

Usage & Impact of BBC Janala products: M-Learning & E-Learning Of BBC Media Action (Bangladesh)



Usage and Impact of BBC Janala products: M-Learning & E-Learning Of BBC Media Action (Bangladesh)

by

Samia Mahjabeen Khan

An Internship Report submitted in partial fulfillment of the requirements for
the degree of Bachelors of Business Administration

Of

BRAC Business School, BRAC University
66 Mohakhali, C/A Dhaka- 1212
Bangladesh

January 2012

Usage and Impact of BBC Janala products: M-Learning & E-Learning Of BBC Media Action (Bangladesh)

Prepared For

: Sayla Sowat Siddiqui
Lecturer
sowat@bracu.ac.bd

Academic Supervisor
BRAC Business school
BRAC University

Prepared By

: Samia Mahjabeen Khan
Student ID# 07104058
samia.m.khan@gmail.com

BUS 400 (Internship)
BRAC Business School
BRAC University

BRAC Business School, BRAC University

66 Mohakhali, C/A Dhaka- 1212

Bangladesh

January 2012

APPROVAL

The Internship Report of

Samia Mahjabeen Khan

Titled

Usage & Impact of BBC Janala products:

M-learning & E-Learning

Of BBC Media Action (Bangladesh)

is approved and accepted in quality and form.

Sayla Sowat Siddiqui

Lecturer

sowat@bracu.ac.bd

Second Examiner

Academic Supervisor

BRAC Business school

BRAC University

Samia Mahjabeen Khan



CERTIFICATE

This Certifies that the Internship Report entitled

Usage and Impact of BBC Janala products:

M-Learning & E-Learning

Of BBC Media Action (Bangladesh)

Has been successfully accomplished and succeeded in partial fulfillment of
the requirements for the degree of Bachelors of Business Administration

Of

BRAC Business School, BRAC University

By

Samia Mahjabeen Khan

Under my Academic Supervision and Guidance

Certified By

Attestation

Sayla Sowat Siddiqui
Academic Supervisor
BRAC Business school
BRAC University

DECLARATION

I hereby declare that the internship report titled

Usage & Impact of BBC Janala products:

M-learning & E-Learning

Of BBC Media Action (Bangladesh)

submitted in partial fulfillment of the requirements for the degree of

Bachelors of Business Administration

of BRAC Business School, BRAC University is my original work and is not submitted for the award of any other Degree, Diploma, Fellowship, or other similar titles or prizes.

Signature:

Samia Mahjabeen Khan

Student ID# 07104058

BRAC Business School

BRAC University

Date: January 8th, 2012

Acknowledgement Letter

At the very outset, I would like to solemnly thank The Creator- The Almighty.

The authorship of a monograph is usually attributed to one person but a report on the internship or a project part like this one is a joint affair. I am indebted to all who has helped me directly or indirectly in writing this project report.

I am thankful and would like to express my gratitude to Mr. Abu Sayed, Senior Research Officer, of BBC Media Action a person without whose support my Internship Report would have been a black hole.

I am also grateful to my Academic Supervisor, Ms. Sayla Sowat Siddiqui, Lecturer of BRAC Business School, BRAC University for her continuous and deliberate discussion on the topic and indeterminable burden taken by her in helping me during the project.

I extend my thanks to Mr. Sanjib Saha, Research Manager, BBC Media Action, for providing me all the necessary facilities in bringing out this project work.

Special regard and greatest appreciation is reserved for all the entire Research & Learning team and also to Mr. Oliver Francis Gomes, Head of Operations, Mr. Tanim Ashraf, Product Design and Impact Evaluation Assistant of BBC Media Action, whose honest feedbacks, ideas, and thoughts helped me navigate during the most difficult phases of the report work.

Especially, I would like to thank my Parents whose inspirations have enabled me to complete this piece of work. I am heartily apologizing in case of any omitted name whose contribution was also complimentary from any possible aspect.

Letter of Transmittal

Sunday, January 8, 2012

Ms. Sayla Sowat Siddiqui
Lecturer
BRAC Business School
BRAC University

Dear Madam:

Subject: Submission of Internship Report

With the passage of time, I am now standing on the verge of Bachelors of Business Administration program, hence am finalized with my Internship Report named as “Usage and Impact of BBC Janala Products: M-Learning & E-Learning of BBC Media Action, Bangladesh”. Vividly enough, my research comprises adequate endeavors. But no doubt, my contribution will be best evaluated on your sharp scale of acceptance and remarks.

Consequently, I am transmitting my Internship Report to your very concern. Hopefully you will discover my well-researched, informative and innovative approach as a hallmark of exploration. Rather, in case of any further clarification or elaboration as to my research work, I would welcome the opportunity to consult with you to explore how my findings could best meet your needs.

Thanking you.

Yours Sincerely,

Samia Mahjabeen Khan
Student ID # 07104058
BRAC Business School
BRAC University

Samia Mahjabeen Khan



Cataloging of the Study

The present study is divided into six chapters to fulfill the objective of the study. They are elucidated as follows:

Chapter One is the introductory chapter which basically discusses about the origin of the report, objectives, research methodology, time frame and study period, gives an insight to literature review and limitations of the study. Research methodology includes data collection, target population, data analysis, and research design and so on. It also focuses on the Job Description, and SWOT Analysis of the project.

Chapter Two focuses on the overview of the organization, its mission, vision, BBC Media Action (new name of BBC World Service Trust), six objectives of the organization along with few examples of their activities in some countries.

Chapter Three confers about the organization its structure, its activities, and awards achieved in Bangladesh.

Chapter Four is about all different kinds of products and services of BBC Janala. Its usage has been illustrated with the help of some diagram.

Chapter Five is the food for thought of the study. The chapter talks about the usage and impact on mobile and website, the services offered by these products. Usage and impact have been illustrated with diagrams, and respondent's feedback on the products has also been taken into account.

Chapter Six contains the concluding necessary remarks and the critical recommendations made for the project based on the research and its findings.

Beside the aforesaid six chapters, two separate sections have been made herewith. One is the annexure which consists of all the relevant documents, obliging to the study; and the other is the reference which involves the major URLs, encyclopedias used in this research.

Table of Contents

Chapter One: Project Anatomy

1.1. Introduction.....	1
1.2. Origin of the Report.....	1
1.3. Objectives of the study.....	1
1.3.1. General Objectives.....	1
1.3.2. Specific Objectives.....	1
1.4. Limitations of the study	2
1.5. SWOT Analysis.....	3
1.5.1. SWOT analysis of BBC Media Action to develop the program.....	4
1.6. Job Description.....	5
1.6.1. Department.....	5
1.6.2. Job Responsibilities.....	6
1.7. Literature Review.....	7
1.8. Research Methodology.....	9
1.8.1. Research Definition.....	9
1.8.2. Research Type.....	9
1.8.3. Data Sources.....	9
1.8.4. Nature of the Questionnaire.....	9
1.8.5. Sampling.....	10
1.8.6. Data Collection.....	10
1.8.7. Data Analysis.....	11
1.8.8. Data Analysis Software.....	11
1.9. Time Frame and Study Period	12

Chapter Two: Overview of Organization

2.1. About BBC Media Action.....	13
2.2. Independently funded.....	13
2.3. Mission.....	13
2.4. Vision.....	13
2.5. Strategy.....	13
2.6. Coverage.....	14
2.7. BBC Media Action, the new name for (BBC World Service Trust).....	15
2.8. Objective /Focus.....	17
2.8.1. Education.....	17
2.8.2. Emergency Response.....	20
2.8.3. Environment.....	22

2.8.4. Governance & Human Rights.....	25
2.8.5. Livelihoods.....	27

Chapter Three: BBC Media Action (Bangladesh)

3.1. BBC Media Action (Bangladesh)	30
3.2. Awards Achieved by BBC Janala.....	30
3.3. Structure of the Organization.....	31

Chapter Four: BBC Janala: Products & Services

4.1. About BBC Janala.....	33
4.2. BBC Janala Mobile.....	33
4.3. BBC Janala Website.....	36
4.4. BBC Janala Prothom Alo Lessons.....	38
4.5. Bishaash and Mojay Mojay Shekha.....	40
4.6. BBC Buzz.....	41

Chapter Five: the Project

5.1. BBC Janala as an M learning product.....	42
5.2. Background.....	42
5.3. The Mobile Service.....	42
5.3.1. Interactive Voice Response (IVR).....	44
5.3.2. Short Message Service (SMS).....	48
5.3.3. WAP site.....	50
5.4. BBC Janala as an E-Learning product.....	51
5.4.1. Website.....	51
5.5. Data Analysis & Results.....	54

Chapter Six: Recommendations & Conclusion

6.1. Recommendations.....	73
6.2. Conclusion.....	75

Executive Summary

The study deals with the assessment of the usage and impact of the BBC Janala media outputs which have been done for BBC Media Action. The study also deals with how to improve the quality of the current media outputs which helps to improve the company Research.

BBC Media Action is BBC's International charity which works for the social development and is currently working in 14 countries across the World. In Bangladesh BBC Media Action launched Bangladesh Sanglap, Nirbachoni Sanglap during the time of caretaker govt. to make people aware of democracy and active citizenship. After that, BBC is concerned about the development of English of Bangladeshi people through English in Action (EiA) Project. BBC Janala is the project name where BBC tries to facilitate English to Bangladeshi people via various media platforms like, BBC Janala Mobile, BBC Janala Prothom Alo Lessons, BBC Janala Website, BBC Buzz, Drama serial Bishaash and Magazine Mojay Mojay Sekha and now in forms of books and CDs. BBC got excellent success on those initiatives and a milestone of success was that got Microsoft Education Award 2010 by defeating GOOGLE.

In this report it was discussed about their activities and the feedback they got from the people of Bangladeshi citizens. For observing their success, the Research and Learning team of BBC Media Action makes a panel named 'Cohort Panel' to observe the probable change over time. There were 120 respondents from different part of Bangladesh in Cohort panel and the internship report is based on 30 of those respondents out of 120.

The BBC Media Action's Research & Learning Group (R&L) specializes in the design and delivery of research that provides insights into the role of media and communication around development issues.

This report consists of seven different parts on project Anatomy, About BBC Media Action, BBC Media Action Bangladesh, about the BBC Janala products and services, SWOT Analysis, The Project, and Recommendations & Conclusion.

By considering all my limitations, it has been hoped that this will be an effective research work where the usage and impact of the Janala outputs of the respondents are highly reflected.

1.1. Introduction

Internship offers an opportunity for a student to undertake a temporary work assignment in the organization, which enables the student to have a realistic exposure to job and organizational conditions. This is designed for students to get a first-hand experience of the realities of the corporate world, to aid them when they are actually in the job market. As a part of internship of BBA program, it is my pleasure to work on the BBC Janala, an m-learning and e-learning product of BBC Media Action. I have chosen BBC Media Action, because it is the first of its kind in Bangladesh in terms of services.

1.2. Origin of the Report

This report on “Usage & Impact of BBC Janala products M-Learning and E-Learning in Bangladesh” has been prepared as a partial requirement for the completion of the internship program for the BBA program of the BRAC University. The preparation of this report was supervised by Ms. Sayla Sowat Siddiqui, Senior Lecturer, BRAC University.

1.3. Objectives of the study

1.3.1. General Objectives

The general objective of this report is to explore the usage and impact of English Learning services for the people of Bangladesh via Mobile Phones and Internet.

1.3.2. Specific Objectives

- I. To describe the usage of online and mobile service of BBC Janala
- II. To find out the frequency of using the Janala M-Learning and E-Learning products
- III. To illustrate the engagement of the Janala products in the lives of its users.
- IV. To explore whether the production of the services based on consumer’s expectations.

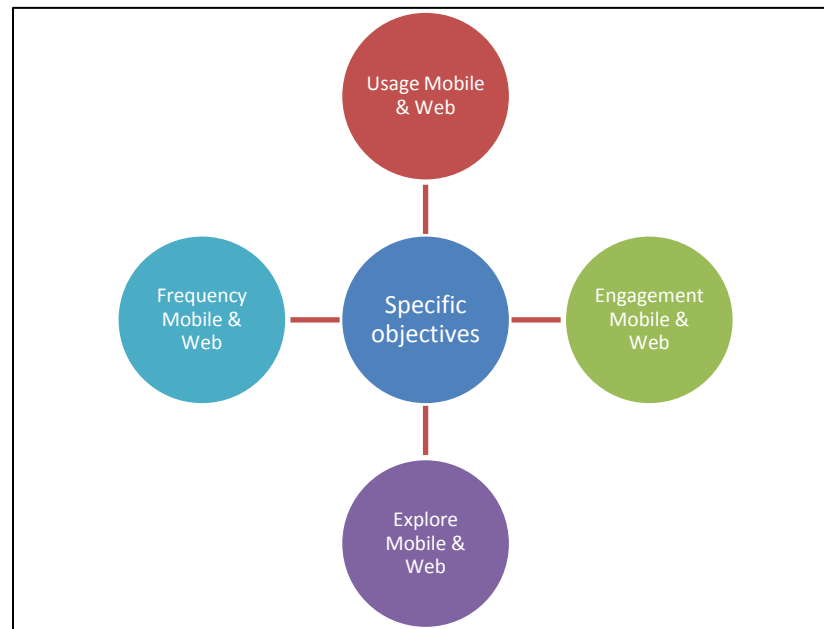


Figure 1: Specific Objectives

1.4. Limitations of the study

It was a general experience for me to carry out the survey. However certain problems were faced which has been listed down here.

- The sample size was small.
- The biggest limitation for carrying out the study was the sampling method. There is a possibility that convenience sampling may not give all the insights needed for the study.
- Many respondents were busy and were not willing to participate in the survey.
- Time constraint was a big factor.
- Many respondents who participated were reluctant to discover complete and correct information on the usage of the products and many were not maintaining proper knowledge of the products/services so they were not able to give accurate information.
- Structure of the questionnaire was also a factor which restricted using the SPSS software. This could have given better analysis.

1.5. SWOT Analysis

SWOT analysis is a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats concerned in a project or in a business venture. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieve that objective.

- Strengths are the characteristics of the business, or project team that give it an advantage over others
- Weaknesses are characteristics that place the team at a disadvantage relative to others
- Opportunities are external chances to improve performance (e.g. make greater profits) in the environment
- Threats are external elements in the environment that could cause trouble for the business or project

Below is a diagram of SWOT Analysis. In the next page the SWOT analysis of BBC Media Action to develop the program is discussed.



Figure 2: SWOT Analysis

1.5.1. SWOT analysis of BBC Media Action to develop the program

Strength

- BBC is able to provide high quality content in collaboration with BBC Learning English
- BBC brand name will help in attracting customers
- Almost no competition

Opportunity

- BBC will be able to have a strong relationship with the customers
- The content will be fully controlled by BBC

Weakness

- High cost as no revenue is charged
- BBC will have to market the whole project
- BBC cannot control the operator charges to some extent.

Threat

- BBC has very little of no absolute control over the technology that will be used for the services
- BBC might be held accountable if the operators can't deliver the services properly.

1.6. Job Description

Department	Research & Learning Group
Job Category	Intern

Table 1: Department & Job category

1.6.1. Department

The Research & Learning Group (R&L) is an international group of research professionals from Africa, Asia, the Middle East and the UK, who have been recruited and trained by the BBC Media Action to specialize in media and audience research. To deliver innovative media solutions to development challenges, the R&L Group focuses on four key activities:

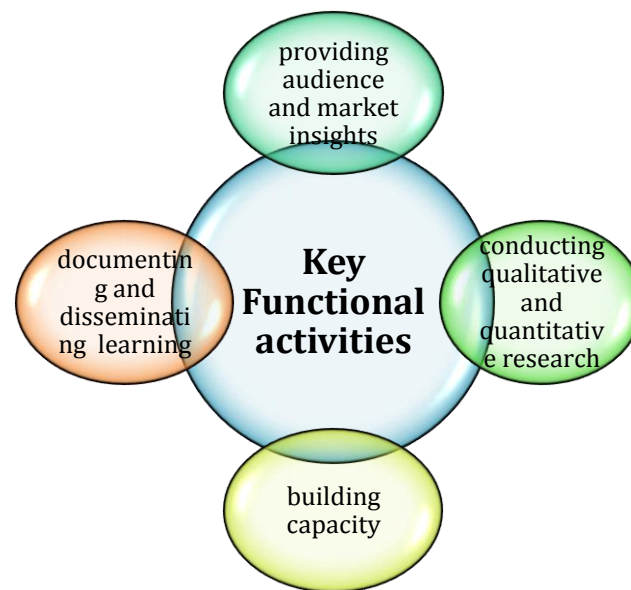


Figure 3: Key Functional activities of (R&L) group

- I. Providing audience and market insights to inform project development throughout the project cycle;
- II. Conducting qualitative and quantitative research studies to assess impact;
- III. Building capacity in audience research skills in country;
- IV. Documenting and disseminating what has been learned.

1.6.2. Job Responsibilities

The job responsibilities revolved around assisting the R & L group of BBC Media Action (Bangladesh) for the following:

- Conduct in depth interview and moderating focus groups with respondents across Bangladesh
- Input qualitative and quantitative data
- Analyze data and write reports
- Efficient execution of all administrative processes in the office according to the rules and regulations of BBC Media Action Bangladesh.
- Perform the administrative requirements of Research in the office independently with minimum supervision.
- To coordinate contracting with the externals (e.g. Respondents for interview, media channels, and so on).

1.7. Literature Review

Any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies.

E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process.

In simple words it can be described that technology is an essential aspect for education these days. It's a different way to deliver the content to the user directly, face to face with the help of technology. It helps to develop a positive attitude towards learning, increases technological skills of the person performing it; thereby it increases skills of the workforce of an economy.

'E-learning' and 'M-learning' are a relatively recent phenomena, especially fuelled by developments in the Internet since the WWW was created in 1992 in fact the history of learning with technology goes back much further.

With the passage of time along with the improvement of technology its usage rate has also soared up. It could be in educational centers, in workplaces, anywhere and everywhere especially in developed countries. In developing countries like Bangladesh, the economy is striving hard to reach its goal of educating people through various means. Many projects are being facilitated to well inform the mass people out there to educate them. *Amadeyr Cloud Ltd*¹ is an example whose project "Digital to All", has developed Android Tablets, distributing them amongst the people of villages, free of cost. Through these one can learn and also be well informed regarding health, economy, education, etc.

It is said that in most modern technology, improved learning environments where media is skillfully integrated with the instructional method, media has a very influential and critical role in facilitating learning and teaching. For examples; the Jasper Woodbury Series and

¹ <http://www.amadeyr.org/en/content/about-us>

Exploring the Nardoo. In these contexts, media play a critical and a very important role in achieving the intended learning outcomes for the students².

BBC Janala the project involves the usage of media to interact with its target audience to serve them Basic English learning with the aid of Mobile, Internet, and so on. Such an initiative is very first of its kind taken in Bangladesh. According to the midline survey of January 2011, it was found out that, 32.6 million people, 48% of the target audience, are aware of BBC EiA media outputs. And 26.3 million people, 39% of the target population and 23% of the total adult population of Bangladesh had accessed a BBC EiA media product, and 21.1 million have accessed one of the Janala learning products, which provide explicit language teaching

Therefore, to explore its findings, I have decided to work on its usage and see the impact it has created so far which was based on the EiA panel members.

² http://www.cemca.org/e-learning_guidebook.pdf

1.8. Research Methodology

1.8.1. Research Definition

The word Research is derived from the Latin word mean to know. It is a systematic and a replicable process, which identifies and defines problems, within specified boundaries. It employs well-designed method to collect the data and analyses the results. It disseminates the findings to contribute to generalize able knowledge.

1.8.2. Research Type

The study was conducted as an exploratory research. It involves exploring the various aspects of BBC Janala Mobile Interactive Voice Response (IVR) service and Web service & what changes it can bring in the lives of the target market of BBC Janala.

1.8.3. Data Sources

The study is based on both primary and secondary data.

Primary Datas	Secondary Datas
Internship Experiences with BBC Media Action, on site-assignments, team works, and sessions concerned	BBC Media Action reports BBC Janala Website (www.bbcjanala.com) English in Action Website (www.eia.org)
Questionnaire was formed for directly surveying the respondents for the report work.	Studying existing pamphlets, brochures, leaflets, survey reports, articles written about the project.

Table 2: Data Sources

1.8.4. Nature of the Questionnaire

The questionnaire was framed after a prior discussion with the SRO (Senior Research Officer). The questionnaire was divided into 3 segments. The first segment consists of questions regarding demographics information of the respondents. The second segment consists of 9 likert scale questions. And the 3rd segment consists of 1 open ended questions to derive further opinion from the respondents to understand the extent to which the respondents have learnt from BBC Janala Mobile IVR service and BBC Janala Web service,

what are the barriers they have faced while using this service and how the service has an impact on their professional and personal lifestyle and if it has meet their expectations.

1.8.5. Sampling

– Target Population

The target population for the survey is any individual residing in Bangladesh; who is already registered user of BBC Web service or frequent user of BBC Janala IVR Mobile services or both. For this internship report the EiA panel members were interviewed of the target population.

– Sampling Method

For this study convenient sampling method was used.

– Sampling Unit

- BBC Janala Mobile users
- BBC Janala Web users
- Both BBC Janala Mobile and Web users

The users mentioned above are all from the EiA panel member which has a member base of 120. Respondents who took the interview were considered to be in the inclusion criteria and those who did not take the interview were to be considered in the exclusion criteria.

– Sample Size

A total of 30 respondents were interviewed. The sample size was small due to time constraint.

– Ethical Consideration

A verbal consent was taken before taking the interview of the respondent.

1.8.6. Data Collection

The survey was conducted over telephone with the respondents for about 10-15 minutes per person.

1.8.7. Data Analysis

The collected information from primary and secondary sources is analyzed in substantial qualitative means and is presented in this report. For the proper analysis of the data simple statistical techniques like percentage calculations were used. And for more effectiveness and quality presentation bar diagrams, pie charts and table were used to further illustrate the findings and interpretations. In terms of analysis, 2 major criteria have been considered:

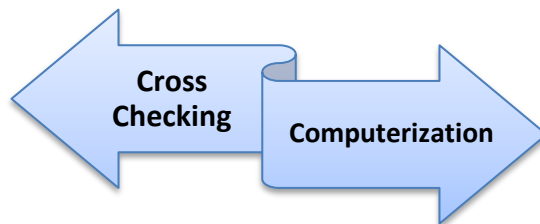


Figure 4: Data Analysis criteria

I. Cross Checking

The possibility of having errors or duplication during calculation and interpretation of this report was avoided through a careful system of cross checking.

II. Computerization

The complete means for controlling and interacting with a database management file was also considered to preserve the Usage & Impact of BBC Janala products: M-Learning & E-Learning, prior to the final report.

1.8.8. Data Analysis Software

For the data analysis, Microsoft Excel 2007 version was used in this report.

1.9. Time Frame & Study Period

2011-2012	October 2011	November 2011	December 2011	January 2012
Gathering Information	✓			
Organizing Information		✓		
Analyzing Information		✓	✓	
Arranging Contents		✓	✓	
Writing the Report		✓	✓	
Draft, Discussion & upgrade the report			✓	✓
Report printing & Final submission				✓

Table 3: Time Frame and Study period

2.1. About BBC Media Action

The BBC Media Action is the BBC's international development organization. It uses media and communications to reduce poverty and promote human rights, thereby enabling people to build better lives.

2.2. Independently funded

BBC Media Action is funded by external grants and voluntary contributions, mainly from the UK's Department for International Development (DFID), the European Union, UN agencies and charitable foundations. It received a small amount of core support from the BBC (both in kind and cash).

2.3. Mission

The Trust uses **media and communications** to reduce poverty and promote human rights, thereby enabling people to build better lives.

2.4. Vision

The Trust believes that **independent and vibrant media** are critical to the development of free and just societies. We share the BBC's ambition to provide **accurate, impartial, and reliable information** to enable people to make informed decisions. We aspire to a world where individuals and civil society use media and communications to become **effective participants** in their own political, economic, social, and cultural development.

2.5. Strategy

To achieve this vision, the organization partners with civil society, the media and governments to build long term development solutions by:

- Reviewing the information and interaction needs of individuals and communities.
- Escalation of the media sector by building professional capacity and infrastructure.

- Producing creative programmes in multi-media formats that inform and engage audiences around key development issues.
- Extending the reach and impact of current programmes through listening clubs, learning groups and other outreach activities.
- Applying rigorous research so that the organization can measure impact and value for money, and produce information that informs the development of the work done.

2.6. Coverage

BBC Media Action works in over 14 developing and transitional countries in:

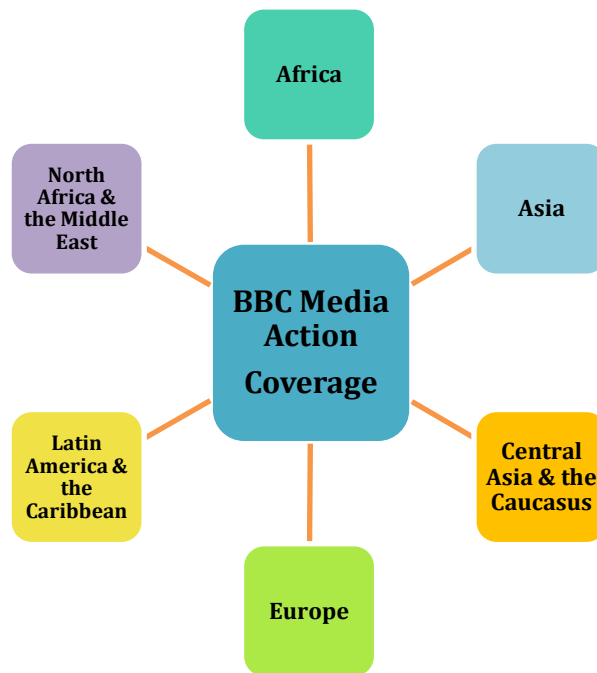


Figure 4: Coverage of BBC Media Action

2.7. BBC Media Action, the new name for (BBC World Service Trust)

After twelve years supporting and strengthening the media in the developing world, the BBC World Service Trust (BBC WST) entered a significant new stage on 16th December 2011, they had changed their name to become BBC Media Action.

The core purpose and mission remained the same, that is, 'transforming lives through media around the world'. But the new name better explains what it does, and avoids confusion with other parts of the BBC.

For now minor changes had been carried out but from the end of January 2012 there would be significant changes in its outlook and content.

Why media matters

The media can help empower people and communities to take action on issues which matter to them. In an increasingly connected world, from citizen journalists and bloggers, to participatory radio and TV formats, to the sharing of ideas through social media, the power of the media is being demonstrated in unprecedented ways. Yet in large parts of the world, many millions still lack access to relevant, reliable and trusted information.

BBC Media Action is the BBC's international development charity. It uses media to reduce poverty and promote rights around the world. And aims to inform, connect and engage people, empowering them to access their rights, increase their choices, and lead healthier lives.

'Media' for the organization means information in all its forms – from face-to-face advice and support, through developing strong journalism, to producing debates, dramas and

magazine programmes delivered on radio and TV, to interactive services using social media, online and mobile telephony.

BBC Media Action works to deliver impact in the areas of governance, health, humanitarian response and resilience

Why BBC Media Action?

The new name is short, straight forward and direct. The organization's 'action' is to provide access to information to enable people to make informed choices, and to take their own 'action' to shape their own development. It is dynamic, forward looking and better illustrates how media is at the heart of all they do.

Why the name had changed?

BBC Media Action is an independent charity, funded by external grants and voluntary contributions. In the UK, the name BBC World Service Trust has been confused with the BBC Trust, the governing body of the BBC.

The name BBC World Service Trust has also created confusion about its relationship with BBC World Service and many people assume that it is the same. Although it shares a joint heritage, its mission, funding and governance structures are completely separate from BBC World Service. BBC World Service and BBC World Service Trust are two distinct organizations. They work with multiple partners to deliver their projects – including international, national and local media, non-governmental organizations (NGOs), academic institutes and donor organizations. Despite its close relationship with BBC World Service a more neutral name reflecting their diverse partners better reflects how they deliver their work.

BBC World Service Trust, now BBC Media Action, has never been a news broadcaster and is not license fee funded. It operates as an independent charity (registered in England and Wales, charity number 1076235) working to development objectives, and is funded by external grants and voluntary contributions.

2.8. Objective /Focus

In order to achieve the most critical development goals, the focus is on six key issues:

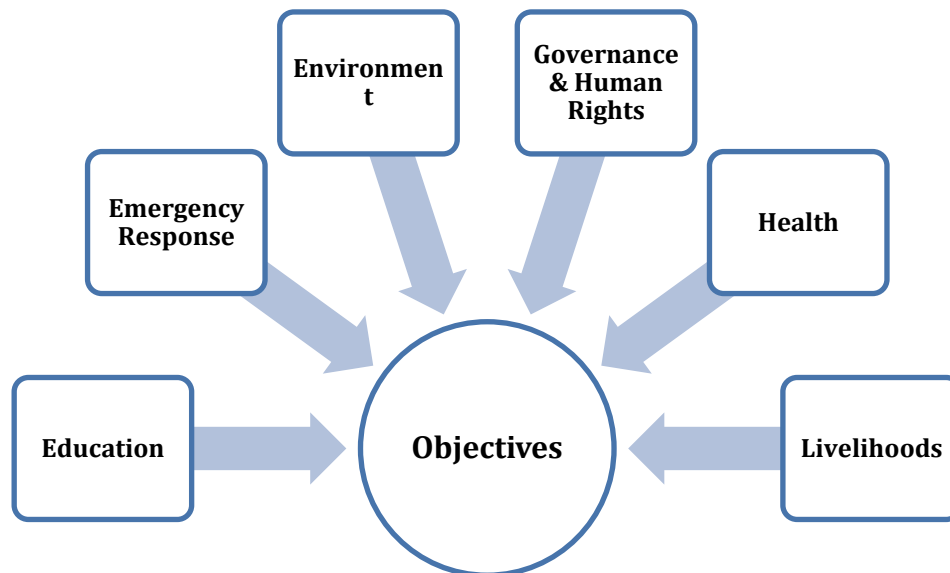


Figure 5: 6 Focus Areas

2.8.1. Education

One hundred and three million children worldwide are not in school. Almost three quarters live in South and West Asia or sub-Saharan Africa, and more than half are girls. BBC Media Action uses media - radio broadcasts, audio classroom materials, television programs and print publications - to support education and teacher training.

Educational opportunities are limited in many developing countries because of a shortage of trained teachers, school buildings and books, and the mismanagement of educational resources, including public funds.

Media for development

The organization uses media - radio broadcasts, audio classroom materials, television programs and print publications - to support education and teacher training. Media enables education to be delivered to children and adults with limited access to formal education, including:

- Women and girls
- Children and adults who can't afford to go to school
- People living in rural areas
- Disabled people
- Nomads
- Refugees and people who have been forced to flee their homes because of conflict or natural disaster

The approach

BBC Media Action works in partnership with government departments, educational institutions and non-governmental organizations (NGOs) in developing countries to ensure that our programs complement, support and extend their work.

The programs are produced in partnership with local broadcasters and media professionals. The aim is to enhance their skills and strengthen their infrastructure so that they can produce their own educational programming in the future.

These initiatives fall into three broad categories:

Literacy for life - basic education for adults

- Producing programs that help teach literacy and numeracy
- Working with education authorities and non-governmental organizations in developing countries to support face-to-face learning

- Using mass media to advocate learning, and raise awareness of the importance of education for all
- Making learning practical by integrating learning about 'life skills' into basic education.
- Teacher training

BBC Media Action produces radio programs and audio visual material to support large-scale teacher training, including:

- Audio and visual material for use in teacher training courses, such as short dramas, personal testimonies and demo classes
- Media programming aimed at improving teaching skills

Advocating education

The organization also produces radio and television programmes that address barriers to teacher recruitment, training and retention. These include low status, the relationship between school and community and how educational budgets are spent.

BBC Media Action works with local media to create an environment where government resources earmarked for education reach all those who are entitled to them, including the rural poor, women and other traditionally disadvantaged groups.

Examples of their work

In **Afghanistan**, years of conflict have meant that many children in Afghanistan have had little or no education. Produced as part of the Afghan Education Projects (AEP) initiative, 'Our World, Our Future' is a radio series for 5-16 year olds. It involves five different strands, each designed to entertain, and stimulate their desire to learn. Run by Afghans for Afghans, AEP is the largest media-for-development initiative in Afghanistan.

In **Bangladesh**, BBC Media Action is working on an initiative to use popular TV formats, radio and mobile phones to enhance English language skills throughout the country. The mass media programs will complement a significant teacher training program, as well as formal classes in schools. The aim is to improve livelihoods by making English language learning accessible to millions of people. With English as a tool for better access to the world economy, this initiative will contribute to the economic growth of Bangladesh.

In **Somalia**, BBC Media Action is working in partnership with the Africa Educational Trust and the BBC Somali Service to deliver weekly radio programs and face-to-face tutorials to improve literacy and numeracy skills in Somalia. The radio programs have so far reached 250,000 Somali speakers, and almost 30,000 children and adults with no access to formal education have graduated with certificates from the face-to-face tutorials.

2.8.2. Emergency Response

BBC Media Action aims to improve the health, security and wellbeing of individuals and communities caught in crisis situations. The organization works in partnership with relief operations, governments and international and national non-governmental organizations (NGOs) to:

- Create, repair or enhance the infrastructure that local broadcasters need to deliver public-service broadcasting
- Produce and broadcast programs that save lives and improve health, livelihoods and governance and human rights

The approach

BBC Media Action works before, during and after a crisis to reduce its impact on people's lives.

- ✓ **Reducing the risk of disaster**

The organization reduces the impact of predictable disasters through:

- Programming that raises awareness of potential dangers and how to prepare for them
- Working with local organizations to develop continuity plans
- Supporting the development and implementation of early-warning systems

✓ **Rapid response**

BBC Media Action restores broadcasting infrastructure immediately after a disaster occurs by:

- Providing broadcasting equipment
- Identifying the kind of information that people affected by disasters need and ensuring that key messages reach those affected

✓ **Ongoing support**

BBC Media Action continues to provide up-to-date information and support through:

- Programming which provides critical, life-saving advice in areas hit by disasters
- Training and support for local broadcasters
- Extending the reach and impact of programming through face-to-face work, including, 'radio clubs' where audiences come together to discuss the programs, often with the aid of a trained facilitator

Examples of their work

In **Sudan**, the organization works in partnership with Sudanese media professionals and the World Service to broadcast life-saving information to 6.5 million people in Darfur,

including two million people living in the region's 85 camps for people displaced by the conflict.

In **Afghanistan** BBC Media Action works in partnership with local NGOs, UN agencies and the donor community to provide educational programming that helps affected communities prepare for disasters, and provides critical information for adults and children over the airwaves when emergencies happen.

After a decade of civil war in **Nepal**, BBC Media Action is working in partnership with Nepali broadcasters, NGOs and the BBC World Service to produce weekly radio drama and discussion programs to support the peace process.

In **Bangladesh**, two special editions of the debate program, Bangladesh Sanglap (dialogue) were broadcast after Cyclone Sidr hit the country in November 2007. The programs gave people in the affected areas an opportunity to engage directly with the relief effort.

2.8.3. Environment

Whenever the environment changes, the effects are felt by people - and it is those who have least access to money and resources who are least able to adapt and escape the consequences.

If temperatures continue to rise within the next generation as predicted, people living in poverty will be the worst affected.

Facts

- 75-250 million people across Africa will face water shortages
- Crop yields may increase by 20% in East and Southeast Asia, but decrease by up to 30% in Central and South Asia
- Agriculture fed by rainfall could drop by 50% in some parts of Africa
- 20-30% of all plant and animal species will be at increased risk of extinction

- Glaciers and snow cover will decline, reducing water availability in countries supplied by melt water

Africa is likely to be the continent most vulnerable to climate change.

In Africa, hundreds of millions of additional people will face water shortages, a greater risk of malaria, and reduced crop yields. Many ecosystems will be harmed.

In South, South-East, and East Asia, approximately 1 billion people face increased water shortages, decreased agricultural productivity and increased risks of floods, droughts and cholera.

The approach

It is essential that people in developing countries receive accurate information about climate change and other environmental changes such as deforestation, soil erosion and pollution. They also need skills and knowledge to cope with natural disasters.

The aim is to:

- Help people protect their food supplies and incomes as the climate changes
- Train and strengthen local media to raise environmental issues and stimulate debate
- Prepare local media to provide life-saving broadcasts during natural disasters; and
- Make sure all our work considers the effect on the environment

Environmental journalism training

BBC Media Action helps local media professionals and broadcasters to improve the quality and quantity of environmental programming in their countries.

The organization also trains non-governmental organizations (NGOs) in developing countries how to communicate their messages more effectively to the media.

Environmental programming

Programs produced in partnership with broadcasters and NGOs in developing countries focus on:

- Air, noise and water pollution
- Deforestation
- Increasing energy consumption
- Erosion and degradation of land
- Waste management
- The impacts of high carbon emissions

Debate and discussion program encourage public dialogue about climate change and highlight its devastating effect on local populations.

Examples of their work

In **India**, BBC Media Action worked in partnership with national and international NGOs to mobilize public opinion around the environment by improving the media's coverage of the environmental issues, and helping environmental activists communicate their messages more effectively.

In the **Eastern Caribbean**, a project was done in partnership with media professionals, local authorities, and national and international NGOs to build public awareness of climate change and the need for national and regional environmental policies. Face-to-face and online journalism training was delivered to improve the media's ability to cover environmental issues in Barbados, Dominica, Grenada, Guyana, St Kitts, St Lucia, St Vincent, and Trinidad & Tobago.

2.8.4. Governance & Human Rights

If a country isn't governed effectively, it is difficult to reduce poverty, improve health and uphold human rights. While the media cannot create good governance in isolation, in partnership it can play a vital role in building effective societies by improving:

- **Transparency:** freedom of information and clarity and openness in decision-making
- **Participation:** freedom of association, ability to voice views and participate in the electoral process
- **Accountability:** power to question public authorities

The media can also play an important role in promoting:

- **Stability:** conflict resolution, peace building, social cohesion; democratic transfers of power
- **Fairness:** rule of law, equal rights and treatment for all
- **Human rights:** respect for civil, political, social and economic rights
- **Government effectiveness:** freedom from corruption, use of resources in the public interest

The media can help keep citizens informed about official decisions that affect their lives, including government policies, electoral processes, legislation, and the delivery of public services.

The media can also provide people at all levels of society with a platform for discussing and debating how they're governed, and for questioning government decisions and actions. This process exposes governments to public scrutiny, which helps reduce corruption and hold officials to account. It also encourages wider participation in elections and public life. Different types of states may require different approaches to governance and human right.

The BBC Media Action uses a 'governance continuum' to categorize the types of intervention that may be appropriate in different contexts, including states in conflict and

states that are transitional or stable. It views audience participation as critical to all governance and human rights work.

Closed states

In closed states, such as Myanmar, Zimbabwe or Iran, engaging in overt governance programming may be too sensitive. Instead, governance messaging can be integrated into programming focusing on softer issues like health and education, by exploring topics such as the delivery of health or education services. Drama can be a useful format for exploring issues too sensitive for discussion in factual formats.

States in conflict, or dealing with emergencies

In conflict and emergency states, media work focuses primarily on providing lifeline programming (such as our Darfur Lifeline programs in Sudan) designed to help audiences survive; however where possible conflict resolution and peace-building messaging can be integrated into this programming.

States in transition

In states in transition, it may be appropriate to support long-term, large scale initiatives focusing on media reconstruction and capacity building, transitional justice, increasing dialogue and debate, and election support.

Stable states

As states become more stable, the focus shifts to facilitating demand-side governance, through public service broadcasting support, media policy advice, budget monitoring programming, and support to dialogue and debate. Although interventions will differ markedly according to whether states are closed, in conflict, transitional or stable, media has important effects in almost all states.

Examples of their work

In **Afghanistan** BBC Media Action has been working in partnership with Deutsche Welle, Canal France International and Radio Television Afghanistan (RTA) to build a culture of accountable, independent public service programming since 2002, when the interim Afghan government first signed up to the transformation of the state-run broadcaster.

In **Bangladesh**, BBC Media Action worked in partnership with the BBC Bangla Service and television stations in Bangladesh to produce ground-breaking political debate programs that allow people to question and interact with decision-makers.

In **Iraq**, the organization is working in partnership with Albany Associates, IREX Europe, Iraqi journalists, government officials and civil society organizations to improve the environment in which the media work, and the output they produce.

In **Nepal**, BBC Media Action is working with a wide range of partners to produce weekly radio drama and discussion programs to support the peace process, and the development of a new constitution in Nepal.

In **Nigeria**, the work is going on in partnership with Nigerian NGO, Integrity, to train journalists to better report on how their government spends public money, and to mobilize public opinion around government accountability.

2.8.5. Livelihoods

The majority of people in the world do not have reliable sources of food, income and employment. Half the world - nearly three billion people - lives on less than \$2 a day. Over two-thirds of them rely on small-scale agriculture for their food and wages.

Unable to make ends meet, 852 million do not have enough to eat and more than 8 million people die each year from abject poverty.

Having a job doesn't guarantee a way out of poverty. Jobs with salaries often trap workers, not just because of poor pay, but also because of long hours, insecure contracts, or no provisions for illness, injury, maternity cover and child care.

The approach

People need skills and knowledge to improve their livelihoods. BBC Media Action uses radio, television, the internet and mobile phones to provide people in poverty with useful, practical information.

The mass media programs also build knowledge, change negative attitudes and practices and help people learn new skills to make better, more sustainable livings.

These programs are developed through interaction with our audiences and in partnership with media professionals and non-governmental organizations (NGOs) in developing countries. This approach ensures that the information we provide is accurate, relevant and useful.

The mass media programs are complemented with face-to-face learning, developed and delivered in partnership with governments, educational bodies and non-governmental organizations.

Tackling the Cause of Poverty

BBC Media Action also helps the media and NGOs in developing countries to create an environment in which the rights and needs of poor people can be met. Specifically, mass media is used to:

- Provide a platform to explore issues and raise discussion around learning
- Influence knowledge, attitudes and behaviors
- Address barriers to learning and earning livelihoods

Examples of their work

In **Afghanistan**, the organization's radio program 'Village Voice', which is part of the 'New Home, New Life' series, provides practical information to rural audiences on issues such as reconstruction and rebuilding homes, agriculture, livestock, clean water and social issues - such as dowries.

In **Somalia**, BBC Media Action has used a combination of educational radio programs broadcast on the BBC Somali service and informal learning groups to provide relevant knowledge and skills to all those working in the livestock sector. Over 60% of the BBC's mass audience in Somalia regularly listens to the program and 144 learning groups meet regularly, attended by both men and women.

In **Ethiopia**, radio drama is used to stimulate discussion and debate about the challenges facing rural communities, including: access to water and food; deforestation and soil erosion; poor sanitation and hygiene; gender relations; sexual and reproductive health and early marriage.

3.1. BBC Media Action (Bangladesh)

BBC Media Action started its journey in Bangladesh in the year 2005 with a series of TV debates with a live audience, to discuss issues important to the people of Bangladesh. A partnership was formed with the leading private TV Channel called Channel I to film and broadcast the programmes. For the people of Bangladesh, Sanglap (Dialogue) a programme that enabled members of the public to question rival political leaders and civil society personalities was something absolutely new to all. The BBC's standing gave the public the all important confidence needed to trust that the programmes would be fair. Following the 8 initial debates, requests were received to continue the programme.

In November 2009, BBC Media action Launched, BBC Janala ('Window'), a unique multi-platform project that harnesses multimedia technology to provide affordable education to potentially millions of people in the Bangladeshi-speaking community.

Two years in the making, BBC Janala offers a new way of learning English on mobile phones, the internet and television. Now lessons are also being circulated in national newspaper called Prothom Alo. CDs and Books are also now found in the market.

3.2. Awards Achieved by BBC Janala

1. BBC Janala was awarded the prestigious **Microsoft Education Award** at 2010 International Tech Awards. The Tech Awards celebrate the power of technology to address global challenges in the environment, economic development, education, equality and health.
2. **BBC Janala** has also been awarded the **GSMA Award** in the category of Best Product, Initiative or Service for Underserved Segments. As the global body representing the mobile communications industry, the GSMA Awards can be considered one of the most significant accolades for development initiatives using mobile phones in the world.
3. **BBC Janala** also achieved the **World Summit Award** – mobile, in the category of m-Learning & Education, in the year 2010. The World Summit Award (WSA) – is the world's leading initiative to select and promote the Best in e-Content and innovative

applications; as a response to the rapid development of mobile phone services, applications, and hence its utility, the WSA started the WSA mobile.

4. **BBC Learning English**, the content designer of the BBC Janala Lessons, won the **Cambridge ESOL International Award for Innovation**, at ELTons 2011.

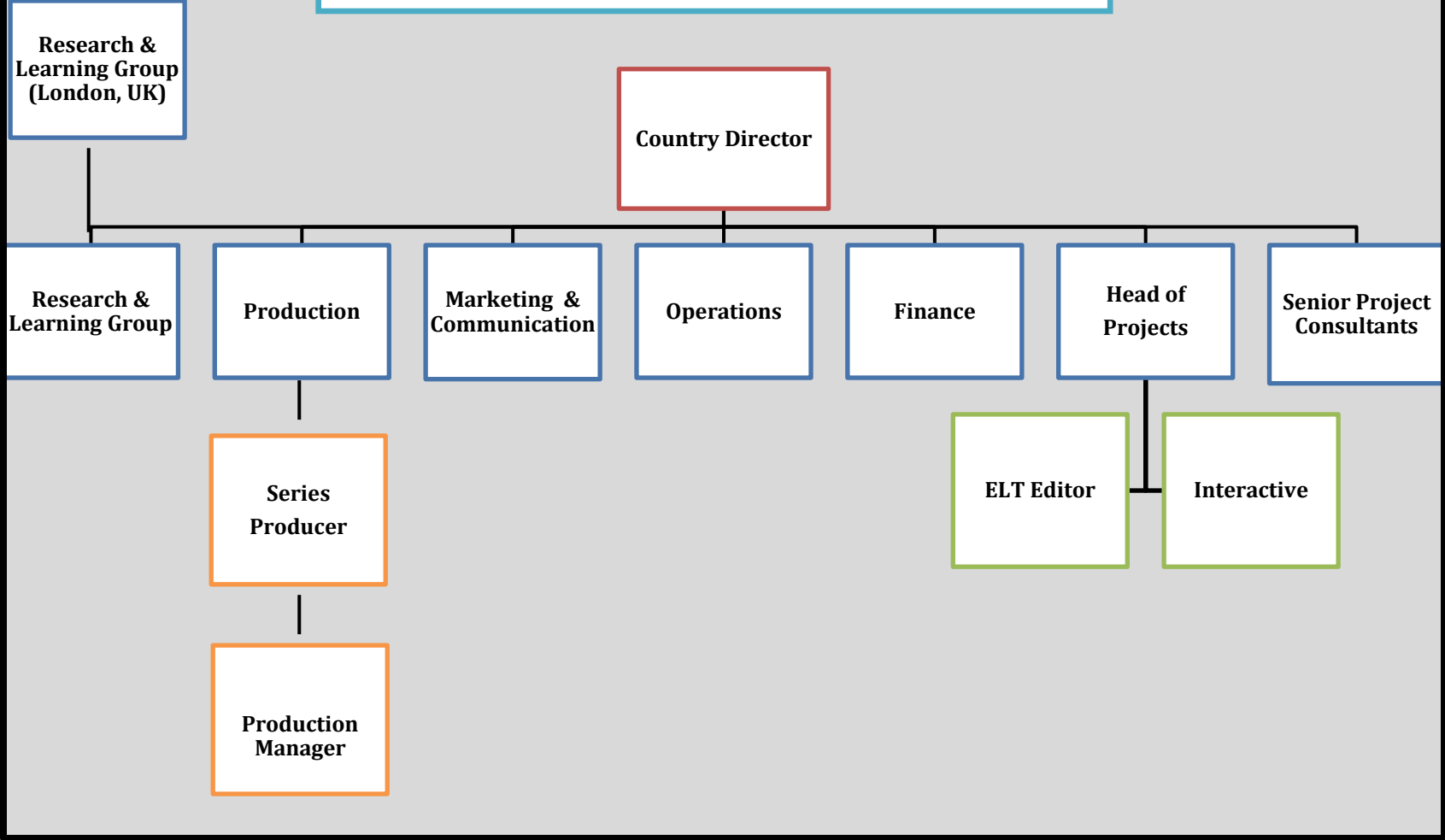
3.3. Structure of the Organization

Below is the organizational diagram of **BBC Media Action**. There are nine departments:

1. Research & Learning (R&L) group
2. Production
3. Marketing & Communication
4. Operation
5. Finance
6. Head of Project
7. Senior Project Consultant
8. English Learning Tutorials (ELT) Editor
9. Interactive

For R&L group has 2 Research Managers, one from London UK, and one from Bangladesh. The last two, ELT Editor & Interactive reports to the Head of Project. The rest of the departments reports to the Country Director.

**Figure 6: Organizational Diagram
BBC Media Action, Bangladesh**



4.1. About BBC Janala

BBC Media Action worked in partnership with BBC Learning English on an educational initiative, BBC Janala, to significantly increase the number of people able to speak English who can contribute to the economic growth of Bangladesh.

BBC Janala ('Window'), launched in November 2009 is a unique multi-platform project that harnesses multimedia technology to provide affordable education to potentially millions of people in the Bangladeshi-speaking community.

Two years in the making, BBC Janala offers a new way of learning English on mobile phones, the internet and television. Currently BBC World Service Trust is offering seven kinds of products to the mass audience namely:

1. BBC Janala Mobile
2. BBC Janala Website
3. Bishaash
4. Mojay Mojay Shekha and
5. BBC Janala Prothom Alo Lessons
6. BBC Janala CD-ROM
7. BBC Janala English Shikhar Boi

All these products are more or less working to make Bangladeshi people better in English language. Another of its Popular Program BBC Buzz has just ended its telecasting on ATN Bangla.

4.2. BBC Janala Mobile

There are over 50 million mobile phone users in Bangladesh today – and the number is growing. By dialing “3000” any of these users can access hundreds of English language audio lessons and quizzes. Content is updated weekly and caters to all levels of experience with ‘Essential English’ for beginners, ‘Pronunciation’ for intermediaries and ‘Vocabulary in the News’ for those more advanced.

To make the lessons affordable, BBC Janala has teamed up with all six of Bangladesh's mobile operators who have agreed to cut the cost of calls to the service by up to 75%. Each lesson lasts three minutes and costs less than the price of a cup of tea from a Dhaka tea stall (or 3 pence).

Impact of Janala Mobile till date

The diagrams show who are more exposed to the Janala products. Here who used BBC Janala Mobile was considered. Sample size 399 was considered while doing the survey.

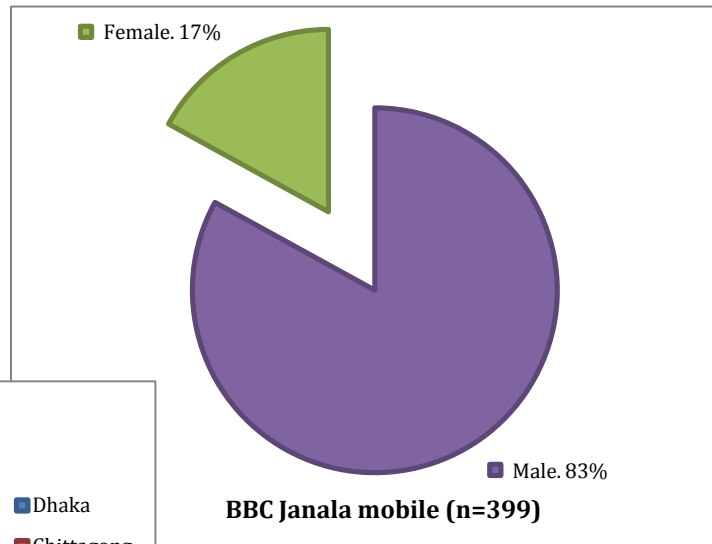


Figure 7: BBC Janala Mobile (Gender)

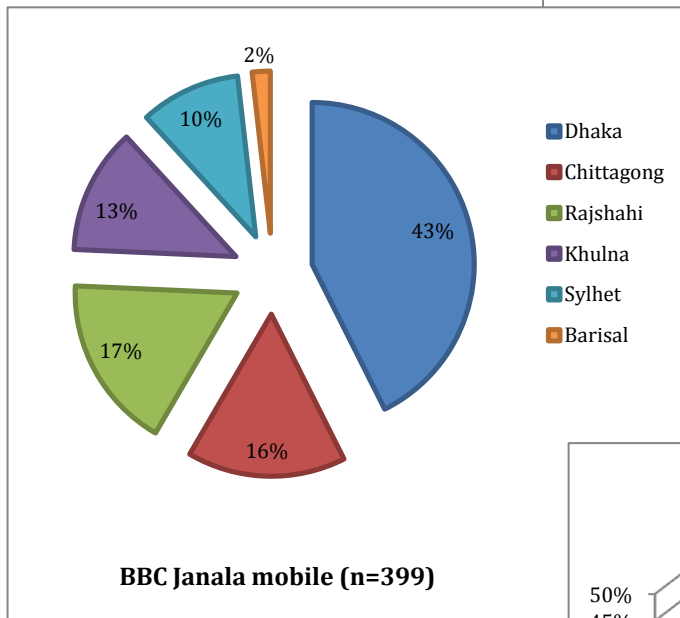


Figure 8: BBC Janala Mobile (Division)

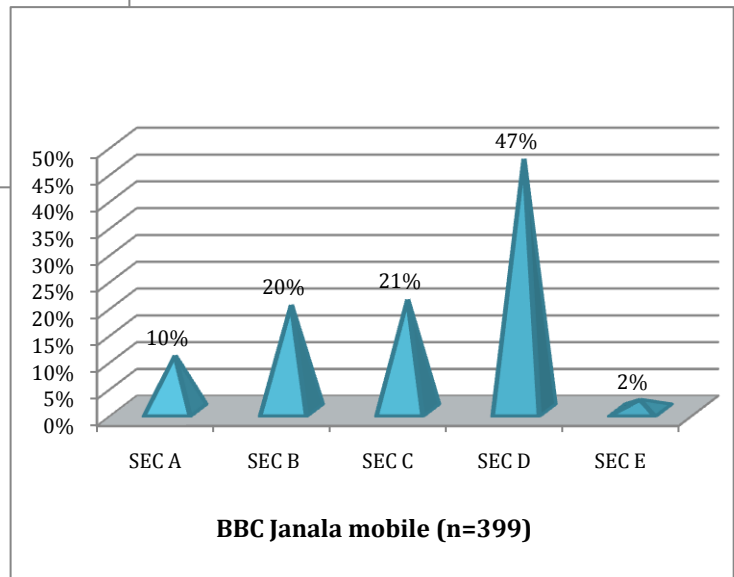


Figure 9: BBC Janala Mobile (SEC)

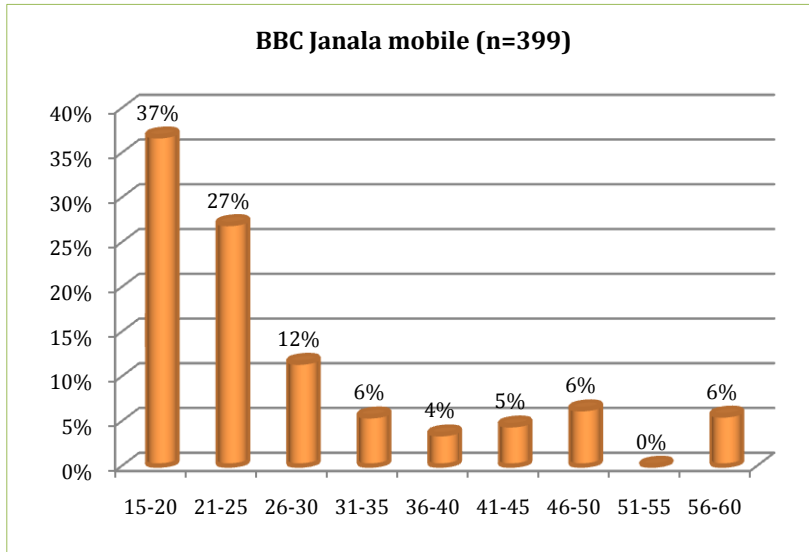


Figure 10: BBC Janala Mobile (Age group)

Figure 11: BBC Janala Mobile (Occupation)

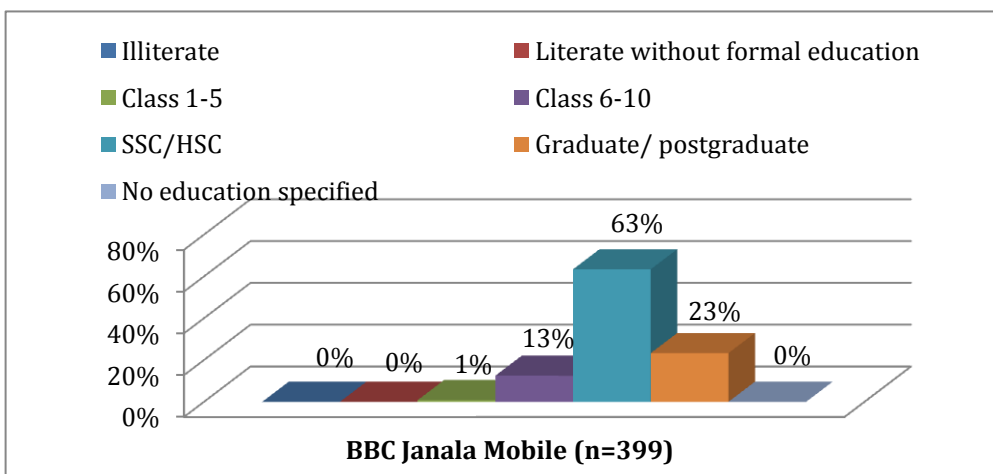
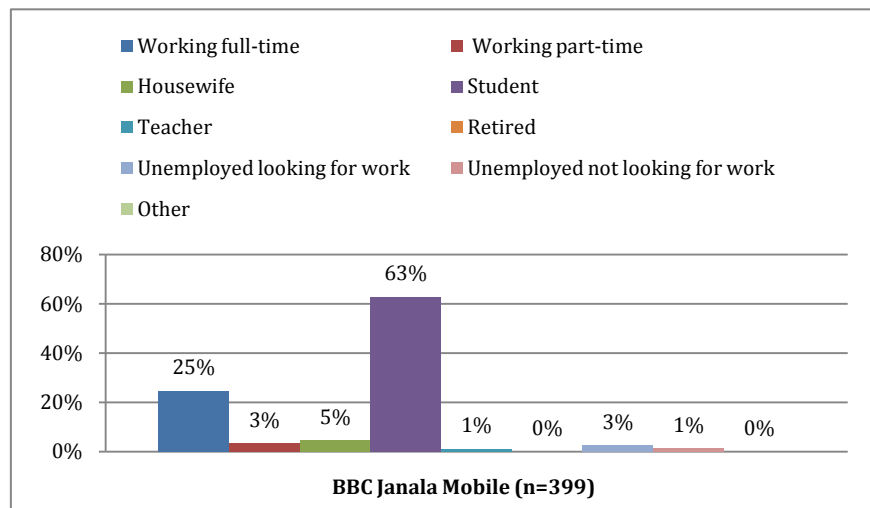


Figure 12: BBC Janala Mobile (Education)

The findings tell us that Male, Dhaka, SEC D, age group; 15-20, students, SSC/HSC are more exposed.

4.3. BBC Janala Website

BBC Media Action also produced a dedicated website www.bbcjanala.com where users can access free content and join an online community of learners. Here the users can download the lessons heard over the mobile phones, participate in variety of quizzes and interact with other learners. With time as internet usage among people is increasing so is the usage of BBC Janala Website. The findings show that for BBC Janala Website:

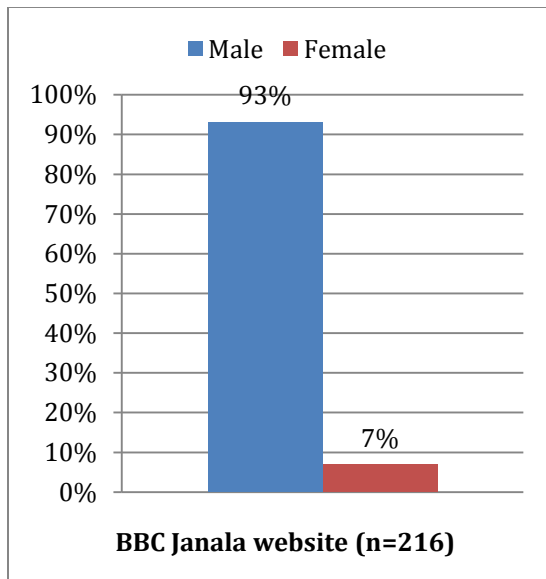


Figure 13: BBC Janala Website (Gender)

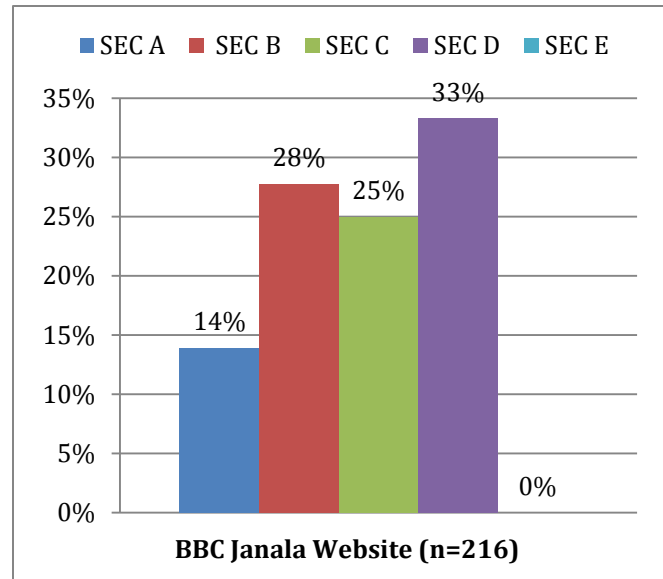


Figure 14: BBC Janala Website (SEC)

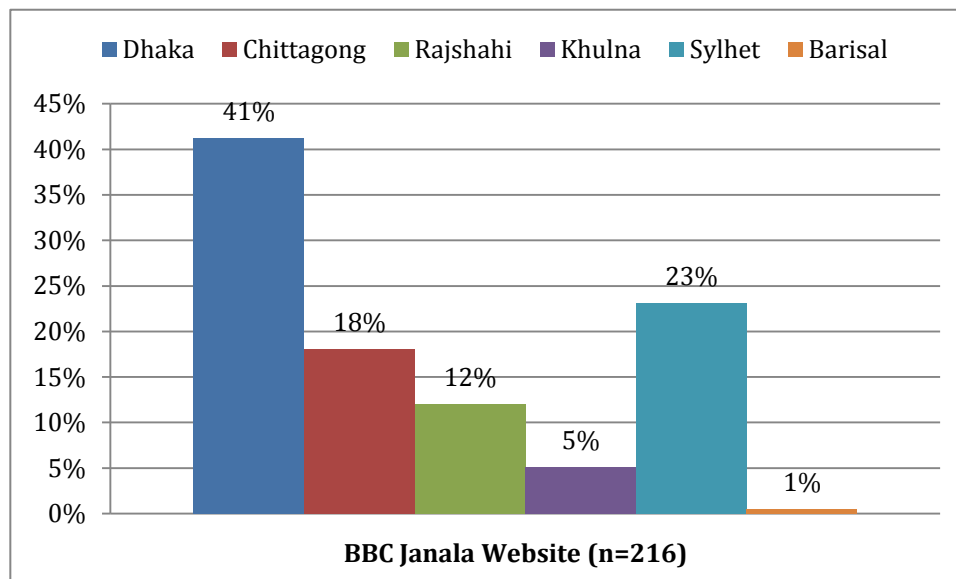


Figure 15: BBC Janala Website (Division)

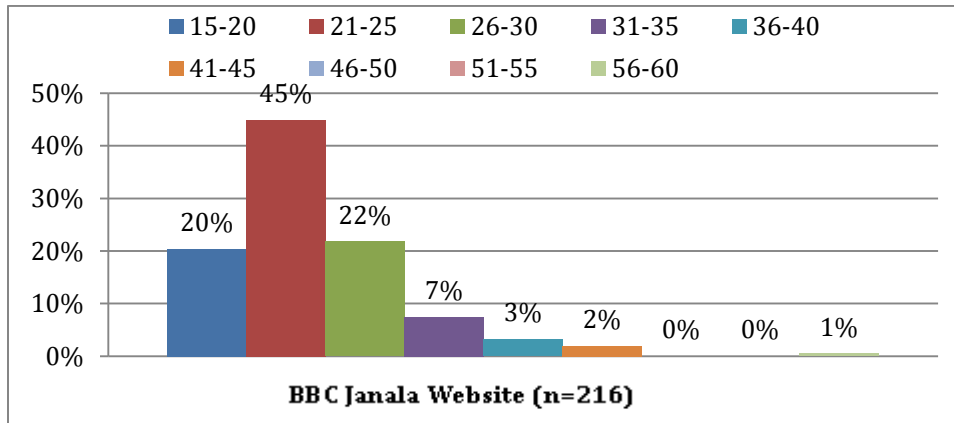


Figure 16: BBC Janala Website (Age Group)

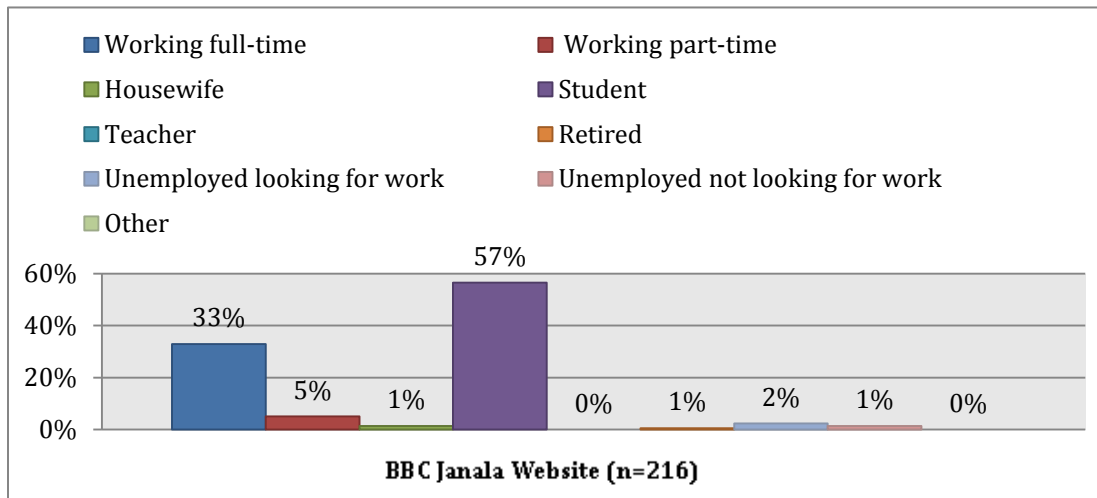


Figure 17: BBC Janala Website (Occupation)

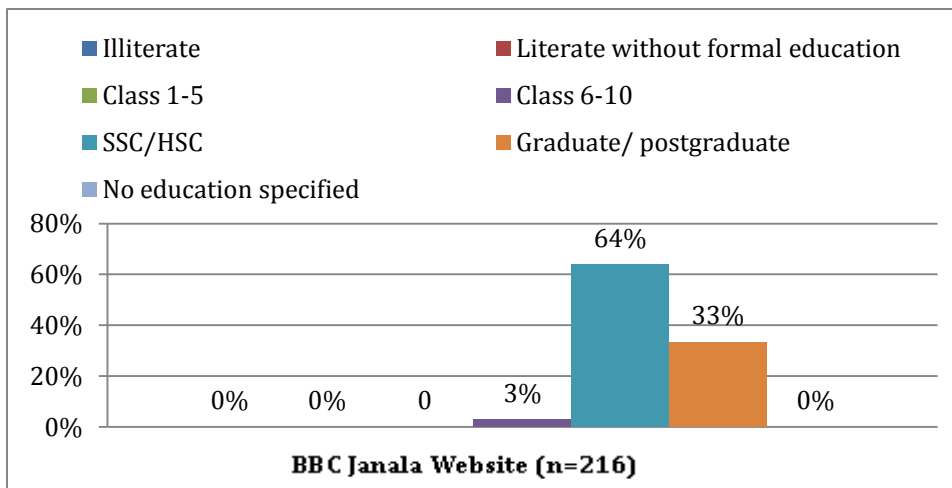


Figure 18: BBC Janala Website (Education)

Once again Male, SEC D, Dhaka, students, HSC/SSC are more exposed just like Mobile. However, age group 21-25 uses website more of BBC Janala.

4.4. BBC Janala Prothom Alo Lessons

BBC Media Action also makes use of the print media and publishes its lessons related to the things learned in its other program like Mojay Mojay Shekha on the national newspaper “Prothom Alo” thrice a week. Since print is a strong media to reach thousands of people and Bangladeshi people historical prefers to know about new things practically this product has been quite a success for BBC Media Action.

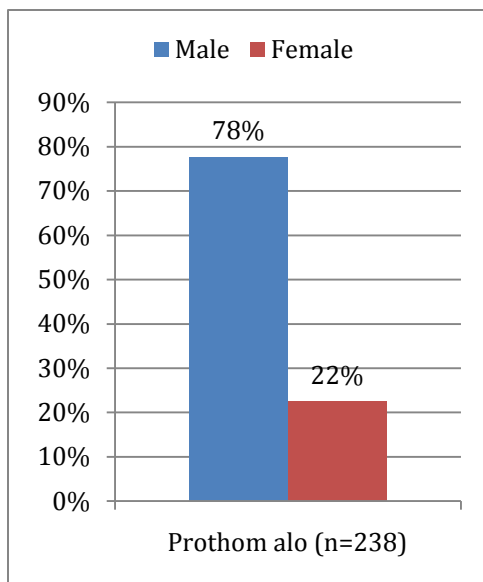


Figure 19: BBC Janala PAL (Gender)

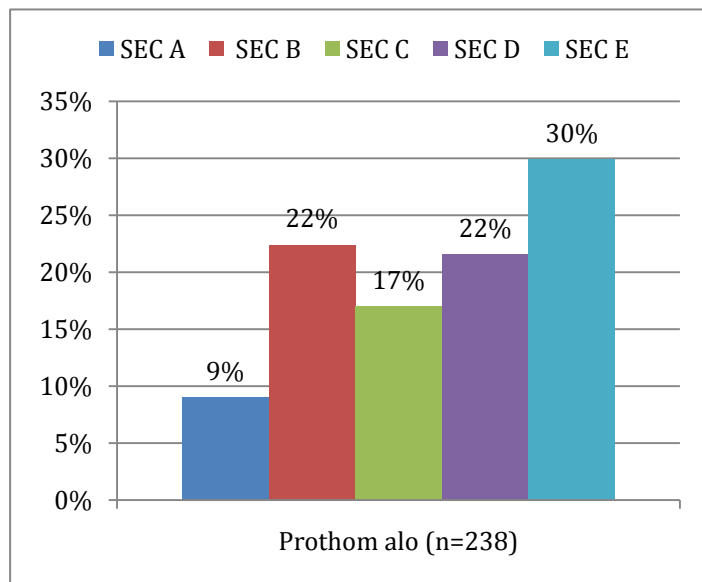


Figure 20: BBC Janala PAL (SEC)

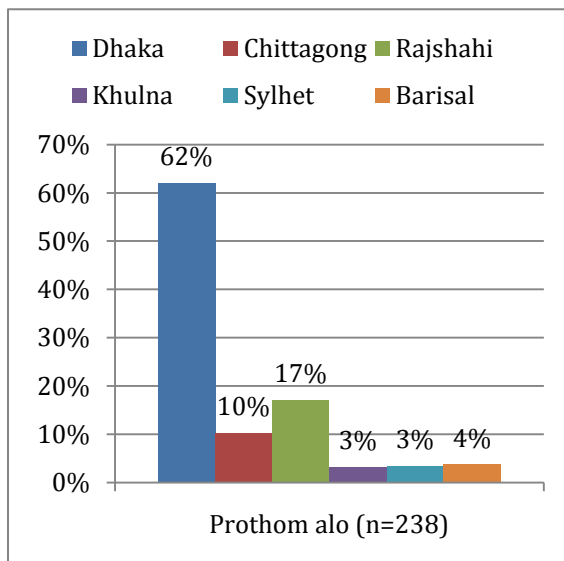


Figure 21: BBC Janala PAL (Division)

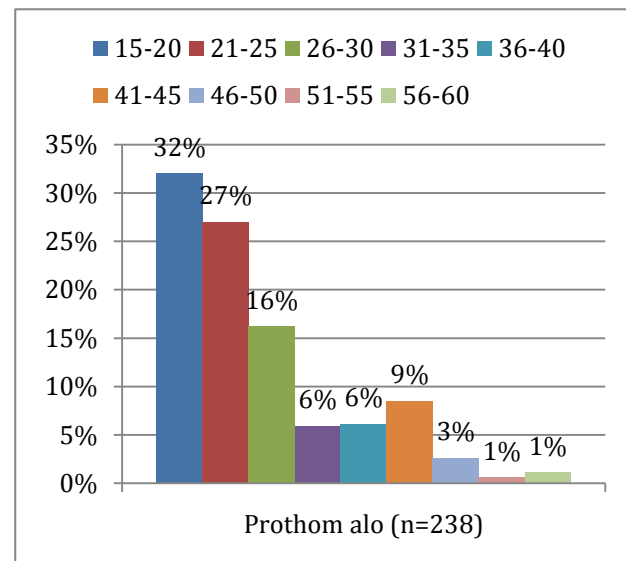


Figure 22: BBC Janala PAL (Age Group)

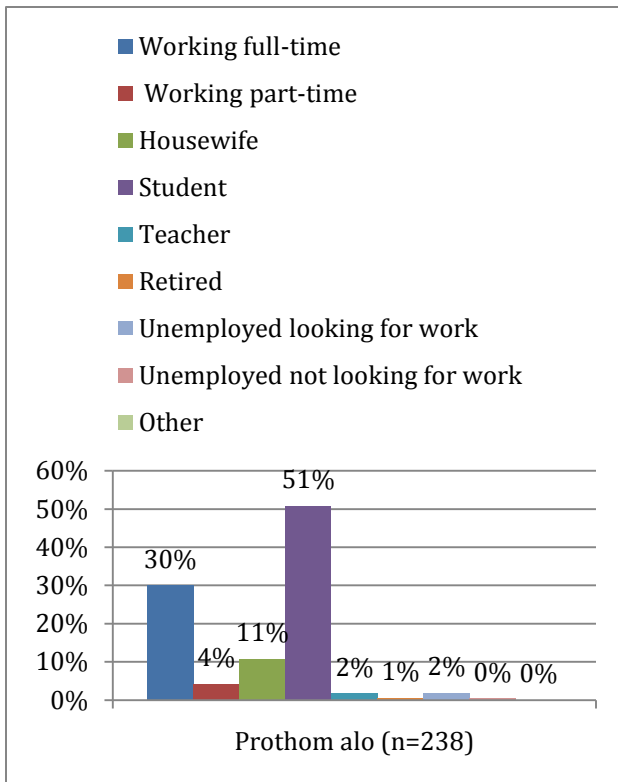


Figure 23: BBC Janala PAL (Occupation)

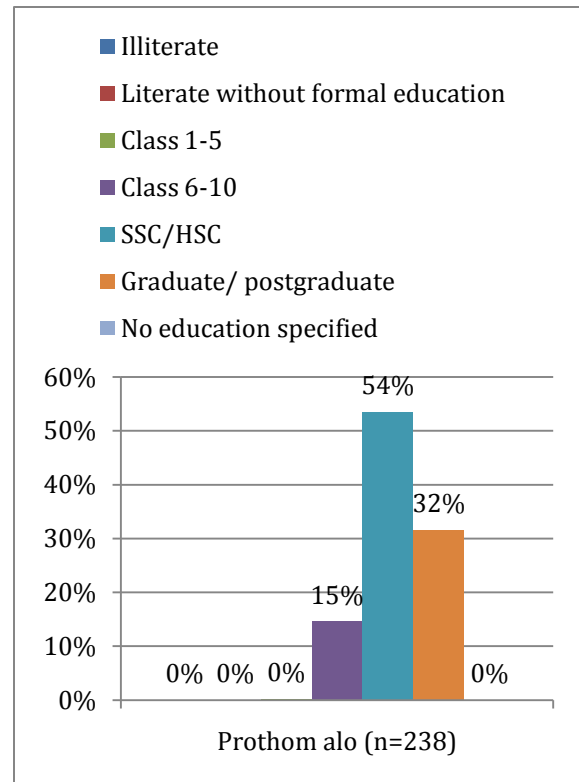


Figure 24: BBC Janala PAL (Education)

Even for Prothom Alo, male, students, SSC/HSC, Dhaka, age group: 15-21, uses the news paper. But in case of this SEC E had been found out who are more exposed to this products compared to website and mobile.

Summary of the findings

In all the three cases above it is very evident that, male, students, age group: 15-20, SSC/HSC, and SEC D are more exposed to the products overall.

The young generation is the majority users of BBC Janala Mobile, Website and Prothom Alo newspaper. They feel the need of learning English as they are young, therefore, education and job is vital to them at this point of life.

4.5. Bishaash and Mojay Mojay Shekha

English in Action (EiA) has recently launched two television programmes in Bangladesh on the channel BTV, since it believed that drama is something that catches a wider range of audiences and BTV is viewed the most all around the country,- a drama series and game show - to enable millions of children and adults of all ages to learn English.



TV Show-Mojay Mojay Shekha (learning is Fun)

Bishaash, a 24-part drama set in Bangladesh and the UK, and educational entertainment show BBC Janala - Mojay Mojay Shekha ('Learning with Fun'), have both been made by the BBC Media Action as part of its educational initiative aimed at raising the language skills of 25 million people in the country by 2017.

The programmes are being broadcast back-to-back on BTV and BTV World, and started with a two-hour special on 16th October 2010.



TV Show - Bishaash

With a focus on family, tradition and love, Bishaash is the first supernatural detective series in South Asia and features stories ranging from treasure hunts in Old Dhaka to an alien looking for a wife and romance on the streets of London.

Characters mainly speak in Bangla to attract as large an audience as possible, with a functional introduction to English woven into the storylines. It brings together both established and emerging Bangladeshi stars, including actors A.T.M. Samsuzzaman, Md Shaidul Islam Molla (Babu) and Shama Rahman, as well as director Giasuddin Selim.

Bishaash is immediately followed by BBC Janala - Mojay Mojay Shekha, an educational game show which builds on the English used in the drama, providing viewers with an entertaining, accessible and free way to learn the language.

It is presented by high-profile actress Rumana Malik Munmun, with the help of two co-hosts - comedian Kamal Bayazid and English teacher Alexandra Tyers. Together, the trio led a weekly contest, held in and out of the studio, during which two teams compete to develop their English skills.

4.6. BBC Buzz

The BBC Media Action launched a TV magazine programme “BBC Buzz” aimed at young Bangladeshis (16-30 year olds). BUZZ is a half an hour magazine style show aimed at giving young people the opportunity to express themselves in English with some Bangla on issues relevant, and important, to them. BUZZ featured discussion and interviews, short films, music, vox pops, English learning animations, expert language facts, technology updates and opinions in a series of short pieces linked together by presenters. The programme cover issues aimed to expose viewers to English language in a fun and entertaining way and also helped to improve their English. The program ended early this year.

5.1. BBC Janala as an M learning product

5.2. Background

BBC Janala aims to provide millions of people in Bangladesh with access to low-cost English language tuition through mobile phones. It builds on the mobile telecommunications revolution in the country – where in the last decade over 50% have managed to get access to communications technology for the first time in their lives.

In 2001 there were only 200,000 mobile phone users in Bangladesh – a country that had one of the lowest fixed line tele densities in the world. Now there are an estimated 50 million mobile phone owners and 60 million plus mobile phone users in the country. Now people who had to depend largely on word of mouth for news of the world beyond their village – can pick up the phone for a minimal cost.

5.3. The Mobile Service

BBC Janala prioritizes lowest common denominator technology – a simple voice call made from any handset – to ensure take up by people with limited experience of mobile phones. BBC Media Action has negotiated a reduction of standard (peer to application) mobile tariffs of up to 75% to make the service affordable to people with limited incomes. The service is accessible across all six operators in Bangladesh – Robi, Banglalink, Citycell, GrameenPhone, Teletalk and Warid - via a single short code 3000, providing a simple, memorable point of entry for a potential audience of 50 million plus mobile users.

For the growing numbers of young Bangladeshis who send and receive text messages, BBC Janala also offers an SMS service. The BBC Janala mobile platforms were developed by the BBC Media Action’s Interactive team, working with local technical supplier, SSD-TECH, and in partnership with the country’s six mobile phone operators.

Different kind of mobile services can be used to deliver English learning contents. Although this is a new approach than more traditional methods, it has the potential to be greater success than those. In Bangladesh, English learning has always been an academic process to pass exams, not a communicative one to learn the language.

Several services among these would be:

- SMS
- IVR
- Mobile TV
- Mobile Radio
- WAP site
- Video lessons
- Audio lessons

Not all of these would be feasible to use in our country. Mobile TV, mobile radio and video lessons can't be implemented extensively in Bangladesh for a number of reasons. Some of them are:

Low bandwidth

The bandwidth with what the current mobile operators operate is not sufficient for the proper delivery of the aforementioned content. To play mobile TV or video lessons on the mobile, the allocated bandwidth needs to be a lot higher.

High cost

The charges of these services are also of prime importance. These elaborate services would require substantial spending from the part of the consumers. But most of the mobile phone users in Bangladesh can't bear this high cost. So, the services cannot be implemented. Even the services those are feasible, need to be priced in such a way that the target market can easily avail of them. Although, FM radio is a fairly common feature in mobile phones that frequently used, mobile radio would not be so. Because, in that case time slots would have to be bought from radio channels or BBC would need to set up a separate radio channel. This would increase the cost of the services hence rendering them less accessible to the target market segment.

Requirement of high-end mobile phone sets

The services mentioned above would require mobile sets that can stream and record videos. Very few sets of this category are widely available and most of the users of these types of mobile sets fall outside of the target segment (SEC: B, C and D)

Irregular network coverage

The condition of the mobile phone networks are not up to the mark. Outside the major cities, network connections frequently are broken rendering users temporarily disconnected from all mobile services. This would cause major disruption in the proper delivery of these services and would not be very effective. For Bangladeshi users, the most feasible option for English learning through mobile phones would be IVR. After that, SMS and WAP site would also be helpful for the targeted market segment.

5.3.1. Interactive Voice Response (IVR)

IVR is an interactive technology that allows a computer to detect voice and keypad inputs. IVR technology is used extensively in telecommunications. In telecommunications, IVR allows customers to access a company's database via a telephone touchtone keypad or by speech recognition, after which they can service their own enquiries by following the instructions. IVR systems can respond with pre-recorded bob law blow or dynamically generated audio to further direct users on how to proceed. IVR systems can be used to control almost any function where the interface can be broken down into a series of simple menu choices. In telecommunications applications, such as customer support lines, IVR systems generally scale well to handle large call volumes.

For English learning purposes, the users would just have to dial a short code and follow the given instructions to access their necessary content. From the menus, they will select what they need by pressing a specific key or giving a voice command to receive the lessons. This is the most appropriate method as the users will be able to listen and practice the lessons, not just read and memorize them.

By dialing 3000, audiences can choose from a menu of bi-lingual audio lessons. The selection is made by pressing a number on a handset, after listening to short series of Bengali voice prompts. Lessons are organized into series, and according to level of difficulty.

Qualitative research

The IVR menu structure was developed through three rounds of user testing and rapid prototyping. Each round of tests involved 8-15 one to one interviews with members of the target audiences. The audio lessons were then tested via three rounds of qualitative research. Focus groups, questionnaires and in-depth one-to-one interviews were used to assess speed, complexity, use of music, comprehension and appropriateness of level.

BBC Janala- Dial 3000

People can learn and practice English lessons as well as English Quiz from BBC Janala through their mobile phone dialing 3000. So Learning English became available in the palm of people's hand. They can listen to an English teacher's voice by dialing 3000 from their mobile phone. Lesson is recorded in the BBC studio. There are different categories of lessons - including Essential English, Rinku's World, and English for Work, and Practical Vocabulary. They can also improve their English pronunciation. As the lessons are made for the general people who are from various SECs of the society, lessons are made available in both English and Bengali language for better understanding. These are the different English lessons that are available through the IVR system

30001: English Lessons

This part is called English lessons. It contains essential English, pronunciation, how to tell a story, English used in news etc. This is most popular section of dial 3000 BBC Janala service.

- **300011: Essential English**

Essential English is for beginner users. They can learn easy and essential English phrases from this category- 'Essential English' like- How to get introduced with somebody, how to ask a question in English etc. Also present are words, and sentences essential to speaking English.

- **300012: Pronunciation**

The section – pronunciation is for all users including the beginners and the skilled one. These lessons are to improve English pronunciation -'sound of English'. People will be able to listen to correct English pronunciation from teachers in England. There is a new 'pronunciation' lesson on Mondays each week.

- **300013: How to Tell a Story**

This section – 'How to tell a Story' is for skilled users. These lessons are to help people to construct stories – how to subscribe describe different events of their life. There is a new 'How to tell a story' lesson on Tuesdays each week.

- **300014: English Used in the News**

This section – 'English Used in the News' is for intermediate users. These lessons break down certain stories of the news for easier understanding for the users. The news article is broken down and separate parts are explained in details. After the detailed explanation, the news article is read out in normal speed. There is a new 'How to tell a story' lesson on Wednesdays each week.

- **300015: English for Work**

These lessons are for beginners. 'English for work' is for those who want to learn essential English words and sentences for workplace. In this lesson you will be able to learn how to make business telephone calls, arrange meetings and how to use English when necessary on the job or in business. There will be a new 'English for Work' lesson on Saturday each week. Dial 300015.

- **300016: Practical Vocabulary**

These lessons are for Beginners. This lesson is for learning essential English vocabulary. You can learn English word and sentence which are very essential of our daily life. You can also learn many English words that are necessary for conversations and how to use them. There will be a new vocabulary lesson on Tuesday each week. Dial 300016.

30002: Quiz

After listening to 'Essential English' lessons user can dial 30002 to verifying their skill. After participating in the quiz, they will get your result instantly. The correct answers and explanations will be given for the wrong answers. There is a new 'Quiz' lesson on Sundays each week. Dial 30002 or write 'quiz' and send to 3000.

30003: BUZZ

This section contains two significant parts. One is Rinku's world and another one is Bappi.

- **300031: Rinku's World**

These lessons are for all learners. This is a story based on a young boy- Rinku, his family, and his colleague where Rinku faces a number of problems on using English. This story will give skills to correct the various common problems people faces when speaking in English. There will be a new 'Rinku's world' lesson on Thursday each week.

- **300032: Bappi**

These lessons are for all learners. This is a story based on Bappi – a boy who is always giving mischievous advice to everyone about different everyday matters. Through these fun lessons, Bappi speaks about the English required in some professional as well as personal situations. A new lesson is available on Thursday each week.

30004: Feedback

Users of BBC Janala mobile service can give their feedback on the overall process by dialing 30004. The time duration of feedback is 3 minutes. It is a wonderful opportunity for BBC World Service Trust to get people's opinion directly.

Difficulty levels

The easiest series is 'Essential English'. Consisting of 78 consecutive lessons, 'Essential English' teaches learners the conversational English required to talk to someone they've just met. The next series – 'Pronunciation' – tackles sounds that Bangladeshi people typically find difficult to pronounce. Consisting of 25 consecutive lessons, the Pronunciation series is particularly valuable in a country where people have few opportunities to hear accurate spoken English.

A more challenging series is 'How to tell a story', which teaches common grammatical constructions and vocabulary via a series of 56 paired lessons. Each pair consists of a lesson – such as how to tell a story using the simple past – followed by an example story. The listener is then encouraged to record their own story. The recording process is as simple as leaving a voice message.

Stories recorded by learners will subsequently be reviewed by the BBC Learning English team. Those stories that best highlight a typical area of difficulty will be made available with commentary explaining the learning points. The final and most difficult series is 'News English'. This series of 78 lessons teaches the vocabulary used in topical, national and international news stories.

Frequency

A new lesson is made available each week. The previous week's lessons are available via a simple archive. And all the lessons will also be downloadable from a mobile internet site: bbcJanala.com/mobile

5.3.2. Short Message Service (SMS)

Short Message Service (SMS) is a communication service standardized in mobile communication systems, using standardized communications protocols allowing the interchange of short text messages between mobile telephone devices. SMS text messaging is the most widely used data application on the planet. The SMS technology has facilitated the development and growth of text messaging. Now, the extent of text messages has

crossed the barriers of person to person messaging. Now, it is being used to access different kinds of information (i.e. news, weather, stock information, emergency telephone numbers etc).

SMS services can be provided in two ways:

- I. **Push-pull:** in this way, consumers send a message when they require content and get a return message with the relevant content. In this mechanism, consumers have to send a message each time they want some content. They will be charged each time they send a message for content.
- II. **Subscription:** Here, the consumers will subscribe to a service sending a message. After that, they will get the relevant content whenever new content is available. They won't be required to send a message every time for content. They will be charged on a weekly or monthly basis for the content.

BBC Janala SMS Service

Learners can assess how much they've learned from the audio Essential English lessons via a weekly SMS quiz. Accessed by sending an SMS message with the key word 'QUIZ' to the 3000 short code, answers are delivered with the next question to reduce the cost. Learners can also SMS their feedback to the BBCWST team. They can also vote on different topics.

Quantitative research

A nation-wide survey of more than 3000 mobile phone users was carried out in 2008 to identify how poor men and women in Bangladesh use their mobile phones; which technologies they're comfortable with and whether they're interested in learning English on their mobile phones.

76% of respondents said they would be willing to pay for English lesson on their mobile phones through the BBC. A simple voice call was identified as by far the most popular approach. The survey also identified the optimum duration and cost of the audio lessons.

This survey was cross referenced with a significant piece of market research carried out by Ericsson in Bangladesh to identify, quantify and define in detail potential target audiences for the mobile service.

5.3.3. WAP site

Wireless Application Protocol (commonly referred to as WAP) is an open international standard for application layer network communications in a wireless communication environment. Its main use is to enable access to the Mobile Web from a mobile phone.

A WAP browser provides all of the basic services of a computer based web browser but simplified to operate within the restrictions of a mobile phone, such as its smaller view screen. WAP sites are websites written in, or dynamically converted to, WML (Wireless Markup Language) and accessed via the WAP browser.

Because more almost 50% of internet usage in Bangladesh is via a mobile phone – particularly among the younger age group – all of the audio lessons will also be available for download from the BBC Janala mobile internet site at: bbcJanala.com/mobile

There are two primary versions of the mobile internet site: an XHTML version for higher spec handsets with color screens and a WML handset for low end handsets with black and white screens.

In addition to downloading lessons, mobile internet users can use the site to take the weekly Essential English quiz, and provide feedback on the service. In the near future, users will also be able to download ringtones, wallpapers and animations – all popular in Bangladesh.

Development approach

Qualitative research in the form of in-depth one-to-one interviews was carried out with mobile internet users in Bangladesh to assess their navigational preferences and levels of technical aptitude. Wireframes were then user-tested and amended to ensure smooth user journeys.

5.4. BBC Janala as an E-Learning product

5.4.1. Website

A website is a collection of related web pages, images, videos or other digital assets that are addressed relative to a common Uniform Resource Locator (URL), often consisting of only the domain name, or the IP address, and the root path in an Internet Protocol-based network. A web site is hosted on at least one web server, accessible via a network such as the Internet or a private local area network.

A web page is a document, typically written in plain text interspersed with formatting instructions of Hypertext Markup Language (HTML, XHTML). A web page may incorporate elements from other websites with suitable markup anchors. Web pages are accessed and transported with the Hypertext Transfer Protocol (HTTP), which may optionally employ encryption (HTTP Secure, HTTPS) to provide security and privacy for the user of the web page content. The user's application, often a web browser, renders the page content according to its HTML markup instructions onto a display terminal.

All publicly accessible websites collectively constitute the World Wide Web. The pages of a website can usually be accessed from a simple Uniform Resource Locator (URL) called the homepage. The URLs of the pages organize them into a hierarchy, although hyper linking between them conveys the reader's perceived site structure and guides the reader's navigation of the site.

Background

Internet usage has been severely limited in Bangladesh for a number of reasons – including low literacy rates; limited electricity; low fixed line teledensities; the cost of computers; limited bandwidth and poor English skills.

All these factors have historically combined to restrict internet usage to a tiny percentage of the population – less than 500,000 in 2006 according to the ITU. However as the mobile

networks in Bangladesh have been upgraded – from GSM to EDGE – wireless internet access has become a practical reality.

Now small ‘cyber cafes’ are sprouting up across metro cities, district towns and even in villages. Lack of electricity is still a major issue, which is why the mobile internet now accounts for almost 50% of internet usage – now estimated to be around 4 million (3% of population according to the government).

However even the fastest internet connections cannot make up for the lack of English language ability and poor computer skills in Bangladesh. And there is little incentive to learn how to use a computer if the vast majority of websites are in a language you can’t read or speak.

BBC Janala Website

BBC Janala aims to facilitate increased internet usage in Bangladesh by teaching English via a website designed specifically for Bengali speakers with limited internet experience.

The primary navigational elements of the website are all bilingual. Instructional copy, calls to action and supporting links are in Bengali only – even error and system messages are in Bengali while lesson titles and appropriate lesson content are in English. The site uses functionality common to many social networking sites – including membership, commenting and UGC content – to encourage participation and teach English. These techniques have been successfully used to teach English online for more than 10 years by World Service Department – BBC Learning English.

The challenge in this context has been getting the language and navigation right for the target audience and ensuring that the site is accessible on low speed internet connections.

Development approach

The nation-wide survey of more than 3000 mobile phone users was also used to identify internet usage habits and preferences. The survey revealed that only a small percentage of internet users had ever accessed audio or video online (31% - check) and that up to 50% of users are accessing the internet of speeds of 14k or less.

As a result, high and low bandwidth versions of the site were developed. The low bandwidth versions has been optimized with pages of 45 kilobytes or less - to download rapidly on (very) slow speed internet connections. The high bandwidth version will offer Bangladeshis in the UK and the rest of the world a richer audio visual experience.

Because BBC Janala aims to attract new internet users in Bangladesh, extensive user testing had to be carried out to identify navigational preferences and levels of aptitude, and to develop effective Bangla terminology for explaining common internet processes. Interesting trends emerged such as target audiences' familiarity with registration processes, but a complete lack of interest and understanding of Search.

More than 100 hours of one-to-one user testing involving daily rapid prototyping was carried out from the brand and logo development stage through wireframes, mood boards and visual designs.

The work involved close collaboration between BBC Media Action design agency Attic Media in London, the BBC Media Action's Interactive and Research teams in Bangladesh. Local research agency AC Nielsen Bangladesh was responsible for recruitment and provided the research facilities. All interviews were recorded and video-taped. These records provide a valuable insight into how people from low income, often rural backgrounds in Bangladesh view and use the internet.

5.5. Data Analysis & Results

Demographic Segmentation

The first few parts of the results is on demographic segmentation of the respondent where it's being discussed about their occupation, SEC, from which regions and area they are from. Also gender distribution has been shown, education, age distribution all has been illustrated by bar diagram and pie charts for better understanding of the report and its analysis and findings.

1. Occupational/Professional Distribution

Students	SME	Service	Housewives	Specialized professionals	Petty Trader	Total
10	4	9	4	2	1	30

Table 4: Occupational profile of the Respondents

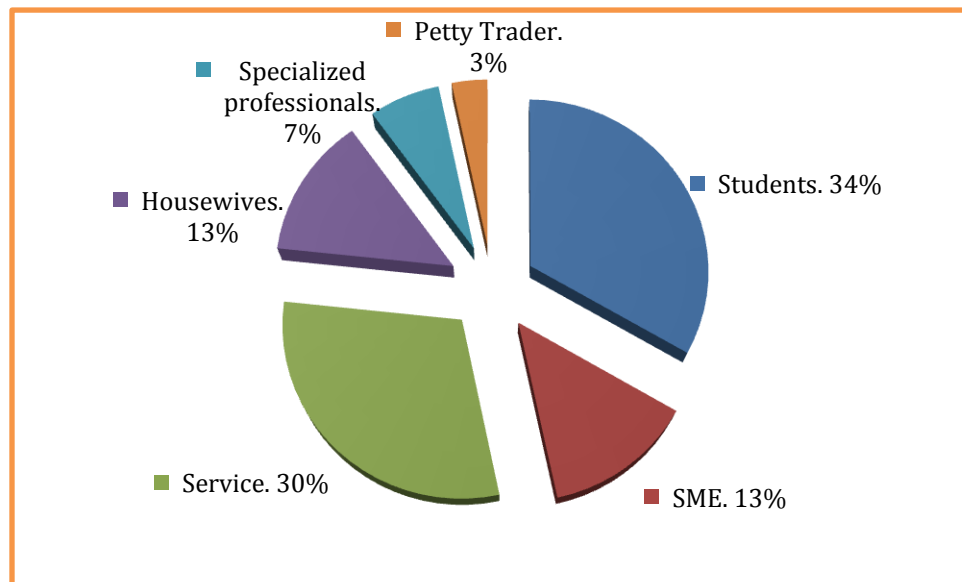


Figure 25: Pie Chart showing distribution of Occupations of the Respondents

The diagram describes the profile of the respondents surveyed for the report. A total of 30 respondents had been interviewed out of which highest were students. The group represents a big chunk of the pie, of (34%). Small Medium Enterprises (SMEs) consist of 13% of the respondents. Here SMEs are basically referring to those who are doing small businesses and some are shop owners on a small scale. 9 people i.e. (30%) are Service Holders. Out of the 9 users, some are either working as Supervisors, Skilled Manual workers, merchandiser, Office executive or simply they stated their profession as service holders. 2 people i.e. (7%) are specialized professionals out of whom one is a veterinity officer and another is an engineer. the last 2 categories are housewives and one person as a petty trader.

2. Socio Economic Classification

SEC A	SEC B	SEC C	SEC D	Total
1	11	5	13	30

Table 5: Breakdown of Socio Economic Classification of the Respondents

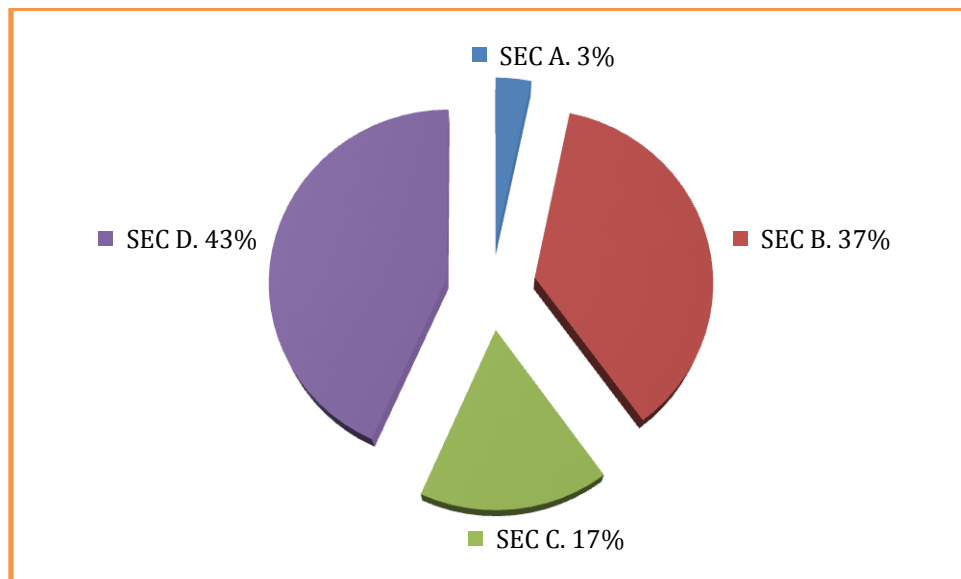


Figure 26: Pie chart showing Socio Economic Classification of the Respondents

The socioeconomic classification (SEC) groups is based on the education and occupation of the Chief Wage Earner (CWE: the person who contributes the most to the household expenses) of the household into five segments (SEC A, SEC B, SEC C, SEC D and SEC E households in that order). This classification is more stable than one based on income alone and being reflective of lifestyle is more relevant to the examination of consumption behavior. Here, 'high' socioeconomic classes refers to SEC A & B, 'mid' socioeconomic class refers to SEC C and 'low' socioeconomic classes refers to SEC D&E. [this is the way to define SEC used elsewhere, such as, in India³]

Amongst the respondents only (3%) belonging to SEC A. (37%) belonging to SEC B, (17%) consists of SEC C and lastly the maximum 13 respondents, that is, (43%) belonging to the last SEC i.e. SEC D. Its details breakdown and its information are attached in the Annex.

3. Divisional Distribution

Dhaka	Barisal	Rajshahi	Chittagong	Khulna	Shylet	Total
10	4	3	2	7	4	30

Table 6: Regional Distribution

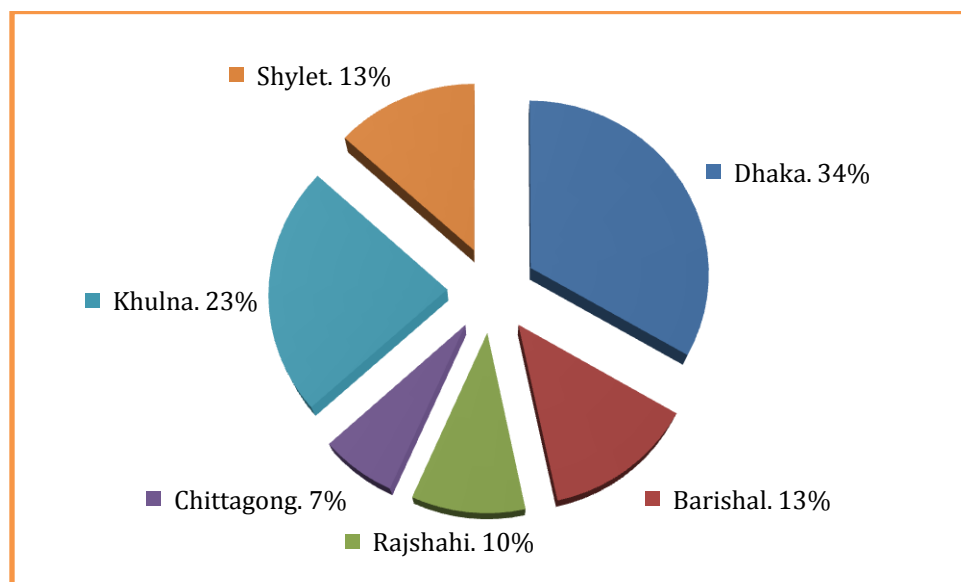


Figure 27: Pie chart showing the divisional distribution of the respondents

³ Source: <http://indiaretailbiz.wordpress.com/2006/10/15/socio-economic-classifications-sec-categories/>

Respondents who had been interviewed all belongs of 6 regions of the country. They are Dhaka, Barisal, Rajshahi, Chittagong, Khulna and Shylet. Maximum number of people responded from Dhaka and least from Chittagong.

4. Age distribution

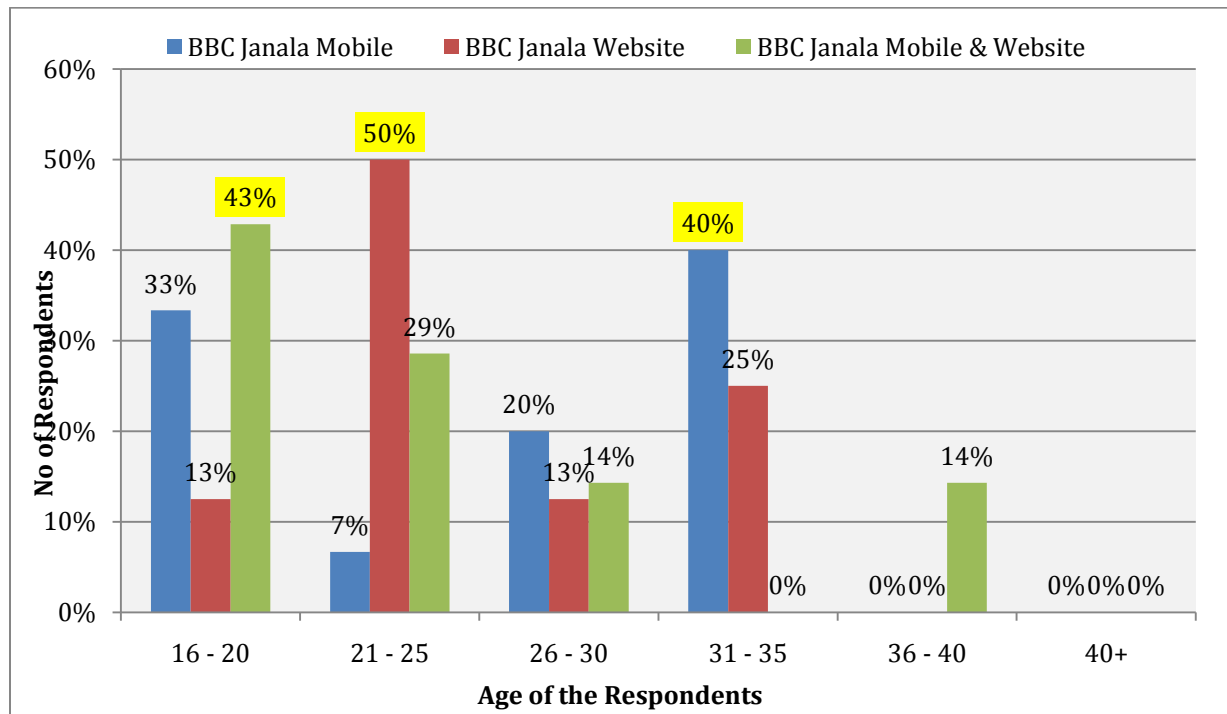


Figure 28: Age distribution

It is clear from the age chart that, mainstream youth is the main consumer of BBC Janala Mobile and Web service. The diagram shows age distribution of the respondents of the BBC Janala products-Mobile and Website and also those using both. It shows that the Age Interval 5 had been used here for distribution from 16-40 and above 40 years of age. 50% of the highest users of BBC Janala Website are in the age group 21-25. 40% of the respondents using Janala Mobile fall in the age group 31-35. People starting from the age of 21 to 30 also have entered jobs very recently or are looking for jobs showing that these are the people who are more interested in learning English.

5. Gender distribution

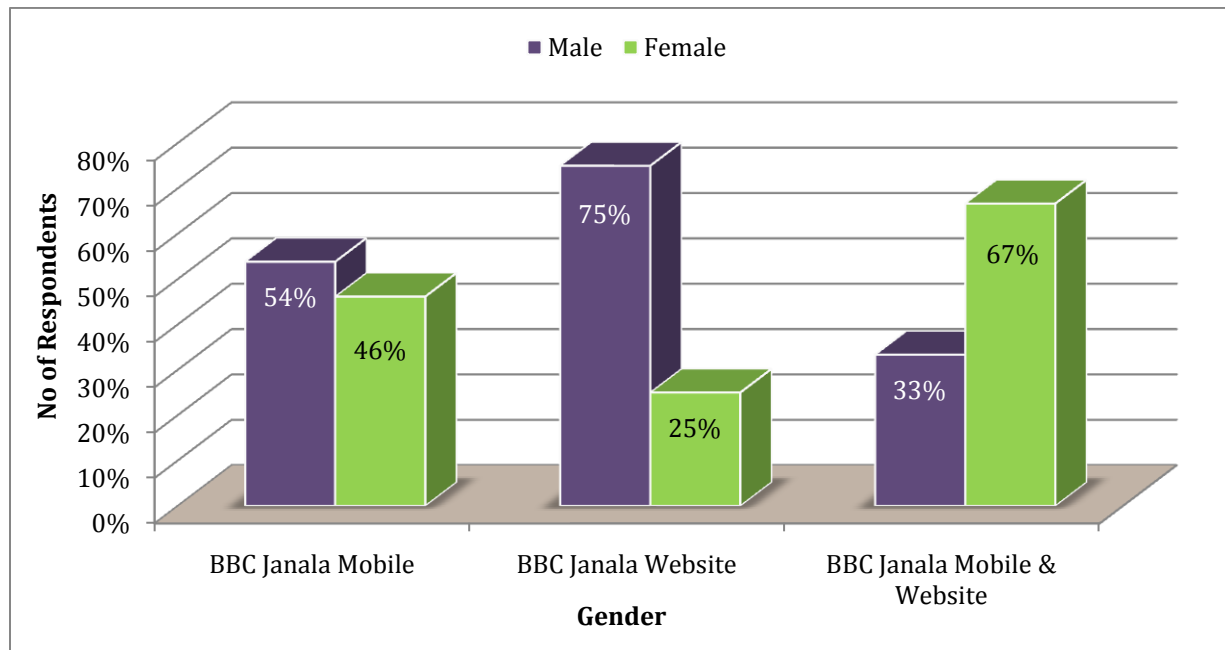


Figure 29: Gender Distribution

The Gender distribution of Male and Female above shows that, male is dominating the usage of Janala Website & Mobile service. Also, there is an interesting fact in this case; there is quite a good amount of female users who have used both Web and Mobile services of (67%). This means that those females, who are avid users of BBC Janala Mobile services, are also keen users of the internet. While talking to few of them, it was found out that they use internet while teaching their kids so that they can help their children in learning English from the Janala Website.

6. Educational distribution

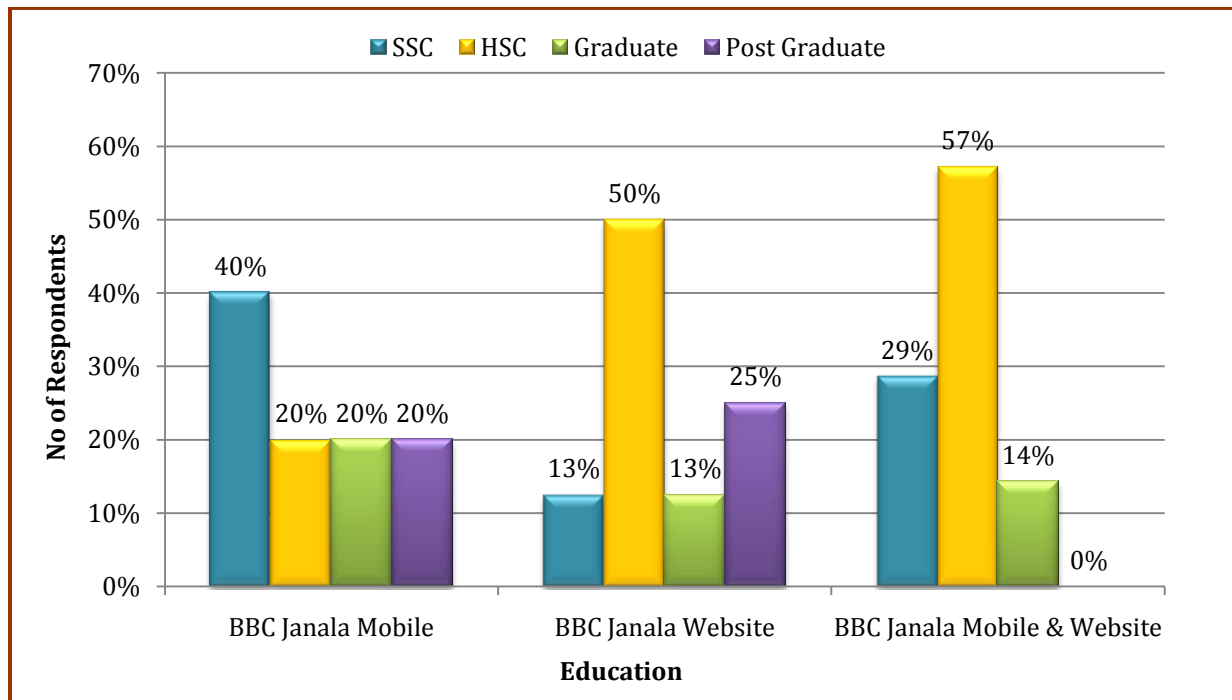


Figure 30: Bar diagram showing Educational background of the respondents

It's very clear from the diagram that HSC group is more exposed to the Janala Mobile and Website service. (40%) of the HSC groups are taking the advantage of using the Mobile service to learn English. Those who have completed their Post-Graduation either used website or mobile but none used both. Mainly they use website which is (25%), the highest. It's been found out that after studying SSC they want to study further and so they put more emphasis on English learning. Another reason could be the users who are studying for their SSC and HSC exams want to better their English through the use of BBC Janala lessons available on website. Post Graduates are either working now and they use internet so they use the Janala website to learn English for themselves.

7. Major Area Distribution

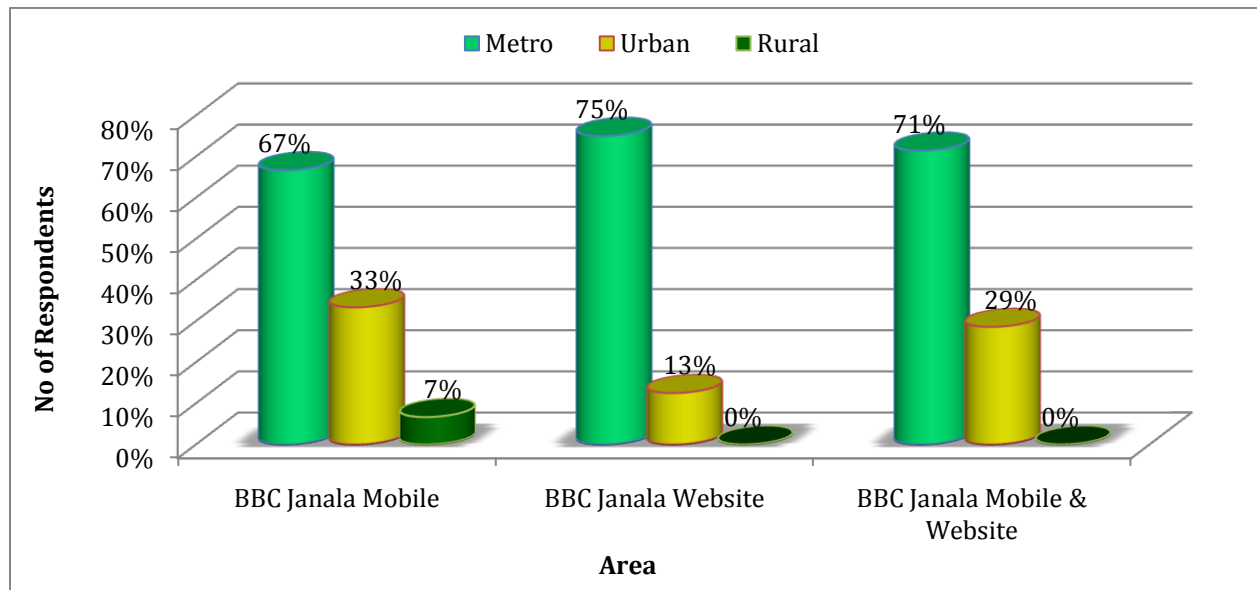


Figure 31: Area Distribution

Here, Metro includes the Divisional Head Quarters. Urban includes district head quarters, Upazillah head quarters and Municipals. Rural means simply villages. People living in Metro has more usage of both the mobile and website service particularly website. Mobile usage is (67%), website usage is (75%) and those who uses both the platforms represents (71%).

Metro being a competitive area amongst the three, where people get everything they need starting from job, a place to live, education and so on. So to cope up with the existing competition, each & every individual is out there to do something better. It's a concern for every person nowadays that he/she must be able to speak, read and write in English if not fluent but at least basic so that they can communicate with one another. Users in metro, therefore, are keen users of the services of BBC Janala.

1. What is the frequency of using the BBC Janala products?

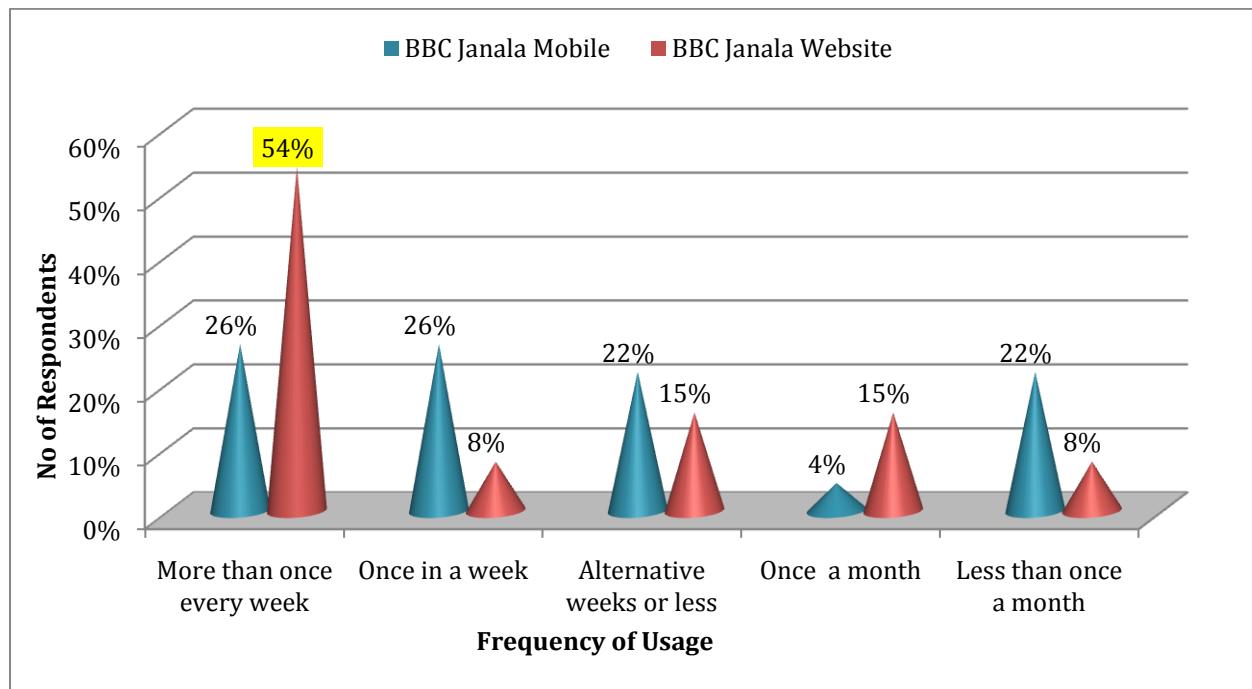


Figure 32: Frequency distribution of the Janala products

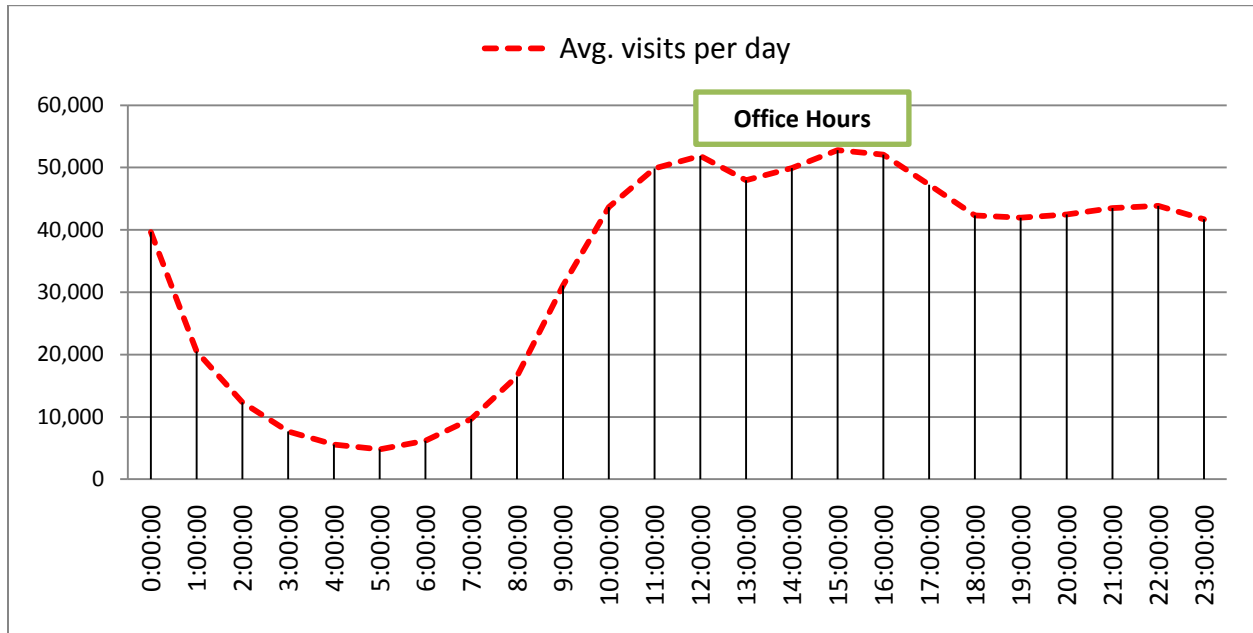
Findings & Interpretations

The chart shows that the maximum number of people using Janala products-Mobile and Website, used it more than once every week. That means that these people are regular followers of the English lessons which are being facilitated through these services. Only one person had responded that the services were usually consumed less than once a month.

Internet is widely used across the country nowadays. And this is becoming very important amongst the young generation for their studies and for getting jobs. Consumption of Janala Mobile service is less compared to Website. One reason is a dilemma works in them that using mobile will cost them per minute and this may not be in case of internet. They can use it for long hours. However, to those living in rural areas expressed that since many of them do not have access to internet in their areas, they prefer using the Mobile as everyone nowadays uses cell phones for all kinds of purposes.

Below is a graph showing people using the Janala website at different time intervals. This data was collected and organized by the Research and learning team of BBC Media Action,

Bangladesh earlier this year. During office hours its being consumed the most. People use Janala website from 11am to 5 pm, which is the office hours.



*Data Taken from 12 Nov'09 to 31 January

Figure 33: People generally use Janala website from 11am to 5 pm

2. How effective are the BBC Janala products as a learning tool?

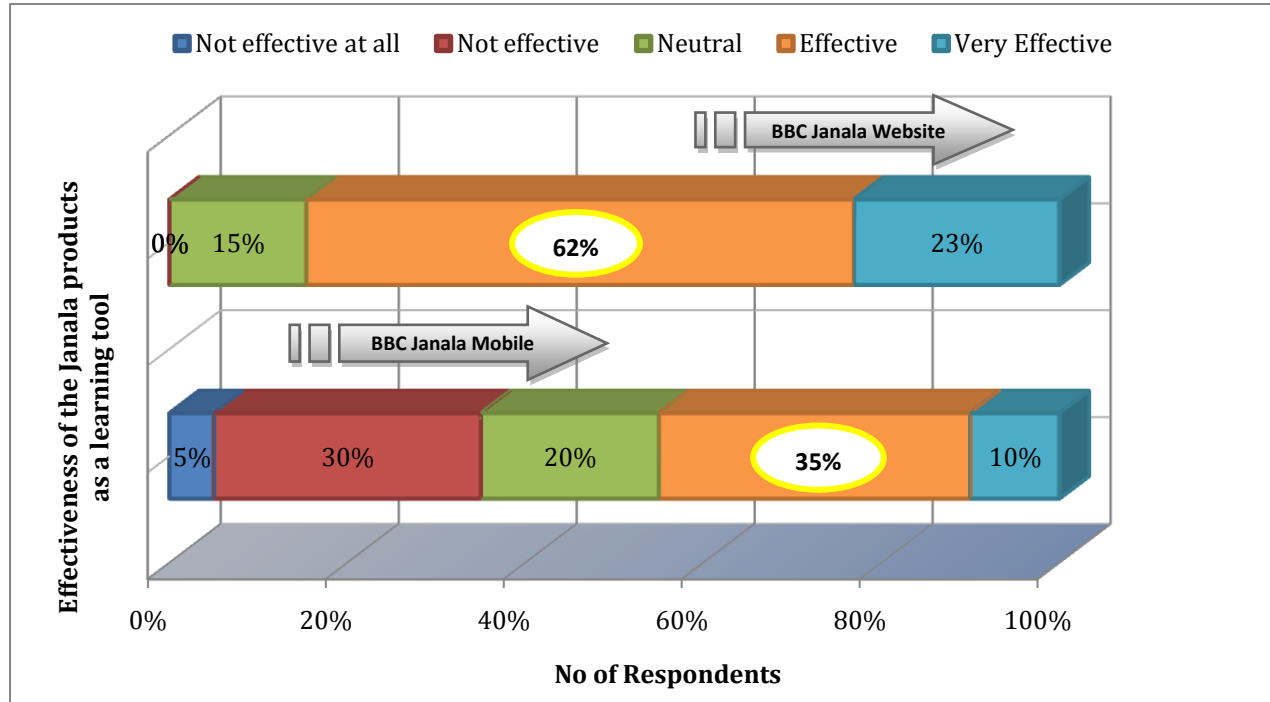


Figure 34: Effectiveness of the products

Findings & Interpretations

From bar diagram indicates that (62%) of the website users find it effective using the Janala website for learning which is relatively a high retort. (35%) of the Mobile users think its effective using the Mobile service of BBC Janala as a learning tool for English and 10% finds it very effective.

Website percentage is higher than mobile because users think that using website is much helpful as one can browse all kinds of topics and take as much as time needed to learn the English and if forgotten later on then they can go back and check again. The Mobile users find the Janala Mobile service effective because many of them stated that it's a quick and an easy way to learn English especially for an emergency purpose. For example: if someone needs to introduce him/herself in English to a person who native language is English, that person can dial the BBC Janala Mobile and quickly learn the English sentence of introducing him/herself to the foreigner.

3. Do you think after using the BBC Janala products, English have become much easier now?

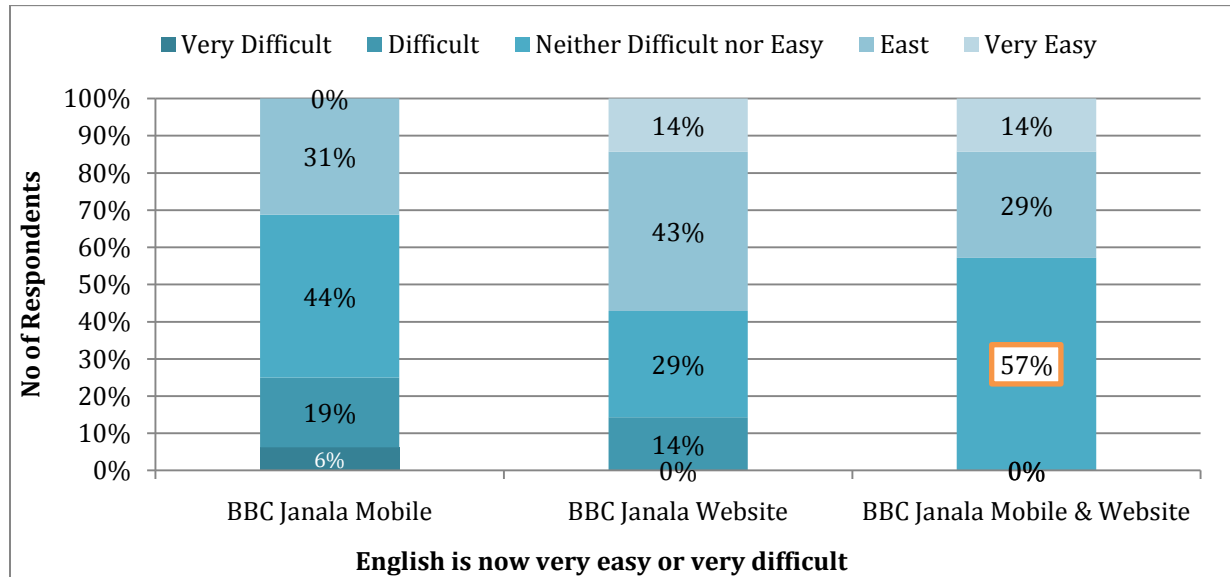


Figure 35: Understanding of English level

Findings & Interpretations

Those who had used the mobile service, none feels till now that English is very easy but (14%) of the users utilizing the Janala website said it's very easy. And those heavy users of both the products also said that it's very easy. (43%) of website users and (31%) of the mobile users said English is now easy after using the Janala products according to the respondents.

It's been a long time that the users have been using these services. Over this span of time, the English they have learned using these services its level had grown to a certain height in them. Some of them find English still not easy and some absolutely the opposite.

4. What have you learned from BBC Janala?

n=30

Learning from the Janala Products	BBC Janala Mobile	BBC Janala Website	BBC Janala Mobile & Website
Grammar	0	4	0
Vocabulary	5	11	1
Speaking	7	3	1
Listening	15	1	0
Pronunciation	12	1	0

Table 7: learning from the Janala products

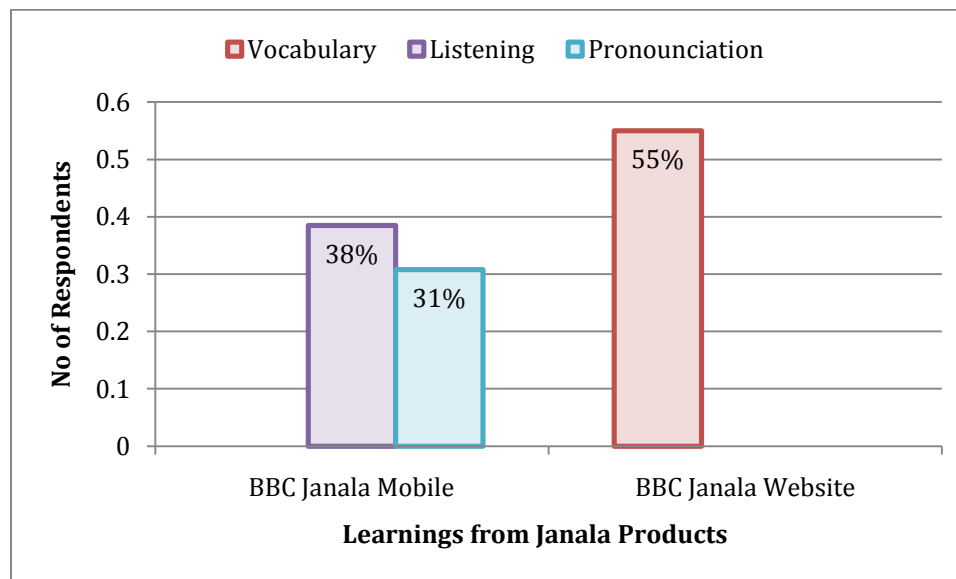


Figure 36: learning from the Janala products

Findings & Interpretations

There are couple of things the participants were asked if they had learned anything using the mobile and website service. They were asked regarding vocabulary, speaking, understanding the listening part, grammar, & pronunciation only. One can use these services and can develop a basic level of English development in his/her. (55%) users have

learned news words the most, that is, vocabulary from the Janala Website. (31%) of the mobile users said that they understood the English pronunciation part. Users did not learn much of grammar. And very few of them tired to speak in English after

During the survey it was found out that some of them felt that it's not difficult to learn English. One does not need to know hard or difficult words in order to speak in English. Simply by knowing easy basic words, like-eat, sleep, thank you, fine, good morning, where, how, what and etc, a person can easily use them and can communicate with the rest. This was the reason why many felt that they have learned new words i.e. vocabulary.

5. Have you implemented the learning from BBC Janala services in your everyday life (at work, at home, at school)?

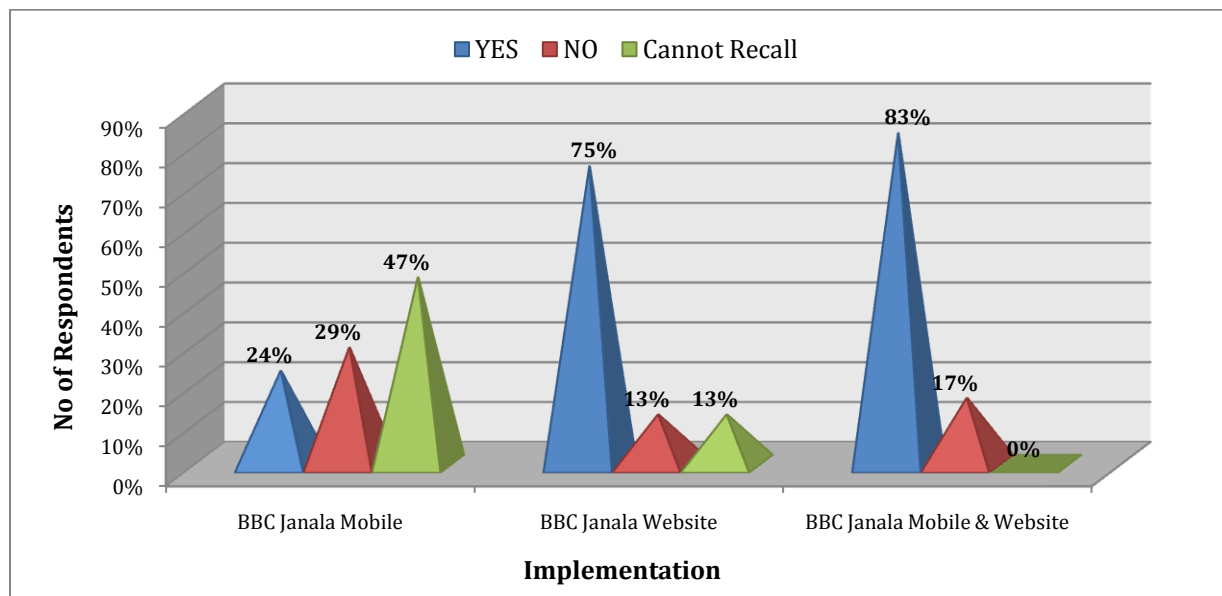


Figure 37: Implementation of Janala products

Findings & Interpretations

The diagram above illustrates (24%) of those who have used the mobile service said that they implement what they learned from that particular service. The same was reported by (75%) of the Janala web users. (83%) of those who uses both said that they implement the learning from both the sources.

From the finding it can be said that, those who uses both the platforms understood that it much easier to learn English and a person can actually learn more. So their implementation in their daily lives while working, when in house talking to friends, family, colleagues they use English to communicate is high.

6. After using the BBC Janala products/services did it help you to subscribe for more English news, newspapers?

n=30

SUBSCRIPTION	BBC Janala Mobile	BBC Janala Website	BBC Janala Mobile & Website
Strongly Disagree	3	0	0
Disagree	6	1	3
Neutral	4	1	2
Agree	2	4	2
Strongly Agree	1	1	0

Table 8: subscription rate towards English programs

Findings & Interpretations

The table describes if after using the BBC Janala Mobile & Website has helped/encouraged the participants subscribing towards watching English news, and reading English newspapers. (57%) answered that they agreed after using the Janala Website they were motivated to subscribe for more English news, newspapers. (38%) said they disagreed. The users who use both the platforms neither strongly agreed nor strongly disagreed.

Some of them who disagreed said they had been watching English news, or reading English newspaper before they came to know about BBC Janala. Those who agreed Janala has a positive reinforcement in them. They stated that all these helped them a great deal in various ways.

7. Are you satisfied using the Janala Products/services?

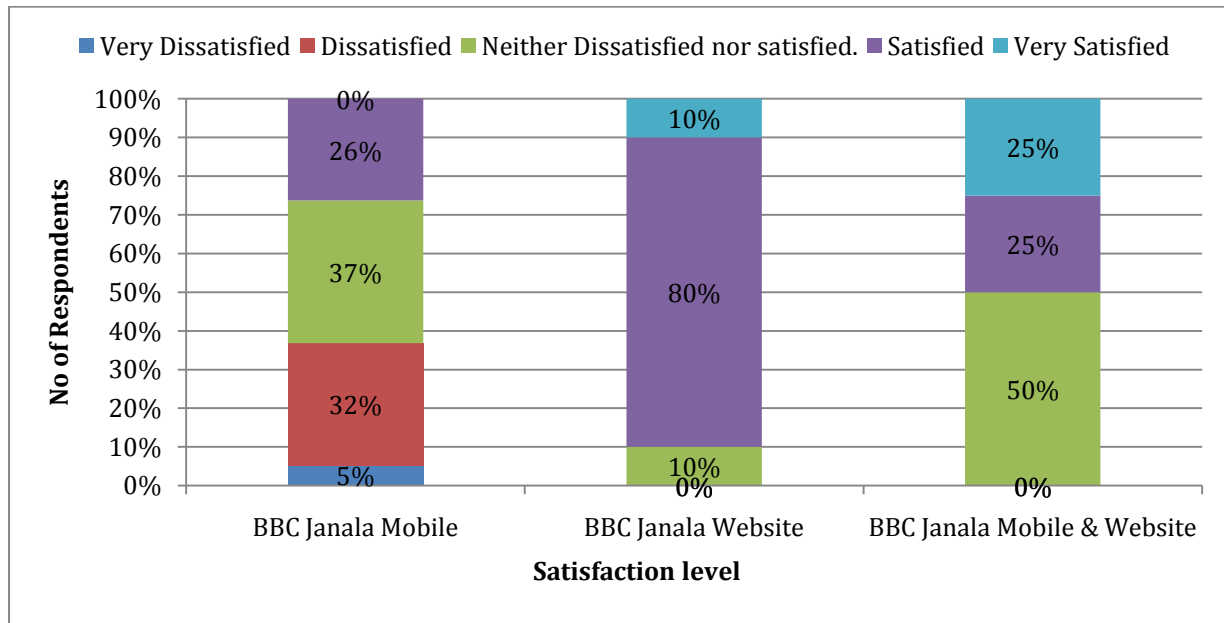


Figure 38: Satisfaction Level

Findings & Interpretations

(80%) of the respondents have stated that they are satisfied using the Janala Website. Same goes for the (26%) of the Mobile users and (25%) for those using both the products-Mobile and Web site. (25%) responded that they are very satisfied using both the services and just (10%) who used only Mobile is very satisfied consuming it.

Those who are satisfied using the website means they are very enthusiastic about learn English. They dominate a huge proportion of the users for Website. Those who tried using both the products for learning English felt very satisfied means they are more devoted users and are constantly striking for improvement and they felt that they can do it as it has benefitted the. Or else they would not have used both. However, a big chunk of users are indifferent about their opinion after using both the products means they sure which one to use and for what purpose.

8. Do you think the BBC Janala Products are user friendly?

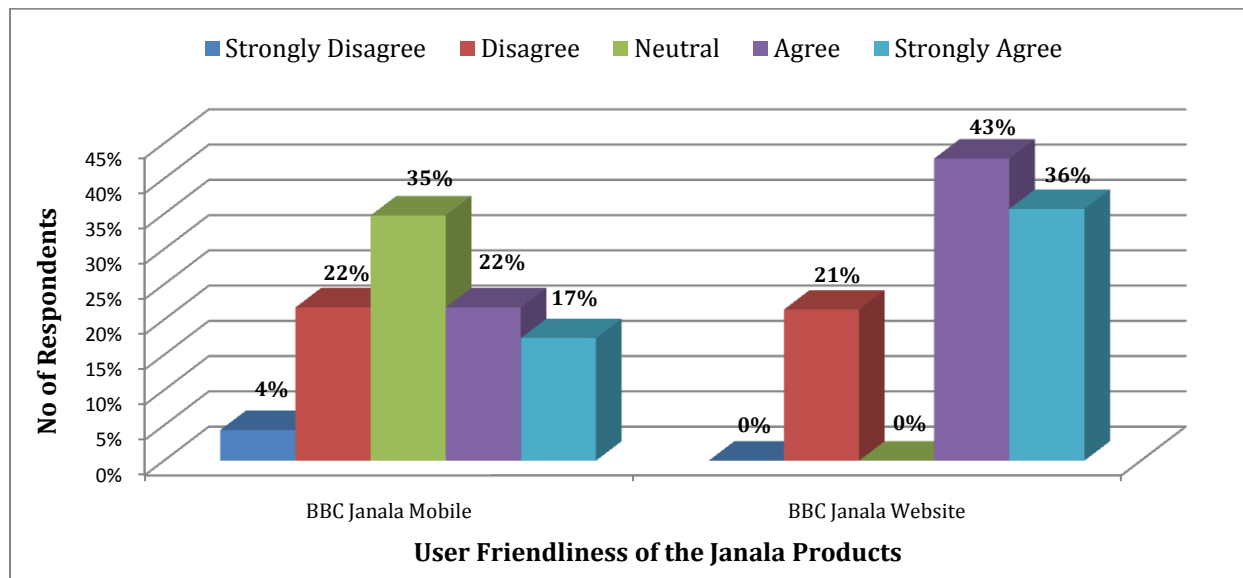


Figure 39: User friendliness of the products.

Findings & Interpretation

It's an essential factor that how appealing the users find the products/services to themselves. And so they had been asked a question on this factor to examine their opinion. (35%) were indifferent about their opinion for Janala Mobile service. (22%) of mobile users felt it is user friendly and that anyone can use it. And (17%) strongly agreed mobile being user friendly. For those website users only, none strongly disagreed with the fact that website was or is not user friendly. However, a certain proportion did disagree with it i.e. (21%). Maximum agreed that its user friendly. And (36%) strongly agreed.

It's an important factor that they service provided to the people across the country must be user friendly so that all feel easy and comfortable to use it. However, when people tried using the services offered to them for learning English, they found it interesting and was very curious to know and learn, but many of them did not find it that comfortable while using it. For many, website was better than mobile service. But for those who do not have access to internet, mobile seemed to be a very good tool of learning. And they really did not care much about the price they had to pay for it.

9 Do you think the BBC Janala Mobile is Cost Effective (CE)?

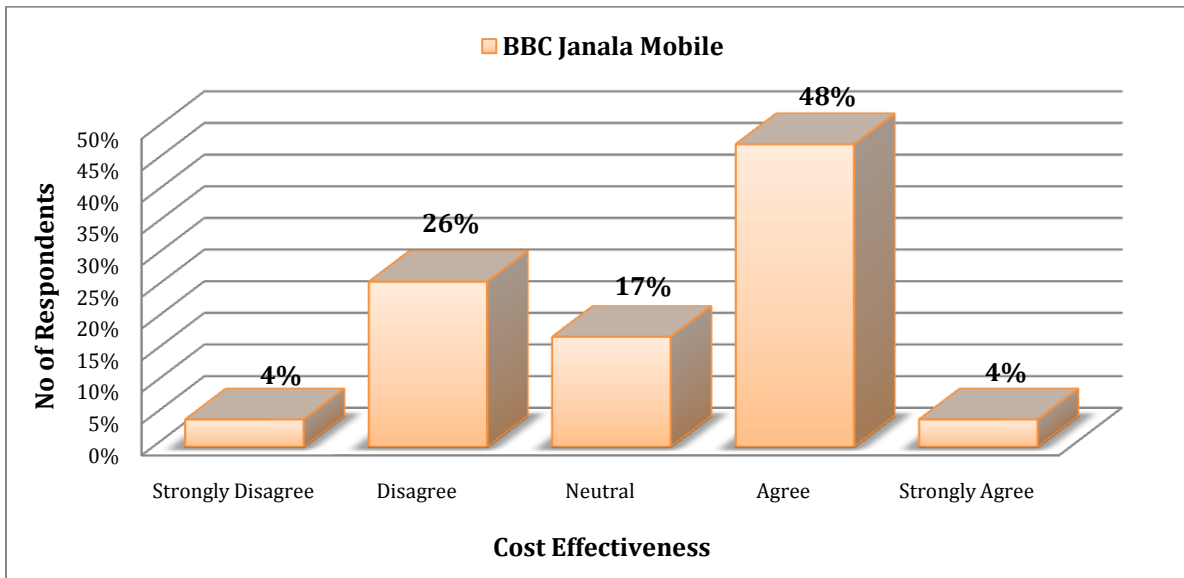


Figure 40: Cost effectiveness of Janala Mobile

Findings & Interpretations

(48%) feel mobile is cost effective and only (4%) strongly. Price was initially 1 taka per minute. It was then reduced to 50 paisa. Now BBC is trying to reduce the rate even lower than the current rate. They are already talking to operators regarding this matter. But price cannot be made to zero, a demand of many users. If it's done then too many calls will take place at the same time which will cause a huge traffic in the network which will raise other concerns. But then again there are many who think price is just fine and can be remained unchanged.

10. Respondents feedback and expectations on BBC Janala Mobile and Web service.

This was an open ended question. When respondents were asked to express expectation and feedback on the BBC Janala Mobile and Web service, these are the opinion stated by them discussed below-

Mobile:

- Many users feel the charge to be made much lower than the current rate, for using the Mobile service. They feel there will be more people will start using it.
- Some said, if they have anything to ask, there is no option for that. They can only listen to it. So they want an option where they can ask relevant question of the topics being offered in the Mobile service. Then their doubts and confusion will be clarified and they want to get the solutions in English.
- Timing for listening to the lessons is another factor stated by the respondents. They want the time to be longer.
- 3 users said not many people know about such service being offered to them in the market. BBC should do more advertisement then more will subscribe to their products. And they also said, they want BBC to launch clubs or coaching centre where people from BBC would train them, on English. This is an initiative BBC Media Action has already taken.

Website:

- Many felt website as a better option compared to mobile. One can stay for hours browsing and learning from it.
- One person said, old files could not be found when accessed later on. On this ground he recommended that there should be options made for that.
- Another said some parts are written in Bangla. But those parts do not have English version of it. If it's given in both the languages then it would be a lot helpful to many people.

- They also want an option like a monthly exam to be there at the end of each month after the users have studied all the topics.

For website, few options were asked to the respondents if they would like to use them if ever offered in the system. It has been illustrated in the table below.

n=30

What people want from the Web service	Blog	Live Chat	More user friendly layout	More feedback from the admin
Yes	77%	92%	50%	67%
No	23%	8%	50%	33%
Total	100%	100%	100%	100%

Table 9: Options for Janala Website

From the table it can be summarized that Live Chat got the maximum preference followed by Blog. Some felt that there must be an option from where they could get feedback from the admin for help. They felt Live Chat would be the best since then they could talk with other users who will be online and can share each other experiences.

6.1. Recommendations

From this study, the following recommendations can be made:-

- From the sample it has been observed that, BBC Janala usage in the rural area is almost nil. The results are same for the mobile and web users. BBC Janala should campaign strongly in the rural area and does extensive user test along with sufficient research so that a way can be sorted out for those users to get proper access to the BBC Janala service.
- More advertisement and campaigning should be done throughout the country via TV, leaflet, pamphlet, brochures and etc, to promote the project and its products and services since even now not too many people know about it. This is to be done especially for Female users are significantly low in metro, urban and rural area. Among the professional people, BBC Janala is not that popular yet. More verbal and visual campaigns should be executed among them to make them interested in using the service.
- The skills, users have grown so far, speaking and listening are bottom two choices among users. So some major steps should be taken to reduce these problems of users.
- For listening problems, BBC Media Action may generate more frequent lesson mostly focused on clear audio sound. The lessons should be easily understandable to general users.
 - BBC Media Action may change the lesson more often so that people keep on listening to BBC Janala mobile IVR service to get more and more lessons on various subjects.
- For speaking problems, BBC Media Action may encourage people to speak in the feedback section of IVR service. Even some competition can be arranged to let users
-

evaluate their speaking ability and BBC Media Action, English learning team can give them feedback or an general evaluation by mail.

- Most importantly, the cost of using BBC Janala IVR mobile services may be considered reducing. The current cost (50 paisa/minute) is still a barrier to many, especially students and middle class workers living in rural areas. Those people have passion for learning English, but this rate creates an obstacle on their way. BBC Media Action may take actions to lessen the mobile rate as early as possible.
- According to the finding, people would like to have more options like Blog and Live Chat in the BBC Janala web service. It's better for developers as well as policy makers to take a look in to people's need in order to make BBC Janala service even more popular.
- In the website, certain options like Bookmark or keeping the browsing history of the registered user can be helpful to know, the last file they looked for in the search engine.
- Clubs or coaching centers to be opened as quickly as possible an initiative already taken, since many are interested to participate.

6.2. Conclusion

The study says that BBC Janala mobile IVR service and web service are affecting people's lives to a certain extent. BBC Janala Website has shown a better performance than Mobile service but based on the research, some findings shows mobile preference is more to those who do not have access to internet especially in rural areas. BBC Media Action is also undertaking some steps to execute their strategies to overcome the previous barriers and heading to a better outcome.

Based on the findings from this research, BBC Janala will be able to develop new, innovative and more user friendly services by mobile and web media as well as some newly proposed platforms like booklets and CD ROMs to achieve its goal by helping the Bangladeshi citizens by to become more adaptable to the modern world through teaching English.

References

Websites & reports:

1. www.bbcjanala.com
2. www.bbcmediaaction.org
3. www.eia.org
4. <http://en.wikipedia.org/wiki/E-learning>

Project Report over Cohort Panelist, 2-6th Session by Abu Sayeed, Senior Research Officer, BBC Media Action, Bangladesh

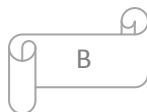
"Guidelines for learning/teaching/tutoring in a mobile environment". MOBIlearn. October 2003. pp. 6. Retrieved June 8, 2009".

27 March 2011 - The Impact of EiA Media Products: Midline Survey Report

Annual Review 2008, BBC World Service Trust

Annexure

Samia Mahjabeen Khan



Socio Economic Classification (SEC) Grid

SEC	1	2	3	4	5	6
	A	B	C	D	E1	E2

SEC Grid		Illiterate / Only Sign/Literate, no school	School upto 5 yrs	School 6-10 yrs	SSC/Dakhlil	HSC/Alim	Grad (gen) / Fazel	Grad (prof)	Masters (gen) / Title	Masters (prof) / M.Phil/ Ph.D.
		1	2	3	4	5	6	7	8	9
Unskilled worker	1	E2	E2	E2	E1	D	D	D	C	C
Petty trader	2	E1	E1	E1	E1	D	D	D	C	C
Skilled worker	3	E2	E1	E1	D	D	D	C	C	B
Salesman/Clerk	4	E1	E1	E1	D	D	D	C	C	C
Supervisor	5	E1	D	D	D	D	C	C	C	B
Shop owner	6	E1	D	D	D	D	C	B	B	A
Business : none	7	D	D	D	C	C	B	A	A	A
House owner	8	D	C	B	B	B	B	A	A	A
Business : 1 – 9	9	C	C	B	B	B	A	A	A	A
Officer/executive: jr	A	D	C	C	C	C	C	B	B	A
Self empl professional	B	E2	E1	E1	E1	D	C	B	B	A
Business : 10 +	C	C	B	A	A	A	A	A	A	A
Officer/executive: mid/sr	D	C	C	C	B	B	A	A	A	A
Agri laborer	E	E2	E2	E2	E2	E2	E2	E2	E2	E2
Agri Worker	F	E2	E2	E2	E2	E2	E2	E2	E2	E2
Cult - < 1 h (< 2.5 acres)	G	E2	E2	E2	E2	E2	E2	E1	E1	E1
Cult - 1-5 h (2.5-12.5 acres)	H	E1	E1	E1	E1	E1	E1	D	D	D
Cult- 5+ to 10 h (12.5+ to 25 acres)	I	D	D	D	D	D	D	C	C	C
Cult - 10+ h (25+ acres)	J	C	C	C	C	C	C	B	B	B

Questionnaire

Serial No:

Name:

Have you ever used BBC Janala Service (Age)						
	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	40+
BBC Janala Mobile						
BBC Janala Web						
Both BBC Janala Mobile and Web						

Have you ever used BBC Janala Service (Gender)			
	Gender		Total
	Male	Female	
BBC Janala Mobile			
BBC Janala Web			
Both BBC Janala Mobile and Web			

Have you ever used BBC Janala Service (Education)							
	Education status						Total
	Primary School	Secondary School	SSC	HSC	Graduate	Post graduate	
BBC Janala Mobile							
BBC Janala Web							
Both BBC Janala Mobile and Web							

Have you ever used BBC Janala Service (Area)				
	Area			Total
	Metro	Urban	Rural	
BBC Janala Mobile				
BBC Janala Web				
Both BBC Janala Mobile and Web				

QUESTIONS:

1. What is the frequency of using the BBC Janala products?

Have you ever used BBC Janala Service (Frequency of use of BBC Janala product)					
	More than once every week	Once in a week	Alternative week or less	Once a month	Total
BBC Janala Mobile					
BBC Janala Web					
Both BBC Janala Mobile and Web					

2. How effective are the BBC Janala products as a learning tool?

Have you ever used BBC Janala Service (BBC Janala as a learning product is effective)						
	Not effective at all	Not effective	Neutral	Effective	Very Effective	Total
BBC Janala Mobile						
BBC Janala Web						
Both BBC Janala Mobile and Web						

3. Do you think after using BBC Janala products English have become much easier now?

Have you ever used BBC Janala Service (Learning English has become much easier)					
	Very Difficult	Difficult	Neither Difficult nor Easy	East	Very Easy
BBC Janala Mobile					
BBC Janala Web					
Both BBC Janala Mobile and Web					

4. What have you learned from BBC Janala?

Have you ever used BBC Janala Service (From BBC Janala I learnt)						
	Grammar	Vocabulary	Speaking	Listening	Pronunciation	Total
BBC Janala Mobile						
BBC Janala Web						
Both BBC Janala Mobile and Web						

5. Have you Implemented the learning from BBC Janala services in your everyday life (at work, at home, at school)?

Have you ever used BBC Janala Service (I use more English words in my everyday life).				
	YES	NO	Cannot Recall	Total
BBC Janala Mobile				
BBC Janala Web				
Both BBC Janala Mobile and Web				

6. After using the BBC Janala products/services did it help you to subscribe for more English news, newspaper?

Have you ever used BBC Janala Service (I subscribe more English programs now i.e. English news, English newspaper)						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
BBC Janala Mobile						
BBC Janala Web						
Both BBC Janala Mobile and Web						

7. Are you Satisfied using the Janala Products?

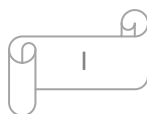
Have you ever used BBC Janala Service (I m satisfied by the BBC Janala service)					
	Very Dissatisfied	Dissatisfied	Neither Dissatisfied nor satisfied	Satisfied.	Very Satisfied
BBC Janala Mobile					
BBC Janala Web					
Both BBC Janala Mobile and Web					

8. Do you think BBC Janala products are user friendly?

Have you ever used BBC Janala Service (BBC Janala is very user friendly.)					
	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
BBC Janala Mobile					
BBC Janala Web					
Both BBC Janala Mobile and Web					

9. Do you think BBC Janala Mobile is Cost effective?

Have you ever used BBC Janala Service (The cost of using this service is reasonable)						
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
BBC Janala Mobile						



10. Respondents Feedback and expectations on the mobile and web service

People wants from Web service	Frequency		Total
	Yes	No	
Blog			
Live chat			
More user friendly layout			
More feedback from the admin			