BUNYAD Case Study for Rural women

Regional UNESCO Workshop
26 - 28 September 2012, Bangkok

Shaheen Attiq-ur-Rahman
BUNYAD Foundation
Lahore, Pakistan
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, girls children & young women in the rural areas
• Public sector schools capacity building
• Bunyad’s approach is multi-sectoral wherein 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.
Issues

- Illiterate 50.58 million + in Pakistan
- High drop out rate at primary level 35% to 40%
- 4\textsuperscript{th} largest of global illiterate’s
- Only 35% females are literate
- Rural women less than 22% literate
- Adolescent, no alternative to learning
- Millennium Development Goals (MDG’s) indicators poor, not achieved
- Maternal deaths: 1 dies every 20 minute
Current Reality

Female Literacy

- Literate: 35%
- Illiterate: 65%

Poverty

- Earn below $2/day: 26%
- Earn above $2/day: 74%
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.
- No option for illiterate youth.
- 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 Tree of Empowerment

- Improve Standard of Life
- Skills/Development
- Micro Credit/Financial Literacy
- Clean Water
- Information Sharing
- CLC/ICT
- Research & Development
- Child Labour
- Women Empowerment
- Sanitation
- Health
- Legal Rights
- Leadership Development

- Formal Education
- Non-Formal Education
- Non-Formal Primary Education
- Adult Education
# Bunyad’s Key Intervention’s to Achieve EFA

<table>
<thead>
<tr>
<th>Description</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Female Literacy</td>
<td>158253</td>
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<tr>
<td>Mobile Based Post Literacy</td>
<td>2750</td>
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<tr>
<td>Functional Literacy</td>
<td>23056</td>
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<tr>
<td>Non-Formal Primary/Basic Education for Out of School Children</td>
<td>42556</td>
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<tr>
<td>Programme for Elimination of Child Labour (NFPE)</td>
<td></td>
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<tr>
<td>- Soccer Ball Stitches</td>
<td>6019</td>
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<tr>
<td>- Surgical</td>
<td>2174</td>
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<tr>
<td>- Carpet</td>
<td>12980</td>
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<td>- Bonded Labour</td>
<td>1727</td>
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<tr>
<td>- Street Working</td>
<td>1075</td>
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<tr>
<td>Description</td>
<td>Beneficiaries</td>
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<tr>
<td>-------------</td>
<td>---------------</td>
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<tr>
<td>Early Childhood</td>
<td>7115</td>
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<tr>
<td>Expansion of enrolment of formal schools</td>
<td>261716</td>
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<tr>
<td>TOT and Training of formal and non-formal education teachers</td>
<td>31753</td>
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<tr>
<td>Community Learning Centers</td>
<td>65000</td>
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<tr>
<td>Gender friendly curriculum designing</td>
<td></td>
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<tr>
<td><strong>Sustainability</strong></td>
<td></td>
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<tr>
<td>• Disaster Management</td>
<td></td>
</tr>
<tr>
<td>• Early Childhood Education</td>
<td>2105</td>
</tr>
<tr>
<td>• TLC-Temporary Learning Centers</td>
<td>9970</td>
</tr>
<tr>
<td>• Construction of schools</td>
<td>615</td>
</tr>
<tr>
<td>• Adopted Schools of model villages</td>
<td>551</td>
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<tr>
<td>• Child Protection</td>
<td>1764</td>
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<tr>
<td>Trafficked Children</td>
<td></td>
</tr>
<tr>
<td>• Rehabilitation of Camel Jockey Children</td>
<td>12749</td>
</tr>
</tbody>
</table>
Financial Literacy

Background

- Poverty & illiteracy of women in rural areas of Pakistan [only 10 % have Bank accounts]
  - 30 % below the poverty line
  - 70 % of these women
  - rural support for savings, banks etc..poor
- No concept of Budgeting
- Households have no financial plan
- Not familiar with Proper Use of Money
- Poverty & Poverty of mind
Contents of Training

- Budget
- Saving
- Investment
- Arrangement of Loans
- Access to financial institutions
- Rights & Responsibilities of consumers
- Development of financial plan
Cost

- Total cost of a Training Pak Rs. 12500/-, 141 $ (25 Trainees)
- Per trainee cost 5.6 $.
- In total 1080 rural female and male were trained in 9 districts of Punjab, Pakistan
Key Outcomes

- Women more enlightened about Finances
- Preparation of Budget
- Habit of Savings from Household income
- Steps to open bank accounts & access to financial institutions
- Awareness about roles and responsibilities of consumers
- Establish small scale business through micro-credit
- Developing household financial plan
Challenges

• More demand to learn
• Erratic Funding.
• Follow-up vital.
• Financial constraints for broader level coverage
• Illiteracy (Lack of awareness about financial management)
• Over Population
• More dependency upon dominated society
Way- Forward

- Broader Level Coverage through Mobile Literacy.
- BUNYAD will take it on, in all AE & Community learning centers
- Line Departments will be oriented and involved to expand it especially in rural areas
- Incorporate in the syllabi of adult education
- Orientation to the members of local committees
- Ensure orientation of Bunyad’s field staff on Financial Literacy
- Orient and involve local CBO’s to expand more especially in rural areas
Bunyad - UNESCO innovative Approach to Achieve EFA

Mobile Based Post Literacy & M-Learning for Teachers Training

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

Major Achievements
• 1500 semi literate rural women (age 15-35) have been literate
• 1250 semi literate rural women have been enrolled in 50 new mobile phones literacy centers
• Teachers are being trained through mobile phones
• Computer has been given to each center in phase III
# The Syllabus

<table>
<thead>
<tr>
<th>Description</th>
<th>Month</th>
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</thead>
<tbody>
<tr>
<td>• Pre-Test /Evaluation of learners</td>
<td>First Month and second Month</td>
</tr>
<tr>
<td>• Reading and Writing in Urdu</td>
<td></td>
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<tr>
<td>• Basic Numeracy</td>
<td></td>
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<tr>
<td>• Provision of required Material</td>
<td></td>
</tr>
<tr>
<td>• Assessment daily, weekly and monthly</td>
<td></td>
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<tr>
<td>• Hard ware and soft ware of Mobile</td>
<td>Third Month</td>
</tr>
<tr>
<td>• Functions of mobile</td>
<td></td>
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<tr>
<td>• Typing at Mobile in Urdu</td>
<td></td>
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<tr>
<td>• Assessment daily, weekly and monthly</td>
<td></td>
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<tr>
<td>• Learners received messages (1 to 10 words)</td>
<td>Forth Month</td>
</tr>
<tr>
<td>• Writing messages on Notebook &amp; Read out – Loudly</td>
<td></td>
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<td>• Orientation about computer</td>
<td></td>
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<tr>
<td>• Assessment daily, weekly and monthly</td>
<td></td>
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<tr>
<td>• Received Messages,</td>
<td>Fifth Month</td>
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<tr>
<td>• Write &amp; Reply Messages</td>
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<tr>
<td>• Basic use of computer –internet etc</td>
<td></td>
</tr>
<tr>
<td>• Assessment daily, weekly and monthly</td>
<td></td>
</tr>
<tr>
<td>• Received, write &amp; Reply Messages</td>
<td>Sixth Month</td>
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<tr>
<td>• Answer to Questions</td>
<td></td>
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<tr>
<td>• Basic use of computer –internet etc</td>
<td></td>
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<tr>
<td>• Result compilation</td>
<td></td>
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<tr>
<td>• Post Evaluation</td>
<td></td>
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<tr>
<td>• Assessment daily, weekly and monthly</td>
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</tbody>
</table>
- 800+ messages
- 6 to 8 messages per day
- 3 times in a day
  (Morning / Afternoon / Evening)

- Calculator for household calculation & reaching the Market
Case Study

Bhagwal Awan (District Sialkot)

- Started as NFPE centers with only 35 learners (Children) in one room
- Learners passed Primary Education and showed interest for continuing education
- Initially Registered as middle school
- Now has been upgraded up-to college (Graduation)
- Computer classes, Stitching, CLC
- VEC working as administrative body and generates funds
- Community contributed about 3.2 million for its up-gradation
Bunyad’s Bench Marks

- King Sejong LITERCAY Prize, UNESCO, Paris 2002
- Presidential Award of Aizaz-e-Fazilat for literacy promotion, Government of Pakistan, Education Department, 1998
- Best Provincial NGO Award, 2002, Punjab Commission for Literacy for EFA
- Special Award for Promotion of Literacy, 2001, Pakistan Literacy Commissioner.
- National Commission for Child Welfare and Development (NCCWD) and Prime minister of Pakistan bestowed Leadership Award. Our learner Usman Bilal Hope Surgical Center Bagwal Awan Sialkot.
- Best Coordination Award was bestowed to Bunyad by UNICEF for its outstanding working in Flood affected areas. Muzzfargarh
- Teachers Trained----- 31000
- Literate more than 950000
- ICE—Resource cum Training Center
- Teachers Manual = 6
- Post Literacy books= 90 CD’s of Training = 6
- CLC (Community Learning Center) = 113
- Disaster Management = 15008 kids rehabilitation
- College for women on self help basis
- Sustained Schools = 19
- Active in 200 villages, 50 Union Councils
- 8 # of CO’s as partners
Reach out to make a Difference

It is better to light a candle than to curse the darkness