Initiatives, Efforts and Research Based Theoretical Model for Literacy Enhancement in Punjab (Pakistan)

Syeda Saira Hamid[*]

_____

Abstract

Literacy is considered an important instrument for sustainable development of any country. Pakistan during the past six decades has achieved steady increase in economic growth and development particularly in education, a key sector in social sphere. As the study was focused on, the initiatives for literacy efforts in Punjab (Pakistan) so it evaluated the literacy efforts in Punjab through various programs and projects to enhance the literacy rate in past. The objectives of the study were: i) to evaluate the past efforts made in the field of literacy in Punjab. ii) to point out the weaknesses of past efforts in the field of literacy in Punjab. iii) to formulate a research based theoretical model for increasing literacy efforts in Punjab. The weaknesses and bottlenecks and gaps about the various programs and projects were also pointed out to improve the literacy rate at fast. In the light of findings the researcher developed a theoretical model for literacy elevation in the Punjab. If the model is implemented at gross root level can enhance the literacy rate in real sense.

*Keywords***:** Literacy enhancement, gaps and bottlenecks, theoretical model, Punjab

_____

 *Senior Subject Specialist (Biology), Govt. College for Elementary Teachers (W) H-9 Islamabad
Email: mehdipkisd@gmail.com

Introduction

Literacy is a key to human resources development and it is the precondition to benefit from all resources. Literacy is considered an important instrument for sustainable development of any country. World has become so advanced and in this advancement, illiterates cannot cope with the progressive requirements of this advanced life. Education widely affects the economic status and welfare of household members.

Pakistan during the past six decades has achieved steady increase in economic growth and development particularly in education, a key sector in social sphere. As the study was focused on the initiatives for literacy efforts in Punjab (Pakistan).So this study evaluated the literacy efforts in Punjab through various programs and projects to enhance the literacy rate in the province.

The weaknesses and bottlenecks about various programs and projects were also pointed out to improve the literacy rate. In the light of findings the researcher developed a theoretical model for literacy elevation in the Punjab.

The objectives of the study were:

1. To evaluate the past efforts made in the field of literacy in Punjab.
2. To point out the weaknesses of past efforts in the field of literacy in Punjab.
3. To formulate a research based theoretical model for increasing literacy efforts in Punjab.

The study is of great importance for the education department and ministry of education for planning and development. The users of this study are planners, administrators, policy makers, educationists and teachers. The study will provide policy makers a useful analysis of bottlenecks which have made literacy efforts and elevation unsuccessful. Likewise the study will provide the stakeholders suggestions for elevation of literacy in the Punjab.

Analysis of the Past Ten Years Documents

With the delimitations of study the researcher evaluated the past ten years documents for efforts in the field of literacy. It was done by thorough studies of previous record and documents. Observations were made and then discussed with experts for final conclusions.

A table of statements was developed with the captions of inputs, outputs and gaps found in the field of literacy. The statements were arranged according to the study objectives.

Table 1
Statements

In puts	Out puts	Gaps
(i) Allocation of funds for adult literacy and non-formal education was separate. (1983-2005)	From Actual amount very small amount of funds was utilized.e.g. only 2.77% of the actual amount was used for the years 2001-2005.	Full funds were not utilized. It was due to various rules, legislation and lengthy process which caused delay in flow of funds.
(ii) Many worth mentioning programs and projects were launched for literacy enhancement	All were executed and completed within their time duration, and in spite of many achievements but finally did not meet to the given targets. Initialized successfully but not reached the follow-up stage which was very important and crucial part. .	Most of the programs were launched on weak conceptual basis; proper need assessment was not done. Responsibilities were not given at Local level.
(iii) Most of the programs were executed with the help of foreign funding.		Most of them were left halfway and even stopped as funding was finished.
(iv) Targets were set to achieve 100% literacy for year 2015 and 61% for year 2001-2006.	Not even 50% targets were achieved in year 2001-2006.	Ambitious targets setting was done with reaching the grass-root level to address the actual cause.
(v) In Province Punjab few initiatives were taken for literacy enhancement before the establishment of Literacy &NFBE.	Literacy never got priority before the inception of literacy and non-formal education in Punjab.	The most vibrant and productive groups i.e. adolescents were not considered in most projects.

The responses and opinions were collected through questionnaires from administrators (Secretary Deputy -Secretary, E.D.Os), field officers, teachers and students in the field of literacy and non-formal basic education. Results analyzed through Chi-square statistical tool and are discussed by calculating the variance.

Analysis of the Questionnaire of Administrators

Table 2

Literacy increase due to effective educational policies

	SA	A	UC	DA	SDA
Observed (fo)	3	13	1	0	0
Expected (fe)	3.6	3.6	3.6	3.6	3.6
(fo-fe)	-0.6	9.4	-2.6	3.6	3.6
(fo-fe)^2	0.36	88.30	6.76	12.96	12.96
$\frac{(fo-fe)^2}{Fe}$	0.1	24.54	1.87	3.6	3.6
$\chi^2 = \sum\frac{(fo-fe)^2}{Fe}$	33.71				
Calculated value	33.71	*df*=4	*p*=0.05		table value=9.488

The calculated value is greater than table value is given. Which indicates the difference is significant. It can be concluded that literacy rate has increased due to effective policies.

Table 3

Literacy increased due to increased funds and budget

	SA	A	UC	DA	SDA
Observed (fo)	9	6	1	1	0
Expected (fe)	3.6	3.6	3.6	3.6	3.6
(fo-fe)	5.4	2.4	-2.6	-2.6	3.6
(fo-fe)^2	29.16	5.76	6.76	6.76	12.96
$\frac{(fo-fe)^2}{Fe}$	8.1	1.6	1.87	1.87	3.6
$\chi^2 = \sum\frac{(fo-fe)^2}{Fe}$	17.04				
Calculated value	17.04	*df*=4	*p*=0.05		table value=9.488

The calculated value shows that it is greater than the table value so the difference is significant because of increased funds and budget for literacy elevation.

Table 4
Literacy rate increased due to proper monitoring and supervision

	SA	A	UC	DA	SDA
Observed (fo)	6	7	3	1	0
Expected (fe)	3.6	3.6	3.6	3.6	3.6
(fo-fe)	2.4	3.4	-0.6	-2.6	3.6
(fo-fe)^2	6.76	11.56	0.36	6.76	12.96
$\frac{(fo-fe)^2}{Fe}$	1.6	3.21	0.01	1.87	3.6
$\chi^2 = \frac{\sum(fo-fe)^2}{Fe}$	10.38				
Calculated value	10.38	*df*=4	*p*=0.05		table value=9.488

The table value is again less than the calculated value showing the significant difference considering that literacy rate increased due to proper monitoring and supervision.

Table 5
Qualified and trained teachers increased the literacy rate

	SA	A	UC	DA	SDA
Observed (fo)	0	11	4	2	0
Expected (fe)	3.6	3.6	3.6	3.6	3.6
(fo-fe)	3.6	7.4	0.4	-1.6	3.6
(fo-fe)^2	12.96	54.76	0.16	2.56	12.96
$\frac{(fo-fe)^2}{Fe}$	3.6	15.21	0.04	0.71	3.6
$\chi^2 = \frac{\sum(fo-fe)^2}{Fe}$	23.06				
Calculated value	23.06	*df*=4	*p*=0.05		table value=9.488

This significant difference indicates that qualified and trained teachers are playing important role in increasing literacy rate.

Table 6

Literacy increased by increase in number of schools

	SA	A	UC	DA	SDA
Observed (fo)	4	8	4	1	0
Expected (fe)	3.6	3.6	3.6	3.6	3.6
(fo-fe)	0.4	4.4	0.4	-2.6	3.6
(fo-fe)^2	0.10	19.36	0.16	6.76	12.96
$\frac{(fo\text{-}fe)^2}{Fe}$	0.04	5.37	0.04	1.87	3.6
$\chi^2 = \frac{\sum(fo\text{-}fe)^2}{Fe}$	10.92				
Calculated value	10.92	*df*=4	*p*=0.05		table value=9.488

Again the value is greater than the table value showing the significant difference interpreting the data that increased in numbers of schools have increased the literacy rate.

Analysis of Questionnaire of Field Officers

E.D.Os literacy has two field officers in each district. Questionnaires among 24 field officers were distributed in twelve districts and data was collected and analyzed as shown.

Table 7

They visit the center

	Weekly	Monthly	Quarterly
Observed (fo)	14	6	4
Expected (fe)	8	8	8
(fo-fe)	6	-2	-4
(fo-fe)^2	36	4	16
$\frac{(fo\text{-}fe)^2}{Fe}$	4.5	0.5	2
$\chi^2 = \frac{\sum(fo\text{-}fe)^2}{Fe}$	7		
Calculated value 7	*df*=2	*P*=0.05	Table value 5.091

The table value is less than the calculated value hence there is significant difference. Literacy rate increase is linked by the visit of field officers to their centers. It also helped to promote the literacy efforts.

Table 8

Center working place is

	Good	Average	Bad
Observed (fo)	14	10	0
Expected (fe)	8	8	8
(fo-fe)	6	2	-8
(fo-fe)^2	36	4	64
$\dfrac{(fo\text{-}fe)^2}{Fe}$	4.5	0.5	8
$\chi^2 = \sum\dfrac{(fo\text{-}fe)^2}{Fe}$ 13			
Calculated value 13	*df*=2	*P*=0.05	Table value 5.091

       The calculated value is higher than the table value showing the difference is significant there, so the good center working place also playing important role in promotion of literacy.

Table 9

Community participation is

	Good	Average	Bad
Observed (fo)	7	17	0
Expected (fe)	8	8	8
(fo-fe)	-1	9	-8
(fo-fe)^2	1	81	64
$\dfrac{(fo\text{-}fe)^2}{Fe}$	0.125	10.125	8
$\chi^2 = \sum\dfrac{(fo\text{-}fe)^2}{Fe}$ 18.25			
Calculated value 18.25	*df*=2	*P*=0.05	Table value 5.091

       The calculated value is higher than the table value. Showing the significance difference and we can say that community participation has increased the literacy.

Table 10

Political support is

	Good	Average	Bad
Observed (fo)	7	4	13
Expected (fe)	8	8	8
(fo-fe)	-1	-4	5
(fo-fe)^2	1	16	25
$\underline{(fo\text{-}fe)^2}$ Fe	0.125	2	3.12
$\chi^2 = \sum \underline{(fo\text{-}fe)^2}$ Fe	5.25		
Calculated value 5.25	df=2	P=0.05	Table value 5.091

The calculated value is again higher than the table value showing the difference is significant. There is good enough political support to promote the literacy efforts.

Table 11

Teaching learning process is

	Good	Average	Bad
Observed (fo)	15	7	2
Expected (fe)	8	8	8
(fo-fe)	7	-1	-6
(fo-fe)^2	49	1	36
$\underline{(fo\text{-}fe)^2}$ Fe	6.125	0.125	4.5
$\chi^2 = \sum \underline{(fo\text{-}fe)^2}$ fe	10.75		
Calculated value=10.75	*df*=2	p=0.05	Table value=5.091

The calculated value is higher showing the significant difference. Therefore good teaching learning process is helpful to promote literacy efforts made by the literacy and non-formal basic education department and non-government organizations.

Table 12

Center physical environment is

	Good	Average	Bad
Observed (fo)	8	15	1
Expected (fe)	8	8	8
(fo-fe)	0	7	-7
(fo-fe)^2	0	49	49
$\frac{(fo\text{-}fe)^2}{Fe}$	0	6.125	6.125
$\chi^2 = \sum\frac{(fo\text{-}fe)^2}{fe}$	12.25		
Calculated value=12.25	df=2	p=0.5	Table value=5.091

The calculated value is higher at p=0.05 than the table showing that even average physical environment can be helpful to improve the literacy rate.

Table 13

Monitoring and supervision system

	Good	Average	Bad
Observed (fo)	17	7	0
Expected (fe)	8	8	8
(fo-fe)	9	-1	8
(fo-fe)^2	81	1	64
$\frac{(fo\text{-}fe)^2}{Fe}$	10.25	0.125	8
$\chi^2 = \sum\frac{(fo\text{-}fe)^2}{fe}$	18.25		
Calculated value=18.25	*df*=2	*p*=0.05	Table value=5.091

The calculated value is higher than the table value. Which indicates that monitoring and supervision is good enough and helping to improve the literacy rate.

Table 14

Enrolment of student

		Good	Average	Bad
Observed (fo)		17	5	2
Expected (fe)		8	8	8
(fo-fe)		9	-3	-6
(fo-fe)^2		81	9	36
$\dfrac{(fo\text{-}fe)^2}{Fe}$		10.25	1.125	4.5
$\chi^2 = \sum \dfrac{(fo\text{-}fe)^2}{Fe}$	15.75			
Calculated value=15.75	df=2	p=0.5		Table value=5.091

The calculated value is higher than the table value given showing the significant difference. Literacy efforts are going to be effective by increasing enrolment rate.

Findings

1. The few initiatives for improvement of literacy at central and provincial level faced a lot of problems; the failure of adult literacy programme in Pakistan can be attributed to a combination of weak, federally administered programmes and insufficient volunteer efforts by voluntary group.

2. Community based organizations (CBOs) and business did not provide adult literacy services but the number of people they made literate fell far short of filling the gap left by the public programmes.

3. In the province of Punjab very few initiatives for promotion of literacy were launched in the past. Crash literacy Programme providing education facilities to illiterates of age group 6-15 years was started in the summer vacation June1998- February 1999. The main focus of this programme was to enroll, out-of-school children by providing preliminary training in the government schools. The illiterates including adolescent youth and out of school children which are the most vibrant and productive groups in the society had never been considered in the province. However two recent projects Literacy and Primary education, and Literacy and Vocational education project considered the age group.

4. All these efforts had not been able to make any visible difference because of the reason that all the efforts were very small as compared to the gigantic task of eradication of illiteracy.

5. Most of these projects had a scattered focus which was not able to produce a worth mentioning change.
6. The above mentioned analysis of both National and Provincial level efforts for the promotion of literacy reveal that programmes of literacy were started and implemented in country and Province without any infrastructure and institutional backup. Literacy was never the priority of education department before the inception of Literacy and Non –formal Education.

Problems and Weaknesses about Literacy Programmes

Analysis of data revealed following the most common problems and weaknesses mentioned in the responses of almost all respondents.

1. The major weakness is that realistic /reliable data about illiterates is not available.
2. Lack of resources for learning centers.
3. Lack of coordination between teachers and community.
4. Lack of trained staff.
5. No replacement of Teaching –Learning material with new and latest.
6. No incentives for Learners and Parents.
7. No scholarships for students.
8. Low salary and wages of staff.
9. Lack of political will.

Opinions to Improve Literacy Programmes

It was asked in questionnaires to give opinions about the improvement of literacy programmes. The respondents gave their opinions in the best logical way.

The given opinions were scanned from the given responses in questionnaires.

1. All vacant posts of heads/teachers must be filled.
2. Empower the E.D.Os (literacy) for implementation of literacy programmes.
3. Increase in salary of staff in field of literacy.
4. Launch a literacy awareness campaign.
5. Education budget must be increased like defense budget.
6. Literacy should be linked with NID, vote cast, driving license and ammunition license.
7. Illiteracy should be attacked from all angles like early childhood education, adult literacy sector and dropout rate.

8. Literacy programmes should be linked with earning skills.
9. Public private partnership must be strengthened more and in a proper way.
10. Strong, sincere commitment and political will is needed.
11. Monitoring system should be improved. It should be very effective.
12. Follow –up till the objectives are achieved.
13. Develop a spirit of education among people through media and other resources of communication.
14. Executing departments/officers must be adequately equipped with logistic and administrative facilities to meet the challenges.
15. Proper vehicles should be provided for regular field visits
16. Reports must be submitted and shared with provincial office.

Research Based Theoretical Model for Literacy

Elevation in Punjab

On the basis of literacy initiatives and efforts the given research based model was developed. This theoretical model can be applied in field to enhance the literacy rate and effective functioning of machinery involved in the literacy.

Proceeding to develop a theoretical model for literacy elevation the social background and setup of the province was kept in mind.

As there are thirty five districts and each district has 3-5 tehsils and each thesil has 6-7 villages covering minimum 25,000 population. The researcher selected UPE (universal primary education) as a core target and NFPE (non- formal primary education) as main target along with AE (adult education) + SKILL as its two branches.

The literacy department at provincial, district and thesil level should cover each union council directly with following extensions given in the model.

There is a TRICA (group of three) at each level for interaction, coordination, implementation, evaluation and follow up between ministry of education and literacy department, provincial and district governments.

Research Based Model for Literacy Elevation in Punjab
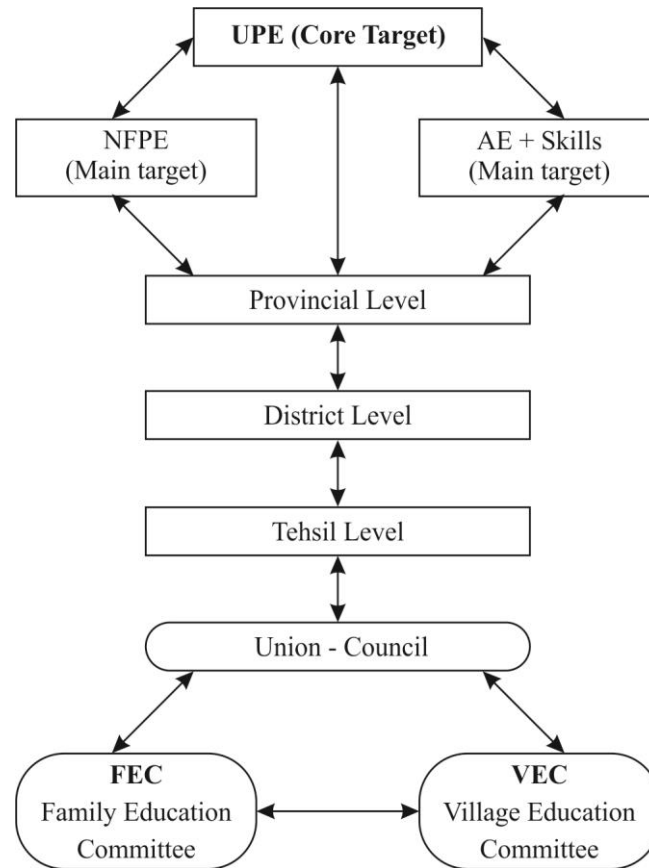
Bibliography

Ahmed, M. (1993).*Choice of Poverty Threshold and Extend of Poverty in Pakistan.* Mimeo: Ministry of Finance.

Alexander, D.J.(1989).Issues in Evaluating Non-Formal Education in Thailand: The Significance of more Qualitative Approaches. *International Journal of Lifelong 8 (1):57-82.*

Andrews, G.J.(1991).*A Practical Handbook for Assessing Learning Outcomes in Continuing Education and Training.* Washington, DC: International Association for Continuing Education and Training.

Armstrong.P.(1989).Evaluation as a Critical and Reflexive Educative Process new Paradigm Research? Reflections on Reason and Rowan.In Coggins, C. (1989) *Proceedings of the 30th Annual Adult Education Research Conference.* Washington, DC: University of Washington, Madison, Wisconsin.

Courtenay, B.C.&Holt, M.E.(1987).*Materials and Methods in Adult and Continuing Education.* California: Los Angeles. Klevens Publications.

Couvert, R.(1979). *The Evaluation of Literacy Programmes: A Practical Guide*. Paris: UNESCO.

Cusack,S.A.(1991)Participation with confidence: The development and evaluation of a leadership-training programme for older adults.*Educ.Gerontology.17 (5):35-49.*

Deshler, D.(1984).An alternative for programme improvement. Jossy-Bass, San Francisco, California Nturibi D N 1986.*Participatory training in evaluation skills: Kenya project. Convergence19 (1):24.*

Ghafoor, A. & Khan, A.S. (1994). *Literacy Efforts in Pakistan from Rhetoric to Action*, Islamabad: National and Training Commission.

Ghafoor, A. (1994). *A Quest for Adult Literacy.*Islamabad: Ministry of Education, National Education and Training Commission

Global Education Digest (2005).*Montreal*: UNESCO Institute for Statistics.

Government of Pakistan (1998). *National Education Policy 1998-2010.*Islamabad: Ministry of Education.

Government of Pakistan (2003). *Education Sector Reforms-Action Plan (2001-2004),* Islamabad: Ministry of Education.

Government of Pakistan (2003). *Pakistan School Education Statistics (2003-04).*Islamabad: Academy of Education Planning and Management, Ministry of Education.

Government of Pakistan (2004). *Economic Survey (2004-05).*Islamabad: Finance Division.

Iqbal, Z. (2003).*Literacy in Pakistan* Islamabad: UNESCO.

Ossandon, C.J. (1986). Methodology for continuous self-evaluation: Notes from Latin American Experience. *Convergence 19(3):13-19*.

Patton, M.Q. (1986). *Utilization-Focused Evaluation* (2nd ed).London: Sage Publications.

Ruddock, R. (1981).*Evaluation: A Consideration of Principles and Methods*. Manchester: Department of Adult and Higher Education, University of Manchester.

Ruddock, R. (1989). Evaluation in Adult education.In: Titmus C J (ed.) (1989) *Lifelong Education for Adults: An International Handbook*. New York: Pergmon press.

Spaulding, S. (1989).Adult education evaluation in enveloping countries. In: Titmus C J (ed.) (1989) *Lifelong Education for Adults: An International Handbook*.New York:Pergamon press.

Tery, G. (1994). *International Dictionary of Education*. New York: Terry Page and Thomas.

UNESCO & JICA (2003).*Guidelines for the strategic frame work of action for the united Nation Literacy decade in Pakistan.* Islamabad: Ministry of Education.

UNESCO (2004*). Literacy Trends in Pakistan.* Islamabad: UNESCO.

UNESCO (2004). *The Plurality of Literacy and its implementation for Policies and Programme.* Paris: UNESCO.

UNESCO (2004). *Glossary of Educational Technology and Terms.* Paris: International Bureau of Education.

UNESCO (2005). *Asia and Pacific Regional Bureau for Education,* www.uis.uesco.org 23rd Dec.2005

UNESCO (2005). www;unescoorg. dated 24th Dec 2005

USA (2005). *The World Factbook*:www.cia.gov/cia/publications/factbook/goes/kg 24th Dec 2005.

Varaavan, K.(1987). What does Literacy Means to Rural People? Thailand, Study of experience and impact. *Convergence 20(1):19-29.*