

## Impact of “Literacy for All” Project on Learners Reading, Writing, Numeracy and Life Skills

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### Abstract

*This study was designed to investigate the impact of “Literacy For All” project on learners writing, reading, numeracy and life skills. The sample comprised 2250 adult learners were randomly selected from 24 districts of Khyber Pakhtoon Khawa Pakistan. The entire sample successfully completed their four months literacy course during batch number 10 of LFA programme. The study was descriptive in nature. A questionnaire along with achievement test was developed for the collection of data. Data was collected at literacy centers with the help of questionnaire cum achievement test and was analyzed with the help of SPSS software. The findings of the study reveal that literacy programme has positively impact on learners reading, writing, numeracy and life skills. As for as reading skills learners have some difficulties in the reading of newspapers and sign boards. The findings regarding to writing skills show the positive impact. While in case of numeracy there was positive impact but there is need some more activities specially addition, subtraction, multiplication and division with the help of calculator. Findings also indicate that there was also positive impact on learners’ life skills. Combined co-efficient of variation indicate that achievement of learners in case of reading, writing and life skill almost same and was different in case of numeracy skills.*

**KEY WORDS:** Literacy, Reading, Writing, Numeracy, Life Skills, Impact, LFA, KPK

### ABBREVIATION USED

CV	Co-efficient of Variance
EEF	Elementary Education Foundation
EFA	Education For All
ESR	Education Sector Reforms
GTZ	German Technical Assistance
KPK	Khyber Pakhtoon Khawa
LFA	Literacy For All
NCHD	National Commission for Human Development
NGOs	Non-government Organizations
PEACE	Provincial Evaluation and Assessment Center of Education
SPSS	Statistical Package for Social Sciences
3 R’s	Reading, Writing, Numeracy skills

### 1. INTRODUCTION

Literacy is involved with the whole issue of language and learning. Understandings of literacy connect basic skills achievement and development to all aspects of an individual’s and a community’s sense of social characteristics (Freire 1985; Gee 1990; Falk 1994).

Literacy is recognized as social practice (Street 1995; Gee 1996; Barton & Hamilton 1998), integrated or embedded in the social context (Baynham 1995), and therefore taking on various forms and purposes for individuals and for society (Hamilton, Barton & Ivanic 1994). Many different ways in which people individually and cooperatively actually use literacy in their everyday lives. Recent research conducted within and across a range of contexts including community and workplaces (Prinsloo & Breier 1996, Hull 1997, Barton & Hamilton 1998, Searle 1999, Castleton 2000) demonstrates the various ways in which people operate within diverse 'communities of practice' that are characterized by a mutual exchange of skills and practices, including literacy. (McDonald & Castleton 2000).

Literacy having many sub skills, as such phonological, understanding, translation, confidence, intellectual capacity, and expressions, writing and numeracy. To get command in all these sub skills it is basic need or requirement for students to become good learner. (NCHD, 2000). Similarly, Mitra, A (2007) has been characterized 3Rs as: reading clearly, with good pronunciation, and at a speed of 30 words a minute, a simple paragraph on a topic related to reading with understanding skills how to read the road signs, simple instructions related to daily life and reading of newspapers etc. Writing copying, with understanding skills, 7 words a minute. Similarly taking notation at 5 words a minute. Writing with proper font style, spacing and sentence and paragraph alignment and should be able writing independently, short letters and applications, and filling some forms related to daily life usage. Numeracy reading and writing numerals 1-100. Use of simple calculations such as (addition, subtraction, multiplication and division without fraction) addition and subtraction up to 3 digits, and multiplication and division by 2 digits. Knowledge of daily usage of metric units weights, measures currency, distance, area in kilometer and unit of time.

Reading is an important literacy skill. For both children and adults, the ability to read opens up new worlds and opportunities. It enables them to gain new knowledge, enjoy literature, and do everyday things that are part of life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Most people learn to read in their native language without difficulty. Many, but not all, learn to read as children. Some children and adults need additional help. Yet others learn to read a second, third or additional language, with or without having learned to read in their first language. Reading instruction needs to take into account different types of learners and their needs. Research has shown that there is a great deal of transfer from learning to read in one language to learning to read in a second language. (Bernhardt, 1991; Bernhardt, 2000; Hulstijn, 1991; Kamil, Mosenthal & Pearson, 2000; Snow Burns & Griffin, 1998). Reading is considered most important in literate and educated society. (Burns, Roe & Smith, 2002).

According to Wallace, (2011) learners need, for example, to practice varied kinds of writing. Teachers may present general guidelines for all writing, but specific types of writing, such as poems and essays, may require specific lessons. Students can benefit from practice at writing about the results of their own research, as well as expressing their own feelings and experiences. The writing strategies involved in each form usually require explicit teaching, frequent practice and information given to students about their progress. Bello (1997) also pointed out that writing also enhances language achievement as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class. The main objective of every literacy programme is to educate the learners and after they will be able to work for the development of their society and nation. People need to be literate and numerate in order to participate fully as members of society, as parents, and to lead fulfilling lives. In a time of rapid change, the demands on individual literacy and numeracy skills are likely to increase rather than reduce.

### **Recent Global Literacy Development**

Recent national developments, consistent with the United Nation's Literacy Decade, include: Country like Brazil's where effort related to literacy have been done specially in 2003 a well vigorous and well planned Literacy Brazil Programme was started, the most important future of this programme was the involvement of local governments and NGOs. In Burkina Faso's where a fund was establishment for literacy and non-formal education in 2001, and similarly new ministry for literacy and non-formal education in 2002. In Indonesia's a national literacy movement was launched in 2004 the President; In 2002 there was a creation of a State Secretariat for Literacy and Non-formal Education in Morocco. In 2000 there was Re-establishment of national directorate for adult literacy in Mozambique. Nicaragua's increasing the part /budget of adult education in the overall education budget from 1.5% in 2000 to 2.2% in 2002.

In Rwanda the Ministry of Education in 2004, having responsibility of adult literacy and it insured the availability new literacy resources, and outlining of a new literacy policy and strategy. In Senegal there is strong linkage between private-public partnership to promote adult literacy in the country and this private-public partnership approach (called 'faire-faire'). In Venezuela's a Mission Robinson campaign in 2003 was started to extend literacy to all youth and adults and education at least through Grade 6 to all children. (Education for All Global Monitoring Report 2006).

### **Historical Scenario of Adult Literacy in Pakistan**

Historically, all education policies in Pakistan show commitment to increase the adult literacy. Especially education Policy of 1972 and 1979 both took many efforts toward this issue. In This regard in 1981 a Literacy and Mass Education Commission was established to promote and increase literacy in Pakistan. In 1985 at federal level a literacy ordinance was passed to promote literacy in the country with many approaches and incentives such as; issuing of driving license, issuance of passport and employment in federal government only to those people who were literate. But due to uncertainty in country, this could not be implemented till to-day, although it became an Act after approval of the parliament in 1987. There are some reasons such as non-availability of sufficient facilities, communications and services for adult literacy especially in hard and remote rural areas due to insufficient funding and shortage of resources for literacy. Like many other reasons one of them was the lack of political commitment for adult literacy. In (1998) another "National Education Policy (1998-2010) was shaped and fixed the adult literacy target of 55% by 2003 and 70% by 2010 and followed by Education Sector Reforms (ESR) 2001-2006, which within the Education Policy Framework re-fixed the target as 60% by 2005.

Education policy 2009 is executed with a main focus to increase the literacy rate in tribal areas of the country, because that area is consider the most terrorist part since many years. Policy also has it objective to spread it action plan of literacy to the reaming parts of the country to achieve the target of 86 percent literacy rate. According to the policy action plan the Grades 11 and 12 of the college will be combined into the school education very soon. The budget for higher education will also be extended by existing 4.7 per cent to 15 per cent by 2020. National Education Policy (2009) On-going programmes of adult literacy and non-formal basic education in the country will be increased. Government shall develop and enforce minimum quality standards for literacy in the shape of certification and accreditation system. The literacy providers shall be required to offer the literacy programmes according to the particular criteria and standards. For the promotion of literacy steps shall be taken to ensure that teachers for adult's learners and non-formal education are perfectly trained and they also have a well defined career structure which will allow them to move into conventional education. (Government, Pakistan, 2009)

### **Recent Development of Literacy in Pakistan**

In Pakistan literacy rate is 54.3% but there are many problem related to literacy one of the important problem is the problem of a 19.634 million children lying in 5-9 years age group .Out of these, 3.3 million children are out of school. Attainment of Education for All (EFA) goals within the predetermined period would require huge investments in education and to promote literacy in Pakistan. (PCE, 2010). In 1990 one of the biggest conferences was held in Jomtien, Thailand. In these conferences almost one hundred education ministries of different countries and senior representative of UN agencies such as World Bank and of course UNESCO. Pakistan was also too attended this conference and as per objective of the conference committed itself to the goals set for future ( 10 years). Pakistan failed to meet its targets/ commitments mainly because of lack of political will and lack of interest of the federal education ministry and provincial education. (PACADE, 2010) Similarly Shami P.A; Kh. Sabir Hussain (2006, p. 49) listed some more issues and challenges of literacy programmes in Pakistan: The literacy programmes were not prepared at national level and apparition, only in some provinces and further in some selected districts. Mostly projects were finished or terminated without achieving their objectives. Each government experience with its own style.

After independent in Pakistan many plans and policies were continues to face major challenges in meeting the education needs of its citizens. At presently, almost 20 million children have school going age but they do not have entrance to receive quality education and literacy rates of the country is also very low (69 percent for men and 44 percent for women). Like literacy there is no standardized system of check and balance and this show s low attendance rates, poor infrastructure, and poorly training system of teachers, while limited government facility, minimum funding, poor interaction and communication between national and provincial level.

Researches and statistical data show that about 5.5 million children in Pakistan above age of ten cannot read and write or do simple calculation such as addition, subtraction, multiplication and division. The overall literacy rate in country is 54.3 % but still two-thirds of the female population totally illiterate. This all above shows that Pakistan without any doubt is at the lowest rank at international literacy position. (PACAE, 2010). Pakistan rank of literacy rate is slow as compared to 174 countries of the world as indicated By Draft Education Advisory Board Presentation (2000)

During the period of 1981 to 1998 many literacy projects have been launched such as opening of adult literacy centers under education sector reforms (ESR), development projects in primary education and opening of primary schools in private sectors. These and many others literacy promotion programmes shows that the average increase in adult literacy rate from 1981 to 1998 had been 1.1% i.e. 18 percentile point increase in 17 years (26.2% to 43.9%). As a result, all such projects and programmes it is anticipated that growth in literacy rate has increased to around 2% per annum after 1998. The present (2004) estimated adult literacy rate in Pakistan is 54% (male 66.25%, female 41.75%). Economic Survey of Pakistan (2004-05).

Recognizing the fact that Adult Literacy is the key to improve standard of living and quality of human resources, NCHD has been implementing the program with the mission to increase literacy rate to 86% till the year 2015. Its programs for adult literacy were developed keeping in mind the lessons learnt from past failures. NCHD sets up Adult Literacy Centers in local communities providing basic literacy skills to the individuals (especially women) in the age group of 11-45, who were either never enrolled before or dropped out of school before acquiring literacy skills. The syllabus and textbooks are designed for easy learning and functionality, thereby enhancing retention. Communities are mobilized to provide space as well as the teachers. Women are encouraged particularly to join these centers. After the completion of six month course, the learner is able to: Achieve the basic literacy equivalent to grade three. Read simple text of Urdu. Write a simple letter. Manage figures up to four digits-able to add, subtract, multiply and divide ( NCHD, 2011)

#### **Literacy for All Project (LFA) in Khyber Pakhtoon Khawa**

Literacy for All Project (LFA) was envision in May 2004. It was visualized that Adult Literacy Programme will be launched with effect from September 2004 with the opening of 20,000 Literacy Centres. The planning was that at each Literacy Centres 25 learners shall be enrolled and thus within a span of 09 months and there was a target of about 1.5 million will be made literate. Like other members of UNO Pakistan was also participant of Jomtion Thailand 1990 and the World Forum DAKAR 2000. In the light of above forums national education policy ( 1998-2010) was framed. Many efforts have been made in all parts of the country and similar efforts were taken in KPK to achieved 50 percent adult literacy by the year 2015. It estimated cost as 72 billion rupees.

Literacy For All Project has been planned, whereas, observance in view the lessons learned from the past. Recent initiatives of NCHD, GTZ and other NGOs have also been taken into consideration. The primer already by NCHD, throughout Pakistan has been adopted. The aim is not only to enable the students read and write but also learn basic numeracy. The project concept was developed for three months duration. Quite a few institutions like NCHD are running three months course with 2 hours class. After consultations with the experts LFA has designed four months durations for the course with three hours class. Thus out of 120 gross days 104 net class days with 312 teaching hours. While one month period has been specified for need assessment, training of teachers and operationalization of literacy centres.

All the 24 districts of KPK have been grouped into 15 sectors. In the organizational set of sector, the sector director is in charge along with supporting staff. In other staff Social Organizer, Supervisors (both Male & Female) and teacher's. Each sector is to be divided into Sub-Sectors. Supervisor is responsible for supervision of Sub-sector. Recruitment of teachers is responsibility of concerned sector director and comprising of representatives of Schools and Literacy Department, on-Formal Basic Education, Elementary Education Foundation and Co-opted members. The competition for selection of teachers based on union council. The procedure of selection is quite simple. Graduate and Intermediate teachers will be preferred for male and female literacy centres, respectively. (LFA, Report, 2006).

#### **Achievements of LFA**

As the project was started throughout the KPK province and more than 10 batches of this projects have been completed and this proved that project has increased the literacy rate specially in the remotes areas of the province. Detail of first 12 batches is given in table 1.

**Table 1: Achievements of LFA**

Batch	Literacy Centers			Learners in (Million)	
	Targets	Achievements			
		Male	Female		Total
I	5,000	1,788	2,600	4,388	0.100
II	5,000	1,805	3,279	5,084	0.100
III	7,000	2,222	4,124	6,346	0.150
IV	8,000	2,680	4,361	7,041	0.155
V	8,000	3,001	4,541	7,542	0.163
VI	6,000	2,039	3,381	5,420	0.122
VII	4,000	1,567	2,280	3,847	0.083
VIII	4,000	1,640	2,301	3,941	0.085
IX	5,000	1,477	2,058	3,535	0.100
X	5,000	1,395	2,280	3,675	0.100
Total	52,000	19,614 (39%)	31,205 (61%)	51,015	1.250

Source: LFA (2011) Literacy For All Achievements. <http://www.eef.org.pk>.

## 2. Research Methodology and Procedure

A descriptive method approach was adopted to conduct this research study. Since the purpose of the study was only to investigate the impact of “Literacy For All” a 3 R’s literacy project in Khyber Pakhtoon Khawa on the reading, writing, numeracy and life skills of the learners. Therefore the most appropriate descriptive research method was required to undertaken this research.

### 2.1 Population

All 75000 adult learners have been completed their 4 months literacy course during Batch No. 10 of “Literacy For All” project were taken as population of the study.

### 2.2 Sample

2250 learners (3%) of the total 75000 were randomly selected as the sample of the study. All the 24 four districts for the implementation of LFA project were divided into 4 zones along with 15 sectors. The detail is as shown in table 2.

**Table 2. Detail of Zones, Sectors and District of LFA Project**

S.No	Zone/Region	Sectors	Districts
1.	Southern	D.I Khan, Bannu, Tank, Kohat ,Karak	Kohat ,Hangu, Karak, Bannu, Lakki Marwat, Tank, D.I Khan
2.	Northern	Abbottabad, Manshera ,Battagram	Abbottabad ,Haripur,Manshera,Battagram,Kohistan
3.	Central	Peshawar ,Charsada,Nowshera,Mardan	Peshawar, Charsada,Nowshera,Mardan,Swabi
4.	North-West	Swat,Chitral,Malakand ,Dir(Upper & Lower)	Swat,Chitral,Malakand ,Dir(Upper & Lower),Shangla,Bunair,

### 2.3 Selection of Learners/Students

All 75000 learners who were enrolled in batch number 10 and completed their literacy course were consider population of the study. Out of this population 2250( 3% of the whole population) learners were randomly selected as the sample of the study. As the female students are 60% and male are 40% in the LFA programme. So the sample was design keeping in view the above mentioned proportion of LFA learners.

### 2.4 Selection of Literacy Centers

3662 total literacy centres were population of the study. Applying convenient sampling design 60% female and 40% male learners were selected out of 6 female sectors per district and 4 male sectors per district. Gender wise distribution of sample was as under: Details of both sample learners and literacy centres is given in figure1.

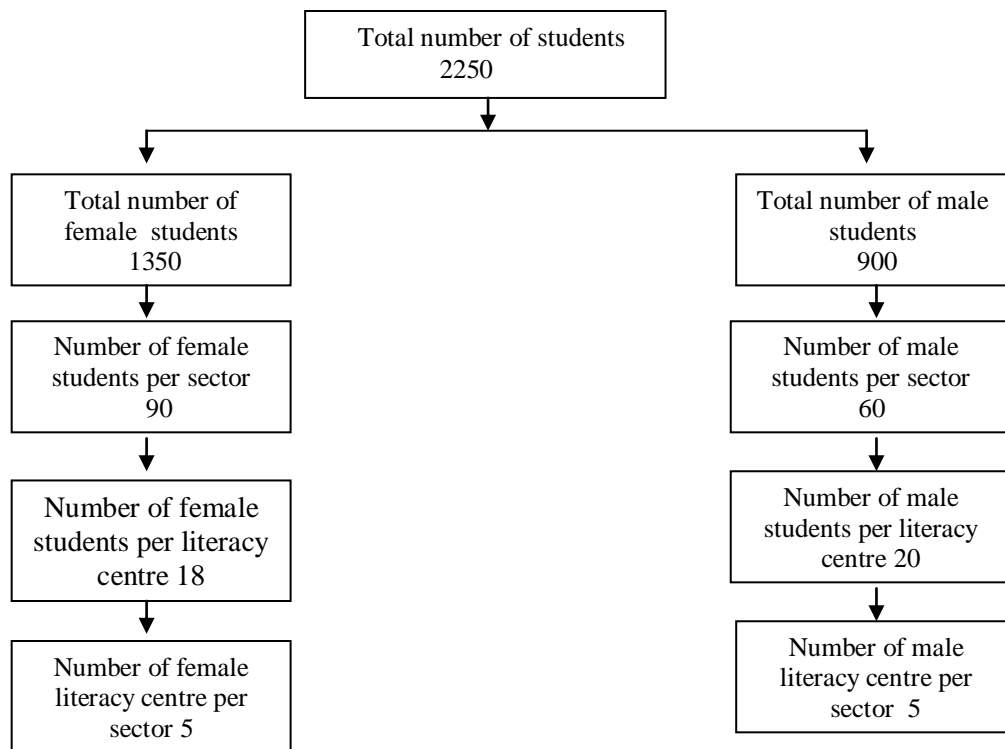


Fig.1 Details of sample students and sectors

### 3. Research Instrument

A questionnaire was developed for the students. This was based on 32 close ended questions along with 5 points rating scale. Questionnaire was not only self report but it was a sort of achievement test was too administered by the data collector to collect the evidences by interviewing the structured questions. It has been developed after careful study of the framework and curriculum of LFA and was developed to measure four skills i.e. reading, writing, numeracy and skills related to daily life. It was finalized with the help of team of PEACE Abbottabad.

#### 3.1 Pilot Testing

Questionnaire of students had been piloted on 10 ( 5 male and 5 female) LFA students belongs to district Haripur. All piloted students were selected from literacy centers those were not the real sample of the study. The reliability of the instrument has been checked by running SPSS software and it was found with the value 0.92 Cronbach Alpha and 0.91 Co-efficient Alpha respectively. The content validity of the questions was validated in the light of study objectives.

#### 3.2 Administering and Scoring of the Instrument

To check the reading, writing, numerical and social life skills of the students following procedure/plan was developed and applied:

- i. A chart was developed related to reading skills students. Chart was prepared according to students questionnaire ( items 1-8) and chart was hung in front of the students. The teacher called students one by one and asked them to read the different sentences which were available on chart. The observer ( data collector) assigned the marks ( minimum one and maximum five) according to correct, incorrect, partially correct and partially incorrect and also on the base of reading fluency of the sentences.
- ii. To find out the achievement of students in their writing skills a chart containing writing activities of students questionnaire items (9 -16) was prepared and was hung in front of the students. The teacher told students that write these sentences on their slates/notebook. The observer (data collector) assigned the marks (minimum one and maximum five) according to correct, incorrect, partially correct and partially incorrect and also on the base of writing fluency of the sentences.
- iii. For numerical skills a chart was prepared according to items (17-24) of the students questionnaire. This chart was also contained information related to numerical skills and students were asked to complete this activity one by one.

Observer (data collector) assigned the marks (minimum one and maximum five) according to correct, incorrect, partially correct and partially incorrect and also on the base of numeric fluency of the sentences.

- iv. Finally for social life skills a chart was prepared according to items (25-32) of the students questionnaire .This chart was also contained information related to social life skills and students were asked to complete this activity one by one. Observer (data collector) assigned the marks (minimum one and maximum five) according to correct, incorrect, partially correct and partially incorrect and also on the base of social life fluency of the sentences.

#### 4. Data Analysis Techniques

Data related to students were organized into sector wise and all questionnaires information was feed into computer SPSS software under the guidelines of PEACE team .After data entry into SPSS it was analyzed by applying option of data analysis and data were first obtained in the form of tables according to objectives of the study. The responses or achievement of the students in reading, writing, numeracy and life skills and mean score and to check the overall performance of learners in all the four skills combined co-efficient of variance was obtained.

#### 5. Results

**Table.3 Analysis of Reading Skills**

S. No	Statements	Mean Score
1	You can identify the Urdu alphabets	4.62
2	You can identify the English alphabets	4.12
3	You can read the headlines of the news papers	3.99
4	You can read the names of your family members	4.20
5	You can read the sign boards	4.09
6	You can read the rate list displayed at the shops and stores	4.00
7	You can read two Urdu alphabet words	4.37
8	You can read three alphabet words	4.35

Table 3 shows that mean score of the statements range from 3.99 to 4.62 which indicates that respondents positively respondents about reading skills specially in the area of identification of Urdu & English alphabets and reading of two and three Urdu words. The mean score3.9 which is regarding the statement i.e. reading of headlines of newspapers is less than 4.00 and it is positive respond but they need more reading activities on newspapers during their literacy classes.

**Table.4 Analysis of Writing Skills**

S. No	Statements	Mean Score
1	You can write Urdu alphabets	4.66
2	You can write the names of any three colours	4.38
3	You can write your daily programmes	3.84
4	You can write the names of 5 prayers	4.26
5	You can write the names of your family members	4.19
6	You can write the names of common fruits	4.16
7	You can write two Urdu alphabetical words	4.39
8	You can write three Urdu alphabetical words	4.27

Table 4 shows that various statements were designed about writing skills. The learners positively responded as mean score ranged from 3.84 to 4.66 which indicates that this literacy programme has positively impact on the writing skills especially in the area of writing Urdu alphabets, two Urdu alphabetical words and writing of daily programme. While in case of writing daily programme need more writing practices.



**Table.5 Analysis of Numeracy Skills**

S. No	Statements	Mean Score
1	You can identify the digits	4.64
2	You can read the table of 2	4.37
3	You can differentiate between weighing units	3.83
4	You can add, subtract, multiply and divide on calculator	3.62
5	You can add, subtract, multiply and divide two digits	3.94
6	You can count up to 100	4.29
7	You can tell time on watch	4.32
8	You can tell the name of 12 months	4.09

Table 5 shows that various statements were designed about numeracy skills. The learners positively responded as mean score ranged from 3.62 to 4.64 which indicates that this literacy programme has positively impact on the numeracy skills especially in the area of identification of the digits, reading of table 2 and counting up to 100 and. Although learners responses were positively in the area of addition, subtraction, multiplication and division on calculator but they need more practices.

**Table.6 Analysis of Life Skills**

S. No	Statement	Mean Score
1	Through this literacy programme you aware the rights of parents, teachers, and neighbors	4.48
2	Through this literacy programme you know about balance diet	4.20
3	Through this literacy programme you know the benefits of plants	4.17
4	Through this literacy programme you are aware of key social problems	4.07
5	Through this literacy programme you are aware about body cleanliness	4.42
6	Through this literacy programme you are aware about home cleanliness	4.38
7	Through this literacy programme you know about the safety of environment	4.26
8	Through this literacy programme you know about first aid	4.14

Table 6 reveals that the learners positively responded on various statements regarding life skills as mean score ranged from 4.07 to 4.48. Which indicated that literacy programme has positively impact on the life skills of the learners about rights of teachers, parents, and neighbors. They also learnt about the importance of balance diet, benefits of plant, cleanliness of body and home. The above statements results also indicate that now they have awareness about key social issues, safety of environment and importance of first aid in their daily life.

**Table.7 Combined Co-efficient of Variation Analysis of the Reading Skills of Learners**

S.No	Statements	Mean	Standard Deviation	Variance
1	You can identify the Urdu alphabets	4.62	.540	.291
2	You can identify the English alphabets	4.12	.951	.905
3	You can read the headlines of the news papers	3.99	.900	.810
4	You can read the names of your family members	4.20	.745	.554
5	You can read the sign boards	4.09	.816	.666
6	You can read the rate list displayed at the shops and stores	4.00	.853	.727
7	You can read two Urdu alphabet words	4.37	.709	.502
8	You can read three alphabet words	4.35	.676	.438
Total		33.74	6.19	4.893
Combined Mean		4.22	0.782	0.616
Combined Co-efficient of Variation: 18.53%				

Table 7 indicates that combined mean, standards deviation and co-efficient of the reading skills of the learners was ,4.22, 0.782 and 0.616. While combined Co-efficient of reading skills was 18.53%.



**Table.8 Combined Co-efficient of Variation Analysis of the Writing Skills of Learners**

S.No	Statements	Mean	Standard Deviation	Variance
1	You can write Urdu alphabets	4.66	.525	.276
2	You can write the names of any three colours	4.38	.710	.505
3	You can write your daily programmes	3.84	1.022	1.044
4	You can write the names of 5 prayers	4.26	.752	.565
5	You can write the names of your family members	4.19	.802	.644
6	You can write the names of common fruits	4.16	.807	.651
7	You can write two Urdu alphabetical words	4.39	.687	.472
8	You can write three Urdu alphabetical words	4.27	.797	.635
Total		34.15	6.102	4.792
Combined Mean		4.27	0.772	0.599
Combined Co-efficient of Variation:		18.12%		

Table 8 shows that combined mean, standards deviation and co-efficient of the reading skills of the learners was ,4.27,0.772 and 0.599.While combined Co-efficient of reading skills was 18.12%

**Table .9 Combined Co-efficient of Variation Analysis of the Numeracy Skills of Learners**

S. No	Statements	Mean	Standard Deviation	Variance
1	You can identify the digits	4.64	.506	.256
2	You can read the table of 2	4.37	.766	.587
3	You can differentiate between weighing units	3.83	.943	.899
4	You can add, subtract, multiply and divide on calculator	3.62	1.119	1.252
5	You can add, subtract, multiply and divide two digits	3.94	1.052	1.107
6	You can read 100	4.27	.837	.777
7	You can tell time on watch	4.32	.801	.642
8	You can tell the name of 12 months	4.09	.892	.795
Total		33.10	6.916	6.305
Combined Mean		4.13	0.888	0.788
Combined Co-efficient of Variation:		21.46 %		

Table 9 shows that combined mean, standards deviation and co-efficient of the numeracy skills of the learners was ,4.13,0.888 and 0.788.While combined Co-efficient of numeracy skills was 21.64 %.

**Table.10 Combined Co-efficient of Variation Analysis of the Life Skills of Learners**

S.No	Statements	Mean	Standard Deviation	Variance
1	Through this literacy programme you aware the rights of parents, teachers, and neighbors	4.48	.582	.338
2	Through this literacy programme you know about balance diet	4.20	.758	.574
3	Through this literacy programme you know the benefits of plants	4.17	.766	.587
4	Through this literacy programme you are aware of key social problems	4.07	.841	.707
5	Through this literacy programme you are aware about body cleanliness	4.42	.623	.388
6	Through this literacy programme you are aware about home cleanliness	4.38	.684	.467
7	Through this literacy programme you know about the safety of environment	4.26	.700	.491
8	Through this literacy programme you know about first aid	4.14	.834	.695
Total		34.12	5.788	4.247
Combined Mean		4.26	0.726	0.531
Combined Co-efficient of Variation:		17.02 %		

Table 10 shows that combined mean, standards deviation and co-efficient of the life skills of the learners was ,4.26,0.726 and 0.531.While combined Co-efficient of reading skills was 17.02 %.

## 6. Discussion

Literacy For All (LFA) project is designed to increase literacy skills (reading, writing and numeracy skills) of learners between age group of 10-39 years. In KPK every year 0.25 to 0.3 million children remain illiterate and enter into age group of 10—19 years of age which means permanent ineligibility for formal school system. Therefore to increase the literacy in the province many projects were started in past mostly finished without achieving their objectives. LFA project was started throughout the province and its basic objective is to increase the basic literacy skills and learners should be prepared for functional literacy. And after this literacy programme they become the active members of the society and use these literacy skills in their social life and also continue their further education.

Reading is about understanding written texts. It is a compound activity that involves both awareness and consideration. Reading consists of two related processes: word identification and understanding. Word identification refers to the process of perceiving how written symbols communicated to one's spoken language. Understanding is the process of making sense of words, sentences and connected text. In this literacy programme after long practices and review of previous reports and curriculum of literacy projects. The curriculum of the project was developed and all the textbooks were developed and reading activities were designed for adult learners. LFA has positively impacted on reading skills of the learners. Learners now can use these reading skills in their daily life. They are in position to update their information by reading headlines of the newspaper and also utilized these reading skills in city and can easily read sign boards and names of different items on the shops because the mean score of the reading statements was range from 3.99 to 4.61.

Many researches indicated that after reading writing is the basic skills and someone also claimed that it is difficult as compared to reading skill. In LFA many activities related to writing were developed and mostly were carried out with the help of workbooks. In all literacy centers instructional material was available to carry out such type of activities and mostly instructional material was related to writing activities i.e. pencil, slates, note books and writing boards. LFA programme has positively impacted on learners writing performance and mean score ranged from 4.16 to 4.66 which indicates that this literacy programme has positively impacted on the writing skills especially in the area of writing Urdu alphabets, two Urdu alphabetical words and writing of daily programme.

Literacy is a composition of reading, writing and numeracy skills. As the objective of every literacy programme are to literate the people in reading, writing and numeracy skills. Numeracy skills are provided to adult learners to utilize reading, writing skills in their daily life with the help of numerical skills such as addition, subtraction, multiplication and division. The skill of numeracy is very helpful for new literate to start their business on small scale and can easily communicate with other persons. The results of this literacy programme also indicated that the learners positively responded as mean score ranged from 3.61 to 4.64. Learners numeracy skills were more positive in the area of identification of the digits, reading of table 2 and counting up to 100 and. Although learners responses were positively in the area of addition, subtraction, multiplication and division on calculator but they need more practices.

All the three basic skills are combined together and their reflection can be seen in the daily life activities of the learners. In this literacy programme there were also some activities designed to provide learners about some basic life skills. The main objective of these activities was that after these learning of activities they will be able to become the good citizen and also have knowledge of some daily life activities which they do in their life. The results indicated that the learners positively responded on various statements regarding life skills as mean score ranged from 4.06 to 4.75. Which indicated that literacy programme has positively impacted on the life skills of the learners about rights of teachers, parents, and neighbors. They also learnt about the importance of balance diet, benefits of plant, cleanliness of body and home. The above statements results also indicate that now they have awareness about key social issues, safety of environment and importance of first aid in their daily life.

A group interview cum achievement test was also conducted other than questionnaire so to find out the achievement of learners in reading, writing, numeracy and life skills. The co-efficient of variance was calculated because the CV also provides a general "feeling" about the performance of a method. The results of combined co-efficient of variance indicated that learners achievement almost was equal in reading, writing, and life skills. (18.53%, 18.12% and 17.02 %). The results of co-efficient of variance in case of numeracy skill were different as compared with reading, writing and life skill (21.46 %).

It was concluded that LFA programme in KPK is importing literacy in a functional way. Adult learner results indicated they were better in all the three literacy skills (reading, writing and numeracy). The impact of this project in case of life skills also indicated that other than 3 R's skills learners were also have new information related to their daily life activities and mostly were based on functional literacy. The results of achievement test also indicated that learners have almost equal achievement in reading, writing and life skills and were slightly different in case of numeracy skills. This also proved that "Literacy For All" project has almost achieved its objectives successfully. Many other researches has been carried out on 3R's basic literacy skills and results of all these researches indicated that students achievement was better in 3 R's skill. (Alamprese, 2003; Batool, 2009; Bingman, 1999; Bukhsh, 2006; Comings, 2001; Future Gov, 2009; Greenberg, 2007; Irem, 1998; Naeem, 2008; Nisa, 2006; Shafique, 2008). The results of all researches also confirmed the results of LFA in Khyber Pakhtoon Khawa.

### 7. Recommendations

On the basis of conclusions drawn from findings of the study following recommendations are taken. It was concluded that literacy programme has positively impact on the reading skills of the learners. However in some reading skills such as reading of news papers activities should be enhanced and there is need that literacy teachers should arranged some newspapers at their literacy centers so that all learners read the newspapers in their classroom and teachers should facilitate them in the reading of newspapers, so that in future they can read newspapers at least main headlines easily. It further recommended that activities related to numeracy such as addition, subtraction, multiplication and division with the help of calculator were carried out mostly without the use of calculator at literacy centers so there is need that during the planning and selection of instructional material for literacy centers at least 5 calculators should be provided and teacher may be carried out these activities with the help of calculator and mostly in group work. The results of this study in case of life skills also impact on learners social life but there is need to revised these activities and some new life skills such as use of mobile and computer should be in the new curriculum of literacy courses, so that the adult learners can utilized all the skills in their daily life practically and with positive manner.

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