# Badlaav – Project Overview

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Project Overview

1. Introduction:

India has by far the largest population of illiterate adults at 287 million, amounting to 37% of the global total, a United Nations report said highlighting the huge disparities existing in education levels of the country's rich and poor.

The report further said that the richest young women in India have already achieved universal literacy but the poorest are projected to only do so around 2080, noting that huge disparities within India point to a failure to target support adequately towards those who need it the most.

This bane of widespread illiteracy has created impediments and hurdles in the lives of masses and has further pushed them back into the vicious circle of poverty. Their inability to read, write and calculate often leaves them vulnerable to the clutches of exploitation.
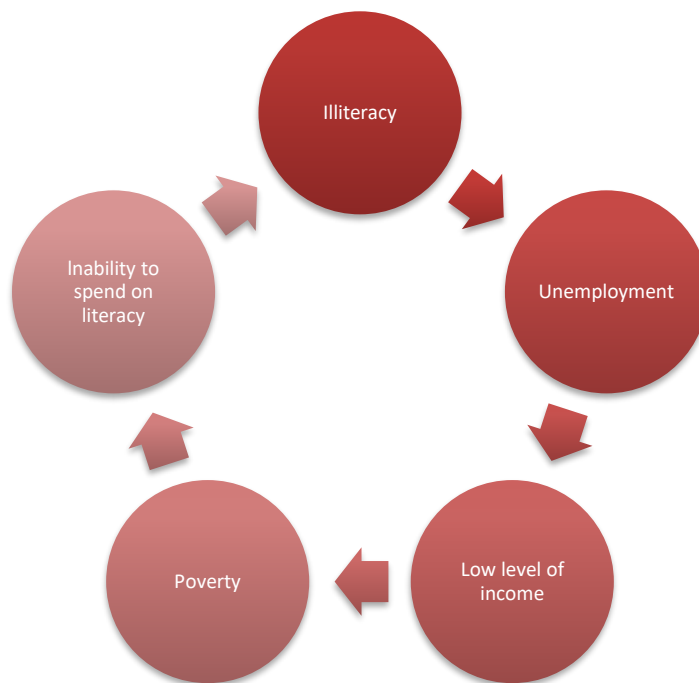
This cycle highlights how illiteracy, unemployment, low level of income, poverty, and inability to spend on education influences each other and moves hand in hand.

Empower Foundation is registered under Section 25 of the Indian Companies Act, 1956 (12A and 80G certified). We implement interventions to assist the communities and groups to bring reformative and sustainable change in their surroundings. We got familiar with few major issues which prevail within our target communities due to our constant interface with them. The evil of illiteracy is widespread in the Indian society and which has been curtailing their opportunities to come out of poverty and lead productive lives.

Empower Foundation is keen to work on building capacity of the masses by providing functional literacy to them.

Functional Literacy:

A term initially defined for UNESCO by William S. Gray (The Teaching of Reading and Writing, 1956, p. 21) as the training of adults to 'meet independently the reading and writing demands placed on them'. Currently, the phrase describes those approaches to literacy which stresses the acquisition of appropriate verbal, cognitive, and computational skills to accomplish practical ends in culturally specific settings. Although also labeled *survival literacy* and *reductionist literacy* because of its emphasis on minimal levels of competency and the preparation of workers for jobs, functional literacy is defended by proponents as a way to help people negotiate successfully in their societies. The right-to-read movements of the 1970s Britain, characterized functional literacy as the ability to: (1) read well enough to perform job activities successfully, and (2) understand printed messages. Over the decades, as societies have developed technical innovations and new language formats and tasks, the definition of functional literacy has been modified to meet the changed demands.

Pillars of the model
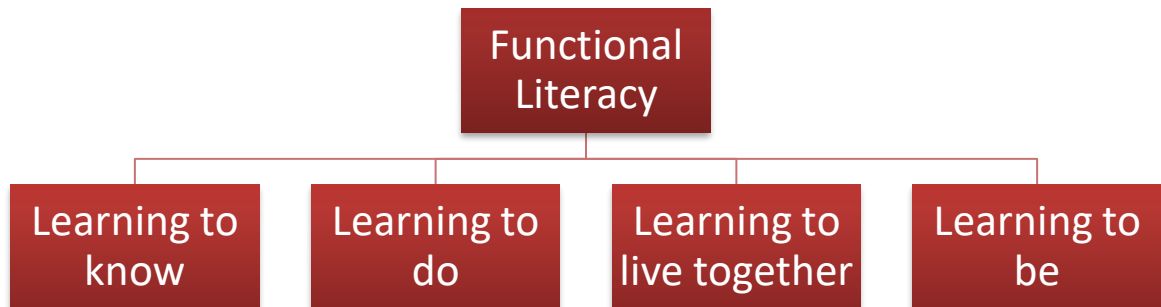
Our pillars for the model of this project are influenced by the four pillars of education identified by United Nations Educational, Scientific and Cultural Organization through research and dialogue with various experts on the topic. Brief description of these pillars is given below:

1. **'Learning to know'** presupposes learning to learn', calling upon the power of concentration, memory and thought', so as to benefit from ongoing educational opportunities continuously arising (formally and non-formally) throughout life. Therefore 'learning to know' can be regarded as both a means and an end in learning itself and in life. As a means, it serves to enable individual learners to understand the very least enough about the nature, about humankind and its history, about his/her environment, and about society at large. As an end, it enables the learner to experience the pleasure of knowing, discovering and understanding as a process.

2. **'Learning to do'** means, among other things, ability to communicate effectively with others; aptitude toward team work; social skills in building meaningful interpersonal relations; adaptability to change in the world of work and in social life; competency

in transforming knowledge into innovations and job-creation; and a readiness to take risks and resolve or manage conflicts.

3. **'Learning to live together'** implies the development of such qualities as: knowledge and understanding of self and others; appreciation of the diversity of the human race and an awareness of the similarities between, and the interdependence of, all humans; empathy and cooperative social behavior in caring and sharing; respect of other people and their cultures and value systems; capability of encountering others and resolving conflicts through dialogue; and competency in working towards common objectives.

4. **'Learning to be'** may be interpreted in one way as learning to be human, through acquisition of knowledge, skills and values conducive to personality development in its intellectual, moral, cultural and physical dimensions. This implies a curriculum aiming at cultivating qualities of imagination and creativity; acquiring universally shared human values; developing aspe! cts of a person's potential: memory, reasoning, aesthetic sense, physical capacity and communication/social skills; developing critical thinking and exercising independent judgment; and developing personal commitment and responsibility.

Aim:

The purpose of this intervention is to increase the level of functional literacy among illiterate adults residing in our society. The motive is not just to bring the focus back on adult literacy but to help the target group in basic day to day functionality and to protect them from exploitation/harassment.

Objectives:

Empower Foundation aims to achieve the following objectives through this intervention:

- Increase in the level of basic numerical literacy

- Enhancement in the ability to identify, read and write common words, instructions and signage
- Enhancement in communicative skills
- Awareness generation about the social surrounding

2. Model for implementation:

A broad structure for the implementation of the project is given below. However, this model can be modified to suit the needs of the community.

➢ **Batch size:**

Trainees will be provided with an option to attend training as mutually convenient to the attendees and the trainer. Thus, trainees will be divided into two batches and each batch will consist of 30-35 trainees.

➢ **Duration:**

The duration of training course will be of three months (90 days).Trainees will devote two hours each day to acquire functional literacy.

➢ **Methodology:**

Learning will be facilitated through using tools like role – plays, games, activities, experiential learning, etc. The objective is to make the learning process more engaging for adults.

➢ **No. of assessments to be carried out during the project:**

Assessments are a crucial part of any training program as it helps in assessing the skills and knowledge acquired by the trainees. There will be three assessments during the training phase:

1. **Self assessment by candidates**: Before the onset of the training, a goal setting session would be done to understand the aspirations of the trainees from the program. After the completion of training, trainees will review their own set of goals to assess how many of their goals they have achieved. These goals will be subjective an individual's need.
2. **Mid-term assessment:** This would be carried out in order to assess the learning absorbed by the trainees and to identify the ones who are in need of attention.
3. **Post-training assessment:** This assessment will be carried out after the completion of the training and it will assess the other acquired learnings of the candidates.

➢ **Resource requirement:**

Every batch will be provided with a community based trainer and community based resource person to aspire participants to learn and help them in getting enrolled for the purpose of training.

3. **Themes included under content**

The non-formal education model for this particular program aims to be as useful and practical as possible. The model aims to digress from theoretical learning which is usually practiced in a formal setting. Instead it wants to focus on practice and activity oriented learning which will help the target group in their day to day functionality problems. The model aims to create crisp and specific content for the group so as it to make maximum impact.

The content can be broadly classified into four parts:

- Literacy – Hindi
- Literacy – Basic of communicative English
- Numeracy
- General awareness about their social surroundings

Literacy – Hindi

Crucial components to deliver Literacy content - Hindi

Stories / activities

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Letters / Alphabets

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Matraye

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2 letter words

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3 letter words

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Sentences

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Introducing essential words used in government documents
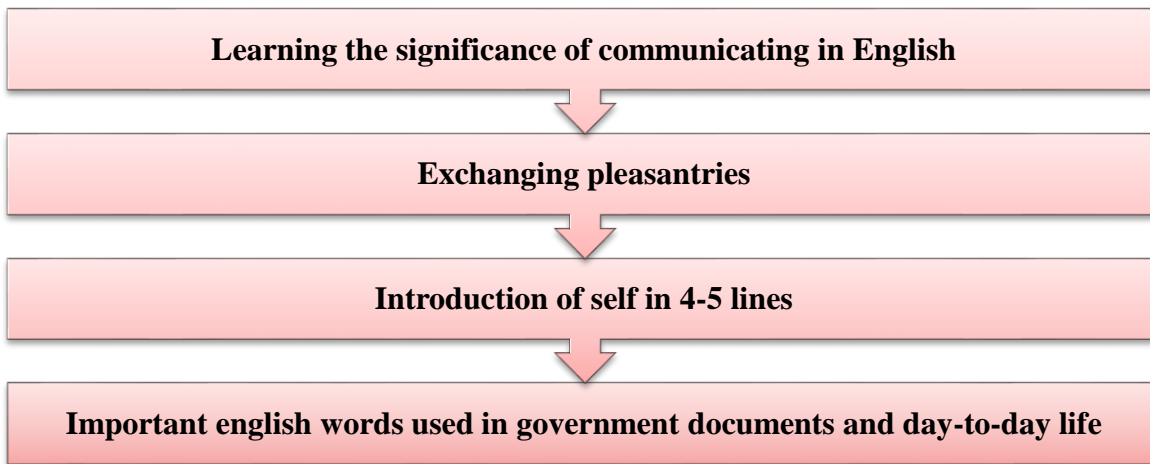
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Address

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Family tree

The sessions on literacy aim to educate the group about basics of their regional language, basic knowledge of sentence formation and reading ability, to enable them to meet most of the reading and writing demands which are placed on them.

Stories will be narrated to the students in the class and trainer will take 2-3 crucial words from each story. These words will be used to teach 2-4 letters to the students on regular basis. Through this activity, participants will be able to learn all the important akshars of varnmala and later they will also be trained to form words.

Literacy – English

Crucial components to deliver Literacy content – English

Learning the significance of communicating in English

⬇

Exchanging pleasantries

⬇

Introduction of self in 4-5 lines

⬇

Important english words used in government documents and day-to-day life

The objective of covering these things is to make participants understand basic communicative English as this might help them in communicating effectively in their place of work, child's school, etc. This might enhance their confidence to deal with the stakeholders present in such places.

Numeracy - Components to deliver Numeracy content

Numbers through activities

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Calendar (Manufacturing & Expiry date)

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Addition & Subtraction

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Basic currency calculations

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Savings

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Budgeting

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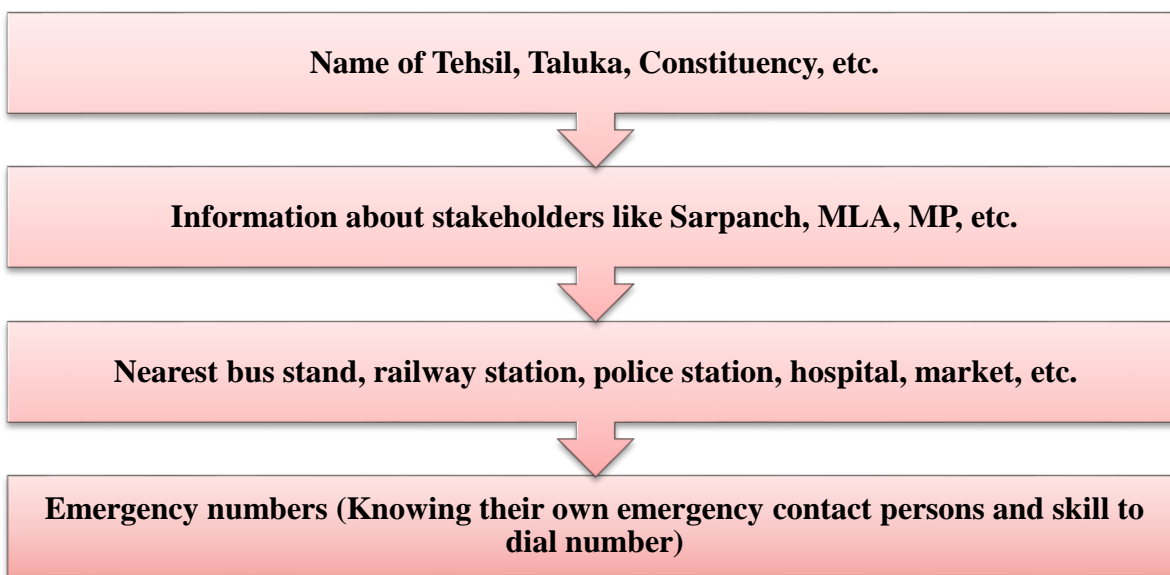
Financial literacy

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Operating ATM
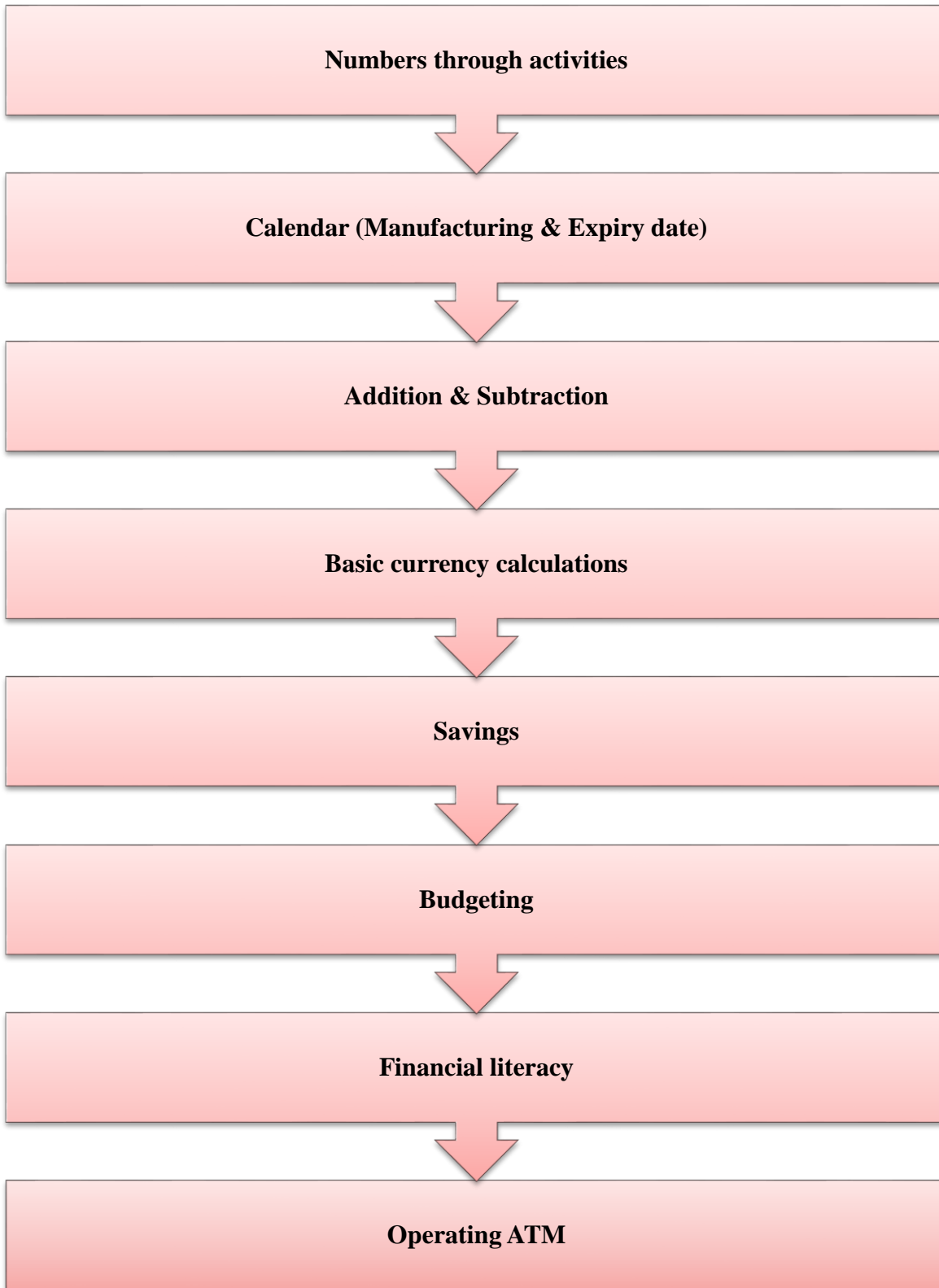
This curriculum aims to educate the group on how to do basic calculations that are necessary in day to day life events, how to calculate change, how to calculate the total price when they buy something of need, etc.

Learning will be facilitated through props like currency notes, mobile phone, etc. as our objective is to enable participants to incorporate these learnings in their daily lives for enhanced social functioning.

General awareness about their social surroundings

Crucial components to be covered:

Name of Tehsil, Taluka, Constituency, etc.
Information about stakeholders like Sarpanch, MLA, MP, etc.
Nearest bus stand, railway station, police station, hospital, market, etc.
Emergency numbers (Knowing their own emergency contact persons and skill to dial number)

This part develops participants understanding about their social surroundings and makes them aware of all the important stakeholders who could assist them in the process of development.

Project budget break-up in INR:

Sr No.	Category	Per Unit Cost	No. of Units	No. of Months/Days/Qty	Total Cost in INR	Remarks
BUDGET FOR IMPLEMENTATION OF BADLAAV IN RURAL INDIA TO LITERATE 1000 WOMEN						
A	**Fixed Costs**					
1	Infrastructure & Centre Setup	12000	30	1	360000	*Board, lights, fan, chartpapers, etc.*
3	Furniture	9000	30	1	270000	*Mats, 2 chairs, 1 table, racks, etc.*
2	Marketing & Branding	4500	30	1	135000	*Banners at the center with Empower's branding*
				Total(A)-	765000	
B2	**Operational Costs**					
1	Rent	7000	30	3	630000	*Rent of 30 centers for a training duration of 3 months*
2	Electricity & Water Expenses	1500	30	3	135000	*Separate electricity charges to the vendor*
3	Internet & Telephone	1500	30	3	135000	*Cumulative amount allocated to each center location*
4	Field visit for the trainees	5000	30	1	150000	*Trainees will go on a field visit to banks, railway station, etc. to get exposure*
5	Travel Expense for field resources	3000	30	3	270000	*Trainer's + Mobilizer's travel expenses*
6	Travel Expense for HO resources	12000	30	3	1080000	*Local and intercity travel for monitoring*
				Total(B)-	2400000	
C2	**Training and Assessment Charges**					
1	Content development	11000	30	1	330000	*Development of 30 copies of modules on literacy, numeracy & general knowledge in regional language of the target community*
2	Assessment	650	1000	1	650000	*Invigilators, question papers, etc. for the assessment*
3	Implementation kit	9500	30	1	285000	*Abacus, blocks, moti malas, etc.*
4	Stationary	250	1000	1	250000	*Copies, pencils, rubbers, practice books, colours, etc.*
5	Certification ceremony	750	1000	1	750000	*Dupattas, certificates & momentos cost*
				Total(C)-	2265000	
D2	**Human Resource Cost**					
1	Project Manager	35000	2	24	1680000	*Salary of Delhi based Head Office resource to manage the project*
2	Project coordinator cum trainer	18000	30	3	1620000	*Deployed at 30 centers for 3 month's training period*

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3	Mobilizer	5000	30		3	450000	*Deployed at 30 centers for 3 month's training period*
4	Guest facilitator	3000	30		1	90000	*Will take guest lectures on topics like legal rights of women, sexual harassment and it's prevention, etc.*
				Total (D2)-		3750000	
				Total(A2+B2+C2+D2)		9180000	
				Per Candidate Cost		9180	
				Admin %		918000	*10%*
				Total funding required		10098000	

For further details related to the project, please write to us on:

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