EFFECTIVE USE OF ICT IN LITERACY & SKILL TRAINING

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COUNTRY PROFILE

- Pakistan is an Islamic Republic with an area of 786,000 square kilometers.
- Pakistan consists of five provinces, namely Punjab, Sindh, Balochistan, Khyber Pakhtunkhwa, and Gilgit Baltistan, as well as the federal territory and AJK. Each province is further divided into districts Tehsils and villages.
- Pakistan is one of the most populous countries in South Asia. It gained independence in 1947. At that time the population of Pakistan was 34 million (3.4 crore) which has increased almost five to six times at present to 183 million and its growth rate is 1.6%.
- The majority of the population of the country is Muslim (96.1%), with the major minorities being Christians (2.40%) and Hindus (1.50%). Pakistan is basically an agrarian country and most of its population is engaged in agriculture.

CONSTITUTION OF PAKISTAN-1973

ARTICLE 25A Right to Education

- The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.

EFA IN EDUCATIONAL POLICIES

- i. EFA in National Education Policy (1992)
- ii. EFA in National Education Policy (1998)
- iii. EFA in National Education Policy (2009)

EFA IN NATIONAL EDUCATION POLICY (1992)

- Compulsory and free Primary Education.
- Transformation of Primary Education into basic education.
- Planning for the improvement of literacy rate to 70% by the year 2002.
- Implementation of literacy programmes through the Provincial Governments, NGOs and local organizations.
- Utilisation of electronic and print media for motivation and to support literacy efforts.
- Change in curricula, teaching methods and evaluation techniques for quality education.
- Provision of opportunity for semi-literate and school drop-outs for upgrading their skills.
ii. EFA in National Education Policy (1998)

- Access to elementary education through effective utilization of existing facilities.
- Elimination of gender disparities and diversification of financial resource.
- Priority to the provision of elementary education to the out-of-school children.
- Adoption of non-formal system as complementary to formal system.

iii. EFA in National Education Policy (2009)

- Literacy rate shall be increased up to 86% by 2015 through NFE.
- Sustainability of adult literacy and NFE programmes shall be ensured.
- Government shall develop a national literacy curriculum.
- A system shall be developed to mainstream the students of non-formal programmes into the regular education system.
- Provinces and district governments shall allocate a minimum of 4% of education budget for literacy and non-formal basic education (NFBE).

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CONTID...

- Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation.
- Special literacy skills programmes shall target older child labourers, boys and girls (aged between 14 and 17 years).
- Steps shall be taken to ensure that teachers for adult learners and non-formal education are properly trained and have a well-defined career structure allowing them to move into mainstream of education.

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Literacy Situation of Pakistan

- At present the literacy rate in Pakistan is 58.5%
- Male literacy rate is 70.2%
- Female literacy rate is 46.3%.

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Literacy Map of Pakistan

Beneficiaries: Rural Adult Females (10+)
Pakistan ranks at 159th position among 177 countries of the world.

The GDP for education is only 2.1 percent.

Although Pakistan has made substantial endeavors to increase the literacy level in Pakistan still 47 million Pakistanis are illiterate.

Within this range the female, are holding a serious disadvantage as overall 64% of them are totally illiterate.

Promoting literacy in Pakistan has to face many challenges:

- New literates relapse into illiteracy several months after the basic literacy course.
- Adult Literacy is increasing @ about 1% per annum since 1981
- Non Formal Basic Education Schools
- Functional Literacy, Non Formal and vocational training programme
- The unequal distribution of colleges and schools.

Who are the illiterate?

Many people are insufficiently literate; they lack the written skills for expression and comprehension that enable them to learn.

Definition of Literacy

The ability to understand and communicate via written text is called Literacy.

The key areas in which literacy is significant are:

- Self-esteem
  - Studies on the behavioral changes involved in literacy training
- Education
  - Literacy skills enable learners to become able to teach themselves
- Empowerment
  - Literacy has the potential to empower learners to have more control over their own learning and knowledge development.

Communication

- Literacy enables written communication with family and friends, which not only benefits the individuals concerned but contributes to strengthening social bonds.

Maternal and Child Health:

- Literacy can enable people to develop their knowledge and capabilities in a range of areas.

Socio-economic development:

- Literacy can enable individuals to have a wider range of choices in terms of education and skill development. Literacy can lead to greater knowledge and skills, and can therefore permit individuals to enter into higher-paid forms of employment.
A short overview of various programmes and practices to tackle illiteracy in Pakistan is given below:

- Village Agricultural and Industrial Development (AID) Programme (1953)
- Literacy Programme under Basic Democracies (1964-69)
- Peoples Works Programme, 1973 (Iqbal-E-Khidmat)
- Literacy Programmes through Local Councils in Punjab Province (1974-81)
- Pakistan Television, s Adult Functional Literacy Project (AFLP) 1973.
- Rural Education and Development (READ) Programme (1982-83).
- The Functional Education Project for Rural Areas (FEPRA).
- 100% Literate Islamabad Project (1983-84).
- Pakistan Television, s Adult Functional Literacy Project (AFLP) 1973.
- Rural Education and Development (READ) Programme (1982-83).
- Television Literacy Centres (TLC) 1983-84.
- President Ten (10) Points (PTP) 1984-85.
- Iqra Pilot Project (IPP) 1987-88.
- Experimental Literacy Project (1989).
- Training Of Unemployed Educated Youth Project (1990-91).
- Islamabad Literacy Project (ILP) 1992-95.
- Crash Literacy Programme.
- ICT Adult Literacy Project.
- Adult Literacy Centres (2001-06).

**Role of ICT can play to promote literacy**

The five key ways in which ICT can support literacy are outlined below:

- Enhancing Learning
- Broadening Access to Literacy Education
- Creating Local Content
- Professional Development of Teachers
- Cultivating a Literacy-conducive Environment

**Advantages of ICT**

- Computer-assisted learning can offer the digital learner many advantages, including the use of computer games and interactive activities that make learning easy and attractive.
- Computer programmes encourage learners to compete against themselves and engage in repetition and practice without losing interest. Digital content developed in local languages can be downloaded and accessed by learners at a time that suits them best. Similarly, by presenting reading lessons and numeracy education in a game form.
Revolution in digital technologies has changed our way of life.
- Access to Information and Communication Technologies
- Benefitting from them in every sphere of life.
- Contribute to the empowerment of women by expanding rural women’s socio-economic, political and physical spaces in the developing world.

Mobile Learning
The rich support initiative of mobile learning taken by UNESCO Office in Pakistan through the following programme partners:
- Mobilink Foundation as technical facilitator to develop applications/websites.
- Nokia to provide the mobile telephones.
- Public Sector

Mobile Learning Programme in Pakistan
- Literacy and Non-Formal Basic Education Department, Government of Punjab
- Training of 10 Teachers to Promote Mobile Learning
- Capital Administration and Development Division (CA&DD)
- Mobile Literacy Programme in Islamabad territory
- National Commission for Human Development (NCHD)
- Dhaka Ahsania Mission (DAM)
- Chartered Institute of Management Accountants (CIMA)

Utilization of ICTs to Promote Literacy
There is a huge potential for ICT applications to promote literacy and numeracy. In particular, ICTs can be utilized to overcome the many challenges by lifting into people’s low-literacy
- The utilization of ICTs to promote literacy and numeracy include the following forms:
  - Radio, e.g., help promote geographical literacy by facilitating the delivery of specialized literacy modules to people in remote areas.
  - Electronic packages, words with images and provides assignment and exercises that can be communicated with audio, and sequentially facilitates practicing reading comprehension.
  - Mobiles, Tablets, ILS, SMS, etc. ICTs have one clear advantage in that literacy classes can be accessed at a time and frequency that can be controlled by learners.

- Mobiles are convenient source of content which can be consumed while people travel to and from work.
- Texts, Games, phone games even control over the content by offering them videos, photos and developing literacy lessons with those materials.

Mobile Learning Programme in Pakistan
- Bunred Foundation, implemented 2 phases of Mobile Literacy Programme in selected areas of Punjab.
- The mobile phones were used as a tool for delivering post-literacy material. It was a new and unique strategy which aimed to keep the interest of the target group alive in literacy. The rationales for programmes were:
  - The use of mobiles among young adults is a worldwide phenomenon today. It is a means of accessing information, communication and learning.
  - These programs were compatible with all existing basic literacy programs. The targeted students were provided with mobile phones and the instructions how to use them.
OBSERVATIONS:

- Policies and programmes have been formulated for the integration of ICT into adult literacy programs, but these policies have not been properly implemented.
- We are facing challenges with regard to financial resources and a lack of technological infrastructure.
- Where ICTs are used, they are typically basic ones such as radio and television. When computers or the Internet are involved, they tend to be restricted or targeted users.
- Most ICT projects for adult literacy and non-formal education are pilot projects that are often funded by international agencies and have not addressed methods to promote sustainability.
- Little attention has been paid to gender issues. There is no effort to address issues of access, content and the impact of technology on women.

TRADITIONAL LITERACY PROGRAMMES FACE MANY CHALLENGES, INCLUDING:

- High costs,
- Shortages of teachers,
- High drop-out rates due to lack of motivation,
- A lack of access to training materials, and
- Long periods of time required to achieve literacy goals.

RECOMMENDATIONS & WAY FORWARD FOR PAKISTAN

2. Development of strong Infrastructure Base
3. Use of Participatory Approaches.
4. Needs-Based Literacy & Marketable Skills.
5. Linkages & Networking.
7. Consolidation & Standardization.
8. Institutionalization & Scale Up.
9. Learning from Other Countries’ Experiences.