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ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Course: Adult Education (835) • Level: MA/MEd

Semester: Autumn 2026

Assignment No. 2 (Units 5–9)

Total Marks: 100 • Pass Marks: 40

SOLVED ASSIGNMENT GUIDE

(For Study & Reference)

Note: This guide is prepared for study and reference purposes. Students are advised to read the relevant units of the course book, understand the concepts, and then write the assignment in their own words. Copying this guide word for word is not recommended.

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Question 1: Role of Different Organisations in Promoting Adult Education in Pakistan (20 Marks)

Q1. Discuss in detail the role of different organizations in promoting adult education in Pakistan. (20)

Introduction

Pakistan's adult education problem is far too large for any single agency: roughly four out of ten adults cannot read and write, the backlog grows as out-of-school children become illiterate adults, and the need extends beyond literacy to health, livelihood and digital skills. Over the decades, therefore, a whole ecology of organisations has grown up — federal and provincial

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governments, dedicated literacy commissions and departments, the armed forces and paramilitary bodies, universities and open education, non-governmental organisations, international agencies, employers, religious and community institutions and the media. This answer discusses the role of each in detail, and then assesses critically how well the parts work together and where the gaps remain.

Federal Government and Policy Organisations

At the federal level the state has created a succession of dedicated bodies. The National Education Council and successive education policies (1947 onwards, notably 1972, 1979, 1992, 1998–2010 and the National Education Policy 2009) repeatedly set literacy targets. Operationally, the landmarks are the Literacy and Mass Education Commission (LAMEC, 1981), which ran pilot literacy projects and the well-known Iqra pilot, and its successor the National Commission for Human Development (NCHD, 2002), which adopted a district-based model: literacy centres opened through district governments, local volunteers trained as teachers, and a target of raising literacy district by district; NCHD has reported opening hundreds of thousands of literacy centres and also runs feeder schools for out-of-school children. The Ministry of Federal Education and Professional Training coordinates policy, the inter-provincial education ministers' forum aligns provinces, and after the 18th Amendment (2010) education — including literacy — became primarily a provincial responsibility, with the federation retaining standard-setting, international commitments (SDG-4) and coordination. Article 25-A of the Constitution guarantees free and compulsory education to children 5–16, which indirectly serves adult education by staunching the future flow of illiterates, while national

literacy targets under Education for All and the Sustainable Development Goals frame Pakistan's obligations. The federal contribution is thus chiefly policy, finance for national programmes, standards and reporting; its weakness has been discontinuity — commissions created, renamed and starved in cycles.

Provincial Governments and Literacy Departments

Provinces carry the main executive burden, and their institutional arrangements now drive most public provision. Punjab created a separate Literacy and Non-Formal Basic Education Department (2002), which runs Non-Formal Basic Education Schools for out-of-school children and adolescents, adult literacy centres, and mobile and community models, and has pioneered digital monitoring; Sindh works through its Education and Literacy Department and non-formal education directorate; Khyber Pakhtunkhwa through its Elementary and Secondary Education Department and the merged districts' programmes; Balochistan through its Bureau of Curriculum and non-formal education initiatives with donor support. Provincial roles include opening and supervising literacy centres, recruiting and paying (usually honorarium-based) teachers, supplying primers, conducting learner assessment and certification, and running campaigns such as enrolment and literacy drives attached to the school system. District governments and education offices perform the field-level tasks: centre identification, community mobilisation and monitoring. The strength of this tier is reach and continuity of employment; its weaknesses are low budget share for non-formal education within education budgets, teacher honoraria too small to retain quality, and monitoring that counts centres more readily than learning.

Allama Iqbal Open University and the Universities

Allama Iqbal Open University (AIOU), established in 1974 as the first open university in Asia, is itself one of Pakistan's largest adult-education organisations: its distance system delivers matric-to-PhD education to working adults, housewives and remote learners who could never attend campus, and its Department of Distance, Non-Formal and Continuing Education trains the very professionals who staff the sector. AIOU has also run functional literacy and community education projects and produces research and trained manpower in adult education as a discipline. Conventional universities contribute through departments of education, adult and continuing education programmes, literacy centres run by students under social-work requirements, and research and evaluation studies. Their role is small in direct numbers but strategic: they supply the trained planners, supervisors and evaluators without which mass programmes cannot maintain quality.

Non-Governmental Organisations

NGOs supply much of the innovation and community-level energy in the sector. Large national organisations — among them the Aga Khan Rural Support Programme and the Rural Support Programmes network (NRSP, SRSP, BRSP and others), Bunyad Literacy Council, Khwendo Kor, the Society for Community Support for Primary Education in Balochistan, Idara-e-Taleem-o-Aagahi, and many local bodies — organise communities, form women's groups, open literacy and non-formal centres, link literacy with microcredit, health and livelihood skills, and reach populations (rural women, minorities, remote valleys) that bureaucracies reach last. Their methods frequently embody andragogical good practice: local female teachers, home-based

centres, primers in local languages and content tied to income and health. Alongside them, industry and employers run workplace literacy (a number of mills, factories and the armed forces' own establishments teach their workers), trade unions have historically run workers' education, and professional bodies support continuing professional development, which is adult education for the already educated. The NGO sector's limits are scale and sustainability: donor-funded projects flourish for three years and vanish, coverage maps are patchy, and quality varies without a common certification system.

International Organisations

UNESCO has shaped Pakistan's adult education conceptually and technically since the 1950s — from fundamental education through the Asia-Pacific Programme of Education for All (APPEAL) to capacity building for literacy planners, the development of post-literacy materials and advocacy that produced the Islamabad Declaration and national literacy years. UNICEF supports non-formal basic education, especially for girls and out-of-school children; the World Bank, Asian Development Bank, USAID, FCDO (formerly DFID) and JICA have financed major provincial literacy and non-formal education projects, supplied technical assistance and funded evaluations. International NGOs such as the Aga Khan Foundation add both funds and models. This support brings money, expertise and global standards; its risk, visible in Pakistan's history, is project-isation — parallel structures that collapse when financing ends — and imported models insufficiently adapted to local languages and conditions.

Religious, Community and Media Organisations

Mosques, madrasas, churches and community institutions educate adults continuously and command trust that official programmes envy. Many madrasas now teach literacy and national curriculum subjects alongside religious education; mosque-based literacy and the use of imams' influence for enrolment and health messages have been used, with varying success, in official campaigns. Community organisations, village committees, parent-teacher councils and local philanthropists provide premises, oversight and social pressure for attendance — often the decisive factor in whether a centre functions. Finally, the media educate adults at the largest scale of all: Pakistan Television and Radio Pakistan have long run literacy, agricultural and health education programmes, AIOU's broadcast and online media reach its million-plus learners, and mobile phones now deliver literacy apps, voice messages for low-literate users and social-media learning. Any serious account of 'organisations promoting adult education' must count these informal giants, even though their work is rarely labelled adult education.

Table 1: Organisations promoting adult education in Pakistan and their main roles

Organisation / sector	Main contribution
Federal bodies (Ministry, NCHD; formerly LAMEC)	Policy, national programmes, standards, SDG reporting
Provincial literacy / NFE departments	Literacy centres, NFBE schools, teachers, primers, assessment
AIOU and universities	Distance education for adults, professional training, research
NGOs and rural support programmes	Community mobilisation, women's literacy, literacy-plus-livelihood models
International agencies (UNESCO, UNICEF, donors)	Finance, technical assistance, materials, evaluation, advocacy

Employers, forces, unions	Workplace and service literacy, workers' continuing education
Religious & community bodies, media	Trust, premises, mobilisation, mass educational broadcasting

Critical Assessment: Coordination and Gaps

In detail, then, Pakistan does not lack organisations, it lacks a system. Duplication and gaps coexist — several agencies in accessible villages, none in remote ones — because there is no continuously updated national literacy map or registry of providers. Certification of adult learners is fragmented, so a neo-literate's achievement is not portable into employment or further education. Financing is thin and project-based across all sectors, and coordination bodies meet irregularly. The most successful experiences — NCHD's district model at its best, Punjab's monitored non-formal schools, NGO women's literacy-plus programmes — share three features: a permanent local structure, a paid and trained local teacher, and linkage of literacy to something else the learner values. Policy should therefore aim less at creating new organisations and more at orchestrating existing ones: common standards and certification, shared data, stable financing and district-level coordination in which government, NGOs, universities, employers and communities each do what they do best.

Conclusion

To conclude, adult education in Pakistan is promoted by a wide organisational family: the federation sets policy and runs national commissions, provinces operate the centre networks, AIOU and the universities educate adults at scale and train the profession, NGOs innovate and

reach the marginalised, international agencies finance and advise, and religious, community and media organisations supply trust and reach. Their combined output, though substantial, remains below the need because of discontinuity, thin finance and weak coordination. The task for policy is integration: to make these organisations one system with shared goals, standards and accountability, so that the adult learner anywhere in Pakistan finds a door open — and finds it still open next year.

Question 2: Types of Teaching Aids Used in Adult Education (20 Marks)

Q2. Discuss different types of teaching aids used in adult education. (20)

Introduction

A teaching aid is any device, material or technique that helps the teacher communicate and helps the learner perceive, understand and remember. For adult learners the case for aids is especially strong: many are beginners in reading, all are rich in practical experience but short of study time, and most concepts — germs, interest, soil nutrients, a ballot paper — are abstract until they are made visible, audible or touchable. Well-chosen aids concretise the abstract, hold attention, economise words, connect learning to real objects and let learners participate rather than merely listen. This answer classifies the teaching aids used in adult education — visual, audio, audio-visual, real objects and activity aids, print and community-based aids, and modern electronic and digital aids — discusses the use and value of each, and ends with principles for selecting and using aids with adults.

Visual Aids (Non-Projected)

The largest and cheapest family is non-projected visual aids. The chalkboard or whiteboard remains the literacy teacher's central tool for demonstrating letter formation, building words from syllables and working sums publicly, step by step, so learners can copy the process and not only the result. Charts and posters present a complete message at a glance — alphabet and number charts, health posters, agricultural calendars — and continue teaching from the wall after the lesson ends. Pictures, photographs and picture series (including wordless picture sequences that learners narrate and then read) bridge the gap between spoken and written language for beginners. Flash cards drill letters, syllables, words and number facts in quick, game-like turns suited to tired adults. The flannel board / khaddar graph, on which cut-out pieces stick and can be rearranged, is excellent for building sentences, sequencing a process (for example the steps of safe water storage) and group composition. Maps, diagrams, graphs and models translate quantities and places into visible form — a rainfall bar graph teaches more numeracy in five minutes than a page of talk — while specimens and cutaways (a dissected seed, a filter model) prepare learners for the real objects discussed next. The strengths of this family are low cost, local producibility and robustness without electricity; its weakness is that it demands preparation and drawing confidence from the teacher.

Visual Aids (Projected) and Display Media

Where power and equipment exist, projected aids extend scale and realism: overhead transparencies, slide and filmstrip projectors (historically important in extension work), and today's LCD/LED projector or large screen, which lets a whole group watch a demonstration, a

magnified document or a short video together. Bulletin boards and exhibitions belong to display media: a centre's display of learners' own writing, local products and health messages both teaches visitors and dignifies learners, whose first written page pinned on a wall is a powerful motivator. In adult education, display of learner-produced work is an aid in itself, converting private effort into public achievement.

Audio Aids

Audio aids teach through the ear and reach learners wherever they are. Radio has been adult education's classic mass medium — farm forums, literacy broadcasts and health programmes — cheap, in local languages and receivable in the remotest village; organised listening groups with a discussion leader convert broadcast into education rather than entertainment. Audio recordings (formerly cassette forums, now MP3 files, podcasts and voice messages on phones) let learners replay lessons, hear model pronunciation and learn during travel or work; audio is particularly respectful of neo-literates, who can learn by ear before they can read. The telephone and mobile voice services extend this: short voice lessons and helplines in local languages serve low-literate adults who cannot use text. The limitation of pure audio is the absence of demonstration, which listening-group discussion and printed follow-up must supply.

Audio-Visual Aids

Audio-visual aids combine sight and sound and approach the vividness of real experience. Film and video can show what no village visit can: an operation inside a factory, a flood in another province, microscopic germs, a model farm — and can slow, repeat and magnify processes. Television's educational programmes and, today, short instructional videos on phones and

screens have inherited this role; a two-minute video on handwashing, seed treatment or filling a form often outperforms a lecture. Puppetry, drama, role-play and street theatre (nukkad) are live audio-visual aids native to the culture: they dramatise social problems — dowry, addiction, sanitation, moneylenders — in the learners' idiom, provoke discussion and are central to Freirean and social-change education. Their production demands skill, but community groups can create them, which itself educates the creators.

Real Objects, Specimens and Activity Aids

For functional learning, nothing beats the real thing. Realia — actual seeds, fertiliser samples, tools, medicines and labels, bank forms, utility bills, ballot papers, ration cards, a water filter, a sewing machine — let adults learn by handling the very objects their learning is about; a lesson on reading a medicine label taught from real labels transfers directly to life. Field trips and visits (to a model farm, health centre, bank, cooperative or factory) and demonstrations (the extension worker's method and result demonstrations) are activity aids: learning by seeing and doing in the real setting. Learning-by-doing aids include practice materials — mock forms, play money for numeracy, weighing scales, measuring tapes — and project work such as a kitchen garden or a group savings record, in which the aid is the activity itself. Edgar Dale's 'cone of experience' explains the hierarchy behind this family: direct purposeful experience is the most concrete and retentive base of learning, verbal symbols the most abstract; good adult teaching moves between them, anchoring words in things.

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Print Aids and Learner Materials

Print is both the object and an aid of literacy teaching: primers graded to adult vocabulary and life themes, follow-up and post-literacy booklets, wall newspapers written by learners, simple leaflets and pamphlets on health and agriculture, local-language newspapers and magazines for neo-literates, and reference cards (immunisation schedules, loan tables) designed to be kept and used. Workbooks and worksheets let adults practise individually at their own pace inside group sessions. The quality test for print aids with adults is stern: language must be the learners' own, sentences short, print large, illustrations dignified and adult — childish pictures in adult primers have driven more learners away than difficult content ever did.

Modern Electronic and Digital Aids

Computers, tablets, interactive whiteboards and above all mobile phones have added a new family: literacy and numeracy apps (including Pakistan's mobile literacy projects in which learners receive lessons and exercises by phone), SMS and messaging follow-ups, e-books and online courses from AIOU and others, digital simulations, and social-media groups through which teachers share materials and learners encourage one another. Digital aids offer individual pacing, instant feedback, audio support for beginners and records of progress; their constraints — device access, charging, connectivity, women's unequal phone ownership and digital skills themselves — must be planned for, or the newest aids will widen the very gaps adult education exists to close.

Table 2: Main types of teaching aids in adult education

Type	Examples	Best used for

Visual (non-projected)	Chalkboard, charts, pictures, flash cards, flannel board, models	Letter/word building, concepts, wall learning, drills
Projected / display	Projector & screen, exhibitions, bulletin boards	Group viewing, magnified documents, honouring learners' work
Audio	Radio forums, recordings, podcasts, voice messages	Reach, revision, learning by ear, local-language content
Audio-visual	Film/video, TV, drama, puppetry, role-play	Processes, attitudes, social issues, motivation
Real objects & activity	Realia, specimens, demonstrations, field trips, projects	Functional skills, transfer to real life
Print	Primers, post-literacy booklets, leaflets, wall newspapers	Reading practice, reference, follow-up
Digital	Phones/tablets, apps, SMS, online courses	Individual pacing, feedback, practice and records

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Principles for Selecting and Using Aids with Adults

- Fit the aid to the objective, the learners' level and language, and the setting (power, space, group size) — not to the teacher's fancy.
- Prefer simple, low-cost, locally made aids that teachers can repair and reproduce; sophistication that breaks down teaches nothing.
- Keep aids adult in content and appearance, drawn from learners' real life, and let learners handle, discuss and even produce them.
- Use aids to support, never replace, teaching: introduce, explain while using, check understanding, and follow up.

- Prepare and rehearse: an aid produced late, too small to see or wrong in content damages credibility with adults quickly.

Conclusion

In conclusion, the teaching aids of adult education range from the chalkboard, chart and flash card through radio, film and drama to real objects, graded print and the mobile phone. Each family has distinctive strengths — visual aids concretise, audio aids extend reach, audio-visual aids dramatise, realia guarantee transfer, print sustains follow-up and digital aids individualise. The professional skill lies not in collecting aids but in matching the simplest effective aid to each objective and group of adults, preparing it well and making learners participants in its use. In resource-poor settings this principle is liberating: the best aid is usually the one the teacher and community can make themselves, from the life they already know.

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Question 3: Training Needs of Literacy Educators — A Critical Examination (20 Marks)

Q3. Critically examine the training needs of literacy educators. (20)

Introduction

Every literacy programme finally stands or falls in one room, on one evening, in the encounter between a literacy educator and a group of tired adults. Pakistan's programmes have repeatedly discovered that recruiting teachers is easy and retaining learners is hard, and that the difference is the teacher's preparation. Yet 'training' is often reduced to a two-day orientation on the primer. A critical examination must ask what a literacy educator actually

needs to know and be able to do — about adults, about language and literacy, about methods and materials, about community and record-keeping — which of these needs existing arrangements meet, which they neglect, and what a defensible training system would look like. This answer analyses the training needs in detail and then criticises current provision against them.

Who the Literacy Educator Is

The typical literacy educator in Pakistan is not a professional teacher: she (very often she, since women's centres predominate and female teachers are essential for reaching women) is a local matriculate or intermediate pass, employed on a small honorarium, teaching neighbours in a home or community centre for a few hours daily, supervised intermittently by a field officer. Supervisors, master trainers and programme managers are also 'literacy educators' at one remove, with their own training needs. Two facts follow. First, training must build professional competence almost from zero, in short time, for learners who are themselves modestly educated. Second, because the educator is local, training can build on assets no outsider has — language, trust, knowledge of every household — and must remedy her specific weaknesses rather than deliver a generic teacher-training curriculum designed for schoolteachers of children.

The Training Needs Analysed

1. Understanding adults and andragogy

The first need is conceptual: the educator must understand how adults differ from children as learners — their self-concept, experience, role-linked readiness and internal motivation (Question 2 of Assignment 1) — and the developmental tasks of the group before her. Without this, she will reproduce the schoolroom: scolding, rote copying, childish content — and adults will leave. Training must therefore include adult psychology, motivation of voluntary learners, handling of embarrassment and initial resistance, and the ethics of respect, confidentiality and patience on which adult work depends.

2. Language and literacy content knowledge

The educator must herself command what she teaches: the sound-symbol system of the language (Urdu and regional languages have their own orthographic difficulties — letter forms in different positions, aspirated sounds, numerals in two scripts), correct pronunciation and handwriting, the graded structure of the primer, functional numeracy (the four operations in money, weights, measures and time), and the content of functional themes — health, agriculture, civic documents — accurate enough not to misinform. Diagnostic need surveys repeatedly find educators whose own numeracy and spelling are insecure; training that assumes this knowledge instead of testing and building it sets teachers up to fail publicly before their neighbours, the most corrosive failure of all.

3. Methods: teaching literacy and numeracy to beginners

Method is the core craft need: how to introduce a letter or syllable (including picture-association and phonetic techniques), how to move from words to sentences to independent reading, how to use global/whole-word and analytic approaches in combination, how to drill without boring, how to teach writing (hand readiness, formation, copying to independent composition), how to run discussion from a picture or theme, how to use the teaching aids of Question 2, and how to organise group, pair and individual work in a single mixed-ability group — for adult groups always contain fast and slow beginners together. Equally needed is skill in lesson preparation: objective, sequence, practice, checking — the unglamorous routine that distinguishes a programme from a gathering.

4. Assessment, records and follow-up

Educators need to assess entry levels, keep attendance and progress records honestly, conduct the prescribed learner evaluations, identify slow learners and respond without stigma, and manage post-literacy follow-up — wall newspapers, reading material circulation, referral to continuing courses — so that hard-won literacy does not relapse. Record-keeping is also a programme need: the educator's registers are the data on which supervision, payment and evaluation rest, and falsified or neglected records have historically been a quiet disease of mass programmes.

5. Community mobilisation and programme tasks

Before teaching comes mobilisation: surveying the settlement, identifying illiterate adults, persuading families (especially for women's participation), agreeing timings around work and

seasons, arranging the venue and sustaining attendance through home visits when learners falter. The educator is also the programme's link to health workers, agricultural extension and local government, and needs the social and communication skills — and the local standing — to make those links. Training that ignores this half of the job produces teachers prepared for classes that never assemble.

Table 3: Training needs of literacy educators by domain

Domain	Key training needs	Typical current gap
Adult learning	Andragogy, motivation, adult psychology, respectful communication	Often absent; school methods copied
Content knowledge	Language structure, own literacy/numeracy mastery, functional themes	Assumed, rarely tested or upgraded
Teaching method	Letter/word teaching, writing, discussion, aids, mixed-ability grouping	Reduced to a walk-through of the primer
Assessment & records	Testing, registers, progress tracking, post-literacy follow-up	Taught as form-filling, not as diagnosis
Community role	Survey, mobilisation, family persuasion, inter-agency liaison	Largely untrained; learned by trial and error
Professional support	Refresher training, supervision skills, career/motivation needs	One-off training; honorarium too low to retain skill

Critical Examination of Existing Training

Measured against these needs, existing provision in most Pakistani programmes shows five systematic defects. First, duration and depth: initial training of a few days cannot build method skill; international and local experience suggests a minimum of two to three weeks' initial

training plus structured refresher and in-service support, yet budgets habitually cut training first. Second, the cascade problem: training passes from master trainer to supervisor to teacher, diluting at every step, so the village teacher receives a faded photocopy of the original design — a defect worsened when trainers themselves were trained only in the primer, not in training method. Third, theory-practice imbalance: lectures about teaching replace supervised practice teaching with real adult beginners, although craft skill is learned only by doing with feedback, as micro-teaching and practicum models show. Fourth, neglect of follow-up: one-off training without classroom supervision, peer groups or refresher courses decays within months, especially where supervisors visit to inspect registers rather than to coach teaching. Fifth, the motivation economy: honoraria below any living wage, paid late, with no certification, career path or recognition, guarantee that the best-trained educators leave first — training investment literally walks away. A critical examination must say plainly that many programmes do not have a teacher-quality problem so much as a teacher-system problem: selection, pay, training, supervision and retention are one chain, and training alone cannot repair breaks elsewhere in it.

There are also needs that standard lists miss. Educators increasingly need digital skills — using phone-based lessons, messaging follow-up and digital attendance. They need guidance for special situations: teaching older adults with poor vision and hearing, learners with disabilities, and linguistic-minority groups whose home language differs from the primer's. Women educators need training arrangements that respect their own constraints — local venues, safe timings, childcare tolerance — or the training system excludes exactly the teachers women's

literacy depends on. And supervisors and trainers need explicit training in supportive supervision and adult training method, a need almost universally ignored.

What an Adequate Training System Would Include

- Careful selection for local standing, basic education and commitment, with entry testing of the educator's own literacy and numeracy and bridging where needed.
- Substantial initial training (weeks, not days) combining adult-learning theory, content mastery and supervised practice teaching with real learners.
- A training curriculum matched to the actual job: method, aids and materials production, assessment and records, community mobilisation.
- Continuous in-service support: refresher courses, cluster meetings of neighbouring educators, coaching-style supervision and simple self-study materials.
- Fair and timely payment, certification of training, and a visible ladder (educator → senior educator → supervisor) to retain trained skill.
- Evaluation of training itself by classroom observation and learner outcomes, not by attendance sheets at workshops.

Conclusion

In conclusion, the training needs of literacy educators span five domains — understanding adults, mastering content, craft method, assessment and records, and community mobilisation — plus the newer demands of digital tools and inclusive teaching. Critically examined, current provision meets these needs inadequately: too short, too theoretical, diluted by cascades, unsupported in service and undermined by poor pay and status. Since learner achievement in

literacy is, in study after study, principally a function of the educator's competence and continuity, investment in a complete training-and-support system is not an overhead on literacy programmes; it is the programme. Governments and NGOs that fund centres while starving training are buying enrolment figures and forfeiting learning.

Question 4: Types of Evaluation in Adult Education (20 Marks)

Q4. Discuss different types of evaluation in adult education. (20)

Introduction

Evaluation is the systematic collection and interpretation of evidence to judge the value of a programme and to decide what to do next. In adult education it answers questions no other process can: Are the right adults being reached? Are they learning? Is learning being used? Is the money well spent, and what should change? Because adult programmes serve voluntary learners, multiple sponsors and social as well as educational goals, evaluation takes many forms, and confusion among them — using a final test to do the work of diagnosis, or counting enrolments as if they were outcomes — is a common source of bad decisions. This answer discusses the main types of evaluation in adult education: by timing (formative, summative, diagnostic and placement), by focus (context, input, process and product — the CIPP model), by agent and method, and by the level of outcome examined, with the uses and limitations of each.

Evaluation by Timing: Diagnostic, Formative and Summative

Diagnostic evaluation occurs before or at the start of instruction and identifies the learner's present level, prior knowledge, needs and difficulties — for example, a simple reading and numeracy check and an interview about goals when an adult joins a literacy centre. Its purpose is placement and planning: to group learners correctly, to start teaching where the learner actually is, and to record a baseline against which later progress can honestly be measured. Formative evaluation occurs during the programme and exists to improve it while improvement is still possible: teacher observation of learners' work, short oral and written checks at the end of units, attendance analysis, supervisor visits, learner feedback meetings and mid-course reviews. Its findings feed immediate corrections — re-teaching a letter family that half the class has not mastered, changing a session time that clashes with harvest work, replacing a primer lesson adults find childish. Summative evaluation occurs at the end of a course or phase and judges overall achievement and worth: final literacy and numeracy tests against set standards, certification decisions, completion and dropout analysis, and end-of-programme reports to sponsors. Summative evaluation serves accountability and selection for further learning; its limitation is that it arrives too late to help the learners it measures, which is why a system relying on summative evaluation alone learns its lessons only from its failures.

Evaluation by Focus: The CIPP Model

Stufflebeam's CIPP model organises evaluation by the kind of decision it serves, and maps neatly onto adult programmes. Context evaluation assesses needs, problems and opportunities in the environment — the literacy rate, target groups and competing provision in a district —

and justifies the programme's objectives. Input evaluation examines the plan and resources: Are the curriculum, primers, budget, staffing and training adequate and the best available use of funds? Process evaluation monitors implementation as it unfolds: Are centres actually open, teachers present and trained, materials delivered, sessions held as designed? In mass programmes, process evaluation is often the most valuable type, because failure is usually a failure of delivery long before it is a failure of learning. Product evaluation measures outcomes and impact: learning gains, use of literacy in daily life, changes in income, health behaviour and children's schooling, and cost-effectiveness — and feeds the decision to continue, expand, modify or terminate the programme. A complete evaluation system cycles through all four; a programme evaluated only at the product stage cannot explain its own results.

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Evaluation of Learners, of Teaching and of the Programme

Another useful classification is by object. Learner evaluation assesses adults' progress and achievement, by tests (standardised literacy tests, criterion-referenced checklists of functional tasks — read a signboard, fill a form, calculate change), by observation and portfolio (samples of the learner's writing over time, kept work), and by self-evaluation, which andragogy prizes because adults who can judge their own progress become independent learners. Teaching evaluation assesses the educator: classroom observation against a simple schedule, learner feedback, supervisor coaching records and learner results interpreted cautiously. Programme evaluation, the broadest object, combines all the types above at organisational level, including efficiency (cost per successful learner, not per enrolment) and equity (who was reached — women, remote settlements, the poorest — and who was missed). Confusing these objects

produces injustice: teachers blamed for the results of an undelivered curriculum, or programmes declared successful on the strength of a few coached learners' test scores.

Internal and External Evaluation; Quantitative and Qualitative Approaches

By agent, evaluation may be internal — self-evaluation by the implementing team, which is fast, cheap and ownership-building but risks self-deception — or external, by an independent agency, university or donor mission, which brings objectivity and comparability but can miss context and provoke defensiveness. Mature systems combine both: routine internal monitoring and periodic external evaluation. By method, quantitative evaluation counts and measures: enrolment, attendance, test scores, costs, rates of completion and relapse. Qualitative evaluation understands: interviews, focus groups, case studies and observation that reveal why women dropped out in the third month, how neo-literates actually use reading, or what a centre means to a village. Numbers without stories mislead (a completion rate can hide who completed); stories without numbers cannot guide budgets. Participatory evaluation, in which learners and community members themselves help define success and collect evidence — through community scorecards, learner assemblies and shared review of records — deserves special mention in adult education, because it enacts the field's own philosophy: the subjects of evaluation become its co-authors, and the process itself educates.

Outcome Levels: From Reaction to Social Impact

Finally, outcomes can be evaluated at ascending levels, adapted from Kirkpatrick's model. Level 1, reaction: Did learners find the programme useful, respectful and worth their time? (Necessary, but the weakest evidence.) Level 2, learning: Did knowledge, skills and attitudes

change, as tests and demonstrations show? Level 3, behaviour and use: Are learners applying literacy and skills in life — reading documents, keeping records, adopting health practices? Level 4, results and impact: Did households and communities change — income, health indicators, children's enrolment, women's participation? Each higher level is harder and slower to measure and more affected by factors beyond the programme, yet sponsors increasingly and rightly ask Level 3 and 4 questions, answered through follow-up studies of samples of ex-learners months after completion, tracer studies and comparison with non-participant groups where feasible. A related essential type is follow-up (post-literacy) evaluation, which checks retention and relapse — the honest test of literacy work, since skill unused and unsupported decays.

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Table 4: Main types of evaluation in adult education

Type	When / focus	Typical tools	Main use
Diagnostic	Before / at entry: learner level & needs	Entry tests, interviews, baseline survey	Placement, grouping, baseline
Formative	During: improving teaching & delivery	Unit checks, observation, feedback meetings	Immediate correction & support
Summative	At end: achievement & worth	Final tests, certification, completion analysis	Accountability, selection
Context & input (CIPP)	Planning stage: needs & resources	Needs surveys, plan & budget review	Justifying objectives & design
Process (CIPP)	During: fidelity of implementation	Monitoring visits, attendance & supply records	Fixing delivery failures
Product / impact (CIPP)	After: outcomes & social effects	Follow-up & tracer studies, cost analysis	Continue / expand / redesign decisions
Participatory	Throughout:	Community scorecards,	Ownership, relevance,

	stakeholders as evaluators	learner assemblies	empowerment

Problems and Principles of Good Evaluation

Evaluation in adult education faces characteristic problems: objectives stated too vaguely to measure; tests borrowed from schools that humiliate adults and measure schooling rather than functional skill; data inflated by field staff whose pay depends on numbers; and evaluation budgets squeezed to zero. Good practice follows from the types discussed: state measurable objectives at planning; build the baseline at entry; combine formative monitoring with honest summative testing and selective impact follow-up; use functional, adult-respectful instruments; mix internal monitoring with periodic external and participatory evaluation; protect data integrity by separating reporting from reward; and, above all, use findings — evaluation that changes nothing is a ritual, not a tool.

Conclusion

To conclude, evaluation in adult education is not one activity but a family: diagnostic, formative and summative by timing; context, input, process and product by focus; learner, teaching and programme by object; internal and external, quantitative and qualitative, and participatory by agent and method; and reaction, learning, use and impact by depth of outcome. Each type answers different questions, and a programme needs the combination — diagnosis to start right, formative and process evaluation to stay right, summative and impact evaluation to prove

and learn. In a sector that must justify scarce public money spent on voluntary learners, evaluation well done is both the conscience and the compass of adult education.

Question 5: Financing Adult Education — Why It Is a Problem and How to Tackle It (20 Marks)

Q5. Why is financing a big problem in the promotion of adult education? How can we tackle this problem? (20)

Introduction

Almost every adult education plan ever written in Pakistan is more ambitious than the budget that follows it. Targets announce millions of new literates; allocations fund a fraction of the centres, teachers are paid honoraria that insult the work, primers arrive late or never, and within a few years the programme is quietly wound up — to be relaunched, renamed, in the next plan. Financing is therefore not one problem among others in the promotion of adult education; it is the master problem that converts into every other problem — untrained teachers, absent materials, empty centres, relapse. This answer first explains, in detail, why financing adult education is so difficult, structurally and politically, and then sets out how the problem can realistically be tackled: by governments, communities, employers, donors and learners themselves, and by spending existing money far better.

Why Financing Is a Big Problem

1. Adult education loses the competition inside education budgets

Education budgets are themselves small — Pakistan has historically spent around two per cent of GDP on education against the four per cent repeatedly promised — and within them, adult and non-formal education receives a residual share, commonly estimated at well under one to two per cent of the education budget. Schools and universities have permanent establishments, salaried staff, unions, buildings and political constituencies; their costs are committed before planning begins. Adult education has none of these protections: its teachers are temporary, its learners are the least organised citizens in the country, and its budget line is the first cut in every austerity round. The result is a structural famine that no project document can wish away.

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2. The returns are long-term, diffuse and politically invisible

Investment in adult literacy yields returns over decades and spreads them across sectors — healthier children, higher farm and wage productivity, lower fertility, better citizenship — so no single ministry captures the credit, and no politician inaugurates a bridge. Children in a new school can be photographed; adults quietly learning to read in a neighbour's courtyard cannot compete for attention or votes. Finance ministries applying short-term cost-benefit logic therefore systematically undervalue adult education, although international research (including World Bank and UNESCO analyses) finds social returns to literacy among the highest of any educational investment, particularly through mothers' education.

3. The unit economics are genuinely demanding

Quality literacy is not cheap per successful learner. Honest costing must include teacher payment over a full course, initial and refresher training, primers and post-literacy materials, supervision travel, centre costs and assessment — and must divide by completers who retain literacy, not by enrolments. Programmes funded at fantasy unit costs respond predictably: they inflate enrolment, shorten courses, skip training and materials, and report success — manufacturing the relapse statistics that then discredit the sector and justify the next round of underfunding. Underfunding and discredit form a vicious circle at the heart of the financing problem.

4. Dependence on short-term projects and donors

A large share of Pakistan's adult education has been financed as projects — three to five years, often donor-supported — rather than as a permanent service with a protected budget head. Projects end; staff scatter; materials go out of print; the next project starts again from zero, paying start-up costs repeatedly. Donor priorities also shift (from literacy to other fashions and back), and counterpart funding promised by government frequently arrives late or not at all. A service that must be re-invented every few years will always look expensive and ineffective beside permanent systems, however unfair the comparison.

5. No dedicated revenue and weak cost-sharing traditions

Unlike higher education, adult education has no fee tradition (its clientele is the poorest), no education cess earmarked for it in most provinces, and only scattered employer or community contribution. Zakāt and philanthropy in Pakistan are enormous but flow overwhelmingly to

welfare, mosques and formal schooling rather than to organised adult literacy; and because learners are poor, programmes rightly hesitate to charge — yet 'free' provision funded by nobody becomes provision that exists only on paper.

6. Inefficiency and leakage consume what little exists

Finally, part of the problem is not the size of the purse but its management: ghost centres and inflated registers in weakly monitored campaigns, procurement delays that deliver primers after courses end, training budgets spent on allowances rather than training, and duplication between agencies operating in the same villages. Every rupee leaked is an argument, in the next budget hearing, against the sector's credibility. Financing reform must therefore address absorption and honesty alongside volume.

How the Problem Can Be Tackled

1. Give adult education a permanent, protected place in public finance

The foundational reform is to convert adult/non-formal education from a project into a service: a distinct, protected budget line at federal-coordinating and especially provincial level, with a stated minimum share of the education budget (advocacy commonly proposes moving toward at least five per cent of education spending for non-formal and adult education as systems mature), multi-year allocations aligned to literacy plans, and timely release of funds. Governments should also cost programmes honestly — per successful, retained literate — and publish the unit costs, so that legislatures fund reality rather than slogans.

2. Diversify the sources: a financing partnership

- Government: core funding for staff, materials and supervision as above; literacy components built into health, agriculture, population and poverty programmes, whose budgets then share the cost of the literacy they depend on.
- Employers: workplace literacy financed or co-financed by industry, agriculture estates and the services, using tax incentives or a small training levy on larger firms, since employers capture productivity gains directly.
- Community and philanthropy: premises, local oversight and in-kind support from communities; channelled zakāt, corporate social responsibility funds and diaspora giving through transparent literacy funds and reputable NGOs.
- International partners: donor finance directed to system-building — training institutions, materials development, evaluation — on government plans, with commitments long enough to outlast a single project cycle.
- Learners: modest, carefully designed contributions where learners can afford them (especially for income-linked skills courses, where fees in cash or kind are feasible and can even raise commitment), while basic literacy for the poor remains free as a right.

3. Spend better: cut unit costs without cutting quality

Scarce money goes further when programmes use community premises instead of rented buildings, local teachers instead of posted staff, locally produced primers and wall materials instead of glossy imports, volunteer and 'each one teach one' energy for reinforcement (with trained teachers at the core), and mobile and broadcast media whose marginal cost per learner

is tiny. Integration is the largest saving of all: a literacy centre that also delivers health messages, agricultural information and microfinance group support shares its fixed costs across four budgets and four results. Conversely, false economies — unpaid teachers, no materials, no supervision — must be named as waste, since they spend the entire budget to produce relapse.

4. Protect the money: monitoring, transparency and results-based release

Financing expands when finance ministries trust the sector. Digital attendance and learner-tracking systems of the kind Punjab's literacy department has introduced, third-party validation of centres and learning outcomes, public reporting of cost per successful learner, and phased release of funds against verified delivery convert adult education from a suspected into a demonstrably efficient investment. Results-based financing, used carefully so it does not punish work with the hardest groups, can align every level's incentives with real learning rather than paper enrolment.

5. Build the economic case and the constituency

Lasting finance follows political demand. The sector must document and publicise its returns in the language of budgets — earnings gained, health costs avoided, children's schooling improved — organise its natural constituency (neo-literates, women's groups, employers, local governments), and embed literacy targets in national development frameworks and SDG reporting where governments have already committed themselves. Where literacy has acquired organised champions, as in some provincial non-formal systems in Pakistan, budgets have proved markedly more stable.

Table 5: The financing problem and the corresponding remedies

Problem	Remedy
Residual share of a small education budget	Protected NFE budget line; stated minimum share; multi-year allocations
Long-term, diffuse returns; low political visibility	Publish cost-benefit evidence; build constituencies; SDG/EFA framing
Fantasy unit costs → relapse → discredit	Honest costing per retained literate; fund training, materials, supervision
Project and donor dependence	Convert projects into permanent services; donors fund systems, not parallel structures
No dedicated revenue; poor clientele	Partnership finance: employers, CSR/zakāt channels, integrated sector budgets
Leakage and weak credibility	Digital monitoring, third-party validation, public cost-per-learner reporting

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Conclusion

To conclude, financing is a big problem in promoting adult education because the sector competes, unorganised and politically quiet, for a residual share of a small budget; because its returns are long-term and diffuse; because honest unit costs are higher than the fantasy figures usually funded; because provision has been projectised and donor-dependent; and because leakage has damaged its credibility. The problem can be tackled — not by any single appeal for more money, but by a package: permanent protected public funding honestly costed, a diversified financing partnership of state, employers, community, philanthropy and donors, ruthless economy through local resources and integration, transparent results that rebuild trust, and an organised public case for literacy's returns. Adult education will be financed adequately when it is treated not as a charitable extra but as core national infrastructure — as essential, and as permanent, as the school system whose unfinished work it completes.