Adult Literacy & Education as tool for people’s empowerment

Dr. M. Ehsanur Rahman
Study findings

- Identifying the effectiveness of ‘Adult Learning & Education’ as empowering tool for the poor people
- Identifying the elements of empowerment in ALE
Poverty and ALE

- Poverty is not just having enough money, resources or access to material goods only.
- Poverty refers to full flowering of human potential - physical, intellectual, social, cultural, moral, spiritual.

- ALE offers support for acquiring knowledge, skills and attitudes in language and life skills based on the needs and problems of the adults.
Empowerment is a process that enables people to make decisions relating to various aspects having implications on their life.

Domains of poverty manifestations studied as measures for Empowerment:
- Health practices
- Participation in social activities
- Access to public services
Study Location & Rationale for selection

Patuakhali Sadar
- Post-Literacy and Continuing Education for Human Development project of BNFE

Barguna Sadar
- Ganokendra of DAM

- Coastal district
- Disaster prone
- Poverty stricken
Methodology: Data Source

Primary Data

- From sample population in the target study location
- From the control group

2 Survey

- A pre-intervention benchmark survey will be made at the beginning of the study
- A follow-up post-intervention survey will be done after a year
Methodology: Data Source

Secondary Data

- Secondary documents, research studies from Bangladesh and other countries
- To further perceive the context, findings from relevant other studies, poverty profile & trend in changes
Study Findings
Areas of Effectiveness

- Health & Nutrition
- Social participation
- Access to services
- Community participation
- Improvement in financial status
- Protection of rights
- Attitudinal change
  (Confidence building)
Changes in Livelihood Patterns

1. Increase of households’ assets – New furniture as household assets was added in 50% houses, comparing to 37% houses during the baseline data.

2. Land lease or purchase as new asset was found increased to 35% houses comparing to 29% houses during the baseline.

3. Savings increased in cases of 66% households against baseline 47% households
Changes in Livelihood Patterns

3. Debt decreased from 47% households to 18% households
4. Trend of availing treatment service from local government hospital increased from 48% to 95%
5. Rate of availing stipend for children education increased from 19% to 37%
6. Trend of availing services from local agriculture office increased from 11% to 34%
Literacy levels vs. Increase of assets

Chart P1.15. PLCE 1st cycle respondents: Addition of Assets

- New furniture
- New house
- Land
- Others

Legend:
- Literacy Grade A
- Literacy Grade B
- Literacy Grade C
- Literacy Grade D
- Literacy Grade E
Changes in health practices

1. Washing vegetables before cutting increased from 78% to 89%
2. Use of sanitary latrine increased from 97% to 100%
3. Disposal of kitchen waste in fixed place increased from 95% to 100%
4. Consulting doctors during sickness increased from 37% to 100%
5. Higher trend of consulting doctors were seen among the respondents of 11–17 age–group (15% increased to 53%) comparing to 18–24 years age–group (14% increased to 35%).
Literacy grade vs. Consultation of doctor

Chart P31.9. PLCE 1st cycle respondents: Health consultation vs. L. Grade

Consultation during sickness

Pharmacy person | Rural practitioner | Local doctor

A | B | C | D | E
Age vs. Consultation of doctor (PLCEHD)

Chart P31.10. PLCE 3rd cycle respondants: Health consultation by Age

- **35+**: 3%
- **25-34**: 4% (Pharmacy person), 8% (Rural practitioner)
- **18-24**: 8% (Pharmacy person), 10% (Rural practitioner), 14% (Local doctor)
- **11-17**: 13% (Pharmacy person), 22% (Rural practitioner), 15% (Local doctor)
Age vs. Consultation of doctor (Ganokendra)

Chart G.10. Ganokendra respondents: Consultation during sickness vs. Age

- Pharmacy person
- Rural practitioner
- Local doctor

Age:
- 11-17
- 18-24
- 25-34
- 35+
Membership in group or committee vs. social participation

For reduction of early marriage

- 59% were from members involved in group activities.
- 93% group protests were initiated by the group members.
Membership in group or committee vs. social participation

For prevention of women repression
- Individual protests were from 63%
- Collective protests were from 91%

For mitigation of local conflicts
- Individual protests were from 65%
- Collective protests were from 62%
Roles in prevention of early marriage [by literacy levels]

Chart P1.30. PLCE 1st cycle respondents:
Social participation (2) by L. grade

Roles in prevention of women repression

<table>
<thead>
<tr>
<th>Category</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individually protested</td>
<td>5</td>
<td>20</td>
<td>10</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Attempted in group to prevent</td>
<td>10</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Not engaged in any initiative</td>
<td>15</td>
<td>20</td>
<td>10</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
Social Participation by Age

Chart P31.32. Age vs. Social participation

- Mitigation of local conflict through UP
- Prevention of women repression
- Reduction of early marriage
Social Participation by Gender

Chart P31.35. Social participation (Prevention of women repression) and Gender segregation

Prevention of women repression

- Not engaged in any initiative
- Attempted in group to prevent
- Individually protested

Legend:
- Red: Male
- Blue: Female

Values:

0 | 5 | 10 | 15 | 20 | 25 | 30
Pre-conditions for Effectiveness of ALE

- Designed and delivered based on the needs and contexts of the adult and youth learners
- Interactive and joyful learning process
- Planned and implemented with active community participation
- Partnership with local government and non-government organizations
Pre-conditions for Effectiveness of ALE

- Continuity of programme
- Skill development of the NFE teachers and managers
- Sustainable learning centre e.g., CLC