4. Innovation**

Innovative literacy policies and practices of high quality require both support to existing country-based good practice as well as a strong knowledge and information base, with research and assessment conducted to that end. UNESCO will engage in supporting universities and civil society organizations to undertake impact studies of good practice that promote the importance of literacy. This research will identify innovative and replicable practices and disseminate them through workshops/seminars/conferences and the UNESCO Literacy Portal. South-South cooperation and information sharing will be promoted, with the creation of literacy learning networks. The Portal will help countries benefit from practical lessons learned by others about what works in literacy acquisition and application. Effective knowledge management through the Literacy Portal will also provide a basis for informing the countries' priorities and for monitoring the progress of LIFE.

## **4. The Scope of LIFE**

### **4.1. LIFE and Development**

The development of literacy is the main thrust of LIFE. The basic skills of reading, writing and numeracy are prerequisites for 'learning = achievement = success'. At the same time, LIFE will also look at how people acquire,

learn and use literacy in order to ensure quality literacy interventions at country level.

Moreover, LIFE takes the perspective that literacy plays a key role in development. Thus, LIFE will be implemented following six principles that recognize the need to situate the provision of literacy within a wide developmental and cultural context:

1. Stressing acquisition of basic literacy using integrated approaches;
2. Mobilizing communities;
3. Focusing on mothers and their children, especially in rural areas;
4. Strengthening the literate environment;
5. Making good use of information and communication technologies (ICTs);
6. Giving due attention to bi- and multilingual contexts.

A vast body of research shows that basic literacy skills are best acquired early when children are young. An intergenerational approach, which promotes literacy among mothers and children simultaneously, will effectively address both the immediate needs of mothers with insufficient literacy skills and, at the same time, prevent a further increase in numbers of illiterates by giving early stimulation and support to their children.

To maximize impact, integrated approaches linking literacy with sustainable livelihoods, civics, life skills, health and nutrition, including HIV/AIDS prevention will be developed. These are central issues in education and development strategies aimed at poverty reduction.

Learners can only be reached with the help of governments, communities and other social actors. A key to the success of this initiative is therefore the concerted commitment of all these partners, toward promoting education for all. Equal attention will be given to promoting ownership of the targeted communities and the mobilization of civil society, NGOs and the private sector.

Given the focus on girls and women, LIFE will take into consideration the multiple roles that women play in society, including those as mothers and teachers of their children, as contributors to food security, and as income earners of their families. LIFE will also promote gender-sensitivity in the planning, management and implementation of programmes. Attention will be given to supporting the production and dissemination of gender-sensitive



books and other print media to strengthen and diversify the literate environment for newly literate young people and adults.

The creation of reading and learning spaces through community learning centres and community libraries, as appropriate, will provide an environment where mothers can nurture children productively through the promotion of reading.

A wide use of ICTs, including through distance education and self-directed learning, will be encouraged in the delivery of literacy programmes wherever appropriate and cost-effective.

LIFE will encourage education policies that are sensitive to locally relevant contexts, promote the appropriate use of mother tongues, introducing also official and national languages. The integration of literacy programmes and learning materials into overall national language policies will be supported.

## 4.2. Building Partnerships

As the lead agency for the UNLD and LIFE, UNESCO will facilitate and promote the building of global partnerships in support of the implementation of LIFE at the country level, linking it to the EFA agenda and the MDGs. Enhanced coordination among partners at the international level will strengthen the provision of technical and financial assistance to LIFE countries. Strengthening mutually beneficial linkages with the following actors and initiatives will be important:

- Existing regional and international organizations;
- EFA initiatives (such as the FTI<sup>7</sup> and UNGEI);
- International NGOs;
- The private sector, such as the book and publishing industry.

Proactive partnerships will be built through networking for planning and implementing literacy-related activities through consultations and dialogue. Given that ownership will rest with the participating countries, LIFE will facilitate partnerships through South-South cooperation in particular.

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<sup>7</sup> The contribution of UNESCO to FTI – just to mention one example – has been to stress the need for broadening its scope and for adopting the large vision of EFA.

The critical factor in the success of LIFE is the cooperation of the governments of the participating countries. They remain responsible for national literacy policy, legislation and domestic resource mobilization. In the light of LIFE's core goal, partnerships will focus on:

- Consultation and participation for strengthening policy and practice;
- Fund raising where domestic resources are insufficient;
- Developing a shared agenda and a common vision to develop mutually beneficial relationships.

The partners will include:

- Actors within the delivery system including government and private and NGO-providers;
- The in-country donor community, including the UN Country Team, to ensure joint cooperation and planning;
- Actors within the delivery system for implementing the other two ongoing UNESCO EFA initiatives: teacher training for sub-Saharan Africa and HIV/AIDS education;
- Civil society and NGOs, including youth and women's organizations and trade unions;
- The private sector;
- Regional and international networks of professionals in literacy;
- The media, including newspapers and educational publishers;
- Universities, research institutes and institutions for teacher training and ongoing support including the UNITWIN network;
- Teachers, facilitators, and other extension workers whose function covers literacy provision;
- Learners and their communities.

In-country implementation will benefit from the following international partnerships:

- There will be mutual learning among participating countries within the framework of LIFE itself. Mutual learning will be facilitated by the UNESCO Literacy Portal; the LIFE information base; meetings through National Literacy Networks and workshops; and the exchange and discussion of recent experience and of policy and planning documents;



- Participating countries will be encouraged and helped to cooperate with regional and international partners including universities and research institutes and foundations;
- International partnerships will be collaborative and proactive; they will require that LIFE develop a mechanism of reporting on the inputs and outcomes of interventions to combat illiteracy.

To promote synergies among partners, a multi-level advocacy and communication strategy will be put in place, consisting of a two-pronged approach. One represents efforts at convincing major players in the area of education and development of the urgent need to address literacy. The other, involving the media, aims at reaching the general public.

Activities in the framework of the advocacy and communication strategy will include:

- World gatherings of all possible partners to create awareness of new partnerships (national, regional, international, as well as public and private partners);
- Organization of regional consultations with the aim of increasing commitment and providing mutual support to countries;
- Identification of all possible partners (traditional and non-traditional) and partnering among them (e.g. twinning programmes across borders);
- Working through famous personalities and the media to reach a wider public;
- Facilitating partnership building through attachment programmes, study visits, inclusive websites, compilation of directories of partners;
- Sharing analysis of successful new types of partnerships through Literacy Networks, website(s) and newsletters;
- Technical support to LIFE countries for enhancing partnerships and advocacy.

## **5. Making it Happen — the Activities of LIFE**

Participating countries will determine the content of programmes in order to achieve the literacy related goals set out in EFA, the MDG, the UNLD and the UNDES, and complement the objectives spelled out in the FTI, the UNGEI and PRSPs, but actions within the global strategic LIFE framework, which is led and supported by UNESCO, are cited below.

## 5.1. Advocacy and Communication

The objective is to reinforce the national and international commitment to literacy through advocacy and communication, through campaigning and the organization of partnerships.

### *5.1.1. Campaigning*

- Undertake advocacy campaigns supported by the media to sensitize the public on literacy and demonstrating its impact on the well-being of individuals, communities and nations. Advocacy campaigns for LIFE will galvanize international efforts around the EFA agenda and demonstrate that literacy is vital for the achievement of EFA and ultimately, the MDGs. National governments, including UNESCO National Commissions, will play a leading role.
- Develop communication strategies in collaboration with the media, through newspapers, radio and television.
- Promote education as a human right and literacy as a key component, through creating awareness.

### *5.1.2. Partnerships for advocacy*

- Sensitize national partners to the importance of integrating literacy into their programmes of work.
- Identify non-traditional partners such as youth organizations, unions and women's associations and empower them to conduct their own advocacy among their constituencies and promoting innovative and creative actions focusing on literacy.
- Lobby decision-makers for greater investments in literacy using research results and best practices which demonstrate the positive impact of literacy on development and its potential economic return.

## 5.2. Policy for sustainable literacy

### *5.2.1. Policy for Literacy*

- Assess the implications of national policies on practice and identification of their limitations.
- Create a cross-sectoral policy basis at the national level for designing literacy policies and strategies; foster human rights and empowerment





of learners. Within the broader development context, the policy should enable all concerned sectors to participate in coordinated action for LIFE implementation.

- Enhance synergies between formal and non-formal education and promote continuing education opportunities for optimizing access to, and retention and use of literacy skills within the framework of lifelong learning.
- Encourage a decentralized system of governance to deliver more relevant and context-sensitive literacy programmes.

### *5.2.2. Literacy and Development*

- Integrate training on various development issues, such as income generation, entrepreneurial training linked with access to micro credit, basic and reproductive health care, civics, and HIV/AIDS prevention in LIFE implementation.
- Promote life skills through literacy, including both psycho-social and generic skills.
- Promote training in the use of applied/appropriate technology, including ICTs.
- Promote the creation of reading spaces to provide an environment where mothers can nurture children productively using appropriate materials to enhance reading.
- Strengthen the popularization of science and technology in rural areas, particularly for health, environmental protection and rural development.
- Promote opportunities across the continuum of literacy, post literacy and continuing education within the framework of lifelong learning.
- Facilitate the creation of National Literacy Networks at country and international level through the UNESCO Literacy Portal.
- Identify, compile and disseminate evaluative studies on the socio-economic returns and other consequences of literacy.

### *5.2.3. Literacy and the Individual*

- Promote the Mother and Child approach to literacy which simultaneously addresses illiterate or barely literate mothers and their children, both girls and boys. In order to make these programmes sustainable with measurable and worthwhile outcomes, the economic empowerment of women should be incorporated and skills training provided in this area.
- Enhance family literacy through an intergenerational and community-based approach.

- Foster empowerment and personal development, particularly of girls and women, by enhancing self-esteem, confidence and abilities to participate in community life and political affairs.

### 5.3. Strong National Capacity

#### *5.3.1. Programme Design and Delivery*

- Provide governments with technical support for the design and development of context-specific programmes, with delivery mechanisms that are locally relevant, geared to the empowerment of learners and focusing on gender parity and poverty reduction.
- Strengthen existing national institutions and operational infrastructures, which are responsible for the design and delivery of literacy programmes (government, NGOs and other providers), in order to implement LIFE through effective management of resources – human, financial and material. Staff and structures should have the capacity to facilitate inclusion of the most marginalized groups.
- Engage the private sector in facilitating literacy training for their workforce as a means of ensuring productivity and fulfilling their social responsibility.

#### *5.3.2. Qualified Human Resources*

- Address the deficit of qualified personnel through training of trainers, literacy facilitators and supervisors. These programmes will be undertaken through learner-centred, learning-by-doing and participatory techniques. The adaptation of regional resources and training packages, exchange of experiences and networking will be facilitated.

#### *5.3.3. Enhancing Monitoring and Evaluation*

- Based on the most current research, enhance national capacities for literacy assessment and the monitoring and evaluation of non-formal education through the introduction of the Literacy Assessment and Monitoring Programme (LAMP) and a Non-Formal Education Management



Information System (NFE-MIS). Building on existing country practices in this field, LAMP and NFE-MIS will be adapted and integrated to suit the country context and to increase user-friendliness and accessibility. Cooperation with the UNESCO Institute of Statistics (UIS) will be enhanced in order to develop appropriate statistical analysis and measurement instruments.

## 5.4. Innovation

### 5.4.1. *Establishing Best Practice*

- Undertake research and a review at the international level on the state-of-the-art of literacy in cooperation with the UNESCO Institute of Education (UIE).
- Conduct participatory action-research for developing innovative programmes and documenting best practices concerning alternative community learning and continuing education.
- Develop both outcome and impact indicators and carry out longitudinal studies on the use and impact of literacy, with a view to developing successful learning strategies.
- Conduct studies on literacy practices including the assessment of results, in order to highlight innovation and alternative practices.
- Carry out research on ways to enhance partnerships among traditional and non-traditional partners, particularly in engaging with the private sector.

### 5.4.2. *Dissemination*

- Establish the UNESCO Literacy Portal as an information tool founded on experience and expertise within and across countries through the setting up of networks, exchanges of best practices, thematic research and policy forums. This information tool will also serve for advocacy.
- Disseminate assessment tools and guidelines for determining learning needs, communities' assets, and opportunities for enhancing and sustaining livelihoods.

## 6. Implementation

LIFE will be implemented over ten years and guided by three core principles:

1. Country ownership and diversity;
2. Linkage with national policy;
3. Progressive phasing.

### 6.1. Country Ownership and Diversity

LIFE will be country-led, responding to identified country-specific needs and priorities. It will draw on national capacities and existing policies and programmes. Each participating country will determine a specific action within a defined timeframe. The contents and implementation of LIFE will vary from country to country.

Country ownership will be strengthened by building on the national diversity of existing notions and approaches to literacy. Countries will receive support to broaden their approaches, with a view to promoting a more comprehensive notion of literacy.

It is important to have an implementation team on the ground in the form of a government-led Literacy Steering Committee. This team should have representatives from government sectors, local development partners and the private sector including NGOs, CBOs, universities and other research institutions, as well as the United Nations Country Teams (UNCT). The role of this Committee will be to engender joint partnerships as well as ensure a shared agenda, where each stakeholder meets needs in keeping with their role. UNESCO will facilitate and coordinate the technical support from all partners.

### 6.2. Linkage with National Policy

National-level strategies and actions for implementing LIFE should be integrated into national development frameworks, such as the national EFA policy agenda, national education sector plans, PRSPs, and other national development and expenditure frameworks. LIFE will also build on existing national good practices and reinforce these.



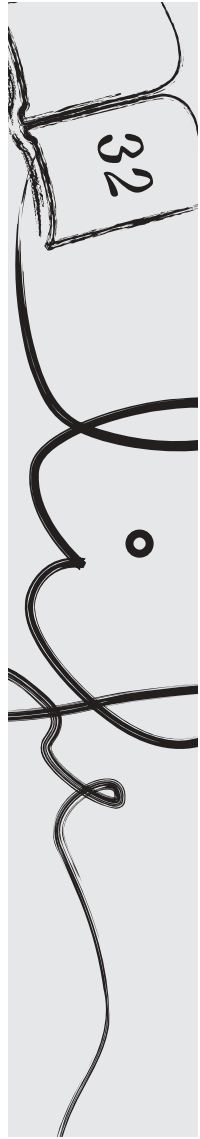
LIFE will be implemented according to the country-specific goals, objectives, expected results and planned activities that will be determined in the LIFE Country Paper (LCP), with technical support from UNESCO and appropriate development partners. The timeframe of the implementation will vary from country to country. A mechanism for ensuring and measuring sustainability and impact has to be in place at an early stage.

### **6.3. Progressive Phasing**

LIFE will be implemented over ten years, targeting thirty-five countries. For each country, implementation will be preceded by a preparation phase. It is proposed that every two years around ten countries of the thirty-five identified for participation will be selected to join the implementation phase. For the first countries, the implementation phase will start in 2006, for the second group of countries in 2008, and for the third group in 2010.

However, a flexible approach will be adopted for integrating these countries into LIFE implementation. Countries with extensive experience and capacity in literacy work will be encouraged to participate in LIFE implementation, with technical assistance from partners as necessary. Other countries, ready to join LIFE but requiring external funding, will be incorporated as and when the phasing makes it possible. In 2011, a mid-term global evaluation will be undertaken, complementing but not replacing ongoing monitoring and evaluation at the country level. From 2012 to 2015, LIFE will concentrate on sustainability and replication. The implementation timeline is presented below.

IMPLEMENTATION TIMELINE										
2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Country Profile development (35 countries)										
LIFE Country Programme development	<b>1st Implementation Phase</b> (Around 10 countries)			Scaling down external intervention						
	LIFE Country Programme development	<b>2nd Implementation Phase</b> (Around 10 countries)			Scaling down external intervention					
			LIFE Country Programme development	<b>3rd Implementation Phase</b> (Around 10 countries)		Scaling down external intervention				
						LIFE Mid-term evaluation at int'l level				
							<b>Enhancing LIFE implementation</b> by reviewing the outcome of the mid-term evaluation and exchanging experiences among 35 countries.			
										LIFE overall evaluation at int'l level





To prepare the implementation phase, the following three steps will be undertaken:

- Definition of the baseline in a LIFE Country Profile (CP) in all thirty-five countries;
- Selection of countries for the implementation cycles;
- Development of a programme in a LIFE Country Paper (LCP). This is a pre-requisite to enter the implementation phase.

### *6.3.1. Definition of the Baseline*

At the outset of LIFE, a CP will be prepared by all the thirty-five LIFE participating countries to identify and appraise the current situation in terms of policy and practice in the area of literacy. Using a questionnaire prepared by UNESCO, the CP will:

- Collect general basic information on the country's situation in the area of literacy;
- Provide an overview of the scale of the challenge to meet LIFE goals in each country and identify major gaps and specific needs.

Countries will present the CP to UNESCO after in-country review and endorsement. A LIFE information base will be prepared by UNESCO from the CPs, as a platform to facilitate the exchange of knowledge and experience among LIFE countries and partners. It will be updated regularly throughout the LIFE process and will form part of the information base that will be posted as part of the Literacy Portal.

### *6.3.2. Selecting countries for the three implementation cycles*

The countries participating in each of the three different implementation cycles will be decided upon through a consultative process with countries and partners. Countries will have to express their political will and readiness to participate in LIFE implementation. The following will be studied for assessing preparedness of the country for LIFE implementation:

- Policies on literacy (to be reviewed through analysis of education sector development plans, PRSPs, EFA Plans, MDG country reports, legislation, etc.);
- Programmes and projects corresponding to the policies (by reviewing existing operational programmes and projects, etc.);

- In-country institutional set-up for implementation (determined by functional institutional frameworks, partnerships between stakeholders, etc.).

The countries selected to enter the implementation phase will be those where there is the strongest demonstrable political will, strong national and inter-agency partnerships, and commitment to invest in literacy. The experience of the first-round countries will serve as a basis for the subsequent cycles, drawing on achievements and lessons learnt, and thus facilitate cooperation among all LIFE countries.

Adequate support will also be given to those countries not selected for the earlier phase. This could include initial support for undertaking advocacy work, research and strengthening of policies and programmes. Other countries may be ready to join LIFE and only require technical support.

### *6.3.3. Development of Country Programmes*

Once a country has accepted to enter into the implementation phase, it will develop a LCP, outlining the actions they would like to implement within the framework of LIFE. This is a country-led process, proposed to be undertaken in consultation and collaboration with international and regional partners on the ground. The principle for the preparation of the LCP is that it should correspond to country-specific needs, priorities and national capacities, as well as existing policies and programmes. The LCP will build on existing education policy and plans, and any action undertaken will be embedded in and respond to national development frameworks. The LCP will include the following components: Goal, Objectives, Target Groups, Expected Results, Activities, Timeframe, Budget, Partnership, Monitoring and Evaluation, and other areas deemed necessary by the country.

As a first step, a comprehensive review of existing research concerning the present literacy situation and challenges should be undertaken which would feed into the LIFE needs assessment. In cases where countries have already undertaken studies on their literacy situation and developed plans to address challenges, these studies and national plans will be used and built on to produce their LCP.

Technical support will be provided throughout this phase. In order to produce the LCP, each country should undertake a more in-depth study on challenges identified and a needs assessment. This study will also collect





more precise and consolidated information on the present situation and on gaps to be filled, based on which indicators will be developed to monitor progress. The study should be carried out by a country team, composed of representatives from the government, NGOs and a research institution, with support from UNESCO and international partners, including the UN Country Teams (UNCTs).

## 7. Funding

The funding for LIFE will principally rely on domestic resources, both public and private. However, although some participating countries have strong economic potential, others experience severe resource constraints. The latter will require supplementary financing from external sources.

UNESCO will contribute seed funding, from the Regular Budget and extrabudgetary sources, of US\$ 12,464,900 to both the UNLD and LIFE, during its funding cycle of 2006/7<sup>8</sup>, which corresponds to the first two years of LIFE implementation. It is planned that at least the same amount or more will become available to UNESCO every two years for LIFE implementation. However, this amount will cover only a portion of what is required.

UNESCO will facilitate partnership meetings at country and regional level in order to engage in joint planning and interventions supported by government and the multilateral and bilateral agencies.

Once the country-led programming has been agreed between governments and the partners including NGOs, UN and donor agencies and the private sector, they will participate on the basis of planned programming and related proposals. UNESCO will promote the mobilization of financial resources to support national LIFE literacy programmes ensuring the promotion of a shared agenda based on local needs.

The unit cost for making an adult literate is estimated to range between US\$ 50 and US\$ 100. Knowing that 85 per cent of the world's illiterates live in the thirty-five LIFE countries, the target number of adults to be reached in the framework of LIFE is over 660 million. Consequently, major additional

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8 UNESCO. 2005. 33 C/5 Rev Draft Programme and Budget for 2006–2007.

funding is necessary to meet the Dakar Goal to improve literacy rates by 50 per cent by the year 2015.

At present, bilateral and multilateral donors' aid commitments to basic education amount to US\$ 1.5 billion. This falls far short of the US\$ 5.6 billion that is estimated to be needed for achieving the goal of Universal Primary Education (UPE)<sup>9</sup> – a competing goal for international funding. Strategies to raise and secure funding can be manifold. A two-tiered approach may be considered:

First, the activities of LIFE may be linked to those offering a literacy component within existing frameworks such as the FTI<sup>10</sup> and UNGEI. This means promoting a shared vision and objectives between the other initiatives and LIFE, as a means of addressing the MDGs.

Second, possibilities will be explored to obtain support from the international community, including the private sector, which has a huge potential for investment in its workforce as a productivity measure.

Further, LIFE may link up with large enterprises with a proven record of 'good governance' who take an interest in financially supporting LIFE. These partnerships have the potential to go beyond the mere supply of funds. Transfer of expertise through attachment programmes, for example, may prove equally valuable. Publishing firms and enterprises in the ICT sector can assist countries directly in the development of materials and support an advocacy and communication strategy. Companies promoting household or pharmaceutical products might share expertise in appropriate health care and hygiene.

To summarize, fund raising activities for LIFE will include:

- Fund raising at country level, starting in the preparatory phase;
- Continued networking at national and international level in order to establish a donor coalition committed to LIFE;
- Convening a Partnership Meeting on resource mobilization, bringing together traditional and non-traditional donors;

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9 UNESCO. 2004. *EFA Global Monitoring Report 2005, Education for All – The Quality Imperative*. Paris: UNESCO.

10 The importance of supporting literacy through FTI will be advocated in the framework of LIFE.



- Partnerships developed with UN agencies to engage in joint planning and cooperation with government through a shared agenda for basic education.

A mechanism for donor consultations and review will be organized.

## **8. Monitoring and Evaluation**

### **8.1. Basis of Evaluation**

The effectiveness of LIFE will be assessed by the outcomes at country level, which need to be specific and measurable. Effective monitoring and evaluation (M&E) in each country and timely incorporation of lessons learnt will be critical factors for the success of LIFE. Viable systems to monitor and evaluate LIFE progress will be set up both at national and international levels, in cooperation with the UNESCO Institute of Statistics (UIS). At the national level, LIFE programmes will be monitored and their outputs evaluated, and at the international level, the overall performance of LIFE will be assessed. The global partnership through UIS and UIE will be closely involved in the assessment of progress.

Evaluation will be based upon the set of objectively verifiable indicators and sources set out in the log-frame (Annex 2). These will be further elaborated and customized to participating countries during the preparation of the LCPs. As LIFE is part of the EFA implementation, its evaluation will be linked to overall EFA evaluations.

### **8.2. National Evaluation**

M&E will be conducted throughout the LIFE in-country implementation (including lower level, e.g. at district and programme level) using the general indicators shown in the log frame, and specific indicators for participating countries detailed in the LCPs. Baseline data will be compiled during the preparation of the LCPs. An M&E schedule will be established, with regular monitoring and reporting undertaken by each country. The schedule will comprise: annual reviews, a country mid-term assessment and an end-of-programme evaluation. LIFE will assist countries in monitoring and

evaluating the performance of their programmes. This assistance will include technical support in establishing or improving tools, methods and systems that can be used for tracking the progress and evaluating the impacts of countries' literacy programmes and activities.

LIFE will also aim at enhancing the general monitoring and evaluation culture for literacy in each country. Apart from systematic and rigorous monitoring and evaluation of literacy programmes, this involves the building of operational monitoring information systems as an important strategy to inform policies and enhance the performance and effectiveness of literacy programmes. The approach to the development of such a system is three-pronged:

1. The development of reliable methods for assessing literacy<sup>11</sup>,
2. The establishment of management information systems for literacy<sup>12</sup>,
3. Sample longitudinal studies on completed learners to assess the impact of literacy.

### 8.3. International Evaluation

At the international level, the overall implementation and performance of LIFE will be monitored, including the extent of commitment, collaboration with partners and resource mobilization. While recognising that diversity is crucial for LIFE at the country level, the effectiveness of the global UNESCO strategy will also be evaluated. At the end of the ten-year period, significantly more people must have become and remain literate than would have been the case in the absence of LIFE. A mid-term evaluation at international level will be conducted in 2011 and overall evaluation will be undertaken in 2015.

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11 See: Literacy Assessment and Monitoring Programme (LAMP), UIS.

12 See: Non-Formal Education Management Information System (NFE-MIS), UNESCO.

## 9. Annexes

### 9.1. Annex 1: Countries of priority (35 countries)

#### Group A: Countries with TOTAL adult illiteracy rate over 50 per cent in 2000–2004 (27 countries)

Region	Country	Total illiteracy rate (%)	Female illiteracy rate (%)	Percentage of out-of-school children	Percentage of girls of out-of-school children	Net enrolment ratio in primary education	FTI	LDCs	PRSP	E9	Group A & B
Arab States	Iraq	-	-	-	-	92.9	-	-	-	-	-
	Mauritania	58.8	68.7	35.9	52.9	64.0	* 2002	*	*	-	-
	Sudan	-	-	-	-	-	-	*	-	-	-
	Yemen	51.0	71.5	32.9	75.3	67.1	* 2002	*	*	-	-
East Asia and the Pacific	Papua New Guinea	-	-	-	-	83.8	-	-	-	-	-
Latin America and Caribbean	Haiti	-	-	-	-	-	-	*	-	-	-
South and West Asia	Afghanistan	-	-	-	-	-	-	*	-	-	-
	Bangladesh	58.9	68.6	11.1	45.1	88.9	-	*	* I	*	*
	Nepal	56.0	73.6	27.6	57.5	72.4	* 2004	*	*	-	-
	Pakistan	58.5	71.5	39.8	59.6	60.1	* 2004	-	*	*	*

Region	Country	Total illiteracy rate (%)	Female illiteracy rate (%)	Percentage of out-of-school children	Percentage of girls of out-of-school children	Net enrolment ratio in primary education	FTI	LDCs	PRSP	E9	Group A & B
Sub-Saharan Africa	Benin	60.2	74.5	-	-	70.3	* 2004	*	*	-	-
	Burkina Faso	87.2	91.9	64.4	54.5	35.5	* 2002	*	*	-	-
	Central African Republic	51.4	66.5	45.3	60.7	54.7	-	*	* I	-	-
	Chad	54.2	62.5	41.8	63.6	58.2	* 2004	*	*	-	-
	Democratic Rep. of Congo	-	-	-	-	-	-	*	* I	-	-
	Djibouti	-	-	67.3	52.9	32.6	* 2004	*	* I	-	-
	Ethiopia	58.5	66.2	53.3	55.6	46.7	* 2002	*	*	-	*
	Eritrea	-	-	59.1	52.5	41.0	-	*	-	-	-
	Gambia	-	-	31.2	53.9	68.7	* 2002	*	*	-	-

Region	Country	Total illiteracy rate (%)	Female illiteracy rate (%)	Percentage of out-of-school children	Percentage of girls of out-of-school children	Net enrolment ratio in primary education	FTI	LDCs	PRSP	E9	Group A & B
Sub-Sahara Africa	Guinea	-	-	53.0	54.4	47.0	* 2002	*	*	-	-
	Guinea-Bissau	-	-	-	-	53.5	-	*	* I	-	-
	Madagascar	-	-	32.3	49.5	67.7	* 2004	*	*	-	-
	Mali	81.0	88.1	-	-	-	* 2004	*	*	-	-
	Mozambique	53.5	68.6	45.6	54.8	54.4	* 2002	*	*	-	-
	Niger	82.9	90.7	69.5	53.4	30.4	* 2002	*	*	-	-
	Senegal	60.7	70.3	36.8	53.9	63.1	* 2004	*	*	-	-
	Sierra Leone	-	-	-	-	-	-	*	* I	-	-

**Group B: Countries with TOTAL adult illiterates over 10 million in 2000–2004  
(II countries<sup>13</sup>)**

Region	Country	TOTAL adult illiterate population (000)	Percentage of female out of total illiterate population	Percentage of out-of-school children	Percentage of girls of out-of-school children	Net Enrolment Ratio in Primary Education	FTI	LDCs	PRSP	E9	Group A & B
Arab States	Egypt	20 468	63.9	7.4	64.4	92.6	-	-	-	*	-
	Morocco	10 108	63.0	22.0	57.2	78.0	-	-	-	-	-
East Asia and the Pacific	China	89 788	72.7	7.3	45.6	-	-	-	-	*	-
	Indonesia	18 432	69.2	7.8	53.0	92.2	-	-	-	*	-
LAC	Brazil	17 219	50.8	3.3	-	96.7	-	-	-	*	-
South and West Asia	Bangladesh	52 209	56.7	11.1	45.1	88.9	-	*	* I	*	*
	India	270 466		-	-	85.7	* 2004	-	-	*	-
	Iran, Islamic Republic of	10 543	63.8	26.4	49.6	73.6	-	-	-	-	-
	Pakistan	51 536	59.6	39.8	59.6	60.1	* 2004	-	*	*	*



Region	Country	TOTAL adult illiterate population (000)	Percentage of <i>female</i> out of total illiterate population	Percentage of out-of-school children	Percentage of <i>girls</i> of out-of-school children	Net Enrolment Ratio in Primary Education	FTI	LDCs	PRSP	E9	Group A & B
Sub-Saharan Africa	Ethiopia	21 955	57.4	53.3	55.6	46.7	* 2002	*	*	-	*
	Nigeria	22 168	61.4	-	-	88.9	-	-	-	*	-

Source of literacy data: UIS Literacy Assessment (March 2004)

Source of school data: EFA Global Monitoring Report 2003/4 (Data 2000)

General Note 1) Afghanistan, Democratic Rep. of Congo, Djibouti, Eritrea, Gambia, Guinea, Guinea Bissau, Iraq, Madagascar, Papua New Guinea and Sierra Leone have provided to UIS

no (or no recent) literacy data but estimated illiteracy rates would be more than 50 per cent. Haiti and Sudan, to which special attention and priority should be given, are included in the list.

General Note 2) \*I stands for Interim PRSP. They have not been completed a full PRSP.

General Note 3) - stands for 'not available' or 'not applicable'.

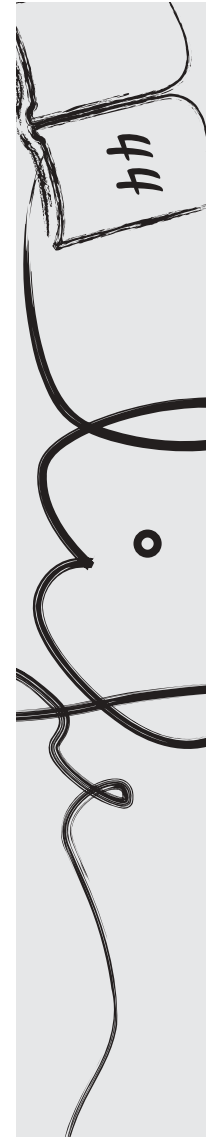
<sup>13</sup> Three of these countries are also listed in Group A. The total number of countries listed is therefore thirty-five.

## 9.2. Annex 2: Logical Framework

The relationship between these objectives, verifiable indicators of success, risks and constraints are summarized in the following logical framework for the project.

### Logical Framework for LIFE

Hierarchy of Objectives	Objectively Verifiable Indicators	Source of Indicators	Risks and Assumptions
<p><b>Development Objective (Goal)</b></p> <p>To empower people, especially rural women and girls, who have inadequate literacy skills and competencies.</p>	<ul style="list-style-type: none"> <li>— A 50 per cent improvement in adult literacy rates.</li> <li>— Gender disparities in primary and secondary education eliminated.</li> <li>— Ensuring equal opportunities in access to education for all, contributing to EFA and the MDGs.</li> </ul>	<ul style="list-style-type: none"> <li>— National government and statistical records</li> <li>— GPI (Gender Parity Index)</li> <li>— Review of country PRSPs</li> <li>— Review of country EFA national plans and implementation</li> <li>— Project evaluation</li> <li>— LAMP (Literacy Assessment and Monitoring Programme)</li> <li>— Number of partnerships developed and sustained, among Government, Non-Governmental Organizations (NGOs) and Community Based Organizations (CBO)</li> </ul>	<ul style="list-style-type: none"> <li>— Governments remain committed to improving literacy and the empowerment of women through clearly articulated policies.</li> <li>— Enabling environment exists</li> <li>— Government commitment to basic education sustained.</li> <li>— Collaboration with NGOs/CBOs developed and sustained.</li> <li>— Low-cost innovative methodologies can be developed in partnership with Government, NGOs/CBOs and the private sector.</li> <li>— Enhanced commitment for external aid for literacy programmes focused on women and girls within country based contexts.</li> <li>— The impact of HIV/AIDS, conflict and teacher shortages can be managed and addressed.</li> </ul>



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## Immediate Objectives

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To reinforce the national and international commitment to literacy through advocacy and communication.

- Partnerships developed with UN agencies to engage in joint planning with government through a shared agenda for basic education.
- Comprehensive advocacy campaign for LIFE designed, funded and implemented through newspapers, radio and television.
- New partnerships to engage in the programme at national and international, public and private, traditional and non-traditional levels.
- Political lobbying at country and international level encouraging commitment to LIFE
- Additional funding for literacy at national and international levels.
- Documented campaign strategy, media events and materials.
- Random public surveys examine how the campaigns are perceived in motivating public and political awareness.
- Documented networks of partners, records of lobbying, evidence of influence, records of LIFE stimulated external events and campaigns.
- National budgets, mapping and tracking of partners, NGOs and Community Based Organizations.
- Partnerships are developed and sustained with Government, civil society and the private sector.
- Commitment to core funding and adequate personnel allocated to the activity sustained.
- Partnerships sustained with other UN agencies for joint planning and collaboration.
- Bilateral and multilateral agencies, international financial institutions are willing to support the scale-up of core operations.
- Enabling environment exists.

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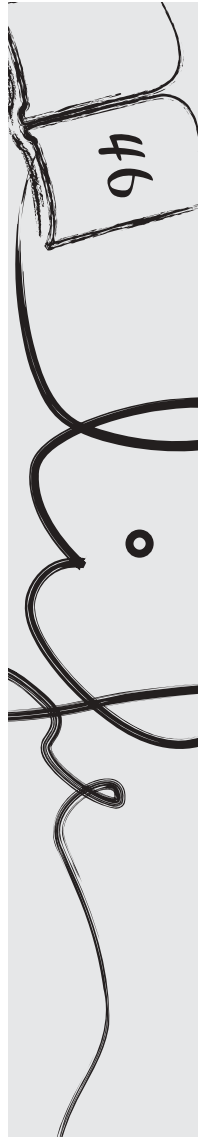
To support the articulation of policies for sustainable literacy within sector-wide and national development frameworks.

- Education policies and systems reviewed and monitored in selected countries.
  - Review of PRSP in particular to assess government commitment to EFA and literacy.
  - National policies and programmes to integrate literacy into all appropriate development activities: joined-up thinking.
  - Review of evidence-based policies
  - National government documents and PRSPs
  - Sample surveys in partner countries
  - Project evaluation
  - Governments remain committed to improving literacy and the empowerment of women and girls
  - Bilateral and multilateral partners engage in joint cooperation
  - Interagency support to the principals to promote literacy
  - UN agencies in other development areas collaborate fully
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	<ul style="list-style-type: none"><li>— Good practices in literacy policy analysed and disseminated to all target countries, with realistic implementation strategies</li><li>— Mechanisms to support the participation of socially excluded groups within the education system</li><li>— Cooperation with Government, UN, bilateral and multilateral agencies in joint planning and shared agendas for collaboration</li></ul>		
<p>To strengthen national capacities for programme design, management and implementation.</p>	<ul style="list-style-type: none"><li>— Country assessment of needs, including capacity to manage and technical support requirements.</li><li>— Scale and quality of literacy provision enhancing focus on women and girls.</li><li>— Appropriate programmes are designed and undertaken within targeted countries.</li><li>— Human resources are adequately developed and allocated to deliver programmes in a sustainable fashion.</li><li>— Programmes for multi-tasked teachers developed.</li></ul>	<ul style="list-style-type: none"><li>— Programme documentation</li><li>— Records of implementation, enrolment</li><li>— Documented programme evaluations and revisions</li><li>— Sample surveys in partner countries focusing particularly on engagement of women and girls.</li><li>— EFA evaluations</li><li>— Project evaluations</li></ul>	<ul style="list-style-type: none"><li>— Governments make adequate financial resources available and support the development of appropriate facilities.</li><li>— Bilateral and multilateral partners contribute properly tailored technical assistance</li><li>— Interagency support to literacy</li><li>— The reliability of effective monitoring, recording and data collection systems.</li><li>— Technical capacity among government and NGO service providers and organizations to undertake interventions.</li></ul>

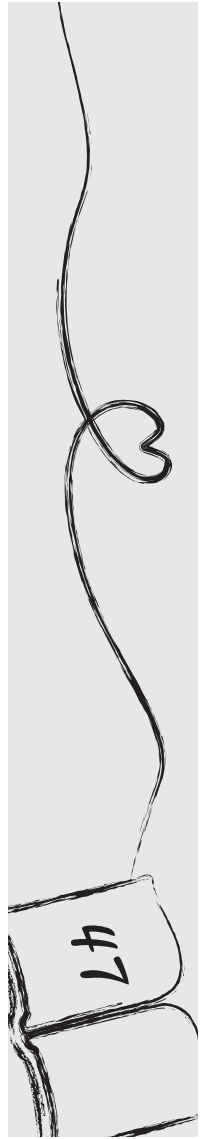
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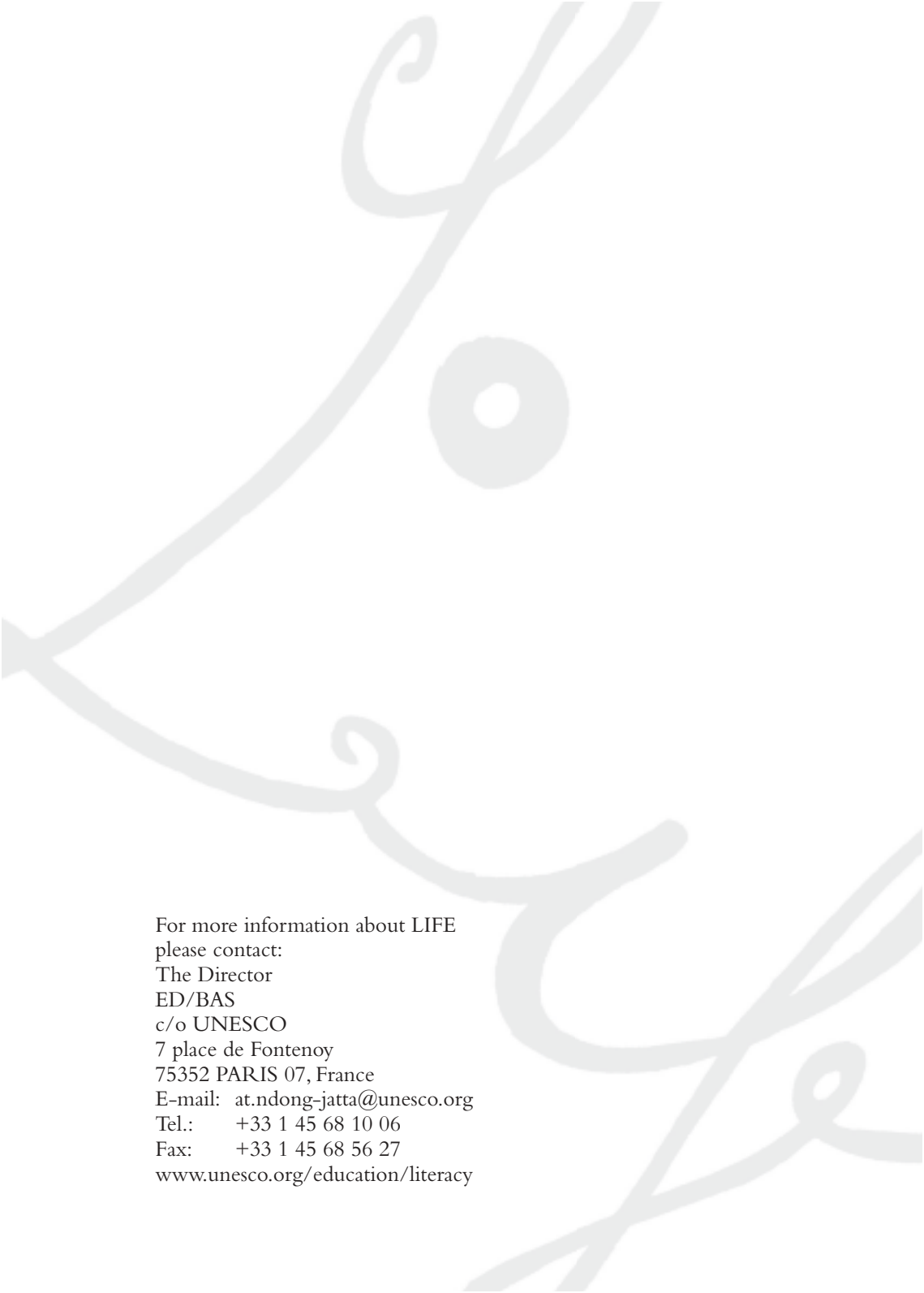


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To enhance countries' innovative initiatives and practices in providing literacy learning opportunities.

- New projects formulated focusing on women and girls and implemented taking into consideration needs assessments, review findings and lessons learned from past practice.
  - Non-formal education promoted through broad community based development programmes.
  - Civil society literacy and EFA networks supported and established at country level to promote LIFE promoting South to South cooperation with literacy projects.
  - Partnerships with the private sector developed to undertake interventions within the workplace.
  - Good practice identified and disseminated.
- Evidence of practice
  - Documented surveys and evaluations of innovative programmes with public and private sectors.
  - Reports and records of good practice.
  - Non-formal Education Management Information System (NFE-MIS).
- Governments support access to innovative programmes.
  - Practitioners cooperate in evaluations.
  - Governments are prepared to learn lessons.
  - Engagement of the private sector to support programmes in the workplace.
  - The reliability of effective monitoring, recording and data collection systems.
  - Technical capacity among NGO service providers and organizations to undertake interventions.
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