

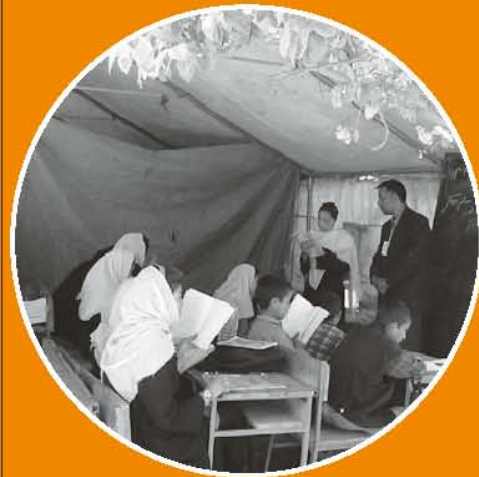


United Nations
Educational, Scientific and
Cultural Organization

UNESCO Bangkok
Asia-Pacific Programme of
Education for All

Regional Planning Meeting on
**Literacy Initiative for
Empowerment**

Islamabad, Pakistan, 20-22 March 2006



Regional Planning Meeting on
**Literacy Initiative for
Empowerment**

*Islamabad, Pakistan
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Introduction

Background

The Literacy Initiative for Empowerment (LIFE) is a programme of action in support of the achievement of Education for All and a key operational mechanism to increase literacy learning opportunities within the framework of the United Nations Literacy Decade (UNLD).

The LIFE initiative will be implemented in 35 countries with literacy rates of less than fifty percent or a population of more than 10 million persons without literacy competencies. Currently, 85% of the world population without literacy competencies and skills lives in these 35 countries. The majority of them are girls and women.

In Asia and the Pacific, the nine (9) countries participating in the LIFE initiative are: Afghanistan, Bangladesh, China, India, Indonesia, Iran, Nepal, Pakistan and Papua New Guinea. These countries undertook preparatory work during 2005 to produce their respective Country Profiles, which cover literacy status, policies, strategies and practices.

The Asia-Pacific Regional Planning Meeting on LIFE was organized by UNESCO's Asia-Pacific Regional Bureau for Education in close co-operation with UNESCO's Islamabad Office and UNESCO Headquarters. The Meeting was held at the Holiday Inn Hotel, Islamabad, Pakistan, from March 20-22, 2006. The purpose of the meeting was to assist LIFE countries with the organization of preparatory activities for implementing the LIFE initiative.

Objectives

The objective of the meeting was to assist participating countries to develop the overall framework for conducting literacy needs assessments, to prepare planning outlines for LIFE programme implementation at the national level and to discuss support mechanisms for establishing LIFE workshops at national, regional and global levels.

The specific objectives were to:

- Share present country situations, good practices, issues and challenges in participating countries.
- Discuss and refine the proposed Guidelines for LIFE Needs Assessment (NA) aimed at helping countries to develop LIFE Country Plans (LCP).
- Discuss and refine the proposed Framework of Support Mechanism for LIFE Implementation.
- Draft outlines/frameworks of country plans for conducting NA and for developing LCPs.

Expected Outcomes

The following outcomes were expected at the end of the meeting:

- Creation of a general framework for NA and LCP
- Sharing of Country Plan draft outlines for NA and LCP
- Discussion about and clarification of a “Proposed Framework for Support Mechanism for LIFE Implementation,” as well as recommendations to improve the mechanism
- Agreement reached on follow-up work and timeframe for completion of Needs Assessment and LIFE Country Plans.

Participants

Forty-five (45) participants attended the meeting: 21 from six of the nine Asia-Pacific LIFE participating countries: Bangladesh, China, India, Indonesia, Nepal and Pakistan; UNLD International and Regional Resource Persons (5), UNESCO Headquarters (2); UNESCO Apia (1); UNESCO Delhi (1); UNESCO Dhaka (2); UNESCO Jakarta (1); UNESCO Katmandu (1); UNESCO Islamabad (2); UNESCO Institute for Education (UIE) (1); and UNESCO Institute for Statistics (UIS) (4). In addition, a number of observers, including NGOs (Non Governmental Organization) and representatives of development partners in Pakistan, attended the meeting. A general information note, meeting agenda, and list of participants are annexed to this report and contained within the attached CD-Rom

Proceedings

Inaugural Session

The inaugural session of the LIFE Regional Planning Meeting began with recitation of the Holy Qur'an and a brief introduction by Mr. Hassan Keynan of UNESCO Islamabad. This was followed by remarks delivered by the Secretary General of Pakistan's National Commission for UNESCO and the Director of UNESCO Islamabad, as well as an orientation to the workshop provided on behalf of the Asia-Pacific Regional Bureau for Education. The inaugural address was delivered by the Federal Secretary of Education on behalf of the Minister of Education. The full text of the remarks and the inaugural address are annexed to this report.

Speaking on behalf of the Pakistan National Commission for UNESCO, Mr. Ejaz Chaudhury warmly welcomed all participants to the LIFE Regional Planning Meeting and thanked the organizers for selecting Islamabad, Pakistan as the venue of the activity. He encouraged everyone to participate actively in all the sessions in order to work towards achieving the Meeting's objectives.

Mr. Jorge Sequeira, Director, UNESCO Islamabad Office stated in his opening remarks that LIFE is a strategic framework through which governments, development partners, and the private sector will collectively revitalize and accelerate literacy efforts in countries where illiteracy poses a critical development challenge. He stated that the operational work of LIFE will be guided by 3 principles: recognizing and reinforcing country ownership and diversity; linking LIFE to national policies in UNDAF (United Nations Development Assistant Framework), PRSP (Poverty Reduction Strategic Paper) and other strategic or normative documents; and progressive phasing of activities.

Mr. Abdul Hakeem, UNESCO Regional Bureau for Education, Bangkok, provided an orientation about the meeting's objectives, procedures, programme and expected results. He emphasized the importance of reviewing and refining the proposed LIFE Needs Assessment, as well as the need to arrive at a workable framework support mechanism for effective implementation of LIFE in the 9 Asia-Pacific countries participating in the programme.

In the absence of H.E. Javed Ashraf Qazi, Federal Minister of Education of the Government of Pakistan, the inaugural address was delivered by the Federal Secretary of Education, Mr. Sajid Hassan. He noted the low literacy rates, large numbers of adult illiterates, and low gender parity index in many countries in South Asia. He stressed the need for more concrete action to tackle the persistent high illiteracy rate, especially among women and girls. He also highlighted recent initiatives in Pakistan to promote education including: non-formal basic education and the President's Education sector reform as well as the decision to double the education budget in the next two to three years.

The inaugural session concluded with participants introducing themselves.

Agenda Item 1: Global Background and Development of LIFE and

Agenda Item 2: Literacy Challenges in the Asia-Pacific Region

Chair: Mr. Abid Saeed (Pakistan)

Presenter for Agenda Item 1: Mr. Shigeru Aoyagi, UNESCO Paris

Presenter for Agenda Item 2: Mr. Abdul Hakeem, UNESCO Asia and Pacific Regional Bureau for Education

PowerPoint presentations of both speakers are annexed to the attached CD.

Plenary Discussion on Agenda Items 1 and 2.

- Bangladesh asked if the new LIFE initiative was different from Education for All (EFA), whether it is a separate initiative and if a new set of indicators and criteria would govern the programme.
- A related follow-up question was also raised on the relationship of LIFE to the Millennium Development Goals (MDGs) and if UNESCO would provide support to countries in order to implement LIFE.
- Certain participants expressed concern that literacy was not included among the MDGs.

Mr. Aoyagi responded that LIFE is within the framework of EFA and MDGs, specifically that it is a mechanism to support the achievement of EFA Goals 3, 4 and 5. He stated that UNESCO would provide technical support as well as limited funding support to countries for the implementation of LIFE. He stressed the need for the participants to discuss the need to increase national literacy budgets and mobilize additional resources.

Further questions and clarifications concerned the following:

- In response to an inquiry about the duration of the LIFE initiative, Mr. Aoyagi replied that non-formal education is both short- and long-term work, and the illiteracy challenge demanded continuing work and responsibility.
- He stressed the importance of “benchmarking” as a prerequisite to LIFE implementation, of the need for doing a comprehensive analysis of the literacy status of the country, and the importance of data collection and analysis prior to the preparation of the LIFE Country Action Plan.
- Many good ideas from UNESCO in regard to literacy need to reach the grassroots level and be more widely disseminated.

- Needs assessment is a vital component of the LIFE programme for effective planning and decision-making. Country-level support of all LIFE stakeholders is of paramount importance to the successful implementation of LIFE. Technical assistance can be obtained from United Nations bodies at the country level, particularly from UNESCO, UNICEF and other EFA partners.
- While integrating gender-responsive planning and implementation into LIFE programming, which is traditionally concerned with the rights of girls and women in education, we must not lose sight of the needs of boys and men. Gender equality in education must be fair to sexes, males and females.
- He underscored the importance of recognizing that education is a basic right and that the pursuit of learning is a lifelong process.

Agenda Item 3: Presentations and Discussion in Plenary of Bangladesh and Pakistan Country Papers

Chair: Ms. Anuradha Mall (India)

Presenters: Bangladesh: Mr. Mahbub Ahmed Pakistan: Mr. Saqib Ali Khan and Mr. Abid Saeed

Texts of the presentations are annexed to the attached CD.

Plenary Discussion on Agenda Item 3

Questions were raised about the mechanisms used in both Bangladesh and Pakistan to address the issue of high drop-out rates at the primary level.

- Bangladesh's Constitution of 1972 clearly mandates universal free education for primary education, and currently 15% of the government budget is allocated to education, of which 40% is earmarked for primary and mass education. Bangladesh's EFA National Plan of Action includes an initiative to serve 500,000 out-of-school youth through the establishment of 15,000 learning centres, of which 7,000 centres are already in operation.
- The active involvement and participation of NGOs in Bangladesh with the government was acknowledged. Hope was expressed that a similar model can be developed in other LIFE participating countries.
- NGOs in Bangladesh are funded by their government to implement literacy and education projects. NGOs also have their sources of external funding. Supervision of contracted educational services from the government is done by the government.
- In Punjab province of Pakistan, a target of establishing 15,780 literacy centres has been set. Already, 850 centres have been established. Pakistan also plans to establish 8,750 Adult Learning Centres, and 3,100 Non-formal

Basic Education (NFBE) schools to serve the large numbers of illiterates in the country. It was pointed out that there will be no infrastructure requirements for this programme because the community is taking responsibility for the Centres using existing residences, public buildings and mosques.

- An effective coordination mechanism of literacy work in the two countries, particularly in Pakistan, was essential.
- In Pakistan, literacy work is undertaken in close coordination with the National Commission for Human Development. Monitoring and evaluation is the responsibility of the provincial governments.
- The need to strengthen the institutional capacities of NGOs engaged in literacy and education development work through orientation and capacity-building programmes was emphasized.
- Prevailing high drop-out rates from literacy classes are often due to poor quality, irrelevant learning content, and non-applicability of skills taught in literacy classes to real-life situations.
- How countries monitor and include in their NFE database the work of NGOs in non-formal education and its contribution to the country's EFA goals is important. The valuable contribution of NGOs to NFE is often not reflected in reviews and reports.

Country Presentations from Other LIFE Countries and Group Discussions

To facilitate greater interactions among the participants and to elicit concrete and workable suggestions and recommendations, it was decided to divide the participants into two groups: Group 1 comprised India and Nepal; Group 2 comprised China and Indonesia. The participants from Pakistan and Bangladesh were divided into the two groups. Participants from UNESCO institutes and UNESCO field offices were advised to join appropriate country groups, while the others joined the group of their choice.

Guidelines for sharing country experiences were provided to the working groups. Each group was advised to focus their discussions along the following areas: national policy and plan; management and personnel; main literacy activities; curriculum, learning materials and literacy teaching methods; delivery mechanisms; partnership with other organizations; monitoring and evaluation; research and good practices; and funding sources and support. The groups prepared their discussion reports and shared these in plenary.

Summary of Group Reports Presented in Plenary

Chair: Mr. Mahbub Ahmed
(Bangladesh)

Group 1: Country Reports from China and Indonesia were presented and discussed. Texts of country reports are annexed to the attached CD. Below are the key points from the group report:

General Points:

- Group members noted the impressive gains made by China and Indonesia for reducing illiteracy in their countries. Of particular interest were two points:

- Support for literacy efforts in Indonesia is demonstrated through periodical decrees by the president.
- All stakeholders in China are involved in the literacy movement.
- Group members noted that for a national literacy policy and plan to be successful, it will require strong government commitment. National ownership and attention to gender parity are of particular importance.

Suggestions from Group 1

General Suggestions

- Presidential decrees such as in Indonesia should be issued regularly and be strictly followed.
- Students completing literacy programmes should, as far as possible, be mainstreamed.
- Certificates issued by literacy GOs should be accepted.
- A formal technical agreement should be required between formal and non-formal literacy certification authorities in regard to recognition, accreditation and equivalency.

Management and Personnel

- All literacy activities should be coordinated.
- A separate organization should be established to focus on literacy.
- A literacy MIS should be established. Data collection and processing is necessary; preliminary data is needed to create databases.

Literacy Personnel

- Literacy personnel should promote literacy at all levels.
- Personnel recruitment, training and support should be free from non-bureaucratic interference.
- Teacher training is essential, including training in teaching methods for adults.
- Teachers require materials – primers, curriculum, learning materials.

Literacy Materials

- Materials should have a strong development focus.
- Materials should focus on social and economic issues.

Language of Learning

- Script should be developed for unwritten languages.

Funding and Support

- Funding should help to enhance capacity.
- Donor support is needed for literacy-related work.

Research and Good Practice

- Research is needed to identify good practices.

Mass Mobilization

- Mass mobilization for basic literacy is needed.

Literacy Centres

- Specific, full-fledged centres for literacy and continuing education should be made available.

Partnership with Other Organizations

- Effective and well-coordinated partnership amongst GOs and NGOs has not been established because in some instances there is mistrust among organizations.
- Effective mechanisms for developing trust and partnership amongst the different partners of literacy are needed.

Monitoring and Evaluation

- Monitoring is weak overall. Need exists to build the capacity for improved monitoring.
- Capacity-building for monitoring both GO and NGO sectors is a challenge. It is important to collect and update literacy data regularly at each level for proper monitoring and evaluation of programmes.

Research

- Very little literacy-related research has been done. Special focus should be on research in literacy and non-formal education, and the research findings need to be extensively disseminated. Research and research centres should be established for this purpose. Resources for research should be mobilized at each level

Good Practices

- Good practices in literacy are not shared and replicated. Good practices in literacy should be shared and replicated at different levels - local to sub-regional and regional. For this purpose, establishment of resource centres at local, provincial/state, national, sub-regional and regional levels needs to be considered

Group 2 : Country reports from India and Nepal were presented and discussed. Texts of country reports are annexed to the attached CD. Below are key points from the group report:

Mass Mobilization

- We need mass mobilization for basic literacy. For basic literacy, we should utilize private houses and buildings.
- For post-literacy and continuing education, we need to create specific, full-fledged centres.

Partnership with Other Organizations

- We should devise effective mechanisms for partnership amongst the different partners of literacy. GO, NGO credibility and trust should be developed.

Monitoring and Evaluation

- Monitoring is weak overall. Need exists to build the capacity for improved monitoring.
- Capacity-building for monitoring both GO and NGO sectors is a challenge. Literacy data at each level needs to be regularly collected and updated for proper monitoring and evaluation of the programme.
- Evaluation of a literacy programme is a major challenge. Measurement tools and evaluation indicators should be prepared and applied to ascertain the impact and levels of literacy.

Research

Little research on literacy is undertaken. Special focus should be on research in literacy and non-formal education, and the research findings should be extensively disseminated. Research and research centres should be established for this purpose.

Good Practices

- Good practices in literacy should be shared at different levels from local to sub-regional and regional. For this purpose, we should consider the establishment of resource centres at local, national and sub-regional levels. At the same time, utilization capacity should be improved. Levels needs to be considered

Agenda Item 4: Proposed Framework of Support Mechanism for LIFE Implementation

Chair: Dr. Yin Yang (China)

Presenters: Mr. Shigeru Aoyagi, UNESCO Paris
Mr. Ko-Chi Tung, UNESCO Institute of Statistics
Mr. Douglas Drew, UNESCO Institute of Statistics
Ms. Ulrike Hanemann, UIE
Mr. Kiichi Oyasu, UNESCO Bangkok
Ms Kaoru Suzuki, ACCU, Japan
Mr. Wolfgang Vollmann, Director, UNESCO Dhaka
Mr. Arshad Khan, UNESCO Islamabad

The texts of the presentations are annexed to the attached CD.

Following Mr. Aoyagi's presentation of the key draft document, UNESCO institutes and field offices made brief presentations to indicate the support they can provide within the support mechanism for LIFE implementation. Due to time constraints, some field office inputs were circulated. A short presentation was also made by the participant from ACCU in regard to the support ACCU can provide to LIFE countries.

In introducing the draft paper on the support mechanism for LIFE implementation, Mr. Aoyagi of UNESCO Paris reiterated the call for an effective technical support mechanism for LIFE implementation in the countries concerned. He said that the framework he was presenting was suggestive, not prescriptive, and needed to be further developed and finalized by each country.

Plenary Discussions on Agenda Item 4

In the discussion on support mechanisms for implementation of LIFE, the following points were made:

- LIFE countries themselves may want to decide how existing structures such as the EFA Steering Committee or Forum can undertake LIFE-related work without establishing new structures.
- Concerned UNESCO field offices (FO) - supported by the Regional Bureau (RB), institutes and Headquarters (HQ) - should be the responsible and the recognized UNESCO agency to establish contact with governmental authorities and NGO partners in relation to LIFE matters.
- Responsibility for LIFE planning and implementation in a country should be with the FO. FO should regularly monitor and report to RB and HQ the progress and problems of LIFE planning and implementation, and draw continuously on the technical and expert services from the Regional Bureau, institutes and HQ.

- Include NGOs in the national planning, implementation and evaluation of LIFE.
- A Pakistani participant observed that while there has been a global call for gender equality, the representation of Pakistani women in the LIFE Regional Planning Meeting was negligible.
- The issue of effective dissemination of good information and know-how on literacy and NFE to the grassroots level was strongly emphasized.
- While the role played by CLCs in promoting literacy was recognized, there were calls for systematic evaluation of this modality's impact.
- The need for a literate environment within the family and in the community and its impact on neo-literates was highlighted. Absence of a literate environment was a threat to any literacy movement. This is further aggravated by the lack of learning materials available to neo-literates who are in danger of relapsing into illiteracy and the high costs of books and reading materials (which illiterates and neo-literates cannot access due to poverty).
- The meeting recognized the need for countries to streamline their policy reform and to mainstream literacy so that it is reflected in the planning for meeting MDGs and other internationally agreed goals.

Agenda Item 5: Proposed Guidelines for LIFE Needs Assessment

Chair: Mr. Sudjarwo (Indonesia)

Presenter: Dr. R. Govinda, UNLD International Resource Person

The document "Proposed Guidelines for LIFE Needs Assessment" as well as the PowerPoint presentation by Dr. Govinda are annexed to the attached CD.

The presentation covered the following:

- Situation analysis
- Gap analysis development of needs analysis reporting
- Linking the needs analysis to the LIFE Action Plan
- Data sources and data collection tools
- Determining partners to be involved in the needs analysis
- Mobilizing resources to undertake the needs analysis

Plenary Discussions on Agenda Item 5

The presentation was well-received and participants acknowledged that it was comprehensive and helpful. Interventions during the ensuing discussion highlighted the following:

- LIFE needs assessment should closely analyze the relevant parts of the EFA NPA, MDGs, PRSP, UNLD, UNDAF, as well as the context of the of the MLA I.2.2.1 LIFE and MLA I.2.2.2 UNLD.
- Needs assessment should be a continuous effort with a view to accommodating changing situations and needs.
- Both secondary and primary data (obtained from field survey and testing) should be used for identification/mapping of target groups, as this provides crucial baseline information for LIFE planning and achieving LIFE and EFA Goal 4.
- It is important to consider the timeframe, to undertake a good situation analysis on the literacy condition of the country, and the need to focus on identifying priority areas and gaps. There is a need to watch for bottlenecks in the implementation chain that could cause major problems. Attention must also be given to good governance, accountability and most importantly, country ownership of the LIFE programme. For LIFE to be successful all partners are enjoined to consider the importance of cooperation and collaboration among country stakeholders and to avoid 'fly-in and fly-out' consulting schemes.
- LIFE should be seen as a challenge to revitalizing and accelerating literacy work in the 35 LIFE countries. Countries need to utilize the media more effectively. Greater attention should be given to capacity-building, particularly in the area of educational planning, policy formulation, management and governance.
- Gender lenses should be applied to design, conduct and analysis of the needs assessment. Members undertaking these tasks should be carefully selected with due regard to factors such as gender balance. APPEAL resource materials can be used for these purposes.
- It is important to ensure quality in the delivery of LIFE programme implementation. LIFE is basically designed to serve the marginalized, isolated illiterates and the greatest concern is not the numbers or quantities of learners targeted and served but, more specifically, impact and quality. It is only through emphasis on quality that the vision of the LIFE initiative – especially empowerment of the millions of illiterates in the 35 countries – can be realized.

Agenda Item 6: Country Group Work on Preparation of Draft Country Outlines/Frameworks for Needs Assessment

This activity was undertaken in country groups. UNESCO field office staff, UIE and UIS participants divided themselves into country groups to provide technical input.

The draft country outlines prepared by country groups are annexed to the attached CD. Summaries of these were later presented in plenary under Agenda Item 8

Agenda Item 7: Panel Presentations and Discussion on Addressing Literacy Needs of Excluded Groups

Moderator: Mr. Wolfgang Vollmann, Director, UNESCO Dhaka

Panelists:

- Dr. Susan Malone, who spoke about meeting literacy needs of ethnolinguistic communities through initial literacy in the mother tongue.
- Ms. Shaheen Atiqu-r-Rehman, BUNYAD/ASPBAE & UNLD Regional Resource Team Member, who spoke about addressing literacy concerns of girls and women.
- Ms Myrna Lim, LRC and UNLD Resource Team Member, who spoke about strengthening government-NGO partnership to meet literacy needs of disadvantaged communities.
- Ms. Darunee Riewpituk, UNESCO Bangkok, who spoke about the role of community-based mechanisms for promoting literacy among excluded groups.

Texts/power points of the presentations of the panelists are annexed to the attached CD

Excluded/disadvantaged groups covered in the presentations included: girls and women, ethnic minorities (indigenous, tribal, language, minority communities), people with disabilities, migrants, street children/youth and prisoners. Of the issues presented, most comments and questions focused on literacy in the mother tongue:

- Education in the mother tongue is a problem faced not only by developing countries, but also by the developed world. Large migrant populations in some developed countries do not have access to education in their mother tongue.
- The issue of mother language education is much more complex than is commonly understood. Educational process does not operate in a vacuum.

Political development is also closely linked with language development. Investment in all the languages of the country should be the policy of the government. Bilingual teachers are commonly preferred by learners. Mastery in the dominant language is also needed. In a big country like India, besides 20 official languages, there are thousands of other local languages spoken. There is a general perception that elite groups do not send their children to schools teaching in local or mother language while the poor are told to go to such schools so that they 'can never progress'. Such perception should be kept in view.

- Choice of first language is supported, but it should be kept in mind that we should not marginalize people and deprive them from learning English or any other widely used language.
- Social motivation should be promoted to obtain support for initial learning in the mother tongue.
- Quite often little or no post-literacy material is available in local languages, a fact that should be kept in mind.
- Teacher training must be given top priority, with special consideration given to producing teachers who can speak the local language.
- According to some speakers from Pakistan, because of its complexities, education in the mother tongue would not be possible in Pakistan. It was also claimed that a survey carried out by the NCHD had revealed that most learners want education in English and not in their mother tongue.
- Availability of good English teachers is also a problem. Quite often, teachers of English are unable to communicate with the learner and, thus, the quality of learning is compromised.
- It is not advisable to impose any learning language on learners.
- A Pakistani participant stated that learners should be taught in a language that would bring them into the mainstream educational system. This provoked an intervention stating that every language should be developed and that it is the right of everyone to understand what is being taught.
- Mother/local language is not always the choice of learning by learners.
- National languages also reach people through electronic media and, thus, impart learning to them through informal education

Points raised about girls' education include:

- The process of empowerment in Pakistan under the new system of local governance has started. Adequate representation is being given to women in the decision-making process. Since education and literacy are decentralized subjects, this will have a salutary effect on decision-making at the grassroots level.
- The participant from China observed that the family planning policy adopted by China was criticized widely at the time of its adoption. However, he said, not only has this policy led to reduced growth rate of population, but it has also enhanced the prestige of girls.
- Due to the responsibilities shared by older Pakistani female children at home, compressed/condensed courses should be available for such girls

so that they are able to get permission from their parents to attend these courses. Vigilance was needed to ensure such condensed courses are adequate in quality and do not suffer from poor planning, technical support and funding.

On the question of NGO- GO relations, attention was drawn to:

- The need for establishing a mechanism with good and transparent partnership between GOs and NGOs. The concerned panelist responded that mechanisms for partnership with the NGOs generally work smoothly when the interaction is among the lower levels of governance instead of higher levels, i.e. community and local governments. This community-based mechanism has really worked for promoting literacy among excluded groups.
- There is a serious dearth of teacher-training facilities/expertise in Pakistan, and the services of UNESCO experts may be obtained for this purpose. Where capacity exists, it should be enhanced. Optimal use of space is essential to provide greater access to NFE.

Agenda Item 8: Presentation of Draft Country Outlines/Frameworks for Needs Assessments, LIFE Country Plans and Discussion on Follow-up

Chair: Mr. Kedar Chandra Khanal (Nepal)

Country outlines for undertaking needs assessments and preparing the LIFE Country Plan were briefly shared in plenary. The outlines are annexed to the attached CDt. A few countries were not in a position to indicate the timeframe for the completion of a needs assessment and the preparation of the Country Plan without prior consultation with government authorities. Countries will undertake appropriate follow-up activities and keep the relevant UNESCO field office informed.

Closing

Closing remarks were delivered by the Director, UNESCO Islamabad and Mr. Hakeem from the Regional Bureau for Education, UNESCO Bangkok. The Guest of Honour, Chairman of the National Commission for Human Development, Dr. Naseem Ashraf, delivered the closing address. The participant from China delivered a word of thanks on behalf of country participants.

Result of Workshop Evaluation

A quick survey to evaluate the usefulness of the Regional Planning Meeting was undertaken. The evaluation of this feedback showed that participants were satisfied with the meeting process and outputs. The average score indicated by participants for the usefulness of agenda items was 2.3 from a maximum score of 3. The sharing of literacy materials through displays was seen as the most useful part of the workshop.

Annex 1: List of Participants

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Annex 2: Workshop Programme

Day/Time	Activities/Methods	Speakers
Day 1: Monday, 20 March 2006		
08.00-08.45	Registration	
09.00-09.05	Inaugural Session Recitation from the Holy Qur'an	
09.05-09.10	Welcoming Remarks	Secretary General, Pakistan National Commission for UNESCO
09.10-09.25	Opening Address	Mr. Jorge Sequeira, Director, UNESCO Office, Islamabad
09.25-09.30	Objectives, procedures, programme and expected results of the meeting	UNESCO Asia-Pacific Regional Bureau for Education
09.30-10.00	Inaugural Address by the Guest of Honour	H.E. Mr. Javed Ashraf Qazi Federal Education Minister, Government of Pakistan
10.00-10.20	Tea/Coffee	
10.20-10.30	Introduction of participants	
10.30-10.45	Agenda Item 1: Global Background and Development of LIFE	UNESCO ED/BAS/LIT UNESCO Asia-Pacific Regional Bureau for Education
10.45-11.00	Agenda Item 2: Literacy Challenges in the Asia Pacific Region	
11.00-11.30	Open discussion in plenary on agenda items 1 and 2	
11.30-12.30	Agenda Item 3: Country presentations and discussion in plenary: Bangladesh and Pakistan (countries in the first "wave" of LIFE)	
12.30 - 14.00	Lunch	
14.00-15.30	Country presentations in 2 groups followed by group discussion: China, India, Indonesia, Iran, Nepal (countries not included in the first "wave" of LIFE)	
15.30-15.45	Tea/Coffee	
15.45-16.45	Plenary discussion on the main issues identified in country presentations	
Day 2: Tuesday, 21 March 2006		
09.00-10.15	Agenda Item 4: Proposed Framework of Support Mechanism for LIFE Implementation	Introduction by UNESCO ED/BAS/LIT followed by input from UNESCO ED/BAS/LIT, UNESCO BKK, other UNESCO Field Offices/UIE/UIS on their respective roles in the support mechanism
10.15-10.30	Clarifications on Agenda Item 4 inputs in plenary	
10.30-10.45	Tea/Coffee	
10.45-11.15	Agenda Item 5: Proposed Guidelines for LIFE Needs Assessment	Introduced by UNLD International Resource Person
11.15-12.15	Group discussion on Agenda items 4 and 5	

Day/Time	Activities/Methods	Speakers
12.15-13.00	Reporting of group work followed by discussion in plenary	
13.00-14.30	Lunch	
14.30-17.00	Agenda Item 6: Preparation of Draft Country Outlines/Frameworks for Needs Assessment and LIFE Country Plan	Introduction to the task by UNESCO BKK and UIS followed by group work (in country groups)
19.30	Dinner: Hosted by UNESCO Islamabad	
Day 3: Wednesday, 22 March 2006		
09.00-10.30	Agenda Item 7: Panel Discussion on Addressing Literacy Needs of Excluded Groups: <ul style="list-style-type: none"> • Meeting literacy needs of ethno-linguistic communities through initial literacy in the mother tongue • Addressing literacy concerns of girls and women • Strengthening Government-NGO partnership to meet literacy needs of disadvantaged communities • Role of Community-Based Mechanisms for Promoting Literacy Among Excluded Groups • Q & A and open discussion 	To be introduced and moderated by Mr. Wolfgang Vollmann, Director, UNESCO Office, Dhaka Dr. Susan Malone, SIL International and UNLD Regional Resource Team Member Ms. Shaheen Atiq-ur-Rehman, BUNYAD/ ASPBAE & UNLD Regional Resource Team Member Ms. Myrna Lim, LRC and UNLD Resource Team Member Ms. Darunee Riewpituk, UNESCO BKK.
10.30-10.50	Tea/Coffee	
10.50-13.00	Continuation of Agenda Item 6: Continuation of work on the preparation of draft country outlines/frameworks for Needs Assessment and LIFE Country Plan	
13.00-14.30	Lunch	
14.30-15.30	Agenda Item 6: Presentations of draft country outlines/frameworks for Needs Assessment and LIFE Country Plan	
15.30- 15.45	Tea/Coffee	
15.45-16.30	Agenda Item 8: Discussion and agreement on follow-up work and timeframe for completion of Needs Assessment and LIFE Country Plan	
16.30-17.00	Closing Session	Dr. Naseem Ashraf Chairman National Commission for Human Development



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