

EVALUATION
OF
IQRA PILOT PROJECT

BY

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PREFACE

There is a growing concern in Pakistan about the low level of literacy rate. It is estimated that the number of literates in 1987-88 was 21.3 million while the population of 10 years and above was 71.9 million which means a literacy rate of 30%. By 1992-93 this age group population will rise to 84.3 million.

On the other hand about 40% children of the primary education age group of 5 to 9 years do not have access to schools. This has also perpetuated a high rate of illiteracy.

This colossal problem of illiterates cannot be effectively controlled unless a three pronged strategy of Universal Primary Education, Eradication of illiteracy and Continuing Education is adopted. This strategy can only be implemented through the complementarity of Formal and Non-Formal approaches. We have so far tried highly formalized approach to literacy with the results that annual literacy rate never increased from more than .5% whereas the population growth rate continues to be about 3% per annum.

Pakistan tried some approaches to minimise literacy but only on pilot/experimental basis. The literacy efforts demand consistency and sustained efforts whereas the practice has been 'turned on' and 'turned off' strategies with the change of short term policy objectives. Iqra Pilot Project is no exception in this regard however the evaluation of the project will be useful to the planners for further decision making.

Prof. Lateeq Ahmad Khan
Director General

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EXECUTIVE SUMMARY:

The present study was undertaken to evaluate the effectiveness and achievements of the pilot phase of Iqra Project introduced in the Districts of Islamabad and Rawalpindi from October 1986 to October 1987 under the administration of Literacy and Mass Education Commission (LAMEC).

The specific objectives of the study were (a) to determine how many adults actually became literate through this project (b) to determine whether the enrolled literates were really illiterates before enrollment in the project (c) to find out the literacy level of neo-literates and (d) to investigate whether the illiterate registration & examination procedure were strictly followed as stipulated in the original project plan.

The record of the project was obtained from the LAMEC and carefully reviewed. A sample of 1635 illiterates representing men/women, rural/urban areas were interviewed through structured questionnaire.

The analysis of data revealed that :

1. The Iqra Pilot Project overwhelmingly attracted females (94%) to become literate. This reflects very clearly that the cultural attitudes towards female education are very positive for the development of education in rural areas.
2. In spite of the fact that the project was for adult illiterates (i.e. ages 10 to 45 years) but it attracted relatively younger age group between 9-20 years which comprised 59.49% of those who enrolled in the project.

3. 65% adult illiterates who enrolled in the project belonged to rural areas and 35% were from urban areas.
4. Time taken to literate a person varies from one month to more than six months. 20.42% of the neo-literate took three months to acquire the literacy skills, while 33.76% took 6 months and 40.24% spent more than 6 months to become literate.
5. The most effective motivational campaign was through T.V and Radio (51.35%) followed by peer group influence (24%) and relatively small number of illiterates (12.04%) decided on its own to join the project.
6. Majority of Teachers (78.81%) belonged to the same community in which adult illiterates were enrolled.
7. The qualifications of teachers varied from Primary to F. A., (75%) and the remaining (25%) were either have higher qualification or could not definitely specify the qualification.
8. Only 12% of the neoliterates took the oath that they were illiterate before joining Iqra Pilot Project.
9. Another 12% also produced either identity cards with thumb impression that can be interpreted as indicator of their illiteracy or Form-B of their parents registration which also pointed out their illiteracy status.
10. Approximately 11% of the parents testified about the illiteracy of their wards.
11. 65% of the people could not provide any evidence prescribed by the evaluation team of their "illiteracy status" prior to joining the project.
12. Further investigation was done and 1503 registration forms out of the total sample of 1635 were checked by the District Registration Offices of Islamabad and Rawalpindi 356 cards had either incorrect names or numbers. The Form-B of the registration form which indicates literacy status of the wards of the parents could not be traced out for 306 cases. 429 identity cards of the learners had signatures. National identity cards of 122 persons could not be traced out. The reasons may be that either these people got their cards after being literate or they were registered out of Rawalpindi and Islamabad. Therefore, only 413 (27.48%) card were found with "Thumb Impression" on their application forms submitted at the time of obtaining

National Identity Cards. This leads to the assumption that only 27.48% were found to be really illiterate before joining the IPP and the remaining 72.52% were probably already literate because they had signed their names on registration forms.

13. 82% neo-literates could read and write the minimum level prescribed by the evaluation team but as 65% enrolled in the programme assumed to be literate hence the literacy ratio of neo-literates is not more than 17%. Through another source 72.52% were assumed to be already literate according to the information provided by District Registration Office, which means that only 9.48% (10.3% if the base is 1635) were made literate under the project.
14. The researchers who collected the data were also asked to present a general report about the validity and reliability of the data which they obtained through field work. Majority of the researchers reported that:
 - i) Most of the neo-literates could not prove their identity.
 - ii) As the literacy tests were conducted through written material, the tests were leaked before time.
 - iii) Interview could not take place in privacy because of interference of the LAMEC staff.

National Identity Cards. This leads to the assumption that only 17,482 were found to be really literate before joining the IEP and the remaining 12,518 were probably already literate because they had signed their names on registration forms.

10. 10X non-literates could read and write the simple level prescribed by the evaluation team but in all enrolled in the programme assumed to be literate. The literacy ratio of non-literates is not more than 10%. Through another source 12,518 were assumed to be already literate according to the information provided by District Registration Office, which was that only 9,482 (10.2% of the case is 10X) were non-literates under the project.

11. The researchers who collected the data were also literate to present a general report about the validity and reliability of the data which they obtained through their work. Majority of the researchers were not literate.

12. Most of the non-literates could not give their identity.

13. As the literacy cards were conducted through written material, the cards were issued before time.

14. However could not take place in literacy classes of importance of the LABC staff.

CHAPTER-I

INTRODUCTION

Regional Overview :- The Asia Pacific region is the home of more than 650 million illiterates, the highest concentration of illiterates anywhere in the world (UNESCO 1986). Although the literacy rate of developing Asia & Pacific region moved from 53.7% to 63.7% from 1970 to 1985 but it is far behind to Latin America and the caribbean where the literacy rate is 82.7%.

2. Regional aggregates, however, disguise the very large difference among the countries and the progress that they have achieved. Apart from the four industrialized countries in Asia & Pacific (Australia, New Zealand, Japan and USSR), which have universal literacy the region can be divided into the following three categories:

Nine developing countries in the region have already achieved 80% or higher literacy rates:

Republic of Korea, Maldives, Philippines, Samoa, Singapore, Sri Lanka, Thailand, Tonga, Republic of Viet nam.

Five developing countries have between 50% and 80% literacy rates:

Fiji, China, Indonesia, Malaysia, Turkey.

Seven developing countries are below 50% literacy rates:

Afghanistan, Bangladesh, India, Iran, Nepal, Pakistan, Papua New Guinea.

3. Illiteracy is invariably associated with mass deprivation and socio-economic underdevelopment. Countries with over half their adult population illiterate also stand at the low end of other scales of socio-economic indicators. Typically, with very few exceptions, these countries have:

- * Infant mortality rates of over 100 per 1,000 live births;
- * One-half to two-thirds of the children undernourished;
- * Life expectancy at birth under 50 years;
- * Widespread endemic and communicable diseases;
- * One-third to one-half or more of the people below the poverty line or the minimum needed for meeting essential needs.

4. A full analysis of the literacy situation is handicapped by lack of data, but two distinct groups of illiterates are readily identifiable. The first group comprises illiterate adults living in the rural areas. While recent data on the division between urban and rural literacy rates are not available for most countries, estimates indicate that rural literacy rates are often at least 20% lower than those for urban areas. In the rural areas, the incidence of illiteracy falls more heavily on the most vulnerable section of the population, namely the rural poor, thus compounding the other social and economic disadvantages to which they are subject.

5. The second group comprises women. Of the estimated 650 million illiterates in the developing countries of the region,

some 60% are women. The rate of women's literacy determines quite decisively the overall level of literacy in a country, and a high rate is a positive influence on socio-economic development generally and on family life, children's education, health and nutrition, in particular.

National Overview 1- Pakistan lies in a zone that embraces 75% of the world illiterate population. The low literacy rate of 26.2% at present has hampered the over-all progress of Pakistan. According to the census of 1951, 13.8% of the population was literate. Slightly more than four fifths of the illiterate population lived in villages. The literacy level in Pakistan increased from 21.7% in September 1972 to 26.2% in March 1981 i.e. at an annual increase of 0.5%. There are sharp differences in literacy for the male and female population. Similarly, there are sharp differences in rural and urban literacy rates. The ratio swings from 55.3% for urban males to a low of 7.3% for rural females between the four provinces namely, Punjab, Sind, North West Frontier Province and Baluchistan.

2. Females constitute the largest group of illiterates in Pakistan. The 1981 literacy rate amongst females in the country was only 16%. There are areas in the country where female literacy is nominal but in rural Baluchistan it is 1.8%.

3. Out of 13 million people with some level of education, 46% have passed primary education. Out of the total population of those who undergo primary education, the percentage of females

is only 30.7%. The eradication of illiteracy and provision of primary education are necessarily complementary - two sides of the same coin. One cannot succeed without the other, literate mothers are likely more capable of supporting their children's education.

4. According to the Seventh Five Year Plan (1988-93) document the number of literates in 1987-88 was 21.3 million while the population of 10 years and above was 71.9 million. This gives a literacy rate of about 30%. By 1992-93 this age group population will rise to 84.3 million.

Policy Efforts:

Ever since the attainment of Independence in August 1947, the Government of Pakistan has made several efforts to eradicate illiteracy from the society. All these efforts subscribed to the common goal of making the society literate, however, the approaches differed from one another in methods and strategies.

1. According to 1951 census, the literacy rate in Pakistan was 13.6%. The then, Government of Pakistan took a serious note of this situation and suggested.

"The colossal problem can be handled properly with considerable financial support, specially trained teachers and an adequate supply of suitable literature (to remove) psychological obstacles arising from the peculiar outlook of adult literacy." The first organized program for spread of literacy was launched

in 1954 as an integral component of the village Agricultural and Industrial Development Project (village AID).

The program of literacy included provision of trained teachers, especially prepared material and mobile libraries of primers, booklets related to village life. The literacy centres were planned to become the nucleus of community development activities.

All in all the village AID Programme helped to train a considerable number of literacy teachers, developed some reading material and helped in the spread of literacy. However there was no detailed evaluation made of the programme.

ii. In 1959, the Commission on National Education (CNE) touched this problem again and recommended the following strategy:

1. To use school children as teachers in an effort to make their parents literate.
2. To use undergraduate college students as adult literacy teachers.
3. The use of one literate adult to teach an other under the "each one teach one" approach.
4. The use of radio sets to assist the teacher and stimulate interest among the villagers in literacy and general community development work. The most feasible approach would be to use community listening sets, installed perhaps in the village school or in the home of the village teachers, which would be available for

community listening at the villages when programmes were broadcasted.

5. To provide professional assistance from the Education Department to increase the efficiency of the village AID Programme.

The recommendations of commission were incorporated in to second and third five year plan from 1960 to 1970.

However, the village AID Programme was dropped. On the whole, the number of adult literacy/education centres during this period remained limited. Due to limited growth of primary education, coupled with high birth rates, the literacy efforts could not break through the problem. At the end of Plan periods, Pakistan had a literacy rates of 21.7 percent with sharp difference among provinces and disparities among rural/urban people and males and among male/female population.

III. In 1970, a new Education Policy was formulated at national level. In this policy, the following approach/strategies were recommended for the spread of literacy in the country.

1. The provinces should adopt suitable measures for providing functional education to adults and school leavers. The aim should be to cover 5 million people by 1975.

2. All employers (including the government) should provide work oriented basic education to all of their illiterate employees, in order to enable them to perform their duties efficiently.
3. Suitable institutional arrangements including the establishment of a national education corps on feasible basis should be made for implementing the programme as a complement to the programme of elementary education.
4. Special attention be given to the development of adult education to supplement the formal arrangements.

This policy could not be implemented due to internal and external turbulence.

IV. In 1971, a new policy was formulated in order to develop national education system.

One of the objectives of the new education policy was to eradicate illiteracy within the shortest possible time through universalization of elementary education and a massive adult education programme. In order to achieve this target, the policy recommended that: a massive literacy programme be undertaken in every town and village; (b) 276,000 literacy centres will be established. Farms, union council halls and other community places will be used as literacy centres. In addition extensive use of new educational technology and non conventional methods be made; and a hard core of teachers be trained, who would be supplemented by the members of the national literacy corps.

To provide education and training to those people who could not leave their home and jobs for full time studies, an institution to provide part time educational facilities through correspondence courses, tutorials, seminars, workshops, libraries, television, radio broadcasting and other mass communication media would be used for literacy programmes through the establishment of Allama Iqbal Open University (AIU).

V. In 1979 a new National Education Policy, which is the fifth policy in the historical process of educational policy development in Pakistan was announced. This policy vowed to provide a minimum level of functional literacy and fundamental education to all citizens of the country particularly the young, irrespective of their faith, cast and creed in order to enable them to participate productively in the total national effort. In order to achieve this objective, the policy recommended that:

1. Community resources will be harnessed to promote literacy throughout the country. Teaching of Quran Nazira and literacy skills will be developed in mosque schools. In Mohallah Schools, where elderly ladies teach the Quran, home economics-oriented skills will be developed among girls in addition to literacy programmes.

2. The Allama Iqbal Open University (AIU) through its mass media delivery technology will organize radio and television programmes, prepare special booklets and

reading materials for adult and mobile operational units in the rural areas.

3. Possibilities of student volunteer corps will be explored through which senior students of BA/B.Sc, M.A/M.Sc levels will be inducted to launch this programme throughout the country.
4. 10,000 workers to be engaged in these centres will be trained at the AIOU. The training of 5,000 adult literacy workers will be sponsored by the Ministry of Education while the training of remaining 5,000 adult literacy workers will be sponsored by the concerned agencies.
5. 10,000 T.V. Sets will be furnished by UNESCO which will be distributed to these centres by the Ministry of Education.
6. The programme envisaged in the five-year plan (1978-83) will be launched with full swing, utilizing all kinds of infra-structure which is available at the grass roots level.

It was expected that through the implementation of the above mentioned programmes the literacy estimated to be 24% in 1979 would rise to well over 35% by 1982-83 and 100 percent around the year 2010 A.D.

However, all these efforts, though noble they were, could not produce desired results. According to 1981 census, Pakistan had a literacy rate of 26.2%.

Some of the reasons for the failure of literacy programmes include the following:

1. The campaigns were never able to generate sufficient sustained motivation for the illiterate to become literate.
2. The administrative and organizational arrangements were unstable.
3. Teaching techniques were defective.
4. There was not enough suitable material for the neo literates.
5. Enough financial allocations were not made for this purpose.

Under this background, in 1981, the Government of Pakistan established a Literacy and Mass Education Commission to reconsider the problem of illiteracy in the society and evolve suitable strategies for spreading literacy in the society.

The LAMEC adopted a new approach to study the problem to minimise the menace of illiteracy which is persisting and perpetuating it self.

The Iqra Pilot Project:

This experiment was planned after assessment of the past approaches and their critical analysis. Based on the recognition of the gravity of illiteracy, the obstacles that blocked the implementation of any successful project for its

eradication, the Iqra Pilot Project was launched in October 1986. The programme used a non-conventional approach based on the philosophy of Non-formal Education. some of its salient features included the following:

1. To adopt an approach based on monetary incentive to the teacher which would compell him in accomplishing his goal.
2. To vector the energies of literates and illiterates of every socio-economic level of the society in one direction i.e. the struggle for the eradication of illiteracy as national movement.
3. To evolve a strategy based on totally indigenious experiences without recouring to any foreign models, so that a workable and economical solution could be found for the eradication of illiteracy in Pakistani environment.
4. Since past efforts based on person to person contact or motivation through mass media have not proved very successful, a cadre of self interested motivators to solve the problem was created.
5. Under the scheme, voluntary teachers will be the motivators.

Economic incentive for the teachers motivators were provided to compensate for the time and effort they put in to make a person literate. Any educated person e.g. house wife, ex-service men, or persons

already engaged in some economic activity would utilize their free time and skill.

Planning of the Project:

The actual concept of the IPP was a simple and direct approach to the problem. A literate, irrespective of his or her qualification, could volunteer and join the scheme to teach any number of illiterates, in his or her own time, at times and places of mutual convenience, and bring them to an acceptable level of literacy. The scheme aimed at producing 50,000 illiterates in one year from one district and federal territory of Islamabad, at a cost of Rs.1150/- per literate.

Despite the simplicity of the concept, the modalities for its implementation were perforce complex and stringent. The highlights of the planning process concept were as follows:

- a. The plan was pre dominantly result-oriented because it rewarded a teacher handsomely for the labour/effort he or she put-in, to make one or more persons literate,
- b. Emphasis on the monitoring of the scheme was an extraordinary feature of the project, concept and plan. The teacher who volunteered had to prove the credentials of the illiterate(s) presented as candidate(s) qualified through a prescribed test for becoming literate(s).
- c. In order to catch the imagination of the masses, the plan was based on an intensive motivation campaign with the help of-the mass media.

- d. It envisaged evoking awareness and mass response from the people for accelerating the pace of the literacy drive in the country.
- e. The programme wanted to develop a technique which fully took into consideration the national social trends, aspirations and above all the adverse effect of mass illiteracy on the socio-economic development.

Registration:

- a. The volunteer teacher will have to prove the true credentials of an illiterate and get his client registered through a prescribed procedure for registration.
- b. The volunteer teacher desirous to register him self and his client/clients with LAMEC, will be informed to meet the registration team of LAMEC at a duly announced prominent places in a village/mohallah.
- c. The teacher will be registered along with his/her proposed trainee/trainees in the presence of atleast three village/area elders. He will also be required to submit an evidence that each of the proposed trainee is really illiterate.
- d. There will be no time limit to complete literacy course. However, the project was supposed to be completed with in one year.

Training and Literacy Material:

It was visualized that some volunteer teachers might request for orientation training and hence facilities for their training would be provided by the project office Islamabad.

In case the volunteer teacher asks for literacy material, the same will be provided by the project office Islamabad.

Motivation:

In order to catch the imagination of the masses, the plan includes a high degree of motivational campaign with the help of mass media. However, incentive (cash award) will be the main base of motivation and the volunteer teacher will be the real motivator.

Supervisor:

There will be no need of supervision in its classical sense. However, a very comprehensive registration procedure will be followed by selective monitoring, till the examination.

Examination:

1. After receiving intimation from the registered teachers that the client is ready for examination, date and place will be announced by the examination team.

2. The examination team will verify the particulars on the authority of the copies of the registration forms issued at the time of registration.
3. The examination will be conducted in the presence of village elders and on the basis of result announced on the spot, the successful candidates will be issued literacy certificate.
4. The particulars of the new literates will be recorded in the office.

Operation of the Project:

1. The Iqra Pilot Project (IPP) was launched on October 1, 1986 and was experimented in the federal territory of Islamabad, and District of Rawalpindi upto March 31, 1988. It was a scheme that tested a new approach of tackling the colossal task and if succeeded will make 15 million illiterates into literates in a short span of time.
2. The major portion of the IPP organization was designed for field operation.
 - a. Contacting clientele, both teachers and learners.
 - b. Motivation of prospective clientele.
 - c. Registration of teachers and learners.
 - d. Conducting examinations.
 - e. A certain degree of consultancy and guidance was also provided despite limited pursue for the purpose.

Achievement as Claimed by LAHEC:

- a. Registrations: The statistics of registration are as under :-

(1) Teachers:

(a) Registered	-	7905
(b) Rewarded	-	3080 (57.8% of the registered).

(2) Learners:

(a) Registered	-	60095
(b) Appeared for test	-	27193 (45.25% of the registered illiterates).
(c) Passed	-	18842 (a. 31.35 of the registered illiterates. b. 69.29 of the appeared)

79.44% of the teachers registered belonged to the rural areas. The highest rate of registration among learners was in the urban areas i.e., 56.37%. The average per teacher was 20.56 learners in the urban and 4.19 in the rural areas. The overall teacher-learner ratio was 1: 7.26

- b. The average time to convert an illiterate into a literate came to 5 months and 10 days.
- c. Male/Female Teacher participation: Out of 7905 registered teachers, 4014 (50.77%) were female. The comparatively greater participation of females in a project of this nature emphasises an important social change in an under-developed society like Pakistan,

where female literacy is alarmingly low. The total number of successful male (U) teachers was 247 against 464 female (U) teachers, while 841 male (R) teachers were rewarded against 1528 female (R) teachers. 1195 housewives provided the largest group of teachers 287 (U) and 908 (R).

- d. **Rural/Urban Participation:** 49,53% of the total population in the project area reside in the urban area. Out of total of 7905 registered teachers, 6280 (79,44%) were from the rural areas. A greater number of successful learners were from the urban areas, as compared to rural areas.

CHAPTER-II

Methodology for Evaluation:

This is a summative evaluation of the process of planning, operation and achievement of Iqra Pilot Project.

Objectives:

The specific objectives of the study included the following :

1. To find out whether the enrolled learners were really illiterates before enrolling in the project.
2. To find out whether neo-illiterates physically exist on the addresses given in the record provided by LAMEC.
3. To determine the literacy level of neo-literates as stipulated in the project.
4. To find out how many adults became literate through Iqra pilot Project.
5. To find out whether monetary incentive given to teachers is enough to maintain motivational level in order to increase the literacy rate in the country.
6. To find out whether the student registration procedure, teacher selection and examination procedures were strictly followed or not.

Since these objectives correspond to the evaluation of planning as well as achievements of the project, therefore three issues were identified prior to developing the research design.

1. How to determine the illiteracy status of enrolled adults.
2. How to determine literacy level of neo-literates.
3. Selection of sample.

Issue Nos. 1 & 2 pertain to the process of planning while issue No.3 deals with the evaluating procedure of project's achievement. The research design was developed in the light of these consideration.

Population:

All the teachers who successfully completed their assignments were counted as teachers population. Only those students who qualified the literacy examination conducted by LAMEC i.e. 18842 constituted the student population.

Both teachers and taught came from rural and urban parts of the project area and comprised males and females.

As advised by the evaluation committee, 10% population of all the strata men/women and rural/urban was taken as a sample. The detailed description of the sampling procedure based on the principles of stratified sampling is as follows:

	R		U		Total		Grand Total
	Male	Female	Male	Female	Male	Female	
Population	270	7870	650	7560	920	15430	16350
Sample	27	787	65	756	92	1543	1635

Before the sample was identified it was found out that out of 18882 cases, 16350 were valid and the remaining 2492 were fake.

Instruments and Sources of Data:

Three types of instruments were used to obtain data:

- Interviews with the teachers and neo literate through structured questionnaire.
- Literacy test: The new literates were asked to read a news paper either in national or regional language.
- Research team members were asked to obtain the following information about the Iqra Pilot Project.
 1. To check the national registration record.
 2. Police verification.
 3. Swearing by Holy Guran.
 4. School record.
 5. Verification from village sources e.g. Numberdar, Counsellor, Postman, Imam Masjid, Teachers.

On the basis of the objectives of the study a questionnaire was developed to seek necessary information from teachers, neo literates and also provisions were made to know the opinion of the researcher.

The questionnaire consisted of three parts. Part A has 16 questions pertaining to students. The main purpose of these questions was to know the reasons for enrolling in the literacy programme, their achievements, their reaction towards it and what suggestions they would like to put forward in order to improve the project.

Part B was concerned with the researchers.

Part C deals with interviewing the teachers and consisted of 20 questions. These questions are concerned with obtaining basic information about the teachers, the number of students they taught and the other procedural work they did in carrying out the project.

The complete questionnaire is given in appendix A. In addition to that, the researchers were also asked to prepare a report based on their experiences during the field work.

These reports were also analysed and incorporated in the preparation of this report.

Data Collection:

The Academy approached the District Education Officers, Rawalpindi (male & female) and the Director General of Federal Government Educational Institutions, Islamabad to provide the services of teachers working under their jurisdiction to help in the collection of data for the present study. Both the organizations were very kind to provide the services of school teachers to collect data for evaluation.

Five teams were selected to collect the data. Each team comprised three research worker and an employee of the LAMEC to facilitate the process of collecting data.

It should be further clarified that the nominee of the LAMEC was not a part of the research team, his function was to identify the teachers and taught and provide any other relevant information.

These data collectors were trained in the Academy for 3 days. The purpose of the training programme was to provide them with basic information about the project and the purpose of the study.

In addition to interviewing the teachers and the taught they were also directed to prepare a daily report about the reliability and validity of the data. These researchers worked in the field for four weeks.

Data Analysis:

The data was coded and computerized in the Academy of Educational Planning and Management. Simple statistical techniques such as percentages and ratios were used to analyse the quantitative data. The contents of qualitative data i.e. the reports of research workers were also reviewed and a general report was prepared.

CHAPTER-III

Presentation and Analysis of Data:

Procedure adopted in carrying out this study was based on descriptive research approach. In order to draw solid and reliable generalizations about the operation and achievement of IPP, quantitative as well as qualitative data were obtained. The main sources of the data were responses of the teachers and taught of the project interviewed through the structured questionnaire. The qualitative data came through the observations of research teams in the field.

The questionnaire consisted of three parts. Part A deals with interviewing of learners in the project. Part B was concerned with researchers and deals with getting data about the attainment of literacy skills through conducting a simple literacy test.

Part C presents the opinion of teachers engaged in the Project. Following is analysis of each section.

Analysis of Learners Questionnaire:

Question No. 1 to 3 seek basic information such as name of the student, his registration No. in the LAMEC and place of his residence. There were 1635 students in all.

Q. No. 4: This question was designed to know the gender of the student. Table-1, presents sex-ratio of students with respect to their place of residence:

Table-1

MALE-FEMALE DISTRIBUTION OF ENROLLED ILLITERATES

AREA	NO RESPONSE	MALE	FEMALE	
Islamabad	1	16	241	258
Gujar Khan	0	18	385	403
Murree	1	19	354	374
Kahuta	6	5	272	283
Rawalpindi	4	21	278	303
Areas not known	1	0	13	14
Total	13 0.79%	79 4.83%	1543 94.37%	1635 100%

As is evident from the above table, total number of 1635 neo-literates were contacted all through the visits of evaluation teams in four Tehsil of Rawalpindi and some of the villages of Islamabad. Overwhelming number registered in the project were females with more than 94%. The males registered in Iqra Pilot Project were little less than 5%. Less than one percent could not be traced at their given address. It is of great significance that females were much more responsive to literacy drive than the males.

Q.No. 5: This question asked about the age range of the illiterates.

Technically any one below 15 years and above 40 years should not form part of adult literacy programmes. However, in this project, there was no age limit for registration, four age groups were classified which are shown in table-2.

Table-2

AGE RANGE OF THE LEARNERS					
AREA	NO RESPONSE	9-20 YRS	21-30 YRS	31-40YRS	41 YRS & ABOVE
Islamabad	2	173	45	29	9
Gujar Khan	4	228	87	50	34
Murree	16	186	90	35	47
Kahuta	11	133	70	43	26
Rawalpindi	7	216	38	24	18
Not known	1	4	6	1	2
Total	41 2.50%	940 57.49%	336 20.55%	182 11.13%	136 8.31%

It is obvious from the above table that 57.49 percent of registered illiterate were in the age group of 9-20 years. By adding column 2, 3 and 4, 90% of the learners were in the age bracket of 9-40 years which is generally considered as "most appropriate age group" for literacy drives.

Q. No. 6-8: These questions were designed to know the rural-urban distribution of the learners.

Table No. 3 presents the responses received with regard to these questions.

Table-3

RURAL-URBAN DISTRIBUTION OF ILLITERATES			
AREA	NO RESPONSE	URBAN	RURAL
Islamabad	1	92	165
Gujar Khan	0	223	180
Murree	2	7	365
Kahuta	10	93	180
Rawalpindi	11	145	147
Areas not known	1	13	-
Total	25	573	1037
%age	1.52	35.04	63.42

As the table shows about 63% adult illiterates enrolled in the program belonged to rural areas and 35% were from urban areas.

In spite of difficult terrain of Murree Hills, the maximum number of i.e. 365 enrolled were from that area. The programme seems more effective in rural areas as compared to urban areas.

Q. No. 10: This question was designed to know the type of materials, the teacher used in making his taught literate. Table No. 4 presents the information sought through this question.

Table-4*

AREA	TYPE OF MATERIAL USED IN TEACHING-LEARNING PROCESS									
	BLACK BOARD		BOOKS		SLATE & TAKHTI		CHARTS		OTHER	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Islamabad	73	185	256	2	134	124	3	255	243	15
Gujar Khan	113	290	391	12	301	102	14	385	384	19
Murree	58	316	356	18	313	61	136	238	248	125
Kahuta	100	183	273	10	234	49	72	211	56	227
Rawalpindi	79	224	245	8	258	45	3	300	55	248
Areas not known	5	9	13	1	6	8	-	14	12	2
Total	428	1207	1584	51	1246	389	228	1407	998	636
%age	26.17	73.82	96.88	3.11	76.20	23.79	14.94	86.05	61.03	38.84

The teaching material mainly used for literacy, confined to Books and Slate/Takhti. More than 96 percent teachers used the printed material to teach the adult illiterates. About

*The table presents the combined figures of different materials used.

76 percent also used slate/takhti. Only five percents used Blackboard as teaching aid.

Q. No. 11: This question asked the number of days, a teacher used per week to teach his taughts.

Table-5

NUMBER OF DAYS PER WEEK ENGAGED IN TEACHING LEARNING PROCESS					
AREA	NO RESPONSE	DAILY TEACHING	ALTERNATE DAYS	TWICE A WEEK	ONCE A WEEK
Islamabad	-	253	3	2	-
Gujar Khan	5	386	12	3	1
Murree	13	330	27	1	-
Kahuta	17	258	7	1	-
Rawalpindi	6	267	28	1	-
Areas not known	1	13	-	-	-
Total	42	1507	79	8	1
Percentage	2.56	92.17	4.70	0.42	0.12

It is interesting to find out that 92.17 percent teachers taught the adult illiterates daily up to the time of taking their test with the LAMEC staff. Only 4.70 percent neo-literates reported that teaching was done on alternate days.

Q. No. 12: The main purpose of this question was to know about the academic background of the illiterates. The question is divided into two sections. The first section inquires about the type of school attended by the learners before enrolling in IPP and the second section investigates about the reasons for leaving that school.

Table 6-A and B present the response of the learners about question 12's A and B part.

Table 6-A

TYPE OF SCHOOL ATTENDED BY LEARNERS BEFORE JOINING IPP

AREA	PRIMARY SCHOOL	MOSQUE SCHOOL	MOHALLAH	DEENI MADARASSA	NO RESPONSE
Islamabad	15	-	-	-	243
Gujar Khan	15	-	-	-	388
Murree	3	6	-	-	364
Kahuta	6	-	-	-	276
Rawalpindi	49	25	3	9	217
Areas not known	-	-	-	-	14
Total	88	31	3	9	1502
Percentage	5.38	1.89	0.18	.61	91.86

Table 6-B

REASONS FOR LEAVING THE SCHOOL

AREAS	NO RESPONSE	LACK OF INTEREST	DUE TO POVERTY	RELIGIOUS EDUCATION	OTHERS
Islamabad	243	5	2	-	6
Gujar Khan	388	6	2	-	7
Murree	366	-	-	5	2
Kahuta	278	-	-	-	5
Rawalpindi	231	33	3	23	11
Areas not known	14	-	-	-	5
Total	1520	44	7	28	36
Percentage	92.96	.03	-	0.19	0.02

Table 6-A indicates that the overwhelming majority did not give the response. About 91.86 percent who did not give any response might not have attended any school whatsoever in their lives. Only 5.38% were found to have attended primary schools while approximately-two percent reported to have attended other institutions.

Table 6-B again indicates that 92.96 percents did not respond to the question. This may be interpreted as that a majority of illiterates enrolled in IPP never attended any school prior to their registration.

Q. No. 13: Through question No. 13, the sources of motivation that inspired the learners to enroll in the system were asked. This question was further divided in to 4 section. The tables 7-A, B, C, D, present the response of learner about each section of the question.

Table 7-A
SOURCE OF MOTIVATION IN JOINING IPP

AREA	NO RESPONSE	COMMUNITY	PEER GROUP	LIFE EXPER:
Islamabad	190	19	45	4
Gujar Khan	169	40	127	67
Murree	124	85	100	65
Kahuta	120	34	75	54
Rawalpindi	195	57	45	6
Areas not known	6	5	2	1
Total	804	240	394	197
Percentage	49.17	1.46%	24.09	12.04%

About 50% enrolled illiterates gave no response about the reason of joining Iqra Pilot Project. The peer group influence seems to be more effective to motivate the adults to become literate. The life experiences are the other important factor which motivated i.e. 12.04% to join the literacy project. However, community seems to be indifferent towards motivating the adults to join the IPP.

Table 7-B

ROLE OF MEDIA IN MOTIVATION FOR JOINING IPP

AREAS	NO RESPONSE	PRESS	RADIO	T. V.
Islamabad	126	4	4	124
Gujar khan	76	1	17	309
Murree	180	14	119	61
Kahuta	167	0	54	62
Rawalpindi	235	0	16	64
Area not known	2	0	0	12
Total	774	19	210	632
Percentage	47.33	1.16	12.84	38.65

About 38.65% of the respondent mentioned that T.V programmes motivated them to join the project. Announcement on Radio was another source of motivation. Approximately 13% of the adults joined the IPP on the initiation of radio programmes. About 47.33% gave no response as why did they join project.

Table 7-C

ROLE OF TEACHER IN MOTIVATING THE ILLITERATES IN JOINING IPP

AREA	NO RESPONSE	YES	NO
Islamabad	34	220	4
Gujar Khan	2	385	16
Murree	76	295	3
Kahuta	11	261	11
Rawalpindi	15	255	33
Area not known	1	12	1
Total	139	1428	68
Percentage	8.50	87.33	4.15

As the table indicates 87.33% of enrolled adult illiterates in the Iqra Pilot Project were motivated by their teachers to join the project.

Table 7-D
MONETARY INCENTIVE IN JOINING IPP

AREAS	NO RESPONSE	YES	NO
Islamabad	9	114	135
Gujar Khan	5	120	278
Murree	39	187	148
Kahuta	10	112	161
Rawalpindi	11	112	180
Areas not known	1	3	10
Total	75	648	912
Percentage	4.58	39.63	55.77

It is interesting to note that about 40 percent of the teachers promised to share financial benefits with the illiterates. 56% of the respondents were not given any such commitment by the teachers.

Q. No. 14: Question No. 14 was designed to know the reaction of learners towards the Iqra Pilot Project.

Table 8 presents the reaction of the students.

Table-8

ILLITERATE'S FEELING ABOUT THE IPP

AREA	NO RESPONSE	VERY POSITIVE	SOME WHAT POSITIVE	NEGATIVE
Islamabad	0	193	65	5
Gujar Khan	1	113	285	5
Murree	14	147	194	14
Kahuta	10	107	159	4
Rawalpindi	6	136	152	5
Areas not known	1	4	9	-
Total	32	700	803	33
Percentage	1.95%	42.8%	52.7%	2%

The 42.8% enrolled adults strongly appreciated the programme while 52.7% also showed their satisfaction. By combining column 2, 3, 96.5% of respondents showed positive feelings about the programme while only 2.0% strongly disliked it. 1.5 percent of the respondents did not give any reaction.

Q. No. 15: This question was asked to find out if adult literates favour to continue this programme or the government should drop it. Table 9 presents the opinion of adult learners in this regard.

Table-9

ADULT LEARNERS OPINION ABOUT CONTINUATION/
DISCONTINUATION OF THE PROGRAM

AREAS	NO RESPONSE	YES	NO
Islamabad	1	255	2
Gujar Khan	3	395	5
Murree	24	349	1
Kahuta	11	263	9
Rawalpindi	6	285	12
Areas not known	1	13	-
Total	46	1560	29
Percentage	2.8	95.41	1.77

As is evident from the table, 95.41% of the respondents strongly favoured the continuation of the project. Only 1.77% recommended that the program be dropped.

Q. No. 16: This question was asked primarily to seek the suggestions of incumbent students to improve the programme. This was an open ended question. The respondents were free to give what ever suggestions they feel, to improve the project.

Table-10

RESPONDENT'S SUGGESTIONS WHETHER GOVERNMENT SHOULD
CONTINUE IPP

AREAS	NO RESP.	TO INCREASE LITERACY	NEOLITERATE CAN READ AND WRITE	DESIRE TO GET MORE EDUCATION	TO BECOME INTELLI- GENT	EVERY DAY WORK BECOME EASY	BETTER EDU. AT HOME	FREE AND CONVENIENT TEACHING TIMES	EDUCATION USEFUL FOR CITIZENSHIP	NO USE OF THIS PROJECT
Islamabad	13	37	72	62	9	55	14	7	2	2
Gujar Khan	9	111	75	113	16	40	33	7	1	1
Murree	19	166	89	64	9	23	5	2	5	1
Kahuta	37	41	78	31	11	57	18	0	6	6
Rawalpindi	66	38	77	68	14	18	17	1	7	5
Area not known	1	6	-	6	-	1	-	-	-	-
Total	145	399	391	344	59	194	87	17	21	15
Percentage	8.86	24.40	23.91	21.03	3.60	11.86	5.32	1.03	1.28	0.91

The neo-literates gave several suggestions for the improvement and continuation of the project. 24.40% termed it useful for increasing the literacy level in the country. 23.91% favoured it on the ground that literacy skills provided through this project would help them to read different types of reading material. About 12% responded that the literacy skills would be useful in performing their daily responsibilities. 1.03% suggested that there should be no fixed hours for teaching. 1.28% termed IPP as useful for making the people good citizen.

Only 0.91 percent respondents termed Iqra Pilot Project as "useless activity."

Analysis of Teachers Questionnaire:

The teacher's questionnaire consisted of 20 questions from serial No. 17 to 35. The following pages describe the information provided by the teachers. Question Nos. 17 & 18 are based on seeking personal information about the teachers.

Q. No. 19: This question asks about place of residence of teachers with respect to his student/students place of residence. Table 11 gives the details regarding this information.

Table-11

TEACHERS PLACE OF WORK AND RESIDENCE			
AREAS	NO RESPONSE	SAME	DIFFERENT
Islamabad	25	223	10
Gujar Khan	47	311	45
Murree	20	351	3
Kahuta	26	223	34
Rawalpindi	57	213	33
Area not known	3	11	-
Total	178	1332	125
Percentage	10.88	81.46	7.164

As is evident from the table, majority of the teachers belonged to the same community in which the adult illiterates were enrolled. About 11 percents of the teachers were not found on the addresses provided by the LAMEC. On further informations from the community, it was found that those persons never lived in that community.

Q. No. 20: In this question, the teachers were asked how did they manage to teach their students. Table 12 presents the response of the teacher.

Table-12

TEACHER - STUDENTS PLACE OF RESIDENCE & TEACHING

AREAS	TEACHER & STUDENT LIVE IN SAME VILL:	TEACH IN THE STUDEDNT VILL:	STUDENT COME TO MY VILL:	MISC.
Islamabad	236	12	10	-
Gujar Khan	357	46	-	-
Murree	348	20	2	-
Kahuta	194	62	13	4
Rawalpindi	109	78	116	14
Area not known	12	1	1	-
Total	1256	219	142	18
Percentage	76.81	13.39	8.18	1.10

About 77% of teachers belonged to the same community in which illiterate lived. This fact is also confirmed from table-11, which indicates that majority of the teachers and their students lived in common localities.

Also, it is evident from the table, usually teacher travelled to illiterate's place of residence to teach him. Only 8.68% illiterates travelled to teachers place of residence.

Q. No. 21: This question asks about the qualifications of teachers who participated in Iqra Pilot Project. Table-13 presents teachers qualification.

Table-13

QUALIFICATION OF IPP TEACHERS

AREA	NO RESPONSE	PRIMARY SCHOOL	MIDDLE	MATRIC	F.A.	B.A	M.A
Islamabad	26	22	62	105	20	22	1
Gujar Khan	41	20	115	139	49	39	
Murree	10	85	100	130	45	4	
Kahuta	21	24	95	86	35	22	
Rawalpindi	50	11	81	132	17	12	
Not known	3	-	3	5	3	-	
Total	151	162	456	597	169	99	1
Percentage	9.23	9.90	27.88	36.51	10.33	6.05	.06

As is evident from the table, the qualifications of the teacher ranged from Primary to M.A. However the majority of the teachers possessed qualifications from primary to F.A, which were approximately 75% of the total sample population. However, matriculates ranked the highest among teachers.

Q. No. 22: This question asked the teacher how he/she determined the literacy status of the students.

Originally it was decided that the teacher would use the following techniques for this purpose.

- (1) To check the National Registration Cards.
- (2) Police Verification
- (3) Swearing by Holy Quran
- (4) School Records
- (5) Verification from village sources i.e Numberdar, Counsellor, Postman, Imam-e-Masjid, Teacher.
- (6) Verification by the previous record of the literacy programme.

It was up to the teacher concerned to use any or all of the above techniques to be sure that the persons registered with him were really illiterate. Table-14 presents the record of this information.

Table-14

**SOURCES OF DETERMINING ILLITERACY STATUS
OF THE LEARNERS BY TEACHERS**

AREA	BY ASKING THE STUD:	INTERVIEW WITH PARENTS	I.D.CARD NO.	OATH
Islamabad	178	36	3	27
Gujar Khan	297	29	44	47
Murree	352	2	2	24
Kahuta	215	10	17	41
Rawalpindi	164	73	66	53
Areas not known	4	3	0	4
Total	1210	225	212	196
Percentage	61.17	13.75	12.96	11.92

This information is very important. Only 12 percent of the neo-literates took the oath that they were illiterate before joining IPP. About 12.96 percent have Identity Cards with thumb impression and form-B of their parents registration form, which may be interpreted as indicators of illiteracy. Approximately 13.76 percent parents testified about the illiteracy status of their wards. However, 61.17% of teachers just decided the illiteracy status by directly contacting the learners.

Therefore, the reliability of the illiterates enrolled in the project ranges from 25-38 percent. The remaining criteria was arbitrary and the teacher decided just on his own discussion with the illiterates.

Q. No. 23: This question was about the time duration required to make the students literate. Table-15 presents the information about this question.

Table-15

TIME REQUIRED TO LITERATE A PERSON

AREA	NO RESPONSE	ONE MONTH	THREE MONTHS	SIX MONTHS	MORE THAN SIX MONTHS	TOTAL
Islamabad	14	1	48	106	89	258
Gujar Khan	22	12	99	127	143	403
Murree	8	2	85	148	130	373
Kahuta	16	0	23	63	181	283
Rawalpindi	34	5	65	100	99	303
Areas not known	0	1	5	3	6	15
Total	94	21	325	547	648	1635
Percentage	5.74%	1.40%	20.42%	33.76%	40.24%	

As the table indicates that the time taken to make a person literate varies from 1 to 6 months. 20.42% of the neo-literate took three months to acquire literacy skills while 33.76% took 6 months and 40.24% spent more than 6 months to become literate.

Q. No. 24: This question was designed to know whether the teachers got any training in the LAMEC. Table 16 presents the responses of the teachers in this regard.

Table-16

NUMBER OF TRAINED TEACHERS

AREAS	NO RESPONSE	YES	NO
Islamabad	26	107	125
Gujar Khan	57	210	136
Murree	21	257	96
Kahuta	29	100	154
Rawalpindi	80	108	115
Area not known	3	7	4
Total	216	789	630
Percentage	13.21	48.25	38.53

As the table indicates that 48.25% of the volunteers obtained training from LAMEC before being inducted into the Project as teachers.

Q. No. 25: This question was about the duration of training done by the teacher in the LAMEC. Table-17 presents the data regarding the response of the teachers.

Table-17

DURATION OF TEACHER'S TRAINING PROGRAM

AREAS	NO RESPONSE	1-3 DAYS	4-10 DAYS	11-27 DAYS
Islamabad	150	107	-	-
Gujar Khan	179	222	0	2
Murree	115	252	3	4
Kahuta	184	93	6	0
Rawalpindi	187	116	0	0
Area not known	7	7	-	1
Total	822	797	9	7
Percentage	50.27	48.74	.55	0.42

The findings of this table confirm the results presented in table-16. It means 50% of the teachers registered with LAMEC attended training programmes for 1-3 days.

Q. No. 26: This question was asked about motivational techniques, of the teacher used to encourage the students to join Iqra Pilot Project. Table-18 describes the nature of various activities used by the teacher.

Table-18

METHODS OF MOTIVATING COMMUNITY FOR THE PROJECT

AREA	NO RESPONSE	PERSONAL INFLUENCE	IMPORTANCE OF EDUCATION	MONETARY INCENTIVE	PRESSURIZE THE PEOPLE	
Islamabad	20	139	68	30	3	258
Gujar Khan	31	131	205	33	3	403
Murree	12	39	257	78	0	373
Kahuta	23	94	138	65	6	283
Rawalpindi	38	140	107	22	6	303
Not known	3	4	7	10	1	15
Total	127	547	782	160	19	1635
Percentage	6.14	35.10	47.82	9.78	1.16	100

As the table indicates the majority of the illiterates joined the Project through personal contact and upon realizing the importance of education to them. However a small group also attended the project on the promise of sharing financial benefits with the teacher.

Q. No. 27: This question was asked about the feelings of the teachers towards the project. Table 19 presents the responses of the teacher towards this question.

Table-19

TEACHERS' FEELING TOWARDS IPP

AREAS	NO RESPONSE	VERY GOOD	GOOD	MODERATE	NEGATIVE
Islamabad	25	198	33	2	0
Gujar Khan	39	230	133	1	0
Murree	13	192	162	7	0
Kahuta	26	194	63	1	0
Rawalpindi	51	199	43	10	0
Area not known	3	2	6	3	0
Total	157	1015	439	24	0
Percentage	9.60	62.07	26.85	1.46	.0

As is obvious from the table, majority of the teachers had positive feelings towards the Iqra Pilot Project.

Q.No. 28: This question was asked about the continuation/discontinuation of the Iqra Pilot Project. Table-20 presents the opinion of the teachers.

Table-20

OPINION OF TEACHERS' TOWARDS
CONTINUATION OF THE PROJECT

AREAS	NO RESPONSE	POSITIVE	NEGATIVE
Islamabad	28	228	2
Gujar Khan	74	329	-
Murree	22	350	2
Kahuta	29	253	1
Rawalpindi	84	216	3
Area not known	3	11	-
Total	240	1387	8
Percentage	14.67%	84.83%	0.5%

As is evident from the table, majority of the teachers desired to continue Iqra Pilot Project.

Q.No. 29: This question was designed to know the student status of illiteracy through different sources.

Table No. 21 presents the responses of various people.

Table-21

VERIFIER OF STUDENTS STATUS OF ILLITERACY

AREAS	NO RESPONSE	NUMBERDAR	COUNCELOR	IMAM	POST MAN	GOVERNMENT OFFICER	SHOP KEEPER	ELDER MAN
Islamabad	161	1	5	3	0	12	37	39
Gujar Khan	249	7	15	1	9	25	58	39
Murree	326	0	2	0	0	0	16	30
Kahuta	210	7	2	0	0	20	11	33
Rawalpindi	126	0	3	27	0	4	53	90
Area not known	-	-	-	-	-	-	-	-
Total	1081	15	27	32	9	61	175	235
%age	66.12	0.91	1.65	1.95	0.55	3.73	10.70	14.37

As the table indicates that 41.22% of neo-literates could not be confirmed as illiterate prior to joining the project. 24.90% were verified from different sources which could be termed as non-reliable or doubtful.

Analysis of Research Workers Data:

Researchers were requested to provide information at two levels.

First, in the questionnaire, question No. 30-36 were addressed to the researchers to verify different information provide by teachers and neo-literates.

Secondly, they were requested to prepare a report about the quality of data. The following informations has been provided by the research workers.

Q. No. 30: This question was designed to verify whether adult literates possessed National Identity Cards or not. Table 22 presents the answer of this question.

Table-22

IDENTIFICATION OF STUDENTS THROUGH IDENTITY CARDS

AREAS	NO RESPONSE	YES	NO
Islamabad	19	157	82
Gujar Khan	70	116	217
Murree	48	114	212
Kahuta	15	221	47
Rawalpindi	74	64	165
Area not known	2	5	7
Total	228	677	730
Percentage	13.96	41.40	44.64

As the table indicates only 41.40 percent of the adult literates possessed the Identity Card while 44.64% did not have the card. About 14 percent gave no response. This situation creates confusion. The hunch is that majority of the people registered with the Iqra Pilot Project did not intentionally produce the card. Table-22 shows that 57.49% neoliterates fall within the age range of 9-20 years. The National Identity Card can only be issued to a citizen who has attained the age of 18 years. So this finding is not clear.

Q. No. 31: This question was framed to know whether the Identity Cards produced had signature/thumb impression of the adult literate. Table No. 23 presents the data about this information.

Table-23

**VERIFICATION OF LEARNERS' ILLITERACY STATUS
THROUGH IDENTITY CARDS**

AREAS	NO RESPONSE	YES	NO
Islamabad	186	24	48
Gujar Khan	282	17	104
Murree	135	29	210
Kahuta	101	54	128
Rawalpindi	27	21	55
Area not known	10	1	3
Total	941	146	548
Percentage	57.55	8.92	33.5

It is interesting to note that only 33.5 percent Identity Cards had the thumb impression while 57.55 percent gave no response while approximately 9% Identity Cards had the signatures. This again confirms findings of table no. 22.

Q. No. 32: This question was about the literacy status of neo-literates. Table 24 presents the literacy status of students enrolled in the project.

Table-24

LITERACY STATUS OF NEO-LITERATES

AREAS	NO RESPONSE	YES	NO	MIXED
Islamabad	0	251	2	5
Gujar Khan	6	348	6	43
Murree	24	319	7	24
Kahuta	10	256	6	11
Rawalpindi	12	163	102	26
Area not known	1	10	1	2
Total	53	1347	124	111
Percentage	3.24	82.38	7.58	6.78

As the table indicates 82.38 percent neo-literates could read and write the minimum level ascertained by the evaluation team. The remaining 17% respondents could not qualify to be literate according to setforth criteria of the project.

Analysis of the Research Worker's Dairy :

This study was carried out in co-operation with LAMEC. It was also decided before venturing on the project that some people from LAMEC would accompany the research team in order to facilitate the work. The research teams were selected, and trained by the Academy of Educational Planning and Management. As a part of the study programme, the researchers were also asked

to present a general report about the validity and reliability of the data which they obtained through field work. Majority of the researchers reported that:

- 1) Most of the neo-literates could not prove their Identity.
- 2) As the literacy tests were conducted through reading of a paragraph or written examination, they had the apprehension that the tests were leaked out before times.
- 3) Interviews could not take place in privacy because of interference of the LAMEC staff.
- 4) Public at large in the sample villages had the doubts about usefulness of the programme.
- 5) The general level of motivation of the neo-literates was not satisfactory.
- 6) The teachers involved in the project did not have sufficient abilities.
- 7) While the teachers had reported that they used printed material in their teaching process, they failed to produce any evidence during the field study.

Summary Findings and Conclusions:

The present study deals with summative evaluation of the pilot phase of Iqra Project introduced by LAMEC in the federal territory of Islamabad and Rawalpindi district.

The major aim of the project was to literate people through direct relationship between the teacher and the taught at any suitable place and time of their own choice. The teachers were given the incentive of Rs.1000/= as honorarium provided the "neo-literate could qualify a literacy test conducted by the LAMEC."

The project was introduced between 1986-1987 and the LAMEC claimed that approximately 18882 illiterates became literate through the project.

The main purpose of this study was to evaluate the effectiveness and achievements of this project.

For this purpose, 10 percent of neoliterates were selected as a sample for the study. These people were men/women - both from rural and urban areas. A questionnaire consisting of 43 questions relating to various aspect of the project was prepared by the Academy of Educational Planning and Management.

The questionnaire was divided into three parts. Questions from serial No. 1-16 were asked from the neo-literates enrolled with Iqra Pilot Project. Most of the questions in this category tried to find out the causes of registration with the Project, some basic informations such as their National Identity Card No., proof of illiteracy prior to registration with Iqra Pilot Project and time taken to become literate and their reaction towards the project.

Second part of the questionnaire from serial No. 23-43 were addressed to teachers of the project. The main purpose of these questions was to know (a) How did they identify their students (b) What motivational techniques they used (c) What was their way of teaching (d) How many days a week they engaged in teaching work and (e) how many illiterates they made literate.

The third section of the questionnaires from serial No. 17 to 22 was based on instructions to the research teams to obtain reliable and valid data.

The researchers were trained in the Academy for three days. During the training programme, they were given orientation about Iqra Pilot Project, purpose and procedure of the study, and importance of data they were assigned to obtain to make study objective for evaluation.

Five research teams were selected. LAMEC was also approached to provide staff members to accompany the research teams in order to facilitate the process of data collection. It

should be further clarified that LAMEC staff was not a part of the research team, their function was to identify the teachers and taught and provide any other relevant information.

The data obtained were analysed in the computer. Following are the findings of this study:

1. The Iqra Pilot Project overwhelmingly attracted females (94%) to become literate. This reflects very clearly that the cultural attitudes towards female education are very positive for the development of education in rural areas.
2. In spite of the fact that the project was for adult illiterates (i.e. ages 10 to 45 years) but it attracted relatively younger age group between 9-20 years which comprised 59.49% of those who enrolled in the project.
3. 65% adult illiterates who enrolled in the project belonged to rural areas and 35% were from urban areas.
4. Time taken to literate a person varies from one month to more than six months. 20.42% of the neo-literate took three months to acquire the literacy skills, while 33.76% took 6 months and 40.24% spent more than 6 months to become literate.
5. The most effective motivational campaign was through T.V and Radio (51.35%) followed by peer group influence (24%) and relatively small number of illiterates (12.04%) decided on its own to join the project.
6. Majority of Teachers (78.81%) belonged to the same community in which adult illiterates were enrolled.
7. The qualifications of teachers varied from Primary to F. A., (75%) and the remaining (25%) were either have higher qualification or could not definitely specify the qualification.
8. Only 12% of the neoliterates took the oath that they were illiterate before joining Iqra Pilot Project.
9. Another 12% also produced either identity cards with thumb impression that can be interpreted as indicator of their illiteracy or Form-B of their parents registration which also pointed out their illiteracy status.

10. Approximately 11% of the parents testified about the illiteracy of their wards.
11. 65% of the people could not provide any evidence prescribed by the evaluation team of their "illiteracy status" prior to joining the project.
12. Further investigation was done and 1503 registration forms out of the total sample of 1635 were checked by the District Registration Offices of Islamabad and Rawalpindi 356 cards had either incorrect names or numbers. The Form-B of the registration form which indicates literacy status of the wards of the parents could not be traced out for 306 cases. 429 identity cards of the learners had signatures. National identity cards of 122 persons could not be traced out. The reasons may be that either these people got their cards after being literate or they were registered out of Rawalpindi and Islamabad. Therefore, only 413 (27.48%) card were found with "Thumb Impression" on their application forms submitted at the time of obtaining National Identity Cards. This leads to the assumption that only 27.48% were found to be really illiterate before joining the IPP and the remaining 72.52% were probably already literate because they had signed their names on registration forms.
13. 82% neo-literates could read and write the minimum level prescribed by the evaluation team but as 65% enrolled in the programme assumed to be literate hence the literacy ratio of neo-literates is not more than 17%. Through another source 72.52% were assumed to be already literate according to the information provided by District Registration Office, which means that only 9.48% (10.3% if the base is 1635) were made literate under the project.
14. The researchers who collected the data were also asked to present a general report about the validity and reliability of the data which they obtained through field work. Majority of the researchers reported that:
 - i) Most of the neo-literates could not prove their identity.
 - ii) As the literacy tests were conducted through written material, the tests were leaked before time.
 - iii) Interview could not take place in privacy because of interference of the LAMEC staff.

Conclusion:

The findings of this study provide all the necessary evidence that:

- i) The project was not properly implemented and serious deficiencies were found in its monitoring. As a result, the achievements claimed by LAMEC are far below the proclaimed figures. The LAMEC claimed that 18382 adults were made literate under the project whereas the number of literates before launching the Evaluation of Iqra Project and through the checking of record found out to be 16350. The actual number made literates through the project at best was 17% of 16350 i.e. 2780. It can be stated that with a total investment of Rs.1635000 (Rupees 1.635 million) only 2780 persons could be made literate. This means that one illiterate acquired literacy skill on average cost of Rs.5881/-.
ii) Under the National literacy plan (1984-86) a three year model project continued the work till 1986 and was implemented in nine districts all over the country. The first year target was to make half a million people literate. When the project was evaluated it was found out that only 18,000 were made literate during the first year. As a result that achievement level was only 3.6% and project fell 96.4% short of target. The actual expenditure to make one person literate under

the National literary plan came to over Rs.3000/- instead of Rs.147/- as reflected in budget estimates.

- iii) No convincing evidence was found that the majority of students enrolled in the project were illiterate before joining the programme. At best 35% registered, adults were illiterate before joining the project.
- iv) The LAMEC claimed that the teacher-pupil ratio in the project was approximately 1 to 7. However, this fact could not be confirmed because of ambiguous identity of the neo-literates.
- v) The literacy ratio of the neo-literates is not more than 17% because about 65% enrolled in the programme were already literate. Verification of registration forms of neo-literates also showed that only 27.48% were found to be really illiterates before joining the project.
- vi) Project has shown some effectiveness and attracted women because 94% registered illiterates were females. Necessary precautions in the implementation of the project may yield useful results.

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