
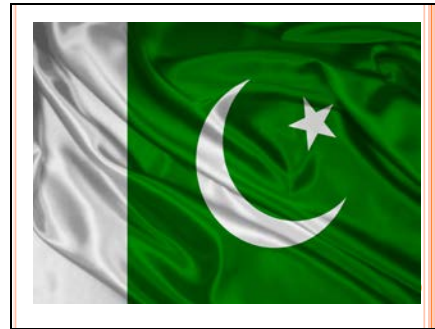


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**EFFECTIVE USE OF ICT IN LITERACY & SKILL TRAINING**



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**COUNTRY PROFILE**

- Pakistan is an Islamic Republic with an area of 796096 square kilometers.
- Pakistan consists of a federation of five provinces, namely Punjab, Sindh, Balochistan, Khyber Pakhtoon Khwa and Gilgit Baltistan, as well as the federal territory and A.J.K. Each province is further divided into districts, Tehsils and villages.
- Pakistan is one of the most populous countries in South Asia. It got 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 (96.19%), with the major minorities being Christians (2.48%) and Hindus (1.04%). 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.**

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**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)**

**i. EFA IN NATIONAL EDUCATION POLICY (1992)**

- a) *Compulsory and free Primary Education.*
- b) *Transformation of Primary Education into basic education.*
- c) *Planning for the improvement of literacy rate to 70% by the year 2002.*
- d) *Implementation of literacy programmes through the Provincial Governments, NGOs and local organizations.*
- e) *Utilization of electronic and print media for motivation and to support literacy efforts.*
- f) *Change in curricula, teaching methods and evaluation techniques for quality education.*
- g) *Provision of opportunity for Semi-literate and school drop-outs for upgrading their skills.*

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ii. EFA IN NATIONAL EDUCATION POLICY (1998)

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

iii. EFA IN NATIONAL EDUCATION POLICY (2009)

- a) Literacy rate shall be increased up to 86% by 2015 through NFE.
- b) Sustainability of adult literacy and NFE programmes shall be ensured.
- c) Government shall develop a national literacy curriculum.
- d) A system shall be developed to mainstream the students of non-formal programmes into the regular education system
- e) 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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- d) Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation.
- e) Special literacy skills programmes shall target older child labourers, boys and girls (aged between 14 and 17 years).
- h) 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.

LITERACY SITUATION OF PAKISTAN

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

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LITERACY SITUATION IN PAKISTAN

A comparison of Literacy Rates in Pakistan

Year	Total (10+)	Females (10+)	Rural Females (10+)
2004-5	53%	40%	24%
2006-7	55%	42%	26%
2008-9	57%	45%	28%
2010-11	58%	46%	30%
2011-12	58.5%	46.3%	33%

Beneficiaries: Rural Adult Females (10+)

Literacy Map Pakistan

- 80%+
- 70%+
- 60%+
- 50%+
- 40%+
- 30%+
- 20%+

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

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- **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.

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WHO ARE THE ILLITERATE?

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

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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.

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- **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

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- **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.

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**EDUCATION FOR ALL (EFA) IN PAKISTAN**

- 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 (Sipah-E-Khidmat)
- Literacy Programmes through Local Councils in Punjab Province (1974-81)
- Pakistan Television, s Adult Functional Literacy Project (AFLP) 1973.
- Experimental Pilot Project Integrating Education and Rural Development (1977).
- Rural Education and Development (READ) Programme (1982-83).

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- The Functional Education Project for Rural Areas (FEPRA).
- 100% Literate Islamabad Project (1983-84).
- The National Literacy Plan (1983-93).
- Television Literacy Centres (TLC) 1983-84.
- President Ten (10) Points (PTP) 1984-85.
- Iqra Pilot Project (IPP) 1987-88.
- Nai Roshni Schools Project (1987-89).
- Experimental Literacy Project (1989).
- Training Of Unemployed Educated Youth Project (1990-91).

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- Quranic Literacy Project (1991-95).
- Islamabad Literacy Project (ILP) 1992-95.
- Eradication of Illiteracy Project (EIP) 1992-93
- Ten Year National Literacy Plan (1993-2003)
- Non-Formal Basic Education Community Schools Project (1995).
- Crash Literacy Programme.
- ICT Adult Literacy Project.
- Adult Literacy Centres (2001-06).

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**INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)**

- Information and communication technologies (ICT) are associated with high-tech devices, such as computers and software, but ICT also contains more "conventional" technologies such as radio, television and telephone technology.
- ICT can be used as a tool for acquiring of literacy skills.

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**ROLE 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

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**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 programs 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,

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- **Revolution in digital technologies has changed our way of life.**
  - Access to Information and Communication Technologies
  - Benefiting 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.

**UTILIZATION OF ICTs TO PROMOTE LITERACY**

There is a huge potential for ICT applications to promote literacy and numeracy. In particular, ICTs can be enlisted to overcome the many obstacles by fitting into people's lives flexibly.

- The utilization of ICTs to promote literacy and numeracy can take the following forms:
  - *Radio*: can help overcome geographical barriers by facilitating distance learning, bringing literacy education to people who live in remote areas.
  - *Television*: matches words with images and provides movement and animation in combination with audio, and consequently facilitates practicing reading comprehension.
  - *Audio Cassettes, CD ROMs, DVD, VCDs*: has one clear advantage is that literacy courses can be accessed at a time and frequency that can be controlled by learners.
  - *CD-ROMs*: is a cost-effective medium through which literacy content can be disseminated easily and cheaply.
  - *Digital Cameras*: gives learners more control over the content by letting them collect photos and developing literacy lessons with these materials.

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- **Mobiles and SMS Technology:**  
Mobile phones, and in particular Short Message Service (SMS) technology, have become part of day-to-day life in developing and developed countries alike. Unfortunately, they also serve as an ongoing reminder to illiterate people of their illiteracy. This can, however, be a motivation for people to overcome that illiteracy. Moreover, for new learners, regularly using dial pads and sending text messages will serve to reinforce their newly acquired literacy and numeracy skills.
- **Computer Based Training:**  
The Internet offers a wealth of digital content that is accessible to learners to use at their convenience. Moreover, the dynamic nature of the Internet empowers women because, unlike older technologies such as TV and radio, the Internet is interactive; it transforms users from passive viewers into active participants.

**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 software/websites.
- Nokia to provide the mobile telephones.
- Public Sector



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**MOBILE LEARNING PROGRAMME IN PAKISTAN**

- Literacy and Non-Formal Basic Education Department, Government of Punjab
- Training of 30 Teachers to Promote Mobile Learning Programmes
- Capital Administration and Development Division (CA&DD)
- Mobile Literacy programme in Islamabad territory
- National Commission for Human Development (NCHD)
- Dhaka Ahsania Mission (DAM)
- Dhaka Ahsania Mission is also working in ICT and specified districts of KPK.
- Chartered Institute of Management Accountants (CIMA)  
CIMA is offering courses of mobile learning to the Pakistani as well as most of the countries in the Asian region.

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- Bunyad Foundation implemented 2 phases of Mobile Based Post 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 world-wide 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.

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**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 to targeted users;
- There is a relatively greater use of ICTs in school education. The use of ICTs in community learning centers is still limited;
- 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,
- Shortage 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.

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**RECOMMENDATIONS & WAY FORWARD FOR PAKISTAN**

1. Appropriate Policies, Legal Frameworks & Action Plans.
2. Development of strong Infrastructure Base
3. Use of Participatory Approaches.
4. Need-Based Literacy & Marketable Skills.
5. Linkages & Networking.
6. Effective Follow-up Mechanisms.
7. Consolidation & Standardization.
8. Institutionalization & Scale Up.
9. Learning from Other Countries' Experiences.

**THANK YOU**