

## **Good Practices in Literacy and Continuing Education : A Desk Review**

### **Context**

The Govt. of Pakistan has announced 2010 as Literacy Year. The new National Education Policy approved by the Govt. of Pakistan on 9 September 2009 envisages to raising literacy rate from the existing 56% to 86% by 2015. Total public sector allocations (federal plus provincial) for adult literacy and NFBE programmes are over Rs. 3 Billion for the current financial year (2009-2010), which may further increase in the coming years, it is hoped. However, most of the literacy programmes implemented by public sector organizations in Pakistan are conventional in nature and are managed without active support by the political leadership and local community. Majority of the literacy programmes neither adopt vibrant approaches, nor aim to transform literacy into a movement. General impression among the public and policy makers about adult literacy programmes is also not positive. This is mainly due to the reason that literacy programmes have not succeeded in generating desired results in the past. There is a need to conceive new approaches, or adapt successful models experimented in other countries to the local conditions, with a view to improving quality and outcome of the on going programmes. A desk study or review of international literature has therefore been planned to identify approaches and strategies which can suit to Pakistani context, and can enhance the outcome and impact of on going efforts.

**2. Goal:** To improve quality and impact of literacy and continuing education programmes in Pakistan

### **3. Specific Objectives:**

The desk study aims to achieve following specific objectives:

1. To identify literacy and continuing education programmes, strategies, or approaches followed in different countries, which have been successful in terms of their output, impact, and sustainability.
2. To enlist specific catalytic features of successful literacy programmes, with analytical explanation, which have contributed significantly in their success and impact.
3. To compile a source book offering information on good practices in various aspects of literacy and continuing education programmes.
4. To disseminate information on good practices to the policy makers, planners, and managers of literacy and continuing education programmes in Pakistan.

The source book will be later on published and disseminated widely. Key strategies identified through this desk review may also be reviewed in different seminars and focused group discussions.

### **4. Rationale of categorized resources on innovative approaches**

Information about different successful programmes and models is available in various forms. In most of the cases, information on each programme or model is detailed and covers numerous

aspects, including history, approaches used, quantitative targets achieved etc. It is not possible for a provincial planner or a mid-level literacy manager in Pakistan to study complete details of different programmes, and cull out most relevant content or methodologies which can be applied in his/her situation with necessary adaptation. Therefore, summary information about most pertinent aspects or innovative features of selected programmes will be more convenient and useful for building capacity of target audience in Pakistan. To pursue further information, reader or literacy practitioner can access original sources or additional references about the selected programme.

### **5. Innovative Dimensions: Outlines of Desk Study**

A number of factors can contribute in the success or failure of a literacy programme, including personal interest of political leadership, mass mobilization, suitability of teaching-learning materials, dedication of teachers, efficiency of an organizational structure or project organization. Although, suitability and relevance of learning material can substantially enhance the interest, attendance level, and achievement of adult learners, nonetheless, absence of a conducive environment within the society, may be an obstacle to inspire the adults to voluntarily go to the literacy centre in his/area. Hence, a set of excellent literacy material may fail to attract learners in the absence of a mass mobilization campaign. Similarly, if teachers are not trained and motivated, they may not be able to effectively deliver literacy curriculum or teach best textual materials to the adult learners. Hence, there is a need to identify key elements of successful literacy programmes around the globe, which have significantly contributed in the success of those programmes. Those key features, workable approaches, or tested models can then be considered by the national or local level planners for adoption, after necessary adaptation.

It is proposed to review national and international literature, examine different constituent parts of selected programmes, and identify elements or approaches which have played pivotal role in their success. Literature on successful literacy programmes can be reviewed to identify best models for following aspects of planning, implementation, and monitoring of literacy programmes. :

- i. **Organizational structure:** What type of organizational structure at national, sub national and local level is needed or have produced better results in various countries (e.g. NLM, Directorate of Adult Education and State Resource Centres in India, Literacy Movement Organization in Iran, Directorate of NFE in Thailand, Bureau of NFE in Bangladesh.....)
- ii. **Policy commitment:** What policy provisions, directives, reforms, laws and rules have contributed widely to increase enrolment in primary schools, non-formal basic education schools, , adult literacy and continuing education centres etc. (e.g. free and compulsory primary education, incentives or disincentives for illiterates to acquire literacy skills, food for education, social and political recognition, letters and certificates by political leaders ...etc.)
- iii. **Political leadership:** Countries where top political leadership (head of the state, chief executive, parliamentarians, or political parties have actively participated or led the

literacy movement. (For example, Indonesia, Tanzania, Brazil, China, Cuba, Madagascar?...)

- iv. **Motivational drive:** What types of motivational campaigns are effective to mobilize masses or adult learners? What type of activities, tasks, or interventions should be planned and executed to popularize literacy messages. Which sections of the society should be involved or targeted. (e.g. motivational drives with literacy processions and concerts in different states of India under TLC, volunteer teachers, barefoot teachers, teachers on donkeys, each one teach one approach ..)
- v. **Community involvement or ownership:** How best local community can be involved in organizing, monitoring, and patronizing literacy and continuing education programmes at the village level. What type of organizational structure can produce better results? What role can be played by the local government/public sector or NGOs to mobilize and sustain community ownership or involvement?
- vi. **NGOs contribution:** In a number of countries, NGOs have played important role in the success of literacy and continuing education programmes. What types of NGOs (with what specific organizational structure, motto, strategy, or community mobilization method etc.) have contributed more substantially in the success of literacy programmes? Salient features or specific techniques need to be identified and enlisted with rationale.
- vii. **Teaching methodologies:** What teaching-learning activities can attract and sustain interest of the learners, and add to their knowledge and skills. Teaching methodologies may cover specific approaches of teaching (e.g. conscientization, reflective approach, political philosophy, religious linkages, participatory and activity based teaching, games, sports, incentive-based competition among learners etc.), special types of learning materials, lesson plans with certain unique activities or steps, a combination of instruction and interactive learning, computer-based literacy training etc.
- viii. **Mainstreaming and equivalence:** What are the mechanisms in various countries which facilitate mainstreaming of graduates of literacy and continuing education programmes into formal system of education. Which are the case studies wherein existence and functioning of a system of equivalence between formal and NFE has enhanced interest level of learners, or recognition of their literacy certificates etc?
- ix. **Professional development:** Good practices indicating institutionalized mechanisms for training of teachers, and capacity building of literacy personnel, e.g. existence of training institutes, resource centres, or packages of training modules. Use of different media (e.g. face to face, video-based training, training through distance learning/open learning etc.), role played by universities etc.
- x. **Financing:** In many cases, literacy programmes receive no or little funding. Which are the most effective and efficient models of financing of literacy and continuing education programme (e.g. agreed share or ratio of central government and local government for literacy and NFBE, inclusion of literacy programmes in long term country plans, donations, funding by international community, contribution of corporate sector or philanthropists, local community, volunteerism etc.), which has ensured consistent and sufficient flow of funds for literacy centres or post literacy programmes.

UIL has compiled a database on effective literacy practices. This database lists programmes that are of interest to a global audience. These programmes were selected by UIL according to the following criteria:

- Outreach (number of participants covered by the programme)
- Accessibility and relevance (for highly vulnerable groups in particular)
- Quality of outputs
- Clearly demonstrated innovative approaches and methods
- Impact on learners, their families and communities
- Proven sustainability and
- Evaluative data from independent sources.

The criterion for selection of important good practices and their classification may also include some of the dimensions listed by UIL.

## **6. Possible sources of information**

The following sources may be accessed by the researcher (s) for collection and compilation of relevant information about various literacy programmes, approaches and strategies:

1. UNESCO Institute of Lifelong Learning, Hamburg Germany  
<http://www.unesco.org/uil/en/docums/docums.htm> , and for publications  
<http://www.unesco.org/uil/en/publs/publs.htm>  
For Effective Literacy Practice: <http://www.unesco.org/uil/litbase/?menu=4>
2. UNESCO Regional Bureau for Education (Bangkok, Thailand), APPEAL Resources:  
<http://www.unescobkk.org/index.php?id=3092> and e. Library  
<http://www.unescobkk.org/information-resources/e-library/>
3. National Institute for Literacy, USA, <http://www.nifl.gov/> and for publications  
<http://www.nifl.gov/publications/publications.html>
4. Literacy.org: <http://www.literacyonline.org/>
5. International Literacy Explorere: <http://www.literacy.org/Projects/explorer/index.html>
6. ACCU: <http://www.accu.or.jp/en/activity/education/02-01c.html>  
and ACCU Literacy Data base: <http://www.accu.or.jp/litdbase/index.htm>
7. National Literacy Mission, India: <http://www.nlm.nic.in/welcome.html>

Above is a suggested list, which can be expanded further.

### **7. Format of source book:**

The challenge for the researcher would be to glean information about pivotal factors of each programme which have made a real difference. The next task would be to summarize less important content, and explain pertinent information in the respective socio-cultural context. This part should be explained in a manner that reader is able to directly reach to the key points or innovative ideas which have worked elsewhere. Proposed sub sections of the text on each successful model may include, title of the programme, its location, duration or time period, and salient features in 5-6 bullet points, followed by more elaborated information (maximum 2-3 pages) on the key dimensions or strategy which added to the value, impact, popularity, or sustainability of the programme. The last part may be concluded with analytical comments. The total volume of the whole text on the selected dimension of one successful model should not exceed 3 pages. Key features of successful models to be explained and grouped under ten categories or innovative dimensions listed above, and not a continuous description of each programme, separately. Total number of such models or dimensions may range from 15 to 20, although there might be overlapping as well. In case key features of a successful model are to be mentioned under more than one dimension, the text on introductory part may not be repeated in the subsequent references. It is desirable that total volume of the source book should be in the range of 50-60 pages. Both English and Urdu versions of the source book will be required. However, Urdu translation will be allowed after English version has been approved and accepted.

### **8. Proposals**

Organizations possessing adequate expertise to undertake and complete the task explained in this brief, may send their proposals. The proposal should indicate total fee or budget involved, supplemented by documentation about previous work in this field, and panel of experts (supported by CVs) who will undertake and complete the task of compilation and finalization of the source book. Budget break up of various sub tasks and processes should also be given. The proposals should be sent to Mr. Fakhar-ud-Din, Programme Assistant, UNESCO, No 17, Street No 8, F-7/3, Islamabad. Last date for receipt of proposals is 13 October 2009.

UNESCO will select the organization based on its past work, expertise available, and track record of meeting deadlines or producing quality output. However, UNESCO reserves the right to select or reject any proposal without assigning any reason, curtail scope of the work, or cancel the project of desk review. .

### **9. Deliverable:**

The following deliverables have been identified at this stage:

- i) Source book on Good Practices in Literacy and Continuing Education, original English version, 50-60 pages (A-4 size), both in hard copy and soft form.

- ii) Urdu translated version of above listed Source book on Good Practices in Literacy and Continuing Education, both in hard copy and soft form, using standardized terminology and easy to understand language.
- iii) List of sources of original data, or list of books and reports consulted or websites visited.

Selected organization will forward draft scripts to UNESCO for initial review. The contracted organization will be required to improve the draft scripts in the light of comments and suggestions provided by UNESCO. Scripts fulfilling criterion and requirements of UNESCO will be finally accepted.

#### **10. Time frame:**

Task to be completed within 8 weeks. List of selected programmes to be provided and agreed with UNESCO within first 2 weeks, first draft after 6 weeks, and final version at the end of 8<sup>th</sup> week.

#### **11. Rights and ownership**

Source books and their content will be the sole property of UNESCO, and all rights for their printing, re-printing, re-packaging in any form, posting on the website etc. will be reserved in favour of UNESCO. However, contribution of contracted organization which has compiled the source book or its translation will be acknowledged in the text of the preface or in the introduction part of the source books.

#### **12. Queries or further information**

The following may be contacted in case of any query or further information.

- i) Mr. Fakhar-ud-Din, Programme Assistant, UNESCO (Tele: ++92-51-2611170 up to 2611173- Extension: 16. Cell: 0333-5191048, email: [fakhar@un.org.pk](mailto:fakhar@un.org.pk))
- ii) Mr. Arshad Saeed Khan, Senior National Specialist (Education), UNESCO (Tele: ++92-51-2611170 up to 2611173- Extension: 24. Cell: 0333-5205302, email: [askhan@un.org.pk](mailto:askhan@un.org.pk))
- iii) Mr. Ichiro Miyazawa, Programme Specialist (Education), (Tele: ++92-51-2611170 up to 2611173- Extension: 20, Cell: 0302-8988939, Email: [Ichiro.Miyazawa@un.org.pk](mailto:Ichiro.Miyazawa@un.org.pk))

The last date for receipt of proposals at UNESCO is **13 October 2009**.