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SITUATIONAL ANALYSIS OF LITERACY IN PUNJAB WITH REFERENCE TO EDUCATION FOR ALL (EFA)

Abstract

The study aimed at situational analysis of EFA in Punjab with particular reference to its fourth goal with its prescribed indicators and targets set by the world forum. Assessing the achievement and improvement in levels of adult literacy is fourth goal of EFA. The documents related to literacy showing the relevant data from the sources: National Education Management Information System (NEMIS); Academy of Educational Planning and Management (AEPAM); Provincial Education Management Information System (PEMIS); Provincial Educational Assessment System (PEAS); National Educational Assessment System (NEAS); Program Monitoring and Implementation Unit (PMIU); Education Management Information System (EMIS) and National Institute of Population Studies (NIPS) were considered for this study. A little attention is being paid to literacy. Dismal targets of Education For All have been achieved and if this pace continued, current literacy growth cannot achieve set targets for 2015. A lot of attention and political will is needed to stream line the process and it requires strong leadership at every step. More investments are needed to generate best return and to make society knowledge base and economically sustainable.

Keywords: literacy, EFA (Education for All)

Introduction

Education is a fundamental and constitutional human right. Literacy being a key tool is the first step towards progress. Illiteracy breeds a vicious cycle i.e. the illiterate are poor, the poor are powerless and the powerless are illiterate (Shami& Hussain, 2005).

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Illiterates cannot be rational and hence democratic practices are defeated in the society and they are vulnerable to be exploited easily, the wave of terrorism in various countries is evidence. Basic factor of terrorism and the turmoil in the region are illiteracy, poverty and injustice (The News, 2011 November 20). Education is both world in itself and reflection of the world (Shami, 2009).

Illiteracy is a bottle neck towards the development of a society. Countries of the west did not progress on the basis of their financial strength but it is all due to their literate people. Now science and technology has emerged as a force. This status a nation can achieve only if its people are literate. All the inventions and their further developments remain fertile until and unless people are literate enough for appropriate utility in life. As literacy has to do with the possession of skills related to the interpretation or use of written language and symbols (Schaffner, 2005).

Globally over 785 million adults are illiterates and many more can only recognize isolated words. The literacy rate in Pakistan is lowest among the South Asian countries. Female illiterate adults are more than the male adults (EFA Global Monitoring Report, 2010). The low literacy is one of the major problems in the development of the country. In 1947 the Education Minister in his policy speech at the Conference on Education, emphasized the concern for the literacy and universal basic education. Same issue was highlighted by the National Commission on Education (1959).

The National Education Policy 1972-80 highlighted the illiteracy and universalization of elementary education. The Education Policy 1979 maintain same instance but at the same time emphasized the need to improve quality and reduce heavy dropout rate. National Education Policy 1992-2002 asserted on universal enrolment and universal literacy. National Education Policy 1998-2010 aimed at removing illiteracy and provision of free and compulsory education (Shami, 2009).

According to National Educational Policy 2009 equal attention should be given to curriculum, methodology, evaluation and objectives to improve teaching learning process. Teacher training was also emphasized. Access, equity, quality, and management are major targets of the policy. Policy emphasized the access of education to all boys and girls all over the Pakistan as well as equity in admission, enrollment, transition and dropout rate. It also emphasized quality of education by improving teacher qualification, teaching learning process, student's performance and curriculum.

Education plays is a key to economic development of a country. Overall literacy rate in Pakistan is 57.7 % (i.e. 69.5 % for males, 45.2% for females). Literacy rate in urban areas is 73.2% which is higher than rural areas (49.2%). Youth and adult illiteracy is the consequence of defective education systems of the past. When people come out having insufficient basic skills of reading, writing and numeracy after many school years, they have to face a lifetime of disadvantage. They have damaged self esteem due to Illiteracy and cannot improve their social and economic status. Resultantly illiterate people become the hurdle in societal growth. Society suffers from loss of higher productivity, collective prosperity and even mature political participation. Much has been achieved through the scaling up of literacy initiatives since 2000.

However, the monitoring evidence is unambiguous: the 2015 targets will not be reached on the current trajectory. Far more has to be done to accelerate progress. This will require stronger political leadership. Governments across the world continue to attach too little weight to literacy in national planning. This is short-sighted. Illiteracy imposes huge costs on society and the economy – and investments in literacy have the potential to generate large returns in both areas (EFA Global Monitoring Report, 2010). Education For All (EFA) has six goals to extend education among children and adults internationally. The major objective of EFA goals is to raise literacy rate by emphasizing government, NGOs and other agencies to maximize policy attention and provide adequate resources for literacy.

But EFA and MDG do not addresses all international indicators like literacy rate of minorities and its comparison of with given country literacy rate (Terry, 2011).

According to Literacy Assessment and Monitoring programme (LAMP) initiated by UNESCO Education For All and the UN Literacy Decade (2003-2012) shows the importance of literacy for national and social development. The cosignatory countries of these agreements committed to improve 50% in literacy rate by 2015.

A relevant and precise data is required for useful policy development, policy change, allocation of suitable resources and effective programming. Pakistan Social and Living Standards Measurement (PSLM) survey 2010-2011 analyzed that in Pakistanis spending on education is decrease during last three years which resulted decrease in primary enrollment in government schools.

According to recently released surveys. In urban areas spending on education is reduced to 4.82% and in rural areas decreased to 2.51% from 2.94% of average monthly expenditure as compared to the expenditures in 2007-2008.

Issues and Problems

Everybody has the right to education, which has been recognized since the universal Declaration of Human Rights (1948). As a minimum: states must ensure that basic education is available, accessible, acceptable and adoptable for all (Hussain, Niwaz., Rizvi, Dahar, & Zaman, 2010). Pakistan Education Ministry never took up the case of education with respect to gender sensitivity and responsive budgeting (Tribune, 2011).

Resultantly poor facilities and services for education and literacy prevailed in the country. According to Barber (2010) at present Pakistan has very poor education system. The following facts tell the study:

- One third of the school age children, more girls than boys, had never been in school.
- About 35% of the children who have attended the school up to grade 3, cannot do single digit subtraction.
- Teachers do not go to school in one fourth part of the country and many thousands of ghost schools exist.
- A large percentage of schools have poor facilities i.e. no electricity (60%) and no drinking water (40%).
- The low-cost private sector schools are performing better than the public school at less than half the unit cost.

Statement of the problem

EFA was an international commitment and had greater significance for the most populace province of Pakistan-Punjab. The study intended situational analysis of EFA in Punjab with particular reference to its fourth goal with its prescribed indicators and targets set by the world forum. Assessing the achievement and improvement in levels of adult literacy is fourth goal of EFA. The study explored the development of EFA in Punjab during last decade (2001-11) and compared it with national standards regarding literacy.

Objectives of the study

Keeping in view fourth goal of EFA objective of the study is to assess the achievement and improvement in levels of adult literacy.

Significance of the Study

Study is significant to provide educational status of Punjab as it is decade analysis from 2001 to 2011. It consists of comparison of Punjab educational progress with national level in term of 4th goal of EFA to assess the achievement and improvement in levels of

adult literacy. It will provide guideline to educational managers, policy makers, and curriculum developers at district, provincial and national level to improve education system.

Finding will provide directions that how:

- To increase literacy rate of the country by introducing new adult literacy programs
- To improve monitoring system to meet EFA targets

Methodology of the Study

This descriptive longitudinal exploratory research involves collecting numerical data to find out condition and major achievements of literacy with reference to EFA at present in Punjab, Pakistan. The data were collected through events and recorded facts of one decade (2001-2011) in natural setting.

Population and Sampling

This study consisted of quantitative approach; national quantitative data was used for year wise continuous assessment to explore traits, situations and explain, control, predict phenomena of interest.

The documents related to literacy showing the relevant data from the sources: National Education Management Information System (NEMIS); Academy of Educational Planning and Management (AEPAM); Provincial Education Management Information System (PEMIS); Provincial Educational Assessment System (PEAS); National Educational Assessment System (NEAS); Program Monitoring and Implementation Unit (PMIU); Education Management Information System (EMIS) and National Institute of Population Studies (NIPS) were considered for this study.

Results

Data was analyzed by using descriptive statistics as percentages were calculated Microsoft excel was used to plot graph.

Indicator 1: Adult Literacy Rate in Punjab from 2001-2002 to 2010-2011

Table 1: In Punjab from 2001-2002 to 2010-2011 adult Literacy Rate for 15 years old and above

Year	% Literate 15+ yr Olds			GPI
	Male	Female	Total	
2001-02	57	32	44	0.56
2002-03	59	35	47	0.60
2003-04	62	39	50	0.63
2004-05	63	40	52	0.63
2005-06	65	41	54	0.64
2006-07	67	48	58	0.72
2007-08	70	48	59	0.69
2008-09	69	50	59	0.65
2009-10	69.1	49.8	59.6	0.72
2010-11	75	52	64	0.69

Source: Population Projection 1998-2023, NIPS, 2005 Pakistan Social & Living Standard Measurement Survey (PSLM), 2004-05, 2010-11 FBS, Islamabad

Table 1 indicated that in 2001-02 total percentage of literates 15+ was 44% (57% male, 32% female). During 2005-06 total percentage of literates 15+ was 54% (65% male, 41% female). In 2010-11 total percentage of literates 15+ was 64% (75% male, 52% female). Total percentage point increase in literates 15+ from 2001-02 to 2010-11 in Punjab was 20% (20% male, 18% female). Facts had been revealed in Graph 1.

UNESCO (2009) highlighted that many countries had paid significant attention towards youth and adult literacy. Less public funding and gender disparities were major causes low literacy rate. From 16 million of world adult population 16% adults were lacking basic literacy skills and about two-third were women from total adult population. If situation prevailed then over 700 million adults will lack literacy skills upto 2015.

Graph 1: Percentage of adult literacy rate in Punjab

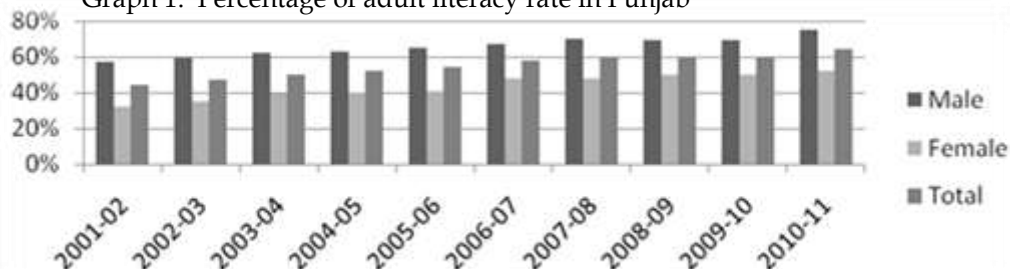


Table 2: Adult Literacy Rate at national level from 2001-2002 to 2010-2011

Year	% Literate 15+ yr olds			GPI
	Male	Female	Total	
2001-02	57	29	43	0.51
2002-03	59	32	46	0.54
2003-04	62	35	49	0.57
2004-05	63	36	50	0.57
2005-06	65	37	52	0.58
2006-07	67	42	55	0.62
2007-08	69	44	56	0.63
2008-09	69	45	57.4	0.65
2009-10	69	45	57.7	0.65
2010-11	69	46	58	0.66

Source: Pakistan Education Statistics 2001-02 to 2005-06, AEPAM, PSLM Survey 2008-09, Economic Survey 2009-10, 2010-11

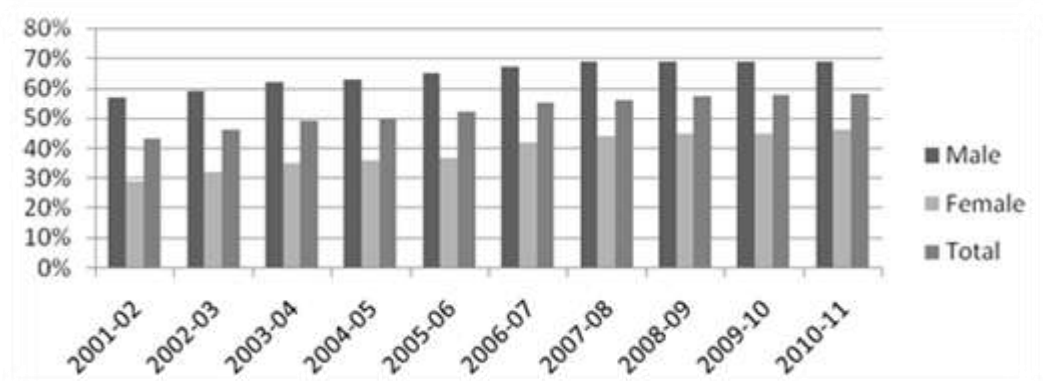
Table 2 indicated that in 2001-02 total percentage of literates 15+ was 43% (57% male, 29% female). In 2005-06 total percentage of literates 15+ was 52% (65% male, 37% female). During 2010-11 total percentage of literates 15+ was 58 % (69% male, 46% female). Total percentage point increase in literates 15+ from 2001-02 to 2010-11 at national level was 15% (12% male, 17% female). Facts had been revealed in Graph 2.

According to National Plans of Actions for EFA, in remote rural areas enrollment to primary schools, particularly of girls will also be enhanced through a network of Non-Formal Basic Education Schools (NFBES). Many adult education programs been started in the country. Literacy centers had been established for adults who could not go to school at proper age (MoE, 2008). Government had implemented broad programs to provide modern education to the children. 262, 500 children of age group 4 to 15 were getting non-formal basic education. Literacy and non-formal education departments were taking steps to decrease drop out in the country (The News, 2012).

Due to mismanagement and poor monitoring literacy rate was not increasing properly as in four provinces Nadra identified 2, 007 Basic Education Community Schools (BECS), ghost schools that were introduced by National Education Foundation (NEF). The NIC cards of the administrative staff were fake. For monitoring of

these (BECS) 22 million were allocated and 130 non-governmental organizations were involved for monitoring of the schools throughout the four provinces (16.3.2012, The News).

Graph 2: Percentage of adult literacy rate (15 Years old and Over) at national level



Indicator 2: Youth Literacy Rate (15-24 Years old)

Table 3: Youth Literacy Rate (15-24 Years old) in Punjab from 2001-2002 to 2010-2011

Year	Literate 15-24 years olds			Total 15-24 years Old population			% Literate 15-24 yr olds (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2001-02	6,388,793	4,631,401	11,020,194	8,662,248	8,193,907	16,856,155	74	57	63	0.77
2002-03	6,633,144	4,885,679	11,518,824	8,931,127	8,452,001	17,383,128	74	58	65	0.78
2003-04	6,855,001	5,126,452	11,981,453	9,178,492	8,690,743	17,869,235	75	59	66	0.79
2004-05	7,060,405	5,358,189	12,418,594	9,401,213	8,905,084	18,306,297	75	60	68	0.80
2005-06	7,376,527	5,523,653	12,900,180	9,605,055	9,099,690	18,704,745	77	61	69	0.79
2006-07	7,574,073*	5,702,103*	13,276,176	9,966,544	9,445,372	19,411,917	75	60	68	0.80
2007-08	7,771,619*	5,880,553*	13,652,172	10,130,018	9,602,125	19,732,143	76	61	69	0.80
2008-09	7,969,165*	6,059,003*	14,028,168	10,278,608	9,743,570	20,022,178	77	62	70	0.80
2009-10	8,166,711*	6,237,453*	14,404,164	10,414,467	9,871,473	20,284,940	78	63	71	0.80
2010-11	8,364,257*	6,415,903*	14,780,160	10,538,839	9,984,819	20,523,657	79	64	72	0.81

Source: Literacy rates : Backward Estimation based on 2003-04, 2004-05 & 2005-06

Population Projection 1998-2023, NIPS, 2005

*Estimated

Table 3 indicated that in 2001-02 total Literate 15-24 years olds were 11,020,194(6,388,793 male, 4,631,401 female). During 2005-06 total Literate 15-24 years olds were 12,900,180 (7,376,527 male, 5,523,653 female).

In 2010-11 total Literate 15-24 years olds were 14,780,160 (8,364,257 male, 6,415,903 female).

In 2001-02 total 15-24 years old population was 16,856,155 (8,662,248 male, 8,193,907 female). During 2005-06 total 15-24 years old population was 18,704,745 (9,605,055 male, 9,099,690 female). During 2010-11 total 15-24 years old population was 20,523,657 (10,538,839 male, 9,984,819 female). In 2001-02 total % literate 15-24 years old was 63 % (74% male, 57% female).

In 2005-06 total percent literate 15-24 years old was 69% (77% male, 61% female). During 2010-11 total percent literate 15-24 years old was 72% (79% male, 64% female). GPI in 2001-02 was 0.77. GPI in 2005-06 was 0.79. GPI in 2010-11 was 0.81. Total percentage point increase in literate 15-24 years old in Punjab was 9% (5% male, 7% female).

Data of youth literacy at national level was not available. Facts were revealed in Graph 4.2.1. UNESCO (2009) identified that major causes of low literacy rate were: gender disparity, poverty, location and ethnicity in developing as well as developed countries.

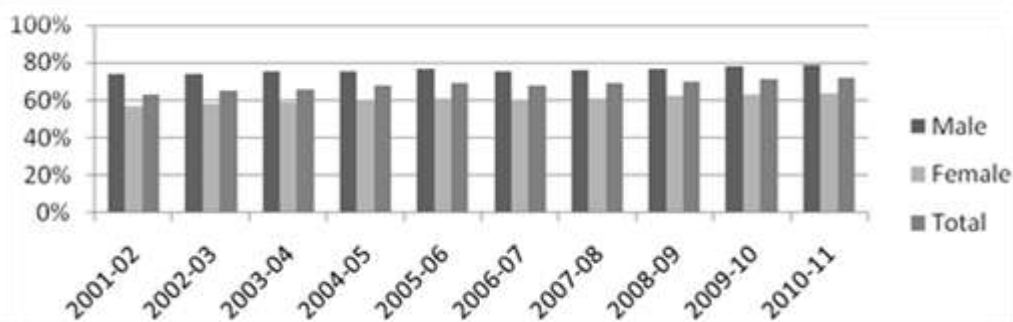
UNESCO (2011) re-conceptualized that Millennium Development Goal 2 commitment may not be met by many countries if current situation will sustain. Among Asian countries China was on track to achieve goal. Income, parents' education, ethnicity, language and disabilities and gender disparity were major causes of illiteracy. In Pakistan urban literacy rate was twice higher than rural areas.

Efforts were being made to make situation better as Shami & Hussain (2005) focused that National Commission for Human Development (NCHD) with the president of Pakistan as its chairman had been set up reforms. The Commission had established district-based infrastructure to reach people. The task was the establishment of literacy centers throughout the country.

The News highlighted that UK Department for International

Development and KP Government was working in collaboration to bring 800,000 boys and girls in school and to build 2,000 new classrooms by 2015. For illiterate women 2,000 literacy centre will be built under this plan (6.3.2012, The News).

Graph 3: Percentage of youth literacy rate (15-24 Years old) in Punjab from 2001-02 to 2010-11



Indicator 3: Gender Parity Index for Adult Literacy

In Punjab GPI for adult literacy in 2001-02 was 0.56 while in 2005-06 it was 0.64%. In Punjab GPI for adult literacy in 2010-11 was 0.69 (Table 4.1.1). At national level GPI for adult literacy in 2001-02 was 0.51 while in 2005-06 it was 0.58%. GPI for adult literacy in 2010-11 was 0.66 (Table 4.1.2). Gender disparities were causing problems to meet targets. Improvement in youth and adult literacy was not significant. Girls especially did not show a prominent progress in youth and adult literacy. Access towards education was a major issue. Continuous improvement was lacking to improve condition.

Youth and adult literacy rate in Punjab was not satisfactory to meet EFA targets by 2015. Still education was not in access of every individual hence everyone could not play its role to make Punjab literate. Poor budgeting and gender disparities were major causes of low literacy rate still women literacy rate was not equal to male throughout the world. Formal and non-formal programs were needed to make situation better in rural and urban area. Proper management and evaluation system was hurdle to increase

literacy rate.

According to 10-year perspective development plan (2001-11) the adult literacy rate was estimated to increase up to 78%. A special task force would supervise the literacy campaigns in the country. In Punjab adult literacy rate was 64% so government failed to achieve targets of adult literacy rate.

Goal-4: Development from 2001-02 to 2010-11 in Punjab

Aspects	2001-02	2010-11	Increase(+) or decrease (-) percent
Adult Literacy Rate (15 Years old and Over) (%)	57	75	+18
Male	32	52	+20
Female	44	64	+20
Total			
Youth Literacy Rate (15-24 Years old) (%)	74	79	+5
Male	57	64	+7
Female	63	72	+9
Total			
Gender Parity Index for Adult Literacy	0.56	0.69	0.13

Conclusion

Study revealed that situation of education system is not satisfactory to achieve EFA targets. Public- private partnership, teacher training, curriculum improvement, more budgets is needed to meet targets. Government needed to take necessary actions at national, provincial and district to make situation better. Literacy rate throughout the country is not satisfactory due to lesser public funding and gender disparities. Formal and non-formal institutions, literacy program are not meeting needs to increase literacy rate.

Discussion

Youth and adult literacy rate in Punjab was not satisfactory to meet EFA targets by 2015. Still education was not in access of

every individual hence everyone could not play its role to make Punjab literate. Poor budgeting and gender disparities were major causes of low literacy rate still women literacy rate was not equal to male throughout the world. Formal and non-formal programs were needed to make situation better in rural and urban area. Proper management and evaluation system was hurdle to increase literacy rate. According to ten-year perspective development plan (2001-11) the strategies were adopted to increase adult literacy up to 78 percent. A special task force would supervise the literacy campaigns in the country. In Punjab adult literacy rate was 64% so government failed to achieve targets of adult literacy rate.

Recommendations

1. All the resources should be exploited to increase literacy rate in Punjab.
2. Find new ways to increase literacy rate.
3. Continuous monitoring of literacy programs to eliminate corrupt practices in education system and to ensure access throughout region.
4. Organize formal and non-formal literacy program; establish literacy centres that meet basic educational needs of students in era of science and technology.
5. To increase literacy rate need to establish task force at national level.

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