

## Helpdesk Report: Literacy in Pakistan

Date: 5 July 2013

**Query:** 1) Produce a summary of the key literacy statistics in Pakistan for the population as a whole as well as for children up to the age of 15 – broken down by end of grade 2, end of grade 5, and age 15 (grade 8)

2) Identify effective organisations who teach literacy (urdu and English and any others) in Pakistan, preferably at scale

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### 1. Overview

#### Key Literacy Statistics

Literacy broken down by class were available from the Annual Status of Education Report (ASER) for 2012:

- Class 2 Urdu: 22%; English: 20.9% literate
- Class 5 Urdu: 75.6; English: 77.7% literate
- Class 8 Urdu: 98.6%; English: 99.2% literate

The ASER statistics are markedly higher than statistics from other sources.

The most recent statistics available were from the 2013 Jan-Mar Labour Force Survey:

- Population: 47.5% literate
- Ages 5-9: 29.7% literate
- Ages 10-14: 75.7% literate

The most recent World Development Indicator statistics are from 2009:

- Adult 15+: 54.9% literate
- Youth (15-24): 70.7% literate

## Literacy organisation

Organisations who teach literacy in Pakistan include:

- Bunyad Literacy Community Council have developed a non-formal education project. 120,609 people participated in their projects from 2010-12.
- Pakistan Literacy Project (PLP) provides resources to community volunteers to enable female adult learners to acquire basic reading skills.
- The Pakistan Reading Association have 11 centres in public schools to improve English in Bahawalpur. Evaluation showed learning achievements were greater than in counterpart schools.
- Literacy Boost is Save the Children's programme to support the development of reading skills in young children. Results show students on the programme significantly outperformed their counterparts.
- Developments in Literacy (DIL) operate student-centred models in 179 schools across Pakistan.
- The British Council provides a range of programmes related to the teaching of English literacy in Pakistan.

## 2. Key literacy statistics

### Annual Status of Education Report

[http://www.aserpakistan.org/index.php?func=data\\_statistics](http://www.aserpakistan.org/index.php?func=data_statistics)

Learning Levels (Urdu). Class-wise percentage of children who can read, 2012.

Class	Nothing	Letters	Words	Sentences	Story	Total
2	11.4	25.3	41.2	13.4	8.6	100
5	3.8	4	16.6	24.4	51.2	100
8	0	0	1.4	11.8	86.7	100

Being literate is classed as those who can read sentences + stories

Class 2: 22%

Class 5: 75.6%

Class 8: 98.6%

Learning Levels (English). Class-wise percentage of children who can read, 2012.

Class	Nothing	Letters	Words	Sentences	Story	Total
2	17.8	18.7	32.6	22.5	8.4	100
5	5.6	3.9	12.8	29.3	48.4	100
8	0	0	0.9	12.5	86.7	100

Classed as literate = Sentences + Story

Class 2: 20.9%

Class 5: 77.7%

Class 8: 99.2%

### Labour Force Survey

<http://www.pbs.gov.pk/labour-force-publications>

Literacy rate %

Year and age	Both Sexes	Female	Male
All ages, Jan-Mar 2013	47.5	39.2	55.4

Ages 5-9, Jan-Mar 2013	29.7	27.9	31.4
Ages 10-14, Jan-Mar 2013	75.7	69.4	81.3
All ages, Jan-Mar 2011	45.5	36.5	54.2
Ages 5-9, Jan-Mar 2011	25.7	23.1	28.2
Ages 10-14, Jan-Mar 2011	75.8	69.0	81.3

The Labour Force Survey results give the most recent data on literacy, Jan-Mar 2013. The corresponding quarter are reported here from the previous survey, Jan-Mar 2011.

### **Pakistan Social and Living Standards Measurement Survey (Statistics)**

[http://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm\\_prov2010-11/summary\\_of\\_key\\_indicators.pdf](http://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_prov2010-11/summary_of_key_indicators.pdf)

Literacy rate %

Year and age	Both Sexes	Female	Male
2010-11 age 10 and above	58	46	69
2008-9 age 10 and above	57	45	69

### **Pakistan Social and Living Standards Measurement Survey (Report)**

[http://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm\\_prov2010-11/education.pdf](http://www.pbs.gov.pk/sites/default/files/pslm/publications/pslm_prov2010-11/education.pdf)

The literacy rate for population 10 years and above is 58% during 2010-11, as compared to 57% in 2008-09. Literacy remains much higher in urban areas than in rural areas and much higher in men than in women. Province wise Punjab leads with 60% followed by Sindh with 59%, Khyber Pakhtunkhwa with 50% and Balochistan with 41%. Comparing literacy 10 years and above for districts within the provinces, it is revealed that Islamabad with 82%, Karachi with 79%, Haripur with 70% and Quetta with 64% are at the top ranked districts, whereas Rajanpur with 34%, Thatta with 36%, Kohistan with 26 and Dera Bugti & Barkhan with 6% are the lowest ranked districts in Punjab, Sindh, Khyber Pakhtunkhwa and Balochistan, respectively. Dera Bugti in Balochistan (1%) and Kohistan in Khyber Pakhtunkhwa (6%) exhibit the lowest female literate population in the entire country. Adult literacy rate for the population aged 15 and above was 55% in 2010-11 as compared to 54% in 2008-09. The pattern among districts within the provinces is similar to the Literacy Rate of population 10 years and above.

### **1998 Census data**

<http://www.census.gov.pk/index.php>

Literacy rate %

Age	Both Sexes	Female	Male
10 and above	43.92	32.02	54.81
Ages 10-14	54.70	47.66	60.87

1998 is the most recent census data available. No data were available for children under 10. Data for the latest census is not yet available.

### World Development Indicators

<http://databank.worldbank.org/data/views/reports/tableview.aspx?isshared=true&ispopular=series&pid=14>

Literacy rate (%)

Population	2008	2009
Adult (15+)	55.5 (F:40.1; M:68.9)	54.9 (F:40.3; M:68.6)
Youth (15-24)	71.7 (F:61.2; M:79.4)	70.7 (M:79.4; F:61.5)

These data are for the two most recent years available. The World Development Indicators do not include data for school-age children.

### 3. Language assessment reports

#### **Punjab Education Assessment System; District-Wide Large Scale Assessment (D-WSLA): Results Report 2011; Outcomes of Learning of Grade IV Students in Mathematics, Social Studies and Language (Urdu)**

D-WSLA, 2001, Government of Punjab School Education Department

<http://www.peas.gop.pk/Data/AssessmentReports/PEASAssessmentReport2011.pdf>

This publication of PEAS assessment presents results and key findings from D-WLSA 2011 followed by a technical report. Punjab Education Assessment System [PEAS] is confident that findings of assessment will be useful to understand factors that influence trends in students learning outcomes and determine what measures to take to improve quality of education being delivered to our students, and in doing so, effectively enhance these outcomes.

Main findings on language results:

- In Urdu, 13% of students had proficient or advanced knowledge in language
- In Urdu, 87% of students had only basic or poor knowledge
- In Urdu, the students performed best in reading for Literary Experience and worst in grammar with correct responses percentage of 69 and 58 respectively
- Comparison of PEAS Studies conducted in 2005, 2006, 2008 and 2011 indicates that the performance of students increased in Urdu with the passage of time
- Gender wise comparison shows that female students are better in Urdu with mean scale score than male
- Urban students perform slightly better than rural students

#### **Literacy Boost Pakistan Year 1 Report April 2011**

Mithani, S. et al. 2011. Save the Children

<http://resourcecentre.savethechildren.se/sites/default/files/documents/6871.pdf>

Literacy Boost features a set of adaptable emergent literacy and early grade assessments used to detail the skills present when Literacy Boost begins and chart progress throughout the intervention. Baseline data were collected in 15 schools in December 2009, and endline data were collected a year later, December 2010.

This study reports on the difference in learning during the 2010 school year between PRDA beneficiaries and PRDA + Literacy Boost beneficiaries. There is no control group of student who received no educational intervention. The 15 schools covered by the evaluation were identified by Save the Children program staff in 2009 based on accessibility, location, stability of teaching staff, enrolment size and community response.

Literacy Boost baseline Urdu fluency scores were significantly below comparison school scores, yet Literacy Boost promoted higher end of year Urdu fluency at 47 words per minute compared to 37 words per minute in comparison schools, and supported greater Urdu fluency learning during the school year. Further, 73% of Literacy Boost qualified as Urdu non-readers at baseline (reading 0 WPM of the passage) while significantly fewer, only 49% of comparison students were non-readers. Yet by close of year, the percentage of non-readers in Literacy Boost schools was significantly lower than comparison schools, 7% versus 13%.

Literacy Boost promoted higher end of year Urdu accuracy scores on average and supported greater Urdu accuracy learning during the school year, as Literacy Boost students progressed from 17.15% of words read correctly on average to 77.89% while comparison school students progressed from 37.24% accuracy to 65.82% accuracy.

As with Pashto, Literacy Boost supported students to become fluent and accurate enough Urdu readers to answer reading comprehension questions after reading the text themselves. It also promoted significantly higher end of year Urdu comprehension (2 of four questions correct versus 1 in comparison schools). There is still room for improvement in both Urdu and Pashto comprehension.

#### 4. Organisations who teach literacy in Pakistan

##### **British Council**

<http://www.britishcouncil.org/pakistan-programmes.htm>

##### **Approach**

The British Council provides a range of programmes related to the teaching of English literacy in Pakistan including:

- English for Teaching: Teaching for English (ETTE) runs teacher training courses in Pakistan for teachers to learn: basic English teaching methods; classroom instruction; activity-based instruction; classroom management; pronunciation and spoken English.
- Transforming English Language Skills: The British Council and Higher Education Commission of Pakistan have developed a programme to improve the English language skills of students and teachers in higher education which is comprised of the following four modules: English for Academic Purpose [Student Module for first year undergraduate students], English for Employability [Student Module for final year undergraduate students], Professional Development for teachers teaching through medium of English [Teacher Module for their professional development] and Master Trainers Module.
- Websites: The British Council provide several websites with free materials for learning and improving English language skills. English for Teachers offers free, quality-assured classroom materials for teachers including lesson plans, worksheets and teaching tips. English for All offers games, stories, listening activities and grammar exercises. English for Kids has free resources for children to use at school or at home.

### Scale and Results

- ETTE has directly trained 271 teachers across Pakistan since January 2008. Organized more than six teacher training events across Pakistan. These included two refresher courses in Islamabad, and four training sessions in Lahore, Quetta, Peshawar and Karachi. Mid-term evaluation of the project has taken place across Pakistan and the data is being compiled for the region. This includes feedback from both the trainers and the trainees.
- The Transforming English Language Skills programme is initially being piloted in universities of Pakistan followed by a National roll out covering 1.8 million students and over 15,000 teachers. The universities involved are: Azad Jammu Kashmir University; Balochistan University of Information Technology, Engineering and Management Sciences; Government College University, Faisalabad; Government Postgraduate College for Women, Satellite Town; and Rawalpindi International Islamic University; Islamia University, Bhawalpur; Lasbella University of Agriculture, Water and Marine Sciences; Riphah International University; Shaheed Benazir Bhutto University, Sheringal; University of Malakand; University of Karachi; University of Sindh.

### Bunyard Foundation

<http://www.bunyard.org.pk/projects.php>

### Approach

Bunyard Literacy Community Council (BLCC) is a Non-governmental, non-political and non-profit NGO which aims to make a difference in the lives of rural communities, by alleviating poverty and empowering them to improve their quality of life through literacy, as the first step to development. Bunyard developed a non-formal education (NFE) project, for children, adolescent girls & adult women. The schools established under the project were supported by UNICEF. BUNYAD has constructed ICE –Institute of Community Education, for ongoing training. Bunyard has produced NFE and ICT training manuals, teacher training manuals, primers and post literacy material. Bunyard is involved in a range of literacy projects including community learning centres, schools, a financial literacy project and a mobile literacy project.

### Results and Scale

Their website states that between 1992-2009, 153694 people participated in their literacy projects. Between 2010-2012, 120609 people participated in their literacy projects. The total number of people who have benefited from their literacy projects is 274303.

Bunyard is active in 18 Districts of Punjab namely Rahim Yar Khan, Hafizabad, Muzaffargarh, Multan, Sialkot, Lahore, Mandi Bah-Ud-Din, Khushab, Rawalpindi, Khanewal, Bahawalpur, Nankana Sahib, Mianwali, Lodhran, Gujranwala, Sargodha, Faisalabad, Sheikhpura, Narowal and Jhang. It is active in more than 2000 villages.

### Pakistan Literacy Project: Aamnat Foundation

<http://plp.org.pk/amnat%20foundation.html>

### Approach

Pakistan Literacy Project (PLP) is a private sector project which aims to enable adult learners, particularly females, to acquire basic skills in reading, writing and arithmetic. It uses community volunteers and the curriculum, books, training and guidance are supplied. Based on surveys, communities are selected to establish centres at teachers' homes or community centres. The process for the project is as follows:

1. Select teaching methodology and books. These may include PLP's own books
2. Identify community where community volunteers take ownership of the project

3. Select trainers for Teach the Teacher (TTT) Program
4. Arrange TTT Program in selected community by Master Trainer
5. Trained teachers to provide lists of students to be made literate in their Literacy Centre. Each Centre to have no less than 20 students and no more than 30 students
6. Commence 4-Months Literacy Program in each Literacy Centre, 2 hours of teaching daily at teachers' house. Teacher are provided an honorarium, books and supplies
7. At conclusion of literacy program of 4 months, one month of break and evaluation to take place before another batch of 20-30 students to be repeated to educate them in the same centre until 90% literacy achieved in that community
8. At the conclusion of each program, best literate and best teacher awards are given from each community
9. Best literates and best teachers earn a place in PLP Newsletter.

### Results and Scale

- 15 pilot literacy centres were opened in 2009 in Karachi- literacy imparted to approximately 300 women.
- PLP centres opened in 2009 at Ibrahim Haidry, Karachi- Literacy imparted to approximately 200 people.
- 20 centres opened in 2010 in Thatta- imparted literacy to approximately 400 people.
- 3 centres were started in 2009 in rural Islamabad but closed within 2 months due to resistance to women's literacy, lack of volunteerism and absenteeism.
- 5 centres were started for refugees from Swat at IDP Jalala Camp, Charsada. They were closed after completion of one book due to return of IDPs home.
- 50 books were provided to Marvi relief centre, Thatta in 2010 for flood affected residents.

### Costs

Project costs include:

- 1) Teach the Teachers Programs
- 2) Teachers Salary
- 3) Books, Stationary and Supplies
- 4) Supervisors
- 5) Administration

The Aamnat Foundation has funded the pilot centres through contributions from its directors. Funds are planned to be raised for all other phases from Friends, Corporate Sector, Pakistanis Home and Abroad, Pakistan and Regional Philanthropists, Public Sector organizations and International Institutions.

### Pakistan Reading Association

<http://pra.org.pk/index.php>

Pakistan Reading Association is a national chapter of International Reading Association (IRA). PRA is committed to promote literacy & developing reading habits by adopting multi-dimensional approaches particularly in the neglected & remote parts of the country.

### English Access Programme:

#### Approach

Pakistan Reading Association (PRA) were contracted by the US consulate, Lahore, to improve the English of Bahawalpur youth. Under this contract PRA opened centres in public schools. In each center two groups of 25 students each, were admitted in afternoon classes. A classroom consisted of 5 computers fully equipped with the latest accessories to help out the learners with audio visual aids. In each centre a small library was also developed to develop reading habits. Proper arrangements were made for visual aids in the centers so that the learners may easily grasp the language skills.

In 2012 PRA has signed another contract with US Consulate to start the programme again for economically disadvantaged 14 to 16 year-old adolescents who are in their first and second year at public high schools. The programme is now designed to help students develop fluency and communication strategies in English through meaningful interaction. As a result, the programme consists of an orientation session, and six semesters with 160 hours instruction each, including two intensive summer school periods for a total of 960 hours of instruction. The programme includes face-to-face interaction in the classroom and various activities, including drama, essay contests, and potentially sports activities.

### Results and Scale

By 2012, 11 centres had been established and had graduated 600 students. A study was conducted to see the learning achievement of access learners as compared to their counterparts in the formal school system. The findings of the study showed evidence of a significantly better impact of the programme (N.B. There is no reference for this study on the website).

#### **Save the Children: Pakistan Literacy Boost**

<http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.7084483/>

#### **Mithani S et al (2011) Save the Children Literacy Boost Pakistan Year 1 Report.**

<http://resourcecentre.savethechildren.se/sites/default/files/documents/6871.pdf>

#### **Save the Children (2011) Literacy Boost Results: Pakistan.**

<http://resourcecentre.savethechildren.se/sites/default/files/documents/6863.pdf>

### Approach

Literacy Boost is Save the Children's programme to support the development of reading skills in young children. Literacy Boost pursues the goal of literacy by:

- using assessments to identify gaps in the five core skills
- mobilizing communities for reading action
- training teachers to teach national curriculum with an emphasis on reading skills.

The Literacy Boost assessment features emergent literacy and early grade reading assessments used to detail the skills present when Literacy Boost begins and to chart progress throughout the intervention. These data are also used to adapt the intervention's teacher training and community activities. Key interventions implemented in the Literacy Boost pilot study in Pakistan included:

- a 9-module teacher training on explicit reading instruction, conducted in monthly cycles
- development of Pashto reading primers and alphabet charts
- provision of community-based Book Banks containing Urdu storybooks and Pashto reading primers
- establishing a Reading Buddy system in schools in which older children read to younger children
- conducting weekly Reading Camps run by trained Reading Camp Leaders
- conducting regular community reading awareness sessions with parents
- conducting Story Time activities in the community.

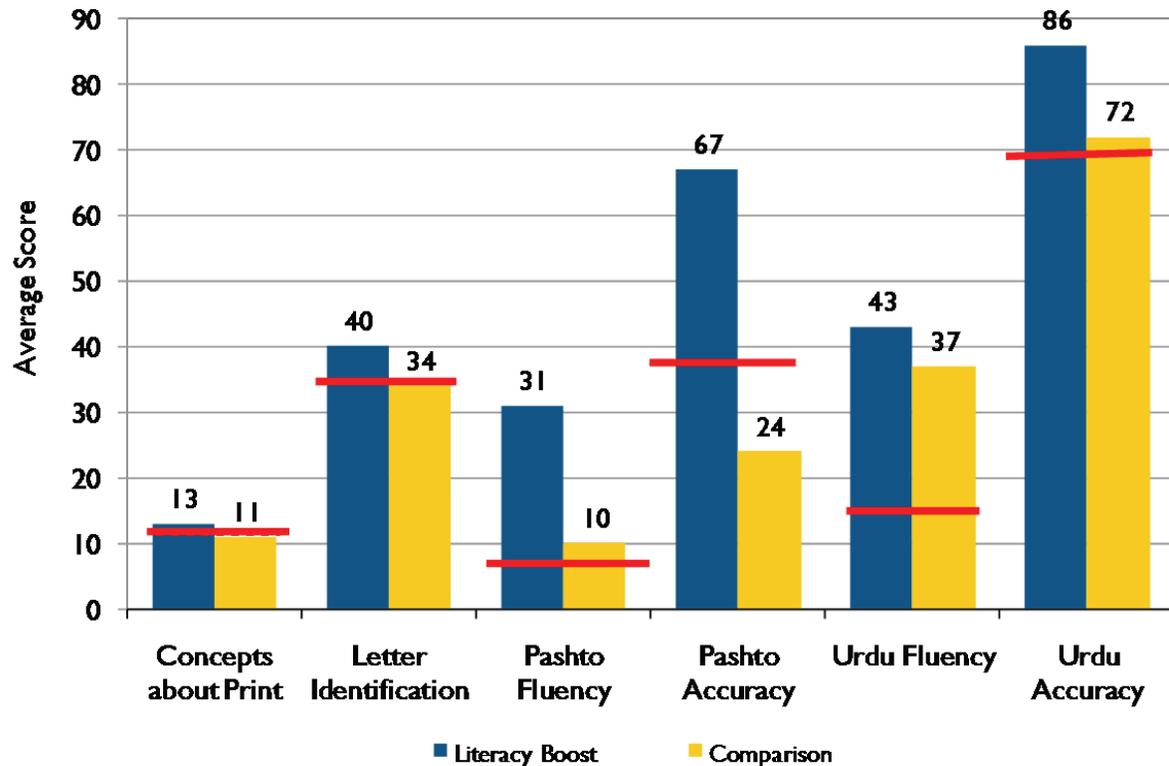
### Scale

For the Literacy Boost year 1 pilot (2009-2010), 10 schools received the intervention in Allai tehsil, part of the Battagram District in Khyber Pakhtunkhwa Province. 5 non-intervention schools were studied as a comparison.

## Results

For the Literacy Boost year 1 pilot, students were assessed in two languages - Urdu, the language of instruction, and Pashto, the dominant home language of both Literacy Boost and comparison students. While Literacy Boost students started the year with lower reading scores than comparison students, they significantly outperformed their comparison peers in end of year scores and overall gain in scores for each of the five core reading skills.

### Endline Reading Skill Scores by School Type with Benchmark



In Pashto reading fluency, at the end of the intervention, Literacy Boost students scored significantly higher on average, reading 30.92 WPM correctly while comparison schools read only 10.25 WPM correctly ( $p=0.00$ ). Literacy Boost students made significant gains in reading accurately in both languages, reading 60.7% of Pashto words and 77.89% of Urdu words correctly, significantly outperforming their peers, who read 21.8 and 65.82%, respectively.

### Developments in Literacy (DIL)

<http://dil.org/about-us/>

### Approach

DIL educates and empowers underprivileged students, especially girls, by operating student-centred model schools; and provides high-quality professional development to teachers and principals across Pakistan.

Programmatic principles:

- Optimise Programme Quality: Achieve highest standards of performance through active learning. Place the education of the student at the centre of planning and action.

- Standardisation of Service Delivery: Ensure quality service delivery in all DIL schools, especially in remote areas.
- Encourage Participation: Encourage active participation in the program cycle from marginalised women and children.
- Promote Gender Equity & Empowerment: Raise awareness to change attitudes and behaviors and cultivate leadership, whilst maintaining sensitivity towards cultural norms.
- Learning & Knowledge Sharing: Improve results and impact through knowledge and evidence.
- Work with Partners: Work with a diversified group of partners for mutual benefit.
- See Sustainable Results: Use techniques and approaches to ensure a long-lasting positive impact in the lives of the children DIL works with.

### Scale and Results

#### 2011 Annual Report

<http://dil.org/wp-content/uploads/2012/03/Proof-DIL-Annual-Report-2011.pdf>

DIL works across Pakistan in 179 schools, educating 17,032 students, of which 68% are girls. The organisation employs 816 teachers, almost all of whom are women. The teacher training programme benefitted more than 30,000 children in 2011 alone.

Other achievements include:

- DIL has worked for the past four years to research, develop, introduce and monitor a complete primary school curriculum, based on the National Standards defined by the Pakistan Ministry of Education.
- Introduction of internet-enabled computer labs in many schools.
- 42 libraries were established in DIL Schools in 2011 and a dedicated department was set up at the Islamabad office to ensure effective use of the facilities by students as well as teachers.

#### R.E.A.Dyslexics

<http://readyslexics.com/web/about-r-e-a-d/profile>

R.E.A.Dyslexics in Karachi creates an awareness among schools and parents, of the urgent need to reach out and help children with learning difficulties. The awareness program has been pursued through seminars, open-houses and workshops which are attended by parents, teachers, heads of schools, psychologists and neurologists. It has also been covered from time to time by newspapers and TV through interviews and articles.

Services include: consultancy, remediation, a diploma course and workshops.

#### Mobile-Based Post Literacy Programme

<http://www.unesco.org/ui/litbase/?menu=4&programme=125>

This programme ran from 2009 to 2012.

### Approach

The programme aimed to address the problem that people completing a literacy course have little opportunity to practice their literacy skills and so relapse back into illiteracy.

The objective was to develop a mobile-based literacy programme where the newly literates receive literacy materials as messages on a mobile phone, which they read and then respond to. This programme was designed not only to provide appropriate reading materials to

learners in order to maintain and develop their literacy skills through a medium which has become an indispensable means of communication among youths today, but also to promote knowledge concerning many aspects of life and to teach learners about and familiarise them with technological advancements.

Community leaders, families and female members of the community were sensitised through meetings which provide information about the advantages and disadvantages of mobile phones and the content of the messages learners would receive on a mobile phone. Village Education Committees are formed and they select the site for the establishment of the literacy centres and identify facilitators in their communities. Village Education Committees are also in charge of management of the literacy centres. Facilitators are then trained in pedagogical methodologies.

### Scale and Results

In the pilot phase ten literacy centres were established in three districts of the Punjab province and 250 learners completed the programme. Remarkable results were found regarding learners' achievements during the mobile-based programme. For example, at one of the districts, Sialkot, the test results from the first month of the mobile-based programme showed that 90% of the learners were in the 0–50% learning achievement range and none made it to the 70–100% range; however, results from the last month of the programme indicated only 14% of the learners fell into the 0–50% range and 39% of the learners reached the 70–100% range, showing a clear benefit of the mobile phone programme.

After the success of the pilot phase, 50 literacy centres were established in the rural areas of 4 districts of Punjab, where 1,250 learners participated. During this phase, again, a notable improvement in learners' literacy skills was found.

Following the success of the second phase, additional partners joined the project: (1) Dhaka Ahsania Mission Pakistan, Islamabad; and (2) a public sector organisation, the Punjab Department of Literacy and Non-Formal Basic Education, Lahore. Fifty additional literacy centres were established in the Punjab province in collaboration with the BUNYAD Foundation; twenty in the Khyber-Pakhtunkhwa province in collaboration with Dhaka Ahsania Mission Pakistan, Islamabad; and thirty in the South Punjab province in collaboration with Punjab Department of Literacy and Non-Formal Basic Education, Lahore. An additional 2,500 learners are expected to complete the programme by the end of this phase.

### Room to Read

<http://www.roomtoread.org/AboutUs>

### Scale

This organisation does not work in Pakistan but operates in 10 countries in Asia and Africa including India, Nepal and Bangladesh.

### Approach

Room to Read partners with communities across the developing world to promote literacy and gender equality in education by establishing libraries, constructing classrooms, publishing local-language children's books, training educators and supporting girls' education. We believe all children deserve the opportunity to reach their full potential, and that investing in education now will pay dividends for generations to come.

They employ local teams which are personally invested in their nation's educational progress, and familiar with the challenges ahead. They speak the language, know the customs, and understand what it takes to implement each program successfully.

They carry out monitoring and evaluation to be sure that programmes are on target, and to see the effect investment is having on communities across Asia and Africa. They set big goals, and hold themselves accountable to achieving them. They forge strong partnerships with governments, local NGOs and corporations around the globe, which allow them to reach a greater number of children and be more cost-effective in our operations.

## Results

### Room to Read, 2011 Global Monitoring Report

<http://www.roomtoread.org/document.doc?id=707>

In 2011, they provided support to 6,054 libraries, built 424 new rooms in schools, published 154 new local-language children's books and supported 13,728 girls to complete secondary school.

Cumulative results:

- 13,169 libraries established, 8.6 million books checked out and 14.3 million books provided since 2000
- 1,837 classrooms constructed
- 860 commissions to local authors and illustrators to create children's books that meet our quality standards for subject matter, gender sensitivity and reading level

## 5. Organisations providing education for development, including literacy

### BRAC

[http://pakistan.brac.net/index.php?option=com\\_content&view=article&id=156&Itemid=694](http://pakistan.brac.net/index.php?option=com_content&view=article&id=156&Itemid=694)

### Approach

BRAC opens primary schools in communities unreached by formal education systems. At the pre-primary level, they target underprivileged children to prepare them for mainstream primary school entry. Pre-primary education serves as a 'school readiness programme' for young children, easing their transition from home into a formal classroom setting and familiarising them with the alphabet and numbers.

BRAC is implementing its educational programme in Pakistan to supplement the government's drive to establish early childhood education centres in various parts of the country. They are specifically targeting those who are underprivileged, deprived, neglected, and are suffering from multiple discrimination, which impacts their ability to access and retain further schooling.

### Costs, Scale and Results

In March 2009, BRAC USA made a grant amounting to USD 47,143 to support 75% of the funding for BRAC Pakistan to open 20 pre-primary schools, with 620 students (386 girls and 234 boys) in Haripur District of Khyber-Pakhtunkhwa Province. As of December 2011, 10 pre-primary and five primary schools had been completed with 465 current students and 1,187 graduates who had completed pre-primary schooling and moved on to government schools.

In 2012, BRAC planned to open 200 pre-primary schools in Khyber-Pakhtunkhwa province with support from DFID, providing early education to 6,600 children.

## Indus Resource Centre (IRC)

<http://www.irc-pakistan.com/>

### Approach

IRC runs schools including primary, elementary and secondary schools started by IRC with support from various partners, government schools which have been re-opened by IRC and IRC adopted schools. IRC targets remote villages in Sindh, where no government or private schools operate, or even if government schools exist, they are closed or are too far off for children. Also, when communities request IRC to open a school and demonstrate their commitment by providing community space and labour and willingness to pay fees. IRC charges nominal fees and subsidises the rest. IRC aims to prepare children to become full and responsible citizens of Pakistan, with inquiring minds, quest for knowledge and respect and tolerance for other cultures and traditions. The teaching medium is Sindhi, given that children learn best in their mother tongues, but both Urdu and English are taught.

### Results and Scale

IRC runs 130 schools with over 400 teachers and 10,322 children.

District	Partners	No. of Schools	No. of Teachers	Enrolment		
				Girls	Boys	Total
Khairpur	DIL, PPAF, GOS	78	253	4044	2625	6669
Sukkur	SEF	25	50	412	526	938
Dadu	PPAF	8	26	251	112	1362
Jamshoro		12	47	843	519	938
Karachi		7	32	468	522	990

## Mountain Institute for Educational Development (MIED)

[http://www.mied.org/project\\_list.ph](http://www.mied.org/project_list.ph)

### Approach

MIED Pakistan is a non-profit national NGO aiming and working to improve the quality of education in Pakistan. It runs schools and a range of projects including:

- A community learning programme in slum areas of Islamabad which runs early childhood care and development centres with the communities and non-formal education (NFE) programmes for older children.
- Non-formal education programmes including the Girls Power Programme in Chakwal which includes both education and protection components.
- A school improvement programme. This includes running teacher development courses to help teachers implement child-centred and activity based teaching methods; community participation and child participation initiatives.

## Sindh Education Foundation

<http://www.sef.org.pk/about.php>

### Approach

The Sindh Education Foundation is a semi-autonomous organization committed to educating and empowering children and communities towards social change. It receives financial support from the Department of Education and Literacy, Government of Sindh. It focuses on those living in remote and disadvantaged areas of the Sindh province. It runs schools and education centres in partnership with individuals and organisations through public-private partnerships. It publishes educational resources including reading materials for neo-literate learners; curriculum guides and literacy manuals. It runs initiatives including a rural based

community schools project; a child labour education programme; an intervention for juvenile delinquents and a women's literacy and empowerment programme (WLEP).

### **Scale**

The Women's Literacy and Empowerment Programme currently has 13 centres in Karachi and Sehwan Yaar districts with 370 learners. Overall, the Sindh Education Foundation runs over 2300 schools with 285,000 students.

### **Sudhaar**

<http://www.sudhaar.org.pk/>

Sudhaar was founded in 1994 in Lahore by a group of eight social and human rights activists, and registered in 1995 under the Societies Registration Act 1860. Sudhaar initially focused on child protection and the improvement of quality education in formal and non-formal sectors. It established non-formal education centers (NFE) followed by mainstreaming to formal schools. Sudhaar developed educational models that included working with the rural and urban schools in government and municipal sectors, private schools and non-formal education system. In its work with government and municipal schools, Sudhaar revived the School Councils and activated them to help prepare, implement and monitor School Development Plans.

In 2002, Sudhaar provided technical support to the Kasur District Government in developing the Kasur District Education Plan, the first of its kind in Pakistan. Since then Sudhaar has developed 27 District Education Plans in Punjab, Sindh, Balochistan, Khyber Pakhtunkhwa and Azad Jammu and Kashmir.

Sudhaar started its activities from Kasur working with child labor in leather tanneries, carpet weaving, power looms and street workers. By the year 2003, the work had been expanded to Sialkot, Gujranwala, Toba Tek Singh, Sheikhpura and Nankana Sahib. The new child labor sectors covered included surgical instruments, football stitching, and domestic and factory workers. Starting from NFE, mainstreaming, quality of education in formal schools, school councils activation, and education planning from school to markaz to district level; Sudhaar added literacy and linkages with vocational training in its scope of interventions. Sudhaar also worked briefly in the provision of health services, micro credit and a unique child-focused EMIS program.

From 2005 onwards, Sudhaar began to diversify its range of intervening sectors. The scope of work began to expand in sectors like labor, women and human rights; gender issues and later civic and civil rights of citizens. Sudhaar began to offer relief and post emergency relief support in various districts of Punjab. The organization undertook a unique 4-year program on providing primary education in madrassahs in Kasur.

Currently, Sudhaar is working in six districts on Punjab. The interventions include child protection, education, post emergency rehabilitation, civil and voter rights, elections monitoring and bridging the gaps between legislators and their electorates for equitable social and economic development.

Since 1994, Sudhaar has worked with more than 1200 government schools, over 3500 teachers and head teachers and more than 141000 government school children. During this time Sudhaar established more than 780 non-formal education and literacy centers enrolling over 23800 working children out of which 64% graduated and 38% were mainstreamed to formal government and private schools.

## Association for Academic Quality (AFAQ)

[http://www.afaq.edu.pk/index.php?func=page&page\\_id=28&nav=1](http://www.afaq.edu.pk/index.php?func=page&page_id=28&nav=1)

### Approach

AFAQ is an independent, ISO-certified and not-for-profit organisation established with a view to promoting education and uplifting educational institutions in Pakistan. AFAQ is a collaborative venture of six major not-for-profit organisations/trusts working in the education sector to improve the literacy rate in Pakistan. AFAQ is an effort to join hands, to share experiences, and to support individual activities against one common enemy "Illiteracy." The basic purpose is to develop an education system which must meet the requirements of a modern, scientific, and dynamic world in accordance with Islamic ideology. Since its existence, AFAQ has become a common platform for achieving this common goal.

Services/activities include:

- Conducting research activities and developing study for young learners
- Delivering comprehensive training programmes to facilitate and train teachers and school management
- A Model School Development Programme (MSDP) works to set new educational standards providing consultancy in the light of latest educational and management research and helps schools to develop modern management systems
- A forum Intellectuals, writers, researchers, media personals and educationists from different fields of their expertise to have thought provoking discussion on educational and social issues
- A FAQ Publishing aims to print AFAQ textbooks, support material, promotional materials and other office use stationery
- Career guidance and counselling for those working in education

### Scale and Results

The scale is not clear but appears to be country-wide. The only results reported are the training of more than 1,14,480 teachers and 19,960 principals in 34,747 schools nationwide and abroad.

## 6. Additional information

### Author

This query response was prepared by **Laura Bolton & Imogen Featherstone**

### Contributors

MIED Pakistan

Cecile Ochoa, Save the Children

Eric Eversham, Save the Children

**About Helpdesk reports:** The HEART Helpdesk is funded by the DFID Human Development Group. Helpdesk reports are based on 2 days of desk-based research per query and are designed to provide a brief overview of the key issues, and a summary of some of the best literature available. Experts may be contacted during the course of the research, and those able to provide input within the short time-frame are acknowledged.

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