

IMPLEMENTATION OF LITERACY POLICIES TO PROVIDE EQUAL OPPORTUNITIES FOR QUALITY PRIMARY EDUCATION

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ABSTRACT

The Sustainable Development Goals (SDGs) are the set of 17 interrelated sets of goals. The fourth goal of SDGs is relevant to Quality Education. Govt. of Punjab established Literacy & Non-Formal Basic Education. The objectives of the study were to analyze the policies and goals of the Literacy and Non-Formal Basic Education Department to provide quality education on doorsteps and to analyze the provision of quality education to out of school children. The present research was descriptive. All the officials and employees are included in the population. The sample size has consisted of 200 officials and employees. The data was collected through two separate questionnaires from the officials and employees. According to the results, most of the respondents agreed that the Literacy & Non-Formal Basic Education Department is committed to ensuring the quality of primary education for all girls and boys by 2030. Besides, the majority of the respondents agreed that the Literacy & Non-Formal Basic Education Department is providing quality education to out of school children in Punjab.

Keywords: *Sustainable Development Goals, Millennium Development Goals*

INTRODUCTION

Pakistan has been incorporated into countries of those nations whose population is developing quickly. Because of more than 180 million individuals, Pakistan has turned into the 6th most crowded nation in the world. Education is considered as the foundation of sweeping financial development and destitution decrease. For change and advancement instruction has a fundamental influence. (Ahmad, 2011). In contrast with other nations, the Literacy rate is very low in Pakistan. As indicated by budgetary experts, current Budget spending is just 2.3 percent of the GNP and just 9.9 percent of the aggregate spending plan is distributed to preparing in Pakistan. Pakistan has figured out how to create appealing to enhance the sector of Education strategies, yet because of the negative goals of dishonest lawmakers and deficient usage and misgovernment, there is a real exhibit of these approaches (Chaudhry, 2007). These undesirable manners have seriously pretentious to the education zone of the country. According to education, science, and culture of the United Nations (UNESCO), Pakistan is currently ranked in 160th place compared to the total number of

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countries in the world in terms of literacy rate (Memon, 2007). This negative behavior has seriously affected the education sector of the country. According to UNESCO, Pakistan is ranked 160th among all countries in the world in terms of literacy rate (Memon, 2007).

In 2000, the Dakar Framework for Action attempted to understand and compensate for illiteracy and perceived imbalance in conference decisions (Goldstein, 2004). At the DAKAR conference, six objectives were set for primary education and adult literacy. Pakistan along with 164 other countries signed the Dakar framework and committed to achieving the goals of education for all (EFA) of the 2015 constitution of Pakistan likewise perceives that education is a compulsory right for all the citizens of Pakistan. So, the Pakistani Government must give Education to its nation (Shah, 2003). The Constitution of Pakistan also states the responsibilities to impart education for the economic and human development of the country. Constitution of Pakistan state the following responsibilities:

- i. Article 2 describes that Islam would be the religion of the state. Prophet Muhammad (PBUH) focused on that he was sent as a teacher. Accordingly, the premise of Islam is instructing, education, and learning. Furthermore, the education of adults has its foundations in Sahab and Suffa of the time of prediction Madni.
- ii. Article 25-A impulses the Administration to give free and obligatory education to all youngsters matured somewhere between the age of 5 and 16 as per the strategies built up by law.

Pakistan's worldwide responsibilities are to guarantee that the UN's sustainable development goals in the No.04 attorney focus on that Pakistan guarantee that all children total free, reasonable, and quality education by 2030. Show on kids' privileges, the UN which in article 28 shield the significance of the free and necessary essential education.

To achieve the EFA goals, Pakistan took initiatives in 2001 and beyond. At the provincial level, the Government Department of Literacy and Basic Non-Formal Education in Punjab was founded in 2002. Initially, the program was launched in 31 provincial districts and 10 union councils in each district were selected to achieve 100% literacy goal in those union councils. This program provided literacy to more than 1,300,000 illiterates. Their different projects have been approved and worked to improve literacy throughout Punjab. Currently, two major projects, called the NFE Project Punjab (PNFEP) and Taleem SAB k liye (TSKL), are working for the education of adult persons and NFBE in all across the districts of Punjab (NFBE, 2017; TSKL, 2017).

The goal of literacy and NFBED is to provide quality education close to the doorsteps, provide quality education to children who do not attend school and teach basic illiteracy literacy techniques in Punjab. NFBE department has a vision and mission to increase the rate of literacy to 100% by 2030. The Department of NFB education is working for a cause; Millions of illiterate children and adolescents and adults in Punjab have adequate access to basic literacy skills. The department has its interventions to provide access to education to the most disadvantaged segment of the population of Punjab. The international commitments of the Government of Pakistan aim to achieve the United Nations sustainable development goals, which in Objective no. 04 (SDO in Education) defends that Pakistan must guarantee that all young girls and boys gain free, reasonable, and free education by 2030. Show on the Right of the child, the UN which in Article 28 protects the significance of free and compulsory primary education. Many non-governmental organizations (NGOs) also work to develop the literacy rate in Pakistan. But our goal of the study is only the special efforts of government literacy and the NFBE department of Punjab.

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1.1 STATEMENT OF THE PROBLEM

The Punjab government has taken many steps to provide quality primary education. To this end, the Punjab and NFBE Literacy Department has been established to provide quality primary education in Punjab. This study was focus on the implementation of Literacy Policies to Provide Equal Opportunities for Quality Primary Education in Punjab, Pakistan.

2 OBJECTIVES OF THE STUDY

The objectives of the present study were

- i. To analyze the policies and goals of Literacy and Non-Formal Basic Education Department to provide quality education on doorsteps
- ii. To analyze the provision of quality education to out of school children in Punjab, Pakistan.

3 Significance of the Study

Education is a fundamental human right and every child has the right to do so. Education is fundamental for the development of the individual and society, necessary for a productive and productive future. The provision of inclusive and equitable education has a positive impact on future generations. As a literacy department, Punjab is one of them. This study will examine the programs of this department to achieve the objectives of the SDGs. After this study, the government and the researcher will be able to understand the department of literacy and & NFBE. We will be able to understand the problems that have been the causes of the quality of your projects and we will be able to recommend appropriate strategies for the plan.

3.1 Delimitation of the study

The study was bounded by the presence of Pakistan's Punjab.

The study was limited to the Department of Literacy and NFBE to reach the 4th SDG.

The study was limited to officials and employees of the Department of Literacy and NFBE.

4 RESULTS

Table 1. *Descriptive Statistics*

Sr	Statements	N	M	SD
1	Print Media is used for the campaign of Literacy schools.	200	2.83	.69
2	Electronic Media is used for the campaign for literacy schools.	200	2.90	.69
3	Communities meeting are arranged before the commencement of literacy schools	200	2.89	.61
4	The appropriate area for literacy schools are selected in community meetings	200	2.85	.70
5	Mostly literacy schools are opened in less developed areas.	200	2.83	.66
6	Both rural and urban areas have equal chances to open literacy schools.	200	2.73	.74
7	Literacy schools are working in all the districts of province Punjab.	200	2.80	.76
8	Induction training is conducted before functioning the literacy schools.	200	3.02	.66
9	Pedagogy is discussed in training.	200	2.88	.68
10	Cluster training is arranged on monthly bases	200	2.80	.72
11	Training is useful for literacy teachers	200	2.83	.63
12	Training is helpful to know the psychology of students	200	2.81	.70
13	Content of all the courses are discussed in training	200	2.78	.61
14	A place for literacy school is provided by the Government.	200	2.82	.66

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15	Training modules are followed in training.	200	2.80	.69
16	Literacy staff ensured the management of literacy schools.	200	2.80	.69
17	Basic facilities are provided in literacy schools.	200	2.79	.62
18	Teachers' attitudes towards learners are friendly.	200	2.90	.60
19	Teachers used A.V.Aids during teaching.	200	2.96	.62
20	Books are provided without any cost.	200	2.93	.66
21	A teaching kit is provided to each teacher.	200	2.87	.68
22	All the students have equal opportunity to learn in the school	200	2.83	.71
23	Quality education is given in literacy schools.	200	2.99	.59
24	The teacher is given TA/DA in the training	200	2.99	.55
25	Teachers focus on reading and writing skills.	200	3.17	.62

The above table shows the results of quality primary education. Both print and electronic media are used for commencement of schools (Mean 2.8350 Std. Deviation .69295, Mean 2.9050 Std. Deviation .69164). The mean score (2.7300) supports the statement that both rural and urban areas have an equal chance of education. Induction training is conducted before the commencement of literacy school (Mean 3.0250, Std. Deviation .66829). The results show that pedagogy is discussed in training (Mean 2.8850), training is conducted on monthly basis (Mean 2.8050), and training are useful (Mean 2.8350). Means score (2.7850) supports the statement that content different courses are covered in training, the government provided the place of schools (Mean, 2.8250), training modules are followed during the training (2.8050). The mean score (2.7950) shows that basic facilities are provided in schools. Teachers' attitudes are friendly (Mean 2.9000). A.V aids and books are provided without any cost (Mean 2.9600, 2.9300). Mean score provision the strength towards the statement that teaching material is provided (2.8700). Students have an equal chance to learn (Mean 2.8300). Quality education is given in school (Mean 2.9950). Teachers focus on reading and writing skills (Mean 3.1750).

5 CONCLUSIONS

For quality training essential in Pakistan, as the commitment has made in millennial objectives, there has been a distinctive program started at the local and provincial levels. Pakistan has met a series of actions/exercises for extensive consultations with the main actors in the AAA. The Government of Pakistan has achieved the preparation of provincial and national action plans and the mobilization of resources for the organization of EFA. The education division and NFBE is one of these, which since 2002 has worked to date to expand the competition index in the province of Punjab.

Community participation has been fundamental and important in the progress of any adult project. The crusade and the full attention of quality primary education is the most powerful tool for expanding community participation. Other programs of expertise may contrast or borrow from the approaches mentioned above and may focus on popular education, occasional crusades for quality primary education, general education programs, and/or specific small-scale programs. The result of this research also concludes that the Department of Literacy and NFBE carry out an adequate battle of community care.

The Department of Literacy and NFBE was trying to follow the international foundation and process criteria for quality primary education. As a result of the examination, it was shown that at the tehsil level it was given importance to that territory where the rate of education was low compared to other areas. The appropriate place for approaches and instructors was chosen at a community meeting. The office provided books and other educational materials at

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the beginning of a quality primary education. The advanced fitness educators have prepared adequately to show the start time of the division before each group. The process of education and learning was conducted following the psychology of the students. There was an appropriate assessment and the evaluation process was conducted by the competition and the NFBE division for quality primary education.

5.1 Discussion

To remove illiteracy from Pakistan as the commitment has done in MDSs', there were diverse programs begun at the area and provincial level as mentioned in Ahmad's (2011) study that Pakistan has satisfied many actions for broad-based consultations with head actors' EFA. The Government of Pakistan has accomplished the preparation of provincial and national plans of action and resource mobilization for EFA arranging. Education and NFBE office is one of them, who are working from 2002 to till date for expanding proficiency rate in the province of Punjab.

Department of literacy & NFBE was attempting to follow the international rules of foundation and process for grown-up proficiency focuses. As result, the investigation showed that at the tehsil level the importance was given to that territory where the education rate was low as compared to other regions. The proper location for focuses and instructors were chosen in the community meeting. Books and other learning material were provided by the office at the beginning of ALCs'. Adult education instructors were properly prepared for instructing before each bunch of beginning time by the division. Educating and learning process was done according to students' psychology. There was a proper appraisal and evaluation process was done by the proficiency and NFBE office for grown-up education focuses

5.2 Recommendations

Based on the results following recommendations were suggested:

1. The department should conduct monthly meetings with community members for the betterment of education.
2. Literacy centers should be increased in number in different areas for equal opportunity for primary education.
3. The duration of centers should be increased up to one year for all the projects.
4. The incentive should be given to learners for the motivation of learning.
5. The assessment system should be made regularly.

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