

Study of Universal Primary Education (UPE) Program of National Commission for Human Development (NCHD) in Pakistan to Improve Primary Education in Pakistan

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Abstract

Primary education is very important level of education. It contributes more towards the socio economic growth of the country. Provision of Primary education is the right of every child (Universal Declaration of Human rights (1989)) and is recognized by the Government of Pakistan. Resources available with the Government of Pakistan are not sufficient to provide this opportunity. The Government alone cannot meet the challenges. So some other organizations like NCHD also support the primary education of the country by its Universal Primary Education (UPE) program. NCHD is playing a vital role in the development of primary education in the country. The contribution of NCHD has not been fully determined. To plan for future, it is required that the contribution of NCHD should be determined. Recently a study was conducted to investigate the role of NCHD in the development of Primary education in Pakistan. Study was delimited to Khyber Pakhtunkhwa province. Six districts of high literacy rate and six districts of low literacy rate were selected as sample. The major findings of the study related to contribution Universal Primary Education program of NCHD in Khyber Pakhtunkhwa are presented in this study. This can be generalized to Pakistan.

Keywords: Universal primary education, Program of national commission for human development, Primary education.

Introduction

Education is the vehicle to progress and prosperity of all nations. Education is very important enterprise of the current century with the emergence of globalization. The first verse revealed on Holy Prophet (PBUH) was about “reading”.¹ In Islam education is very

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important for both males and females. Education is the right of every child. It is the responsibility of the state to provide education to every child. "Everyone has the right of education"² states the Universal Declaration of Human rights.³ It is a fundamental right and has been recognized in the convention on the Rights of the child⁴ stressing that "every child has a right to education "and it is the duty of the state to ensure that primary education is free and compulsory."⁵ Being signatory of the universal declaration of Education for All during Jometein World Conference on Education held in 1990, Pakistan is bound to provide educational facilities to obtain Universal Primary Education. It is to be noted that efforts are made to increase literacy level. According to the Census Bulletin of Pakistan, published in March 1999, the literacy rate has increased from 26.6 percent to 45.4 percent in March 1998 showing 72 percent increase. Education contributes more in physical, mental, cultural and social development of the people. Therefore nobody should be denied to it. It is a fact that all developed countries have achieved their position after obtaining hundred percent literacy rates.

Universal Primary Education

Primary education has been known as the important level in attaining the literacy rate. It increases the literacy rate as well economic growth of the country. Throughout the world the role of primary education in contributing towards the socio-economic development has captured the attention of researchers. This further emphasizes upon the role of primary education in developing countries like Pakistan. Being signatory of the universal declaration of Education for All during Jometein World Conference on Education held in 1990, Pakistan is bound to provide educational facilities to obtain Universal Primary Education under Millennium Development Goal#2 by 2015. It is to be noted that literacy level was low and efforts are made to increase this level. Our country Pakistan has limited resources. Governments of Pakistan along with other organizations try to improve primary education in the country. NCHD also works with the GOVT. education departments at Federal, Provincial and District level to improve Universal Primary Education.

National Commission for Human Development (NCHD)

Education and development are linked with each other directly and indirectly. Keeping in view these ideas Pakistan since its inception has emphasized the importance of education for its national

development and every government has provided all opportunities to people to acquire primary education. The target date for achieving UPE is presently set by 2015 in agreement with Millennium Development Goals (MDGs). The National Commission for Human Development (NCHD) was formed in 2002 by the Presidential directive for human development in Pakistan. NCHD is closely working with the Education Departments at the Federal, Provincial and District level to meet the target set under MDG# 2.

The nations of the world speaking through the universal Declaration of Human Rights, asserted that “everyone has a right to education,” as more than 100 million children have no access to primary schooling. More than 100 millions fail to complete basic education program. There are approximately 19 million primary school age children in Pakistan. Almost 47% of primary age children are still not in school in the country.⁶ Out of approximately 19 million primary school age children in the country, approximately 7 million children are out of school either due to lack of access to schooling because of poverty, lack of available school nearby or working as child labor is open to question.⁷

Universal Primary Education program is an important and focused activity of NCHD for achieving 100 percent enrollments of children of age group 5-7 years in schools. The role of Universal Primary Education (UPE) program of NCHD deserves an in-depth study so that its contribution is understood by policy makers. It is urgently needed to explore the contribution of UPE program of NCHD in the country with respect to its effectiveness. Therefore this study has been designed to investigate the contribution of UPE program of NCHD in the country to the primary education in Pakistan.

In this study researcher examined the effectiveness of UPE program of National Commission for Human Development (NCHD) in achieving Universal Primary Education (UPE) targets in Pakistan and to suggest measures to improve the state with regard to Universalization of Primary Education in the country. Contribution of NCHD in Improving Universal Primary Education in Pakistan

NCHD launched its Universal Primary Education (UPE) program in different districts of Pakistan. NCHD opened feeder schools in the areas where required to make easy the accessibility of schools to children. NCHD provided Feeder Teachers to its feeder schools and also to Government primary schools on need

basis. NCHD plays important role in universal primary education program by providing facilities in increasing enrollment rate, decreasing dropout rate, improving quality education, community involvement and administrative affairs. How far the NCHD is contributing in attaining the universal primary education program is a fact to be explored.

Study was carried out in which contribution of NCHD in the development of universal primary education program in Pakistan has been investigated. This study has presented the contribution of NCHD in Universal Primary Education program. Feeder Teachers from sample of twelve districts of Khyber Pakhtunkhwa, six of high literacy rate and six of low literacy rate were selected for study. In these districts 250 feeder teachers from Government Primary Schools and 117 from Feeder Schools were taken as sample. A questionnaire (pilot tested and finalized) sent to Feeder Teachers to study the five parameters of enrollment, drop out, quality education, community involvement and administrative affairs. Feeder Teachers were the main source of data because they were directly involved in UPE program. Major findings of this study are presented in the following tables. (SA; Strongly Agree, A; Agree, UN; Uncertain, DA; Disagree, SDA; Strongly Disagree)

Table 1: Provision of Basic Facilities in Primary Schools by NCHD to Enhances Enrollment

Statement	Level	SA	A	UN	DA	SDA
Provision of basic facilities by NCHD to primary school enhances students' enrollment.	Frequency	118	152	28	16	13
	Percentage	36.08	46.48	8.54	4.80	3.90

Table shows that majority of Feeder teachers 270 (83 percent) responded that basic facilities in primary schools by NCHD enhances student' enrollment.

Table 2: Availability of Female School Teachers in Primary Schools Boost Enrollment

Statement	Level	SA	A	UN	DA	SDA
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Female school teachers boost up enrollment rate of female students at primary schools.	Frequency	108	185	16	6	12
	Percentage	33.00	56.00	5.00	1.80	3.00

Table shows that majority of respondents 293 (89 percent) agreed that female school teachers boost up enrollment rate of female students at primary schools. This indicates that NCHD has provided female teachers to primary schools.

Table 3: Activities of Feeder Teachers Maximizes Enrollment

Statement	Level	SA	A	UN	DA	SDA
Activities of feeder teachers maximizes student's enrollment.	Frequency	141	169	9	6	2
	Percentage	43	51	3	2	0.60

Table shows that majority of respondents 310(94 percent) agreed that activities of feeder teachers maximizes student's enrollment. This shows that feeder teachers have arranged activities for maximizing students' enrollment.

Table 4: Accessibility of Primary school to Students increases Enrollment

Statement	Level	SA	A	UN	DA	SDA
Accessibility of primary schools to students increases student's enrollment.	Frequency	128	157	19	19	4
	Percentage	39	48	6	6	1

Table 4 shows that majority of respondents 285(87 percent) agreed that accessibility of primary schools to students increases student's enrollment.

Table 5: Incentives are awarded to Feeder Teachers on Achieving Higher Enrollment

Statement	Level	SA	A	UN	DA	SDA
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Feeder teachers of outstanding schools are awarded incentives for higher enrollment.	Frequency	138	112	26	50	1
	Percentage	42	35	8	16	2

Table 5 shows that majority of respondents 250 (77 percent) agreed that feeder teachers of outstanding schools are awarded incentives for higher enrollment.

Table 6: Enrollment Campaign of UPE Achieves Targets of NCHD

Statement	Level	SA	A	UN	DA	SDA
Enrollment campaign of UPE program achieves the targets of NCHD.	Frequency	111	163	25	26	2
	Percentage	34	50	8	8	0

Table shows that majority of respondents 274 (84 percent) agreed that enrollment campaign of UPE program achieves the targets of NCHD.

Table 7: Performance of Feeder Teachers Maximizes Enrollment

Statement	Level	SA	A	UN	DA	SDA
Performances of feeder teachers under NCHD guidance maximizes students enrollment.	Frequency	134	174	8	7	4
	Percentage	41	53	2.8	2.1	1

Table shows that majority of respondents 308 (94 percent) agreed that performances of feeder teachers under NCHD guidance maximizes students enrollment.

Table 8: Community Involvement Maximizes Students Enrollment

Statement	Level	SA	A	UN	DA	SDA
Community involvement by	Frequency	126	177	12	7	4

NCHD maximizes student's enrollment in primary schools.	Percentage	39	54	4	2.1	1
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Table shows that majority of respondents 303 (93 percent) agreed that community involvement by NCHD maximizes students enrollment in primary schools.

Table 9: UPE Program of NCHD Achieve the Goals in Enrollment by 2015

Statement	Level	SA	A	UN	DA	SDA
NCHD program of UPE is likely to achieve the goals in student's enrollment by 2015.	Frequency	84	150	35	43	5
	Percentage	26	46	11	14	5

Table shows that majority of respondents 234(72 percent) agreed that NCHD program of UPE is likely to achieve the goals in student's enrollment by 2015.

Table 10: Feeder Teachers Activities Minimizes Students Dropout

Statement	Level	SA	A	UN	DA	SDA
Feeder teachers activities minimizes students drop out.	Frequency	122	180	14	7	4
	Percentage	37	55	4.3	2.1	1

Table shows that majority of respondents 302 (92 percent) agreed that feeder teachers activities minimizes students drop out.

Table 11: Female Teachers in Primary Schools Maximizes Retention of Girls Students

Statement	Level	SA	A	UN	DA	SDA
Female teachers in primary schools are necessarily required for retention of girls' students in schools.	Frequency	111	186	24	5	1
	Percentage	34	58	7	1.5	1

Table shows that majority of respondents 297 (92 percent) agreed that female teachers in primary schools are necessarily required for retention of girls students in schools.

Table 12: Community Involvement in UPE Program Increases Students Retention

Statement	Level	SA	A	UN	DA	SDA
Community involvement in UPE program reduces student's retention.	Frequency	99	201	14	8	4
	Percentage	30	62	4	2.5	1.5

Table shows that majority of respondent 300 (92 percent) agreed that community involvement in UPE program reduces student's retention.

Table 13: NCHD Support of Deserving Students Minimizes Students Dropout

Statement	Level	SA	A	UN	DA	SDA
NCHD support of deserving students has an important role in minimizing student's dropout.	Frequency	103	191	21	5	6
	Percentage	32	59	6.4	1.5	1.9

Table shows that majority of respondents 294 (91 percent) agreed that NCHD support of deserving students has an important role in minimizing student's dropout.

Table 14: Primary School Adopt Mechanism to Minimizes Students Drop out

Statement	Level	SA	A	UN	DA	SDA
Primary schools adopt mechanism to minimize student's dropout in achieving the desired goals.	Frequency	105	182	17	19	3
	Percentage	32	56	5	6	1

Table shows that majority of respondents 287 (88 percent) agreed that Primary schools adopt mechanism to minimize student's dropout in achieving the desired goals.

Table 15: Students drop out are controlled by an effective system.

Statement	Level	SA	A	UN	DA	SDA
Student's dropout is controlled by an effective system.	Frequency	96	171	40	15	5
	Percentage	29	52	13	5	1

Table shows that majority of respondents 267(81 percent) agreed that student's dropout are controlled by an effective system.

Table 16: Friendly attitude of Feeder Teachers reduces Students Drop Out

Statement	Level	SA	A	UN	DA	SDA
Friendly attitude of trained feeder teachers reduces student's dropout.	Frequency	117	180	23	5	2
	Percentage	36	55	7	1	0.5

Table shows that majority of respondents 297 (91percent) agreed that friendly attitude of trained feeder teachers reduces student's dropout.

Table 17: UPE Program of NCHD is Achieving Goals in Minimizing drop out By 2015

Statement	Level	SA	A	UN	DA	SDA
UPE program of NCHD is likely to achieve the goals in minimizing student's dropout	Frequency	80	176	36	31	4
	Percentage	24	54	11	9	1

Table shows that majority of respondents 256 (78percent) agreed that UPE program of NCHD is likely to achieve the goals in minimizing student's dropout by 2015.

Table 18: NCHD Teaching Learning Materials assists in providing Quality Education in UPE Program of NCHD

Statement	Level	SA	A	UN	DA	SDA
NCHD teaching learning materials assists in providing quality education in UPE program.	Frequency	105	163	25	26	8
	Percentage	32	50	7.7	8	2.4

Table shows that majority of respondents 268 (82 percent) agreed that NCHD teaching learning materials assists in providing quality education in UPE program.

Table 19: Teaching Methodologies of Trained Feeder Teacher Boost Quality Education

Statement	Level	SA	A	UN	DA	SDA
Teaching methodologies of trained feeder teachers boost quality education at primary schools.	Frequency	104	193	18	10	2
	Percentage	32	59	5	3.4	0.6

Table shows that majority of respondents 297 (91 percent) agreed that teaching methodologies of trained feeder teachers boost quality education at primary schools.

Table 20: Periodic Assessment by DEOs is Necessary for Quality Education

Statement	Level	SA	A	UN	DA	SDA
Periodic assessment by DEOs is necessary for quality education at primary school	Frequency	137	143	24	14	9
	Percentage	42	44	7	4	3

Table shows that majority of respondents 280 (86 percent) agreed that periodic assessment by DEOs is necessary for quality education at primary school.

Table 21: UPE Program of NCHD is Likely to Achieve Goals in Quality Education

Statement	Level	SA	A	UN	DA	SDA
UPE program of NCHD is likely to achieve the goals in quality education by 2015.	Frequency	92	171	29	30	5
	Percentage	28	52	8.9	9	1.4

Table shows that majority of respondents 263 (80 percent) agreed that UPE program of NCHD is likely to achieve the goals in quality education by 2015.

Table 22: Community Involvement is Necessary to Identify Problems in UPE Program

Statement	Level	SA	A	UN	DA	SDA
Community involvement is necessary to identify problems for UPE program.	Frequency	105	195	13	8	4
	Percentage	32	60	4	2.5	1

Table shows that majority of respondents 300 (92 percent) agreed that community involvement is necessary to identify problems for UPE program.

Table 23: NCHD Motivation of Female Students towards UPE Program is Necessary

Statement	Level	SA	A	UN	DA	SDA
NCHD motivation of female students towards UPE program is necessary.	Frequency	105	193	17	8	4
	Percentage	32	59	5	3	1

Table shows that majority of respondents 298 (91 percent) agreed that NCHD motivation of female students towards UPE program is necessary.

Table 24: Local Support of Community is Necessary to Achieve Goals of UPE Program

Statement	Level	SA	A	UN	DA	SDA
Local support of community is necessary to achieve goals of UPE program	Frequency	111	188	16	10	2
	Percentage	34	58	5	3	0.6

Table shows that majority of respondents 299 (92 percent) agreed that local support of community is necessary to achieve goals of UPE program.

Table 25: NCHD Adopt Strategies to Ensure Community Involvement for UPE

Statement	Level	SA	A	UN	DA	SDA
NCHD adopt strategies to ensure community involvement for UPE program.	Frequency	104	189	17	16	1
	Percentage	32	58	5.2	5	0.2

Table shows that majority of respondents 293 (90 percent) agreed that NCHD adopt strategies to ensure community involvement for UPE program.

Table 26: UPE Program of NCHD is likely to Achieve Goals in Community Involvement by 2015

Statement	Level	SA	A	UN	DA	SDA
UPE program of NCHD is likely to achieve the goals in community involvement by 2015.	Frequency	87	151	42	42	5
	Percentage	27	46	13	13	1.3

Table shows that majority of respondents 238 (73 percent) agreed that UPE program of NCHD is likely to achieve the goals in community involvement by 2015.

Table 27: Trained Feeder Teacher Role is Necessary in Resolving Administrative Problems of UPE Program

Statement	Level	SA	A	UN	DA	SDA
Trained feeder teacher's role is necessary in resolving administrative problems of UPE program.	Frequency	89	174	30	29	5
	Percentage	27	53	9.1	9.	1.3

Table shows that majority of respondents 263 (80 percent) agreed that trained feeder teacher's role is necessary in resolving administrative problems of UPE program.

Table 28: Village Education Committee has Role in Minimizing Administrative Problems in UPE Program

Statement	Level	SA	A	UN	DA	SDA
Village education committee has a key role in minimizing administrative problems under UPE program.	Frequency	93	203	21	8	2
	Percentage	28	62	7	3	0.6

Table shows that majority of respondents 296 (90 percent) agreed that village education committee has a key role in minimizing administrative problems under UPE program.

Table 29: UPE Program of NCHD is Likely to Achieve Goals in Resolving Administrative Problems by 2015

Statement	Level	SA	A	UN	DA	SDA
UPE program of NCHD is likely to achieve the goals in resolving administrative problems by 2015.	Frequency	77	160	49	37	4
	Percentage	24	49	15	11	1

Table shows that majority of respondents 237 (73percent) agreed that UPE program of NCHD is likely to achieve the goals in resolving administrative problems by 2015.

Summary

A study was conducted to evaluate the Universal Primary Education (UPE) Program of National Commission for Human Development (NCHD) in Pakistan. Questionnaire was developed on five parameters of increase in enrollment rate, decrease in dropout rate, quality education, community involvement and administrative affairs. Questionnaire was pilot tested, finalized and send to the Feeder Teachers of twelve districts ,six of high literacy rate districts and six of low literacy rate districts in Khyber Pakhtunkhwa. The findings of the study shows that NCHD enhanced enrollment of students by providing basic facilities in primary schools, provision of female teachers in female primary schools, effective activities of feeder teachers, accessibilities of primary schools to students, awarding rewards to outstanding teachers for higher enrollment, performance of feeder teachers and community involvement for enhancement enrollment. The teachers also opined that NCHD enrollment campaign is likely to achieve its enrollment targets by 2015. Feeder Teachers opined that dropout of students is minimized by different activities of Feeder Teachers, female teachers in female primary schools, community involvement, NCHD support of deserving students, a specific mechanism of NCHD, provision of effective system and friendly attitude of trained feeder teachers. Feeder teachers also opined that NCHD is likely to achieve goals in minimizing dropout of students by 2015. The quality education was increased by teaching learning materials, teaching methodologies of trained feeder teachers and periodic assessment by DDOs. They also opined that NCHD is likely to achieve its targets in quality education by 2015. The community involvement in UPE program results in identifying problems, motivation of female students, local support of community and adaptation of strategies to community involvement, they also opined that NCHD will achieve targets in community involvements by 2015. In administrative affairs the feeder teachers opined that role of trained feeder teachers and village education committee helps to resolve administrative affairs. They also opined that UPE program of NCHD is likely to achieve goals in administrative affairs in 2015.

Notes & References

¹ Al-Quran, 96:1

² UN General Assembly, "Universal declaration of human rights", Article, 26 (1948), p. 7

³ Ibid.

⁴ Geraldine Van Bueren, *The international law on the rights of the child*. Vol. 35 (n.p: Martinus Nijhoff Publishers, 1998).

⁵ Ibid.

⁶ NCHD, *Evaluation Report 2005* (Islamabad: National Commission for Human Development, 2007). See also: NCHD, *Annual Report 2008-09* (Islamabad: National Commission for Human Development, 2009).

⁷ Ibid.