

ASIAN DEVELOPMENT BANK

TAR: PAK 38137

TECHNICAL ASSISTANCE
(Financed by the Poverty Reduction Cooperation Fund)

TO THE

ISLAMIC REPUBLIC OF PAKISTAN

FOR

NON-FORMAL PRIMARY EDUCATION AND FUNCTIONAL LITERACY

FOR RURAL WOMEN IN SELECTED BARANI AREAS OF PUNJAB

October 2004

CURRENCY EQUIVALENTS
(as of 30 September 2004)

Currency Unit	–	Pakistan rupee/s (PRe/PRs)
PRe 1.00	=	\$0.0169
\$1.00	=	PRs59.16

ABBREVIATIONS

ADB	–	Asian Development Bank
DLNE	–	Department of Literacy and Non-Formal Education
NGO	–	nongovernment organization
SLBAP	–	Sustainable Livelihood in Barani Areas Project, Punjab
TA	–	technical assistance

TA CLASSIFICATION

Poverty Classification	–	Core poverty intervention
Sector	–	Agriculture and Natural Resources
Subsector	–	Agriculture Sector Development
Theme	–	Inclusive social development
Subtheme	–	Human development

Following the Board approval of the R-Paper, *Review of ADB's Poverty Reduction Strategy*, staff instructions to replace the PI/CPI classification with a new tracking system are in preparation in line with paragraph 83 of the R-Paper.

NOTES

- (i) The fiscal year (FY) of the Government ends on 30 June. FY before a calendar year denotes the year in which the fiscal year ends, e.g., FY2005 ends on 30 June 2005.
- (ii) In this report, "\$" refers to US dollars.

This report was prepared by A. Tayyab.

I. INTRODUCTION

1. The Asian Development Bank (ADB) strategy in Pakistan gives high priority to human resource development, including literacy and skills development among women. Low levels of literacy among women, especially in the rural areas, have been of particular concern since literacy is a first step in skills development and hence an improved capacity to undertake livelihood activities. With this in view, consultations on improving literacy levels and basic skills among women were conducted with the Government, local elected officials, and representatives of civil society during the technical assistance (TA) Fact-Finding Mission for the proposed ADB Sustainable Livelihood in Barani Areas Project, Punjab (SLBAP) in May 2003. A concept paper was prepared, aimed at improving literacy levels and basic skills among women in conjunction with the livelihood opportunities to be provided under the proposed SLBAP. The concept was endorsed for funding by the Poverty Reduction Cooperation Fund at its Fourth Strategy Meeting in January 2004. To further discuss the scope and implementation arrangements of this TA, a reconnaissance mission was undertaken in June 2004 followed by a Fact-Finding Mission in August. During these missions, detailed discussions were also held with concerned government departments, district government officials, and nongovernment organizations (NGOs) and development partners experienced in nonformal literacy and skills training education. The aim was to formulate a viable TA¹ intervention to support literacy and skills development that is to be implemented along with the proposed SLBAP. The TA framework is included as Appendix 1.

II. ISSUES

2. At 45%, Pakistan has one of the lowest literacy rates in the South Asian region (58% for males and 32% for females).² There were an estimated 49 million illiterates in the country in 1995, out of which 28.4 million were women. The need for increasing literacy and a realistic emphasis on providing education for all was laid out in the National Education Policy 1998–2010. Basic education, comprising early childhood education, elementary education, and adult literacy, have been assigned top priority in this policy. The policy provided for nonformal education by emphasizing that nonformal systems will be adopted to complement the formal system. In the Perspective Plan 2001–11, Education For All was assigned a central position in implementing this policy. Education sector reform strategies have been developed and attempts are being made to address the literacy issue down to district level. Nonformal education for rural women is also an important pillar in the poverty reduction strategy of the Government and of the provincial government of Punjab. The Government's Poverty Reduction Strategy Paper recognizes that the incidence of poverty affects women more adversely on account of their weak position and draws attention to the country's high rates of female illiteracy and the 8 million girls out of school. The Government therefore assigns a high priority to empowerment of women through literacy.

3. As an indication of the Government's commitment toward literacy, an independent department for literacy has been created in 2001 at the provincial level in Punjab. Further, as a result of the devolution of powers to district governments, Executive District Office for Literacy have been posted at all districts of the province. In each district, the Literacy Department, under the provisions of the Part C of the First Schedule of the Local Government Ordinance, 2001, is responsible for literacy campaigns, basic education, continuing education, and vocational education.

¹ The TA first appeared in the *ADB Business Opportunities* (Internet edition) on 26 April 2004.

² ADB. 2003. *Country Strategy and Program Update (2004–2006): Pakistan*. Manila.

4. At present, a large number of NGOs in Punjab are working in the field of social development; however, only a few of them are in the area of literacy and nonformal education and are also implementing functional literacy courses for women. Other programs in the area of skills training are the rural support programs. These programs focus on social mobilization, capacity building, skills learning, microcredit, vocational training, and establishing linkages between communities and governmental departments. The Government's and NGOs' programs in the field of literacy and basic education have provided benefits to about 0.2 million people on average per year. However, these efforts do not seem to be making sufficient progress in eliminating illiteracy in the country. There are many reasons for their failure, including the lack of financial resources, unrealistic targets, the conservative attitude of the community, and overpopulation, as well as a lack of focused material suited to local needs. There has been no special curriculum available for nonformal basic education for adults and children, and so the curriculum of the formal schools was used for these programs. Adults were taught a syllabus that did not have any functional or occupational usefulness. The curriculum has more emphasis on knowledge and less on skills. This situation is now changing for basic literacy with the ongoing development of a syllabus with the assistance of United Nations Educational, Scientific and Cultural Organization. However, the need for a syllabus for functional literacy aligned to skills training remains.

5. Barani areas in Punjab are areas that do not have access to canal irrigation and are characterized by low economic productivity and a high incidence of poverty. Out of the 10 districts in the proposed SLBAP, four are in the lowest poverty quintile with an estimated 47% of the population living below the poverty line. Sources of livelihood are limited and people are very dependent on agriculture for their food and income. The goal of the proposed SLBAP is to improve the social and economic well-being of the population in the barani areas. Specifically, the project is aimed at improving the livelihood system of the poor households in the project areas with an emphasis on vulnerable segments of the rural population, including women. The project approach will include linkages and partnerships among the main stakeholders, such as poor people, through the organization of groups of poor women and local governments to develop good governance at the grassroots level. One of the primary constraints to development in the project area is the very low literacy rate, especially among women, which in rural Punjab is only 21%, far less than the rate nationwide. With low, indeed practically nonexistent literacy and numeracy skills, it is very difficult for women to learn new livelihood skills. On the other hand, in a very traditional society where the main daily preoccupation is finding the basic necessities, it is difficult to promote literacy programs without some kind of incentive over and above literacy itself. Experience in Pakistan indicates that combining programs in skills training and literacy is one means of both overcoming illiteracy and promoting livelihood improvements. This is especially the case if skills training can be itself linked to rural finance programs so that the skills can be turned into investments. Accordingly, a dedicated component (Literacy through Skills Training) has been included in the design of the proposed SLBAP aimed at direct poverty reduction by targeting a particularly deprived section of the population, namely poor women and girls. The activities, supported through extensive community mobilization, will be aimed at small groups of between 10 and 15 women. Support for group formation and supervision will be financed by SLBAP.

6. The following themes or thrusts on women's literacy were identified by ADB missions during consultations with the Government, development partners, government agencies, and NGOs involved in nonformal education programs: (i) skills training should be an integral part of the functional and literacy programs, as it is apparent that women are uninterested in literacy alone, and need some economic incentive to participate in literacy programs; (ii) the TA should be focused in a few selected unions of the barani districts to test more appropriate delivery

processes and produce more impact on the local communities; (iii) the TA should be carried out through NGOs to help build their capacity as well as to ensure the ownership of the program by the community; (iv) establishing a women's literacy resource center under the TA would be an innovative aspect of the Project and would provide future support for district governments for the implementation of nonformal education programs; (v) the target area of the TA should be different from the target areas of the programs implemented by other development partners and the Government.

III. THE TECHNICAL ASSISTANCE

A. Purpose and Output

7. The objectives of the TA are to undertake the preparatory work for a program to empower rural girls and women through the nonformal provision of functional literacy, skills training, and basic education to be financed as part of SLBAP. Participation in the training under the proposed SLBAP will then increase access of rural poor women both to development activities financed by the ensuing investments made under the proposed SLBAP and to other opportunities for self-advancement.

B. Methodology and Key Activities

8. The TA will consist of the following components: (i) the preparation of a syllabus and of training materials suited for literacy training and skills training aimed specifically at girls and women in isolated, underdeveloped, and disadvantaged rural areas;³ (ii) the pilot testing and assessment of service delivery to poor girls and women in selected pilot villages; (iii) an expansion of the training program to meet the demand expected from the implementation of SLBAP; and (iv) the establishment of women's literacy resource centers in each district covered by the proposed SLBAP to aid in sustainability and expansion of the program.

9. The TA will be implemented with the assistance of a national-level NGO experienced in women's education and skills training within rural areas of the country. The first step in the process of material development will be for the national NGO and the Department of Literacy and Non-Formal Education (DLNE) to agree on the skills to be imparted along with literacy and primary education training. The NGO, with guidance from an international and a domestic consultant, will then design simple syllabi for the skills to be imparted and work with an audio-visual production team to produce simple, inexpensive, and easily replicated training materials. (Illustrated comic books have proven very successful both for literacy training and for skills training in South East Asia and other regions). Literacy and skills trainers from the NGO will then be trained in the use of the materials. These materials will be tested in pilot villages located within each of the 10 barani districts of Punjab, which will form the project area for the proposed SLBAP. The target group for participation in the pilot areas will be females aged 15–40. The NGO will be responsible for identifying particularly vulnerable and poverty-affected groups and for organizing women's community organizations among them. These groups will be provided with training and support and will be linked to partners associated with the literacy program and rural financial agencies for possible enterprise financing.

³ Basic skills will include such activities as household health and sanitation, child care, dietary improvement and food preservation, basic household finances, as well as small-scale domestic enterprises such as livestock raising, kitchen gardening, small-scale handicrafts and tailoring, and business development.

10. Upon completion of 6–8 months of pilot training, the curricula and training materials will be reviewed by the consultant team together with the NGO staff involved in the pilot areas and staff of DLNE. Improvements will be made based on feedback from both the trainers and the trainees and will be incorporated into the program. Training materials will then be mass-produced and made available at both the district and union levels and to all NGOs active in training in the province. Further training of trainers will then be undertaken, based on the upgraded and revised training materials. Pilot classes will continue throughout the TA implementation period.

11. The TA will provide for the establishment of women's literacy resource centers in each district within the Department of Literacy offices that will be responsible for the development of information, knowledge, and imparting training to the teachers, vocational trainers, and NGO field staff. These centers will be provided with printed material relating to literacy training as well as an Internet connection so that the TA-developed syllabus as well as other literacy aides can be readily accessed. These centers will also provide information on SLBAP, which may be relevant to individuals and agencies promoting skills-based literacy training. They will also support female beneficiaries by enhancing their exposure and access to financial products offered by microfinance institutions. In addition, marketing of high value agriculture produce and crafts will also be supported through these centers. The provincial government of Punjab has assured that the women's literacy resource centers will be operated and maintained as part of the district literacy infrastructure. The TA will also help DLNE in effective monitoring and evaluation of activities by carrying out baseline and follow-up surveys and assessments.

C. Cost and Financing

12. The total cost of the TA is estimated at \$500,000 consisting of \$60,000 in foreign cost and \$440,000 in local cost. A detailed cost estimate and financing plan is shown in Appendix 2. ADB will finance the entire foreign exchange cost of \$60,000 and a portion of the local currency cost amounting to \$340,000 for a total of \$400,000. The funds will be sourced from the Poverty Reduction Cooperation Fund and will be used for financing international and local consultants, NGO contracts for course material preparation, field staff training, and the field-testing and mass production of training materials. The balance of the local cost (amounting to \$100,000) will be financed by the provincial government of Punjab, primarily in kind and will consist of the provision of office space, venues for workshops and training, space for teacher resource centers, salaries of counterpart staff of DLNE and school teachers, and logistical support for carrying out the baseline and follow-up surveys.

D. Implementation Arrangements

13. The Executing Agency for the TA will be DLNE and will have an advisory and supervisory role. DLNE will monitor the activities of the proposed project through the Executive District Office for Literacy and their field supervisory staff. The Agency for Barani Areas Development⁴ will assist in identifying locations for field interventions and monitoring field activities during the implementation of the TA. An international and a domestic community education specialist will be recruited as individual consultants to assist DLNE to coordinate implementation of the TA and to provide technical guidance on an intermittent basis. The terms of reference for the consultants are shown in Appendix 3. A steering committee under the TA will be established and chaired by DLNE. Representatives from the Education Department,

⁴ The Agency for Barani Areas Development will be the Executing Agency for the proposed SLBAP.

districts concerned, and NGOs will be members of the committee, which will meet on a quarterly basis.

14. The consulting services for the TA total 13 person-months. An NGO with experience in rural nonformal education will be recruited in accordance with the ADB's *Guidelines on the Use of Consultants* to undertake curriculum and training material development. The NGO will provide a team of experts experienced in literacy material development as well as technical specialists in health and sanitation, nutrition and food microfinance processing, horticulture, livestock extension, microenterprises, and home economics. In addition, the NGO will manage the day-to-day field-testing of service delivery to poor girls and women. The selection of the NGO will be based on (i) demonstrated experience in the implementation of nonformal basic education programs including functional literacy, livelihood skills, and primary education in rural areas of Punjab; (ii) demonstrated experience in and capacity to provide and conduct teacher training as well as capacity to arrange skills training in the area; (iii) experience in the development and provision of suitable and needs-based learning materials for the target group; and (iv) ability to develop a sound monitoring and evaluation system for the TA and project and effective monitoring tools for the local NGO(s) in the field. Detailed activities to be undertaken by the NGO are shown in Appendix 3. All procurement under the TA will be in accordance with ADB's *Guidelines for Procurement*.

15. The TA will be implemented over a 2-year period in accordance with the implementation schedule shown in Appendix 4. The TA is expected to start in January 2005 and to be completed by 31 December 2006. The first 3 months will be devoted to the selection of the national-level NGO by the consultants, in consultation with ADB. The next 3 months will be devoted to training material development. Training of NGO staff in the use of the materials will then be undertaken over the fourth and fifth month of the project. The next 10 months will entail field-testing by the NGO. This period will be followed by a 2-month feedback and assessment period through a series of district-level seminars, after which revisions will be made to the teaching materials and a contract let for mass production. The balance of the TA period will be spent on training additional NGO/community teachers in the use of the revised training materials and expansion of the field program in anticipation of further funding from SLBAP.

16. The consultants and the NGO will submit an inception report to ADB within the first 2 months of implementation, followed by a midterm review after the first 12 months and a full review after the completion of initial field-testing. Structured impact assessments will be carried out during the implementation of the TA. A final report detailing the results and achievements of the TA will be submitted to ADB 1 month prior to the end of the project implementation period.

IV. THE PRESIDENT'S DECISION

17. The President, acting under the authority delegated by the Board, has approved ADB administering technical assistance not exceeding the equivalent of \$400,000 to the Government of Pakistan to be financed on a grant basis by the Poverty Reduction Cooperation Fund for Non-Formal Primary Education and Functional Literacy for Rural Women in Selected Barani Areas of Punjab, and hereby reports this action to the Board.

TECHNICAL ASSISTANCE FRAMEWORK

Design Summary	Performance Targets/Achievements	Monitoring Mechanism	Assumptions
<p>Goal Improvements in women's and girls' livelihood, social conditions, and opportunities.</p>	Increased livelihood and education participation rates, and higher health and literacy indicators.	<p>(i) Number of women participating in livelihood activities under SLBAP.</p> <p>(ii) Enrollment of girls in mainstream education.</p>	
<p>Purposes</p> <p>1. Facilitate participation of poor rural women from all 10 districts in appropriate skills development training and enterprise development.</p> <p>2. Capacity building of local and district NGOs in the use of training materials and preparation of location-specific skills improvement programs.</p>	<p>(i) Increased female literacy rates in project areas.</p> <p>(ii) Further educational opportunities for girls in formal or nonformal education system. Increased household income, establishment of women-managed rural enterprises, and reduction in poverty as a result of utilization of skills and literacy.</p> <p>(iii) Engagement of some of these women as female trainers for the services offered by the ADB counterpart project.</p> <p>(i) Number of NGOs and NGO staff undergoing training in course materials.</p> <p>(ii) Increased participation of poor women in counterpart project activities.</p>	<p>(i) Midterm and TA completion report.</p> <p>(ii) Assessment (baseline survey) report. Midterm and project completion reports and impact case studies for SLBAP.</p> <p>(i) Midterm and TA completion report.</p> <p>(ii) ADB counterpart project reports—comparison of (pilot) project villages with non- (pilot) project villages.</p>	<ul style="list-style-type: none"> • Consultants and national NGO obtain the requisite support from DLNE and are able to implement the TA effectively. • Materials prepared are appropriate. • District and local NGOs exist, have commitment to the program, and are willing to supply staff for training.
<p>Outputs</p> <p>1. A set of course materials and methodology developed for field-testing by NGOs.</p> <p>2. 60 field staff of NGO trained in use of materials.</p>	<p>Training materials prepared within first 6 months of TA implementation.</p> <p>One month training program undertaken in each district.</p>	<p>Midterm report.</p> <p>Midterm and project completion report.</p>	<ul style="list-style-type: none"> • Consultants and national NGO are able to implement the TA effectively. • Local personnel can be mobilized and NGOs provide capable, motivated staff.
<p>3. Review workshops held in each district.</p>	Four review workshops held with successful attendance and participation.	Field work completion report	<ul style="list-style-type: none"> • Enthusiasm of local NGO field staff can be maintained.

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Design Summary	Performance Targets/Achievements	Monitoring Mechanism	Assumptions
<p>4. Revised curriculum and training materials prepared for 50,000 women and girl trainees.</p> <p>5. Additional field staff of NGO trained.</p> <p>6. Literacy resource centers established in each district.</p>	<p>Improved curriculum and training materials from pilot and reproduced in sufficient quantity.</p> <p>Increase of 160 field staff trained in use of revised materials.</p> <p>Ten centers established and provided with equipment and training materials; measures to ensure sustainability established.</p>	<p>Final TA report. Staff verification.</p> <p>Final TA report. Staff verification.</p> <p>Final TA report. Staff verification. Mission reviews.</p>	<ul style="list-style-type: none"> Contract for production successfully let and fulfilled. Local NGO can be mobilized and provide capable, motivated staff. Equipment and materials properly identified, procured and installed. Responsibility for upkeep taken on by Executive District Office for Literacy.
<p>Activities</p> <p>1. Awareness campaign/consultation with stakeholders by NGO under guidance of consultants.</p> <p>2. Documentation and preparation of training materials.</p> <p>3. Refinement of training materials.</p> <p>4. Steps for scaling up the pilot activities.</p> <p>5. MOUs established with district governments, and facilities identified and resources assessed.</p> <p>6. Establishment of literacy resource centers.</p>	<p>Training materials prepared within first 6 months of TA implementation.</p> <p>Field-testing undertaken at 60 sites in 10 districts during months 7 to 18.</p> <p>Workshop held and feedback received, materials revised by month 20.</p> <p>Additional field staff trained, materials prepared, and field work continued.</p> <p>Venues for centers upgraded, materials purchased, staff hired by district department of education by month 12.</p>	<p>Structured TA Impact assessment. Staff verification.</p> <p>Midterm report, evaluation system. Mission reviews.</p> <p>Midterm and project completion report. Final TA report.</p> <p>Final TA report.</p> <p>Final TA report.</p>	<ul style="list-style-type: none"> Competent and capable consultants and national NGO are selected and are able to implement the TA effectively. Materials properly identified, procured and installed. Responsibility for upkeep taken on by Executive District Office for Literacy.
<p>Inputs Office and counterpart support.</p>	<p>Functional office and counterpart staff nominated.</p>	<p>TA inception report.</p>	<ul style="list-style-type: none"> Arrangements finalized for counterpart support.

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Design Summary	Performance Targets/Achievements	Monitoring Mechanism	Assumptions
International and domestic consultants, and national NGO.	International consultant (3 person-months) and one domestic consultant (10 person-months) and NGO recruited.		<ul style="list-style-type: none"> • Competent and capable candidates/ NGOs are available and are expeditiously recruited.

ADB = Asian Development Bank; DLNE = Department of Literacy and Non-Formal Education; MOU= memorandum of understanding; NGO = nongovernment organization; SLBAP = Sustainable Livelihood in Barani Areas Project, Punjab; TA = technical assistance.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Foreign Exchange	Local Currency	Total Cost
A. Poverty Reduction Cooperation Fund Financing^a			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultant	45.0	0.0	45.0
ii. Domestic Consultant	0.0	20.0	20.0
b. International and Local Travel	10.0	5.0	15.0
c. Office Support and Logistics	0.0	5.0	5.0
2. NGO Contract			
a. Material Development and Testing Supervision	0.0	90.0	90.0
b. Training Field Workers	0.0	20.0	20.0
c. Service Delivery	0.0	70.0	70.0
3. Equipment, Materials and Survey ^b			
a. Editing and Illustrating Support Costs for Training Materials	0.0	10.0	10.0
b. Training Material Mass Production	0.0	25.0	25.0
c. Equipment and Materials for Women Literacy Resource Centers	0.0	40.0	40.0
d. Baseline and Follow-up Surveys	0.0	20.0	20.0
4. Contingencies	5.0	35.0	40.0
Subtotal (A)	60.0	340.0	400.0
B. Government of Pakistan Financing			
1. Office Accommodation and Local Transport	0.0	20.0	20.0
2. Training Venue and Support	0.0	30.0	30.0
3. Teacher and DLNE Counterpart Support	0.0	30.0	30.0
4. Provision of Teaching Venue and Teacher Center Accommodation	0.0	20.0	20.0
Subtotal (B)	0.0	100.0	100.0
Total	60.0	440.0	500.0

DLNE = Department of Literacy and Non-Formal Education, NGO = nongovernment organization.

^a Administered by the Asian Development Bank.

^b Upon completion, all equipment will be turned over to DLNE.

Source: Asian Development Bank estimates.

TERMS OF REFERENCE FOR CONSULTING SERVICES AND NONGOVERNMENT ORGANIZATION

A. Consulting Services

1. International Community Education Specialist (3 person-months, intermittent)

1. The International Community Education Specialist will be a senior consultant experienced in working in literacy programs in developing countries, preferably in Pakistan or other neighboring South Asian countries. She/he will be experienced in working with nongovernment organizations (NGOs) and will have had experience in curriculum development as well as working on multi-component projects. She/he will have experience with women's skills training as well as literacy. Her/his duties will be carried out together with the domestic community education specialist and will encompass the following:

- (i) assist the Department of Literacy and Non-Formal Education (DLNE) to finalize terms of reference for the national NGO to be recruited to carry out syllabus development, field-testing, and training of field trainers;
- (ii) guide DLNE in short-listing and recruiting the NGO on a competitive basis;
- (iii) work closely with the NGO to develop a detailed work plan for implementation of the technical assistance (TA);
- (iv) work closely with DLNE and the NGO to determine the vocational and livelihood skills to be imparted along with literacy training specifically taking into account the fact that the training will be financed and undertaken as a component of the Sustainable Livelihood in Barani Areas (Punjab) Project;
- (v) provide guidance to the NGO on skills-based literacy programs undertaken in other countries and indicate how linkages can be developed and training materials obtained for use in curriculum and syllabus development and the lessons learned from similar activities both in Pakistan and in other countries in the region;
- (vi) provide training, advice and orientation to specialists (horticulture, livestock, food processing, home economics, health and sanitation, tailoring, handicrafts, small-scale entrepreneurship, etc.) recruited by the national NGO to assist with preparation of the material and relevant pamphlets;
- (vii) review output of skills-based specialists and make suggestions for improvement as necessary;
- (viii) review and improve initial syllabus drafts for field-testing prepared by editors and illustrators;
- (ix) help formulate training course for field-testers and assist in their initial training;
- (x) work with DLNE, NGO, and the domestic consultant in preparing the terms of reference and in supervising the design and implementation arrangements for a qualitative and quantitative structured impact assessment framework of the TA;
- (xi) randomly review field-testing operations and make suggestions for improvement;
- (xii) assist in review of results of field-testing and improvement of training materials;
- (xiii) assess material and accommodation needs of teacher training centers at district level and help in preparing costings;
- (xiv) guide the domestic community development consultant in the supervision of the Asian Development Bank contract with the NGO; and
- (xv) assess conditions for sustainability of learning resource center and make recommendations on training, budget, and activities.

2. Domestic Community Education Specialist (10 person-months, intermittent)

2. The domestic community education specialist will be experienced in community-based work in education within Punjab province. She/he will be familiar with the current official curriculum, the work undertaken to date in literacy improvement by the provincial government of Punjab and NGOs, the education policies of the governments of Pakistan and Punjab, and the existing materials available for literacy enhancement and for nonformal primary education. Her/his duties will be as follows:

- (i) assist DLNE and the international consultant to identify and recruit a qualified NGO on a competitive basis;
- (ii) work with the selected NGO to help determine a work program as well as skills to be included in the training program;
- (iii) supervise and review initial syllabus development activities to ensure that the results comply with policy requirements and also that they will be relevant to field conditions prevailing in the barani areas of the province;
- (iv) in association with the Agency for Barani Areas Development, assist the NGO in identifying sites for field-testing;
- (v) review initial training materials to ensure that they meet policy requirements and take into account cultural sensitivities;
- (vi) assist in the training of field-testers by the national NGO;
- (vii) through continuous field visits and observations including interviews with training recipients, review and supervise the results of field-testing and make suggestions for the improvement of teaching techniques and methods;
- (viii) participate in the review of field-testing results and improvement of course materials and methodologies;
- (ix) assist in determining requirements for women's literacy centers at district level;
- (x) supervise expanded training activities of the national NGO in preparation for an expanded program under SLBAP;
- (xi) supervise the contract with the NGO and ensure the expeditious and regular provision of budget and fees from the TA to the NGO; and
- (xii) supervise the qualitative and quantitative impact assessment of the TA.

B. Duties of the Nongovernment Organization

3. The NGO will be the main implementor of the TA. It will have been active in community education, preferably including literacy skills, in Pakistan, and preferably Punjab province, for at least 5 years. It will be nationally registered and will have a management board consisting, at least in part, of respected and qualified educators. It could, possibly, be affiliated with a university or other tertiary level educational institute. The duties of the NGO will be as follows:

- (i) working with the TA consultants and using the United Nations Educational, Scientific and Cultural Organization syllabus as a starting point, design an outline literacy and skills development program suitable for part-time attendees in isolated rural areas;
- (ii) recruit skills-based specialists (in horticulture, small-scale livestock, food preparation processing, health and sanitation, tailoring, microentrepreneurship), and working with these specialists prepare a graduated set of teaching materials which will help to impart both functional literacy and practical livelihood skills to a teenage or adult audience;

- (iii) working with editors and illustrators recruited on subcontract, refine training course materials so that they are suitable for field-testing;
- (iv) provide training to trainers in the methodologies devised and the use of the materials prepared (this could include the development of linkages with local sources of rural credit to provide a practical meaning to the skills training provided);
- (v) identify villages, particularly vulnerable and poverty-affected groups, who will organize women's community organizations among themselves. As groups are formed, the members should be familiarized with the proposed methodologies. Help provide linkages to government agencies which provide advice and undertake programs in the areas of skill development selected by the group members and establish links to rural finance agencies which may be able to provide funding for enterprise development;
- (vi) working closely with women's community organizations, field-test the curriculum and training materials over an 8- to 10-month period, monitoring the degree of success and any particular difficulties presented by the materials through the development of a systematic mechanism of self-checking of progress by the learners and resource persons;
- (vii) at the end of the testing period, hold a workshop for all trainers/community representatives so that full feedback can be obtained on the success and shortcomings of the methodologies used and the training materials themselves;
- (viii) work with the consultants to improve and finalize the curriculum and training materials;
- (ix) supervise the mass production of training materials;
- (x) supervise additional training of trainers in preparation for participation in the investment project; and
- (xi) report periodically the lessons learned.

4. The exact number of trainers will be determined during the course of detailed design of the work program at the beginning of TA implementation. As a rough guide, it is envisaged that about six trainers will be fielded in each of the 10 project districts.

