

Bunyard Literacy Community Council Mobile Based Post Literacy



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Literacy Scene in Pakistan

Illiterate-- Growing

Years	Population 10+ (Millions)	Literacy Rate 10+ (%)	Illiterate Pop. 10+ (Million)
1951	22.71	17.9	18.64
1961	26.12	16.7	22.08
1972	42.91s	21.7	33.59
1981	56.33	26.2	42.69
1998	89.84	43.92	50.38

Source: Population Census Report of Pakistan 1998

Challenges

- ❑ High population growth
- ❑ Poverty (74% earn less than 2\$ a day)
- ❑ No options for age 10+ in learning
- ❑ Distance of schools from homes.
- ❑ Urban rural disparities: very high
- ❑ Women not involved in development process
- ❑ Illiterate mothers do not encourage school for their children.
- ❑ Work of women not recognized.
- ❑ Rural poor sidelined in decision making.
- ❑ Feudal mind set, discourages female learning.
- ❑ Teaching mythology on rote system not scientific.
- ❑ High drop outs amongst females in schools



Bunyad Literacy Community Council

Way to Social Development

- **BUNYAD formed & registered in 1994**
- **Focus literacy & non-formal Education of the underprivileged groups like child labour, children & young women in the rural areas**
- **Public sector schools capacity building**
- **Bunyad' s approach is multi- sectoral where-in literacy/education programmes are linked up with →**
 - **Health, Micro Credit, Skill Training. Believes in working in partnerships with local communities, Districts/Provincial and Federal Government & others.**



Partners Of

- ARTC-UNESCO
- ASPBAE
- Aladin-UNESCO
- CIVICUS
- UN (DPI)
- Pakistan Education Watch
- ICAE
- PCP Certified
- IMCP Certified
- LIFE Group
- NEP
- UNLD – Core Group
- UNGEI
- UNICEF
- ILO
- KNCU

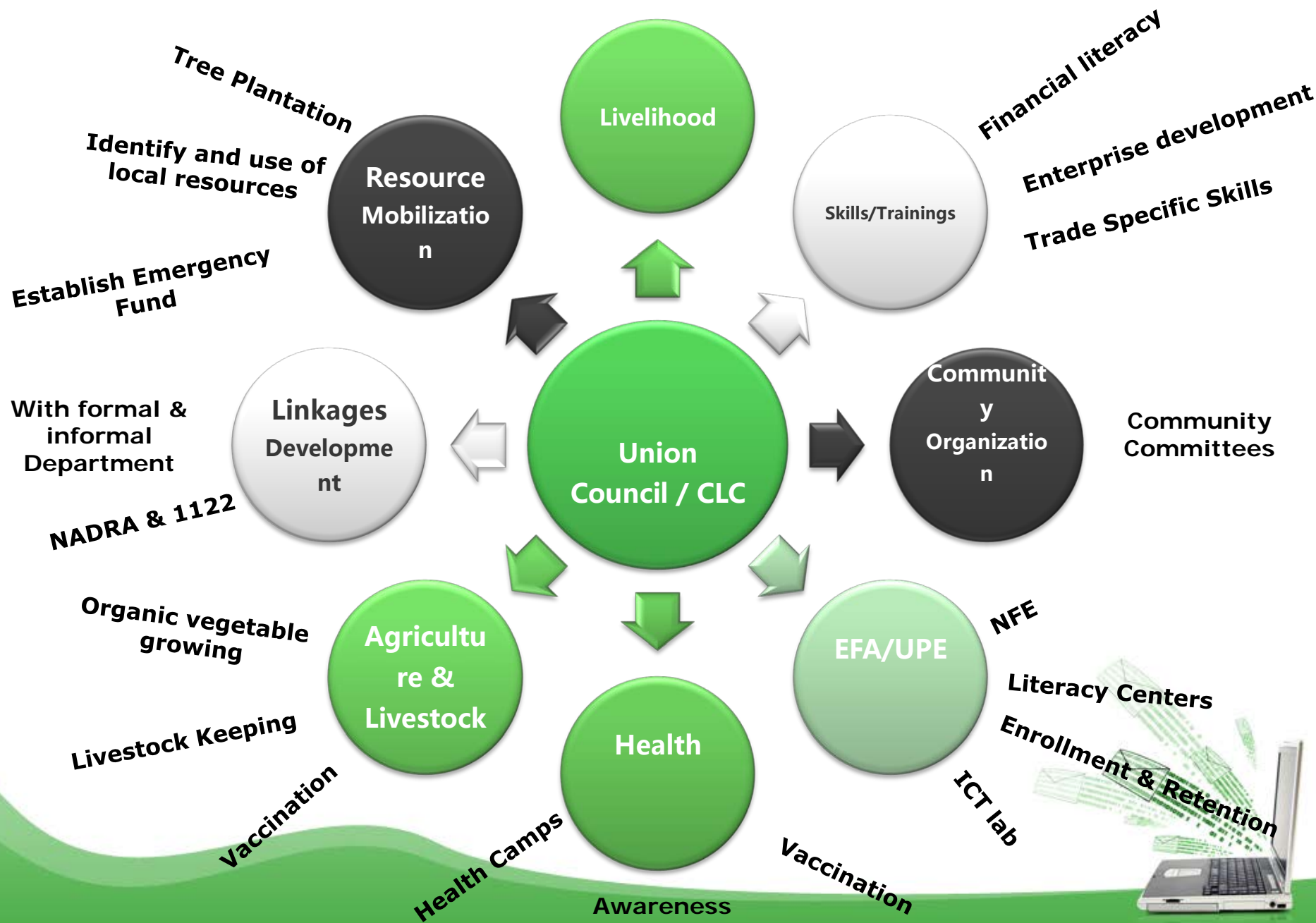


Key Programmes

- ❑ **Non-Formal Education For Girls, Functional Literacy**
- ❑ **Adopt A School Programme**
- ❑ **Women' s Empowerment through Micro-Credit**
- ❑ **Programme for Elimination of Child Labor**
- ❑ **Expansion of Enrolment In Formal Schools**
- ❑ **Training of Non Formal Education Teachers**
- ❑ **Community Learning Centers (CLC' s)**
- ❑ **Health & Sanitation, Micro Credit**
- ❑ **Reproductive Health Initiatives, Research and Publications**
- ❑ **Kitchen Gardening**



Unyad's Approach - Community Development



Bunyad's Key Intervention's to Achieve EFA

Description	Beneficiaries
Adult Female Literacy	159641
Mobile Based Post Literacy	2750
Functional Literacy	23056
Non-Formal Primary/Basic Education for Out of School Children	44378
Programme for Elimination of Child Labour (NFPE)	
<input type="checkbox"/> Soccer Ball Stitches	6019
<input type="checkbox"/> Surgical	2174
<input type="checkbox"/> Carpet	12980
<input type="checkbox"/> Bonded Labour	1727
<input type="checkbox"/> Street Working	1075

Continued

Description	Beneficiaries
Early Childhood	7115
Expansion of enrolment of formal schools	267525
TOT and Training of formal and non-formal education teachers	31943
Community Learning Centers	67000
Gender friendly curriculum designing	
Sustainability	
<input type="checkbox"/> Disaster Management	
<input type="checkbox"/> Early Childhood Education	2105
<input type="checkbox"/> TLC-Temporary Learning Centers	9970
<input type="checkbox"/> Construction of schools	615
<input type="checkbox"/> Adopted Schools of model villages	551
<input type="checkbox"/> Child Protection	1764
<input type="checkbox"/> Trafficked Children	
<input type="checkbox"/> Rehabilitation of Camel Jockey Children)	12749

Mobile Based Post Literacy Bunyad- UNESCO innovative Approach to Achieve EFA

- ❑ **Pilot Phase (2009):**
 - ❑ 10 Centers in 3 Districts of Punjab in collaboration with UNESCO & Mobilink
 - ❑ 250 Learners were made literate
- ❑ **Second Phase (2010):**
 - ❑ 50 Centers in 4 Districts of Punjab with same partners
 - ❑ 1250 Learners were made literate



Phase III (2013)

Mobile Based Post Literacy & M-Learning for Teachers Training

Aim:

“To promote Literacy amongst Rural Young Women, through Mobile Phones”

Major Achievements

- 1250 semi literate rural women were made literate through 50 mobile phones literacy centers**
- Teachers were trained through mobile phones**
- Computer was given to each center in phase III**



The Syllabus



Description	Month
<ul style="list-style-type: none"> • Pre-Test /Evaluation of learners • Reading and Writing in Urdu • Basic Numeracy • Provision of required Material • Assessment daily, weekly and monthly 	First Month and second Month
<ul style="list-style-type: none"> • Hard ware and soft ware of Mobile • Functions of mobile • Typing at Mobile in Urdu • Assessment daily, weekly and monthly 	Third Month
<ul style="list-style-type: none"> • Learners receive messages (1 to 10 words) • Write messages on Notebook & Read out – Loudly • Orientation about computer • Assessment daily, weekly and monthly 	Forth Month
<ul style="list-style-type: none"> • Received Messages, • Write & Reply Messages • Basic use of computer –internet etc • Assessment daily, weekly and monthly 	Fifth Month
<ul style="list-style-type: none"> • Receive, write & Reply Messages • Answer to Questions • Basic use of computer –internet etc • Result compilation • Post Evaluation • Assessment daily, weekly and monthly 	Six Month



Messages

- 800+ messages
- 6 to 8 messages per day
- 3 time in a day (Morning / Afternoon / Evening)

- Calculator for household calculation & reaching the Market

Poetry

Jokes

The Holy Quran
& Hadis

Riddles

Hygiene

Body
Care

Nutrition

Law &
Union
Council

Environm
ent

Tips

Economy

Recipes

Skills

Livestock

Quotation

General
Knowledge



Monitoring & Evaluation

- ❑ Pre, mid & Post Evaluation were conducted
- ❑ Evaluation forms were developed mutual consultation.
- ❑ Change in social life of teachers and learners.



Why Mobile Phones for Literacy in Pakistan?

- ❑ 99 million mobile phone users / about 170 mil. Pop. = More than 50% mobile phone users in Pakistan, but only 12 % have bank accounts
- ❑ Large # of illiterate : yet they know how to use & handle the mobile phones
- ❑ Learners enthusiasm after introduction of new approach to literate them
- ❑ Social Empowerment: handle their lives, improve their own quality of life and their children, send children to schools. Get access to public services, as people become aware of their rights and responsibilities
- ❑ Earn for their families

Mobile Phones and SMS

- ❑ Any time, any where, possible to learn
- ❑ Short and interesting messages



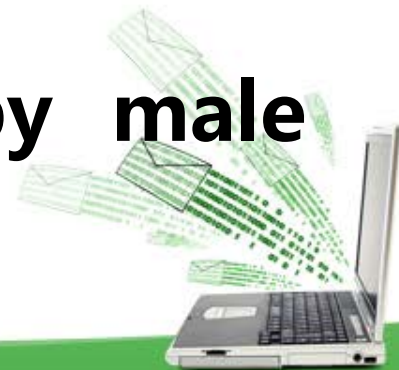
Success Indicators

- ❑ Illiterate rural young women learnt the 3 R' s---- reading, writing and numeracy, and use of calculator
- ❑ Short learning duration; 6 months, approx 450-500 hours (3 hours daily-6 days)
- ❑ NHK (Japanese Channel) made a documentary as success story (NHK Documentary. Flv)
- ❑ Messages, to open the window of new ideas, health, religious, nutrition, child care, law etc
- ❑ Precursor to computer usage
- ❑ Very useful for emergencies
- ❑ Recognized digits
- ❑ Excited to learn, no drop out
- ❑ 15% centers sustained by the community
- ❑ Improved Communication, leaving isolation
- ❑ Read Translation of 30 chapters of Holy QURAN



Challenges/Gaps

- ❑ Suspicion by elders/ male relatives about its use----- cultural and traditional barriers
- ❑ Urdu typing on mobile phones is not easy
- ❑ Scared about unknown calls
- ❑ Bit expensive : cost in first two phases was about 55\$ per learner
- ❑ Phones may be taken over by male relatives



Lessons

Learnt/Recommendations

- ❑ Technology positive in attracting AE
- ❑ Cultural barrier---- adult rural female using mobile phones
- ❑ Third party evaluation , results were positive
- ❑ No drop out from mobile based literacy centers
- ❑ 60% move forward for higher learning and self employment
- ❑ Very useful for emergencies
- ❑ Essential for Life Long Learning (LLL)

Recommendations

- ❑ Mobilize & strengthen communities for sustainability of the programme
- ❑ Government ownership is necessary to take it on scale
- ❑ Take it on all AE and Community Learning Centers,
- ❑ To minimize the cost, enroll those who have their own mobile sets, and send them messages
- ❑ 30 million illiterate in Punjab, 65% women illiterate, illiteracy can be eradicated through mobile phones rapidly
- ❑ Girls age 15-25 must be focused



Way Forward

- ❑ BUNYAD take it on, in all AE & Community learning centers .
- ❑ Making an effort to make female rural learners economic player' s of their communities



Bunyad' s Bench Mark



Comenius Medal,
UNESCO, Paris, 1998
for Innovative work in literacy

- ❑ Comenius Medal, UNESCO Paris, 1998
- ❑ King Sejong LITERCAY Prize, UNESCO, Paris 2002
- ❑ Aizaz –E- Fazilat, Presidential Award, Government of Pakistan
- ❑ Teachers Trained----- 31000
- ❑ Literate more than 950000
- ❑ ICE—Resource cum Training Center
- ❑ Teachers Manual = 6
- ❑ Post Literacy books
- ❑ Community Learning Centers (CLC' s) = 113
- ❑ Disaster Management = 15008 kids rehabilitation
- ❑ College for women on self help basis
- ❑ Sustained middle Schools = 32
- ❑ 8 # of CO' s as partners



King Sejong Literacy Prize,
UNESCO, Paris, 2002

