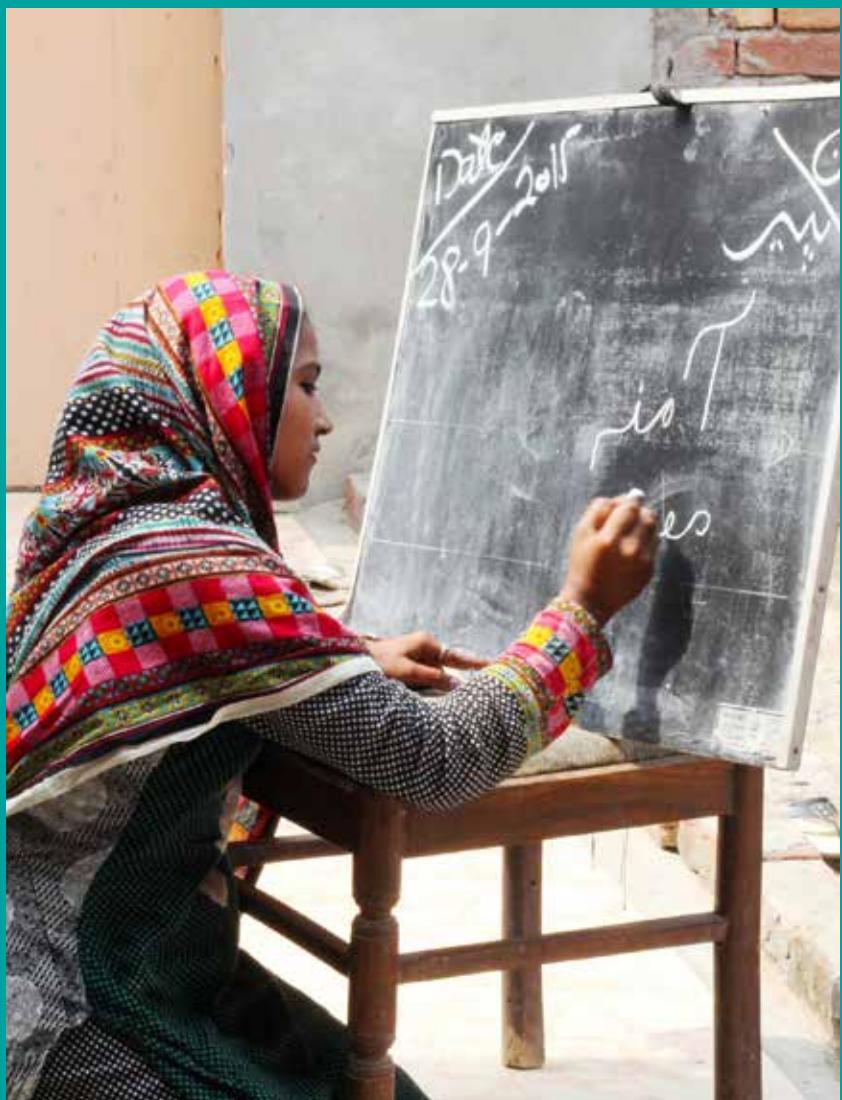


Bridge Asia Programme

India and Pakistan Project
Case Studies 2015

Women, Literacy and Empowerment



유네스코한국위원회
Korean National Commission for UNESCO

India and Pakistan Project
Case Studies 2015

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Introduction

The Global Education Agenda and Literacy

In 2015, the international community adopted a new development agenda, the Sustainable Development Goals (SDGs). UNESCO, the United Nations agency specialising in education, is taking a leading role in spurring international efforts to implement SDG 4, “ensure inclusive and equitable quality education and lifelong learning opportunities for all”, and the associated global education agenda, Education 2030.

Despite the efforts of the international community, the world’s adult illiterate population still amounts to around 770 million people, two thirds of whom are women. This statistic shows clearly that we remain a long way from achieving SDG 4. In this context, the level of investment in adult education, which is currently less than 1% of most education budgets, and less than 0.5% in South and West Asia¹, shows us that we need to be more proactive and make greater efforts to improve adult literacy.

The Bridge Asia Programme, organised by the Korean National Commission for UNESCO (KNCU)

KNCU’s Bridge Asia Programme aims to contribute to achieving the SDGs and the Education 2030 agenda, and to empower and build capacity for self-reliance among marginalised and vulnerable groups, particularly women, in low-income countries in Asia, mainly through non-formal adult literacy programmes in the framework of lifelong learning.

We believe that for individuals to exercise their rights and participate in society, local systems and infrastructure should be adjusted through local initiatives, rather than external intervention. This is why the Bridge Asia Programme is actively engaged with local literacy and life-long learning organisations and supports their endeavours.

Under the umbrella of the 2015 Bridge Asia Programme, five literacy projects were carried out in five different countries: Bangladesh, Bhutan, India, Pakistan and Sri Lanka. Among these projects, the Bridge projects in India and Pakistan are examples of best practice that have made significant changes in their community through proactive engagement with local women.

¹

UNESCO Institute for Lifelong Learning, Global Report on Adult Education, 2009. pp.133-134.

The Bridge India and Pakistan Projects: Empowering women through literacy education

The Bridge India Project, Chains of Change Agents through Functional Literacy, does not see women as targets for education, but as change agents. With this view in mind, the project's indicators were designed to observe changes in the social and cognitive spheres in the context of the empowerment and participation in society of the women involved. Additionally, it was a distinctive feature of the project that the tutors were women who came from the same community background as the programme's learners.

The Bridge Pakistan Project, Empowering Women through Basic Literacy and Life Skills, supports women who have some literacy skills through a basic literacy programme that builds on their existing skills together with income generation activities. It has been shown through the results of various research that women's economic activity has a positive impact not just on women themselves, but also on their households and communities. Based on the data from such research, the 2015 Bridge Pakistan Project experimentally conducted a Conditional Cash Transfer (CCT) Programme. This programme assisted women to increase their financial literacy skills through cash transfers that were conditional both upon the women's participation in financial literacy classes and upon their developing the habit of saving. In 2015, the first

year of the CCT Programme's implementation, meaningful lessons were learned from the challenges met in implementation, and through the survey conducted among the women who had participated in the programme. Both the CCT Programme and the post literacy activities that the Bridge Pakistan Project is implementing are good examples of practical activities that can be applied to other literacy projects in similar fields.

In closing, my special thanks goes to Mr. Ashok Kumar Singh, Director of Sahbhagi Shikshan Kendra in India, and Ms. Shaheen Attiq-ur-Rahman, Vice Chairperson of Bunyad Literacy Community Council in Pakistan, who both conducted literacy projects using various innovative methods for the achievement of women's empowerment. We hope that this report provides useful information and inspiration for those working in the field of non-formal adult literacy, and all who are interested in the subject.

Dong-seok Min
Secretary-General,
Korean National Commission for UNESCO



Women learners in India participating in their literacy class

Bridge India Project



Chains of Change Agents through Functional Literacy

- Language of Institution Hindi
- Participants 521 Learners, 15 Tutors
- Project Area Cholapur and Harahua Blocks, Varanasi, Uttar Pradesh, India
- Project Duration April 2015 – December 2015

Sahbhagi Shikshan Kendra (SSK)



SSK, a local NGO, was founded in 1990 in Lucknow, Uttar Pradesh, India with the stated purpose of promoting social change by strengthening civil society organisations that are engaged in empowering the economically and socially marginalised and setting up democratic governance with proper perspective on gender justice in the state of Uttar Pradesh. SSK aims to achieve its mission through sustainable and innovative methods. To meet its established aims, SSK has fostered a strong partnership with the Korean National Commission for UNESCO (KNCU) and has conducted the Bridge India Project since 2014.

Summary

The 2015 project aimed to empower Muslim and Scheduled Caste (SC) women in the Cholapur and Harahua Blocks of Varanasi District, Uttar Pradesh, India through basic and functional literacy education. It was a distinctive feature of the project that tutors were selected from among the women of the same background as learners, so that the tutors could become role models for the other women. The project allowed 521 Muslim and SC women to gain basic literacy skills, to enhance their life skills and to engage in social activities. At the end of the project, the Government of India's Adult Literacy Department certified these learners as literate and included them in the government's literate list after the learners successfully took an exam conducted by the National Literacy Mission (the Saakshar Bharat Mission).

Background

Varanasi is situated in the eastern part of Uttar Pradesh State in India. This part of Uttar Pradesh is a relatively poor and marginalised area of India in terms of social and economic status. The project areas, Cholapur Block and Harahua Block, are part of Varanasi. The total population of Cholapur Block is 204,348, while that of Harahua Block is 218,333. The population in the area mainly comprises Muslim and Scheduled Caste (SC) communities, which are socially and economically marginalised within Indian society. As the majority of the population comprises weavers, they are all the more vulnerable because of a decline of their traditional livelihood. They often receive very low pay for their work and suffer exploitation at the hands of middle men. The Muslim and SC communities are also often unable to benefit from government-supported social security programmes and other schemes.

Muslim girls suffer a school dropout rate of approximately 92% following Standard 5 (age 10, the last grade in primary education) and Standard 8 (age 13, the last grade before high school). The cultural environment in the region is a major factor contributing to the high dropout rate among Muslim girls, favouring early marriage, and no higher education for girls. There is an unwillingness among parents to invest their limited resources in their children's education when the quality of education is not ensured, and a belief that it is therefore better for children to drop their studies and instead work to support their family.

The Korean National Commission for UNESCO (KNCU) and Sahbhagi Shikshan Kendra (SSK) initiated the literacy project in this area recognizing that illiteracy is at the heart of the area's various, complex issues, such as the need for education for girls, capacity building in women in the region, and basic economic activities that are centred on homes with limited resources (i.e. cottage industries).

Goal and Objectives

Empowerment of women in the Muslim and Scheduled Caste (SC) community in Cholapur and Harahua Blocks:

- Enhancing the basic literacy of Muslim and SC women
- Promoting social empowerment and participation of Muslim and SC women
- Creating an enabling environment for gender equality within the communities



A learner listening to her tutor in a class with her baby in her arms

Main Strategy

1.

Establishment of Functional Literacy Centres (FLCs)

In order to run the project's literacy courses, a total of 15 FLCs were established under the project, 3 in Harahua Block and 12 in Cholapur Block. The centres are located in places that can be easily reached by women from nearby villages where the Muslim and Scheduled Caste (SC) community live. Classes were held six days a week.

2.

Recruitment of Female Tutors

The tutors were recruited with the intention of fostering their capacity to run literacy classes and therefore empower not just learners, but also the selected tutors. Preference was given to tutors who had also participated as tutors in the first round of the project, conducted in 2014. Four tutors were chosen in this way from the list of tutors from the previous year's project. For the other 11 tutors, a fair and transparent selection process was followed, as described below.

Firstly, programme facilitators met with the members of the Muslim and SC community to identify candidates for nomination as tutors. About 20 candidates who had completed at least secondary education were identified from target villages.

In the second round of the selection process these candidates, along with their guardians and other community members, were oriented on their roles as tutors through Focus Group Discussions (FGDs) in their respective villages.

The final step in the process for selection of the tutors was an interview. For this, an interview panel was constituted consisting of four members (two female and two male). As a part of the

interview process candidates were asked to speak on topics such as women's empowerment, girls' education, nutrition, challenges facing SC and Muslim women, employment opportunities in their village and other topics chosen by the panel.

Panel members graded candidates based on the candidates' communication skills, performance at interview and written examination scores, and the final selection of the 11 new tutors was made according to their grades.

3.

Capacity Building of Female Tutors

Women from the Muslim and SC community were chosen and trained as literacy tutors, not simply for their own empowerment, but also so that they could become change agents for the future empowerment of women from a similar background. The training of the tutors comprised three separate programmes:

3.1. Training of the Tutors on Teaching Functional Literacy

A 5-day 'training for trainers' programme was organised for the recruited tutors in July 2015 at the headquarters of Sahbhagi Shikshan Kendra (SSK) in Lucknow. One resource person was hired to impart knowledge on adult literacy and methodologies for teaching it. The training schedule was divided into two equal parts, covering basic literacy and life skills education. Training sessions involved both technical information sessions and practice sessions. The objectives of the training programme were:

- To develop the tutors' facilitation skills in relation to the subjects of basic literacy and functional literacy
- To develop tutors' understanding of lifelong learning skills and the importance of these skills in the context of developing literacy skills among rural adult women
- To develop tutors' competencies on participatory training methodologies to advocate for basic and functional literacy
- To sensitise the participants towards issues and challenges in the development of adult literacy skills among rural women

The main subjects covered during the 5-day training programme were:

- Principles of adult literacy
- Basic literacy facilitation skills
- Types of teaching aids and tools for teaching illiterate women such as posters, pamphlets, flex banners and alphabetical blocks, etc.
- Relevance of, and facilitation process for, life skills education
- Participatory teaching methodologies such as role play, small group discussion and presentation, case analysis, etc.

The training programme was conducted through participatory training methodologies.

3.2. Refresher Training

In order to further build the capacities of the tutors, a refresher training session was conducted in November 2015, after the tutors had completed one batch of literacy courses. During the three days of refresher training, tutors shared the challenges and difficulties that they had faced during the literacy classes. Their greatest problem was mobilisation of women to attend the literacy classes. It was noticed that some women had dropped out due to family pressure. Tutors were oriented on community mobilisation and rapport-building strategies as part of the refresher training. Issues related to gender and government schemes were also discussed in detail, as these were also areas in which tutors faced difficulties in facilitating their sessions.

3.3. Visit to *Mahila Samakhya* Allahabad

A visit was also organised to give the tutors exposure to a similar thematic area. This learning exposure visit was hosted by *Mahila Samakhya* Uttar Pradesh. *Mahila Samakhya* is an NGO working on adult literacy in parallel with the Government of India. The visit took place in the

field area of Mahila Samakhya's work in Allahabad (150 km from Varanasi). It was a cross-learning visit, during which tutors explored different kinds of tools and teaching methodologies used by the hosting organisation. The participants interacted with each other and shared their successful strategies and difficulties in teaching adult literacy. It was also a very good opportunity for the tutors to meet some literate women who had benefited from activities at the community literacy centres of the host organisation, and who were now contributing greatly to developmental work in their villages. During the exposure visit, the tutors also visited a residential camp for illiterate young girls being run by the host organisation.

4.

Mobilisation of Learners

In order to select women for the functional literacy course, a survey was conducted by the SSK team together with university students who were involved as interns. The survey team met with families and women, prepared a list of illiterate women and then met with individual women to find out about their interest in the course and willingness to attend. After a screening process a final list of women who were most enthusiastic about attending a literacy course was prepared for first batch of classes. The survey team also consulted with families and women in 28 villages to find the most appropriate areas in which to establish the FLCs. A group of 15-20 woman learners was formed in each literacy centre. During the preparation of the list of illiterate women, door-to-door contact and counselling sessions held with the women's husbands and guardians were very important tools in mobilising women to attend the literacy courses. A total of 561 learners were recruited.

5.

Development of Teaching and Learning Materials

The following materials were developed and published for use in the project's activities:

5.1. Basic Literacy Teaching Manual

This manual was a separate module on basic literacy and was taken from an external agency. The module provides a thorough and well-written introduction to methods of imparting knowledge through stories, case studies, and real-life situations, as well as providing tools for the teaching of basic literacy. The module covers the following:

- Vowels and consonants
- Letters, words and sentence formation
- Numbers and tables
- Reading habits
- Practice exercises for writing the learner's name and address



Women using the teaching materials kit for their studies

5.2. Functional Literacy Teaching Module

An existing 45-day module on functional literacy, including life skills sessions, was revised and finalised. The module includes the following subjects:

- Guardians and their role
- Daily routine mapping
- Personal health and hygiene
- Service provider institutions
- Gender
- Legal rights of women
- The group and its importance
- Social inclusion
- Government schemes related to women and child development
- Means of communication and methods for use
- Financial institutions
- Understanding government administrative structure and functions
- Understanding community processes and conflict, etc.

The module was developed by a team of experts in the field of adult and functional literacy. All the sessions were structured, developed and compiled at state level, following which pilot testing was done in the field before development of the final module. Teaching and learning materials were also designed on the thematic issues contained in the module and printed simultaneously with the module.

5.3. Textbook for Basic Literacy Course

A basic literacy course textbook was purchased from outside publishers and provided to learners. The book contains all the basic literacy knowledge covered during the course and provides pictorial and graphic representation to make it easy for learners to learn the Hindi alphabet and short sentences in Hindi.

5.4. Teaching Materials Kit

A teaching materials kit in the form of posters, flip books, alphabetical blocks, pictures and video collections, and presentations on thematic issues was developed and provided to the FLCs together with the teaching modules. The kit includes the following items:

- Bag
- Posters for each session
- Alphabet and number blocks
- First aid box
- Teaching methodology guide book
- Reading books on thematic issues such as education and women's law
- Story books
- Functional literacy module (for life skills education sessions) and basic literacy module (for basic literacy sessions)



Teaching Materials Kit



Women going to their Functional Literacy Center (FLC)

Project Activities

1.

Basic Literacy Course

The basic literacy course was provided to enhance the basic literacy skills of Muslim and Scheduled Caste (SC) women in the project area. The basic literacy course focused on Hindi, the regional language. Number blocks, alphabetical blocks, pictorial charts and tools related to their daily life were all used in the classes. This course focused on the basics of literacy and covered the following content:

- Alphabet identification
- Vowels and consonants
- Two letter words
- Writing simple words
- Number identification (1-50)



Women learners participating together in a functional literacy class

2.

Functional Literacy Course

The functional literacy course was held to enhance the life skills of learners, and was facilitated by using participatory learning methodologies, including group work, small group discussion, role plays, presentations, video and documentary shows. The major topics covered were:

- Household management
- Personal health and hygiene
- Saving habits
- Group process and its importance
- Government schemes
- Gender and women's legal rights
- Service provider institutions

3.

Field Visits to Governmental and Public Bodies

Field visits were organised in order to promote social participation by women. Learners visited different government departments and public institutions and interacted with officials. A total of 10 groups of learners, selected from each of the Functional Literacy Centres (FLCs), visited the following public offices in order to learn about how each of these departments functions:

- Police Station
- Block Development Offices
- Block Resource Centre
- Community Health Centre
- Minority Welfare Department
- National Literacy Mission (Saakshar Bharat Mission) Department
- District Probation Officer

4.

Literacy Campaign and Advocacy (in Celebration of International Literacy Day)

In order to raise awareness of the literacy issue in the Muslim and SC community, a district-level celebration of International Literacy Day was organised on 11 September 2015 at Cholapur Block's Middle School. 200 women from the FLCs, and from the community in general, participated in the celebration. In addition, a one-week literacy campaign was organised from 5 September to 10 September in the project areas. As part of this campaign young girls actively participated in disseminating information on adult literacy and lifelong learning. The literacy campaign week involved the following activities:

4.1. Signature Campaign

Young girls went from village to village with a big banner and encouraged the local women to sign their name on the banner instead of making a thumb impression, shouting out the slogan 'No thumb impression now, write your signature'. About 1,000 women's signatures were collected on the banner during this signature campaign.



Women on a field visit to a governmental office

4.2. Rally

Young girls came together with adult women learners in a big rally from Cholapur's middle school to its Block Development Office. They disseminated information on the importance of literacy through singing songs and slogans.

4.3. Skits Performed by Tutors

During the International Literacy Day celebration, a group of tutors performed a skit on the theme of the effect of illiteracy on the lives of rural women. It was a very effective role play that delivered a clear message to the local women.

5.

Experience Sharing Workshop on Adult Literacy and Lifelong Learning

This workshop was organised on 14 December, 2015 at the Hotel City Inn Varanasi, to help build cooperative partnerships under the project.

Representatives from the Adult Literacy Department, and academics from Banaras Hindu University and Mahatma Gandhi Kashi Vidhyapeeth Harishchandra P.G. College were invited as special guests to the workshop, and like-minded NGOs also took part. The workshop was an opportunity for the project organisers to share the project strategy and its impact with stakeholders, and for stakeholders to offer comments and suggestions to make the programme more effective. Suggestions from stakeholders included the following:

- The course duration should be increased
- The area of the programme should be expanded to encompass other Blocks in Varanasi District
- A structured manual for basic literacy should be developed specifically for the programme rather than using the current manual, which has been taken from an external agency

Monitoring and Evaluation

1.

Weekly and Monthly Review Meetings

Review meetings were organised weekly, every Saturday, during which the project team, including supervisors and tutors, would gather together. Meetings with the programme coordinator were held on a monthly basis. During the meetings tutors shared their concerns, difficulties and success stories. A report was written to record every monthly meeting, together with follow up, and the following month's strategy was planned according to decisions taken at each monthly meeting.

2.

Field Visits

Field visits by staff from Sahbhagi Shikshan Kendra (SSK) played a pivotal role in ensuring the quality of the programme. The SSK staff did not visit simply as observers but also provided support and advice as and when required by the field team. In addition to these visits, the programme coordinator, responsible for coordination of the entire programme, also visited on a regular basis in order to ensure quality control.

3.

Preparation of Monthly Reports

Monthly progress reports were prepared to provide information about ongoing project progress. The report also covered details of the accomplished activities, strategies involved, community process and upcoming challenges.

4.

Pre and Post Assessment of Learners

Individual learners' knowledge and awareness levels were checked using an assessment tool. The same tool was used at both the beginning and the end of the project and a comparative data chart was prepared.

5.

Project Evaluation

An external person was hired to act as an independent third party evaluator. The evaluator assessed project progress throughout the entire project process and submitted his evaluation to SSK.

Analysis of Performance Factors for Assessment

To analyse the factors responsible for success and major constraints in implementing the functional literacy programme, the major points of assessment included:

- Assessment of the extent of coverage
- Evaluation of the impact of functional literacy in adult women
- Assessment of attitudinal changes towards literacy at family and community level
- Assessment of behavioural changes at individual, family and community level

However, further micro-detailing was also done to better understand the performance indicators and in order to assess the impact of the project. Accordingly, the following indicators were set and considered in the impact assessment:



A woman reading a newspaper

Performance Factors for Assessment

Objective	Sphere	Level	Indicators (quantitative/qualitative)
Enhancing Basic Literacy		Basic Level	<ul style="list-style-type: none"> • Can write their names • Can read and write letters • Can identify and read words • Can identify and read numbers
		Advanced Level	<ul style="list-style-type: none"> • Can read short sentences • Can read newspaper and textbooks
Promoting Social Empowerment and Participation through Functional Literacy and Life Skills Education	Social Sphere	Individual Level	<ul style="list-style-type: none"> • Opened bank account • Started individual financial saving
		Family Level	<ul style="list-style-type: none"> • Sent non-school-going girl children to school • Became members of SMC (School Management Committee) • Visit their children's school more often
		Public Level	<ul style="list-style-type: none"> • Have access to schemes and entitlements • Have access to basic health, nutrition and education related services • Have access to local village institutions and government officials • Independently go to hospital, schools, etc.
		Community Level	<ul style="list-style-type: none"> • Participate in community affairs • Participate in local governance meeting • Have greater role in decision making at personal and family level • Feel that their communication skills and confidence in communication has improved • The family respects their words more
		Cognitive Sphere	<ul style="list-style-type: none"> • Aware of their rights and fight gender bias in their daily lives to attain a more equal status • Know how children need to be treated and aware of children's rights and abuse toward children • More aware of their rights and entitlements and would demand the same
Creating an Enabling Environment for Gender Equality		Social Level	<ul style="list-style-type: none"> • Concerned about the enrolment and education of daughters • Concerned about their environment and village and would attend the Gram Panchayat (local village council) meetings more often • Concerned with savings
		Community Level	<ul style="list-style-type: none"> • Village Education Committee (VEC) members and village heads are sensitised about the issue of women's literacy • Village heads and elected representatives understand the benefit and importance of literacy • VEC Members are engaged in the literacy programme
		Public Level	<ul style="list-style-type: none"> • Offer of official certification for the learners from public sector (government, etc.) • Any other type of support for the project from the public sector

Methodology of Assessment

In order to understand the impact of the project, both quantitative and qualitative data were collected.

For collection of quantitative data, 20% of the women learners (120 women) were selected, comprising 8 women from each of the project's literacy centres. The names of the 8 women were selected through systemic random sampling from centre registers. A grading tool to assess the level of literacy of these sampled women was developed to understand whether these women had attained literacy and the level of their competency in literacy. Based on the findings, the women were graded into grades A, B and C. Data were also collected from the intervention area on themes relevant to the intervention.

Qualitative data was collected in two ways – Focus Group Discussions (FGDs) with women who had benefitted through the intervention (15-20 participants per focus group) and direct interviews (DIs) with Village Education Committee (VEC) members and Gram Panchayat (local village council) members. A total of 4 FGDs and 121 DIs were conducted.

The data collected were then consolidated and analysed to assess the impact of the project.

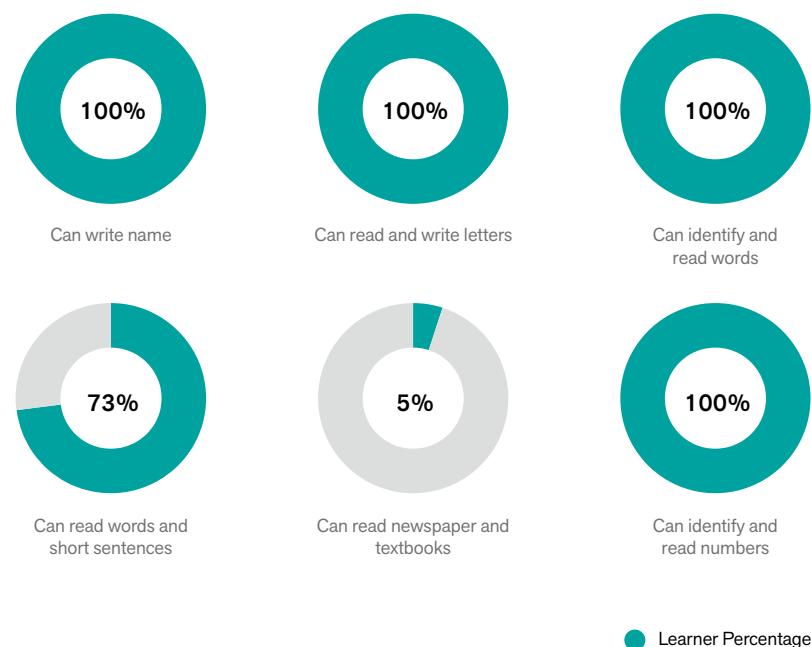
Results

1.

Progress in Basic Literacy

The quantitative data collected towards the end of the intervention period confirmed that, following the intervention under the project, there was a huge impact on the basic literacy of these women, as shown by the following:

- 100% of sampled women could write their names
- 100% of sampled women could read and write letters
- 100% of sampled women could identify and read words
- 73% of sampled women could read words and short sentences
- 5% of sampled women could read a newspaper and textbooks
- 100% of sampled women could identify and read numbers



2.

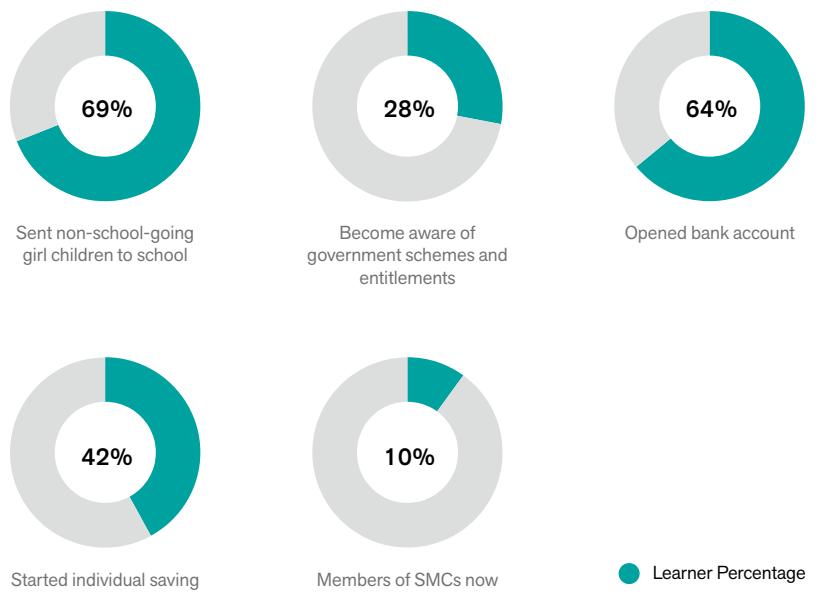
Progress in Functional Literacy

It was found that almost 100% of learners had acquired the competencies of basic literacy and numeracy such as writing their name, reading and writing of letters and numbers, and identifying and reading words and short sentences. However, for more advanced competencies such as reading a newspaper, the data (5%) shows that there has been less achievement.

There were also some remarkable results related to functional literacy. First of all, the women became more concerned about health and household-related issues. Discussions with women who had attended the learning centres revealed that they had become more conscious of health and hygiene in relation to their children, such as better hand-washing habits, a balanced diet, vaccinations, breast feeding, menstrual hygiene, etc. Most of the women said that they are now more particular about each of these than they had been previously.

Similarly, there was a noticeable increase in awareness of their entitlements, savings and similar parameters, all indicators of rising empowerment. The women seemed to be more adept with financial planning and home budgeting. The data also showed that approximately 42% of the women started saving after attending training. At the same time, they were found to be more aware of collective strength and inclined to group formation for savings.

- 69% of sampled women enrolled their non-school-going girl children in school
- 28% of sampled women have become aware of schemes and entitlements offered by government
- 64% of sampled women opened bank accounts
- 42% of sampled women started individual saving
- 10% of sampled women are now members of SMCs (School Management Committees)

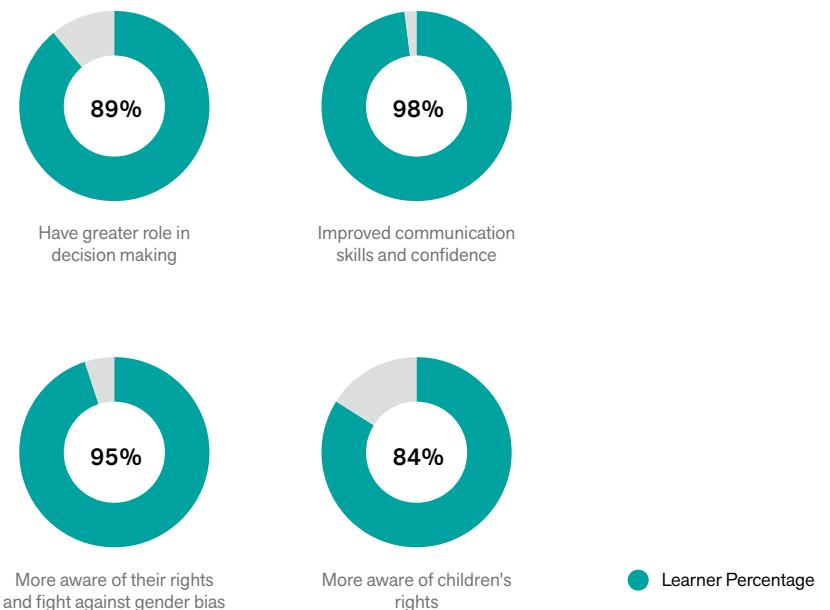


3.

Attitude and Behaviour Changes

Besides the above improvements, the data showed that the women started to feel more self-sufficient and able to voice their opinions. It was found from the Focus Group Discussions (FGDs) that:

- Approximately 89% said that they now have a greater role in decision making
- Approximately 98% felt that their communication skills and confidence in communication have improved
- Approximately 95% said that they were now more aware of their rights and were fighting gender bias in their daily lives to attain a more equal status
- Approximately 84% said that they were now more aware of how children need to be treated and of children's rights and abuse toward children

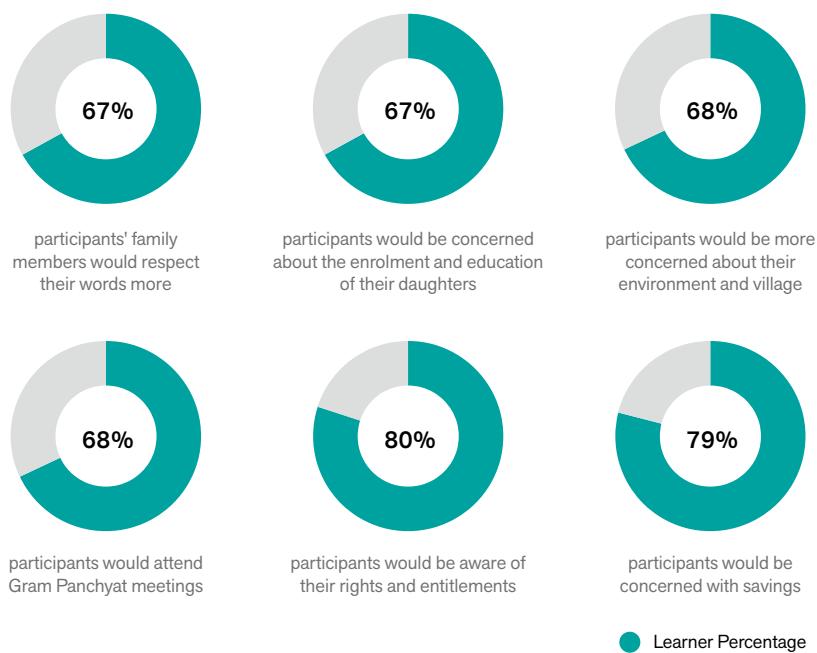


The women covered by this assessment were also asked whether they felt they had benefitted through the intervention. Approximately 98% of the women participated in the FGDs said that they had definitely benefitted through the intervention.

In addition, the women who in the FGDs responded that all the beneficiaries had probably benefitted in terms of an improvement in their social environment and an increased ability to participate in the social sphere. The women selected for the FGDs were asked what type of changes they would expect in the lives of the women who have attended the programme. It was found from the FGDs that:

- Approximately 67% said that the family of a woman who had attended the literacy programme would now respect her words more
- Approximately 67% said that a women who had attended the literacy programme would be more concerned about the school enrolment and education of their daughters
- Approximately 68% felt that a woman who had attended the literacy programme would be more concerned about her environment and village and would attend the Gram Panchayat meetings more often.
- Approximately 80% felt that a woman who had attended the literacy programme would be more aware of her rights and entitlements and would demand the same
- Approximately 79% said that a woman who had attended the literacy programme would be more concerned with savings

Sampled learners think that:



Approximately 82% stated that one or more of the above changes have been noticeable in their own lives since they attended the literacy programme.

4.

Effects within the Community

4.1. Village

It was found that there were noticeable positive changes at village level. 17 participants who gained confidence from the programme have actually put themselves forward for public office. Also, there was an increased awareness among Village Education Committee (VEC) members and village heads about the adult literacy programme.

Some of the VEC members were also beneficiaries of the programme and these women said that, owing to the confidence that they had gained in both literacy and life skills, they felt able to be more proactive in their roles as VEC members after attending the functional literacy programme. They said that they visited the area's schools more regularly and made efforts to look into different aspects of the schools, from the attendance of teachers, to what the children were learning in class. The village heads and elected representatives also felt that the programme was a good initiative and should be continued in future so that more women in the villages become more independent.

4.2. Government

During the project, Sahbhagi Shikshan Kendra (SSK) successfully built linkages with the India Adult Literacy Department and, as a result, advice and support has been provided to the project by the department. During the Experience Sharing Workshop on Adult Literacy and Lifelong Learning, the India Adult Literacy Department also offered to register all the project's learners under the National Literacy Mission (called the Saakshar Bharat Mission in Hindi), which is one of India's flagship campaigns to ensure 100% literacy, and to provide certificates to all women enrolled in the project who take an exam conducted by the department. This represents a major achievement of the project, as its learners will be included in the Government's literate list.



Sonali, a tutor teaching women in her literacy class

“I’m an agent of change
for myself and
my community”

Change Story 1

Sonali, Tutor, 19 years old

Sonali, a 19 year old currently in her first year studying for a B.A., is an ideal example of a girl who has broken the patriarchal restrictions that inhibited her ability to study. She faced strong resistance from her family, especially her older brother, who was very much opposed to her studying. However, Sonali was adamant. She focused on studying and participated as a tutor in the adult literacy programme established by the Korean National Commission for UNESCO (KNCU) and Sahbhagi Shikshan Kendra (SSK).

Remembering her past, she gets teary-eyed when she recollects that she originally wanted to study science, but because her brother refused to allow this, she was forced to study arts instead. Her elder sister, who was married, sent her money to pay for her admission to 12th standard (the final year of higher secondary education), and she felt more able to face the ongoing resistance from certain members of her family when she achieved good grades. She also obtained the support of her uncle, after telling him that she wanted to study and to work, and that it would be in the best interests of her family that she be allowed to do so. She smiles when she shares that she got better marks at school than her brother.

After she found out about the tutoring job for the adult literacy programme, she went for an interview and was selected. After some initial resistance, her brother kept quiet and did not interfere with what she was doing. The first thing that Sonali did when she got her first salary from tutoring was to buy a bicycle for herself.

Sonali shares that, initially, she had no idea about how to start teaching the women participating in the literacy classes. She could only begin by simply interacting with them, introducing them to how to read and write their own names. Meanwhile she was sent to attend the tutor training programme in Lucknow and that is where she learned how to do her job better. After returning from the training, she progressed with her work quickly and, using the knowledge and information she learned from the training, has helped steer many women on to the right track in their learning journey.

There have been both bitter and sweet moments for her in her tutoring experience. There was one woman in the community who used to be very opposed to her work. However, when there was a medical emergency in this woman's house, Sonali helped the woman to hospitalise her daughter. Later that woman was very apologetic for her behaviour and asked for forgiveness. The woman stopped criticising her and became her supporter.

In another incident there was a woman whose husband used to drink, beat her and not let her come to the literacy centre. Sonali, along with other women, went to talk to this woman's husband. The result was that, from the next day that woman started coming to the centre. Sonali feels happy that she is making positive changes in the lives of local women. Sonali is an agent of change trying her best to make a better future.

Change Story 2

Sheela, learner, 35 years old

Studying at the age of 35 years, when one's children are grown up and the patriarch of the house is opposed to such a venture is an almost unachievable goal in the rural village of Molnapur, in Varanasi's Cholapur Block. However, Sheela has shown that if a determined woman has a little bit of support, she can stand up to patriarchal opposition and violence and keep learning.

When the literacy centre opened in Sheela's village, the tutor, Anjum, invited her to join its classes and she happily did. However, she faced huge resistance from her husband, Rajkumar, who even resorted to violence to stop her from going to the centre. Her husband was of the opinion that it was a waste of time for her to attend the classes. He could not see what the use was of trying to learn to read and write when she had never previously attended school in all of her life and had survived just fine. Moreover, being a fruit vendor, he hardly used literacy skills himself. In addition, all of their children were studying, so her husband said that their children could help in time of need.

Despite this, with the encouragement and support of her tutor, Sheela ignored his advice and secretly continued to attend the centre. The result is that she is able to write her name and her complete address, and can read some text.

One day she went to the bank with her husband. There her husband struggled with the withdrawal slip. To the amazement of her husband, Sheela then took the slip and filled it in. He then re-

alised that he was underestimating Sheela's skills. He had thought that she would not be able learn at her age and even if she could, it would be of no use.

Now Sheela's husband could see that literacy skills are actually a great advantage. He then relaxed his stance against her joining the centre's classes. He does not put restrictions on her mobility or her desire to learn anymore. Previously he had not allowed her to go outside her village alone. Now she is so confident that she can even visit Varanasi by herself. She says she is also able to manage the finances at home better because she learned budget management in her literacy classes. "I am able to talk to anyone, I am not afraid of anything anymore", is how Sheela sums up the change she has observed in herself thanks to the literacy centre.

Sheela later encouraged her 'devrani' (sister in law), who was facing similar resistance to that which had been faced by Sheela, to join the centre. Now they are able to enjoy learning together.



Sheela, a learner, giving a speech confidently in front of her classmates.



Sheela practicing reading and writing in her daily life

"Violence can't stop me from learning"



Women learners in Pakistan listening to their tutor in their literacy class

Bridge Pakistan Project



Empowering Women through Basic Literacy and Life Skills

- Language of Institution Urdu and English
- Participants 589 women, 24 literacy tutors, 24 vocational trainers
- Project Area The area of Manawan in Lahore, and the area of Ramke Chattha in Hafizabad District, Punjab, Pakistan
- Project Duration April 2015 – December 2015

Bunyad Literacy
Community Council
(Bunyad)



Bunyad is a non-governmental and non-profit organisation registered with the Department of Social Welfare in the Punjab. The organisation currently provides services to 20 districts in the Punjab, reaching out to more than one million rural women and children through various projects.

The achievements of Bunyad have been recognised at the regional, national and international levels. In recognition of its services to rural and marginalised communities, it has received two UNESCO awards for outstanding work in the field of literacy and non-formal education: the Comenius Medal, awarded in 1998, and the King Sejong Literacy Prize, awarded in 2002. At the national level, Aziz e Fazilat, a Presidential award, was given to Bunyad's vice chairperson, Ms. Shaheen Attiq-ur-Rahman, for her active role in promoting education in Pakistan.

Bunyad has carried out literacy projects for women with the Korean National Commission for UNESCO (KNCU) since 2012, with the aim of making positive changes to society as part of KNCU's Bridge Asia Programme. These projects have shown remarkable results in the targeted areas.

Summary

Bunyad Literacy Community Council (Bunyad) implemented the project's literacy education and life skills programme in Lahore and Hafizabad for women who were unable to obtain a proper education due to cultural and social customs opposing women's education. In particular, the programme included a Conditional Cash Transfer (CCT) Programme, which enabled the participants to obtain Computerised National Identity Cards and to open their own bank accounts. Additionally, in order to ensure the long term effect of the literacy education provided under the project, post literacy activities were conducted, including the operation of a Mobile Rickshaw Library and the use of Information Communication Technology (ICT), through the sending of text messages to learners and neo-literates who had completed the literacy classes. Through the project, 589 women in the area acquired or improved their literacy skills and social status. In addition, the targeted region showed an increase in positive attitudes toward women's education.

Background

Pakistan's net enrolment rate (NER) in primary education is 68 % (UNESCO, 2008). The NER gender parity index (GPI) of 0.76 indicates that those not enrolled are mostly girls. This gender disparity is wider in remote and more conservative provinces. According to Pakistan's National Education Policy 2009, about 72% of children who originally attended school make it to grade five, which means a dropout rate of 28%.

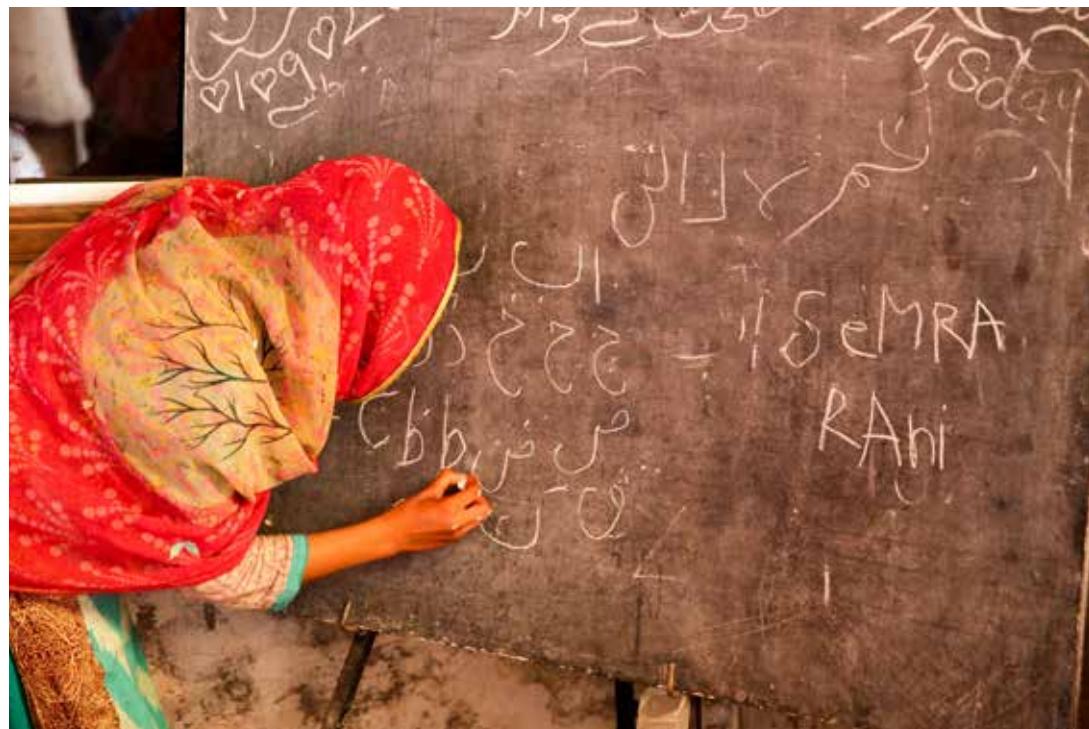
The main challenges in education promotion are: very high urban-rural disparities; the distance of schools from homes; very limited options for age 10+ in learning; low literacy rates, particularly among rural women; difficulty of travel in countryside areas; the caste and "Bradary" system; prevalence of the feudal lord system and tribal system; and the low status role of women.

The female literacy rate in Pakistan is only 42% (UNESCO, 2013). While literacy rates have risen considerably for both women and men, the gender differences still persist. In rural areas, particularly, the education of women is of very low priority.

Goal and Objectives

Empowering women in rural areas of Lahore and Hafizabad Districts, Punjab, Pakistan

- Improving literacy skills of women through literacy education
- Enhancing the social and economic status of women through financial literacy and vocational training



A learner practicing writing on a blackboard in her literacy class

Main Strategy

1.

Creation of Village Committees

24 local Village Committees were established to support the project activities, with opinion leaders and other key persons as members. The committees were oriented on project activities, helping them to build their capacity to facilitate the project team in recruiting learners and tutors, conducting local monitoring, and sustaining the project's activities.

2.

Mobilisation of Learners

The local Village Committees fully participated in the identification and enrolment of illiterate adult females in adult literacy courses and vocational training at the project's Community Learning Centres (CLCs). They were also involved in the planning and implementation process for project interventions, in liaison with government departments. 607 illiterate female adults were enrolled in 24 learning centres. 18 of these 607 dropped out from the CLCs before completing their course due to personal reasons, such as family pressure to stop attending the classes, low interest in the classes, moving away from the town and so on.

3.

Recruitment and Training of Tutors

Tutors were selected from local communities in consultation with the local Village Committees, and through a transparent procedure. Literacy tutors and vocational instructors for the CLCs were trained and given orientation by experts in the relevant fields. The venues for the training workshops were field offices of Bunyad

Literacy Community Council (Bunyad). Content for the training workshops was developed in consultation with the experts.

24 tutors of adult literacy were trained on teaching methodologies (lesson planning, phonics, class room management, regular reporting, and assessment systems), community mobilisation, use of Information Communication Technology (ICT) for literacy courses and non-formal education. Tutors were also oriented on financial literacy, covering the major topics of budgets, savings, investments, loans, access to financial institutions, and the rights and responsibilities of consumers.

The 24 vocational training instructors were given training to build their capacity in cutting, stitching and embroidery by SanatZar (an institute under the Social Welfare Department of the Government of the Punjab, Pakistan).

Project Activities

1.

Basic and Functional Literacy Courses

Basic literacy courses were provided to enhance the basic literacy of women in the project areas. Learners were taught basic literacy skills in reading, writing and numeracy. Functional literacy courses included life skill components dealing with health, personal hygiene, numeracy and conflict resolution in social family settings. The literacy course for adults was designed to run over 7 months, to allow learners to reach the level of being able to read and write by themselves.

2.

Post Literacy Activities

To give the neo-literate women greater exposure to a literate environment in their daily lives after their literacy education, an Information Communication Technology (ICT) literacy programme and a Mobile Rickshaw Library were also introduced.



Learning how to receive and send messages on a cell phone



Students in a targeted village waiting in line to borrow books from a Mobile Rickshaw Library

2.1. ICT Literacy Programme

For improvement of post and functional literacy, the learners on the adult literacy course who had their own mobile phone, or had access to a mobile phone owned by a relative, were given ICT software allowing them to receive digital messages on mobile phones. Later on, post literacy messages were sent to learners through their mobile phones on a regular basis.

2.2. Operation of Mobile Rickshaw Library

By operating Mobile Rickshaw Libraries, the project gave access to books and ICT not just to the adult neo-literates who had attended literacy classes, but also to students of public and private schools, and other members of the communities in the project areas, with the objective of promoting the habit of reading. Additionally in order to encourage e-learning, Mobile Rickshaw Libraries were equipped with ICT in the form of a laptop, multimedia content and a projector screen, along with conventional printed reading materials.

3.

Income Generation Activities

3.1. Conditional Cash Transfer (CCT) Programme

CCTs were provided to women to:

- Motivate the women to attend literacy classes at the project's Community Learning Centres (CLCs).
- Increase school enrolment and improve retention in school of school-age children of beneficiaries.
- Encourage the use of financial systems (banks) and the habit of saving, increasing family income in the long run.
- Increase beneficiaries' power to make their own decisions with assisted cash.

Based on the poverty scores of the 607 beneficiaries' households, 107 of the most vulnerable households were selected for the CCT programme, and the amount of 500 Pakistani Rupees (PR) was transferred to each of the selected women monthly conditional upon their attending literacy classes.

An additional amount of PR 100 per month was also transferred to those who saved PR 200 monthly.

There were several components within the CCT programme:

- Issuance of a National ID Card needed to create a back account to receive the cash transfers
- Management of household and business finance
- Awareness of financial systems and services
- Record keeping and budgeting, and managing savings
- Personal investment (education, health, nutrition, and skills and ability to generate income, etc)

3.2. Vocational Training Course

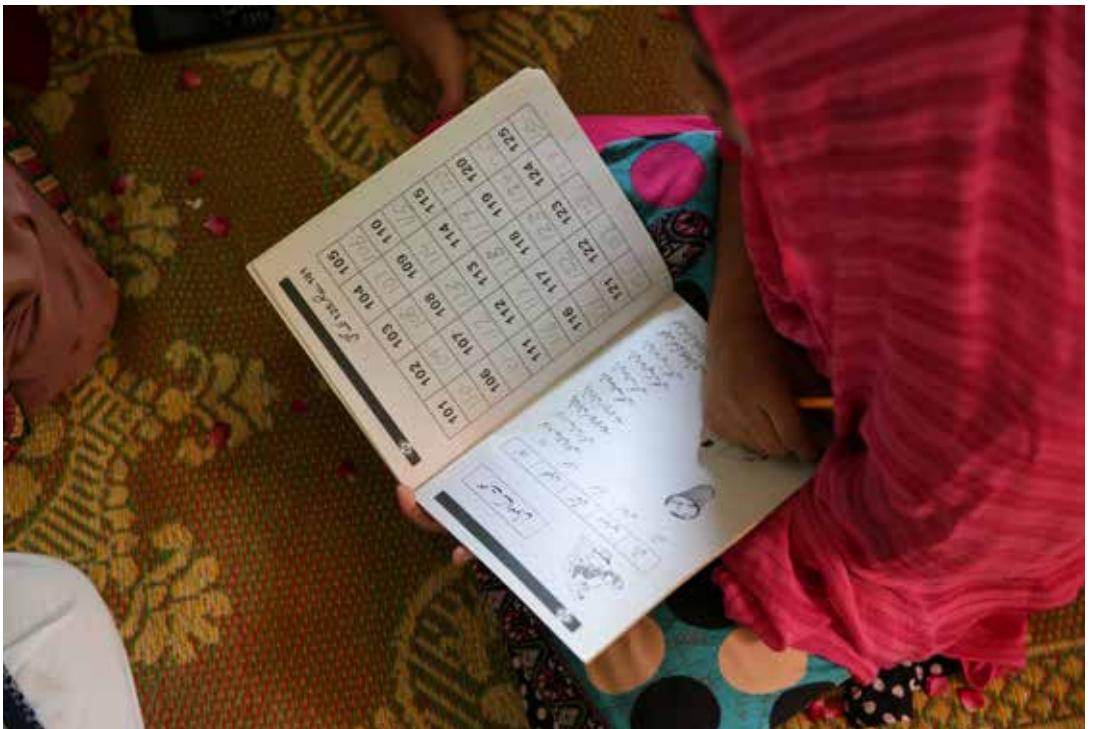
As most of women were making a living using their sewing skills, vocational training to enhance their existing skills was offered to 589 participants in the literacy programme. The women were most likely to possess simple sewing skills, but not sophisticated cutting skills. To improve their skills, SanatZar, an institute under the Social Welfare Department of the Government of the Punjab, held specialised training for the project's vocational trainers so that they in turn could teach these improved skills to their learners.



A woman embroidering during a vocational training class



A learner practicing new sewing skills during a vocational training class



A learner studying with her literacy text book

Monitoring and Evaluation

Internal monitoring of the project was conducted on a regular basis by the Project Management Unit (PMU), headed by the Programme Manager. During the reporting period, monitoring of the project was conducted through field visits, analysis of monthly progress reports from the project team, monthly planning, and comparing monthly targets against achievements. Joint monitoring visits by the representatives of District Governments and representatives from the Korean National Commission for UNESCO (KNCU) were also conducted to evaluate the results of the project activities. The following were the major areas of monitoring:

- Random checking of the literacy level of the enrolled learners
- Feedback of the trainees at the end of the training workshops
- Checking the inventory of items given under the project
- The Conditional Cash Transfer (CCT) Programme
 - Monitoring the poverty scorecards of the households in the CCT programme
 - Regular checks by project staff, including through surprise visits in the field, of the attendance of the beneficiaries of the CCT programme
 - Regular monitoring of the beneficiaries of the CCT programme by the micro-credit department of Bunyad Literacy Community Council (Bunyad)
 - Tracking of the retention of children enrolled in formal school, especially the children of beneficiaries of the CCT programme, by Bunyad staff in cooperation with school officials (follow-up visits)

Methodology of Assessment

In order to understand the impact of the project, both quantitative and qualitative data were collected.

For collection of quantitative data, a series of stakeholder surveys was conducted. Stakeholders for the survey were selected as follows, through random sampling methods:

- 30% of all the target women learners (186 women)
- 50% of the Conditional Cash Transfer (CCT) Programme participants (54 women)
- 11 teachers at government schools in the targeted area

For the purpose of desk review, relevant documentation and supporting records relating to the project were gathered. Monthly reports and assessments by mobilizers and literacy tutors, which contained all the participants' records related to literacy, were also reviewed.

Additionally qualitative data was collected through interviews from learners, other members of the community and stakeholders in general to give an overview of community impacts from the intervention.

Results

The data show that the major impact of the project is that attitudes and ways of thinking have changed among the stakeholders, i.e. the parents and husbands of the beneficiaries, and the members of the communities as a whole. Parents in the community are now interested in educating not only their sons but also their daughters, while parents, husbands, and mothers-in-law of adult females now see literate adult females in a positive light. After receiving tutor training on financial literacy, the programme's literacy tutors have not only started to implement their new financial literacy knowledge in their day to day lives but have also started to transfer this financial literacy knowledge to the other members of their communities. The members of the Village Committees are trying to link the project up with local government departments to fulfil their local needs, including in relation to first aid training, training in the management of livestock, and birth registration of newly-born children, etc.

The members of the local committees have also shown interest in carrying on the project interventions by utilizing local resources. In certain places within the project area, the members of the communities have organised themselves into groups, and are making efforts not only to enrol out-of-school children into schools but also to develop linkages with other institutions and government departments to obtain resources for their own community development. The households of the direct beneficiaries have been moderately empowered economically, and their living standard has improved to some extent.

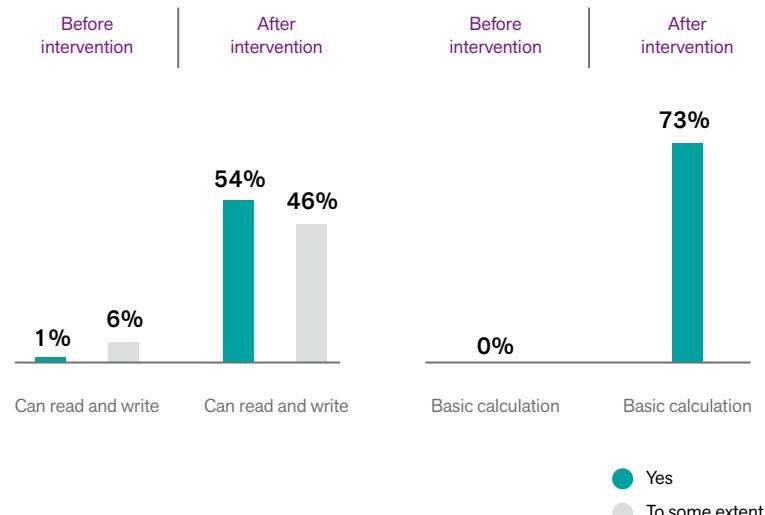
1.

Progress in Literacy Skills

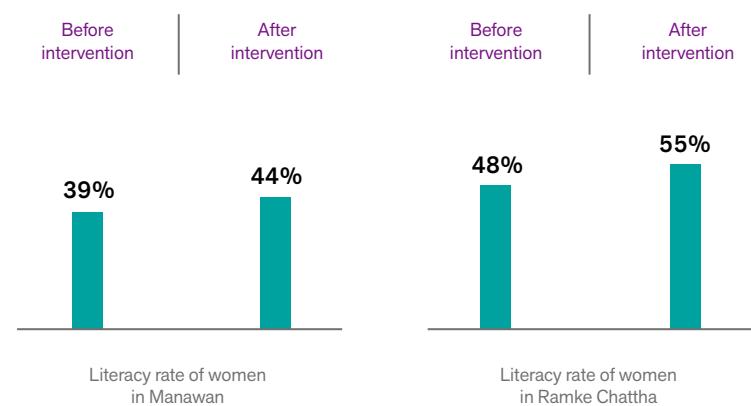
1.1. Basic literacy

A total of 589 women completed the basic literacy education that the project provided. The results from the survey of 30% of all participants showed that this intervention was effective in increasing the literacy rate and that most of the women who completed the basic literacy programme have gained basic literacy skills. The changes made through the intervention are as follows (based on data from the survey):

- Before the intervention, 1% of the sampled learners could read and write and 6% of sampled learners could read and write to some extent (total 7%)
- After the intervention, 54% of the sampled learners could read and write and 46% of sampled learners could read and write to some extent (total 100%)
- Before the intervention, none of the sampled learners could perform basic calculation (numeracy skills)
- After the intervention, 73% of sampled learners could perform basic calculation (numeracy skills)



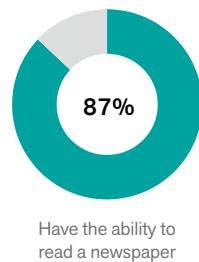
- The literacy rate of women in Manawan in Lahore District has increased by 5% as a result of the programme (based on data from all the participants)
 - Before the intervention, the literacy rate of women in Manawan was 39% (2,431 out of 6,235)
 - After the intervention, the literacy rate of women in Lahore rose to 44% (2,727 out of 6,235)
- The literacy rate of women in Ramke Chattha in Hafizabad District has increased by 7% as a result of the programme (based on data from all the participants)
 - Before the intervention, the literacy rate of women in Ramke Chattha was 48% (2,040 out of 4,250)
 - After the intervention, the literacy rate of women in Hafizabad rose to 55% (2,333 out of 4,250)



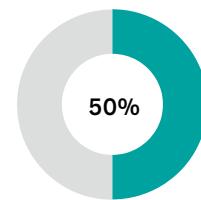
1.2. Functional Literacy

In addition to basic literacy skills, the women began to acquire functional literacy, to enhance their life skills further and work towards an advanced level of literacy skills. The data collected from all the participants showed that:

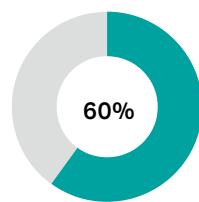
- About 87% have the ability to read a newspaper
- About 50% can write a simple letter to public institutions/government departments requesting information or making a complaint.
- Around 60% have access to public information regarding health, nutrition, the local Union Council (the elected local government body) and livelihoods.
- More than 80% know at least two functions of the Union Council



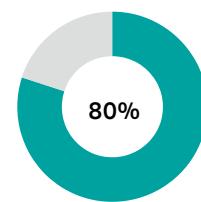
Have the ability to read a newspaper



Can write a simple letter to public institutions



Have access to public information



Know at least two functions of the Union Council

● Yes

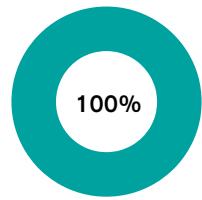
1.3. Post Literacy

Post literacy activities included a Mobile Rickshaw Library, and an Information Communication Technology (ICT) project, both of which allowed the women to develop the skills that they had acquired through their literacy education. These post literacy activities also had other subsidiary effects on their lives and societal skills.

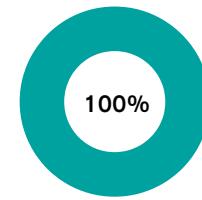
Operation of Mobile Rickshaw Library

The Mobile Rickshaw Library has resulted in increased reading habits among learners and has broadened their knowledge. It has also had a positive effect on the community. 11 sampled government school teachers were asked about the impact of the library on learners and the community in general since the Mobile Rickshaw Library was open not only to the adult neo-literate who had attended literacy classes, but also to students of public and private schools, and other members of the communities in the project areas. Based on the survey:

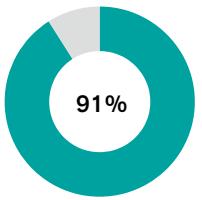
- 100% of sampled teachers (11) hold the view that the Mobile Rickshaw Library has improved the reading habits of the learners
- 100% of sampled teachers (11) said that the intervention has enhanced the knowledge base of learners
- 91% of sampled teachers (10 out of 11) said that the Mobile Rickshaw Library has sensitised the community to the importance of literacy to a greater extent.



Improved the reading habits of learners



Enhanced the knowledge base of learners



Sensitised the communities

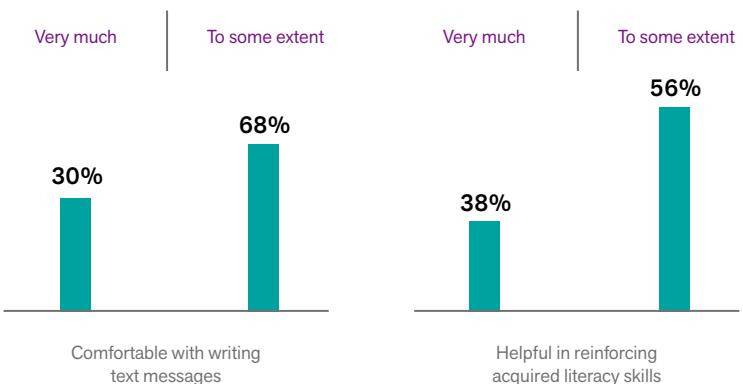
● Yes

The Mobile Rickshaw Library provides an example of why literacy education should not be limited to classrooms only. As a result of the Mobile Rickshaw Libraries, the women learners are now able to practice their literacy skills and continue learning. Additionally, these libraries help women implement proactive attitudes in their own lives, as their learning becomes their own responsibility.

ICT Literacy Programme

Through the ICT literacy programme, learners became more comfortable with text messages, and gained knowledge about communication through mobile phone. The survey showed that, as a result of the ICT literacy programme:

- 68% of sampled learners hold the view that the ICT literacy programme was very helpful in reinforcing and improving their newly-acquired literacy skills
- 30% of sampled learners hold the view that the ICT literacy programme was somewhat helpful in reinforcing and improving their newly-acquired literacy skills
- 38% of sampled learners became very comfortable with writing text messages
- 56% of sampled learners became somewhat comfortable with writing text messages



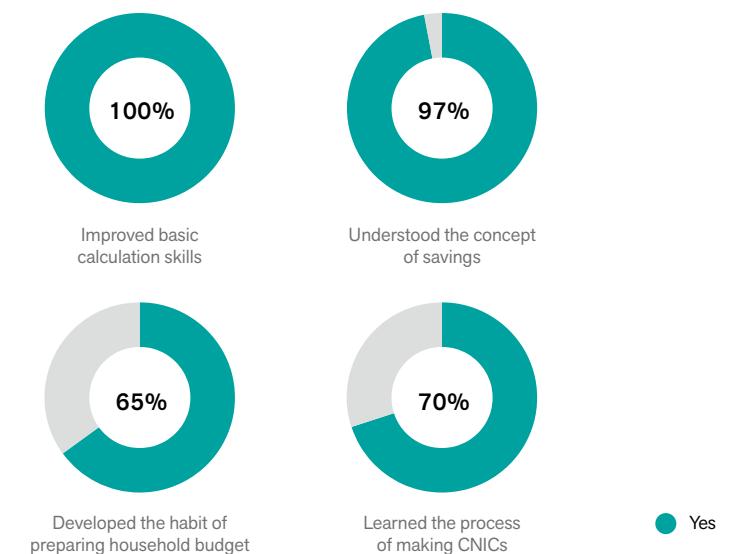
2.

Women's Income Generation

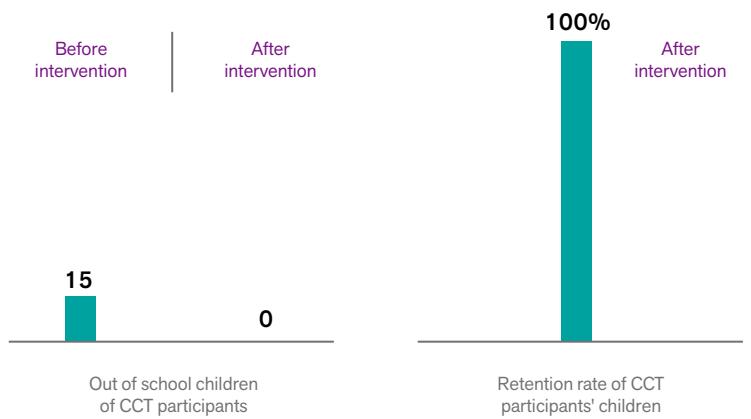
2.1. Conditional Cash Transfer (CCT) Programme

The survey showed that the CCT programme was seen as not just allowing the beneficiaries to learn basic financial skills but also as empowering them more generally, and giving them the ability to spend their own money as they chose. According to the survey answers (obtained from the 54 sampled participants out of the total 107, unless otherwise specified):

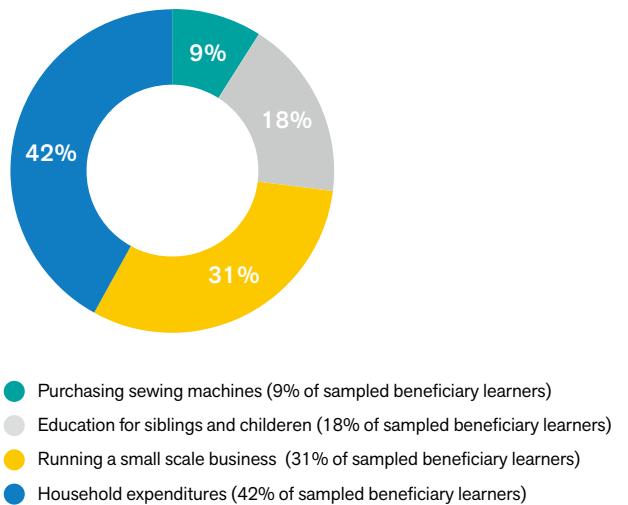
- 100% of sampled participants said that they had improved their basic calculation and mathematics skills through the CCT programme
- 97% of sampled participants understood the concept of savings
- 65% of sampled participants have developed the habit of preparing a household budget
- Based on data from all 107 the CCT Programme's participants, about 70% know the process for obtaining Computerised National Identity Cards (CNICs)



- 100% of the beneficiaries' children who had previously been out of school were newly enrolled in school as a result of the intervention, with a 100% retention rate following the intervention (15 children were out-of-school children before the intervention, all 15 of these children enrolled in school and all 15 remained in school following the intervention)



- How beneficiaries spent the CCT programme amount

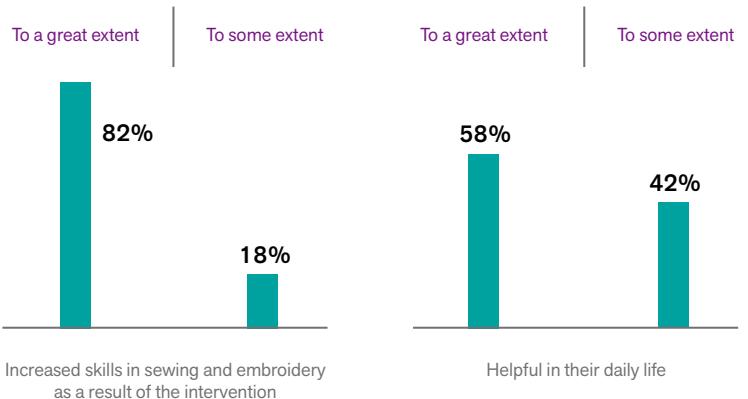


Beneficiaries themselves said that they were satisfied with the programme. Not only had they learned basic numeracy, but they also made use of the opportunity given to utilise the cash to benefit their lives. Purchasing sewing machines and investing money in their children are good examples. In addition, having some cash that they could use as they wished strengthened the beneficiaries' role in society and positively influenced the lives of their children and family in terms of education, health, and awareness about the importance of proper nutrition.

2.2. Vocational Training Course

Before the project interventions, most of the learners had some sewing skills, but not cutting skills, which require greater knowledge and more advanced techniques than sewing skills. Through the intervention of vocational training, most of the learners improved their skills in sewing, cutting and embroidery. Based on the survey:

- 82% of sampled learners said that they had greatly increased their skills in sewing, cutting and embroidery after receiving the vocational training.
- 18% of sampled learners said that they had increased their skills to some extent in sewing, cutting and embroidery after receiving the vocational training.
- 58% of sampled learners said that the skills acquired through the vocational training had proved very helpful in their daily life.
- The remaining 42% of sampled learners said that the vocational training was helpful to some extent.





Jamila, a tutor, teaching learners in her literacy class

“I’m changing the destiny
of adult women”

Change Story

Jamila, Tutor, 36 years old

Literacy class tutor Jamila, 36 years of age, joined the Bridge Pakistan Project as a tutor of adult literacy classes at a Community Learning Centre (CLC).

Before Jamila became a tutor, she and her children were totally dependent on her husband, but unfortunately her husband was injured in a road accident. Jamila had previously felt that, as a female, she had no way to generate income by herself over the long term. However, as she has started to earn money instead of her husband, she has changed her mind about her ability to earn her family’s livelihood.

“Joining the teaching profession inculcated in me a sense of responsibility, an ability to make decisions and a curiosity about the education of my children. Now I’m providing education to my children and know how to manage the household expenditures by myself, as well as savings and investment. Working as a literacy education tutor is not only about earning money, it is more than that. I am also changing the destiny of other adult women, by imparting knowledge and information to them”, said Jamila.

Jamila feels very proud of being a literacy education tutor. As she said, she is literally changing the lives of the women who attend her literacy classes. Due to her passion for teaching, none of the learners dropped out of the classes at her CLC.

Jamila has been actively involved in helping mothers to en-

rol out-of-school children from her village in school, by convincing and encouraging the learners in her classes to pay attention to the education of their children. One of Jamila's learners, a widow with three children, had been in despair about her life before joining the literacy and vocational classes. Jamila encouraged her to join the literacy classes, and taught her the basics of financial literacy in parallel with basic literacy. As the learner did not want to become a burden on her parents, Jamila guided her to start a small scale business in her own area, for the future of her three children. Thanks to Jamila, the learner started a small shop, and has invested in her children's education and health.

"There are many difficulties in education in Pakistan, and because of the money issues, a lot of parents don't send their children to school", said Jamila.

She knows that the Bridge Pakistan Project established the CLC in the area where she lives in order to help adult females who missed out on formal schooling as a result of such difficulties and were totally illiterate, and that the Mobile Rickshaw Library and an Information Communication Technology (ICT) programme were introduced to enhance the effectiveness of the education.

"Through the messages I received as part of the ICT programme, I was encouraged to get information through various sources. I can now obtain day-to-day information about health, sanitation, and legal awareness and make use of the information that I get. I hope the project will continue to change the lives of the people in the targeted area", Jamila said, praising the ICT programme highly.

She also said she would like to continue to teach the learners at the CLC and help to improve their lives. She said that the Bridge Pakistan project is the first step in raising awareness, and changing people's attitudes towards education, but the real result of the project interventions will only be seen in the future, when today's efforts under the project will result in the enrolment of every child in school.

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“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

– UN Sustainable Development Goal 4