# NON-FORMAL EDUCATION

*Information Database in the*
## Asia-Pacific Region

NATIONAL LITERACY MISSION
Ministry of Human Resource Development
Government of India

NON-FORMAL EDUCATION
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"*Education is not merely a means for earning a living or an instrument for the acquisition of wealth. It is an initiation into life of spirit, a training of the human soul in the pursuit of truth and the practice of virtue.*"

**Vijaya Lakshmi Pandit**
*(First Indian Ambassador to the United States)*

# 1 INTRODUCTION

UNESCO has consistently supported the need for researching and promoting literacy projects, programmes and campaigns with a developmental aim, in the context of its commitment to lifelong education. The commitment of UNESCO to adult learning and the leading role it has played in the promotion of adult education has been in clear evidence over the last five decades. The First International Conference on Adult Education was held in Elsinor, Denmark in 1949, the second in Montreal in 1960, and the third in Tokyo in 1972. In 1985, the fourth conference held in Paris adopted a vital declaration stressing the fundamental importance of the right to learn. The Asia-Pacific Regional Consultation held in September, 1996 at Jomtien adopted a declaration which called upon "all adult education practitioners and stakeholders to critically assess the present practices with a view to increasing the effectiveness, quality and responsiveness of delivery systems".

The Fifth International Conference on Adult Education held in Hamburg, Germany in July 1997 marked a turning point for adult learning and for the role expected to be played by UNESCO and its member-countries in this fast-growing field. It demonstrated the extent to which adult education has become the key to the future. The new concept of adult education presents a challenge to existing practices because it calls for effective networking within formal and non-formal systems, and for innovation, creativity and flexibility. The conference concluded that adult literacy, broadly conceived as the basic knowledge and skills needed by all in a rapidly changing world, is a fundamental right. Literacy is also a catalyst for participation in social, cultural, political and economic activities, and for learning throughout life.

In Hamburg, the broad and complex spectrum of adult learning was considered under 10 thematic headings. Of these, Theme II related to 'Improving the Conditions and Quality of Adult Learning'. Under this theme, one of the major thrusts was the promotion of policy-driven and action-oriented research and studies on adult learning. This thrust encompassed three broad initiatives:

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◆ Promotion of national and cross-national studies on learners, teachers, programmes, methods and institutions of adult education, and supporting the evaluation of adult education, provision and participation, especially in relation to the needs of all groups of society.

◆ Regularly providing UNESCO and other multilateral agencies with adult education indicators and monitoring the whole spectrum of adult education and participation, calling upon UNESCO to support member-states in such activities.

◆ Developing an enhanced capacity for research and knowledge dissemination by encouraging national and international exchanges of information, innovative models and best practices.

It was against this backdrop that it was felt necessary to take up a regional level initiative that would address the concerns voiced at the Hamburg conference. Such an initiative, it was felt, will also help build up a literacy database at the national and sub-national levels in a standardised format and help develop a better understanding of the nature, magnitude and achievements of various ongoing non-formal educational (NFE) programmes in the region.

## Scope

As the central implementation strategy, it was proposed that a comprehensive literacy database and information mechanism be set up and strengthened in member-states of the Asia-Pacific region. This would help build a culture of scientific investigation and research in the NFE sub-sector by establishing and consolidating a systematic information base. As an initial step in this effort, it was suggested that the first activity under the regular programme would concentrate on developing a standardised set of structured questionnaires to facilitate the collection, at the national level, of reliable and timely data on NFE and literacy programmes in member- states.

The present effort visualises that all the participating countries will develop a comprehensive database on NFE programmes in a standardised format and update the same periodically. All the participating countries are expected to provide the information to Asia Cultural Centre for UNESCO (ACCU), who will host it on a web site. This NFE database will be available online from this web site and can be accessed by a wide range of clientele and stakeholders, including policy planners, programme implementers, adult education practitioners, academicians etc.

Five countries in the region were invited to participate in the effort to develop the Non-Formal Education Information Database in the Asia-Pacific region. They were Bangladesh, India, Nepal, Pakistan and Thailand. As a preparatory activity, UNESCO PROAP, Bangkok, organised a four-day consultation meeting in Dhaka, jointly with the Dhaka Ahsania Mission, Bangladesh, in co-operation with ACCU, Japan, from 15-18 December 1997.

UNESCO PROAP had prepared a set of semi-structured instruments, which were circulated among the participating countries well in advance to help them compile information in the suggested format. These formats were prepared in order to facilitate exchange of views and prepare final instruments for discussions at the Dhaka meeting.

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## Objectives

The specific objectives of the Asia-Pacific Regional Consultation on the development of the literacy database were:

♦ To exchange information and review the state-of-the-art in the field of data collection, analysis and indicators of NFE and literacy programmes.

♦ To examine and review the set of structured instruments for data collection developed by PROAP.

♦ To develop a standardised set of structured instruments for data collection on NFE and literacy programmes and activities and a list of indicators for planning, monitoring and evaluation of literacy programmes, particularly with a view to measuring the demand for and supply of non-formal educational opportunities.

♦ To suggest a methodology and a plan of action for administering the instruments in the region.

♦ To identify the training needs and methods of data collection, analysis and survey design.

♦ To elicit from the participating countries the needs and prerequisites for establishing a database on non-formal education and literacy.

♦ To encourage the participating countries to set up and strengthen their monitoring/evaluation mechanisms as a part of the regional level initiative.

# OVERVIEW OF NFE PROGRAMMES

## Bangladesh

Awareness of the crucial linkage between literacy and national development has prompted action at the national level in Bangladesh. Development, understood not only in terms of economic growth but also in terms of creating an enabling environment for every citizen to develop his/her personal potential to its fullest extent, is the responsibility of the state. The Constitution obliges the state to provide a uniform, mass-oriented system of universal education, and to extend free, compulsory, primary education to all children (Art. 17).

Achievement of the goals of universal primary education (UPE) essentially means bringing all children of school-going age (6-10 years), including girls, to school and retaining them till the completion stage. This would enable the state to fulfil the constitutional obligations, the commitment to meet basic needs, and to establish fundamental rights, of which the right to education is a significant one. This would also fulfil the state's obligation to provide 'Education For All by 2000', the slogan adopted at Jomtien in 1990.

Planning and implementation of this programme is a tremendous challenge because Bangladesh is a resource-poor, heavily aid-dependent country. The difficulties are compounded by the fact that in the stratified society of Bangladesh, gender, class, and location of residence largely determine a person's access to developmental opportunities, social resources, and services. Therefore, despite constitutional guarantees and state efforts, national statistics show conspicuous male-female, rich-poor, urban-rural disparity in people's participation in the development process, both as agents and beneficiaries.

Of concern is the rural-urban disparity in access to literacy. While in 1991, 38.1 per cent women in the urban areas were literate; the proportion for rural women was a meagre 14.1 per cent (less than half). In the absence of a nationally conducted comprehensive socio-economic survey of school students, the rich-poor gap cannot be ascertained. Yet micro-surveys conducted in various areas of the

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country indicate that class differences in access to educational opportunities are considerable. In this scenario, where all Bangladeshis are relatively disadvantaged as citizens of a small, poor, Third World country, poor rural women (who form the majority of Bangladeshi women) have to bear tthe threefold burden of poverty, patriarchy, and rural residence. To integrate the most disadvantaged section of the population into the mainstream and their educational development is a challenge which the Government of Bangladesh alone cannot meet.

Fortunately in Bangladessh, government efforts are complemented and strengthened by a considerable number of non-governmental organisations (approximately 2,000) working both at the national and grassroots levell. A strong national movement undertakes advocacy and mobilisatiion for literacy education. Donors and international agencies have, cover the years, offered financial and technical assistance.

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In 1971, when Bangladesh emerged as a sovereign nation, primary education was neither ccompulsory nor universal. The Constitution (Art. 17) obligated the government to provide uniform, mass-oriented, universal education, and to extend free, compulsory, primary education to all children to such a stage as may be determined by law. As a first step, tthe government nationalised and took over the management of a majority of the existing primary schools. Each successive government since then has reiterated its commitment to realising the goal oof universal primary education.

There has been a gradual slhift in government policies and actions in the educational sector, characterised by a broadening of the vision and concept of basic education and extension of the coverage across the class and gender divide. The progress towards translating the goal of eradicatiom of literacy into comprehensive measures and effective mechanisrms has been quite slow. Only in the nineties does the momentum appear to have gathered pace.

In the eighties, guidelines were set to launch UPE and institutional measures were undertaken. A mass education programme was launched. Bringimg 90 per cent of the children aged 6-10 into primary education was sset as the target and 0.46 per cent of the total budget for the educaitional sector was earmarked for primary education.

A separate directorate for primary education was created as were about 2,000 posts of assistant *upazilla* (sub-district) education officers to ensure the progress of the UPE down to the *upazilla* level.

However, a pragmatic revision of the enrolment target (70 per cent) and retention target (at least 50-60 per cent) was soon undertaken and the mass education programme was discontinued after two years i.e. in 1982.

During the Fourth Five-Year Plan period, 1990-95, basic education received much more attention than in the previous decades.

The major objectives in the education sector were:

◆ To introduce compulsory primary education (the Compulsory Primary Education Bill was passed in 1990).

◆ To reduce mass illiteracy, the mass education programme was reintroduced and the necessary mechanism for its management and administration was created as PMED in 1992.

Special measures were taken to implement the pledge to provide 'Education For All' (EFA) after the Jomtien conference, 1990. A Task Force on Primary and Mass Education was formed in 1992 "to report on the status of basic education in Bangladesh and recommend measures".

The task force report and the National Plan of Action emphasised eradication of illiteracy through universalisation of primary education, expanded mass education programmes, and initiation of an early childhood care and education programme.

To achieve the goals of EFA within the time frame, the Government of Bangladesh has involved NGOs in non-formal primary education (NFPE). In 1995, 414 NGOs were involved in the literacy programme, including those for mass and adult education. Of them, education is the prime concern of 186 NGOs. Thus, there is obvious scope for making fuller use of NGOs in NFPE.

The programme is designed to complement the formal school system as anchor points and to provide a safety net for 6-14 year olds dropping out of the formal educational system. NFPE is expected to provide three years of primary education, enabling the graduates to join the formal channel.

**The programme is designed to complement the formal educational system.**

In 1995, the total enrolment in NFPE was 13,72,870, of which 5,09,440 (37.1 per cent) were boys and 8,63,430 (62.90 per cent) girls. The reported attendance rate is quite high (89 per cent), and the dropout rate is reported to be as low as 0.37 per cent. Such claims have, however, yet to be substantiated by independent assessment or full-scale evaluation of the NFPE programme. In the 2,375 centres, the number of teachers at work is 2,823 (roughly one teacher per centre). As most of the non-formal schools do not have standardised annual examinations, it is difficult to measure the academic achievement of their students. However, 78 per cent of the graduates from schools run by Bangladesh Rural Advancement Committee (BRAC) reportedly join the formal system. A monitoring survey of 17 major NGOs found the average achievement in Bangla, mathematics, and general knowledge satisfactory (a large number scored over 50 per cent marks in tests).

## EFA Targets

Percentages

|  | Bench Mark 1991 | Goal for 1995 | |
|---|---|---|---|
| Gross enrolment in primary school | 75.60 | 82.00 | 95.00 |
| Boys' enrolment | 81.00 | 85.00 | 96.00 |
| Girls' enrolment | 70.00 | 79.00 | 94.00 |
| Dropouts | 60.00 | 48.00 | 30.00 |
| Completion | 40.00 | 52.00 | 70.00 |
| Adult literacy rate | 34.60 | 40.00 | 62.00 |
| All age rate | 24.80 | 38.50 | 55.40 |

Eradication of illiteracy and ensuring full participation in educational programmes are formidable challenges. Yet it is vital for the development, indeed for the survival of the nation, that these goals are achieved within the shortest possible time. The major obstacles in Bangladesh are largely socio-economic on the demand side and structural on the supply side; and the two factors interact with and reinforce each other. No attempt for further education can succeed unless these obstacles are overcome. So far, the measures undertaken by the Government of Bangladesh have principally focused on overcoming supply side constraints and the poverty-related economic constraints. Though some of the measures are recent, the resultant improvement in participation, as reflected in increasing enrolment and retention, is very encouraging. The dropout rate is, however, still high and the gender gap in education and literacy persists. An improvement in the quality and efficiency of education and a more relevant curriculum, along with measures to overcome the constraints stemming from discriminatory and exploitative cultural traditions, values, norms and practices in all social structures, will bring about dramatic improvement and acceleration in the pace of progress.

## India

The National Policy on Education, 1986, in India gave an unqualified priority to eradication of illiteracy, through a three-pronged strategy: (i) imparting functional literacy to 100 million non-literate adults in a time-bound manner and full literacy by the turn of the century; (ii) universal free elementary education to all children up to 14 years of age; and (iii) systematic programme of non-formal education to children in the 9-14 age group not covered by formal education. The task of imparting functional literacy to adult non-literates was entrusted to the National Literacy Mission (NLM), established in 1988.

The NLM was launched as a societal and technology mission, based on an objective assessment of experiences. It tried to impart a new sense of urgency, emphasis and seriousness to the task of eradication of illiteracy. The dramatic success of literacy campaigns in the state of Kerala during 1990-91, and then in some other states, demonstrated that eradication of illiteracy is possible and achievable through a campaign approach which is area-specific, time-bound, volunteer-based, cost-effective and outcome-oriented.

**Eradication of illiteracy is possible and achievable through a campaign approach which is area-specific, time-bound, volunteer-based, cost-effective and outcome-oriented.**

The Total Literacy Campaign (TLC) approach, which became the dominant strategy for eradication of adult illiteracy, has evolved along three principles:

♦ Creation of a positive climate through mass mobilisation and motivation, generating demand among non- literates for literacy and willingness among the educated to contribute and participate in the literacy campaign on a voluntary basis.

♦ Designing a cross-representative organisational structure and participatory management system which assures support of government and enables involvement of NGOs, voluntary agencies and all sections of civil society.

♦ Highly professional project implementation and management structure with in-built monitoring.

Two-three years into the TLC approach, the NLM also evolved a clear conceptualisation of the total programme in which the TLC, post literacy (PL) and continuing education (CE) are distinct stages of the learning continuum. As it now prevails, the basic features of the literacy programme in India include:

- The TLC phase of basic literacy for about 200 hours of guided learning, to reach a specified level of literacy.

- Systematic post literacy programme for stabilisation, retention, consolidation and upgradation of literacy to a self-reliant level.

- Continuing education in the perspective of lifelong learning through a variety of CE programmes and services.

TLCs are mounted after certain prelaunch preparations involving project plan formulation; initial sharing and consensus/support seeking within the administration; and with educational institutions, educated sections of the community and the people at large.

**The TLC launch is marked by**

- Massive environment-building for mass mobilisation, motivation and participation.

- A door-to-door survey to identify non-literates and other resources such as volunteer teachers and a matching-batching of learners and volunteer teachers.

- A massive three-tier training, starting with resource persons who train the master trainers who in turn train the volunteer teachers.

- Development, production, and distribution of the three literacy primers and other learning materials.

- Commencement of teaching-learning (T-L) centres.

- Setting up a cross- sectional, organisational management structure from district to village levels, to take on the monitoring and supervision of the T-L process and progress.

- Developing a MIS for upward flow of information for the weekly, fortnightly and monthly reviews; and a concurrent evaluation and an external evaluation, besides the internal evaluation at the end of each primer.

**NLM has evolved a clear conceptualisation of the total programme in which the Total Learning Campaign, post literacy and continuing education are distinct stages of the learning continuum.**

The Post Literacy Programme (PLP) is taken up at the conclusion of the TLC, for consolidating and upgrading the literacy levels of neo-literates to a self-reliant level as well as for covering the leftouts, dropouts, and slow learners.

The short duration, often 12-18 months, of the TLC and its hectic pace leaves little time, for objectives other than literacy such as awareness creation, functionality, organisation of neo-literates for participation in development programmes. Post literacy becomes the stage for systematic organisation of programmes for these purposes. Thus, a three-pronged strategy marks all PL programmes: 'Mopping up', to clear the backlog of uncovered learners; consolidation and upgradation of literacy to a self-reliant level; and vocational training and skill upgradation to improve the neo- literates' economic condition. The PLP seeks to create and sustain a literate and learning ambience through distribution of graded and supplementary reading-learning materials, a variety of neo-literate literature and establishment of libraries.

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Literacy consolidation and upgradation, awareness-creation, functionality, application and improvement and such other objectives often get mutually reinforced through the wide range of PLP activities. Convergence of services and inter-departmental linkage in respect of sharing government laws, policies and programmes targeted at the rural and urban poor are popular in PL activity focus across the country. Programmes to improve the economic condition of the neo-literates range from education, health and hygiene to environment and skill development.

While the PLPs', organisational structures and management systems are broadly similar to those adopted during the TLC, there is greater involvement of government departments during the PLP, especially the line departments, which have an outreach to the rural and urban poor. There is also a specific thrust on building grassroots networks of neo-literates, especially among neo-literate women and youth, for greater participation in and leadership of the programme. Formation of groups and societies for savings, thrift and credit, cooperatives, etc., are focal points of organisation-building for group solidarity and collective action for improvement.

Continuing education schemes follow PL programmes. The main thrust of the CE schemes is on setting up centres to function as learning centres and also a library, reading room and a centre for

training, cultural activities and other individual interest programmes. These centres also take up certain special programmes for equivalency, quality of life improvement, income generation and individual interest promotion.

CE is envisioned as a permanent programme – centrally assisted in its first five years – and then transferred to the states. The broad approach underlining the CE programme includes flexibility in implementation strategies, long-term sustainability, community participation, and non-duplication of efforts and integration of development efforts.

In sum, three features distinguish the approach and perspective of the non-formal adult and CE programmes in India as it has emerged over the last 10 years:

◆ In making the initial campaign phase a mass programme wherein the administration's role is instrumental and pervasive, consciously nurturing greater space for leadership by NGOs and the community.

◆ During the PL phase, there is a transition from the campaign to a more systematic programme mode, and a more pronounced thrust of organisation creation among neo-literates with a view to transferring the initiative to the people.

◆ In both respects, most PLPs manage to make only a beginning and it is during the CE stage that this approach of planned transition to a more systematic programme mode and the process of transfer of the literacy initiative to the people becomes the major agenda. The involvement of local self-government in the leadership and management of CE is unmistakable.

There is a separate central scheme of non-formal education targeted at out-of-school children. This had been put into operation in 1979-80 to provide education of a quality comparable to the formal system to children who do not/cannot attend school, school dropouts, girls who cannot attend whole-day schools and working children. The scheme was expanded in 1987-99 and again in 1993. Currently, 2,79,000 centres have been sanctioned for imparting education to about 7 million children.

**The broad approach underlining the continuing education programme includes flexibility in implementation strategies, long-term sustainability and community participation.**

# Nepal

Since the establishment of the Ministry of Education in Nepal, both formal and non-formal educational systems have been developed systematically. The ministry has three divisions that promote, coordinate and oversee educational activities throughout the country. It works through district education offices in terms of implementing and supervising its activities. The ministry has come a long way in waging a battle against illiteracy by promoting literacy activities and providing free primary education up to Grade V.

**Nepal is providing free primary education up to Grade V and has progressively increased the share of primary education in the total expenditure.**

About 2.84 per cent of the GNP was devoted to education in the fiscal year 1994-95. The percentage of government expenditure on education has increased from 10.50 per cent in 1992 to 14.03 per cent in 1995. The share of primary education in total expenditure has also progressively gone up, accounting for 44.5 per cent and 49.5 per cent in 1992 and 1995, respectively. However, a small decline in these figures has been noted in 1996.

The share of non-formal education is also gradually increasing. Out of the total education budget, the expenditure on non-formal education has increased from 0.68 per cent in 1992 to 1.02 per cent in 1996. This shows that the Ministry of Education has intensified its battle against illiteracy by pumping more money into various literacy programmes.

The non-formal education section, under the ministry, is responsible for running adult literacy classes and out-of-school programmes in all 75 districts. This section implements its programmes through both the district education offices and non-government organisations functioning at a local level.

Under the ministry, the National Council for Non-Formal Education (NCNFE) has been set up to coordinate and streamline all out-of-school programmes organised by both the government and non-governmental organisations. The major objectives of the NCNFE are to make policies, raise funds, carry out research work and coordinate the efforts of organisations running non-formal educational programmes in the country. The structure of the NCNFE consists of six units headed by a member-secretary appointed by the education minister. The NCNFE also works as an executive committee through the NCNFE Secretariat, which consists of several committees set up to implement literacy programmes at different levels.

## Efforts in Non-Formal Education

As mentioned earlier, the non-formal education section under the ministry is responsible for running all kinds of out-of-school activities. This section was established with a purpose to implement the ministry's non-formal education programmes throughout the country. The strategies to promote non-formal education programmes in Nepal are:

◆ Programmes to eradicate illiteracy are developed on the basis of the statistics of illiterates in the family collected in all village development councils (VDCs) and municipalities of a district.

◆ Non-government organisations, both NGOs and INGOs are encouraged to become involved in literacy programmes.

◆ Literacy programmes are conducted through autonomous units such as VDCs, municipalities, NGOs, schools, etc.

◆ In the centre-based programmes, the number of participants in each centre is determined on the basis of geographical proximity. For example, in the mountain area, each centre can recruit 20 participants; in the hill area, 25 participants and in the terai, 30 participants. Through literacy programmes, adults and children are provided with literacy as well as numeracy skills equivalent to Grade III with practical information to raise their awareness about agriculture, health, cottage industry, environmental protection and population, which helps them raise their productivity.

The literacy programmes have already enrolled 18.47 per cent of the total population. As much as 10.5 per cent of persons aged 15 and above have also received literacy and numeracy instruction. However, the fact that there are still 6.34 million illiterates in the country shows that the battle against illiteracy has to be further intensified.

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## Objectives of National Literacy Campaign

As a pilot programme, the National Literacy Campaign (NLC) was launched in four VDCs of Surkhet district of Nepal. Based on the success of this pilot programme, NLC activities were extended to other districts in 1992. Apart from providing literacy and numeracy skills, practical knowledge and information to both adults and children, the NLC aimed at increasing school enrolment with a particular emphasis on women's literacy. It also made an effort to promote post literacy and continuing education, giving a priority to low literacy areas.

Since the NLC was launched on a pilot basis, its coverage was limited to a few districts. It was, promoted only through poster campaigns and mass mobilisation within the impact areas.

The qualitative goals of the NLC ranged from imparting basic skills in reading, writing and simple calculation to promoting self-confidence, self-esteem, self-reliance and women's empowerment. The NLC basically attempted to help its clients become productive citizens of the country by motivating them for education. But its quantitative goals aimed at increasing enrolments, literacy rates, instructional and reading materials and the number of trained facilitators and trainers. The NLC was flexible enough to be responsive to the needs of the areas where it was launched. While designing the programme, the NLC gave importance to the social and cultural differences of its clients. All programmes under the NLC were time-bound and result-oriented. Among the specific features of the NLC the concept of 'each one teach one' was of particular importance. The campaign also attempted to involve the NGO/INGO communities in promoting literacy.

**Among the specific features of the NLC the concept of "each one teach one" was of particular importance.**

The government's attempts to institutionalise the policy initiative for eradicating illiteracy have met with mixed results. On the one hand, the systematic integration of non-formal education with the existing structures of formal education has taken shape with regard to out-of-school programmes. Children are encouraged to go to school once they graduate from non-formal education programmes. Making primary and secondary schools as centres of literacy classes and activities further promote this integration. On the other hand, no attempts have been made to redefine the role of the teacher to include the teaching of adults and children. An evaluation of the NLC shows that policy initiatives are necessary. These initiatives should come from the NCNFE which can provide strong leadership.

Most of the operational goals of the NLC were clear, unequivocal and unmistakable. For example, an implementation time-frame was charted. Those who were involved in the campaign received specific tasks, which they executed carefully and in time. For mass mobilisation the media as well as volunteers were used. Printed materials were also circulated and a great deal of community contacts were made.

As far as institutional arrangements were concerned, the NLC was well prepared and thorough. The ministry had given clear guidance about implementing the programmes. Arrangements regarding the training of teachers, production of materials, provision of monitoring and evaluation were made before the campaign was launched.

However, evaluation of the NLC shows that activities such as production of institutional materials, monitoring and supervision needed some improvement. Literacy classes were usually conducted in a house or a porch. Government offices, health centres were not used for running literacy classes. The language used in literacy instruction and primers was Nepali. Even though Nepali is not universally spoken in the country, it has been promoted as the national language. It is used in government offices as well as in academic institutions.

**The National Literacy Campaign did not offer a choice of curricula to different groups of learners. A basic package was used for all, irrespective of their needs.**

The NLC did not offer a choice of curricula to different groups of learners. A basic package was used for all, irrespective of their needs. But the primers were accompanied by teachers' manuals and the facilitators who taught literacy classes had received training.

At the end of the campaign all activities including literacy programmes were systematically evaluated. The evaluation shows that the NLC has not been significantly successful in eradicating illiteracy. The reason is that the campaign itself was carried out by coercive measures. Moreover, the curricula goals with clear demarcations between national and local community needs were not well defined. The NLC also lacked periodical evaluation for assessing the impact of all its programmes.

However, many lessons can be learned from the NLC. The campaign was effective in terms off mobilising resources needed for literacy programmes. Moreover, it created a conducive environment for promoting literacy. The NLC's overall impact could have been greater if it were followed up with post literacy campaigns.

## Completed Programmes

The ministry has conducted several programmes such as Adult Literacy Programme, Out-of-School Children Programme and Post Literacy Programme. These programmes were run throughout the country, enrolling a total of 2,02,500 participants. Out of 1,51,875 participants who completed the programme last year, 53,157 were female.

The total number of participants aged below 15 was 7,500, out of which female participants accounted for 2,924. Last year's programmes enrolled as many as 2,17,500 participants from the group of people aged between 35 and 44 years. This was because literacy classes for adults were offfered in all 75 districts.

The total budget for these programmes was US$ 1.5 million, which was provided by the government. This budget does not include the money spent by NGOs and INGOs. The budget was allocated to different headings and the biggest share went to scholarships.

Since these programmes were funded by the ministry, the team of staff responsible for running the programmes consisted of the member secretary of NCNFE, under secretary, section officer and training officer. All of these team members are from the Ministry of Education.

**Ongoing Programmes**

Currently, Adult Literacy Programme, Out-of-School Programme and Post Literacy Programme are being run by the Ministry of Education. These programmes generally aim at equipping learners with basic learning tools and skills in reading, writing and simple computation. They also promote self-confidence, self-esteem and self-reliance among the disadvantaged groups of the population.

All these programmes are being sponsored by the Government of Nepal and the Netherlands. The programmes are scattered throughout the country, enrolling participants from different target groups. These groups include adult illiterates, girls, women, disadvantaged groups and out-of-school children.

The ministry is implementing the programmes through the non-formal education section. This unit is running the programmes in the field with the help of district education offices and local governments.

All programmes run for a period of six months starting from December. As far as the adult litteracy programme is concerned, it runs six days a week covering a total of 300 study hours. The curriculum used in the programmes includes both 3R's and the study of family planning, health and hygiene.

**Despite concerted efforts, the battle against illiteracy needs to be reinforced and intensified because the number of illiterates is increasing.**

## Conclusion

Concerted efforts to promote both formal and non-formal education in Nepal have begun since the inception of democracy in the early fifties. But within 40 years Nepal has shown remarkable achievement in increasing the literacy rate from about 1 per cent to over 40 per cent. Part of the credit goes to the Ministry of Education, which is largely responsible for waging a battle against literacy. However, it goes without saying that in order to eradicate illiteracy altogether from the country this battle needs to be both reinforced and intensified because the number of illiterates is increasing.

Among the programmes the ministry has developed over the years, the National Literacy Campaign is of particular importance. Even though the NLC failed to serve its purpose because of the absence of political will or commitment, it has become successful in generating enthusiasm among not only policy makers but also participants. The experience of the NLC has led the ministry to believe that literacy campaigns backed by the government are indispensable in a country like Nepal where illiteracy is a major obstacle to development.

Suffice to say that the Ministry of Education is joining hands with not only donor countries but also NGO/INGO communities in eradicating illiteracy from the country. To achieve this goal, the NCNFE is actively streamlining available resources needed for literacy programmes. It also coordinating the efforts of all those organisations that are committed to waging a battle against literacy.

# Pakistan

The literacy scenario in Pakistan is grim. The literacy rate in 1961 was 16.7 per cent and there were 22 million illiterates. In 1981, the literacy rate was 26.2 per cent, but the illiterate population had grown to 42.7 million.

The total number of illiterates in the country at present is estimated to be 59 million. The most effective means of increasing literacy is providing basic education to the greatest number of people and of strengthening the formal primary school system. However, over the past 50 years, the formal primary school system has failed to provide universal access and now the problem has grown so large that this system alone cannot possibly do so. To eradicate illiteracy, a two-pronged strategy has been chalked out:

♦ Universalisation of primary education is being attempted to stall the creation of new illiterates.

♦ An adult literacy initiative has been taken to cover at least 20 million adolescents and youth out of school.

The Fifth Five-Year Plan (1978-83) was the first to emphasise the need for functional literacy. Earlier, although an Adult Education Committee was formed in 1947, adult literacy was simply a component of the village aid programmes. Pakistan had not yet outgrown the tendency to treat non-formal education as a welfare rather than a development programme.

The Sixth Five-Year Plan (1983-88) marked the beginning of efforts to eradicate literacy by proposing accelerated primary education and functional literacy programmes. Out of 43 million literate adults, the Sixth Five Year Plan target was to make 15 million (6 million males and 9 million females) literate. Ever since, there have been many moves and programmes in non-formal education.

If the learner has to be prepared to enter school in the formal education system, the school in the non-formal education system has to prepare itself for the learner. NFE is often roughly associated with functional literacy and life skills. It is a bold departure from set and rigid patterns of timings and curricula, and often a condensed or reformed version of the formal school curriculum and textbooks is taught. The principal initiative in this area has often been in the hands of the NGO sector.

**Till the eighties, Pakistan continued to treat non-formal education as a welfare rather than a development programme.**

The Punjab Social Services Board, Lahore, which has been very active in the field of NFE, has developed three types of literacy programmes:

◆ The Non-Formal Basic Literacy Programme is a six-month course for school dropouts aged 8 to 10, teaching them reading 2,000 words, writing, and three-digit sums.

◆ The Non-Formal Primary Education Programme is a two-year course for female dropouts and adopts the AIOU teaching methodology. The programme also includes adjusting primary level graduates into the formal system.

◆ Adult Basic Education is the term applied to NFE for adolescent girls and adults, and the programme combines literacy with health, religion, agriculture, food and nutrition education.

NFE is supposed to have a rural and female bias. The reasons could be that:

◆ The NFE system is not considered good enough for boys but quite suitable for girls because it is inexpensive.

◆ Due to flexible and condensed timings, it is easier to spare girls who are otherwise needed for household chores, taking care of siblings, income-generating activities, etc.

◆ NFE programmes are often implemented through NGOs who have a female bias.

◆ The curriculum of the formal system is considered irrelevant for girls and women.

◆ A welfare approach prevails towards NFE programmes.

◆ Originally NFE was a component of the village aid programmes.

The Adult Functional Literacy Project (1975-91) was run by the Allama Iqbal Open University (AIOU) in collaboration with Pakistan TV (PTV). The literacy primers 'Naya Din' were used and community viewing centres were established. Over a million learners benefited.

The Islamabad Literacy Project was run by AIOU in collaboration with four NGOs – ABES, Family Planning Association of Pakistan (FPAP), Pakistan Girl Guides Association (PGGA), and Islamabad Boy Scouts Association (IBSA).

The project suffered due to a lack of adequate baseline data. The PC-I targets, not being based on factual data, proved to be illusory.

The Nai Roshini Schools (1987-89) scheme was a non-formal primary education programme for dropouts and out-of-school boys and girls aged 10 to 14, initiated by the Literacy and Mass Education Commission (LAMEC) and recommended by the Ministry of Education, Planning and Development. Classes were held in the school buildings of the formal system in the afternoon. Full-time teachers were hired. The usual five-year course was expected to be completed in two years, and the graduates were to join Class 6 in the formal system. The scheme was abruptly terminated in June 1989. Some 350,000 youth, including a high percentage of girls, benefited from the project.

**The Nai Roshini Schools Scheme was abruptly terminated in June 1989 but some 350,000 youth, including a high percentage of girls, benefited from the project.**

The scheme, though very innovative and with great potential, was politically motivated and was launched in haste. The programme was later refined and more efficiently adapted for Islamabad Literacy Project and other NFE programmes.

In the Adult Female Literacy Project (1991-95), funded by UNICEF, 4,900 females benefited and 231 teachers were trained. The programme – Eradication of Illiteracy from Selected Areas of Pakistan – funded by the federal and provisional governments made 12,016 males and 18,022 females literate. This was run in other areas of Pakistan too but data could not be obtained except partially from the Islamabad Literacy Project. From the adult literacy programme in Baluchistan under SAP, 8,676 male and 13,016 females benefited.

It is true that NGO initiatives have been largely uncoordinated, often sporadic and never on a massive scale. Most of the NGO education programmes are biased in favour of females, adult functional literacy, and non-formal education.

The Aasthan Latif Welfare Society's objective is to provide basic education to rural girls in those areas of Sindh where there are no formal schools. The society mobilises the community girls for non-formal primary education, strengthening its role by helping the community to solve its problems. It has opened 330 non-formal schools for girls.

**Aasthan Latif Welfare Society's objective is to provide basic education to rural girls in those areas of Sindh where there are no formal schools.**

The Adult Basic Education Society (ABES) is running six-month literacy courses in 550 village centres in Punjab. ABES has been able to bring down the initial dropout rate from 80 to 20 per cent. Their secret is:

◆ Involving the village elders in literacy programmes.

◆ Local teachers.

◆ Good quality teaching materials.

◆ Proper monitoring.

◆ Lessons of short duration (one hour daily).

On the contrary, their tendency to think small is one of the secrets of the NGO successes. It keeps their targets realistic and attainable, and they do not face the kind of managerial problems that come in the way of large-scale projects. However, it sometimes makes them lose sight of the larger perspective. Also, coordination among NGOs working for female basic education is far from adequate and the necessity to seek continual funding has constantly exacerbated the situation. They appear to be competing with one another, which gives rise to rivalries. As a result, their contribution is not as systematic and organised, and therefore not as effective as it could have been had they been mutually supportive, and had their work coalesced and integrated.

### Ongoing NFE Projects in Pakistan

Establishment of 10,000 non-formal basic education schools (1996-2000)

[illegible text]

The Prime Minister's Literacy Commission (PMLC) which has the mandate to promote both adult literacy and non-formal primary education is already operating a programme of non-formal basic education schools aimed at the out-of-school and dropout primary school-age children. PMLC is the sponsoring agency, but implementation is through provincial governments with active participation of beneficiaries and communities. The community, through NGOs and local village education committees, identifies a local teacher and provides accommodation for the school free of charge. PMLC and the provincial governments train the teachers and provide all the teaching and learning inputs free of cost.

**Phased expansion of the non-formal basic education schools has been planned, taking the number up to 80,000 by the turn of the century.**

Since April 1996, 7,117 such schools have been established and are proving to be a success. Phased expansion of these schools has been planned, taking the number up to 80,000 by the turn of the century. To support this expansion and for operational purposes, zonal infrastructure and a cadre of master trainers would have to be created and strengthened.

PMLC has also worked on the necessity to address the older illiterate age groups. As a consequence, a programme has been devised with a monetary input of over US$ 65 million from the Asian Development Bank (ADB). The programme's target group includes rural women aged 15-25 years who are out of school and dropouts or such primary grade completers who have not advanced or who have reverted back to illiteracy. The programme is an integrated one, which besides literacy deals with skills-training and the provision of micro-credit. A pilot project is starting in two provinces of Punjab and Baluchistan and is designed to benefit 2,25,000 persons among the target population.

To strengthen the non-formal initiative of PMLC, an institute of research and training, which would act as a resource centre, is to be established in 1999-2000. This state-of-the-art institute would be located in Islamabad with mobile outreach in four provinces.

# Thailand

Non-formal adult education has played a significant role and has become a vital vehicle for human resources development in Thailand. The Department of Non-Formal Education, established within the Ministry of Education in 1979, has organised several educational programmes primarily for out-of-school youth.

The major objectives of non-formal adult education in Thailand are to provide second chance education, to support and promote learning activities for youth and organise an information learning environment for the public. The non-formal adult education programme in Thailand can be classified into three broad categories:

Basic Education Programme – Its main purpose is to equip people with the fundamental ability to achieve further knowledge and to improve the quality of life. The activities include functional literacy and continuing education programmes.

Vocational Skill Training and Education Programme – Its major purpose is to impart occupational skills to out-of-school youth and adults and to have better prospects of getting a job in the labour market. The programme includes an interest group, a short course in vocational skill training and a certificate course in vocational education.

Informal Education Programme – Its major purpose is to provide the public and villagers with up-to-date information for the improvement of their daily lives. The programmes include village reading centres, public libraries, radio and television programmes and distance education programmes.

> The major objectives of non-formal adult education in Thailand are to provide second chance education, to support and promote learning activities for youth and organise an information learning environment for the public.

## Administrative Structure of NFE Department

Non-formal education programmes and activities are organised and provided through five categories of organisation from central to field level. There are 14 divisions at central level, five regional centres, 79 provincial centres, 72 science education centres, 855 district centres and a great number of adult schools, learning groups, and learning centres.

*"Teachers open the door but you must enter yourself."*

**Chinese proverb**

# MONITORING AND EVALUATION MECHANISMS

## Bangladesh

The development of the Non-Formal Literacy Database in Bangladesh has been evolving in both government and non-government sectors. The Department of Non-Formal Education is the only government agency working with it. The database earlier developed was found to be inapplicable in all the ongoing NFE projects. Information and network technology within the organisation and within the command area, demanded replacement of the old one. The DNFE has, therefore, developed the new system attaching maximum stress to the reliability of information. The Ministry of Education maintains centre-based information through the Bangladesh Bureau of Educational Information Statistics. The collection of inputs by DNFE separately is justified, as the process of data collection from the field through questionnaires by BANBEIS requires so much time that it becomes outdated when it is completed. Inefficient manpower, lack of job security in the project environment, inadequate salary, lack of training facilities, power shortage and unreliable telecommunication service are challenges to the success of the newly-developed system now proposed to be put in place by the DNFE.

Lack of suitable networking within the organisation and among organisations engaged in non-formal education and the absence of the use of latest information technology are the main drawbacks for a reliable database in the non-government sector. An effective, authentic, evaluation mechanism still does not exist either in the government or the NGO sector as of today.

> Inefficient manpower, lack of job security in the project environment, inadequate salary, lack of training facilities, power shortage and unreliable telecommunication service are challenges to the success of the newly developed system.

## India

A well-structured management information system is an important feature of any field-based development project. It is just not enough to monitor enrolment in a literacy campaign. Every learner enrolled is expected to achieve a certain pre-determined level of literacy and numeracy at the end of the campaign. The monitoring system must enable an assessment of the status of the campaign and progress achieved in different areas.

**The expansion of the programme to almost the entire country has, however, necessitated the designing of a decentralised system of monitoring that ensures reliability as well as steady flow of information.**

In the initial years after the National Literacy Mission (NLM) came into existence, the Directorate of Adult Education was entrusted with the work of collecting information and data directly from districts implementing literacy projects. The expansion of the programme to almost the entire country has, however, necessitated the designing of a decentralised system of monitoring that ensures reliability as well as steady flow of information.

The following strategy has now been put into place to facilitate an effective and reliable monitoring mechanism capable of generating timely, accurate and reliable data:

## Holding of Monthly Monitoring Meetings by State Directorates of Adult/Mass Education

Every state/UT director of adult/mass education is required to hold a monthly monitoring meeting on a fixed date. In these meetings, the progress of literacy programmes in each district is reviewed and discussed by the directors in the presence of secretaries of the respective Zila Saksharata Samitis (ZSS) on the basis of a two-page proforma. Minutes of every monthly monitoring meeting are circulated to all concerned, including the national Directorate of Adult Education and the National Literacy Mission, for information and necessary follow-up action.

## Strengthening of the Monitoring System in the State Directorates of Adult/Mass Education

All the state directorates have been provided with a computer system to further strengthen and operationalise the monitoring mechanism at the state level. The state directorates collect, scrutinise and analyse district-wise data and send to the NLM a consolidated state report in the proforma designed by the central directorate every month, along with a two-page format for each district.

## Consolidated State/UT reports to be furnished every month to NLM

Based on the two-page proforma report that is submitted by districts to the states, the state directorates compile their reports and send them to the NLM every month.

**Visit Reports**

The ongoing literacy/post literacy campaigns are visited by officers of the NLM, the Directorate of Adult Education, Government of India, literacy consultants and members of the NLM Executive Committee regularly.

**Review Meetings**

National and state/UT level meetings are organised by the NLM from time to time in which NLM officers and central directorate experts take part as resource persons.

**Evaluation**

In its present form, evaluation within the NLM is seen as a three-step process. Firstly, self-evaluation of learning outcomes of the enrolled learners has been built into the body of the three primers. Each primer contains three tests. This self-evaluation enables the learner to perceive his/her own pace and the progress of learning and heightens his/her motivation. Besides this, every total literacy campaign district is subjected to two evaluations namely, concurrent evaluation (process evaluation) and final evaluation (summative evaluation). The concurrent evaluations are undertaken by competent evaluating agencies that are external to the district concerned. All the state directorates of adult education maintain a panel of such agencies.

The concurrent evaluation is undertaken when at least 50 per cent of the enrolled learners have completed primer-I. The chairman of the ZSS or the district literacy committee approaches the state directorate of adult education as soon as the district becomes eligible for concurrent evaluation. The state directorate forwards a panel of three or more agencies to the district. The ZSS chairman will select one of these agencies on the criteria of suitability and response. A contract/agreement is entered into between the ZSS and the chosen evaluation agency.

The state directorates of adult education periodically hold meetings with the empanelled agencies to orient them as to the processes of concurrent evaluation as well as to obtain valuable feedback.

The final evaluation of a literacy campaign is undertaken when at least 50 per cent of the enrolled learners have completed or nearing completion of primer-III. The ZSS approaches the state directorate of adult education to assign to it an agency to carry out the evaluation. The state directorate in turn approaches the National Literacy Mission for a panel of agencies.

The NLM recommends three or more agencies from the panel of all-India agencies maintained by it. The NLM ensures that these agencies are located outside the state in which the district to be evaluated is situated. The ZSS is asked to select one agency from among the list and enter into a contract with it. The agency has to submit its evaluation report to the ZSS within a specified time-frame. In other words, the entire evaluation system is geared towards regularity, reliability and objectivity. No self-evaluations are accepted nor are 'general impressions' given any credence. Levels of samples to be drawn are strictly prescribed as are the required levels of learning.

## Nepal

The database in literacy is still at infancy stage in Nepal. The Ministry of Education has, over the years, been keeping records but there has been no concerted attempt at introduction of sophisticated methods of collection and compilation. By the eighties, a number of NGOs had entered the field of non-formal literacy education but their efforts went largely undocumented as well. The lack of a systematic attempt at computerisation has only further compounded the problem. Thus, disaggregated literacy data according to gender, caste or urban-rural populations, etc., is either not available or largely unreliable.

It was only in the 1990s that some research institutions prepared the profiles of literacy education providers. These profiles are being updated and are yet to be made systematic. The non-formal education council at the Ministry of Education has only the list of those non-governmental organisations that approached them for materials and/or technical help. This is why a consistent format for data keeping has always been a problem over the years. A systematic and reliable mechanism for evaluation is absent.

**The Ministry of Education has, over the years, been keeping records but there has been no concerted attempt at introduction of sophisticated methods of collation and compilation.**

# Pakistan

Neither the country report, nor the record of discussions at the Dhaka meeting gives any details about the existing monitoring mechanisms in the NFE sector in Pakistan.

# Thailand

The data and information system of non-formal education in Thailand has been established since 1979. The present information system with partially computerised networking was developed in 1994. The major objectives of the data and information system are to collect data and information for use in policy formulation, programme and project planning and management as well as in monitoring ongoing programme implementation.

Data and information needed by policy makers, programme planners, practitioners and teachers working in the non-formal education sub-sector are compiled and analysed in the areas of personnel administration, financial management, facility utilisation and participation of learners. A set of indicators identified in each category of data is used as a framework to collect data and information. Data and information on non-formal education are complied and analysed by using the following instruments:

### Data Reporting System

The department of non-formal education has developed 32 forms of quantitative data reporting. Data are collected and compiled by teachers, facilitators, and practitioners at the field, district and provincial levels and sent to the central office on monthly, quarterly and annual basis.

### Monitoring and Evaluation System

Instruments for monitoring and evaluation of non-formal education programmes are developed and used to collect data and information on ongoing programmes and activities. Within these instruments, a built-in mechanism has been established at all administrative levels.

**The major objectives of the data and information system are to collect data and information for use in policy formulation, programme and project planning and management as well as in monitoring ongoing programme implementation.**

# STRENGTHS AND WEAKNESSES

The existing system in **Bangladesh** is reported to be working satisfactorily. But timely supply of data is a problem as there is no suitable network within the organisation. Absence of use of computers is the main limitation for updating the database in the non-governmental sector.

The major limitations of data-gathering mechanisms in **Nepal** are frequent transfer of officers, lack of documentation, limited uses of computers and low assignment of priority at the policy level.

In **India**, there is a very elaborate decentralised data-gathering and monitoring mechanism on the progress of ongoing literacy and non- formal education projects. Functionaries at different levels have been trained in the monitoring process and procedures and in the use of computers. The Directorate of Adult Education prepares quarterly reports on the latest status of various ongoing projects.

The country paper presented by **Pakistan** at the Dhaka meeting does not contain any reference to either the nature of the monitoring mechanism, nor its merits and demerits.

The existing data and information system of non-formal education in **Thailand** is loaded with an excessive number of forms and instruments. Instruments need a thorough revision and need to incorporate important areas such as personnel and financial management. Timely supply of data is a problem.

The data and information system although largely in its infancy in all the four countries has been found to be indispensable in gathering sufficient data for policy formulation and efficient management of ongoing programmes and activities. It is being increasingly used as an effective tool in mobilising local communities to monitor and support the implementation of programmes and help the central authorities initiate suitable corrective measures to improve the efficiency and effectiveness of non-formal education and literacy initiatives.

The nature and scale of data-gathering mechanisms vary among these countries. The limitations of the mechanisms can be summarised as follows:

> The data and information system although largely in its infancy in all the four countries has been found to be indispensable in gathering sufficient data.

♦ Data gathering is slow. The information received is considerably delayed. Therefore, latest data is often not available.

♦ The system is loaded with an excessive number of forms and instruments. Some items included in the instruments are obsolete/outdated and need further scrutiny. At the same time, data on some important areas is either not solicited or not provided.

♦ Veracity/reliability of information supplied is sometimes in doubt, particularly because of the apprehension that accurate reporting results in punitive actions.

♦ Excessive reliance on statistical information has resulted in ignoring the importance of qualitative reflection on the implementation of the project; there is not enough documentation of innovative ideas and successful efforts for replication. Even where it exists, the dissemination of such knowledge is poor.

♦ Inadequate infrastructure, related to information technology, particularly at the lower/field levels and in the NGO sector is a strong negative. Compilation is largely manual, making the task of gathering, storing and analysis quite cumbersome, boring and prone to mistakes.

♦ Frequent transfers of officers engaged in this activity pose continuity problems and affect both the speed and quality of data.

♦ There is no cross-exchange of information from different operational agencies at the state level.

♦ Information is sometimes not available with the monitoring authority/nodal department in cases where funds are routed to the implementing agency through any other channel. This is particularly the case with NGO projects funded by a variety of funding agencies.

♦ Information flows only one way i.e. bottom to top and no feedback is given to the lower levels, thus making information collection an end itself rather than a means for improving the effectiveness of interventions.

♦ At the community/village level, not enough capacities exist for data-gathering mechanisms. Not much emphasis is given to the training of field functionaries.

# STANDARDISED LIST OF CORE INDICATORS

Non-formal education focuses on improvement of social and personal living, occupational capability and vocational competency. It has some specific objectives and characteristics. The term non-formal education has been used to denote education which does not take place in the formal school system.

Non-formal education is being increasingly recognised as a fundamental tool of social and economic development in both developed and developing countries and its use and effectiveness are, therefore, important subsidiary elements in levels of living.

> **Non-formal education is being increasingly recognised as a fundamental tool of social and economic development in both developed and developing countries.**

The development of statistics and indicators is considered to be of special relevance for policy planning and has received high priority in many countries, regions and at the international level. There is an urgent need for relevant, reliable and timely information related to NFE from top-level policy makers to middle-level educational administrators to local organisers of NFE programmes. In most of the developing countries, existing literacy indicators do not ensure complete information in the field of non-formal education.

The nature of the non-formal educational programme implemented in different countries reflects the diverse facets of the literacy problem and consequently, the strategies evolved by them in combating it. In this context, participants of the Bangladesh workshop proposed that a standard set of indicators be evolved to reduce the problem of inadequacy of data in the field of non-formal education. It is, however, a challenge to identify the common thread that runs through all of them and identify core indicators for continuous measurement and reporting.

The fundamental objective of the present effort to create an NFE database is to measure the demand for and supply of educational opportunities and the extent to which supply satisfies demand. Further, the aim of the present effort is to gauge levels and patterns of participation of target groups, resource inputs, quality and outcomes, thereby enabling an understanding of the performance both in physical and financial terms, understanding of the shortcomings, imbalances, disparities and identifying priority actions.

The scope of the effort outlined above necessitates compilation of detailed statistics about the following:

| | |
|---|---|
| **Educational status** | ◆ Literacy levels by gender, age and location |
| **Size and magnitude** | ◆ Population of out-of-school of the problem children<br>◆ Adult illiterate population by gender, age and location |
| **NFE responses/ interventions in the government and NGO** | ◆ Name of the programme<br>◆ Year of starting<br>◆ Total budget and source of funding<br>◆ Percentage of government's educational budget allocated to the NFE programmes<br>◆ Number of learners participating in the programme (access)<br>◆ Number of learners achieving prescribed competency levels<br>◆ Time taken for the achievements |
| **Development context** | ◆ Overall educational status<br>◆ Incidence of poverty<br>◆ General health conditions<br>◆ Occupational patterns<br>◆ Per capita income per cent of GDP allocation to education sector |

The data pertaining to the nature and magnitude of the problem and nature of institutional response to ameliorate the situation are the minimum details necessary for developing a regional perspective on non-formal education and literacy initiatives. It is useful to get much more information about the national context and the backdrop in which these efforts are made. This will help others to appreciate and understand the development context in which these programmes are launched.

It is important to make a distinction between statistics and indicators. The list on the previous page primarily includes a set of statistics that will facilitate an understanding of the nature and magnitude of efforts made in the NFE sub-sector and the context in which these efforts are made. It is, however, important to evaluate the quality and outcome of these efforts by measuring the performance of programme/activities on a wide range of indicators. Given the diverse nature of NFE programmes in different countries, it is proposed to identify a few core indicators, which can be measured, continuously monitored in all countries of the region and transmitted for mutual learning and sharing of experiences.

**Statistics and indicators on non-formal education are necessary to develop a better understanding of the ongoing efforts and to initiate corrective measures to improve their functioning and effectiveness.**

## NFE Indicators

There is wide gap in the availability of data on indicators in the fields of formal and non-formal education. This is because of the lesser attention given by our academicians, researchers and policy makers towards non-formal education. Statistics and indicators on NFE are necessary to develop a better understanding of ongoing efforts and to initiate corrective measures to improve their functioning and effectiveness.

Because of the variety of programmes and institutions involved in non-formal education in different countries, available data for indicators at national and international levels are seriously inadequate.

The statistics and indicators related to non-formal education can be broadly divided into two groups i.e. qualitative and quantitative. Qualitative indicators measure the quality of inputs, while quantitative indicators measure the quality of input and output.

The effectiveness of implementation of NFE programmes can be measured by examining various elements of programme implementation and the level and quality of outcomes and impact achieved in a specified time frame at an optimal cost to equitably benefit different sections of society.

## Input Indicators

Inputs are a means through which a programme can be run. Input indicators help measure the effectiveness and quality of resources used in a programme. It includes indicators such as the composition of learners/instructors and physical facilities.

The composition of NFE learners and instructors can be studied in terms of age, sex, occupational and economic status. On the other hand, physical facilities include teaching-learning materials, teacher guides, learning centres, environment and locality. The following can be proposed to be the core input indicators for the development of the literacy database:

- Target, enrolled and current learners by age, sex, occupation and economic status

- Dropout of learners by gender, social group and economic status

- Reasons for dropout

- Learner-instructor ratio

- Learners-centre ratio

- Learner-learning materials ratio

- Instructor profile in terms of qualification, skill, caste, age, sex, economic status and experiences

- Average number of learning hours

- Level, quality and content of training

- Teachers-training materials ratio

- Contents of primers/teacher guides

- Contents/activities of environmental building programme

- Contents/activities of environmental building programme

## Process Indicators

This refers to the methodology and strategy through which the indicators related to input can be made operational. It denotes the interaction among inputs. The following indicators can be proposed as process indicators:

♦ Survey methodology to identify the target groups of the programme

♦ Workshops related to the development of the curriculum/ contents of primers and teachers' guide

♦ Strategy adopted during the training programme

♦ Methodology related to environment building programme

♦ Strategy related to mobilisation of volunteers

♦ Strategy for the selection of learning centres

♦ Strategy for the selection of volunteers and instructors

♦ Strategy adopted for monitoring/evaluation of the programme

## Output Indicators

Output or outcome indicators reflect the immediate as well as long-term effects of input and process indicators used during a programme. Output can be studied both in qualitative and quantitative terms. The following can be proposed as output indicators:

♦ Achievement rate of the project in terms of literacy

♦ Achievement rate of individual learners attaining the literacy norms

♦ Learners' achievement in terms of completion of primers

♦ Knowledge gained by learners on socio-economic development issues

♦ Learners' participation rate in social and political issues

♦ Impact of the programme on the community in terms of socio-economic development

♦ Women's participation in developmental programmes

## Efficiency Indicators

These indicators enhance the quickness of activity related to a programme. Through these indicators, input and process indicators can be accelerated for getting a better output at optimum time and cost. The following indicators are proposed as core efficiency indicators:

- Use of media in the environment building programme
- Use of good and effective technology during the training programme
- Use of effective methodology for teaching the learners
- Use of fast communication means for delivering ideas and items to learners
- Use of scientific techniques in data collection and compilation
- Use of scientific methods for the preparation of the report
- Balanced expenditure of money by various heads of the project
- Timely completion of the programme
- Cost per successful participant

## Equity Indicators

This refers to the strategy and policy of government related to non-formal education, in terms of participation, distribution and expenditure. All government programmes are expected to benefit needy and deserving people without any discrimination in terms of gender, caste and social groups. Similarly, a proportionate distribution of resources and expenditure is expected to produce a balanced output. The following indicators can be proposed for this category:

- Male-female ratio of participants
- Participation of learners in terms of caste and social status
- Proportionate distribution of teaching-learning materials
- Proportionate distribution of volunteers, instructors and other resources

# STANDARDISED SET OF INSTRUMENTS

**The national level instrument has been developed to collect information on socio-cultural aspects, demography, reproductivity, literacy and education.**

Having evolved a list of core indicators, it is important to develop a standardised set of instruments for compiling and continuously updating a literacy database in the Asia-Pacific region. UNESCO PROAP had drawn up a set of structured instruments for discussion at the Dhaka workshop. The instruments were circulated among all the participating countries in advance to help them compile information in the format and suggest modifications necessary to make it relevant to the programme design in each country. Based on discussions at the workshop, modifications were made.

In all, sets of three instruments were developed for eliciting information at the national, state and community levels.

The national level instrument has been developed to collect information on socio-cultural aspects, demography, reproductivity, literacy and education. Apart from these, this instrument also has questions related to government policies towards literacy, budget, strategy of implementation and future course of action for improvement of the programme.

The same aspects have been covered in the state level instrument.

The community level instrument has been developed to gauge the real functioning style of literacy programmes. This instrument consists of two sections. The first section deals with literacy data at the community level while the second part focuses on literacy centres for getting information related to learners' profile, educational status of volunteer teachers, duration of teaching-learning and availability of infrastructure and amenities at the community level.

**A set of these revised instruments is enclosed in the Annexures.**

The workshop invited suggestions for modifying these instruments keeping in mind the diversity in the nature of programmes, relevance of information to the present task and the existing mechanisms in place for information gathering.

Some specific comments for revision which came up in the course of discussions are given below :

## INSTRUMENT 1: Literacy Facts and Figures at National Level

**Item 2:**   **Land Size**
There does not appear to be much relevance for this information.

**Item 3:**   **Language**
It is important to know the names of the local languages in which non-formal and literacy classes are conducted.

**Item 5:**   **Basic Socio-economic Data**
Agricultural productivity per capita alone may not reflect much.
Gender desegregated data on infant mortality/life expectancy would give an idea about the gender gaps/divide in development.

**Item 9:**   **Public Education Expenditure**
Important to ascertain some more additional information, as follows:
Budgetary allocation to education, as % of GDP.
NFE/ literacy funds utilised as % of budgetary allocation. Reasons for under-utilisation, if any.

**Item 11:**   **Definition of a literate person**
The definition here must relate to the data furnished in item 5.

**Item 12:**   **Literacy Policies and Strategies**
It is important to provide additional details about various NFE/literacy projects under implementation. This includes information about duration of the project, total budgetary allocations, target groups, number of people proposed to be covered (targets), achievements till date, etc.

**Others:**   Data on many core indicators mentioned earlier are missing. Instruments must be revised to capture the additional data required to derive data on the indicators.

# METHODOLOGY AND PLAN OF ACTION FOR ADMINISTERING INSTRUMENTS

A proper methodological framework and a time-bound plan of action are necessary to implement the proposed literacy database development project in the Asia-Pacific region. The framework must be evolved in a manner that takes into account the operational and administrative mechanisms and the programme structure prevalent in member-countries. Within this broad framework and plan of action, member-countries may develop appropriate strategies and joint efforts at the national level involving different authorities, including the national statistics office and the education ministry, to improve the use of data collection instruments.

The database comprises two distinct types of data. First, data on macro indicators at the national and state levels. Second, data related to programme implementation in member-countries. It is necessary to initiate steps as a part of the present regional effort to improve the quality of data available from various sources. While it may not be possible to effect qualitative changes in all the areas, a modest beginning has to be made in right earnest. There is an urgent need to sensitise data collectors of the programme, as the data users are seldom data collectors.

Realising the importance of such an initiative, the participants at the Dhaka workshop identified the following shortcomings/ lacunae, which need attention to improve the quality and reliability of literacy statistics:

> **There is an urgent need to sensitise data collectors of the programme, as the data users are seldom data collectors.**

- ◆ Lack of standardised definition of literacy and operational instructions.

- ◆ Inadequate briefing and training of literacy personnel, particularly the investigators.

- ◆ Errors in asking and/or recording the responses during the literacy surveys.

- ◆ Errors in processing and interpretation of recorded data.

- ◆ False inferences based on highest grade attained in primary education.

- Unreliable basic demographic data regarding sparsely populated areas.

- Unclear contents of literacy programme attended.

- Lack of experience in the assessment of literacy during population censuses.

- Inadequate organisation, resources and competence in assessing literacy.

The participants at the workshop suggested the following priority measures to tackle the above problems:

- Establish clear national definition, standards and criteria for literacy.

- Ensure systematic assessment of literacy status during population censuses.

- Make use of alternative channels such as household surveys, labour force surveys, etc.

- Improve methodologies for assessing literacy during these surveys.

- Streamline questionnaire design on literacy to minimise errors.

- Thorough instruction and training of NFE and literacy personnel.

- Processing literacy statistics together with demographic and vital statistics.

- Clarification on the contents of literacy programmes and completion requirements.

- Strengthen the database on population and its characteristics.

- Improve the functional organisation and competence of services responsible for NFE and literacy statistics and provide adequate resource support to their operation.

The limitations of the existing data mechanisms for non-formal education/literacy have been discussed in detail in Chapter 4. Most of these are organisational in nature and require a series of measures to be initiated in each country to strengthen their data gathering and monitoring mechanisms.

The priority activities proposed for member-countries are listed in the box below.

## PRIORITY AREAS

◆ Develop suitable organisational apparatus and where it already exists, improve the functional organisation.

◆ Provide sufficient infrastructure, particularly related to information technology.

◆ Enhancing capacities of NFE and literacy personnel at different levels by organising need-based and effective training programmes.

◆ Provide adequate resources support to their operations.

◆ Rationalise the data-gathering mechanisms to make them in line with the requirements.

◆ Encourage accurate and honest reporting.

◆ Attempt to gather qualitative data on project implementation.

◆ Take steps to widely disseminate the information and ensure its availability to all the user departments.

## Implementing Mechanism

A systematic and sustained data collection mechanism needs to be set up at different levels by each member-country to participate in the literacy database project. A model structure for implementing the project is proposed here, which may be adopted by the member-countries with suitable modifications.

At the **national level**, the governmental agency implementing the non-formal education programme may become the nodal agency to implement the literacy database project. If there is more than one agency involved, the responsibility may lie with the main implementing agency. This agency will coordinate with UNESCO-ACCU at the regional level and will be the single source of information

supply under the literacy database project. This agency will take the initiative to establish a suitable network and mechanism for administration of instruments at the state level. To accomplish these tasks effectively, the nodal agency at the natiional level may establish a literacy database unit with an experienced,, professionally qualified researcher as its head. He/she will need the support of two research assistants and one computer operator.

Given the high demands of speed and accuracy in data collection and collation, the unit needs to have staite-of-the-art computer facilities and access to different modes of communication. All this will mean a minimum expenditure of US$ 50,000 as the initial set-up costs. The recurring expenditure for the management of such a cell is expected to be approximately US$ 30,000. UNESCO may provide funds for setting up of the national dlatabase unit, while the member-countries may incur the recurring expenses from out of their programme budgets.

As an alternate mechanism, the nodal agency may engage the services of a national level, social research agency to provide total support under the project. This may also lbe done as an interim measure, till the nodal agency gears up tco perform these tasks internally.

At the **state level**, a similar mechanisim may be established albeit with limited staff requirements. The sttate level unit will have the responsibility of coordinating with the naitional level mechanism on the one hand and with the district/prograamme implementation units on the other. This is based on a threee-tier pattern of data collection, at the project, state and national leevels. Countries having no intermediary tier between the national and jproject implementation levels may set up a two-tier monitoring mechianism. Data collection and monitoring at the state level may be dome in-house to obviate the involvement of a large number of outsicde institutions in data collection effort. The set-up cost for each statee/ province is expected to be about one-third of that incurred at the national level and the recurring costs about half of national level coists. All these expenses may be met from the programme funds. Nio financial support is envisaged from UNESCO in setting up state llevel units.

**Given the high demands of speed and accuracy in data collection and collation, the data collection unit needs to have state-of-the-art computer facilities and access to different modes of communication.**

At the **community level** or project implementation level, which may typically be a district or an NGO implementing a project, data collection may be organised with the help of the existing workforce and enlisting the support of NGOs and volunteers. These agencies may, however, be strengthened in terms of computer support to effectively collect and supply information.

## Frequency of Data Updating

The frequency of data collection depends on the need for latest information and availability of such information. Data pertaining to programme-related activities might be collected every month. It is important to review the progress of the project frequently for programme implementers to initiate suitable corrective measures. Collection of data on macro indicators may not, however, be possible so frequently as such data are updated only annually or even more infrequently, as in the case of decennial census.

## Capacity Building

There is a need to generate capacities at various levels to be able to undertake the proposed tasks under the project. The details of the proposed training efforts to create capacities are discussed in the next chapter.

# 8 TRAINING NEEDS AND A FRAMEWORK FOR DEVELOPING A TRAINING MANUAL

Training is an essential element of setting up a successful system for a literacy database. Lack of understanding of the techniques, concepts and methods of the system hampers smooth functioning. Training improves the capacity of the functionaries to collect reliable and comparable data. It also contributes in raising the level of motivation to do the job more efficiently. A framework for imparting necessary skills through the programme will help in conducting training activities in a more systematic manner.

The framework for training will incorporate different aspects of training activity. What will be the content of training has to be considered. The content needs to be related to the purpose and objectives. As already mentioned, the main purpose of training the functionaries is to impart the necessary skills needed to develop an efficient and comparable data system at the regional level. The specific objectives of the training programme would be:

**The main purpose of training the functionaries is to impart the necessary skills needed to develop an efficient and comparable data system at the regional level.**

♦ Comprehension of the requirements of the regional database and its relationship with the national system.

♦ Clarity about the concepts and terms used in the database and their relationship with the concepts and terms used at the national level.

♦ Understanding of the system of collection of data, its processing, analysis and presentation/interpretation.

♦ Evaluation of a flexible and integrated national level database which inter aliia meets the requirements of the regional database.

The requirements of the regional database will form an important element of the content of training at the regional level. The expert group regional consultation has identified the requirements of the regional database. These are very comprehensive and take care of most of the national requirements.. However, each member-state will be free to make necessary additions/adjustments keeping in view

its own specific requirements. The database system as envisaged, takes into account both demand for and supply of educational opportunities. For assessing demand for literacy, stock data relating to population of different age groups and their literacy status is essentially required. This data is provided by the censuses conducted by each country at intervals of 10 years. Specific sample surveys like the ones being conducted by the National Sample Survey Organisation in India also provide this data. Use of secondary data from different sources and its compatibility will be one of the key areas of training. Programme data on literacy, post literacy, continuing education will need to be collected as part of this database from field level agencies. Programme data on primary level formal and non-formal education will form part of this database, as primary education is the source of supply of literates. In most countries, data on primary education, both formal and non-formal, may be available from secondary sources but in some cases, data on non-formal education programmes at the primary level may have to be collected from primary sources. Content of training will include methods of collection of programme data. Different questionnaires will take care of indicators of input, process, output, quantity, quality, efficiency, effectiveness and equity as envisaged by the expert group. The programme data will cover all programmes, implemented both by government and non-government organisations.

For the purpose of comparability of data from different member-states, it will be essential to clarify the concepts and terms used in the database. For processing and analysis of data, it may be essential to introduce computerised systems. Storage and retrieval of data will be systematised so that the efficiency of the system will improve. User of computers for processing and analysis of data could also form one of the content areas of training. The content areas could be grouped into a few modules. One module could relate to system of database, its purpose and objectives. Another module can relate to use of secondary data, its sources, comparability, reference period, suitability and adaptation if necessary. A third module can relate to programme data. The questionnaire and field visit will form part of this module. The fourth module will relate to processing and analysis of data. It will include use of computers, projection techniques and practical exercises.

Who will train whom? Those wwihiowilll pairticipate in the collection of data at different levels will neeedl 'to be 'trained. Resource persons and experts in different functionaall .areas wiill need to be associated with the conduct of the training pirrojgramnmes. PROAP in cooperation with ACCU has already initiated tlthe proce:s:s of identifying resource persons for regional level training { iprogjrammnes. Each member-state will need to nominate at least ttwwo functionaries/experts for this training/orientation programme. Itltt will be organised not only to train the participants in the database :ssyystemi bbuut this workshop will also finalise the instruments of data coblllectiioni to be used by the member-states so that the comparability off c dlata is emsured. Resource persons for the national level training propgjrammne will be drawn from those who have been oriented at the reegiionail level and other experts in their respective functional areas. FE:ach mmemnber-state will designate a nodal agency that will be respconmssible for organising the training workshop at the national level. It cooouuld be: a national resource centre, a university department or any othoeerr govermment or non-government organisation considered suitabbjle ffor organising the training programme. Participants at the maaaitiom:ail level training programme will be functionaries/experts fromi a ee:ach sitate /provincial government and representatives of voluntary ajgggemncie:s iimplementing literacy, post

literacy and continuing education programmes. These participants will function as resource persons ffor organising training programmes at state/province level. Each state/provincial government will identify training institutes/agencies, which will conduct training programmes for district level functionaries.. Participants from district level agencies/institutions will function as master trainers and will organise training programmes for block level functionaries. Literacy teachers and village coordinators will need to be oriented in filling the institution level questionnaire and in compilation of village level schedule. At the district level, there should be provision for feeding the data into the computer network. The regional database assumes supporting systems at different levels in the country viz. state, district, block, village, etc. In this hierarchical system, proper arrangements will need to be made at these levels for submission of data.

Training material will need to be developed and made available to the participants in advance.. Guided discussions on the concept, methodology and questionnaires will form the main strategy of imparting skills to operate the database. Each questionnaire will have proper instructions for filling it up. Relevant background and explanatory material om different aspects of the training can be developed by the identified institutions/agencies with the support of resource persons and other experts.

There is need to develop human resources on a continuing basis. On the basis of the feedback received from the functioning of the database system, short-term orientation programmes may have to be organised. Pre-test of the data collection instruments at different levels will be helpful in developing better instruments. Some institutions/experts can be identified who can be assigned the responsibility of conducting research to assess the reliability and efficiency of the system.. A few micro studies can be taken up on different aspects of the training activity. Projection of the demand for and supply of literacy over a period can be an inbuilt element of data collection research studies.. It will make the database more useful. Research and making projections can form part of the training programmes at some stage.

UNESCO PROAP may assist in organising the training workshop at the national level and the member-states may be able to fund the training activity at other levels..

In sum, the training framework will encompass:

**UNESCO-PROAP may assist in organising the training workshop at the national level and the member-states may be able to fund the training activity at other levels.**

- Training at regional and national levels is an essential element of setting up the regional database for literacy. The database is conceived as a comprehensive compilation based on demand and supply factors encompassing stock and flow data. The training framework will be based on this concept.

- Organisation of another expert global regional consultation to concretise the concepts, methodology, scope and instruments of data collection is needed.

- A regional training workshop will be organised for national level functionaries with the specific objective of imparting the necessary skills.

- The specific objectives will be:

    (a) Comprehension of the requirements of the regional database and its relationship with the national system;

    (b) Clarity about the concepts and terms used and their relationship with the terms used at national level;

    (c) Understanding the system of collection of data, its processing, analysis and interpretation; and

    (d) Evolution of a flexible national level database.

- Content areas will include stock data relating to the population of different age groups and their literacy status, sources of this and other secondary data relating to primary education and non-formal education and its comparability, programme data on literacy, post literacy and continuing education, methods of collection of data and instruments of data collection.

- Processing of data on computers, projection techniques and practical exercise will also be included in the training component.

- Programme data will cover all programmes implemented both by government and non-government organisations.

- The content areas will be grouped into four modules:

(a)    System of database, its purpose and objectives;

(b)    Use of secondary data, its sources, comparability, suitability;

(c)    Programme data-questionnaires and field visits; and

(d)    Processing and analysis of data-use of computers, projection techniques, etc.

◆ Participants in the training programme will be at least two functionaries/experts from the national level. Resource persons and experts will be drawn from those who have participated in the expert group regional consultation and other subject specialists.

◆ Each member-state will designate a nodal agency, which will be responsible for organising workshops at the national level.

◆ Participants in the national workshop will be functionaries/experts from each state/province representatives of voluntary agencies. Participants of regional level workshop will function as resource persons.

◆ Training at provincial, district, sub-district and village level will also need to be similarly organised.

◆ Training materials will be developed and distributed to the participants. Guided discussions will be the main strategy. Background and explanatory material will also be developed.

◆ Need-based, short-term orientation programmes will be designed. Research will form a part of the continuing activity to improve the system.

◆ UNESCO will fund the regional and national level programme and member-states will provide funds for training at other levels.

# 9 CONCLUSION

This synthesised study is based on deliberations at the Asia-Pacific Regional Consultation on the development of the literacy database held from 15-18 December 1997 in Dhaka, Bangladesh.

The UNESCO PROAP initiative, though belated, seeks to address the hitherto neglected sub-sector of non-formal education and literacy. The present effort is a useful exercise and will immensely benefit participant countries in systematically collecting information on non-formal education and literacy programmes.

It is hoped that the Asia-Pacific NFE and literacy database to be developed jointly by PROAP and ACCU will:

◆ Be relevant and respond to the needs of the member-states of the region.

◆ Promote a better understanding of the NFE and literacy efforts.

◆ Facilitate a comprehensive analysis of literacy status and trends.

◆ Develop a better understanding of the linkages between literacy and related issues such as health, reproductive rights, women's empowerment, environment conservation, etc.

# LIST OF ABBREVIATIONS

| | |
|---|---|
| ABES | Adult Basic Education Society |
| ACCU | Asia Cultural Centre for UNNESCO |
| ADB | Asian Development Bank |
| AIOU | Allama Iqbal Open University |
| BANBEIS | Bangladesh Bureau of Educational Information Statistics |
| BRAC | Bangladesh Rural Advancement Committee |
| CE | Continuing Education |
| CEC | Continuing Education Centre |
| DNFE | Department of Non-Formal Education |
| INGO | International Non-Government Organisation |
| NCNFE | National Council for Non-Formal Education |
| NFE | Non-Formal Education |
| NFES | Non Formal Education Section |
| NGO | Non-Government Organisation |
| NLC | National Literacy Campaign |
| NLM | National Literacy Mission |
| PL | Post Literacy |
| PLP | Post Literacy Programme |
| PMED | Primary and Mass Education Directorate |
| PMLC | Prime Minister's Literacy Commission |
| PROAP | Principal Regional Office for Asia and the Pacific |
| TLC | Total Literacy Campaign |
| UNESCO | United Nation Educational, Scientific and Cultural Organisation |
| UPE | Universal Primary Education |
| UT | Union Territory |
| VDC | Village Development Council |

**ANNEXURES**
**Literacy Database Instruments**

# ANNEXURE I

# LITERACY FACTS AND FIGURES
# AT NATIONAL LEVEL

## Instrument 1

This instrument deals with literacy facts and figures at the National Level. It seeks to collect data on various demographic, socio-economic aspects and implementation of formal/non-formal basic education and expenditure incurred on these programmes.

All the indicators, which have been covered in this instrument, indicate the development status of each country and the educational strategies. These indicators are very important for policy makers as well as for those who have been involved in non-formal education.

The indicators on which information is collected include:

◆ Size of population by sex, age group and by residence

◆ Annual population growth

◆ Total fertility rate, infant mortality rate, life expectancy

◆ Major languages and religion

◆ GNP per capita, agricultural productivity per capita

◆ Net enrolment in primary school by gender and student-teacher ratio

◆ Public expenditure on education as percentage of GNP

◆ % share of non-formal education in total education budget

◆ Annual budget for non-formal education

Besides these statistical data, attempt has been made to gather information on ongoing government programmes related to non-formal education. This instrument also looks at the following issues related to the NFE :

◆ National literacy policy and strategy

◆ Contents and characteristics of NFE curriculum for developing primers and teacher guides

◆ Chronological growth of learners enrolment in different programmes of non-formal education

# Asia-Pa ciifiic Litıeraıcy Database

## DATA ( CC(O)LıLıE;CTı(ON ıINıSTRUMENT 1
## LITERACY FACCı'ITı'S ı&ı ıF'IGıUıJRE:S AT NATIONAL LEVEL

1.  **Country** [                    ]

2.  **Land Area** [                    ]

3.  **Language**

NOTE 1:   If there are more than fiviivvee ojffıfiiciial lannguıaıgıes, please attach a list on separate paper.

NOTE 2:   In the column of 'used innı ı sıcıhnojoıl", plleeasıe aınswer Yes or No.

| S. No. | Main Language(s) | | |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Data source :

Total number of mother tongues  [  |  |  |  ]

4.  **Religion**

| S. No. | | |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Data source :

## 5.    Population

NOTE 1    :    Data entered can be official UNESCO statistics.
        If different and reliable statistics (data) are available, please make correction and provide source of information so that they can be verified by UNESCO.

NOTE 2    :    In the 'latest year available', please fill in the year and the data and the source of information.

NOTE 3    :    Adult population here is confined to age range of adult target learners of literacy programmes (15 years and above).

NOTE 4    :    If the age range of adult population is NOT 15 years and above for the data entered, please indicate below.

        Adult population age range from [    ] years old to [    ] years old.

NOTE 5    :    For population, write in thousands ('000)


|  | 1980 | 1985 | 1990 | 1995 |
|---|---|---|---|---|
| Total |  |  |  |  |
| Female population |  |  |  |  |
| Male population |  |  |  |  |
| % of urban population |  |  |  |  |
| Average annual rate of population growth |  |  |  |  |
|  | Latest year available 19( ) | | 2000 | 2010 |
| Total |  |  |  |  |
| Female population |  |  |  |  |
| Male population |  |  |  |  |
| % of urban population |  |  |  |  |
| Average annual rate of population growth |  |  |  |  |

Data source :

| Asia-Pacific Literacy DataBase | | | | |
|---|---|---|---|---|
| | 1980 | 1985 | 1990 | 1995 |
| Total adult population | | | | |
| FOR CORRECTION | | | | |
| Female adult literate population | | | | |
| FOR CORRECTION | | | | |
| Female adult illiterate population | | | | |
| FOR CORRECTION | | | | |
| Male adult literate population | | | | |
| FOR CORRECTION | | | | |
| Male adult illiterate population | | | | |
| FOR CORRECTION | | | | |
| Total adult literacy rate | | | | |
| FOR CORRECTION | | | | |
| Female literacy rate | | | | |
| FOR CORRECTION | | | | |
| Male adult literacy rate | | | | |
| FOR CORRECTION | | | | |
| | Latest year available 19( ) | 2000 | 2010 | |
| Total adult Population | | | | |
| FOR CORRECTION | | | | |
| Female adult literate population | | | | |
| FOR CORRECTION | | | | |
| Female adult illiterate population | | | | |
| FOR CORRECTION | | | | |
| Male adult literate population | | | | |
| FOR CORRECTION | | | | |
| Male adult illiterate population | | | | |
| FOR CORRECTION | | | | |
| Total adult literacy rate | | | | |
| FOR CORRECTION | | | | |
| Female adult literacy rate | | | | |
| FOR CORRECTION | | | | |
| Male adult literacy rate | | | | |
| FOR CORRECTION | | | | |

Data source :

## 6. Basic Socio-economic Data

NOTE 1 : Data entered below can be official UN statistics. However, if the latest statistics are available, please make corrections by filling the data, the year and the source of information.

|  | | Latest year available | Data source |
|---|---|---|---|
| GNP per capita (in US$) | | | |
| FOR CORRECTION | | | |
| Agricultural productivity per capita (in US$) | | | |
| FOR CORRECTION | | | |
| Total fertility rate | | | |
| FOR CORRECTION | | | |
| Infant mortality rate | | | |
| FOR CORRECTION | | | |
| Life expectancy at birth | | | |
| FOR CORRECTION | | | |

## 7. Primary Education Data

NOTE 1 : Data entered below can be official UNESCO statistics. However, if the latest statistics are available, please make corrections by filling in the data, the year and the source of information.

NOTE 2 : For enrolment, write in thousands ('000)

|  | Total | Male | Female | Latest year available |
|---|---|---|---|---|
| Net enrolment ratio | | | | |
| FOR CORRECTION | | | | |
| Enrolment in primary school | | | | |
| FOR CORRECTION | | | | |
| % share of girls in primary enrolment | | | | |
| FOR CORRECTION | | | | |
| % of pupils reaching Grade 5 | | | | |
| FOR CORRECTION | | | | |
| Pupil-teacher ratio | | | | |
| FOR CORRECTION | | | | |

Data source:

Duration of compulsory education ☐ years (from ☐ years old to ☐ years old).

## 8. Pre-primary Education Data

NOTE 1 : Data entered below can be official UNESCO statistics. However, if the latest statistics are available, please make corrections by filling in the data, the year and the source of information.

NOTE 2 : For enrolment, write in thousands ('000)

| | Total | Male | Female | Latest year available |
|---|---|---|---|---|
| Gross enrolment ratio | | | | |
| FOR CORRECTION | | | | |
| Enrolment in pre-primary school | | | | |
| FOR CORRECTION | | | | |
| % share of girls in pre-primary enrolment | | | | |
| FOR CORRECTION | | | | |
| Pupil-teacher ratio FOR CORRECTION | | | | |

Data source:

## 9. Public Education Expenditure

| | 1990 | 1995 | 1997 |
|---|---|---|---|
| Public Expenditure on Education as % of GNP | | | |
| % share of non-formal education in total education budget | | | |
| Annual budget for non-formal education (local currency) | | | |
| Annual budget for non-formal education (US dollars) | | | |

Data source :

Fiscal year :  starting month [       ]  ending month [       ]

Education (school) year :  starting month [       ]  ending month [       ]

## 10. National Government Literacy ; Agency

(the main agency responsible for noom-formal education and adult literacy programmes and activities in your country)

(1)     Name of agency _____

(2)     If this agency has a homepage, pleaasse write the homepage address

_____

(3)     Please attach organisation structuree (from the central government level to field level) on a separate paper.

(4)     Number of NGOs working in the fielchld of literacy/non-formal education
_____ as ofof year     _____

(5)     Number of classroom hours designeecd to achieve basic literacy
_____ houuirs


## 11.     Literacy Policy and Strategieess

(1)     Definition of 'literate person' in younr: country

NOTE    :    If your country uses the UNNIESCO definition, please tick the box.    ☐

If not, please describe beloww/.

UNESCO Definition : "a person is literatee who can with understanding both read and write a short simple statement on his/her everyddlay life," and "a person is illiterate who cannot with understanding both read and write a shoort simple statement on his/her everyday". (Revised recommendation concerning the Internatidomal Standardisation of Educational Statistics, 1978).

(2)   National literacy goals set in the national poobliicy/strategy

NOTE   :   If data are not available for certain itteemms. please write N/A in each box.

| Year | 19998 | 2000 | 2005 | 2010 |
|---|---|---|---|---|
| Total adult literacy rate | | | | |
| Female literacy rate | | | | |
| Male literacy rate | | | | |

(3)   National policies on literacy/non-formal eduuccíation in latest policy document on education

(4)   Current literacy/non-formal education stratteegies
      (attach separate paper if necessary)

(5)   Major lessons learned from past liitteraicy fpɔrogrammes and activities
      (attach separate paper if necessaɪry))

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## 12.   Non-formal Education Curricullium.

Please attach English translation oif ɪniaitiiɔɔnnial curriculum grid of the following

(1)   Basic literacy

(2)   Middle level

(3)   Continuing education level

## 13.   Literacy Primer

Please attach the sample of primɪeir uɪsɪeɪdl : iin literacy/non-formal education programme and activities in your country. The pɪɪirmieir ˙wvl⁄hiich is designed following one of the curriculum described above (12) should be selletcttɪecdl.

(1)   Title translation in English

(2)   Level of literacy

☐ basic          ☐ miidldllɪe          ☐ continuing education

(3)　　Target learner

(4)　　Development organisation

(5)　　Year produced and latest year updated

(6)　　Per copy cost in US$

(7)　　Teachers' guide　　☐ available　　☐ not available

(8)　　Characteristics : Teachers' guide based on

## 14.　Literacy Programme Funded by the National Literacy Agency

NOTE 1　:　Please attach one or two photographs of literacy programmes, especially showing the face of learners. These will be included in the database.

NOTE 2　:　If data are not available for certain items, please write N/A in each box.

NOTE 3　:　If your country has an official certification programme, please provide the number of certified persons.

(in thousand)

|  | 1990 | 1995 | 1996 | 1997 |
|---|---|---|---|---|
| **Basic Literacy** |  |  |  |  |
| **Total number of registered learners** |  |  |  |  |
| **% share of women** |  |  |  |  |
| **Total number of certified learners** |  |  |  |  |
| **Post Literacy** |  |  |  |  |
| **Total number of registered learners** |  |  |  |  |
| **% share of women** |  |  |  |  |
| **Total number of certified learners** |  |  |  |  |
| **% share of women** |  |  |  |  |

Data source :

## 15.  Literacy Rate and Illiterate Population : Province/State wise

NOTE 1  :  Please attach a map of your country with province/state borders

NOTE 2  :  For illiterate population, please write in thousands ('000)

NOTE 3  :  Please list all the provinces/states (B level administration) and provide the latest
data available and its year.

NOTE 4  :  If data are not available for certain province/state, write N/A.

NOTE 5  :  Please attach separate paper if space is not enough

| | | | |
|---|---|---|---|
| | | | |

Data source :

Data verified by :

| |
|---|
| Name/s |
| Organisation |
| Contact Tel. Nos.. |
| e-mail address |

# ANNEXURE 2
# LITERACY FACTS AND FIGURES
# AT SUB-NATIONAL LEVEL

## Instrument 2

An attempt has been made here to gather information on demographic, socioeconomic indicators for the following three provinces//states

◆ Highest literacy state      _____

◆ Lowest literacy state      _____

◆ Low literacy state      _____

# Asia-Pacific Li·ttœiracy Database

## DATA COLLECTIICODIN INSTRUMENT 2
## LITERACY FACTS & FIGURREEIS, AT SUB-NATIONAL LEVEL

1. **Province/State**

   **Country**

2. **Land Size**

3. **Language**

NOTE 1 : If there are more than five officiail l l lamguages, please attach a list on separate paper.

NOTE 2 : In the column of 'used in school'., , ɾ pɔlœase answer Yes or No.

| S. No. | Main Language(s) | Percentage of population | Used in school |
|--------|------------------|--------------------------|----------------|
|        |                  |                          |                |
|        |                  |                          |                |
|        |                  |                          |                |
|        |                  |                          |                |
|        |                  |                          |                |

Data siource :

Total number of mother tongues in the Provimoccœ/State

4. **Religion**

| S. No. | Religion | Percentage of population |
|--------|----------|--------------------------|
|        |          |                          |
|        |          |                          |
|        |          |                          |
|        |          |                          |

Data source :

## 15. Literacy Rate and Illiterate Propulation : District wise

NOTE 1 : Please attach a map of yourr ssttate/region with district borders.

NOTE 2 : For illiterate population, pleeasse write in thousands ('000).

NOTE 3 : Please list all the districts (CC: llevel administration) and provide the latest data available and its year.

NOTE 4 : If data are not available for · cceertain province/state, write N/A.

NOTE 5 : Please attach separate papeerr iff space is not enough.

| | District Name | | Illiterate Population |
|---|---|---|---|
| | | | |
| | | | |

Data source :

Data verified by :

| Name/s |
|---|
| Organisation |
| Contact Tel. Ndcooss. |
| e-mail addresss. |

## 5.   Population

NOTE 1   :   Adult population here is confined to age range of adult target learners of literacy programmes (15 years and above).

NOTE 2   :   If the age range of adult population is NOT 15 years old and above for the data entered, please indicate below.

Adult population age range from ☐ years old to ☐ years old

NOTE 3   :   If data are not available for the year specified, please indicate the year in the second row.

NOTE 4   :   If data are not available for certain items, please write N/A in each box.

NOTE 5   :   For population, write in thousands ('000).

NOTE 6   :   For years 2000 and 2010, please provide the target/goal of literacy rate.

| | 1980 | 1985 | 1990 | 1995 |
|---|---|---|---|---|
| Year of data (see notes) | | | | |
| Total population | | | | |
| Female population | | | | |
| Male population | | | | |
| % of urban population | | | | |
| | Latest year available 19( ) | | 2000 | 2010 |
| Year of data (see notes) | | | | |
| Total population | | | | |
| Female population | | | | |
| Male population | | | | |
| % of urban population | | | | |
| Average annual rate of population growth | | | | |

Data source :

| | 1980 | 1985 | 1990 | 1995 |
|---|---|---|---|---|
| **Asia-Pacific Literacy Database** | | | | |
| Year of data (see notes) | | | | |
| Total adult population | | | | |
| Female adult literate population | | | | |
| Female adult illiterate population | | | | |
| Male adult literate population | | | | |
| Male adult illiterate population | | | | |
| Total adult literacy rate | | | | |
| Female literacy rate | | | | |
| Male adult literacy rate | | | | |

| | Latest year available 19( ) | 2000 | 2010 |
|---|---|---|---|
| Year of data (see notes) | | | |
| Total adult population | | | |
| Female adult literate population | | | |
| Female adult illiterate population | | | |
| Male adult literate population | | | |
| Male adult illiterate population | | | |
| Total adult literacy rate | | | |
| Female adult literacy rate | | | |
| Male adult literacy rate | | | |

Data source :

## 6. Reproductive Data

NOTE 1 : Please provide the latest statistics and indicate the year and the source of information.

NOTE 2 : If data are not available for certain items, please write N/A in each box.

| | Total | Latest year available | Data source |
|---|---|---|---|
| Total fertility rate | | | |
| Infant mortality rate | | | |
| Life expectancy at birth | | | |

Data source :

## 7.    Primary Education Data

NOTE 1 :    Please provide the latest statistics and indicate the year and the source of information.

NOTE 2 :    If data are not available for certain items, please write N/A in each box.

NOTE 3 :    For enrolment, write in thousands ('000).

|  | Total | Male | Female | Latest year available |
|---|---|---|---|---|
| Net enrolment ratio | | | | |
| Enrolment in primary school | | | | |
| % share of girls in primary enrolment | | | | |
| % of pupils reaching grade 5 | | | | |
| Pupil-teacher ratio | | | | |

Data source :

## 8.    Pre-primary Education Data

NOTE 1:    Please provide the latest statistics and indicate the year and the source of information.

NOTE 2 :    If data are not available for certain items, please write N/A in each box.

NOTE 3 :    For enrolment, write in thousands ('000).

|  | Total | Male | Female | Latest year available |
|---|---|---|---|---|
| Gross enrolment ratio | | | | |
| Enrolment in pre-primary school | | | | |
| % share of girls in pre-primary enrolment | | | | |

Data source :

## 9.    Public Education Expenditure

|  | 1990 | 1995 | 1997 |
|---|---|---|---|
| % share of non-formal education in total education budget | | | |
| Annual budget for non-formal education (local currency) | | | |
| Annual budget for non-formal education (US dollars) | | | |

Data source :

## 10. Regional/State Government Literacy Agency

(the main agency responsible for non-formal education and adult literacy programmes and activities in the province/state)

(1)    Name of agency _____

(2)    If this agency has a homepage, please write the homepage address

_____

(3)    Please attach organisation structure (from the provincial/state govermnent level to field level) on a separate paper

(4)    Number of NGOs working in the field of literacy/non-formal education

_____ as of year _____

(5)    Number of classroom hours designed to achieve basic literacy

_____ hours

## 14. Literacy Programme Funded by the National Literacy Agency

NOTE 1 :    Please attach one or two photographs of literacy programmes, especially showing the face of learners. These will be included in the database.

NOTE 2 :    If data are not available for certain items, please write N/A in each box.

NOTE 3 :    If your country has an official certification programme, please provide the number of certified persons.

(in thousand)

| | 1990 | 1995 | 1996 | 1997 |
|---|---|---|---|---|
| **Basic Literacy** | | | | |
| Total number of registered learners | | | | |
| % share of women | | | | |
| Total number of certified learners | | | | |
| Post Literacy | | | | |
| Total number of registered learners | | | | |
| % share of women | | | | |
| Total number of certified learners | | | | |
| % share of women | | | | |

Data source :

## ANNEXURE 3

# LITERACY FACTS AND FIGURES
# AT COMMUNITY LEVEL

## Instrument 3

An attempt has been designed to gather iimformation on NFE at the community level. Apart from demographic and socioeconcoimic indicators, an attempt has been made to trace operational and social indicators. Following indicators have been used:

- Literacy situation in the community

- Languages and religion of the commuinity

- NGO profile

- Available amenities in the community'

- Day and timings of learning centres

- Instructor's profile

- Teaching-learning materials

- Supplementary materials used in claisssses

- Teaching-learning strategy

- Characteristics of learning centres

- Learners cooperation in teaching-learrmiing process

- Peoples' participation/cooperation in whole programme

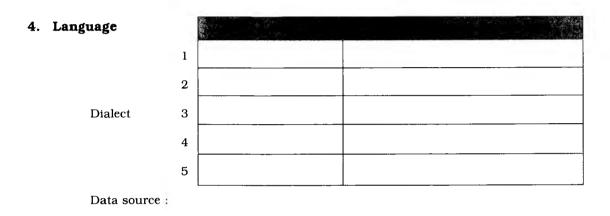- Brief description of monitoring and evaluation system

# Asia-Pacific Literacy Database

## DATA COLLECTION INSTRUMENT 3
### LITERACY FACTS & FIGURES AT COMMUNITY LEVEL

**1(a)  Name and Administrative Unit**

[ ]

**1(b)  Address** (District, Province, Country)

[ ]

**1(c)  Land size**_____ Sq. km

**1(d)  Geographical Characteristic (Mark X in applicable boxes)**

[ ] Plain area     [ ] Hill/mountain area     [ ] Desert   [ ] Rural   [ ] Urban

[ ] Coastal     [ ] Easy access to city     [ ] Very remote area   [ ] Other

| 2.   Population | Total (Actual number) | Male (Actual number) | Female (Actual number) |
|---|---|---|---|
| Total | | | |
| 0 to 5 years old | | | |
| 6 to 14 years old | | | |
| 15 years old & above | | | |
| Population Growth Rate | | | |

Data source and year :

NOTE 1  :  Adult population here is confined to age range of adult target learners of literacy programme.

NOTE 2  :  If the age range of adult population is not above 15 years old and above, indicate below.

Adult population age range from [ ] years old to [ ] years old

NOTE 3  :  Provide data for the latest year available and other years (i.e. 1980, 1985, 1990, 1995) if possible, and indicate the year in first column.

NOTE 4  :  For population write in thousand ('000).

## 3. Literacy situation in the community in the year _____

| | | | | |
|---|---|---|---|---|
| National | | | | |
| Community | Adult Literacy rate | | | |
| | Literate adult population | | | |
| | Illiterate adult population | | | |

## 4. Language

| | | |
|---|---|---|
| | 1 | |
| | 2 | |
| Dialect | 3 | |
| | 4 | |
| | 5 | |

Data source :

NOTE    :    If there are more than five languages, attach a list.

## 5. Religion

| | | |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Data source :

NOTE    :    If there are more than five languages, attach a list.

## 6. Literacy Agency working in the community

Name of main agency

Number of NGOs working in the field of literacy

Number of literacy classes organised in a most recent year

Run by Government          Run by NGO

Names of development agencies working in the community

## 7. Community Support for Non-formal Education Programme

(Mark X in applicable box)

Advocacy support     Infrastructure support     Personnel support     Financial support

## 8. Basic Socio-economic Data

(a) Provide latest statistics and indicate the year in last column.

|  | Data | Year |
|---|---|---|
| Total number of households |  |  |
| National poverty line (US$) |  |  |
| Average household income (US$) |  |  |
| Number of households below poverty line |  |  |

(b) Mark A, B, and C in all the boxes.

NOTE : A is 80% and above of the community; B for 50% to 79%; C for 49% and below.

Primary health     Immunisation     Sanitary toilet     Family planning     Safe drinking water

## 9. Primary Education

| | | |
|---|---|---|
| Number of pre-primary schools in the community | | |
| Number of primary schools in the community | | |
| Number of secondary schools in walking distance from the community | | |

| | | | | |
|---|---|---|---|---|
| Total number of children | | | | |
| Number of school-going children | | | | |
| Number of out-of-school children | | | | |
| % of girls | | | | |
| % of pupil reaching grade 4 | | | | |
| Pupil vs. teacher ratio | | | | |

Data source :

## 10. Available Communication Infrastructure

NOTE : Mark A, B and C in all the boxes.

| | | | | | |
|---|---|---|---|---|---|
| ☐ Electricity | | ☐ Telephone | | ☐ Radio | |
| ☐ Regular delivery of news paper | | ☐ Television | | ☐ Post Office | |
| ☐ Paved roads (easy access to main city) | | ☐ Bank | | ☐ Other ....... | |

## 11. Rationale for Selecting this Commuity

| | |
|---|---|
| Data filled by | Date |
| Organisation | |
| Contact Tel./Fax No. | e-mail |

# Asia-Pacific Literacy Database

## DATA COLLECTION INSTRUMENT 4
## FACTS AND FIGURES ON LITERACY CLASSES

**1.    Name of Class**

Literacy Level
(mark X)

☐ Basic literacy      ☐ Post literacy      ☐ Continuing education

(a)    Address

(b)    Starting date ☐            Ending date ☐

**2.    Name of the operating organisation**

**3.    Operation Day and Time**

(a)    mark X

☐ Monday      ☐ Tuesday      ☐ Wednesday      ☐ Thursday

☐ Friday      ☐ Saturday      ☐ Sunday      ☐

(b)    One class hours ☐ Hours ☐ Minutes

(c)    Operational time      From ☐ to ☐

(d)    Is the time flexible ☐

**4.    Teacher/Facilitator**

(a)    Name of main teacher/facilitator_____

(b)    Number of teacher(s)      Male ☐      Female ☐

(c)    Level of education (qualification) ☐

(d)    Salary and other honorarium of teachers ☐

(e)    Title and duration of training received ☐

## 5.   Learners

| | Total | Male | Female |
|---|---|---|---|
| Number of registered learners | | | |
| Average attendance % | | | |
| Average age and age range | | | |
| Number of successful graduates | | | |

(a)  Learner characteristics

| | | |
|---|---|---|
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |

## 6. Expenditure

Length of one term

Total expenditure for one term          US$ [          ]   Indian Rupee [          ]

Budget Items :     Teaching-learning materials, training programmes and
                   teacher salary

## 7. Curriculum used

(a)     Curriculum grid (please attach English version)

(b)     Major curricular subject headings

........................................................................................................................

........................................................................................................................

(c)     Total class room hours and duration designed to achieve literacy for

   Level -I       Hours [          ]     Months [          ]

   Level-II       Hours [          ]     Months [          ]
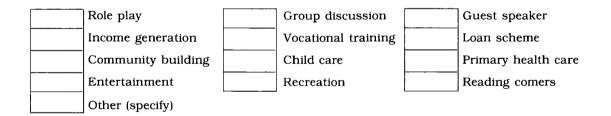
   Level-III      Hours [          ]     Months [          ]

(d)     Curriculum developed by

## 8. Teaching/learning materials

(a) Title of main primer _____

(b) Literacy level    ☐ Basic literacy    ☐ Middle    ☐ Follow-up

(c) Characteristic of primer (formal, teaching method)

(d) Language

(e) Literacy level

(f) Publisher

(g) Publishing year

(h) Number of copies published

(i) Cost per copy      US$_____      Indian Rupee_____

(j) Characteristic of teacher guide

(k) Supplementary materials used in the classes


## 9. Teaching/Learning Strategy

(mark up to five most frequently activities carried out either in conjunction with
as follow-up of literacy classes)

| | | | |
|---|---|---|---|
| ☐ Role play | ☐ Group discussion | ☐ Guest speaker |
| ☐ Income generation | ☐ Vocational training | ☐ Loan scheme |
| ☐ Community building | ☐ Child care | ☐ Primary health care |
| ☐ Entertainment | ☐ Recreation | ☐ Reading comers |
| ☐ Other (specify) | | |


## 10. Description of Learning Centres (i.e. village centre, primary school, ordinary house)


## 11. Kind of Commitment by Community (i.e. usage of community space, gives financial assistance, etc.)

12. **Kind of Commitment from Learners (i.e. organise their self-learning groups, cooperative activitieess ietc.)**

13. **Strength of this Literacy Classss;**

14. **Points for Improvement of thhiiss Learning Centre**

      1.                   2.

      3.                   4.

15. **Brief description of Monitorimpgg; iand Evaluation**

    (a)    Learners' evaluation

    (b)    Teachers' evaluation

16. **Photographs of Learners and ILLiittceracy Classes**

17. **Writings by Learners on the Immippiact of Literacy in their Life**

| Data filled by | Date |
|---|---|
| Organisation | |
| Contact Tel./Fax No. | e-mail |

Non-Formal Education  ♦  XXX
Information Database
in the Asia-Pacific Region

"Educatiooim is what survives when what has beeerm llearnt has been forgotten."

B. F. Skinner