Bunyad Literacy Community Council
Mobile Based Post Literacy

Okayama City - Japan
9-12 October 2014

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Programme Manager
BLCC- Pakistan
<table>
<thead>
<tr>
<th>Years</th>
<th>Population 10+ (Millions)</th>
<th>Literacy Rate 10+ (%)</th>
<th>Illiterate Pop. 10+ (Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>22.71</td>
<td>17.9</td>
<td>18.64</td>
</tr>
<tr>
<td>1961</td>
<td>26.12</td>
<td>16.7</td>
<td>22.08</td>
</tr>
<tr>
<td>1972</td>
<td>42.91s</td>
<td>21.7</td>
<td>33.59</td>
</tr>
<tr>
<td>1981</td>
<td>56.33</td>
<td>26.2</td>
<td>42.69</td>
</tr>
<tr>
<td>1998</td>
<td>89.84</td>
<td>43.92</td>
<td>50.38</td>
</tr>
</tbody>
</table>

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

- Livelihood
- Skills/Trainings
- Community Organization
- Financial literacy
- Enterprise development
- Trade Specific Skills
- Community Committees
- NFE
- Enrollment & Retention
- ICT lab
- Literacy Centers

- Resource Mobilization
- Linkages Development
- Union Council / CLC
- Establish Emergency Fund
- Identify and use of local resources
- Tree Plantation
- With formal & informal Department
- Organic vegetable growing
- NADRA & 1122
- Livestock Keeping

- Agriculture & Livestock
- Health
- EFA/UPE
- Vaccination
- Health Camps
- Awareness
- Vaccination
- Enrollment Centers

- Enrollment & Retention

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>159641</td>
</tr>
<tr>
<td>Mobile Based Post Literacy</td>
<td>2750</td>
</tr>
<tr>
<td>Functional Literacy</td>
<td>23056</td>
</tr>
<tr>
<td>Non-Formal Primary/Basic Education for Out of School Children</td>
<td>44378</td>
</tr>
<tr>
<td>Programme for Elimination of Child Labour (NFPE)</td>
<td></td>
</tr>
<tr>
<td>Soccer Ball Stitches</td>
<td>6019</td>
</tr>
<tr>
<td>Surgical</td>
<td>2174</td>
</tr>
<tr>
<td>Carpet</td>
<td>12980</td>
</tr>
<tr>
<td>Bonded Labour</td>
<td>1727</td>
</tr>
<tr>
<td>Street Working</td>
<td>1075</td>
</tr>
<tr>
<td>Description</td>
<td>Beneficiaries</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>7115</td>
</tr>
<tr>
<td>Expansion of enrolment of formal schools</td>
<td>267525</td>
</tr>
<tr>
<td>TOT and Training of formal and non-formal education teachers</td>
<td>31943</td>
</tr>
<tr>
<td>Community Learning Centers</td>
<td>67000</td>
</tr>
<tr>
<td>Gender friendly curriculum designing</td>
<td></td>
</tr>
<tr>
<td>Sustainability</td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>- Child Protection</td>
<td>1764</td>
</tr>
<tr>
<td>- Trafficked Children</td>
<td>12749</td>
</tr>
<tr>
<td>- Rehabilitation of Camel Jockey Children</td>
<td></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Description</th>
<th>Month</th>
</tr>
</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>
</tr>
<tr>
<td>Basic Numeracy</td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>Assessment daily, weekly and monthly</td>
<td></td>
</tr>
<tr>
<td>Learners receive messages (1 to 10 words)</td>
<td>Forth Month</td>
</tr>
<tr>
<td>Write messages on Notebook &amp; Read out – Loudly</td>
<td></td>
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<tr>
<td>Orientation about computer</td>
<td></td>
</tr>
<tr>
<td>Assessment daily, weekly and monthly</td>
<td></td>
</tr>
<tr>
<td>Received Messages,</td>
<td>Fifth Month</td>
</tr>
<tr>
<td>Write &amp; Reply Messages</td>
<td></td>
</tr>
<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>Receive, write &amp; Reply Messages</td>
<td>Six Month</td>
</tr>
<tr>
<td>Answer to Questions</td>
<td></td>
</tr>
<tr>
<td>Basic use of computer –internet etc</td>
<td></td>
</tr>
<tr>
<td>Result compilation</td>
<td></td>
</tr>
<tr>
<td>Post Evaluation</td>
<td></td>
</tr>
<tr>
<td>Assessment daily, weekly and monthly</td>
<td></td>
</tr>
</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

- Poetry
- Jokes
- The Holy Quran & Hadis
- Riddles
- Hygiene
  - Body Care
  - Nutrition
  - Law & Union Council
  - Environment
  - Tips
  - Economy
  - Recipes

- General Knowledge
- Quotation
- Livestock
- Skills
- Recipes
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

- 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