

# Population Education-I

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DEPARTMENT OF EPPSL  
ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

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Nine units of the course have been again revised in the year, 2011-12 in collaboration with UNFPA Islamabad. The contributions of Mr. Saqib Ali Khan (Late) representative of UNFPA in the context are highly acknowledged.

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## FORWARD

Population education has emerged as an area of prime focus within a relatively short period of time. Generally, the industrialized countries have less problems with increased population. However, the unprecedented explosion of population in developing countries has made it extremely serious issue for further growth. There are multidimensional approaches being adopted to face this issue. Population education is an educational approach to population problem. It has gained ground and proved its worth specially in developing advance awareness among target population. In almost all developing countries population control projects have been launched with a variety of nomenclatures, purposes and strategies. This particular book is expected to enhance the quality and standard of human life through education of people.

Efforts of many international agencies like UNFPA, World Bank, UNDP and UNESCO are above all appreciable in this connection. The course in hand has been developed with collaborative efforts and auspices of UNESCO Principal Regional office for Asia and Bangkok. The personal efforts of Dr. Ansar Ali Khan are commendable. The writers of this course are experts of this field and come from various seats of learning. They all have already contributed a lot in their own capacity. Their expertise and contributions in this course are worthwhile and deserve due recognition. Presently, the department has reviewed and updated data of the course, in collaboration with UNFPA, Islamabad.

Special thanks are due to Mr. Saqib Ali Khan and Ms. Sadia Atta of UNFPA for their valuable contribution in this connection. I would like to offer thanks to all experts who have contributed a lot in reviewing the course.

Finally, I would like to extend my facilitation to Dr. Hamid Khan Niazi, Chairman and Dr. S. Manzoor Hussain Shah, Course Coordinator on the successful completion of this academic task.

**Dr. Nazir Ahmed Sangi**  
Vice Chancellor

## COURSE INTRODUCTION

Population education course through distance education has been developed with a view to provide proper theoretical background information and understanding regarding implications of rapid population growth. The course addressed particularly those who are planners, managers and administrators, and workers of population education projects and related activities and generally all those who care for social and economic welfare of their societies and want to increase the quality of life. The course materials have been developed keeping in view the mode of distance learning. It consists of 18 study units. Each study unit is roughly estimated to be a one week study material to be used at home according to the convenience of the reader. Contents of each unit have been well organized and arranged in a sequential manners self assessment questions and practical activities have been interwoven in the text.

## OBJECTIVES OF THE COURSE

Following are the objectives of the course. After studying the course and completing the requirements, the learners should be able to:-

1. Understand and discuss the dynamics of population and process of population growth.
2. Be aware of and explain the concept of population education, its purposes, contents, approaches and strategies.
3. Understand and express the modes of introducing population education programmes and projects.
4. comprehend and discuss the task and functions of planning, management, monitoring and evaluation of population education programme.
5. Prepare and formulate population education schemes and projects in the national contexts.
6. Conduct researches and exploratory activities in population education.
7. Prepare, conduct and arrange training activities.
8. Identify the plug points and key agents in introducing population programmes.



# UNIT 1

## DYNAMICS OF POPULATION

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## **INTRODUCTION**

Enormous increase in population throughout the world is a major concern of today. The present world population is likely to be doubled around the year 2025. It has been observed that population increase is taking place mainly in the under developed and poor countries of the world. The increasing trend of population, therefore, calls for rapid agricultural, industrial and other developments to meet food, housing and nutritional facilities in the future.

In this unit we shall study this particular problem in a scientific way.

## **OBJECTIVES**

Following are the objectives of this unit.

After studying this unit you should be able to:

1. Comprehend and explain the Phenomena of growth in population.
2. Understand and explain how the population related data can be collected.
3. Understand and describe the terminology to be used in the field of demography and population education.
4. Appreciate, realize and discuss the concept of over population.
5. Visualize and describe the implications of population change.

## **THE NATURE, SCOPE AND IMPORTANCE OF POPULATION STUDIES**

After the World War II, the population growth rates of the developing countries have reached a point where the available resources causing hardship, misery and starvation. On the other hand, the population growth rates in the developed countries have declined to very low levels but they are facing other kinds of problems such as excessive urbanization, pollution and general environmental deterioration and negative population growth. In all countries of the world, the need for adequate demographic analysis and population planning remains essential for the future of mankind.

In general, the population pattern of a country may change as a result of birth and death rates and the volume of migration. These three factors, fertility, mortality and migration which continuously operate on a population and determine its size and growth form the major subject matter of demography – study of population. There are other factors such as marriage, divorce, social mobility (change in social status and conditions) which although do not affect the total size of the population but do determine the structure and composition of the population. In essence, population study is concerned with the collection and analysis of data relating to all of these factors and the interpretation of population data against the social, biological, economic, political, geographical, ecological and historical background of an area or a country.

Government and private enterprises need to understand the changes in population size, structure and composition so that they may work out short and long term plans. The important questions relating to the population problem are: Is the population growing larger, becoming smaller or remaining constant? What are the ages and sexes of the population and how are the relative numbers of each age-sex group changing? What are

the proportions of single, married, widowed or divorced people and what are the current trends in marital status? Are people moving from rural areas to the cities? How can this movement be arrested? Will the immigration remain at the present level? What changes are to be expected in the national status of migrants? Are we having fewer or more children and what effect will this have on educational facilities in future? What are the causes of deaths and how do these vary with age and sex? Will we need more homes and doctors (and what kind of doctors)? These questions need answers. All of these questions require careful, objective and systematic study of the population. After having felt the problem of population changes, some of the countries have introduced programmes designed to change the rate of population growth which are giving useful results.

### **Important Elements of Population Studies**

As a field of study, the most important elements of population studies are its size, composition and distribution.

#### **(a) Size**

In population studies, the term size is referred to the number of people who live in a given area of a country. What changes are taking place in the size of the group and how are these changes in size effected?

The major factors that affect size of population are: births, deaths and migration.

#### **(b) Composition**

The second major element in population study is its composition. This term covers all the measurable characteristics of the people of a given area or country. Generally, the composition of one population differs in a number of ways from that of another. However, the most widely used characteristics of population composition are age and sex, because they are directly affected by the fertility, mortality and labour force of a group of people. Some other important population is not restricted only to composition of a population at a given time but it is also concerned with the changes in the composition and their effect on community life.

#### **(c) Distribution**

The third important element of population is its distribution. The study of distribution of population tells us how are the people placed in a specific area of a country and what changes are taking place in their distribution. In other words, distribution within a country refers to how many people live in rural areas and what number of people live in different types of urban communities. Age, sex, income, education and other factors can also be kept in view while studying the distribution of population.

## **2. METHODS OF DATA COLLECTION**

Demographers use two kinds of data: information about persons, i.e. characteristics of age, sex, residence and events. Information about rates of births, deaths, marriages and divorces are called vital rates or vital statistics.

Usually this information is obtained by different methods: census methods: registration method and sampling method.

(1) **Census Method**

Census is the enumeration of the total population at a given point of time. It is also defined as the total process of collecting, compiling and publishing demographic, economic and social data pertaining to a specific time or times to all persons in a country.

Many countries conduct censuses at regular intervals of five or ten years. Age, sex, marital status, the sources of living-hood and the place of birth are frequently included in census inquiries. Census may be conducted by adopting different methods of collecting information including direct contact, mailed questionnaire or legal enumeration.

(2) **Registration Method**

Registration is another traditional type of data collection. Records are kept about births-deaths, marriages, divorces, etc., in the registers maintained for this purpose by the government agencies. In many countries, the registration is compulsory and the citizens are bound to register births, deaths and marriages as it is beneficial for themselves also. For example, in U.S.A. people get themselves registered and this registration is compulsory to obtain citizenship rights, employment and social security.

Registration continues throughout the year, while census are taken at a specific time and are completed within a specific period.

(3) **Method / Technique Sample Survey**

This method produces the same kind of informations as the other two techniques already discussed but its purposes are different. Most surveys are designed to provide some definite statistical information as opposed to the wider scope and larger scale of a census or vital statistics. Normally, a survey is not only comparatively of a smaller magnitude but, often, it is limited to the sample of a population. This method is quick and less expensive and it also provides accurate information about each individual.

**3. SOURCES OF DATA**

Most population information is obtained from three main sources: censuses, registers of vital statistics and special sample surveys. Most of the data derived from the first two sources are found in official government reports – census reports and vital registration reports. Although most countries attempt to keep such reports in a systematic and orderly fashion, in some of the countries these data are either not available or widely scattered in different offices. And, such unorganized data hinder orderly analysis of population. It is important that one must become familiar with all the statistical sources for a country in order to make efficient use of any part of them.

The United Nations and its organizations also collect, compile and publish international statistical data on a regular basis. They assist member nations in the collection of basic and essential data and provide opportunities to improve the coverage, accuracy and comparability of these statistics. Today, the reports of United Nations are considered very important source of data regarding population.

#### 4. ASSESSMENT NO. 1

1. How would you describe the area of population Studies?
2. What are the purposes of studying the various aspects of population?
3. What are the essential elements of population phenomenon?
4. Explain the various methods of data collection with regard to population studies?

#### 5. BASIC CONCEPT

The study of population is concerned not only with the size, composition and distribution of population, it also deals with its change as well. These concepts are discussed in the following paragraphs.

##### 5.1 Change

Changes in the size of population, whether increase or decrease, are called "population change". Changes in the growth of a population come from three demographic factors: fertility (births rate) mortality (deaths rate) and migration. Although changes in fertility, mortality and migration affect the growth of population, the first two factors set the population growth.

Here, we give some examples of population changes in terms of the increase and decrease in number of people in the given population. The birth rate gives the number of births per 1000 people in the population. Thus a rate of 20 per 1000 means that for every 1000 people, 20 children were born in that particular year. Similarly, the death rate gives the number of deaths for per 1000 in the population. Thus, a death rate of 15 per 1000 means that out of every 1000 people, 15 died in that particular year.

##### (i) Rate of Change

The term rate of population increase or growth refers to the natural increase plus the net-migration. The difference between the crude birth rate and the crude death rate is called the rate of natural increase. Migration is not considered in the calculation of a natural increase. To measure actual change in population growth, natural increase and net migration both should be considered.

##### (ii) Population Change and Economic Change

Population change plays a conflicting role in the development process. It can act both as stimulus and an impediment to growth and development. In the developing countries rapid growth of population has hampered development. It is true

population is growing at faster rate as compared to the resources of these countries. The resources of these countries are unable to absorb a large number of people. As a result, there is rise in unemployment and poverty.

On the other hand, population is an asset and a vital factor in the development process. Human resources of a country can play a vital role in the overall economic development.

## 5.2 FERTILITY

Generally, the term fertility is used to indicate the actual reproductivity of a woman. Fertility means the number of children actually born by a woman. The measure of fertility is the average number of children born by a woman who has reached the end of her child bearing period, while the general fertility rate may be defined as the average number of children per 1000 women of child bearing age (15-44).

Population change due to births and deaths is termed as natural increase. Population change due to natural processes of births and deaths is called the Natural increase of population.

Natural Increase = Births - Deaths

When the number of deaths is greater than the number of births then natural increase is expressed with a minus sign (-). To calculate population growth, one can use the following formula:-

$$\begin{aligned}\text{Population growth} &= \text{Natural Increase} + \text{Net Migration} \\ &= \text{Births} - \text{Deaths} + \text{In Migration} - \text{out migration}\end{aligned}$$

Another way of writing the same equation is population growth = (Births + In-migration) - (Deaths - Out-migration).

Moreover birth rate may be calculated as under:

$$\text{Birth rate} = \frac{\text{Total No. of births} \times 1000}{\text{Total Population}}$$

### Factors Affecting Fertility

There are several factors which affect fertility. Some of these factors increase fertility, while other decrease it:

#### a) Decrease in Mortality

A decline in mortality has increased expectancy of life. As a result, more women of child bearing age survive and their reproductive spans are lengthened. A decrease in mortality is associated with improved health, and better health improves the

physical capacity of women to bear more children. On the other hand, decline in infant mortality rate lowers fertility by reducing parents' desire for more children.

**b) Age at marriage:**

Age at marriage also affects fertility level. The lower the female age at marriage, the longer will be the reproductive period and the greater number of children will be born.

**c) Women Education:**

Education of women is considered to be an important factor affecting fertility level. Highly educated women prefer a small family, and has lower fertility than the lesser educated women of low status, because her reproductive period is shortened due to time spent in acquiring education.

**d) Relationship of Fertility with Socio-Economic status**

The relationship of fertility to socio-economic class is based on the assumption that classes differ in their life style, marriage age and hence in fertility level. An inverse relationship between fertility level and socio-economic status has been observed in countries with high fertility rate. A voluntary control of the size of a family by parents with high socio-economic status is practiced in these countries to secure a good social status for themselves and their children.

**e) Fertility and Rural-Urban Distribution:**

Modern life style of cities desire advance social and economic status, education and easy access to family planning services etc. Hence there is lower fertility in Urban areas. On the other hand, the social life style of rural area is still in favour of more children. Rural women are more fertile and prefer larger families.

### 5.3 MORTALITY

Mortality means the number of deaths among the components of population. Mortality has played an important role in determining the growth of population. Rapid population growth is represented by the difference between birth rate and death rate. This gap has been reduced by significant reduction in mortality. Major factors generally considered to have contributed to mortality decline in Western countries, in the demographic transition period, were:-

- a) Discovery of new continents which provided additional sources of food and raw materials as well as an outlet for growing population.
- b) Technological changes in agriculture together with the development of modern industry.
- c) Emergence of relatively stable governments which facilitated better distribution of goods and services.
- d) Improved environmental sanitation which drastically reduced the incidence of major causes of death.
- e) Improved personal hygiene.
- f) Development of modern medicine and public health programmes.

The actual amount of contribution of each of these factors to mortality reduction is not known because there may be some other factors also which have reduced death rates.



Infant mortality may be defined as the death of children before one year of age. Deaths among infants have also been decreased due to certain medical and environmental improvements.

Increase or decrease in death rate affects the country's total population and its future plans and policies.

Here we state how the death rate is calculated:-

$$\text{Death rate} = \frac{\text{Total No. of deaths} \times 1000}{\text{Total Population}}$$

Now, let us discuss the factors related to high mortality and decline in mortality.

#### **Factors related to high mortality in the past**

- 1) Food shortage
- 2) Epidemics
- 3) War Losses
- 4) Poor conditions of living

#### **Factors in Mortality Decline in Developed Countries**

- 1) Economic development and rising income levels.
- 2) Sanitary reforms and public health measures.
- 3) Social reforms
- 4) Advances in medicines

### **5.4 ASSESSMENT No. II**

F	Population change means the births, deaths and migration of the people.
T	F To calculate population growth the formula is: (Births + in-migration) - (Deaths - out-migration)
F	Mortality is generally used to indicate the actual reproductivity of a woman.
T	F Highly educated women often prefer a large family.

### **5.5 MIGRATION**

Migration is vague term with different meanings associated to it. Generally, it is defined as geographic mobility that involves a change of residence between defined political or geographical areas, or between residence areas of different types.

According to concise Oxford dictionary, "Migration" means to move from one place, country or town to another. Thus, migration is the movement from one place to another within the country or outside it. UNESCO has described migration as movement from one region to another for the purpose of settlement. There is

another definition of migration. It can be defined as a form of spatial mobility between geographical units involving a permanent change of residence.

In the light of above mentioned definitions, there are two broad classifications of migration – Internal and international migration. The movement of people within a country for the purpose of changing home is called internal migration while the movement of people between countries is called external or international migration.

### **Measurement of Migration**

- a) People who move to a village or city to settle down are called in-migrants to that place. People who leave a village or city to settle in some other places are called out-migrants from that village or city. In-migration and out-migration refer to the movement of people for the purpose of settlement within the same country. Net migration is equal to the difference between number of in-migrants and out-migrants that is:

Net migration = in-migration – out-migration

If there is more in-migration, the difference is expressed with a plus sign (+). If there is more out-migration, a minus sign (-) is used.

Internal migration, in this sense, is residential mobility from one unit to another within the same country. Internal migration has no direct effect on a country's population size and change but is intimately related to population distribution within a country, and particularly to the process of urbanization.

- b) The movement of individuals from one country to another country whatever the cause is defined as external migration. Associated with the external migration are two terms, emigration and immigration. The external migration is mainly in pursuit of achieving certain social, economic and political objectives.

### **Causes of Migration**

It has become traditional for social scientists studying migration to classify its causes under two headings: Push Factors and Pull Factors.

#### **Push Factors**

Many social scientists view push factors in terms of a series of interrelationships between rapid rural population growth and inadequacy or growing scarcity of rural resources. They tend to view seriously the lack of amenities in rural communities, the absence of high quality housing, and poor sanitation, water-supply, health, medical and education services as causes of migration. They also stress that the lack of opportunities of education beyond primary level in rural areas and the lack of cultural and the recreation facilities influence the volume of migration.

### **Pull Factors**

Pull factors are generally analysed in terms of opportunities. The chance for higher education, for employment according to the academic qualifications and chances of greater economic gains are the typical major pull factors quoted by the social scientists. There are three generalizations about rural-urban migrants which appear valid:

- 1) The rural-urban migration stream includes a large proportion of migrants in younger age groups (15 to 34 years of age).
- 2) The rural-urban migration stream includes a large proportion of people who are more educated than the rural norm for third countries.
- 3) The rural-urban migration stream includes a large proportion of male migrants.

In other instances, economic, social, geographical, political and religious factors lead to migration.

### **5.6 ASSESSMENT No. III**

- |    |  |
|----|--|
| 1. | Discuss the factors affecting fertility? |
| 2. | What are the causes of migration?        |
| 3. | How would you measure the migration?     |

### **5.7 OVER POPULATION**

Over population is not simply a function of the size or density of the population, but rather the number of individuals compared to the sources needed for survival or well-being. Overpopulation can be determined using the ratio of population to available resources. If the population is of ten, but there is good or drinking water enough for only nine, then that environment is overpopulated; if the population is 100 individual but there is good, shelter or water enough for 200, then it is not.

Overpopulation occurs when population growth outstrips available resources. It is a situation where it is impossible to provide everyone on earth a living standard at the subsistence level.

#### **Causes of Over Population**

Over-population is a big obstacle in economic development of developing countries. Population of developing countries is growing more rapidly now than it did ever before. There are many reasons of over population. Some of them are listed below:

- High birth rate
- Decline in death rate
- Improved medical facilities
- Illiteracy
- Conservative philosophy of family life
- Joint family system

### **Affects of Over Population**

The rapid growth of population adversely effects economic development of developing countries in various ways.

It lowers per capita income.

It increases pressure on land and results in high land to mass ratio.

It increases the size of younger age group with the result that dependency ratio increases.

It reduces the productivity of labour due to under-nourishment.

It increases unproductive expenditure and the volume of savings declines.

It acts as a barrier to capital formation and capital deficiency regarding productivity growth.

It creates unemployment, under employment and ultimately leads to wastage of human resources and poverty.

It results in depletion of natural resources.

It causes high infant and child mortality.

It causes high rate of unemployment in urban areas which leads to social problems.

It results starvation, malnutrition or poor diet with ill health and diet deficiency disease.

It reduces life expectancy in countries with fastest growing population.

It results over utilization of infrastructure, such as mast transit, highways and public health systems.

It causes higher land prices.

### **Suggestions to Over-come the Problem of Over-Population**

The problem of over-population can be solved either by reducing the birth rates or by accelerating the rate of economic development.

To control birth rate, family planning campaign should be launched throughout the country. This method is easy and quick to tackle this problem, but it is not happily accepted by the people due to their irrational and conservative outlook.

Over population can also be eradicated through the accelerated economic development. Economic development produces a beneficial effect on the economy and he people. With it, the economy gets a sustained growth and idle resources are drawn to economic use.

### **5.8 ZERO POPULATION**

When the death and birth rates in some area are equal, there will be no increase and decrease in its population strength. This situation may be called as zero population.

### **5.9 NEGATIVE OR UNDER POPULATION**

If birth rate in a society is less than its death rate, there will be gradual decline in the population growth of the area/society. This situation may be named as Negative or Under Population. Such a situation has appeared in some developed countries because people in those countries have adopted many measures for the birth

control. Perhaps this situation is better for the planners to raise the standards of life of their people, but a day may come when there will be no human being if such situation is allowed to continue.

### **5.10 ASSESSMENT No. IV**

1. How would you differentiate between the Zero Population and Negative or Under Population?
2. What can be the reasons of Negative Population in a country?
3. Discuss the consequences of Over-population.

### **6. SUMMARY**

Population explosion has created tremendous problems. Because of these problems in the areas of education, agriculture, health and transportation are increasing day by day. This situation demands study of the population. Size, distribution and composition are the basic elements of population and information regarding them may be acquired through population surveys. There are various methods of data collection census method, registration methods and sample survey-techniques. Other important concepts relating to population studies are: population growth, fertility, mortality, migration. Over-Population, zero population and negative population growth. A demographer or researcher studying population should have clear concept of these terms. Otherwise he will not be able to understand population problems and suggest possible solutions.

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## UNIT 2

# INTRODUCING POPULATION EDUCATION

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## **INTRODUCTION**

Population education is comparatively a new field and it has become very popular within a short period of time, especially with the efforts of international Agencies like UNESCO, UNFPA and World Bank. Since population Education is an educational approach to deal with population problems. The concepts of Population Education need to be introduced and integrated within the syllabus various strategies and approaches. In this unit various approaches and methods are being introduced to better understand and deliver population education.

Various methods have been made in the Curriculum Schemes at various levels. The approaches include, separate subject approach, infusion and permeation approaches. There are other various approaches related to teachers training, delivery system and media approaches etc. these and many other related concepts have been explained in this unit. Family life education, its purposes, rational and reasons have also been included. It is expected that the unit would be an interesting study material in this course.

## **OBJECTIVES**

Following are the objectives of the unit. After studying this unit, you should be able to:

1. Understand, explain and review the concept of Population education and its historical emergency.
2. Understand and discuss the rationale for Population Education.
3. Comprehend and explain the various approaches and strategies to introduce Population Education.
4. Appreciate, understand and explain the need for teacher training in Population Education.
5. Understand and apply where necessary to concepts of family life education and training of teachers in Population Education.
6. Impart skills and knowledge to train teachers on population education and family life style.

## **2.1 HISTORICAL BACKGROUND OF POPULATION EDUCATION**

The idea of population Education was first conveyed in 1941 when Alva Myrdal in her book " Nation & Family " tried to convince the American reader that education was seen as that of influencing children to appreciate national population goals. The concern that was voiced by Alva Myrdal was based on the decrease of population in U.S.A.

The concept of Population Education was reborn with the publication in 1962, of two articles "The Population Explosion" by Warren S. Thompson emphasized that one of the purposes of formal education was to prepare young people to cope with the complex problems of modern society, to participate in community life and deal effectively with a rapidly changing society. He stressed that population change has fundamental importance for the welfare of the society at large. Husker observed that it is about time for twentieth century school curricula to incorporate twentieth century implication.

The need to include population content in the school curricula was also voiced by Iran Setznick and Sloan Wayland. In fact the term, "population Education" is closely associated with the name of Sloan Wayland. He used this term in order to draw attention to the fact that its substantive content and focus was different from sex education and family life education.

A land mark in the history of population education was the workshop on Population Family Education sponsored by the UNESCO Regional Office for Education in Asia held in Bangkok in September-October, 1970. Educationists from 13 member States in Asia addressed themselves to the task of defining and stating objectives of population education. They suggested strategies for organizing programmes and outlining the population oriented contents for incorporation into the school curricula. A noteworthy result of this workshop was the start of population education programmes in many countries of Asia.

The next landmark in the history of population education in the world appeared in 1974 in the form of the World Population Plan of Action which declared:-

Education institutions in all countries should be encouraged to expand their curricula to include a study of population dynamics and policies, responsible parenthood and the relation of population dynamic to socio-economic development and to international relations".

Later to it another international conference on Population was held in Mexico city in 1984 to consider the broad issues of and Interrelationships between population, sustained economic growth and sustainable development and advances the education, economic status and empowerment of women. More over in 1994 an International Conference on Population and Development was also held in Cairo that has given broader mandate on development issues than previous population conferences, reflecting the growing awareness that population, poverty, patterns of production and consumption and the environment are so closely interconnected and none of them can be considered in isolation.<sup>1</sup>

Currently many countries are focusing on the need of population education at colleges and universities level to educate young people on this subject. Several national programmes in population education are reaching the schools in various countries and educating for well being of nations.

## **2.2 SCOPE OF POPULATION EDUCATION**

Population Education in Pakistan especially at college university level is fairly a recent field, though work in the field of population was in seventies. Mostly programs were focusing on the no. of population, size of the family and service delivery programs on family planning. There was less attention on population education. Population issues in general were not understood broadly and mainstreamed for national programming. It

was misinterpreted by name of family planning program. In current arena there has been progressed made by International UN agencies and population education has given priority and the concepts of population has been introduced in to core curricula.

Population Education may be defined as educational process where individuals learn the major challenges concerning to population, underlying causes and consequences of emphasizes the inculcation of awareness and sensitization about the implications of population growth and rationale to design & prepare national strategies and programs for sustainable human development with the purpose to enable the individuals to make rational and consider decisions regarding growth of population. Most of us are very well aware that the biggest enemy of human race is over population. The awareness and realization of the implications & consequences of population change is called Population Education. The concept of Population Education is still in the process of definition redefinition. In some situation population education has been defined as a new curriculum area and one of the important intervention and strategy required to improve the situation.

It is also defined as to provide people and adults with the awareness of relationship between population change and socio-economic aspects which contribute towards the quality of life, good health, education, clean environment, better economic prospects and meaningful participation of every individual in economic growth of the country and to involve individuals in a learning process for extending their vision about population related issues. It includes broadening their perspective and development of skills in analyzing the issue in a meaningful and socially useful manner.

### **2.3 THE RATIONALE OF POPULATION EDUCATION**

We are living in a world of unprecedented demographic change. After growing very slowly for most of human history, the world's population more than doubled in the last half century to reach 6 billion in late 1999. By 2006 it had reached 6.7 billion. Lower mortality, longer life expectancy and a youthful population in countries where fertility remains high all contributed to the rapid population growth of recent decades.

According to the 2008 Revision, the world population is expected to rise by 2.53 billion people, to reach a total of 9.1 billion in 2050. The increase alone is close to the total world population in 1950. Essentially all of the growth will take place in the less developed countries, and will be concentrated among the poorest populations in urban areas.<sup>2</sup>

Rapid population growth has social dynamics such as:

The rationale for teaching about population in schools is clear. In its role as dynamic force for social change, large population, family planning and primary health care services, essential obstetric care services, maternal and Infant mortality and morbidity, aging, migration and urbanization, conflict and violence, environmental sustainability. It is pertinent to understand dynamics related to education.

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<sup>2</sup> <http://www.unfpa.org/pds/trends.htm>

The aim of this unit is to educate young people about population issues and prepare them for responsible behavior. Because conscious efforts of individuals can contribute to population stabilization and human development.

Pakistan currently has the largest youth cohort in its history. There are 103 million people below the age of 25, of which 54.3 million young people between the ages of 10 and 24. The proportion of the population represented by adolescents will continue to grow, due to the population momentum built into the current age structure. Projections show that people below the age of 18 will account for 50% of the total population in less than 20 years. Unemployment, illiteracy and ill health in a bulging youth population are big threat to social peace and national security.

Such a large proportion of young people in the population can be a great economic advantage to a country, as it adds to the labor force and reduces the number of dependants relative to the working population, if the right investments are made at the right time in education, health, population and employment. The government of Pakistan is increasingly recognizing the potential of a **demographic bonus** for the country. However, this potential bonus can turn into a demographic threat if required social investments are not implemented. Young people need investment and opportunities to direct their energies in constructive efforts geared at building their lives and hence the nation.

Addressing specific issues faced by the young people and ensuring involvement of young people in terms of economic, political, social and cultural participation is imperative to Pakistan's development.

Further to its continued fertility decline is the foremost condition that needs to be met. The current phase in Pakistan's fertility transition offers an incredible opportunity to lift the economy out of poverty and sharpen the productivity and economic growth. Education plays a vital role in declining fertility. PDHS (2006-2007) data shows that fertility rates have declined among educated women.

To achieve a stabilized population it is important to impart young people with relevant information and teaching analytical process and skills that can be broadly applied by the individuals in solving population issues. Since population issues affect all aspects of life therefore, important population issues and methods for analyzing population problems should be an integral part of in-school as well as out of school education.

For advocates of educational reforms, population education offers opportunity to change both curricula content and teaching methods. Population topics are socially relevant. They can easily be adapted to new teaching methods such as "inquiry learning"; "value clarification" and "dramatization" etc. inquiry learning assists students to discover basic concepts and facts provided by classroom materials. For instance, using the approaches, using census data to stimulate a discussion on fertility, family size, and socio-economic problems.

To use the school curriculum to tackle emerging social problems through new and specific educational growing concern over the behavior of young people in the 60s the school came up with a work oriented curriculum. More recently, the growing public concern about drug abuse and HIV/AIDS has been addressed through educational programs in schools. In fact, if emerging needs of society are not incorporated in educational system, the educational process becomes meaningless and ineffective both at micro and macro level.

As discussed earlier that a concern about population growth and its educational implications were expressed at the international level during 70s. The programmers were in general agreement that population growth apparently threatens the stability of socio-economic life. They suggested that there is a need for controlling population growth through reduction of the birth rate. The progress in population control, however, depends on the attitude and motivations of the people toward the size of families.

Attitudinal change is not an easy task. It has deep roots in the culture and traditions of a society. It was appropriate and necessary in the past to have many children. But now the conditions are no longer similar, there is an urgent need to change the fertility behavior of people not only for the well being of individual families but also for society at large.

#### **2.4. SELF ASSESSMENT QUESTIONS**

- i. Explain how the concept of population education emerged?
- ii. What is the scope and rationale of population education especially in a developing country like Pakistan?
- iii. Prepare a table of population of your city/town or village and present its growth since 1961 onwards and comment upon its rate of growth vis-à-vis increase in resources in terms of educational, health transport and housing provisions?
- iv. What are the social issues linked with population education.

#### **2.5. APPROACHES AND STRATEGIES**

Approaches and strategies to deliver population programmes are unique to each country. Some of these approaches and strategies are common and are discussed briefly in this chapter for incorporation of population education concepts in the curricula or text books. These approaches can equally be applied in those countries where population education is not dealt as a separate subject.

##### **i. Sub-unit approach:**

This involves the preparation of teaching units to be added to an existing unit in the course/syllabus of the subject area which is used as a carrier of population education.

- ##### **ii. Infusion:**
- This involves enriching exiting units in the syllabus of the "accommodating" subject areas to include population education related ideas. It substitutes examples into already existing materials to illustrate a new point or a new approach adopted in teaching population related topics. This approach is being used in many countries and in Pakistan as well at primary level in combinations with other approaches of integration.

- ##### **iii. Permeation:**
- the curriculum of selected subjects is over hauled to allow for the permeation of relevant ideas. This approach is useful for full integration of

population education content in the curriculum thus making it an integral part of the subject matter is also used in Pakistan at Secondary & Higher level.

#### **iv. Core learning kit approach**

This approach is useful for the development of general curriculum and appropriate teaching materials to meet the learning needs of the out-of-school population. This approach differs from the separate unit course and infusion strategies in the sense that it neither advocates the of this approach identify common areas of interests and needs of various categories of target audiences, predetermine sets of relevant population education concepts, translate them into a series of learning activities and prepare appropriate teaching learning materials. All developed materials are compiled in the form of training modules referred to as "core learning kits". The field staff of various development organizations is provided training on the content of the core learning kit. It is also called Tool Kit.

In Pakistan there are many examples available where special life skills programs are developed for out of school and in schools youth through non government initiatives.

#### **2.5.1 Strategies for Training**

One of the important components of all the population education programmes is the training of teachers and other relevant personnel in the formal and non-formal sectors. The countries which have already launched national population education programs have experimented with deferent models of training whereas those which are beginning there programs and are planning to use a combination of variety of models of training. Each model has merits and demerits and there is at yet not empirical study conducted which can vouch for the one or the other model for training. The countries have to decide them selves which models are affected in achieving the plan objective of training program as per there needs, available resources and constraints. There are different training models which are being used in different countries in the region are briefly discussed here.

#### **2.5.2 Hierarchical face-to-face Training model**

According to this model the training continuum consists of successive training sessions for different educational personnel in the hierarchical descending order. The process involves training of personnel face-to-face in two or more steps' wherein the project personnel are trained at the national and international level who in return train a selected group of specialists of master trainers at the national and international level who in turn train a selected group of specialists or master trainers (teacher educators , district education officers, principals, college professors and others)who in turn train the teachers at the district, sub-district or village levels. This kind of model places the teacher who is the main target of the training programme, at the end of the line and a receiver of what is passed on from the top.

#### **2.5.3 Peer-Training Model**

The peer training model involves a linear pattern in which the trainers and the trainees are both on the same level. The hierarchical face to face training model

takes considerable number of years to train all the teachers. While Peer Training model is very useful for population education. In this model the principals and subject heads of coordinators in each secondary school are trained by Master Trainers through face to face training and in return they are given responsibility to train other groups of teachers in their own of neighboring schools. Each institution is provided a complete set of training materials including training manual, teacher's guides or audio- visual aids, and evaluation tools. Each school determines its training schedules of for teachers. The consolidated information is also shared with the concerned district and officer in charge at provincial level. The supervisory teams also visit the schools and ensure on spot assistance, guidance as well as evaluation of the training programmes.

This model has the advantage of economic feasibility and a faster rate of teacher training. The absence of hierarchy in terms of job position between the trainer and the trainees generates a closer and smoother interaction between the two. Some researchers also indicate that in-service teachers prefer to take the advice of experience teachers who are currently teaching rather than other professionals who may have more specialized training but less teaching experience the school.

At the student level, UNFPA has a successful Y-PEER Training program that is designed on a cascade training model. The master trainer of Y-PEER train a group of 25 young people and then each trained young person train 25 young people in the community. This model has potential to train teachers at higher secondary institutions level. It requires less funding but more motivation from the individuals.

#### **2.5.4 Mobile Training Model:**

This model consists of floating or mobile teams of trained competent and highly experienced teachers, administrators, and supervisors who conduct training programme for teachers in their schools or in designated training centers in the area. These teams are equipped with a variety of instructional materials, aids and equipment. The teams equipped with variety of instructional materials, aids and equipment. The teams can be replenished as the training goes on, thus minimizing the withdrawal of the members from their respective posts for a longer period and also giving a chance to other competent teachers and administrators to act trainers. The training can be organized at a stretch or during vocations or weekends as may be convenient to the teachers and administratively feasible in particular area.

The advantages of this model are that it does not disrupt the school work and is more economical because there is no additional expense to be incurred on the training or daily allowances of the teachers.

#### **2.5.5 Modular or Self- learning Training Model**

The modular approach is a relatively new innovation for in-service as well as re-services training of teachers in Asia and the Pacific. It has been shown by some studies that self-learning modules raise knowledge and change in attitudes.

Modules provide independent and direct training to teachers require minimum supervision, it is easy to administer, more economical, and entails a minimum of logistical problems. One with this model is the motivation of teachers to use the self learning modules.

### **2.5.6. Correspondence Training, Model**

This model has been successfully used in the form of a summer-school correspondence course for the pre-service training of teachers in India conducted by the Regional Colleges of Education under the National Council of Educational Research and Training. The model comprises a correspondence phase and a face- to-face training phase. The same model can also be successfully used for the in service training of teachers in population education. The main advantage of this model is that a large number of teachers can be reached. This can be an effective as well as economical model for training teachers in population education. The success of this model, however, depends upon the quality of the set of correspondence lessons and other learning materials, a systematic and regular feedback mechanism, and an efficient postal service. The programme is most effective if it is supplemented with some kind of face to face training sessions either by peers or headmasters of mobile training teams.

### **2.5.7 Linked Training Model**

According to the Linked Training Model the training of teachers in population education is built into the in-service training activities set up for those subject areas in which population education has been integrated. A specific time is allocated to the population education within the total training period. This model can be used as a supplement to other models of training because the number of teachers that can be covered through this model will be very limited. The benefit of this model is mainly economical because no additional expenses are required for the travel and daily allowances of teachers. The basic limitation of this model is that due to time shortage more intensive and sustained training would not be possible. There is also a possibility of the population education component being overshadowed by the main subject. In most of the Asian countries this model is being used they have integrated the population education in their on going in service teachers training programmes.

### **2.5.8 Educational Radio (ER) and Educational Television (ETV) Training Models**

Many countries in Asia and the Pacific are using radio and television in supplementation and reinforcing the in service training of teachers.

The use of Education Radio and Television for the in service training of teachers in population education is one of the possibilities which should be explored. This can be an economical and effected model for training teachers especially those who live in remote areas. Te teachers should receive the background recourse materials before the broadcasts, the head of the school should be made responsible to conduct the training programme and send feedback and evaluation periodically to the district education officers of the concerned officials at the national level. This



model can be supplemented with a peer training model and modular training model to make it more effective.

### **2.5.9 Field Operational Training Model**

This model has been used by the UNESCO Regional Team in Population education especially for the training of out of school key personnel, from different countries. This is based on participatory method used in the rural communities where the field team identify community needs/problems develop programmes and need based learning materials. This is useful model but because of the financial, physical and time constraints this model may not be feasible for the training personnels on a large scale.

### **2.5.10 Internship**

The internship model of training has been used by the UNESCO Regional Team in population education for the training of key persons from different countries in population education as well as in documentation. The interns work in specific areas of population education through self study under a supervisor. This model can also be used at the national level in the training of key persons. The limitation of this model is that only selected individuals can be trained through this model.

The attachment of key persons for a period of one to three months to some successful programmes in population education has been organized by the UNESCO Regional office, Bangkok Under this programme the trainee works as a member of the local staff and gain full experience in the substantive as well as operational aspects of the programme.

The financial and resource constraints of the internship model limit the number of persons who can be trained.

### **2.5.11 Eclectic Training model**

This model combines all the above models for the training of different categories of personnels. The model envisages four main categories of personnel, viz (i) population education project (ii) administrators and policy level personnel (iii) resource persons and trainers and (iv) teachers and field workers. For each category of personnel main models of training has been suggested which can be reinforced or supplemented by other models of training depending upon the needs and resources of a particular country. The main strategy used in this model is that the population education project personnel, administrators, and resource persons and trainers whose number is manageable and who need extensible training will be trained through mobile teams and/or peer training models. The training of teachers and field workers can be supplemented by modular, linked, correspondence and has a minimum of administrative and other problems.

### **2.5.12 Use of Educational Technology in Population education**

View of the inclusion of population education content in different in school subjects and non formal education programmes, adequate learning materials in

Population education was developed under the provisions of national projects. It mainly focused on five core messages of population education, considered as crucial in yielding the desired effects and impact in students, and out of school youth and adults. The themes of the proposed core messages of population education, (i) family size and family welfare (ii) delayed marriage (iii) responsible parenthood (iv) population change and resource development (v) population related beliefs and values.

In 1985-1986, the Regional Team in collaboration with experts in the countries, developed a video cassette tape for the first core message i.e. family size and family welfare, using the problem solving or inquiry approach. The video cassette tape is intended primarily for use in the training of teachers and other key personnel, and in teaching population education. In 1976, the Regional Team, collaboration with experts in the countries, developed a prototype slide and tape entitled, "Demography in Population education". This set was further improved in 1981-1982. These two sets of materials have generated a lot of interest in the set of slides and tapes for their own use.

Many educators are convinced that the use of slides and tapes is one of the most effective ways of teaching population education. Like wise, the use of other modern educational technology, particularly video cassettes, in training and teaching is becoming increasingly popular largely because it is quite cost-effective. Many country projects have recorders, cameras, video cassette recorders and monitors and in some countries sophisticated VTR system have been purchased.

### **2.5.13 Conclusion**

During the past decade, countries in the region with population education programs have used different modalities of training of teachers and other programmes have used different modalities of training of teachers and other personnel. These include face to face training, peer training team, self learning modules, correspondence lessons, etc. The feedback received from the teachers and field workers from some countries shows that in many cases there is no significant change in the knowledge, attitudes and skills as a result of training in population education. The main reasons for such a situation are due to the relatively short duration of training programmes, lack of effective training materials and in some cases lack of expertise of trainers.

It was pointed out that training of teachers, field workers, training of out of school youth and adults is a continuing process. This process could not possibly be fully realized with one short training programme.

To provide training to the huge number of teachers and other personnel many countries are conscious to seek and adopt such training modalities, which are economical as well as effective? There is a need to take a close look at the existing teacher training programmes and identify gaps and additional requirements. There is a need to identify training modalities and training materials which are cost effective.

Form the foregoing discussion it is obvious that the countries having population education programmes at rising different approach and strategies of organization, curriculum planning and training of personnel. There are as yet no approaches and strategies. The different operational issues discussed in this chapter provide some guidelines for the choice of approaches and strategies appropriate to the specific needs of the country.

## 2.6 POPULATION ISSUES IN GENERAL

### 1. Fertility decline and unmet need of family planning

Fertility is at the core of present debate on demographic transition and youth bulge in Pakistan. It has been on the decline for the last two decades, though unevenly – decreasing from 6.3 to 4.8 children during 1991-2000 and from 4.8 to 4.0 in the following decade (2000-2009). Total fertility decline was regarded as the fastest in Asia in the former decade.<sup>3</sup> However this slowed down in the current decade despite assumption of the government that the previous trend would persist.

Fertility decline has huge implications for development planning and to extract maximum benefit from youth bulge in Pakistan. It will determine the population size and volume for resource allocation to meet current and future needs (education, health, employment, housing, etc.) of Pakistani population. A Population Council study projects three different scenarios of Pakistani population in 2009-2030 based upon the total fertility rate. The projections are as following:

Scenarios	2009	2015	2020	2030
I. Proposed Course: Moderate decline (TFR 3.0 by 2015, 2.7 by 2020 and 2.2 by 2030)	171.2	192.7	210.6	243.6
II. Current Course: Slow Decline (TFR 3.4 by 2015, 3.1 by 2020 and 2.6 by 2030)	171.2	195.4	216.1	255.3
* "Planned Course": Impossibly fast Decline (TFR 2.08 by 2020 & 1.92 by 2030)	164.6	181.2	194.7	218

*Source: Population Council. "Pakistan's Demographic Transition in the Development Context", Nov 2009, p. 6.*

It is obvious that the differences of fertility trends put varied pressures on

The population size and hence on development planning and resource allocation. The practitioners' emphasis to facilitate fertility decline trends is further informed by public

<sup>3</sup> Population Council. "Pakistan's Demographic Transition in the Development Context", Nov 2009.

acceptability of population planning and increase in relative demand for reducing the family size.

Researchers have shown that the cultural barriers to fertility planning are gradually giving way to demands for reducing the family size. Especially more and more rural women want to limit child bearing. Moreover, there is a strong demand for birth spacing among Pakistani women.<sup>4</sup>

Pakistan Demographic Health Survey computed figures for knowledge about STDs for women aged between 15 and 19 and accordingly 30% of women had heard about AIDS. Current study places this number at 32%. PDHS also mentions that 53.6% of adolescent girls are aware of at least one method of prevention from HIV-AIDS. Overall, the findings of the afore-mentioned baseline are synchronized with previous similar studies. The question is why then the people's desire does not reflect in sharp fertility decline? Answer lies in inadequate supply of full demand to contraceptives and eliminating unmet demands, access to and outreach of reproductive health facilities especially in rural areas, involving families and men and breaking cultural barriers.

Demand	1991	2001	2007
Met Demand	11.8	27.6	29.6
Unmet Demand	28.0	33.0	37.0
Total Demand	39.8	60.6	66.6
Percent unsatisfied	70.0	54.0	56.0

*Source: Zaidi, Batool. "Ensuring Fertility Decline in Pakistan" in "Pakistan's Demographic Transition in the Development Context", Population Council, November 2009*

### 2.6.1 Ageing of the Population

Now days, more people are surviving to old age as a result of improved working conditions, higher standards of living, control of diseases and availability of health care. While the phenomenon of the ageing population is closely becoming a feature of the developing countries. The current estimate of "older" population that is people 65 years and over in the developed countries or about 185 million or over 15 percent of the total population. While only 5 percent of the total population. While only 5 percent of the population of developing countries is in this age group. The absolute number of older persons is already 230 million. Between 1985 and the year 2000. The developing countries this ratio was 57 percent increase in the number of older persons as against only a 26 percent increase in the developed countries. The 1985 ESCAP population Datasheet shows that 4.8 percent of the population in the Asian and Pacific region belong to the age Bracket of 65 and over. In absolute number this means a total of about 130 million elderly. By the year 2000, the percentage of the old population in the region shall increase to 5.9 per cent or about 200 million people.

<sup>4</sup> Zaidi, Batool. "Ensuring Fertility Decline in Pakistan" in "Pakistan's Demographic Transition in the Development Context", Population Council, November 2009, pp. 9-17.

The increase in absolute number of the older people will have wide ranging implications for the social and economic institutions in society and for the family. At the social level, this increase would indicate a corresponding increase in the need for medical, housing, economic, and other social services. At the family level, this might indicate a changing pattern of roles, functions, and independence of extended kin relationships and some of the responsibilities for providing security for the aged are shifting from families to government. In the traditional set up of Asian families, the elderly are looked upon to help care for the young, give advice and guidance in the light of their experience and wisdom. The young in turn respect the old and care for and support them when they're no longer physically capable of looking after themselves. However, there is now a growing tendency in the part of the younger members of the family to depend less and less on their elders for companionship, guidance and resolution of their problems and to feel that it is no longer their role and responsibility to support and care for their elders. The erosion of the Asian traditional values of respect and care for the elderly and the utilization of their experiences and wisdom in enhancing the quality of life of the family and the community is slowly but surely becoming barely perceptible.

### **2.6.2 Urbanization/Migration**

There is a continuing rural to urban migration contributing to rapid urban population growth. The 1985 United Nations statistics showed that more than 40 per cent of the world population lives in urban areas. In 1970 the total urban population of the more developed regions was almost 30 million more than those in the less developed countries. By the year 2015 the urban population of developing countries is expected to be almost double that of the developed countries and by the year 2025 four times larger. The urban population growth in developing countries and is generally concentrated on the very large cities.

### **2.6.3 Implications of Urbanization on the Quality of Life**

Although studies have shown that living conditions in cities compare favorably with rural areas, the blessings are mixed. Population growth is straining the cities to the limit; it is enormously difficult to provide employment and income, housing, water, sanitation, health and education. As always the number of the poor grows faster and suffers the most. The most visible expression of the problems of rapid urban population growth is the acute shortage of housing or the prevalence of slum and squatter settlement and other facilities such as electricity and necessary services; the over crowding and poverty in slums, in turn, cause poor health and malnutrition. Social conditions in slum areas are also a threat to physical and mental health.

The idea of preparing educational programmes to prepare the families to cope with living conditions in a crowded world is a matter of great concern almost in every developed and developing country.

## 2.7 LIFE SKILLS EDUCATION

Life Skills Education is a way of teaching on population related dynamics. According to World Health Organization "Life Skills Education is refers to abilities that enable Individuals to deal effectively with the demand and challenges of everyday life." It also help individuals to better understand health issues such as sexual and reproductive health, fertility versus family planning needs, maternal mortality and morbidity issues etc. The family is one of the basic institutions of mankind. However, many societal forces (e.g. modernization, working parents, and liberalized codes of sexual ethics) are eroding the beautiful Asian Socio-Cultural family values. In few countries, life skills education is being taught as part of population education that aims to provides correct and timely information about physical and emotional changes while growing up (ii) establishing and maintaining personal relations and (iii) developing values and skills for successful marriage, child bearing, and other aspects of family development. The key skills include the ability to communicate well, make good decision, solve problems and act responsibly.

In Pakistan some non government organizations in collaboration with Government schools have designed and implemented life skills programs. These programs have further scaled up through UNICEF in Pakistan in government and private schools. As a result of effective policy advocacy on life skills education government has accepted to include in the national core curriculum. However an implementation program is yet to be prepared. One of the pre-requisite of this program is country wide training of teachers on Life Skills

### 2.7.1 Concepts

Family planning has to lift from its old and narrow concept and given its proper place in the overall philosophy of welfare. It must embrace aspects of family welfare, particularly those which are designed to protect and promote the health of mothers and children. It must become a part of the total concept of positive health. At the same time it must find meaningful integration with other welfare programmes viz child care and development, family enrichment nutrition, food, clothing, shelter, availability of safe drinking water, education, employment and economic activities, women s welfare, more meaningful and relevant opportunities for everyone in all sectors-rural, semi-urban and urbane. In other words, its deals with family life in all its entirety and this is what family life education must seek to impart alongside the development of action programmes as opportunities. We can say that family life education is a part of population education programme. It is concerned with family size, family enrichment, child care nutrition food, clothing, shelter, safe drinking water, education, employment and all relevant welfare opportunities in rural as well as urban areas.

The goals of family education are not easy to reach. It is only when there is a cause and effect connection made in the minds of people between their pattern of life, family formation and family size and their living conditions and opportunities will there be any effort to adopt practices such as family planning for their own welfare and improvement where over a sustained periods, there are factors like education

for everyone, good health service, improved status of women opportunities for employment and economic activities, social security and a more equitable distribution of wealth, people would begin to appreciate the advantages of setting up definite patterns in their life style. It is, therefore, essential that education for this purpose at all levels of the community, must go hand in hand with efforts to improve social and economic conditions if it is to have positive and beneficial.

### **2.7.2 Family Life Education and Family Welfare**

Development Programmes are commonly projected towards improving the "quality of life" for people and their families; in other words, it aims at improving the welfare and well being of the people. These concepts imply economic, social/psychological and national factors related to all of life's needs: food, clothing, shelter health and general human fulfillment, environmental quality and national development.

#### **i) Economic Factors**

- a) Adequate food of nutritious quality.
- b) Supply of potable water and in general, water to meet all needs.
- c) Sufficient and suitable clothing and healthy living facilities.
- d) Availability of preventive and curative health care.
- e) Cash or means of exchange.
- f) Family budgeting
- g) Savings and additional means of income.
- h) Increasing ability to cope with needs and unexpected events.
- i) Suitable adequate and rewarding employment for those seeking it.
- j) Better working conditions.
- k) Old-age and sickness security.

#### **ii) Social and psychology factors**

- a) Capacity to meet emotional needs and for personal development.
- b) Capacity to teach children how adjust to life.
- c) Capacity for helping the develop mentally, physically and society.
- d) Time for leisure and relaxation.
- e) Sufficient possibilities for social, culture and religious activities.
- f) Ability to decide as a family unit on all matters in a rational way

#### **iii) National Factors**

- a) Reduce dependence.
- b) Functional literacy, better social amenities and services.
- c) Being conscious and having knowledge of one's environment and the capacity to improve it.
- d) Being confident that a 'better life for all' is being pursued.
- e) Influence on issues affecting the country and sharing equitably in the benefits
- f) Influence on development programmers.

- g) Influence on and participation in economic activities.

From this list of interrelated factors, it is obvious that the size of a family will largely determine the extent to which those needs are met, given their level of the resources. Since the family is both a producing and consuming unit, any change in implications for its well-being.

### **2.7.3 Factors Associated with Family life education**

Some of the important factors associated with family life education. And need to be considered are:

- a) more maternal deaths occur among women who have had many children
- b) More babies or babies coming too quickly especially among immature girls and women over 35 causes the mother to become weak or anemic. Pregnancies are a strain on the body and when associated with malnutrition the mother is extremely vulnerable to a variety of sicknesses endangering both mother and child;
- c) a weak, ill or anemic woman when she is pregnant often gives birth prematurely or gives birth to a nutritionally deficient child; and
- d) If one baby is born soon after another the first will not have breast milk for long and this will make it more likely to be malnourished. Additionally, as the mother carries the new baby giving it most of her attention, the first baby is liable to be miserable and disturbed.

### **2.7.4 Safety Needs and Family welfare**

Adequate clothing and housing are basic human needs required for cultivability. They are necessary to provide each family member with protection from extreme hot or cold temperatures, privacy and comfort. Children, specially, need a home not only to live in but also to have a square, stable place of growth.

“When the family increases, it doesn't automatically bring about a proportionate increase in the amount of accommodation, because living space can more easily be shared than the other articles that a new child needs. Food, medicines and even education can not be “consumed” by more than one person, but more and more people can live in a house, more and more children can sleep in a bed, or on the floor. What happens then is that as the size of the family increases, the level of overcrowding increases. In other words more people will live in the same space as before. It can therefore be stated that AN INCREASE IN FAMILY SIZE AGGRAVATES THE HOUSING SITUATION”.

### **2.7.5 Financial Recourses and Family Welfare**

Cash or means of exchange is an essential requirement for a family's welfare if it is ever to purchase the goods and services it requires for its survival. As self-sufficiency becomes possible for fewer and fewer people, a family's capacity to make choices ironically becomes less and less.



### **2.7.6 Self Actualization and Family Welfare**

Peoples require more than just life's necessities. The whole Concept of family welfare implies that survival is not enough: life should not be a hard fought struggle from day to day. Social, psychological

And environmental factors constitute elements of family welfare and are Inalienable rights to be enjoyed. This, however, cannot be the case unless cash or same means of exchange is available to adequately meet these needs. Where there are more needs than cash there is insufficient resources even to meet the bare survival needs, the family faces severe physical deprivation.

Increased income makes possible a higher standard of living in terms of survival, security, social relations, and environmental control. It not only improves the family capacity to consume and save but enhances parent's perception of the value of each additional child. As a result, living standards, income-earning possibilities, the costs of education, marriage ability and employment opportunities are viewed in terms of current and anticipated resource availability. Such an appraisal invariably is associated with a desire to limit family size.

## **2.8 NATIONAL MANIFESTATIONS OF THE LINKAGE**

In the widest sense, population growth and national welfare are closely linked. UNFPA, for example, no longer talk(s) any more in term of family planning as an answer to population growth, because (they) realize that there is far more to population than family planning " Whilst it may be vital, indeed, to slow down the rate of population growth, they assert, its is now realized that the number of children a family depends in every complex interaction, in which levels of education, the quality of housing, health and social security services play " a part, and which is tied closely to the form which overall social and economic development is taking".

Today, with more emphasis on self-reliance, social justice and decentralization (people's participation in planning and decision making) multi-spectral population and family planning programmes involve a number of ministries, agencies and private organization. Several ministries have responsibilities for strengthening and supplementing population activities. Further, there are many other public and private institutions which are working to raise the quality of family life. In this regard, it is also important that community participation, at all levels, and the means to achieve one's aspirations need to be given a significant emphasis in this process.

## **2.9 CONCLUSIONS**

The interrelationship between family welfare and family planning are vital elements of a Family Life Education Programme. By reducing family size, alone, it can hardly be claimed that family welfare will automatically be increased. However, increased family size does affect the family welfare and needs to be reckoned with when considering needs and resources. Of socio-economic conditions of the family are to improve as a result of all round community development strategy as well as being a

natural consequence of it. It is imperative to have efficient plans, because, without such plans a family's capacity to be self-supportive will be severely constrained. For these and many other reasons population education should be introduced at all levels of education. There are various approaches for introducing population education. It depends upon the situation, resources and need as to which approach is appropriate.

## UNIT 3

# CONCEPT OF POPULATION EDUCATION

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## **INTRODUCTION**

Population Education is a comparatively new area of teaching. It has been understood and accepted in various countries and societies with various angles and emphasis while the general objectives and themes are almost the same. The theoretical frame-work of population education its objectives, programmes, activities and contributions have been highlighted in this unit. Effort has been made to introduce the concept from the broad base from where it emanates that is the realizing the severe implications of rapid population growth. The contents of the unit sequentially advance and contributions field have been spelled out. A special treatment has been given to the section where it has been explained how population education programmes differ from family planning, sex education, population studies and other allied but different fields. Assessment questions have been inserted at various places. In the end, the reference and recommended sources have been included.

## **OBJECTIVES OF THE UNIT**

After studying this unit thoroughly you should be able to:-

1. Explain the phenomena of population increase and its implications on human life.
2. Explain and appreciate the need for population education programmes.
3. Discuss and state in detail the concept of population education.
4. Understand, appreciate and discuss verbally and in writing, the objectives and functions of population education.
5. Comprehend and explain the issues, contents and contributions of population education programmes.
6. Visualize and discuss the implications of rapid, population growth on food, health, housing, transport, education and socio-cultural aspects.
7. Differentiate population education from other population programmes.
8. Identify and discuss the problems difficulties and issues in population education programmes.

### **1. THE EARTH AND POPULATION**

According to scientists, the Mother Earth is some forty five hundred million years old. Certainly, it is too long a span even to guess or imagine. Thousands and thousands species live on the surface of earth. The most rational and intelligent species ever born on earth is, undoubtedly, the human being. Through experience and intelligent guess the human race adopted better ways of life. With the increase in number as a natural growth, the human race grew into groups, tribes societies, towns, cities and states. The increase in population was very slow due to the reason that process of births was almost equalled by the number of deaths as a result of various reasons over which man had little control. With better ways of living, assured food supplies, ability to protect body through clothes and shelter, there came a revolution in human life. Every birth was an occasion of rejoicing and every death as an event of sorrow. These events had larger impacts on human life. They shaped the human thinking and ideas about life and its purposes.

The human civilization marched forward sometime slowly and sometimes quickly through several thousand years of history. During the past few centuries the advancement

of human civilization gained considerable momentum. With the advent of steam engine and a series of other machines there came what is called the "Industrial Revolution". Simultaneously, rather preceedingly, there came a Science Revolution which was of great significance. With the better living conditions, health precautions, remedial techniques, medical and surgical advancements people looked forward to a fairly long life:

According to the reliable estimates, two thousand years ago the number of human beings living on Earth was nearly 250 millions. One thousand years ago, it was 350 millions. Five hundred years ago, the population was 450 millions. In the beginning of 20th century the human population on earth was 16.5 billion. Now it is estimated to be more than 50 billion.

## **2. POPULATION INCREASE AND ITS IMPLICATIONS**

The Phenomena of population increase has been observed by the scholars, social scientists and policy makers and for the pass 200 years they started debating the question of relationship between population and development.

This relationship between population and development was one of the major issue on which discussions were held at the Bucharest world Population Conference in 1974. The developed countries argued that population explosion has seriously retarded the process of development. Measures to reduce birth rates and excess population growth rates would improve the quality of life of individuals and help social and economic aspects of development process. Most of the countries agreed to that and emphasized to expedite and expand the population welfare measures including population education, Family Planning, Family Life Education and Environment Education etc.

Population explosion has serious implications on social and economic aspects of life. Very serious questions arise out of the increased population situation.

This flood is running strongest in the areas of the world where living standard and resources per person are already at the lowest i.e. in the under developed countries of Asia, Africa and Latin America.

Economists, Social Scientists and Statisticians have already made it clear that if the present state of population growth rate continues, consequently we will be reaching a population bulk-point where the pressure on food supplies, employment opportunities income, housing, health resources, transportations, education and other social amenities would be intolerable. The current world scenario indicates that where there is the highest population increase, there is the highest unemployment, ignorance, poverty and hunger.

Rapid population growth is more evident in Asia and the Pacific Region than in other regions of the world. It is estimated that in the early nineties 58.8 percent of the world's population is living in Asian and Pacific (UNESCO Assessment). It is observed that if there is no sharp decrease in the birth rates in some Asian countries like Pakistan, Bangla Desh, India, Japan and China there would be a bigger proportionate percentage increase in the number of people living in this Region.

For this reason, many countries in the region have already adopted appropriate population policies and initiated many population welfare programmes. Two main approaches to check population growth have been launched. One familiar direct approach is "Family Planning" and the other is indirect approach for the same purpose which includes the programmes of "Population Education, Family Life Education, Environment Education and Sex Education" etc.

Population Education Programmes provide opportunities for learners to acquire the knowledge, abilities, attitudes, and values necessary for the understanding and evaluation of population situations, the dynamic forces that have shaped them, and the effects they will have on the present and future quality of life. Population education requires the most objective possible teaching-learning situation in which the teacher offers the learner a set of facts and values that will allow him or her to evaluate the whole range of options with respect to a given problem.

Various viewpoints will, of course, be given different emphases in the different population education programmes which carried out in various parts of the world today. Population education in schools takes a number of forms, moving from the introduction of population concepts at the elementary-and secondary-school levels to universities and specialized training colleges. For example, large-scale projects are being carried out in the republic of Korea, the Philippines, Indonesia, Malaysia, Thailand, Sri Lanka, Bangladesh, Pakistan, India, China and Japan. Outside the formal education system, there is also a great diversity of population education programmes which are of increasing importance since most population learning occurs in this milieu. Examples of population education in the nonformal sector can be found in Kenya as an integral component of the Programme for Better Family Living, in Sri Lanka as part of a workers' population and family planning education project, in Indonesia through the country's Pen Mas (community education) centres, and in Upper Volta in the form of seminars for high-level officials from number of ministries, and population education programmes through formal and non-formal system in Pakistan, India and Bangladesh.

### **3. NEED FOR POPULATION EDUCATION**

For rational and informed decisions, the present and future generations must be provided with more knowledge about population growth, and its implications than they possess now. The majority of people in developing countries have bleak idea of the population problems and socio-economic implications of rapid and unbridled population growth.

This is an age of awareness, awakening and looking for the best and appropriate future possibilities. If an individual or a group of individual is fully aware of the problem and realizes the existing and prospective implications, the possibilities of coping with the situation increases manifold. The awareness and wakening about population issues do not just happen automatically or informally. Deliberate efforts, serious steps and planned efforts have to be made to sensitize the people regarding the grave population situation.

#### 4. WHAT IS POPULATION EDUCATION

Population education is a response of educational community to the population situation at a given point of time and place. The need and justification for population education laid down in UNESCO Source Book on Population Education is as follows.

“The consequences of population development for the socio economic and natural environment and vice-versa are of such significance that the new generations of young people need to be aware of them”.

Clearly, thus, if education is a potent agent of change to be used for improving the quality of life and aiding the processes of development, population and environmental studies should be the major elements of educational process.

Population education is basically an educational process whereby individuals learn the causes and consequences of population phenomenon for themselves, communities and environment. Through population education it is possible to provide basic information and create awareness of possible and effective means by which the society as a whole and individuals in particular can respond to population implications and eventually make rational and informed decisions in order to enhance the quality of life.

Population education emerged from a growing awareness of the importance of population phenomena in the world such as slow and rapid population growth rates, migration, and urbanization. Essentially it is an educational response to demographic problems. For example, a rapidly growing population may outstrip certain resources or make it difficult to meet basic needs such as jobs, education, and health care, resulting in a threat to the quality of life of people. A declining population or an aging population may be seen in some cases as a threat to a country's economy or vitality. Migration from rural to urban areas may deplete rural areas of human resources while placing a strain on urban social services.

It is said, that population education is not an attempt to develop a new discipline but that facts, theories and concepts are borrowed from a broad spectrum of academic disciplines and professional fields in order to assist individuals and societies to understand fully population interactions and the effects of population factors on the quality of these individual and their collective lives. Demography and folk demography do, however, form the core of the knowledge base on population education. The sum of all these knowledge bases is referred to as population studies. Thus, population education embraces the field of population studies which comprises the body of knowledge, concepts, and theories that describe and attempt to explain the dynamics of human populations and their relationships with the social, cultural, economic, political, and biological environments. It involves looking into a wide range of population issues and is, therefore, much broader than family planning or demography.

Because of the nature of population education, a number of other educational activities inevitably share some of the contents associated with population education. The



greatest confusion that arises concerns population education's relation to family-life education, environmental education, and development education. Family-life Education and Sex education do indeed share certain concerns with population education, such as human reproduction and life-cycle decision making, but they concentrate on interpersonal relations and in general have not concerned themselves so far with the consequences of population decision making on the wider society.

In rather different ways, environmental education and development education also make use of content drawn from population studies, especially which describes and analyses how population processes operate in order to understand better nature of social and economic development or the interaction of humans and the biosphere. However, differences in goals and objectives give population education a separate identification at the present stage of its development.

There is not sufficient material developed on population education. The problem stems from the fact that population phenomena affect so many aspects of life at so many different levels i.e. political relations, resources, the environment, health, social services, education, employment, human rights -that nations regions, and individuals have differing viewpoints about population questions. These range along a continuum from those who see population growth as a crisis, as the primary cause of all other social problems, to those who seek to encourage population growth to help solve social problems.

There is no lack in the diversity of positions. Some contend that population is a false issue, fostered by some conservative and orthodox groups to divert attention from problems faced by developing nations. The real problem, they say, is not population growth, but the maldistribution of wealth and resources, the lack of integrated economic development, overconsumption, and the affluent life-style of many industrialized nations which pose a more direct threat to the preservation of environment and resources than the higher population growth rates of the developing nations.

## **5. POPULATION EDUCATION: ITS DEVELOPMENT**

The idea of Population Education, though not referred to as such, came into being in mid-twentieth century. J.E. Jayasuria points out that in 1941 Alva Myrdal in her book "Nation and Family" suggested that education could influence the children through the schools and adults through other educational agencies to appreciate national population goals. In 1942, Kenneth Rehage wrote an article in "Social Education", a monthly journal of National Council for the social studies an expanded version of which appeared in a pamphlet in 1943 advocating the inclusion of population issues in the social studies curriculum. The concern at the time was the trend in U.S.A. towards a greater decrease in population.

Historically, the development of population education goes back to the 1940s, particularly in the United States and Sweden, when there was concern about population decline. However, in the 1950s and 1960s the main concern was that of high birth rates and growing populations. As a result, many family planning programmes were

established. These programmes, especially in the developing world, were not highly successful. It appeared that they concentrated on adults who had to overcome deeply entrenched traditional learning. In 1962 Philip Hauser in his article "Population Gap in the Curriculum" urged the inclusion of population contents in the school curriculum. At that time concern was different to that of unprecedented rapid population growth.

Through the late 1960s and early 1970s, educational programmes were developed for children and youth whose reproductive years were still ahead of them and during this period the term population education was almost synonymous with school population education programmes. The content of population education was broadened, beyond the topics of fertility and growth, to include a much wider range of population processes and characteristics.

## **6. OBJECTIVES OF POPULATION EDUCATION**

Different countries have launched population education programmes with different emphasis depending upon political, social and cultural values of the society. Some countries are explicit about contributing to decreasing population growth rate. Other countries, talk in general terms such as implications and impact of rapid population growth quality of life. Some countries focus on family life education while some emphasise the activities to sensitize people about matching, resources with population.

General objectives of Population Education however, include: the decreasing of population growth, imparting family life education, population distribution, quality of life. In view of different socio-cultural backgrounds and population politics of countries, population education programmes emphasize different objectives.

Specific objectives may differ but general objectives of population education programmes may be as follows:

1. To develop awareness and understanding of population related problems in the local, provincial/state, national and world context.
2. To disseminate the phenomena of population change and identify its determinants.
3. To understand the concept of quality of life in different socio cultural settings.
4. To comprehend the inter-relationship between population change and different aspects of quality of life at micro and macro levels.
5. To understand the relationship between resources and population and the concept of consumption and depletion of resources as well as family welfare.
6. To appreciate, develop and review the population policies and plans.
7. To develop rational attitudes values and skills for taking responsible decisions, and actions regarding population, related issues.

The objectives of population education of various education levels may be generalized as below:

**a. Primary Level**

To develop in pupils:

1. an awareness of the population situation in the home; schools, village/town, district, state and country.
2. an awareness of the advantages of balanced population growth.
3. an awareness of population growth on socio-economic problems.
4. an understanding of the advantages of a planned family.
5. a realization of the importance of good health and the need for developing healthy habits.

**b. Lower Secondary Level**

To develop in pupils:

1. an understanding of country's population situation and the population situations in some other specific countries.
2. an understanding of the effects of rapid population growth on the natural resources, economic and socio-cultural resources and economic and socio-cultural development in ones own country and in some other countries for the sake of comparison.
3. an understanding of the causes\* of rapid population growth and the major problems arising from over- population.
4. an understanding of basic demographic terminology and concepts so that they are able to understand literature and discussion on population.
5. the ability to collect and interpret elementary population data.
6. the ability to communicate their own views on population education.
7. an elementary knowledge of reproduction in plants.
8. knowledge of the population situation in the country including.

**(a) The distribution of population by**

- i) urban/rural areas
- ii) districts
- iii) provinces

**(b) Population density in**

- i) country as a whole
- ii) its urban/rural areas

**c. Upper Secondary Level**

To develop in pupils:

- 1) an awareness of the population situation through the study of
  - (a) - demography (life, death rates etc.)
  - (b) resources (food etc.) in relation to population.

- (c) the infrastructure of their environment e.g. water supply, sewerage, transportation, housing, schools, medical services, and recreational facilities.
- (d) employment opportunities
- (e) the national policy and efforts on population issues
- (f) the economics of family size
- (g) the socio-cultural norms affecting family size.

2. A sustained interest in population studies through:
  - (a) study of factors affecting population in order to draw examples relevant to the home, community and nation.
  - (b) involvement in geographical and economic surveys
  - (c) visits, tours and active study of local population situations
  - (d) participation in competitions (art, essays, etc.) debates, talks and other forms of curricular activities in schools related to population.
  
3. Rational and responsible attitudes towards population situations, viz.
  - (a) to show a concern for the welfare of the future generation.
  - (b) to be able to discuss and relate matters concerning population of the country, disturbance in the natural balance and factors of migration from crowded areas to less dense areas.
  
4. Appropriate behaviour towards population issues existing in the home, community, nation and world.
  - (a) to be able to understand and interpret population data and literature.
  - (b) to be encouraged to express themselves, in all forms of media.
  - (c) to construct tables, charts and graphs to illustrate population data.

## 7. ISSUES FOR THE FUTURE OF POPULATION EDUCATION PROGRAMMES

As conceived by UNFPA the principal issues for the future of population education in the formal sector vary considerably among countries and regions but deal essentially with the same kinds of various concerns. That is, there are issues related to continued awareness creation and sensitization, co-ordination with other groups and sectors, teacher training, contents of population education, materials preparation and distribution, evaluation and research and institutionalization. Perhaps, the most challenging and pressing issue is the need to review and revise the conceptualization and contents of population education. The only important effort so far made to provide a global conceptualization of population education, dates back to a 1978 study conducted by UNESCO. Many current projects are still largely based on approaches-defined in this study which are gradually becoming outmoded.

During the 1980, several important development and redefinitions have taken place in population education. For example, the relationships between population education and such fields as sex education, family life education and environmental education are more clearly understood. Also, the objectives of population education, including those

concerning fertility, mortality and migration have become more precise, and new content areas have been incorporated into programmes, including responsible parenthood, family planning, self-esteem adolescent fertility, AIDS prevention and others. Similarly, learning experiences have been designed to eliminate stereotypes contribution to discrimination based on gender, and curriculum designs initially considered difficult to implement are now being adopted. Once they are consolidated and circulated, all these developments, occurring at different places in different parts of the world, will undoubtedly be a great value in the planning of new activities and improving ongoing programmes worldwide. The concept of quality of life, the core theme of population education relates to other aspects as figured below.

**STANDARD OF LIVING:**

Health  
Education  
Housing  
Per-capital GNP  
Social Services  
Food Nutrition  
Employment

**RESOURCES**

Human  
Natural  
Technological  
Capital



**PROCESS OF DEVELOPMENT**

Trade  
Aid  
Development Priorities  
International Relations

**POPULATION SITUATION:**

Size  
Growth Rate  
Migration

**SOCIO-CULTURAL FACTORS**

Social System  
Political System  
Consumption Patterns  
Cultural Values

As issue closely related to conceptualization is that of how to update the content of population education, particularly in terms of addressing difficult or controversial issues such as human sexuality; adolescent pregnancy; which is often accompanied by illegal abortion; and gender roles, rights and responsibilities. Of these, perhaps the issue of adolescent pregnancy is of greatest concern since it is emerging as an issue in a number of countries which have not previously identified it as a problem and, therefore, have limited experience in developing educational approaches to deal with it. This is a particularly complex problem in Asia, where there are many cultural differences between countries, requiring research and differences between countries, requiring research and different approaches in each case.

Among the most important new population education content is that dealing with gender-role stereotypes and responsibilities. A few countries have started to address the need

to develop adequate approaches, concepts and materials on gender roles and issues. UNESCO is doing pioneering work in this area in Latin America. Development of population education content on gender roles will obviously be of significant benefit, to other fields now also starting to address the issue of how to best sensitize and train staff to incorporate gender issues into development activities. Finally, the question of what content and concepts school systems can afford to insert in crowded curricula needs to be carefully examined. Materials have been developed in many countries, but they do not always find their way into the textbooks or other "permanent" or required reading materials.

## 8. POPULATION EDUCATION CONTENTS IN THE FUTURE

There are a number of basic concepts, with universal applicability, which should be part of population education contents in the future. First, there is the importance of having respect for others, especially persons of the opposite sex. If children can learn this, and understand what it means and can develop this as a strongly held value, then they will be more likely to refrain from behaviour which is potentially harmful to others, it is particularly important that boys learn to respect the rights and feelings of girls and women.

Another equally important concept is the importance of developing self-respect and self-esteem. While this is pertinent to both boys and girls, it is particularly important for girls, and should be accompanied by exposure to the variety of life options (employment opportunities, etc.) which will be opening to them, finish their education and avoid early pregnancy.

Thirdly, children should understand that it is possible to plan. This includes the importance and feasibility of planning pregnancies. They should also understand that the children ideally speaking, are born out of a conscious, carefully thought out decision on the part of loving parents. The fourth concept to convey is that behaviour has consequences. Since individuals can usually control their behaviour, they must accept responsibility for those consequences. If adolescents behave irresponsibly, for example, in the area of reproductive behaviour, they should understand that the consequences may be life-long implications.

Fifth, youngsters should be taught to appreciate the importance of postponing the first pregnancy. When children leave school, at whatever age they need to understand the importance of postponing the first pregnancy in terms of the benefits (health, social, economic) this planning can bring to them and their eventual offspring. This concept needs to be taught: early and it is one of the most important concepts in population Education.

Finally, children need to learn how to withstand social pressure. Social pressure can come from peers in societies where early adolescent sexual activity is popular. It can also come from parents, other relatives and neighbours who expect young couples to have their first child as soon as possible after marriage. Population education should help learners recognize these types of social pressure and help students deal with them in a responsible manner.

While, young learners can develop the ability, over time to analyse population issues and to see their role in shaping these issues, adults and out of school youth require understanding of the immediate relevance of population issues to their daily lives. By and large, these learners are already at reproductive age and they need sufficient information to enable them to control their own fertility and to make other population decisions such as those relating to migration. The content for this group of learners then, should be specific to their immediate needs. Meeting, their needs adequately will require an integrated approach so that young adults, such as couples about to be married, for example, will receive appropriate education in a timely fashion.

## **9. CONTRIBUTIONS OF POPULATION EDUCATION**

Population education has been established as an important component of comprehensive population, policies and programmes. Moreover, population education has contributed in many ways to the overall educational process and, thereby to development itself:

- (a) It has incorporated and reinforced skills that are applicable to the daily lives of teachers and students. For example, well reasoned decision making, development of a critical awareness and strengthening of self-esteem are three examples of population education content that effect not only demographic variables but other areas as well providing the learner an opportunity to clarify and strengthen values.
- (b) Population education has provided educational systems with the kind of interdisciplinary and holistic approach to a topic that those systems often lacked, though such approaches are indispensable for the eventual resolution of world problems such as food supply, environmental deterioration and energy resources.
- (c) Population education has helped to improve exchanges between the school and the wider community. Projects have included consultations with parents and community leaders and instructions on the inclusion of new themes in the school curriculum. In the same manner these projects have promoted the involvement of members of the community as teachers' aides, often boosting teachers' morale and helping them to improve relations with their students and communities.
- (d) Curriculum contents, by focusing on concrete, important individual, community and family problems, have become more pertinent to the needs of students.
- (e) Population education has also helped shift the emphasis in teaching from a sole focus on children's acquisition of knowledge, to their active participation, thereby facilitating critical thinking, the formation of attitudes, evaluation of values and behavioural modification. In this way, population education has helped change perceptions of the importance of such external factors as "fate", concomitantly strengthening the learners appreciation for their own abilities, helping them feel that they can plan their futures and exert control over their lives.
- (f) Population education has often added to the professional competence of school systems developing skills among teachers having little teacher training.

Beyond their educational contributions, population education programmes have also achieved remarkable success in sensitization and awareness creation at the national level through a strategy of well-planned seminars and workshops preceding the introduction of programmes.

## 10. SELF ASSESSMENT QUESTIONS – I

1. What is the estimated age of the earth?
2. What was the human population on earth in
  - (a) Two thousand years ago
  - (b) One thousand years ago
  - (c) Five hundred years ago
  - (d) in the beginning of 20th century
3. What was the major issue in Bucharest World Population Conference in 1974?
4. What is the assessment of population for Asia and Pacific Region if the present growth rate continues?
5. What is the response of various countries of the world to the population problems?
6. Define Population Education.
7. How Population Education programmes emerged?
8. Give a brief account of historical development of population education concept.
9. What are important objectives of Population Education?
10. What are the objectives of Population Education at primary level?
11. What are the objectives of Population Education at lower secondary level?
12. What are the objectives of Population Education at upper secondary level?
13. What are the issues for the future population education, programmes?
14. How is the concept of quality of life related with other factors?
15. What would be the contents of Population Education programmes in future?

## 11. IMPACT OF POPULATION GROWTH

The world has seen the biggest population increase during the last few decades. Since the second World War there has been an unprecedented population growth particularly in less developed regions of the world.

In the middle of nineteenth century there were one billion people living on earth. It took only a slight more than a century to add one more billion in it. Since then, after every twelve years one billion is added. According to the latest figures, now in 1993 the world population is crossing five billion and by the turn of the century it will cross the six billion mark.

This alarming increase has abused worldwide interest in the study of population dynamics and its impacts on socio-economic developments. The population boom has been recognized as the biggest problem and greatest impediment on the way of socio-economic progress by the most of developing countries.

### 11.1 Population and Food Requirements

Among the basic requirements of human beings is the food. It is the most important need for survival. Scarcity of food causes under-nutrition and mal-nutrition; and in case of its severe shortage incidence of sickness, starvation and premature deaths are common. There is a certain minimum requirement of food which all governments of developing countries are constantly endeavouring to provide



through the huge investments made in agriculture. The rapidly growing population creates imbalances between the requirements and food supply. The total food supply does not satisfy the demands of the rapidly growing population of the world and the requirements are not met adequately. Very often, the people of under developed countries face the dangers of famine, starvation and deaths of poor and hungry people. The main reason behind such catastrophies is, usually, the shortage of food supplies. The human beings out number the availability of food stuff.

Human beings are not merely numbers. Their first basic need is appropriate and adequate food. So, the development planners are facing the acute problem of rapid population growth and inadequate food supply.

### **11.2 Health and Population Increase**

Health is a word for physical, social and mental well-being of an individual with added spiritual elements. WHO define health as "a state of complete physical, mental and social well-being and not merely absence of disease of infirmity.

There are a number of indicators which refer to health conditions of a country. These include

- (a) Availability of qualified medical doctor (Doctor and Population Ratio)
- (b) Doctor and nurse ratio.
- (c) Nurse and population ratio.
- (d) Hospital Beds and population ratio.
- (e) Population and health institution ratio.
- (f) Population per birth attendant.

Availability of these health facilities are the indicators of health conditions. It is obvious that with the rapid population growth these facilities cannot be increased in developing countries. Therefore, the target of improving the quality of life always remains unfulfilled. Population boom thwarts the public health efforts.

### **11.3 Population Housing and Transport**

The most important human need after food is the house and shelter for living. The most important human group is the family and household. The family thus represents a molecular unit of that society which, through the mechanism of its reproduction process, contributes to the growth of population and also fulfils a desired portion of its responsibilities to the young and old of the society.

Since a family needs a house, the fulfilment of this need contributes to quality of life. The increasing population in developing countries is exerting very high pressure on the existing housing stock which is growing very slowly. Household size or the family size is the simplest measure to assess population pressure. It is undoubtedly very high in under developed countries.

Population pressure can be measured by the average number of persons per room and number of rooms per housing unit. During the past few decades the average household density has increased manifold in the regions of the world where population growth is very high. The house-holds increase moderately while population grows very fast; the result is an every widening gap. Alongwith the need of more houses, the growing population need more and wider roads. More means of transportation are required. More fuel and more vehicles are needed. This state of the affairs has raised questions and concerns.

#### **11.4 Population and Educational Development**

Education has long been recognized as the central element in development. It is vital investment for any human resource development and for upgrading the quality of life. It is, therefore, considered to be the most powerful factor for any socio-economic development and welfare of the society and country as a whole. In the modern times, education has been considered as a basic human need and every Government is responsible to provide adequate educational facilities to its people. Education is also used as mean of meeting other basic needs in the society such as nutrition, health, housing, etc. Education accelerates and expands the socio-economic advancements.

Indicators of educational development include the literacy rate, participation rate at different levels, student, teacher ratios, national expenditure on education and the nature of educational activities and institutions. It is already very obvious that these indicators show a very poor condition of education in under developed countries where there is greatest population growth rate.

It is basically education which changes the attitudes and behaviours of the people towards modernization and the quality of life in general. Education helps to overcome poverty and reduce the family size. Keeping in view very crucial role of education, its relationship with population growth cannot be under estimated.

With the increase of population more schools, more teachers, more school buildings, more equipment and hence more resources are required, Where there is already low literacy rate the education badly suffers and people are left uneducated. Resultantly, on the one hand population growth rate increases and on the other the vicious circle of poverty takes the masses into its grips.

#### **11.5 Population and Employment**

The economically active population or employed labour force represents the main group of the society whose major function is to produce the goods and provide services to meet the requirements of all individuals of the society. Usually, the employed force ranges from adulthood years to the old age years.

Population growth rate has implication for employment. A growing population creates serious problems for all sectors of the economy, specially those sectors which are not growing fast. In developing countries where population grows rapidly, employment usually lags

behind this growth due to slower growth of economy. Consequently, the Individuals face unemployment problem. With rapid population growth rate; the under employment and unemployments problems prevail. The most pressing need of the present times is to make the people aware of the gravity of the problem and sensitize them through population education to make rational and responsible decision regarding population growth issues.

### **11.6 Socio-Cultural Implications of Rapid Population Growth**

A high population growth rate creates a series of problems specially in raising the socio-cultural conditions and quality of life. The traditional joint family system behavioural as well as economic problems. Increasing dependency ratio compels families to have child labour force to supplement family income and as a result of that children impose tremendous burden on their parents. The population explosion brings, unemployment, ignorance, uncivilized and low quality of life. The big questions arises, should we allow such conditions to prevail and continue or as rational human beings we should adopt all possible measures to avoid such harmful effects of unbridled population growth?

## **12. Nature of Population Education Programmes and Deviation from other Related Programmes**

In a UNESCO paper, population education has been given the following attributes:

- a) It is an educational programme designed to make learners understand the inter-relationship among population change/situation, development, and aspects of quality of human life.
- b) Its ultimate goal is to make learners contribute to the improvement of the quality of human life now and in some future time.
- c) It is a population problem centred, hence lends itself to discovery and inquiry learning processes.
- d) It is a value laden, hence more open to the use of values clarification approach to learning i.e. to pose realistic alternatives, to examine consequences of each alternative, and to enable learners to make sound decision for action about population issues.
- e) It derives content from demography and population studies.
- f) It may include some concepts of family planning and sex education also. In many countries main programme thrusts are the following:
  - 1) Family life education
  - 2) Population and quality of life issues
  - 3) Sex education
  - 4) Family planning education
  - 5) Demography
  - 6) Population studies
  - 7) Environment education

### **Family Life Education**

The fact is that in the early years of schooling (i.e. primary school) micro level population concepts are the focus of the teaching/learning process. The learning process

usually starts from those concepts that are within the range of the learners' personal experiences. The bulk of these micro level population concepts constitutes the core of family life education.

Family life education has been interpreted in many ways. At its most simple form, it connotes learning about the roles and responsibilities of every member of family. Such topics are usually the focus of population education/family life education in the primary school level.

Family life education, at the more involved coverage is perceived "as catering for individual needs leading to personal growth and enabling the individual to function as a responsible member of the family and society. This includes the ability to cope with the physical and emotional changes associated with growing up, establishing and maintaining satisfying relationship with family, friends and society at large, developing values and skills for successful marriage and child-rearing and playing positive roles with the family community and society in the face of changing social conditions." Much of the concepts embraced by this definition are taken up at the secondary school level and among out-of-school youth/adolescents.

### **Sex Education**

In a few countries, sex education is offered at the junior and/or senior secondary school levels. This is usually in the context of the study of human reproduction, which is invariable, a learning unit in the biology course. It is often concerned mainly with human sexuality, human reproduction and sometimes ethical issues relevant to sex related morality.

### **Family Planning Education**

This is synonymous to the educational component of family planning IEC. It is precisely because family planning IEC has an educational component that population education is juxtaposed with it. In some countries, at the later stage of schooling when students are on the adolescent stage, family planning education is an integral part of the population education curricular offerings.

### **Demography**

Demography deals with "the quantitative study of human population and the changes in them that result from births, deaths and migration." This has long been offered as a series of courses in higher education in the 1970's, and demographic concepts constituted a major chunk of population education programmes (e.g. census, population composition size, distribution, fertility, growth rate, birth and death rate, migration, demographic transition etc.). Unfortunately, much of the demographic concepts were associated with the threat posed by massive quantity of population. Hence, the cliché at that time was "A small family is a happy family," which runs counter to socio-cultural values of many countries in the region. Lately, the emphasis in many population education programmes are the aspects of quality of life.

### **Population Studies**

This "Covers the body of knowledge concepts and theories which describes and attempts to explain the dynamics of human population and their relationship with the

social, cultural, economic, political and biological environment." In many universities, population studies stress the creation of new knowledge rather than the passing on of existing knowledge about population-related issues. Findings of population studies have been utilized to enrich population education programmes

There seems to be no doubt, however, that population education will remain the over-arching term for the educational programme design to help cope with population-related problems and the major substantive components of which shall include the following:

- a) family life education
- b) sex education
- c) family planning education
- d) demography
- e) population studies.

Putting all the above together, however, is not sufficient to cover all the substantive components of population education, in as much as none of the above adequately deals with the interrelationship of population change vis-a-vis development and aspects of quality of life (e.g. economic development and aspects of quality of life e.g. economic development, education, environment, resources, employment, food and nutrition, health, housing).

### **13. PROBLEMS AND ISSUES IN POPULATION EDUCATION**

Population Education is an innovative and recent development. It has been recognized, accepted and launched with various emphasis in most of the countries of the world. Various countries respond to these programmes with different strategies and approaches. This is due to the difference in socio-cultural reactions towards these programmes. Population education, although widely accepted programmes, is not free from difficulties, taboos and problems.

#### **(i) Social Problems**

In developing countries where there is low level of awareness, people have/with regard to population issue, their rigid attitudes indicates the strength of that family or tribe. They do not clearly visualize the implications of more number of human beings. Their perception about modern life is limited. They are adamant and behave stubbornly to all persuasions. They look towards population education programmes suspiciously.

(ii) **Religious Problems**

Orthodox and rigid sects of some religions erroneously think that all programmes which emphasize the reduction of human population growth rate are the efforts to intrude and trespass the natural and divine path of human growth. They hardly accept such educational programmes. Although on the other side almost all enlightened, far sighted and rational religious groups have supported and encouraged population education programmes. Examples of former groups can be

observed in India, Indonesia, Pakistan, Bangla Desh, Iran, Malaysia, Sri Lanka, Japan, China and Korea.

(iii) **Political Problems**

Some politicians and pressure groups, under the influence of their socio-cultural background, do not support the population education programmes. They do not give up the traditional, conventional and out-dated-baseless value system. Resultantly the efforts of the Governments are affected and the required inputs are not provided. Such elements do not even allow to learn from the experiences of other nations.

International Political differences and other issues affect the useful common and joint population education programmes.

#### 14. SUMMARY

In this unit the concept of population education has been explained. It is, basically, an education programme to make the learners aware of the implications of high population growth and respond to such problems rationally and responsibly. Through population education the individuals, groups and societies are sensitized about the implications of rapid population growth and they are motivated and encouraged to adopt a responsible attitude for the purpose of improving their quality of life. Population education draws its contents from various relevant and appropriate fields for its implications regarding different aspects of life. Population education is different from demography, population planning, sex education etc. Although the purpose and theme of these areas of knowledge are similar, their approaches and contents are different. These programmes face different problems in different countries which include social, religious, political and local problems.

## 15. SELF ASSESSMENT QUESTIONS – II

1. What are the implications of high population growth for food and health?
2. What are the implications of population growth for housing and transport?
3. How is the education development affected by rapid population growth?
4. What are socio-cultural changes emerging as a result of population growth?
5. How employment opportunities are affected by increase in population?
6. How is population education different from Family Planning?
7. How is population education different from sex education?
8. How is population education different from demography?
9. What are the functions of population education programmes?
10. What are the significant problems and issues in population education programmes?

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## UNIT 4

# POPULATION SITUATION IN SOUTH ASIAN COUNTRIES

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## **INTRODUCTION**

It is now all too clear that rapid population growth increases the chances that resources will be over-exploited; which will ultimately drag the world into difficult sensitive, moral and cultural deterioration. We have studied these effects in previous units of this course. In this unit we shall study the situation and trends of population in South Asian Region in the light of global situation.

## **OBJECTIVES**

Having studied this unit intensively, you are expected to be able to:-

1. Describe the significance of population statistics.
2. Analyse the global situation and trends of population.
3. Explain the population situation in South Asian Region.
4. Narrate the major courses of population explosion in South Asian Countries.
5. Compare and analyse the statistics relating to population in South Asian Countries.

### **4.1 POPULATION PHENOMENON**

The ultimate objective of a country's development is to achieve a balance between human needs and aspirations to match the population, resources and the environment and to enrich the quality of life today and in future. It is therefore, emphasized to minimize the effects of population increase by bringing into balance the population dynamics and the socio-economic development. These effects are already visible and threatening to the welfare of human and other species. The excessive rate of growth dwindle the ability of a nation's economy to absorb additional people and increase child dependency ratio and unemployment. The very survival of the human species owing to limited resources available is becoming unsustainable, leading to wide spread poverty disease, misery and famine. The growth increases population pressure which in turn creates the political instability. Most of the conflicts in the world are due to population pressure which compels and creates urge for capturing resources. Apart from the food resources the population crisis in developing countries is rapidly becoming crisis of the rest of the world's environment. Developing countries now produce more than one third of the world's carbon dioxide, but by the year 2025, effects of rapid population growth could raise their share to two third. The same applies to depletion of the ozone layer.

Apart from it, population growth creates overcrowding which brings a host of general disadvantages to the quality of natural and social creativity and economic productivity of human resources. This situation exists by and large similar in Asian Countries which covers the largest part of the world's land area of earth and are thickly populated. Realizing the explosive situation of population and its consequences efforts are being made to minimize the population pressure causing environmental problems like land degradation, deforestation, air and water pollution, crowdie and noisy atmosphere.

**Activity 1.**

A. Identify some of the major effects of population growth on:

- i. Individual.....  
.....
- ii. Community.....  
.....
- iii. Society.....  
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- iv. Country.....  
.....

B. Indicate some of the ways to minimize the problems of overpopulation.

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C. The role of education to tackle the problems caused by rapid population growth are;

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**4.2 SIGNIFICANCE OF POPULATION STATISTICS**

Population statistics bring the picture into focus by illustrating the possible paths along which population grows. They provide planners with a framework to anticipate the future consequences of current fertility and mortality pattern, as well as the effects of changes in future.

The population statistics provide foundations to policy makers about the future provisions needed in social sector i.e. the number of women and children who need health care services, the number of young children who need schooling, the volume of new job opportunities that will be needed for new workers, etc. Development policies are designed on the basis of population statistics. It brings forth the global situation to decide the world's possible future population size. The spatial implications and environmental consequences can be studied through statistics to protect from adverse effects of population growth and to keep the most conducive balance in population resources and environment. The various common denominators concerning country's well being get their preamble from the population statistics and vice versa. Let us study these relationships of population statistics and other social denominators in details.

#### **4.2.1 Population, Environment and Development**

In any county and area, high rates of population growth and concentration caused environmental problems, such as forest depletion, endangered wildlife degradation of land resources mismanagement of water resources, environmental pollution, health and sanitation. All these problems need to be minimized by the government through its available resources. Without proper information, it is not possible to keep the pace of environment and development favorable. Moreover, this knowledge may be used in formulating policies and strategies for developing appropriate analytical tools and measures of future. A comprehensive data on key aspects of population and resource linkage, provide a support for implementation and management of appropriate technologies and consequently to improve the quality of life. On the basis of data it becomes possible to develop appropriate interdisciplinary programmes for community development. The information education and communication activities need to be linked and supported.

#### **4.2.2 Urbanization**

Population movements to urban areas has given birth to complex social, economic and environmental problems. The increasing number of migrants has become an important challenge for policy makers and planners. They need to know the statistics to develop linkage between rural and urban areas in such a way that the sense of deprivation and isolation do not exist. Looking at the statistics of labour force shortages and surplus and need to be identified and thus better matching of distribution of the job opportunities and labour supply by effectively arranged. Keeping in view the statistics, the government could motivate the private sector to invest in smaller towns to support the population. The trend of urbanization needs to be visualized by town planner well in time in order to keep in view the requirements of future increasing population for providing proper facilities such as transportation, schooling, health, sanitation and maintenance of law and order situation.

#### **4.2.3 Family Planning, Maternal and Child Health (MCH)**

The success of family planning, maternal and child health programme is based on population statistics, the success of any programme mainly depends on careful planning. Accessibility and utilization of family planning and MCH services and

logistics to the clients be made available only if due consideration is given to the statistics. An up-to-date information may help the management to provide timely and good treatment and advice to the clients. On the basis of information, institutions providing training to health professionals can incorporate the necessary changes in their syllabus.

#### **4.2.4 Population and Human Resource development**

People are the most important and valuable resources that any nation possesses. It is important, therefore, that all the individuals be given the opportunity to make the most of their potential for the enhancement of social and economic development of the community as a whole. It is a fact the quantitative demographic factors play an important role in human resource development because of their inter-relationship with employment, education, skill and capability development. To ensure that human resources are developed to the maximum, planners and policy makers have to be aware of changes in demographic situation of a country.

#### **4.2.5 Population and Women**

Demographic data help in understanding women's status and thus help in planning welfare programmes for women and their participation in the development process. Effective planning for integration of women in all sectors of national development including the activities in home can be formulated the light of demographic data.

#### **4.2.6 Population and Poverty Alleviation**

The living conditions of the people could be improved by formulating effective strategies and measures by government to alleviate poverty in the light of statistics. Through family planning and MCH strategies the population growth can be slowed down. Equity in the allocation of resources and access to services be behavior the priorities in favour of the under privileged.

#### **4.2.7 Resource Mobilization**

Keeping in view the Population statistics, policy makers could suggest mobilization of additional resources to priority areas. These resources can be transferred to population planning as well.

#### **4.2.8 Future Policies and Programmes**

Future Planning plays a pivotal role in the prosperity of any nation. The goals of development may be achieved by keeping in view the present Population situation and its trend. For the planning to be effective, it is essential that population growth rate is compatible to available resources. It will help to improve and sustain a better quality of life of the masses.

### **4.3 GLOBAL SITUATION AND TRENDS**

In the early part of 1992, the United Nations (U.N) released, for the first time in 10 years, a new set of long range global and regional population projections up to the years 2050. These projections reveals current fertility and mortality patterns, as well

as the effects of changes over the next 25 to 30 years. The worldwide population now grows by 1 billion about every 12 years. The twentieth century began with 1.6 billion and, at the end of the century; those two numbers had simply reversed to 6.1 billion. If birth rate continues to decline in developing countries, the increase to 8 billion could take slightly longer. The worldwide population now grows by 1 billion about every 12 years. The twentieth century began with 1.6 billion and, at the end of the century; those two numbers had simply reversed to 6.1 billion. If birth rate continues to decline in developing countries, the increase to 8 billion could take slightly longer.

Global demographic situation reveals countries such as European and North American States, Australia and Japan which have low, zero or negative population growth with stable or slightly decreasing level of consumption resources. Some countries like Indonesia, Brazil, South Korea and Mexico can be associated with rapidly declining average family size, increasing urbanization and improvements in quality of life for a large proportion of their population. This has resulted in increasing per capita consumption of resources. There is also a group of countries in which the rate of population growth remains high which prevents alleviation of poverty and an overall improvement in the quality of life. Resources of these countries are hardly sufficient to meet not become a reality if this situation continues.

The population of countries in Asia and the Pacific region was 3.2 billion in mid 1992 with the growth rate of 1.7 percent and 920 million people are expected to be added to the Region's Population by 2010. The bulk of increase will occur in South Asian Countries and least Development Countries where annual population growth rate is expected to fall below 2 percent. In these less developed countries, problems of poverty are the most serious. It has increased great pressure on education, health and employment. The population of countries in Asia is 4157 million in mid 2025 projected population is 4845 million and in 2050 it is 5424. Rate of natural increase is 1.2 percent.

#### **4.4 TRENDS OF POPULATION IN SOUTH ASIAN COUNTRIES**

During the early 1980's, birth rate was about 21 per 1,000 percent in South Asian Countries. Family planning programmes have been effective in several South Asian Countries, notably in China and South Korea. The latest growth rate in these two countries is 0.3 and 0.4 respectively. However, in most of the remaining countries from alleviation of poverty and an overall improvement in the quality of life. Most of their resources are used to provide basic needs and there are hardly any resources for development. Table 3 reveals the overall situation of South Asian Region as compared with other countries. The governments of these countries are taking decisive steps to make population education an integral part of curricula at different levels.

The population of countries in Asia is estimated 4157 million in mid 2010 and projected population is 4845 million and 5424 million in 2025 and 2050 respectively with 1.2 percent annual rate of natural increase.

During the early part of 1980, birth rate was 37 per 1,000 and family planning programmes have been effective in several South Asian Countries, notably in China and South Korea. The latest growth rate (in mid 2010) in these two countries is 0.5 and 0.4 respectively. However, in most of the remaining countries the rate of population growth is still high. Rapid population growth prevents these countries from a large scale alleviation of Poverty and an overall improvement in the quality of life. Most of their resources are used to provide basic needs and there are hardly any resources for development. Table 1 reveals the overall situation of South Asian Region as compared with other countries and world population. The governments of these countries are taking decisive steps to make population education an integral part of curricula at different levels.

**TABLE 1**  
**Demographic Characteristics of World and Regions of Asia, in mid 2010**

Indicator	World	Asia	East Asia	South East Asia	South Central Asia	Western Asia
Growth rate (%)	1.2	1.2	0.5	1.3	1.6	1.5
Total Fertility rate	2.5	2.2	1.5	2.4	2.8	3.1
Life Expectancy at birth:						
Both Sexes	69	70	75	70	65	72
Male	67	68	73	68	64	69
Female	71	72	77	72	66	74
Infant Mortality	46	41	20	27	55	37

*Source: World Population Data Sheet, Population Reference Bureau, 2010*

Rate of natural increase in the Asian countries shows a lot of variation as compared to rate of increase in the World. Rate of increase in East Asia has declined to 0.5 and rate of increase is still high in South Central Asian. Total Fertility Rate is on the average 2.2 children per women in Asian, which is slightly lower as compared to world fertility rate (2.5). However, there are substantial variations between and within the sub regions of Asia. Fertility rate is lowest in East Asia (1.5) and highest in Western Asia (3.1).

A similar marked disparity is exhibited in sub regional levels of mortality. For example, Infant mortality rate is lowest in South East Asia (20) and highest in South Central Asia (55) which is higher than Infant Mortality estimated for the World (46). Life expectancy in Asia is slightly higher as compared to world estimates. Among Asian regions it is the lowest in South Central Asia and highest in East Asia.



In many countries of Asian and Pacific region, urban populations are expanding at three or four times the rates of the national population. The region will witness a significant increase in the number and size of urban area. Furthermore, new issues such as pollution, ageing, imbalanced population distribution, and international migration, are emerging and require priority consideration into national development planning. These countries are providing for slower population growth and better environmental management. For example, Thailand, Malaysia and Indonesia managed to reduce their fertility rates by 20-30 percent in only one decade. The situation of population in south Asian countries has been discussed in details in the pages to come.

### Activity 1

A.	The causes of variation in demographic data among the South Asian countries are?
I	.....
ii.	.....
iii.	.....
11)	The important demographic indicators of Asian Region are;
I	.....
ii.	.....
iii.	.....

In many countries of Asia and Pacific regions, urban populations are expanding a three or four times the rates of the national population. The region will witness a significance increase in the number and size of urban areas. Furthermore, new issues such as pollution, ageing, imbalanced population distribution and international migration are emerging and require priority consideration in national development management, for example, Thailand, Malaysia and Indonesia managed to reduce their fertility rate by 25-35 percent in only one decade.

## 4.5 POPULATION SITUATION IN SOUTH ASIAN COUNTRIES

### 4.5.1 Afghanistan:

Demographers and population policy makers in Afghanistan and those at International levels are eagerly waiting for peaceful settlement of the Afghan's crisis i.e. American involvement. Since the creation of present uncertain situation in the country.

According to Population Reference Bureau (PRB) in the year 2010 the population of Afghanistan is 29.1 million with density of 45 per square kilometer. Rate of natural increase is 2.1. Total fertility rate is 5.7. Net migration rate per 1,000 is 6.

The population is projected to be 39.4 in 2025 and 53.4 in 2050. 44 percent of population age is less than 15 and 2 percent are more than 65 year of age.

Death per 1,000 populations is 18. Infant mortality rate is 155. Elderly support ratio in Afghanistan is 23 in 2010, and it will be 18 in 2050. Life expectancy at birth for both sexes is 44. About 22 percent of population lives in urban areas.

Data of 2007-2009 shows that less than 0.1 percent of male and female population is with HIV AIDS for adults in ages 15-49. A total of 19 percent of married women of 15-49 age groups are using all contraceptive methods; only 16 percent of married women of 15-49 age groups are using modern methods of contraception.

There are 29 mobile phone subscribers per 100 inhabitants. 60 percent of population living in urban areas has improved sanitation system whereas 30 percent of population in rural areas has improved sanitation. The literacy rate is estimated to be the 26% by the end of 2009.

(<http://ochaonline.un.org/humanitarianappeal/webpage.asp?Page=1832>).

#### **4.5.2 Iran:**

According to the new Government policy announced on 27<sup>th</sup> July, 2010, Government will encourage population growth up to 150 million, dismissing decade of internationally acclaimed family planning in Iran. Under the new plan each child will receive a deposit of US\$ 950 in Government Bank Account. They will continue to receive another US\$95 every year until they reach the age of 18. Parents will also be expected to be new matching funds into the account. Children will draw the money at the age of 20 and use it for education, marriage, health and housing.

According to Population Reference Bureau (PRB) in the year 2010 the population of Iran is 75.1 million. Population density in Iran is 46 per square kilometer. Rate of natural increase is 1.3 and net migration rate is 01 per 1,000 populations. The population is projected to be 87.1 in 2025 and 97.0 in 2050. Total fertility rate is 1.8. About 28 percent of population is less than 15 years of age and 5 percent are more than 65 year of age. 74 percent of married women of 15-49 years of age are using any method of contraception and only 56 percent of married women of 15-49 years of age are using modern methods of contraception.

Death per 1,000 populations is 18 and an infant mortality rate is 29. Life expectancy at birth for both sexes is 71, for male 70 and for female it is 73. Elderly support ratio in Iran in 2010 is 15, and it will be 3 in 2050. Urban population is 69 percent.

Data of 2007-2009 shows that less than 0.3 percent of male and 0.1 percent of female population of ages 15-49 are living with HIV AIDS.

### 4.5.3 Bangladesh:

In Bangladesh, the religion scholars were involved in the campaign of population education in early 90's and the results have been very encouraging considerably decreased.

Bangladesh is the only Muslim country where there is positive participation of Molana or Ullama (Religious scholars) to stimulate the population education vision among the population. Due to which the degree of motivation towards the population education has been remarkable increased.

Since 2002, more than 25000 religious leaders throughout Bangladesh, carrying each of the country's 64 districts have been trained by the Government with the assistance from UNFPA. Then the religious leaders have been educated and sensitized on a wide verity of health related issues including rural health and family planning, domestic violence, gender concern and the information of STIs and HIV AIDs in the light of Islam. The initiative has nothing less than a quite revolution in Bangladesh.

During 2001 Bangladesh established HIV AIDs education in school curriculum, social science and physical health education.

Population has also been including in the following programmes in pre-service level.

1. Certificate in education curriculum 2001.
2. Bed curriculum 2004-2005
3. New Bed curriculum of National University of 2006-2007
4. Master of education (Med) curriculum of national University 1999.
5. Bachelor of science in training education
6. Bachelor of Physical education (Bed, Med) curriculum
7. B.es Honour curriculum IER
8. Med curriculum of IER
9. Bangledsh Madrasas Teachers Training Institute

According to Population Reference Bureau (PRB) in the year 2010 the population of Bangladesh is 164.4 million with Population density of 1,142 per square kilometers. Out of the total land surface, agriculture occupies 60.05 percent, forest 14.90 percent, settlement 18.50 percent and other miscellaneous lands including waste land occupy 6.55 percent. Rate of natural increase is 1.5 and it is projected that population will be 195.0 in 2025 and 222.5 in 2050 taking the net migration rate 0.1 per 1,000 into consideration. Total fertility rate is 2.4 children per women. Population of less than 15 years of age is 32 percent and 4 percent are more than 65 year of age.

Deaths per 1,000 Population are 7 and infant mortality rate is 45. Elderly support ratio in 2010 is 16, and it will be 4 in 2050. Life expectancy at birth for both sexes is 66, for

male 65 and for female it is 67. Urban population is estimated as 25 percent of the total population.

Data of 2007-2009 shows that less than 0.1 percent of both male and female are infected with HIV AIDS. Contraception use rate among married women of age 15-49 years is 56 percent, among them 48 percent of are using modern methods of contraception.

There are 28 mobile phone subscribers per 100 inhabitants. 56 percent of urban population has improved sanitation system whereas 52 percent of rural population has improved sanitation.

#### **4.5.4 Bhutan:**

Population of Bhutan is 0.7 million with density of 15 per square kilometer. Rate of natural increase is 1.7 and net migration rate is 3 per 1000 population. Total fertility rate is 3.1 children per women and population of less than 15 years of age is 31 percent and 5 percent is more than 65 year of age. A total of 31 percent married women of age 15-49 are using any method of family planning among. The population of Bhutan is projected to be 0.9 million in 2025 and 1.0 million in 2050 respectively.

Death per 1,000 populations is 8 and infant mortality rate is 40. Life expectancy at birth for both sexes is 68, for male 67 and for female it is 68. Elderly support ratio in Bhutan in 2010 is 13, and it will be 4 in 2050. Population lives in urban areas is estimated as 32 percent 87 percent of which has improved sanitation system whereas 54 percent of population in rural areas have improved sanitation.

Data of 2007-2009 shows that less than 1 percent of male and 0.1 percent of female population are living with HIV AIDS. There are 37 mobile phone subscribers per 100 inhabitants.

#### **4.5.5 Maldives:**

The population of Maldives is 0.3 million. Rate of natural increase is 1.9. The population is projected to be 0.4 in 2025 and 0.5 in 2050 respectively. Total fertility rate is 2.5. 30 percent of population is less than 15 years of age and 5 percent are more than 65 year of age.

Death per 1,000 populations is 3. Infant mortality rate is 12. Elderly support ratio in 2010 is 16, and it will be 4 in 2050. Life expectancy at birth in both sexes is 73, for male 72 and in female it is 74. 35 percent of population lives in urban areas.

Data of 2007-2009 shows that less than 0.1 percent of male and 0.1 percent of female population are with HIV AIDS adults Ages 15-49. 35 percent of married women from 15-49 age groups are using any method whereas 27 percent of married women are using modern methods of contraception.

#### 4.5.6 India:

India is a country which has wide variation in climate and terrain; the present total population is 1121.8 million. The natural increase is estimated at 1.7. The present literacy rate is estimated to be about 59 percent. It was during the late 1960's that population education emerged as an educational response to population problems. However, the operationalization of these concerns materialized in 1980 with the launching of the National Population Education Project with funding from the UNFPA in the School Education and in the Higher Education System started only in 1986. Currently, different specific educational sectors mentioned above, are engaged in the project.

In the school education and non-formal education the programme is being implemented in 28 States and Union Territories through multiple agencies including All India Radio and Doordarshan (TV).

The major achievements include:-

- (a) Curriculum and Materials Development in over 400 titles in 17 Indian Languages.
- (b) Over a million teachers, teacher educators, key persons, etc. have been trained. The population education elements are also being integrated into the pre-service training.
- (c) Evaluation Tools to evaluate curriculum, textbooks, training programmes and classroom lessons and awareness tests were developed at the national level. In 1984, an Evaluation study was conducted by the NCERT. In 1989, the International Institute of Population Sciences did an evaluation.

In adult education which has been implemented in 15 states, the progress is as under:-

- (a) Population Education Cells provide the needed instructional facilities in the State Resource Centres (SRCs). These SRCs have brought out motivational, instructional and post-literacy materials on population education.
- (b) The content areas of population education have been integrated in the training curricula of adult education functionaries both pre-service and in-service.
- (c) Regular in-house reviews of the progress of the project are conducted but the first formal mid-term evaluation is scheduled for the end of 1990.

As far as the higher education is concerned, the population education programme, at this level is being implemented through 12 population education resource centres (PERCs) which provide technical support services to all the universities/colleges in the country. These technical support services cover curriculum development, training, material development, research, monitoring and are involved in community activities, particularly among the deprived sectors.

#### 4.5.7 Nepal:

Nepal is a sovereign independent Hindu Kingdom, situated on the Southern slopes of the mid-Himalayas. The formidable range of eternal snows. Nepal, occupying an area of 147,181 sq. km, is a country of physiographical extremities and biological diversities. Nepal is a landlocked mountainous country, where 93 percent of the population is engaged in agriculture. The population growth is 2.2 percent per annum. The curriculum on population education for grade IX & X has been developed which contains 60% population education; 20% Maternal and Child Health and 20% environmental education. The curriculum has been formed on current environmental problems mainly community and family levels, the possible ways for improving the environmental activities and current programmes of various government agencies for environmental protection. Field visits and practical activities will feature as additional instructional methods besides classroom lectures. It is highly influenced by India. There is always an attraction for Tourism. India has different sort of involvement in this country.

The programmes and activities accomplished so far in the formal and non-formal education systems include, among other things:

1. Integration of population education contents into the curricula and textbook of formal and non-formal education.
2. Development of separate curricula and textbooks in population education for use at secondary level.
3. Development of national source book and teachers guide in population education.
4. Development of population education curricula and textbooks for certificate and bachelor level of education.

While the population education project has made significant gains, it has a long way to go to achieve the desired goals and objectives.

Nepal is a sovereign independent Hindu Kingdom, situated on the Southern slopes of the mid-Himalayas. Population of Nepal is 28.0 million with 1.9 percent rate of natural increase and -1 net migration rate per 1000 population. Population density in Nepal is 191 per square kilometer. Total fertility rate is 3.0 children per women where 48 percent of married women of 15-49 age groups are using any methods of contraceptive and among them 44 percent are using modern methods of contraception.

The population of Nepal is projected to be 35.7 in 2025 and 46.1 in 2050. A total of 37 percent population is less than 15 years of age and 4 percent is more than 65 year of age. Nepal is a landlocked mountainous country, where 93 percent of the population is engaged in agriculture and only 7 percent of population lives in urban areas. 51 percent of the urban population has improved sanitation system whereas 27 percent of rural population has improved sanitation.

Death per 1,000 populations is estimated as 8.0 and an Infant mortality rate is 48. Elderly support ratio in Nepal in 2010 is 15, and it will be 6 in 2050. Life expectancy at birth for both sexes is 64, for male 64 and for female it is 65.

Data of 2007-2009 shows that less than 0.7 percent of male and 0.3 percent of female population are infected with HIV AIDS. There are 15 mobile phone subscribers per 100 inhabitants.

#### **4.5.8 Islamic Republic of Pakistan:**

Pakistan ranks as 6<sup>th</sup> biggest country of the world in respect of population. Population has increased from 113.78 million (estimated) since 1947 to 18.48 million with in the period of 60 years. The existing population growth rate is 2.4 percent. If this rate continues, the population of the country will be 228.0 million in 2025 AD and it would further grow to 295.0 million in 2050. Population density is 539 SKM. 3 million people are added in the population each year. Each family in Pakistan has on the average 6 children.

Population of Pakistan is 2 percent of total world population while its share of landmass is 0.6 percent. Total area of land is 796005 SKM. Per capita income is low as \$ 2350. High population growth rate places a burden on households and leads to the perpetuation of poverty of a large proportion of population.

With limited resources, the high population increase in Pakistan has resulted in unemployment, over-crowded cities and towns, urbanization of consumer goods, crowding traffic, busy roads, low quality of life, inadequate health housing and educational facilities. Dependency ratio is on the increase. Today there are 65 people in the work-force to support 100 dependent, children. With continued rapid population growth, this ratio would be shortly 40 workers to support each 100 dependent children. All efforts to provide full coverage of education facilities to the whole population are being thwarted by rapid population growth. Present literacy rate is estimated to be 53 percent.

The health facilities are not increasing in accordance with the increase in the size of population. For rational and informed decisions, the present and future generations must be provided with more knowledge about population change and its implications than they possess now. The vast majority of illiterates in Pakistan has only a bleak idea of the population problem and its future implications. Population problem is clearly the priority area of the government. Realizing the gravity of the population problem in the country, governments have given special attention to increasing the level of investment in the Population Welfare Programme. The emphasis of population welfare programmes is on lowering the highest growth. The social scientists, demographers, economists, health specialists and educationists whose contributions have led to identifying the magnitude and seriousness of the population problem have been involved. They have canalized the activities in the right direction. Population Education was accepted as a whole valid

academic area and the concept was added in Teachers Training Curricula in 1974 under the heading "School Community and Population."

From the very beginning the Population Welfare Division, Government of Pakistan, took the responsibility of introducing and launching.

Population Education Programme was institutionalized and undertaken by Ministry of Education on systematic basis for the first time in 1983 with clearly stated objectives and well defined activities. Population Education Cell was established in the Curriculum Wing, Ministry of Education, with trained manpower and necessary infrastructure to introduce, popularize arrange and monitor the activities on Population Education on regular, effective and strong footings. In 1983, the Ministry of Education undertook the task of introducing Population Education in the formal school system. Population Education Project was placed in Allama Iqbal Open University to train the middle and secondary school teachers for teaching Population Education concepts. The Population Education Cell established in the Curriculum Wing, Ministry of Education, "undertook the responsibility to introduce and popularize the Population Education in the formal school system. Evaluation studies and researches were conducted to obtain feedback which revealed the effectiveness and impacts of Population Education activities.

Ministry of Education in collaboration with UNFPA is implementing a project titled "Population and Development Education for Youth" since 2004. The basic objective of the project is to improve the Reproductive Health status of the people of Pakistan leading towards population stabilization and sustainable human development. The expected outcome of the project are (a) enhanced visible and continued commitment towards population reproductive health for sustainable development and (b) enhanced national expertise and facilitation in transfer of knowledge. The strategy adopted to achieve these outcomes is through the integration of Population and Development Education concepts into National Curricula for school education especially at secondary and higher secondary schools levels as well as the school learning material.

Ministry of Education (Curriculum Wing) has already undertaken an extensive exercise to achieve the goal set in the project and has documented research on various concepts related to population education in the existing school curricula and learning material based on this documented research, various concepts to be included in the new revise school-curricula have been identified and an analysis is being done about a degree of retention of these concepts in the new school curricula. The learning materials based on the new school curricula are also being developed by the private sectors, publishers and public sectors, text book boards. Teachers Training Module have also been developed and capacity building of teachers trainer and teachers, though on a limited scale, has also been done.



The deeper and wider coverage to the on-going activities and proposed some innovative and significant programmes of Population Education were given in the 8<sup>th</sup> five year plan. Thus a positive and imperative impact is expected to develop as a result of intensifies population policy.

The population of Pakistan in mid 2010 is 184.8 million with 2.3 percent rate of natural increase and -2 net migration rate per 1,000 populations. Population density in Pakistan is 232 per square kilometer. The existing population growth rate is 1.73 percent. If this rate continues, the population of the country will be 246.3 million in 2025 and 335.2 million in 2050. Among the total population 38 percent is less than 15 years of age and 4 percent are more than 65 year of age.

Total fertility rate is 4.0 children per women where 30 percent of married women of age 15-49 years are using any methods of contraceptives and among them 22 percent are using modern methods of contraception.

Death per 1,000 populations is 7.0 and infant mortality rate is 64. Elderly support ratio in Pakistan in 2010 is 15, and it will be 7 in 2050. Life expectancy at birth is 66 for both sexes, 66 for male and 67 for females.

Data of 2007-2009 shows that among adults of age 15-49 years less than 0.1 percent of female and 0.1 percent of male are infected with HIV AIDS.

Of the total population 70 percent lives in rural areas. Among the urban Population 72 percent has improved sanitation system whereas 29 percent of population in rural areas have improved sanitation. There are 50 mobile phone subscribers per 100 inhabitants.

#### **4.5.9 Sri Lanka:**

The Democratic Socialist Republic of Sri Lanka comprises the main Island of Sri Lanka and several small off-shore Islands that stand on its continental shelf. The main Island covering an area of 65,610 square kilometers lies in the Indian Ocean between latitudes 5°51' and 9°51' N longitudes 79°41' and 81° 51' E. It is separated from the South Eastern coast of India by the Palk Street, a strip of shallow sea, a mere 40 km wide. The Islands maximum length is about 435 km and its maximum width 225 km. Sri Lanka with a population of 20.7 million has a population density of 315 per square kilometer. The annual growth rate is 1.3 percent and the fertility rate is 2.4 per woman. 68 percent of married women of age 15-49 groups are using any method of contraceptives and 53 percent of them are using modern methods of contraception.

Rate of natural increase in Sri Lanka in the year 2010 is 1.2 percent and -2 net migration rates per 1,000 populations. The population of Sri Lanka is projected to be 23.2 in 2025 and 25.4 in 2050. Total fertility rate is 2.4 where 26 percent of

population age is less than 15 and 6 percent are more than 65 year of age. Elderly support ratio in Sri Lanka in 2010 is 9, and it will be 3 in 2050.

Death per 1,000 populations is 7.0 and infant mortality rate is 15. Life expectancy at birth is 74 for both sexes and 72 for male and 76 for female. Urban Population is 15 percent. Among those 88 percent of urban population has improved sanitation system whereas 2 percent of rural population has improved sanitation. Areas have improved sanitation.

#### **4.5.10 Indonesia:**

Indonesia is the largest Islamic country. Population education has been introduced in Indonesia since 1970 through preliminary meetings, workshops and national seminars. Population Education was implemented within the National Education System in early 1976 together with the introduction of the New 1975 School Curricula. This represented the beginning of the institutionalizing process in Indonesia. A Ministry of education and Culture decree was issued to implement population education within the educational system. Population education programme for the in-school's audience was infused in some relevant subjects in the curricula of Elementary Schools Junior and Senior Secondary Schools, Including vocational/technical schools Social Sciences Natural Science Geography, Biology, Economics, and Sports etc. As for the out of school programme population education is taught in monolithic system. Up to 1990 the population education programme in Indonesia has made some progress in the following areas:-

##### **A. In-School Programme**

- Training of primary school junior and senior high school supervisors and school principals.
- Seminar on population education for Institute Keguruam dan Ilmu Pendidikan (IKIP or Teacher Training Institutes) rectors, deans, and lecturers.
- Curriculum development and the provision of population education textbooks for the lecturers and the students IKIPs/FKIPs (Teacher Training Institute).
- Population education correspondence course programme.
- Provision of Population education books for the elementary and the secondary schools.
- Supervision of population education activities at the primary and secondary schools
- Preparation of guidebook and handbooks for the primary and the secondary school teachers.

##### **B. Out-of-School Programme**

- Training of the Heads of Community Division and other personnel working at the district or municipality level.

- Preparation of Booklet on family planning education for tutors and monitors.
- Preparation of supplementary booklets for Kejar Package A.
- Preparation of guidebooks for the training implementations of out-of-school programme.
- Preparation of teaching kits.

Indonesia is the largest Islamic country. Its total population in mid 2010 is estimated as 235.5 million with population density 124 per square kilometer. The rate of natural increase is 1.4 with -1 net migration rates per 1,000 populations. 28 percent of the total population is less than 15 years of age and 6 percent are more than 65 year of age. Elderly support ratio in Indonesia in 2010 is 11, and it will be 3 in 2050.

Total fertility rate is 2.4. About 67 percent of married women of age 15-49 are using any method of contraceptives and only 57 percent of married women of age 15-49 years are using modern methods of contraception. The population is projected to be 273.2 in 2025 and 309.4 in 2050.

Death per 1,000 populations is 6.0 and infant mortality rate is 30. Life expectancy at birth in both sexes is 71 years, for male 69 years and for female it is 73. A total of 43 percent of population lives in urban areas. Among urban populations 67 percent have improved sanitation system whereas 36 percent of populations in rural areas have improved sanitation.

Data of 2007-2009 shows that less than 0.9 percent of male and less than 0.1 percent of female populations are living with HIV AIDS. There are 62 mobile phone subscribers per 100 inhabitants.

#### **4.5.11 Malaysia:**

Malaysia is pursuing a policy of increasing its present population of 26.9 million by the year 2050. The formal education system therefore, stresses more the quality of life that the citizens should strive for the population size. In view of this, the country has introduced new curriculum programmes for both primary and secondary schools which aim at operationalizing the goals of education as expressed by the National Philosophy programmes have included Population-related issues by:-

- The introduction of a new primary school subject, Man and his Environment, which aims at raising the quality of life by improving and protecting the Environment.
- The inclusion of a subject called Living Skills in the lower secondary. This subject has a component called Family Planning.
- The inclusion in the Health Education syllabus of fertility-related issues.

Of crucial importance to the success of these programmes are the changes in instructional strategies that they are attempting to bring about. Then training

programmes stress the importance of student-centered approaches, learner-generated questions, and study skills.

The National Population and Family Development Board is responsible for out-of-school Population Education. This is done through two Programmes: (a) IEC (information, education and commerce) and (b) Training.

The board's Training programmes have resulted in the training of 16,438 personnel who have been directly or indirectly involved in the implementation of its Programmes. Those who have received training cover a wide range of occupations.

The board has also developed a series of training modules on family development with special emphasis on marriage, parenthood and family problem solving.

A Population training module which includes various population related issues has recently been designed and is to be implemented in late 1991.

Malaysia is pursuing a policy of increasing its present population of 28.9 million in 2010 to 70 million by the year 2100.

The population density in Malaysia is estimated as 87 per square kilometer. The rate of natural increase is 1.6 with net migration rates of 1 per 1,000 populations. 32 percent of the total population is less than 15 years of age and 5 percent are more than 65 years of age. Elderly support ratio in Malaysia in 2010 is 14, and it will be 4 in 2050.

With current total fertility rate of 2.6 the projected population is 34.9 in 2025 and 41.0 in 2050.

Death per 1,000 populations is 5.0 and infant mortality rate is 9. Life expectancy at birth in both sexes is 74 years, for male 72 years and for female it is 77. A total of 63 percent of population lives in urban areas. Among urban populations 96 percent have improved sanitation system whereas 95 percent of populations in rural areas have improved sanitation.

Data of 2007-2009 shows that less than 0.8 percent of male and less than 0.3 percent of female populations of age 15-49 are living with HIV AIDS. There are 103 mobile phone subscribers per 100 inhabitants.

#### **4.5.12 Philippine:**

The Department of Education, culture and support (DECS) established the Population Education Programme (PEP) in 1972 as its contribution and support to the National Population Programme in its effect to curb the rapidly growing population of the country. The PEP introduced and institutionalized population education system and in the non formal education sector. The PEP's achievements

during the past four years addresses the following: - (a) integrating population education core messages/ competencies into the elementary and secondary school curricula as well as the literacy curriculum of the Bureau of Non-Formal Education System (BNFE-DECS) (b) Participating actively in POPDEV; (c) enhancing capabilities of population education regional coordinators and non-formal supervisors in planning and management of population education programmes through planning and project formulation workshops; (d) development and production of support materials for the elementary level, supplementary readers for the third and fourth year students with teacher guides, and a handbook on training methods and techniques; (e) development modules on home economics , (f) conduct and evaluation of the one-week training programme for district/school coordinators; (g) continuous participation in thirds country training and attachment programmes; and (h) maintaining library services on population education.

The shifts in government and innovations in education in recent years have brought changes in the PEP. One of these is the government policy on population. The new Population Policy pursues the overall improvement of family welfare and not just fertility reduction.

In particular, the adoption of the New Population Policy necessitated the review and expansion/preparation of population education core messages perceived to be responsive to the objectives and thrusts of the national population programme. This had implications for the population education core messages perceived to be responsive to the objectives and thrusts of the national population programme. This had implications for the population education content of the school curricula. Consequently, the PEP conducted the analysis of the curricula of the Bureau of Elementary Education (BEE) in 1986 and of the bureau of Secondary Education (BSE) in 1989. This undertaking enriched the new elementary school curriculum (NESC) and the new secondary education curriculum (NSEC) through the integration of new population education competencies in selected subject areas in all grade/year levels.

Population of Philippine in mid 2010 is 94.0 million with 2.1 rate of natural increase and -3 net migration rates per 1,000 populations. Population density is 313 per square kilometer. 33 percent of the total population is less than 15 years of age and 4 percent are more than 65 year of age. Elderly support ratio in Philippine in 2010 is 14, and it will be 5 in 2050.

Total fertility rate is 3.2. About 51 percent of married women of age 15-49 are using any method of contraceptives and only 34 percent of married women of age 15-49 years are using modern methods of contraception. The population is projected to be 117.6 in 2025 and 140.5 in 2050.

Death per 1,000 populations is 5 and infant mortality rate is 23. Life expectancy at birth in both sexes is 72 years, for male 70 years and for female it is 74. A total of

63 percent of population lives in urban areas. Among urban populations 80 percent have improved sanitation system whereas 69 percent of populations in rural areas have improved sanitation.

Data of 2007-2009 shows that less than 0.1 percent of male and female populations of age 15-49 are living with HIV AIDS. There are 75 mobile phone subscribers per 100 inhabitants.

#### **4.5.13 Thailand:**

During the period 1981-86 the population education programme in Thailand was implemented with the financial assistance from UNFPA and with the technical assistance from UNESCO. Population education concepts had been integrated, to a large extent into the curriculum and textbooks of primary and secondary schools teacher training colleges, as well as in non-formal education programme. Some content relating to family planning sex education and reproductive behaviour has also been integrated into science health and physical education. Population education is also offered as an elective course at the lower secondary and upper secondary levels but all the secondary schools do not offer this course mainly because of the fact those teachers in all the secondary schools have not been trained in population education. Some teaching/learning materials including posters, slides and tapes, and video cassettes etc. have also been developed during the first phase of the project.

In spite of the fact that the project hasn't been funded by UNFPA since 1987, Thailand has done considerable progress in the Population Education field.

In collaboration with the Planned Parenthood Association, a teacher manual on "Family Life Education" has been produced and about 9,000 teachers have been trained to use it effectively.

Moreover, two times a year, about 45,000 copies of newsletter on population and environmental education are distributed to all schools and colleges under the Ministry of Education and public libraries as well so that student's teachers and villages can update themselves with new data, researches and technologies in these two fields.

The current population of Thailand is 68.1 million. The rate of natural increase is 0.6 with 1 net migration rates per 1,000 populations. Population in Thailand is 133 per square kilometer. 22 percent of the total population is less than 15 years of age and 7 percent are more than 65 year of age. Elderly support ratio in Thailand in 2010 is 9, and it will be 3 in 2050.

Total fertility rate is 1.8. About 72 percent of married women of age 15-49 are using any method of contraceptives and 70 percent of married women of age 15-49

years are using modern methods of contraception. The population is projected to be 72.6 in 2025 and 73.4 in 2050.

Death per 1,000 populations is 9 and infant mortality rate is 7. Life expectancy at birth for both sexes is 69 years, for male 66 years and for female it is 72.31. A total of 31.

**Activity: Visit the websites of the SAARC countries and compare following indicators**

Country						
Growth rate (%)						
Life Expectancy at birth: Both Sexes Male Female						
Total Fertility rate						
Infant Mortality						

#### 4.6 COMPARISON AND SITUATION ANALYSIS OF POPULATION IN SOUTH ASIA

	Name of Country	Pop: Male 2006 (Million)	Births Per 1000 Pop.	Deaths Per 1000 Pop.	Rate of National Increase (%)	Pop. 2005	Projected 2005	Infant Mortality Rate	Total Fertility Rate	Life Expectancy		Per Capita Income	Pop. Per Sq. Metre
										M	F		
1.0	Afghanistan	31.1	48.0	22.0	2.6	50.3	81.9	166.0	6.8	41.0	42.0	-	123.0
2.0	Bangladesh	146.6	27.0	8.0	1.9	190.0	231.0	65.0	3.0	61.0	62.0	2,090.0	2,637.0
3.0	Bhutan	0.9	20.0	7.0	1.3	1.3	1.8	40.0	2.9	62.0	64.0	-	49.0
4.0	India	1,121.8	24.0	8.0	1.7	1,363.0	1,628.0	58.0	2.9	62.0	63.0	3,460.0	884.0
5.0	China	1,311.4	12.0	7.0	0.6	1476.0	1,437.0	27.0	1.6	70.0	74.0	6,600.0	355.0
6.0	Indonesia	225.5	20.0	6.0	1.4	263.7	284.6	35.0	2.4	67.0	72.0	3,720.0	307.0
7.0	Iran	70.3	18.0	6.0	1.2	89.0	101.9	32.0	2.0	69.0	72.0	8,050.0	112.0
8.0	Japan	127.8	9.0	8.0	0.0	121.1	100.6	2.8	1.3	79.0	86.0	31,410.0	876.0
9.0	Korea (N)	23.1	16.0	7.0	0.9	25.8	26.4	21.0	2.0	68.0	73.0	-	497.0
10.0	Malaysia	26.9	20.0	4.0	1.6	34.6	40.6	10.0	2.6	72.0	76.0	10,320.0	211.0
11.0	Maldives	0.3	18.0	3.0	1.5	0.4	0.5	15.0	2.8	70.0	70.0	-	2,573.0
12.0	Nepal	26.0	31.0	9.0	2.2	36.2	48.0	64.0	3.7	62.0	63.0	1,530.0	457.0
13.0	Pakistan	165.8	33.0	9.0	2.4	228.8	295.0	79.0	4.6	61.0	63.0	2,350.0	539.0
14.0	Philippines	86.3	27.0	5.0	2.1	115.7	142.2	27.0	3.4	67.0	72.0	5,300.0	745.0
15.0	Sri Lanka	19.9	19.0	6.0	1.3	22.2	22.4	11.0	2.0	71.0	77.0	4,520.0	784.0
16.0	Thailand	65.2	14.0	7.0	0.7	70.2	73.2	20.0	1.7	68.0	75.0	8,440.0	329.0
17.0	Korea (S)	48.5	9.0	5.0	0.4	49.8	42.3	5.0	1.1	74.0	81.0	21,850.0	1,265.0

Source: Population Reference Bureau.



## 4.7 Self Assessment Questions

Q.1 Fill in the blanks with most appropriate word/figure.

- a. Total Fertility rate in the World is \_\_\_\_\_ and in Asia \_\_\_\_\_.
- b. Growth rate in South Central Asia is \_\_\_\_\_ which higher than \_\_\_\_\_ in South East Asia.
- c. Total Fertility Rate in Western Asia is \_\_\_\_\_ which is the highest in Asian region.
- d. Infant Mortality rate is \_\_\_\_\_ in East Asia which is the lowest among Asian region.
- e. Among the urban population of Afghanistan \_\_\_\_\_ percent has improve sanitation system.
- f. Life expectancy in Iran is \_\_\_\_\_ for male and \_\_\_\_\_ for female.
- g. Elderly support ratio in Bangladesh is \_\_\_\_\_ in 2010 and it will be \_\_\_\_\_ in 2050.
- h. Infant mortality in Bhutan is \_\_\_\_\_ in 2010.
- i. Maldives has \_\_\_\_\_ percent urban population with \_\_\_\_\_ percent improved sanitation.
- j. \_\_\_\_\_ modern contraceptive methods in Nepal is \_\_\_\_\_ percent.
- k. \_\_\_\_\_
- l. \_\_\_\_\_ population of Pakistan was \_\_\_\_\_ million in 1947 and \_\_\_\_\_ in \_\_\_\_\_
- m. \_\_\_\_\_ population of Pakistan is increasing at \_\_\_\_\_ percent per Annum.
- n. The population of Pakistan is expected to be \_\_\_\_\_ million in 2025.
- o. The Population of India is \_\_\_\_\_ millions in 2010 and will be \_\_\_\_\_ millions in 2050.
- p. Sri Lank with a population of \_\_\_\_\_ million has a population density of \_\_\_\_\_ per square kilometer.
- q. In Indonesia \_\_\_\_\_ percent married women of age 15-49 are using any method of contraception for spacing in child birth.
- r. Death per thousand populations in Malaysia is \_\_\_\_\_.
- s. Philippine has \_\_\_\_\_ rate of natural increase with \_\_\_\_\_ net migration rate per 1,000 populations.
- t. The rate of natural increase in Thailand is \_\_\_\_\_ which is the lowest among South Asian Countries.

Q.2 Write down the significance of Population statistics.

Q.3 How does the population statistics provide help to the town planners?

Q.4 How does the demographic data help in developing programs for welfare women in any country?

- Q.5 Why do the policy makers accord high priority to population statistics while formulating policies for human development?
- Q.6 Does demographic data suggest any measures for human resource development through intervention in MCH and population welfare programme? Discuss in Pakistani scenario.
- Q.7 Elaborate why there is variation in demographic indicators among the Asian countries?
- Q.8 Compare the population and growth rate of South Asian Countries and show the trend in a bar chart.
- Q.9 Graphically present the pattern of infant mortality among selected Asian countries.
- Q.10 Describe which of the countries has highest fertility rate and highest mortality rate among the South Asian countries and why?
- Q.11 Explain which country has life expectancy for male lower than female among all Asian countries?

## UNIT 5

# POPULATION POLICIES AND PROGRAMME IN PAKISTAN

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## INTRODUCTION

Pakistan currently is the 6<sup>th</sup> most populous country in the world with one of the highest growth rate in Asia and among developing countries. The latest projections by the Planning Commission, Working Group on Population Sector 10<sup>th</sup> Five Year Plan (2010-15) show that now the Pakistan Population has increased to 173.5 million with a Growth Rate of 2.05 percent per annum.

High fertility is the major contributor to the growth rate as mortality rates have been fairly low since the last three decades which is nullifying somewhat the gains of fertility moderation. Currently about 43 percent of the population is under the age of 15 and about 44 per cent of the female population is in the reproductive age group, which is likely to rise to around 55 percent by the year 2020 and about 65 percent by the year 2030, contributing to population momentum. The infant mortality rate of around 72 per thousand births and maternal mortality of around 276 per hundred thousand live births are unusually high, expectation of life at birth is low, around 65 years for both women and men. The position of women and girls remains much weaker than men and boys. The proportion of population living in urban areas is believed to have risen from 16 percent in 1951 to more than 36. Current GDP growth rate has averaged around 4.1 percent. About 60 percent of the population lives below international poverty line. Employment opportunities have been unable to keep pace with labour force growth in recent years. Natural resources and the environment are suffering from overuse and the degradation respectively.

The Government of Pakistan recognizes the serious implications of high fertility and population growth and is seeking to accelerate the pace of fertility decline, lower current rates of population growth, reduce infant, child and material mortality, improve reproductive health, and promote gender equity and the empowerment of women. With these ends in view, the Government's focus is on the development and implementation of an effective population policy operating within the framework of nationally accepted, broad-based and strategically focused population and development policies, while maintaining voluntary character in the promotion of fertility moderation.

## OBJECTIVES

After having studied the unit the students are desired to be able to;

1. Describe government efforts on the population problem of Pakistan
2. Analyze elements of Population Policy
3. Describe the strategies suggested in the policy
4. Identify areas of focus in population policy
5. Highlight the importance of interaction between public and private sector in the area of population planning.

### 1. POPULATION POLICIES/PROGRAMS/PLAN; AN OVERVIEW

Foreseeing the long terms consequence of high Population Growth Rate, the Family Planning Association of Pakistan, an NGO, initiated efforts to contain population growth in the year 1952. Three years later, the government began to fund the association and noted the need to reduce population growth in its First Five Year Plan (1955-60). The

government soon combined its population planning efforts in hospitals and clinics into a single program. Thus population planning was a dual effort led by the Family Planning Association and the public sector. In the mid-1960s, the Ministry of Health initiated a program. Through this program the government was able to attract funding from many international donors but the program lost support because the targets were overly ambitious. The population planning program was suspended and substantively reorganized after the fall of Muhammad Ayub Khan's government in 1969. In late December, 1971, the population was estimated at 65.2 million. In an attempt to control the population problem, the government introduced several new programs. First the continuous motivation system program which employed young urban women to visit rural areas was initiated. In 1977, government population planning efforts were almost halted. In 1980 the Population Division, formerly under the direction of Minister of State, was renamed as Population Welfare Division and transferred to the Ministry of Planning and Economic Development. This agency was charged with the delivery of both family planning services and maternal and child health cares. Community participation had finally become a cornerstone of the government's policy.

Population Education Program in the formal education was introduced in the year, 1983. Main focus of this program was on the revision and development of curriculum and materials for secondary schools. The second phase (1986-88) and third phase (1993-98) were focused on the extension of the first phase. In preparing the Sixth five Plan (1983-88), the government projected a national population of 147 million in the year, 2000 if the growth rate were to be a constant at 2.8 percent per year, and of 134 million if the rate were to decline to the desired 2.1 percent per year by then. By Seventh Year Plan (1988-95) period, the multi pronged approach initiated in the 1980s had increased international donor assistance and had begun to enlist local NGOs. Efforts to improve maternal and child health were coupled with education campaigns. In August, 1991 the Prime Minister issued directive of effective implementation of population welfare program. The directive provides sound rationale for the evolvement of object on population education program through formal school system for intensification of population welfare programs in the country, the Project entitled, "Population Education Program through formal school system" was prepared and coincided with the time frame of 8<sup>th</sup> five year plan to be implemented from July, 1991. The theme and concept of the project was presented and discussed thoroughly in the 2<sup>nd</sup> Inter-Ministerial Meeting held on 9<sup>th</sup> October, 1991 and was approved in principle with the direction to negotiate it with the UNFPA for partial sponsorship. The project aimed to introduced population concepts into the curricula, orientate curriculum developers and educational administrators and provide shorter training courses to a total of 20,500 school teachers in Pakistan. In the year, 1998 the government issued a policy statement, which is discussed in the coming pages.

In the year, 2002, the government came with first ever population policy. This policy is now being reviewed and the final draft of the revised Population Policy is available. Hopefully the Population Policy 2010 will give a new direction to the efforts of the Government and its other partners. Keeping in view their importance, these policies have been added in the subject of "Population Education" for EPM students to that they

are well aware of the government's decisions, targets and implementation strategies to deal with this neglected but most important potential problem.

## **2. POPULATION POLICY 2002/PROGRAMME REVIEW AND ANALYSIS**

As per Population Policy 2002, Ministry of Population Welfare committed itself to bring fertility transition to replacement level fertility of 2.1 births by 2020. This was an ambitious and tough challenge for Pakistan. In this regard, Population Perspective Plan (2002-12) envisaged achieving a contraceptive prevalence rate of 57 by 2012. This was to be achieved with the effective assistance of all public sector entities especially Ministry and Departments of Health. The goal was attainable with the coordinated and collective efforts and commitment by all the stakeholders.

Being a signatory to the Programme of Action of the International Conference on Population and Development (ICPD), Pakistan adopted the National Reproductive Health Service Package in 2001, thus starting to promote family planning within the broad framework of reproductive health. Following this approach, the Programme has been able to bring down the TFR from 4.1 (PDS, 2001) to 3.6 in 2010 (Projections by the Planning Commission's Working Group on Population Sector, 2010); however, the CPR and PGR have remained almost stagnant.

This owes largely to the fact that FP/RH services have not been able to keep pace with demand in Pakistan. The huge unmet need for family planning services, high level of unwanted pregnancies and large number of induced abortions are a reflection of this situation. Although family planning service delivery points have increased and the prices of contraceptives have remained unchanged over the last few years, access to services still remains a problem area. The Programme's community-based service delivery mode involving village-based family planning workers (VBFPWs) showed good results, but the trend could not be sustained since this cadre was merged into that of Lady Health Workers (LHWs) of the Ministry of Health (MoH) in 2002. Consequently, the Programme lost its focus on community-based access to contraceptive services and the attention shifted to static facility-based services.

Discontinuation of contraceptive use and lack of follow-up are the other major reasons for the stagnation of the CPR. In particular, the fear of side effects – especially of oral pills, injections and intra-uterine contraceptive devices (IUCDs) – of contraceptive has emerged as an important barrier to their use. Moreover, because of low quality of services, the programme could not attract new clients and ensure continuity of use. Irregular supply and non-availability of contraceptives at health facilities was another obstacle to the smooth provision of family planning services.

The trend of contraceptive mix shows female sterilization and use of traditional methods as the major means of practice, but they have had a limited impact on the TFR. Over the years, four important issues have emerged: 1) decline in the use of three major methods of contraception (oral pills, injectables and IUCDs); 2) persistent unmet need for

ontraception; 3) widening gap between current and ever use of contraception indicating dropouts; and 4) high incidence of abortion (including induced).

The PDHS 2006-07 reveals that about 10 percent women experienced a miscarriage or an abortion during five years prior to the survey. A study undertaken by the Population Council in 2004 estimates that 890,000 induced abortions occur annually in Pakistan. This phenomenon, when examined in relation to high unmet need, demonstrates the health risks Pakistani women face during their reproductive life.

The Programme has for the last many years focused on promoting small family norms through awareness and motivational campaigns. This strategy has been partially successful in raising the level of awareness about population issues, but it has not been able to bring about the desired change in attitudes and behavior. There are several reasons for this: first, the campaign focused primarily on urban areas, while rural and semi-urban areas could not be targeted effectively; second, the majority of the rural population could not internalize the message due to low literacy rate; third, access to information and the quality of counseling remained poor, because the fear of side effects of contraceptives could not be taken out of the people's minds; fourth, the service providers, though given training on inter-personal communication (IPC) and information, education and communication (IEC) skills, lacked a professional flair to motivate and counsel eligible couples to adopt contraception; and fifth, religious and socio-cultural apprehensions about family planning could not be fully addressed.

The Programme was de-federalized in 2002 with the financial, administrative and operational authority transferred to the Provincial Population Welfare Departments (PWDs). To give time and space to the provincial governments to take over the Programme, the federal government agreed to continue its funding through the Public Sector Development Programme (PSDP) for the first three years or until the finalization of the next National Finance Commission (NFC) Award. Because of the delay in the finalization of the NFC Award and resource constraints of the provincial governments, the federal government continued to fund the Programme. Consequently, the provincial governments did not develop the desired level of ownership.

The support from the health network, both at the federal and provincial levels, for the provision of FP/RH services has been modest since this area did not get the attention deserved. The performance of lady health workers in providing FP/RH services was also found lacking (Third Party Evaluation: Oxford Policy Management, 2009). More importantly, the coordination between the MoPW and the MoH as critical partners and stakeholders was weak at all levels. As a result, the goal of achieving universal access to family planning services by 2010 could not be achieved.

The service delivery network of the Programme has expanded over the years to more than 3,300 outlets, but little attention has been paid to outreach services. Moreover, the combination of the network has not been worked out scientifically to address the issue of programme coverage and access in relation to settlement patterns, population density and



geographical terrain. The neglect of service delivery points for men has also been noted. The weakness in the monitoring system, superimposed by the target-oriented approach, prompted inflated reporting. Furthermore, evaluation studies of service components undertaken by NIPS reveal a number of operational problems impeding optimal performance.

The envisioned public-private partnership (PPP) initiative had tremendous potential, but it could not be fully tapped and the target population remained underserved. The same is true for social marketing companies (SMCs) though they have been an active partner of the MoPW in meeting the family planning needs of the people living especially in urban and semi-urban areas.

The Programme could have made an efficient use of the vast physical infrastructure of non-governmental organization (NGO), including national and provincial Rural Support Programmes (RSPs), for social mobilization and service delivery. Considering this, it is unfortunate that apprehensions about facilities providing family planning services continue to exist and the number of clients visiting the service centres remains low. On the other hand, research indicates that more and more women want to space their next pregnancy, implying that the latent demand for family planning services is high but fragile, particularly among rural communities, because of limited female mobility.

### **3. REVITALIZING THE IMPERATIVE**

#### **A. Population and Development**

Rapid urbanization, technological advancement, increasing female literacy and better job prospects for women, proliferation of information through the media, and competitive market forces have set in the process of transformation in social values and lifestyles. As a result, the recent demographic surveys show that the TFR has declined in urban areas, while it is comparatively higher in rural areas, though finally declining.

The high PGR and  $11\%$  pose serious challenges to Pakistan's development as pressure on urban agglomerates is increasing, and an additional burden is being put on the already limited educational and employment opportunities for the youth. The changing age structure, resulting in an increasing number of youth entering the labour force, is further compounding the situation. The increase in population density, mushrooming urban slums, rapid depletion of water resources, deforestation and loss of arable land due to urban development are some of the manifestations of rapid population growth.

Reduction in poverty has been an essential part of all economic policies, particularly in the light of the Millennium Development Goals (MDGs), yet over one-third of country's population continues to live below the poverty line (BPL) with the absolute number of poor increasing. Regional variations in poverty are pronounced and well-recorded for Pakistan. The increase in poverty has a close relation to high fertility, especially among the lower strata of society.

## **B. Reproductive Health and Family Planning**

The Population Policy of Pakistan 2002 aimed at accelerating fertility transition to attain replacement level fertility by 2020 and the Population Perspective Plan (2002-12) envisaged CPR of 57 percent by 2012. It goes without saying that these were overambitious targets. The situation, therefore, calls for rationalizing goals and objectives of the Programme, as well as rearticulating roles and responsibilities of all the stakeholders.

The service delivery of the Programme focused more on promoting sterilization and less on pregnancy spacing. The PDHS 2006-07 shows that a significant proportion of Pakistani women continue to conceive and give birth in serious health and life risk conditions, such as childbearing in teen ages; childbearing after age 34; short birth interval; and four or more births.

Demographic surveys consistently reveal a significant reduction in neonatal and infant mortality as a result of pregnancy spacing of two to four years; if translated into appropriate strategies, this could bring about the desired fertility transition. The thrust of future service delivery strategy should, therefore, be on healthy timing and spacing of pregnancies.

Similarly, international comparative studies reveal benefits of family planning for maternal health and child survival. These studies clearly bring out that there would have been around four million additional maternal deaths during 1985-2005 had there been no increase in family planning use over the level of 1985. Similarly, 54 percent additional maternal deaths are projected to occur during 2005-2025 if no increase in family planning use is recorded over the level of 2005. Furthermore, research shows that increased use of contraception is associated with reduced rate of abortion. This demands that the Ministry and Provincial Departments of Health provide family planning services at all their outlets.

A robust FP/RH programme is, therefore, imperative to regain the momentum in fertility transition. It needs to give focused attention to the unmet need (25 percent) for contraception by addressing issues of misinformation and misperception, limited access to services, lack of client-focused care and quality services, and lack of choice of contraceptive methods. An aggressive communication campaign is required to enhance social acceptance for the programme. At the same time, vigilant and effective monitoring and regular evaluation is needed. This makes it all the more necessary that family planning be mainstreamed in the health policy, as well as into all other development initiatives.

Pakistan currently recognizes, more than ever before, the need to lower the PGR and TFR to be consistent with its development and welfare priorities. It also realizes that this requires strong political support; improvement in literacy rate, particularly of women; and reduction in poverty. On a positive note, a major shift has been the growing public realization that reproductive health is a broader concept than family planning.

A new population policy with revised goals and rational targets is, therefore, needed to accelerate the fertility transition and reap the demographic dividend, besides focusing on the implementation of the Programme of Action of the ICPD and the

achievement of the MDGs. The proposed policy provides clear guiding principles, a comprehensive strategy and a plan of action for all the stakeholders to realize a shared vision for the next 20 years.

#### **4. NATIONAL POPULATION POLICY 2002**

Though Pakistan was one of the first few countries to realize the need for family planning in 50's and adopted a population policy as early as 1960, yet it has only made a marginal dent on fertility due to a number of factors. These include fluctuating political commitment, frequent changes in structure of the program, lack of multi-sectoral approach to population resulting in an almost exclusive reliance on the population programme, too narrow a focus on married women as the main target, limited coverage of the programme and absence of a conducive environment for fertility reduction such a low status of women, high infant and child mortality, low educational levels and inadequate investment in social sectors. Keeping in view these factors, Pakistan's first ever National population policy was formulated in the year 2002. This policy was consistent with the objectives focused on national needs sought to incorporate population concerns into relevant development strategies and plans and to integrate factors amongst others relating to family planning quality care, empowerment of women and improvement in service delivery. Based on demographic realities to be effective, the policy addressed the following objectives:-

- Reduction in rate and incidence of unwanted fertility
- Reduction in demand for large family size.
- Greater investment in the youthful population
- Focus on male involvement.

This Population Policy which was out come of a participatory process, was aimed to achieve social and economic revival by curbing rapid population growth and thereby reducing its adverse consequences for development.

##### **4.1 VISION**

The overall vision of the Population Policy was to achieve population stabilization by 2020 through the expeditious completion of the demographic transition that entails declines both in fertility and mortality rates.

##### **4.2 GOALS**

The Population Policy sought to:-

- Attain a balance between resources and population within the broad parameters of the ICPD paradigm.
- Address various dimensions of the population issue within national laws, development priorities while remaining within our national social and cultural norms
- Increase awareness of the adverse consequences of rapid population growth both at the national, provincial, district and community levels.
- Promote family planning as an entitlement based on informed and voluntary choice
- Attain a reduction in fertility through improvement in access and quality of reproductive health services.

Reduce population momentum through a delay in the first birth, changing spacing patterns and reduction in family size desires.

### 4.3 OBJECTIVES

#### Short Term:

- Reduce population growth to 1.9 percent per annum by 2004.
- Reduce fertility through enhanced voluntary contraception to 4 births per woman by the year 2004.

#### Long Term:

- Reduce population growth rate from 1.9 per cent per annum in 2004 to 1.3 percent per annum by the year 2020.
- Reduce fertility through enhanced voluntary contraceptive adoption to replacement level 2.1 births per woman by 2020.
- Universal access to safe family planning methods by 2010.

### 4.4 STRATEGIES

To achieve the above objectives following strategies were framed:

- Develop and launch advocacy campaigns to address special groups, such as, policy makers, opinion leaders, youth and adolescents.
- Increase ownership of population issues by the stakeholders and strengthen their participation in the processes of service delivery and program design.
- Reduce unmet need for family planning services by making available quality family planning & RH services to all married couples who want to limit or space their children.
- Adopt a shift from target oriented to people-centered needs and services.
- Ensure the provision of quality services especially to the poor, under-served and un-served populations in rural areas and urban slums.
- Coordinate and monitor a comprehensive network of family planning & RH services in Pakistan.
- Build strong partnerships with concerned Line Ministries, Provincial line Departments particularly Health, Non-Governmental Organizations and the private Sector including the industrial sector to maintain standards in family planning by providing assistance/guidance through advocacy, training, monitoring and other means of participation and quality assurance.
- Strengthen contribution to population activities by civil society players, particularly NGOs and media.
- Expand the role of the private sector by making contraceptives accessible and affordable of contraceptives through social marketing of contraceptives and through local manufacture of contraceptives.
- Decentralize program management and service delivery to provincial and district levels.

- Ensure availability of the four prioritized areas of the Reproductive Health Package, i.e. family planning, safe motherhood, infant health and RTI / STDs through nationwide service delivery outlets in the public & private sector.
- Harness support, cooperation and involvement of men in strengthening the family as the basic unit of society and in small family size decision making.
- Ensure Population and Family Life Education for school and college students.

## 5. AREAS OF POLICY FOCUS

### 5.1 Population Mainstreaming In National Planning And Development Program

Population mainstreaming entails incorporation of the population factor in development plans to promote social justice and address poverty through socio-economic development in the context of migration, urbanization, environment and sustainable growth. This Policy is developed and co-ordinated through a multi-sectoral strategy towards population issues in which there is a synergy between population dynamics, economic revival and poverty alleviation programmes. The connectivity of population with poverty, status of women and sustainable development will be established because they are intrinsically interrelated and progress in any component can catalyze improvement in others.

### 5.2 Service Delivery Expansion and Improvement of Quality

The strategy of this Policy is essentially aimed at tackling the more immediate objectives of reducing the high unmet need for family planning services through bringing FP services into the fold of health outlets, developing greater partnerships between various arms of the public sector and public private sector partnerships. The reduction of the gap between what married women want in the way of fewer children and longer spacing and utilization of family planning services will be the first thrust of this policy.

Ensuring quality in a wide range of family planning services will be the major short-term goal of this policy. In the longer run whilst the public sector will not relinquish its responsibility as service provider, recognizing the magnitude of the task it will fully engage the non-governmental and private sectors. To achieve this requires the building of capacity of non-governmental and private sector partners to cope with future needs of service delivery.

Service provision in family planning & RH will concentrate on improving access & expanding coverage with special emphasis on rural & under served areas and slums. This will be achieved through Population Welfare Program's infrastructure & through the health service delivery infrastructure, partnerships with private sector and networking with civil society. The provision of family planning service will include RH, behavior services for attitudinal change for enhanced family planning practice and ensuring adequate supplies. Contraceptive choice is to be

widened by providing training to service provider in latest techniques. Quality service provision will be ensured through regular monitoring.

### 5.3 Service delivery will specifically include:

1. **Strengthening Community-Based Services:** Population in rural and remote areas where there is established unmet need do not have adequate access to affordable family planning & RH services. These communities need special attention, which is being addressed through community-based workers and out reach services. Female community workers will provide family planning services and serve as a referral for clinical methods. Male community workers will at the grassroots provide information and behavior i.e. health education & awareness through IPC.
  2. **Linkages with Institutional Service Delivery System:** The high unmet need for family planning requires a concerted effort, by all stakeholders. The large Health Department infrastructure, relevant Provincial Line Departments, Public & Private Sector Institutions and others will provide comprehensive family planning services and attend to referrals.
  3. **Strengthening and upgrading the existing Family Welfare Centers:** The gap in universal awareness of family planning & the contraceptive use rate will be addressed through quality client centered family planning services which are accessible and affordable. Family Welfare Centres will be strengthened and upgraded to function within the ICPD framework of integrated service centres, which address the holistic needs of a family. In addition to family planning & RH services, basic social services will be offered in an integrated manner and will be run by a local management committee in which elected women councilors will be actively involved. Serving the community in a coordinated manner.
  4. **Public-Private Partnerships:** Social marketing will be encouraged and facilitated to intensify efforts in urban / semi urban areas and move out to rural areas by associating registered medical practitioners, hakims, homeopaths, paramedics, chemists/druggists and networking with CBOs. These activities would be built around advertisement, outdoor publicity, point of sale promotion, Inter Personal Communications, training and dispensation of products including interventions such as Norplant Implant and facilities for voluntary surgical contraception. Initiatives for local production of contraceptives would be supported and facilitated to reduce dependency on imported products.
- Male Involvement:** Men have a dominant role in decision making in the family setting, their active involvement is, therefore, essential in planning family size, supporting contraceptive use, assuring adequate nutritional status of pregnant women, arranging skilled care during delivery and avoiding delay in seeking emergency obstetric care. Men need to be sensitized to their role as responsible fathers and in recognizing the critical role of women in the health of the family. For enhancing male involvement, male workers have been recruited in the rural areas to engage into a regular dialogue with male

community and sensitize the elders and parents. Provision for male contraceptive surgical procedures will be strengthened, and the method promoted.

6. **Improve and Ensure Quality of Services:** Provision of quality services need to be ensured to address the large unmet need for family planning and for improving contraceptive use rate. Accessibility of services, attitude of service providers, their technical skills, counseling and follow up are the main pillar for quality service provision. Basic standards for quality service provision are required to be formulated through a consultative process of all stakeholders. For ensuring high quality services of uniform standards at all service outlets a system of technical supervision and monitoring needs to be institutionalized. MoPW will be responsible for laying down standards for family planning service provision and will be involved along with other stakeholders in preparation of protocols for monitoring family planning standards and will also be responsible to make required improvements. Training, orientation & refresher courses will be conducted periodically at training institutions of MoPW.

#### **5.4 Advocacy**

The Policy addresses those who being illiterate lack knowledge or have inhibitions to practice family planning. There is need also to address prevalent fears and misconceptions. A change in beliefs and the value system is required to reduce fertility to replacement levels. This will be done through a carefully designed program of advocacy and promotional campaign, which addresses all segmented target groups.

The Policy also addresses the issue of population momentum, which due to its current ever-largest cohort of adolescents entering reproductive lives will be the main engine of population growth in coming decades. The two-pronged strategy addresses adolescents through population and family life education in the formal & non-formal education sector and reaches out to young couples with appropriate media, interpersonal messages and services.

An Advocacy Campaign will be devised to build and sustain adoption of the small family norm. It will raise awareness about population and development issues by engaging change agents to communicate on the impact of runaway population growth on the lives of the individual, family and communities.

- Advocacy programmes will utilize all channels of communication particularly the media, interpersonal communication and mass education to convey the macro and micro effects of runaway population growth. It will address the public and various influential groups as follows:
- **Public Representatives:** will be given orientations on the population problem and its critical link to social and economic progress. They will be invited in turn to be advocates of the programme.
- **Policy/Decision Makers:** will be targeted to enhance their understanding of the inter-linkages between population and sustainable development, to

integrate population variable into their sectoral planning, commit increased level of resources and extend overall support to the population sector.

- **Opinion Leaders:** will be sensitized about the continued benefit of birth spacing, safe motherhood and responsible parenthood for enriching and improving the quality of life.
- **Men:** Males will be sensitized that family planning is a need for their own health and family well being.
- **Youth & Adolescents:** Youth are the future generation and need to be sensitized about the wide-ranging consequences of rapid population growth for the individual, family and nation and, therefore the need to build a mindset for responsible parenthood.
- **Medical Profession:** medics and paramedics will be motivated to accept family planning as integral to the work of their profession, particularly in the context of primary health care.
- **Organized Sector:** Organized sector is to be associated as a partner to educate, inform and provide services to their employees through their infrastructure in family planning & RH.
- **Intelligentsia/Influential Groups:** will be provided information about inter-relationships between population and sustainable development to sustain awareness, understanding and enhance social acceptability of the programme in society.

### **5.5 Training and Capacity Building**

The following training programme and human resource development would be key features of the strategy:

- **Family Planning Training:** Population Welfare Programme has a nationwide institutional set-up of Training Institutes. They are equipped not only to provide pre-service and in-service training to all population welfare training personnel but also on an organized basis respond to the training needs of nation building departments, public sector organization and NGOs.
- **Human Resource Development (HRD):** A Human Resource Development Plan will be prepared for programme personnel. This has assumed added importance because of the need for re-training in new skills and management approaches. In addition, there has been neglect in maintaining the level of programme staff which is currently denuded due to superannuation and limited recruitment. It is proposed to address these needs in the HRD Plan. As a starting point under the devolution plan, District Government personnel will be re-trained in new methodologies of planning, coordination functions, problem-solving skills and improving their capacity to manage activities relating to the population sector.

### **5.6 Decentralization**

The Program which to date has been federal will be defederalized with administrative, financial & programme transfers to the provinces. The defederalization will further decentralize the program to the District level in line with Governments devolution plan.



This will be done through subsidiarity of the Population Welfare Program at the district level. In addition, Health Departments are mandated to provide family planning services in the primary health care infrastructure.

#### **5.7 Coordination**

The Policy recognizes that population is a crosscutting issue, which cannot be addressed in isolation and warrants an institutionalized coordinating mechanism. Coordination is required at all levels within the government and outside and with all stakeholders. This function rests with the Population Welfare Division.

#### **5.8 Monitoring Mechanisms**

The following interventions would be critical for an effective monitoring and evaluation mechanism:

#### **5.9 Management Information System**

The Ministry of Population Welfare will ensure a review of its MIS system so that it is based on a District monitoring of socio-economic demographic indicators and incorporates quantitative and qualitative data on programme result based performance.

#### **5.10 Logistic Management Information System**

- It is imperative to institutionalize an uninterrupted supply of a range of contraceptives. Since the policy envisages active involvement of all public and private sector agencies in the dispensation of Family Planning/ Reproductive Health services, therefore an omni watch on the stock position of contraceptives in the services outlets of all sectors would be crucial. This requires a strong and established Logistic Management Information System (LMIS). Efforts would, therefore, be made to introduce a computerized inventory control system at central warehouse for proper records of receipts, issue and for smooth distribution of contraceptive supplies to all outlets.

#### **5.11 GIS/Mapping**

A proper mapping in each District of health, population welfare, NGO & private sector family planning facilities is visualized, this would reduce duplication of resources, increase coverage especially of un-served and under-served regions by relocating facilities, establish a blue print for effective referral system at the district level, streamline services and finally serve as a tool for planning and monitoring purposes.

#### **5.12 Research in Population and Development**

- NIPS will continue to provide national data analysis and research findings to ensure that planners, decision makers & programmers receive operationally relevant information and analysis on the key interrelationship between population and development variables. Under NIPS mandate it is entrusted with research covering all aspects of population and development such as education, health, women, environment, labor force, aging, adolescents and urbanization. This is in addition to NIPS traditionally strong research areas, which include

family planning, fertility, mortality, evaluation for the population programme components etc. The mandate also makes the Institute responsible for imparting training in the field of population and development. NIPS would also broaden its focus to cover a wide range of population and development issues and to collaborate with the community of researchers within and outside the population field in implementing the agreed agenda.

### **5.13 Funding**

The Planning Commission had allocated an amount of Rs.9.5 billion for the Three-Year Development Plan (2002-2005) an average of over 3 billion per annum. Keeping this as a benchmark, implementation of the Population Policy would require a financial input of Rs.24 billion for the remaining 8 years of Perspective Plan 2012 and subsequently another Rs.16 billion at a declining rate of Rs.2 billion per annum till the year 2020. Hence a total of Rs.49.5 billion requirements are estimated for the next 19 years for achieving the fertility replacement perceived under the Population Policy by the year 2020. Major part of the financial inputs will cover the provision of subsidized contraceptives to the clients, service delivery, training, advocacy, and research and to cover human resource and infrastructure gaps essential for achieving the population policy objectives.

## **6. PROPOSED PAKISTAN POPULATION POLICY 2010**

The Policy 2010 places the 'population factor' at the centre stage of national development planning. It recognizes reproductive health as a critical component of sustainable socioeconomic development having strong linkages with the government's poverty reduction strategies. The Policy 2010 repositions family planning as a health initiative, with a focus on maternal health and child survival, by making family planning services a vital component of the essential services package. Within this holistic perspective, and in the wake of emerging demographic realities, the Policy 2010 re-emphasizes timely completion of fertility transition for stabilizing the population and reaping the demographic dividend.

Infused with this spirit, it is expected that the Policy 2010 would contribute meaningfully to the implementation of the Programme of Action of the ICPD and the achievement of the MDGs, particularly reducing the maternal mortality ratio by two-thirds by 2015.

### **A. Vision**

The Policy 2010 would promote a prosperous, healthy and skilled society where every pregnancy is planned; every child is nurtured and cared for; and every citizen is provided with choices to improve the quality of his or her life.

### **B. Goals**

The Policy 2010 seeks to:

- Accelerate the completion of fertility transition for achieving population stabilization;

- Enhance human development for capitalizing on the unique opportunities offered by the emerging demographic scenario (demographic dividend); and
- Increase pregnancy spacing for improving the health of women and children.

### C. Objectives

The short-term objectives of the Policy 2010 are to:

- Make available family planning services to the remotest areas of the country by 2015;
- Reduce the unmet need for family planning from the current 25 percent to 20 percent by 2015;
- Reduce the TFR from the current 3.6 births (Projections by the Planning Commission's Working Group on Population Sector, 2010) to 3.2 births per woman by 2015;
- Ensure contraceptive commodity security for all public and private sector outlets by 2015; and
- Improve maternal health by encouraging pregnancy spacing of more than 36 months, reducing the incidence of first birth among those mothers aged below 18 and discouraging the trend of mothers giving birth after age 34 and above, thus contributing to the achievement of the MDGs 4 and 5.

The long-term objectives of the Policy 2010 are to:

- Attain replacement level fertility by 2030;
- Achieve universal access to family planning services by 2030;
- Reduce the unmet need for family planning from the current 25 percent to 5 percent by 2030; and
- Increase the CPR from the current 30 percent to 60 percent by 2030.

### D. Principles

The principles of the Policy 2010 are based on the Programme of Action of the ICPD, the MDGs and the Karachi Declaration 2009. These are to:

- Promote reproductive health as an entitlement, based on voluntary and informed choice;
- Address the population issue within national laws and development priorities, while considering the social and cultural norms;
- Ensure active, responsible and accountable participation by all the stakeholders; and
- Promote programmatic interventions on the basis of scientific evidence.

### E. Assumptions

The Policy 2010 is based on the following assumptions:

- Sustained political commitment at the federal and provincial levels;
- Full ownership of the Programme by the provincial governments by 2015 and programmatic interventions by them to reduce the unmet need;
- Enhanced resource availability for the Programme under the NFC Award;

- Mandatory provision of family planning services by the Provincial Departments of Health and adoption of family planning as an essential health intervention by the MoH;
- Centre staging of the population factor in national development planning for reaping the demographic dividend; and
- Broad-based multi-sectoral support.

## 7. STRATEGIES

The Policy 2010 lays emphasis on reaping the unprecedented demographic dividend, as envisaged by the Planning Commission's Vision 2030 document. This necessitates adopting human development policies that can help transform the young population into a skilled workforce. It situates reproductive health and family planning within the context of overall economic and social development, thus creating linkages with other developmental concerns, such as increasing the provision and outreach of primary and secondary education, empowering women and creating employment opportunities for the people.

The Policy 2010 also stresses upon putting in place an effective reproductive health programme that ensures the continuation and speeding up\* of the fertility transition process. It therefore, attaches special importance to achieving universal access to FP/RH information and services. The policy 2010 recognizes that achieving fertility transition is a collective national responsibility of all potential providers in the public, private and NGO sector and provides for involving all the stakeholders in achieving the stated goals and objectives through the adoption of the following strategies:

### A. Mainstreaming Population in Development Planning

The population policy impacts all spheres of economic and social life. It is evident from the inter-linkages between population and development that demographic trends are, on the one hand, determinants of socioeconomic development and, on the other, are determined by it. Broad-based sectoral and inter-sectoral support is, thus, critical to realizing the goals of the Policy 2010. This includes building strong linkages between population and other social sector areas.

Female education, in particular, is vital for achieving fertility transition. This is evident from the fact that the lack of emphasis on female education in Pakistan in the past has adversely affected the pace of fertility transition. Similarly, limited female employment has not allowed the country to accrue the benefits of women's positive association with fertility transition. Adequate investment in young people so that they could develop marketable skills has also remained an unattended area in Pakistan, limiting their productive involvement in the society.

In addition, rapid urbanization is putting an unprecedented pressure on the policymakers to cater to the growing need for services and amenities. The projected urbanization growth over the next two decades encompasses massive internal migration patterns and necessitates innovative population redistribution policies.

such as building new towns and industrial zones. To address these issues, the institutions of the Programme would be strengthened, and all the stakeholders would be brought on one platform for reviewing the Programme and monitoring the progress made on goals and objectives. This would help evolve an integrated service delivery strategy to achieve synergy and facilitate reaping of the demographic dividend.

#### **B. Advocacy and Demand Generation**

The Programme has achieved a universal level of awareness, but there still exists a wide gap in the knowledge (of at least one method) and practice of family planning. The communication approach has to take this into consideration, and develop evidence-based, audience-specific and vibrant campaign to bring about necessary changes in attitudes and behavior. The promotion of pregnancy spacing perspective of reproductive health needs special communication initiatives that emphasize its positive impact on maternal and child health. Pregnancy spacing is also in line with religious precepts and, thus, it provides a strong framework to solicit support of the religious community. The media – with its fast growing role in disseminating information, building public opinion and shaping societal behavior – would be used to play a vital role in projecting and promoting voluntary adoption of small family norms and responsible parenthood. A strategy would also be devised to bring about positive changes in attitudes and behavior towards the use of male contraceptives.

#### **C. Enhancing Access to and Improving Quality of FP/RH Services**

The Programme's service delivery network of 3,416 centres (2,853 Family Welfare Centres, 271 Reproductive Health Service Centres and 292 Mobile Service Units) hardly covers 35.0 million people or slightly over 20 percent of the country's population of 169.9 million. The goal of achieving universal access to FP/RH services by 2030 and reaching out to the remotest areas of the country by 2015 cannot be realized through the efforts of the MoPW alone; it calls for collective resolve by all the stakeholders.

The Policy 2010, therefore emphasizes, filling the critical gap in access to FP/RH services through upgrading, expanding and integrating service outlets managed by the different stakeholders: the Ministry and Provincial Departments of Population Welfare, the Ministry and Provincial Departments of Health, the Planning and Development Division, the Ministry of Finance, provincial line departments, SMCs, private sector health professionals, population experts and civil society organizations (CSOs).

#### **D. Contraceptive Commodity Security**

Ensuring commodity security to cater to national needs for at least five years and uninterrupted availability of a complete range of contraceptives at affordable prices at all facilities is the lifeline of family planning services. In view of the projected increase in contraceptive uptake, additional contraceptive requirements are

anticipated in coming years. Both commodity security and supply chain management system would be improved to avoid overstocking and stock outs at any level and any time.

#### **E. Training and Human Resource Development**

One of the major responsibilities of the MoPW under the Policy 2010 would be to implement the Programme professionally, so as to keep pace with other stakeholders and maintain national service standards while providing FP/RH services. This would require professional human resource to carry out a wide range of specialized functions. The Policy 2010, therefore, focuses on human resource development (HRD) in line with the emerging role of the Ministry and Provincial Departments of Population Welfare vis-à-vis other stakeholders.

Managerial inefficiency and low quality of care and services are often cited as the major reasons for ineffective implementation of the Programme. However, they are not the causes; rather, they are an outcome of the cause: lack of capacity. For capacity building, the Programme has Population Welfare Training Institutes and Regional Training Institutes, but the outcome leaves a lot to be desired by improving professional faculty, curricula and its relevance to behavior and care, teaching and training methodology, and learning environment. Measures ranging from revamping these institutes to revisiting their supervisory structure and control mechanisms are therefore a prerequisite for bringing about a positive change in this situation.

#### **F. Research and Evaluation**

Drawing on research on different aspects of reproductive health, family planning and fertility transition, the Policy 2010 recommends an evidence-based approach for the Programme. It also encourages institutionalization of research on reproductive health and family planning to enhance the knowledge base for improved policies and programmes. Future research would focus on how fertility transition could be accelerated in the shortest possible timeframe. Research on improving access to services and addressing socio-cultural barriers would also be carried out to improve implementation of the Programme. Similarly, clinical and biomedical research would also be conducted to introduce new family planning methods. Furthermore, research on social mobilization, male involvement and innovative communications would be promoted.

#### **G. Public-Private Partnership**

Extending support to public-private partnerships (PPPs) is critical to expanding FP/RH services, both horizontally and vertically. The Policy 2010 envisages replacing the existing focus of the Programme on the private sector with an innovative approach, so that collaboration could be enhanced in those areas where FP/RH services are required. The approach would focus on extending outreach to rural areas and deepening efforts in urban slums. It would bring into its fold public sector organizations, corporate bodies, industrial concerns, private medical practitioners and CSOs/NGOs. Furthermore, the community-based service delivery

model – partnering with the community for setting up village-based service facilities – would be adopted. Efforts would also be made to enlarge the social marketing network so as to encourage healthy competition. The vast social network of RSPs and other CSOs/NGOs would also be involved in social mobilization.

#### **H. Monitoring**

The Policy 2010 emphasises adopting a joint monitoring framework to ensure effective implementation by all the stakeholders. It envisages adopting the results-based monitoring (RBM) mechanism to ensure that processes and outputs contribute to the achievement of clearly stated objectives. This approach would shift the focus of monitoring from outputs (number of contraceptives distributed, number of clients contacted and recruited, etc.) to outcomes (increase in the CPR, etc.). Putting emphasis on outcomes is also important for the MoPW to engage stakeholders and build partnerships to achieve shared objectives.

The monitoring framework would specify the indicators of input, service delivery process and output, which would be observed, reviewed and followed up regularly at the tehsil, district and division levels. Monitoring by the Provincial Population Welfare Departments would largely be a review of the district and tehsil level monitoring efforts. As a step towards activating the verification tool, the Provincial Population Welfare Departments would send their monitoring reports to the MoPW. These reports would be analyzed in regular review sessions on Programme implementation at the national level. The monitoring process, in order to be result-oriented, would also institutionalize the capacity to track and concurrently follow up the progress made in important aspects of the Programme. Since the operational monitoring would rest with the Provincial Population Welfare Departments, the MoPW would maintain supportive linkages with them, as well as enhance their professional capacity and skills.

#### **V. IMPLEMENTATION PLAN**

In the wake of recent constitutional amendment (18<sup>th</sup> amendment), though, the population welfare program would be transferred to the provincial governments, policy making and its execution, in view to ensure continuity and consistency of national development priority, would continue at the federal level through an apex body. This is also necessary to have an interface with United Nation's agencies; for forging bilateral and multi-lateral agreements and coordination with International Development Partners. This would necessitate restructuring of the ministry and redefining its role vis-à-vis the Provincial Departments of Population Welfare, the Ministry of Health, the Planning and Development Division, the Finance Division, other social sector ministries, CSOs/NGOs and the private sector.

In 2001, the Population Welfare Programme was defederalized through an ordinance 'Population Welfare Programme (2001). The Administrative and financial control over the service delivery infrastructure (FWCs, RHS – As, MSUs)

was transferred to the Provincial Population Welfare Departments along with the staff, equipments and funds.

Considering the crosscutting nature of the population issue, participation of all the stakeholders in implementation of the Policy 2010 would be encouraged and supported. In addition, necessary mechanisms and institutional arrangements would be put in place to seek the support of elected representatives and local leaders, opinion makers, religious scholars and organized communities for efficient and effective implementation of the Policy 2010. Furthermore, academic and research institutions would be involved in monitoring the progress made by the Policy 2010.

The implementation of the Policy 2010 would rest with the provincial governments who would do this in collaboration with the line departments, public and private sector organizations and NGOs/Civil Society Organizations in a way that conforms to social values and national and provincial development priorities. With the announcement of the 7<sup>th</sup> NFC Award, the provincial governments would have access to additional resources starting July 2010; therefore, it is expected that they would assume full ownership of the Programme.

## **8. LEGAL FRAMEWORK**

In 1981, Population Welfare Planning Programme (Appointment and termination of services) ordinance-1981 was issued regularizing the services of the personnel through Federal Public Service Commission and Departmental Selection Committee. In 1983, the Programme was De-Federalized (1983) through an ordinance namely Transfer of Population Welfare Programme (Field activities) ordinance to provide for the transfer of field activities of the Population Welfare Programme to Provincial Governments. The institutional arrangement of the program attained the status of an independent Ministry on 12<sup>th</sup> June, 1990.

In 2001, after an extensive review, the Population Welfare Programme was defederalized through an ordinance 'Population Welfare Programme (2001), the funding, however, was to continue through Federal PSDP up to 2003; thereafter the funding was to be provided through N.F.C. award. The Administrative and financial control over the service delivery infrastructure (FWCs, RHS – As, MSUs) was transferred to the Provincial Population Welfare Departments along with the staff, equipments and funds.

The institutions of ministry of population welfare like National Institute of Population Studies, National Trust for Population Welfare and National Commission for Population Welfare have been established through executive resolutions and need to be provided a legal framework. Partnerships with the private sector are without any formal legal cover which creates uncertainty among the Programme personnel and partners. Therefore, there is a need to develop a legal framework to strengthen and support the public-private partnership.



## **9. INTERNATIONAL COOPERATION**

Pakistan is a signatory to the Programme of Action of the ICPD, as well as committed to achieving the United Nations MDGs. The Policy 2010, therefore, encompasses not only national development priorities but also international obligations. The MoPW envisages expanding the scope of its activities in accordance with the recommendations of the ICPD. Precisely against this backdrop, the Policy 2010 focuses on developing bi-lateral relations, especially with other Muslim and South Asian countries, and forging linkages with international development agencies, particularly for sharing best practices and seeking technical support.

The Policy 2010 seeks enhanced financial and technical cooperation from the international community, anticipating that it would understand and appreciate the population and reproductive health situation of Pakistan and its implications within and beyond boundaries. It also urges the international community to fulfil its obligations under the ICPD and the development partners to realize their commitments with Pakistan.

### **Annex I: PROGRAMME OF ACTION**

The Policy 2010 would be implemented through Five-Year Population Welfare Plans, which would be part of the Five-Year National Development Plans. Every subsequent plan would be based on the evaluation of the previous one, as well as on the regional and global best practices. The 1<sup>st</sup> Five-Year Plan of the Programme under the Policy 2010 would be an integral component of the People's Development Plan 2010-15. The salient features of the Plan of Action to implement the Policy 2010 include the following:

#### **A. Mainstreaming Population in Development Planning**

- Strengthening the National Commission for Population Welfare (NCPW) through an appropriate legal framework for creating synergies with other social sector ministries and departments;
- Bringing the population issue to the centre stage of development by emphasizing the implications and consequences of rapid population growth on different sectors of the society;
- Aligning different social sector policies (particularly those relating to education, health, social welfare, women's empowerment, labour, youth, employment, the environment and urban growth) and creating functional linkages between them;
- Sensitizing the decision-makers to mainstream the population factor in national development planning; and
- Formulating a joint action plan to synergize the human development initiatives of different government ministries and social sector organizations.

## B. Advocacy and Demand Generation

With a view to bridging the wide gap between knowledge (universal level of awareness: 97%) and practice, an aggressive communication campaign, which can bring about the desired change in behaviours and practice, would be adopted. This would entail:

- Bringing pregnancy spacing to the centre stage of programmatic efforts through appealing messages;
- Using multiple media channels with different thematic messages developed along scientific lines;
- Improving quality of behavior to emphasize benefits of family planning, and removing doubts and fears about side effects of contraceptives;
- Emphasizing mandatory behavior on pregnancy spacing during the antenatal and postpartum checkups and post-miscarriage;
- Utilizing the existing infrastructure of the public sector, as well as of CSOs/NGOs, for social mobilization to reach out to rural communities; and
- Using a multi-pronged approach to:
  - Involve public representatives, opinion leaders, journalists, lawyers, academicians, etc., to solicit their support in promoting pregnancy spacing, safe motherhood and responsible parenthood
  - Engage Imams and Khateebis at the village level to dispel socio-religious misconceptions about family planning
  - Keep the media updated on the latest happenings in the Muslim world and in the region to promote the objectives of the Programme
  - Promote male involvement in reproductive health and family planning through innovative community level initiatives, particularly in rural areas.

## C. Enhancing Access to and Improving Quality of FP/RH Services

- Increasing the number of service delivery outlets:
  - Family Welfare Centres (FWCs): from 2,853 to 5,255
  - Reproductive Health Service (RHS-A) Centres: from 271 to 321
  - Mobile Service Units (MSUs): from 292 to 346;
- Improving functional integration with service delivery points (13,000) of the MoH and the Provincial Departments of Health to:
  - Make available pregnancy spacing services at all the health centres where tetanus vaccination, antenatal and postnatal care, and child immunization are administered
  - Include contraceptives in the health essential drug list
  - Provide contraceptive services as part of primary health care
  - Include care for miscarriages /post-abortion in policies, guidelines, protocols and standards;
- Broadening networking with NGOs (500) for providing FP/RH information and services in the rural and remote areas through Family Health Homes (FHHs);
- Shifting the thrust of expansion of service delivery outlets from urban to semi-urban and rural areas, focusing on outreach and community-based service

delivery under an institutional arrangement. While urban slums would receive priority, the bulk of services would be located in rural and remote areas;

- Developing partnerships with the national and provincial RSPs for social mobilization and expansion of service delivery;
- Expanding contraceptive choice and ensuring availability of quality family planning services and commodities, including emergency contraception, at all public and private sector facilities;
- Promoting pregnancy spacing methods at all facilities in line with the requirements of the clients;
- Focusing on the quality of service and client-centred training of the Programme personnel; and
- Carrying out analysis of Ministry and Provincial Departments of Health interventions for family planning and primary health care to develop functional integration between service providers.

#### **D. Contraceptive Commodity Security**

An estimated amount (at constant price) of Rs. 6.5 billion for national contraceptive commodity security would be required to raise the CPR from the current level of 30.0 percent to 38.0 percent by 2015; Rs. 9.6 billion to raise it from 38.0 percent to 45.5 percent by 2020; Rs. 12.8 billion to raise it from 45.5 percent to 54.0 percent by 2025; and Rs. 14.0 billion to raise it from 54.0 percent to 60.0 percent by 2030. Ensuring contraceptive commodity security, being a basic requirement for dispensation of family planning services, calls for developing an independent institutional arrangement (limited company) to carry out the following:

- Institutionalizing population projections while taking into account changing trends in contraceptive method mix, as well as forecasting future needs;
- Reviewing commodity requirements annually for adjustments against the consumption pattern and current stock position;
- Ensuring timely procurement and delivery of contraceptives;
- Managing warehousing, inventory control and proper distribution of contraceptive supplies to district stores/service delivery outlets managed by different stakeholders;
- Computerizing the contraceptive logistics management information system for effective monitoring and to ensure implementation of the standard operating procedures (SOPs) of storage and distribution, as well as avoiding pilferage and wastage;
- Upgrading warehousing facilities at the provincial and district levels, providing logistic support for the movement of stocks, and ensuring availability of trained workforce;
- Supporting and encouraging the pharmaceutical sector to establish contraceptive commodity manufacturing units in the country;
- Signing memoranda of understanding (MOUs) with the Ministry and Provincial Departments of Health and partners in social marketing for the purchase and distribution of contraceptives, medicines, equipment, etc; and

- Developing a joint data management mechanism of all projects of the MoPW, MoH, NATPOW, SMCs and NGOs/CSOs advancing the FP/RH agenda.

#### **E. Training and Human Resource Development**

The following measures would be adopted to boost the human resource development (HRD) efforts for ensuring effective implementation of the Programme:

- Revamping and upgrading PWTIs and RTIs with modern facilities and professional staff, applying state-of-the-art methodologies and techniques;
- Adopting standard-based management and recognition (SBMR) to institutionalize the quality of care;
- Creating inter-linkages between research and training institutes to institutionalize research-based planning and training-backed interventions;
- Incorporating reproductive health and family planning into the curricula of all medical colleges and universities; and
- Developing HRD plans, both short-term and long-term, to institutionalize the appointment of right person to the right job.

#### **F. Research and Evaluation**

- Enabling NIPS and the NRIFC to provide up-to-date and reliable information to the policy planners, decision-makers and programmers in the field of population and development;
- Strengthening NIPS as an autonomous research arm of the MoPW through appropriate legal framework. It would continue to serve as a technical body for policy research covering major aspects of reproductive health, family planning, fertility transition, population and development;
- Upgrading the NRIFC to institutionalize research based-planning, and repositioning it to work on clinical studies, bio-medical research, and testing of the existing and new family planning methods;
- Encouraging collaboration of NIPS and the NRIFC with national and international academic and research organizations to support demographic and clinical research in Pakistan. NIPS would specifically focus on the analysis of the key interrelationships between determinants of fertility transition and critical indicators;
- Focusing on Pakistan-specific research in the areas that have a clear link with population: health, morbidity, mortality, etc.; and
- Conducting research on the socio-cultural determinants of fertility behavior, especially at the household and individual levels, as well as the changing age structure, youth bulge, population ageing, urbanization and migration to reap the demographic dividend in the shortest possible timeframe.

#### **G. Public-Private Partnership**

The focus of the strategy would be on extending the outreach of FP/RH services, to rural areas and urban slums through public-private partnerships (PPPs). Some of the activities to be undertaken include the following:

- Strengthening NATPOW to institutionalize and catalyse PPPs for broadening networking;
- Expanding cooperation for the expansion of FP/RH services through the network of about 13,000 service outlets of the Ministry and Provincial Departments of Health;
- Strengthening partnership with public sector organizations and corporate bodies:
  - Peoples' Primary Health Initiative: through the existing 3,000 outlets
  - Provincial Line Departments: through their existing health outlets (1,000)
  - Corporate Sector: through the existing 6,000 health outlets
- Establishing community partnership for setting up FHHs at the village level (1,000-3,000 house holds);
- Providing budgetary support to the SMCs working in rural areas and urban slums;
- Expanding the social marketing network to rural areas by franchising SMCs; and
- Establishing an independent body for regulating the resources and performance of SMCs and other private sector institutions working in the areas of reproductive health and family planning.

#### **H. Monitoring**

- Creating a joint forum for carrying out strategic monitoring to ensure effective implementation of the Programme by all the stakeholders;
- Developing necessary indicators on the basis of priority monitoring and evaluation areas. Since the implementation of the Policy 2010 involves many ministries and departments, they would apply these indicators accordingly to track their progress;
- Compiling district profiles, and carrying out community need assessments, sample studies and client satisfaction surveys;
- Carrying out operational monitoring by the tehsil, district and divisional tiers and taking immediate remedial and follow up action at the monthly/quarterly meetings;
- Reviewing of the monitoring reports of the district and divisional tiers by the Provincial Population Welfare Departments; and
- Analyzing consolidated monitoring reports by the MoPW to carry out monitoring of the monitors and service delivery centres by a mixed team on 10 percent random sample basis.

### **Self Assessment Questions**

- Discuss the salient features of the Population Policy statement, 1998.
- Describe the implications of the goals of Population Policy of Pakistan.
- Elaborate different areas of population policy 2002.
- Critically analyze the strategies of population sector perspective plan 2012.

## UNIT 6

# POPULATION EDUCATION AND THE FORMAL SYSTEM OF EDUCATION

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## INTRODUCTION

Education is a dynamic process and has even been changing its aims and objectives to fulfill the demands and needs of the rapidly changing society. It is not merely the course of study but is some total of the experiences of the pupil that he receives through the manifold activities that go on in the educational institution in the classroom, in the laboratory, in the workshop, in the playground and in the informal contacts between the teacher and the student. Education caters for harmonious development of an individual enable him to take part actively and effectively in the community. For this purpose, an individual going through an educational system can cope with the complex problems of modern society and deal effectively with the rapidly changing society. It is the need of the time to keep the pace of competition in the field of education with the developed countries.

There is need of new ideas and disciplines to be introduced in the field of education today. Population education is one of the innovations as inter-disciplinary subject. It deals with the concepts closely related to social life which can be easily adopted in any educational system.

Since population education is inter-disciplinary in nature, it draws its contents from many disciplines. In this process it enriches those subjects by opening up new prospective.

In the following pages we shall discuss the formal systems of education of some South Asian countries of the region and describe how can population education be inducted in these systems. As a teacher plays a vital role in any education system, we have identified qualities of a population education teacher that can effectively introduce population education in the formal system of education.

## OBJECTIVES

After intensive study of this unit, you are expected to be able to:-

1. Understand the concept of Formal Education System and its components.
2. Understand the concept and purpose of population education.
3. Able to use different approaches of incorporation of population education.
4. Identify the causes and demands for integration of Population education in the existing school curricula.
5. Understand how the population education is integrated with different disciplines of education.
6. Know the development process of including population education in Formal System of Education in Pakistan.
7. Assess the role of population education dealing with socio- economic issues in different Asian countries.
8. Determine the role and qualities of population education teacher.

## 1. FORMAL SYSTEM OF EDUCATION

According to Coombest (1973) formal system of education is defined as "education system with its hierarchic structure and chronological succession of grades "from primary to University". It is an behavior system and comprises schools, vocational institutions. Poly Technics, Colleges and Universities. In this system education is imparted to the clientele according to a set pattern. The pattern consists of such elements as grades or classes, prescribed syllabus, time table examination, and academic award and so forth. When one refers to the system of education in a particular country what is generally meant is the formal organization of teaching learning situations.

### The Structure of Formal Education Systems

Traditionally the levels of formal education are as under:-

1. Primary or elementary Education (1-5 grades) or (1-8 grade)
2. Secondary Education (6-10 grades)
3. Tertiary or Higher Education (11-16)

These are often referred to as First, Second and Third levels of education respectively. Further refinements have been attempted and one such classification identifies as many as six levels namely:

1. Education at the first level (I-III, I-V).
2. Education at the second level Lower stage (IV-VIII).
3. Education at the second level higher stage (VI-X or VI-XII).
4. Education at the fourth level which is below the level that leads to University degree or equivalent (Intermediate i.e. XI-XII)
5. Education at the fifth level that leads to University degree or equivalent i.e. XV-XVI.
6. Education at the sixth level that leads to post graduate University degree or equivalent i.e. M. Phil & Ph.D. etc.

Similarly classification of education may be based on types of education such as general, technical, vocational, professional, etc.

Alongwith the notions of level and type there is also associated the concept of age/grade with formal system of education. By this term (age/grade) we mean the practice of sub dividing the period of study in each level and type of education to compartments of one year called the grades and relating them to the age of pupil. Thus, we describe primary level as 5-9 years of age group of pupils.

Using these ideas of level, type and age/grade, we describe the process of institutionalized education in a country and call it the structure of education system.

Here we take some examples of structure of educational system of different countries of Asia.

**1. Pakistan**

Primary	I-V	Grade	5 Years
Middle	VI-VIII	Grade	3 Years
Secondary	IX-X	Grade	2 Years
	VI-X	Grade	5 Years
Intermediate	XI-XII	Grade	2 Years
Degree	XIII-XIV	Grade	2 Years
Post Graduate	XV-XVI	Grade	2 Years

At present this structure is modified as:

i) Primary / Elementary	(I-V) or I-VIII)	5-8 Years
ii) Higher/Secondary	(VIII-XII)	5 Years
iii) Tertiary/Higher	(XIII-SVI)	6 Years
iv) Hons Degree		4 Years
v) Master Degree		1 Year

**2. India:**

Most of states of India are adopting uniform structure of 10+2+3 years of education at primary, secondary and Higher education level.

**3. Sri Lanka:**

Old structure of education system in Sri Lanka i.e. 10+2+3 has been changed into 9+2+4 structure since 1975.

**4. Burma:**

Where the 10 years 4+3+2+1 structure is changed into 5+4+2 since 1974.

**Activity 1**

Describe how the Formal System of education of your country differ from that discussed in this unit.

**Components of Formal Educational System**

A. Formal educational system comprises the following components:-

1. Curriculum
2. Teachers
3. Students
4. Administrators

Now we discuss briefly each of these components one by one.

**Curriculum**

“The sum total of the experiences provided for learners for which school takes responsibility.” (Barma)

"All of the planned experiences provided by the school to assist the pupils in attaining the designed learning outcomes to the best of their abilities". (L. Sten House)

"The sum total of the school's efforts to influence learning whether in the classroom, or the play ground or out of school." (Alcorn & Linely)

From these definitions we conclude that the curriculum is the sum of the inter-relating forces of the total environment for pupils in the school and the pupil experiences in that environment.

The term curriculum may be defined differently, but what remains implied and unchanged in all the definitions are the elements of curriculum. These elements are as under:-

- i. Objectives
- ii. Content
- iii. Methods
- iv. Evaluation

#### **I. Objectives:**

Objectives of a particular level/class/subject are derived from the National goals usually included in the national education policies and plans of country. These goals have economic, psychological, social, cultural, religious, ideological and similar other foundations and reflect the collective ideas and aspirations of people at given time.

#### **II. Content:**

The selection of content follow formulation of objectives. The content of a subject course includes all the activities prescribed for students for achieving the objectives of education.

#### **III. Methods:**

Contents are the means to achieve the objectives of education and these means are dealt with different methods i.e. lecture, demonstration, lecture/work book etc.

#### **IV. Evaluation:**

It is very important step in any educational activity. Evaluation provides answers to the following questions:-

1. Are the objectives realistic, related to life and achievable?
2. Are the content relevant with the objectives of curriculum?
3. Are the methods and facilities appropriate for teaching the content?
4. How effective has the teaching learning process been?

#### **Teachers**

In any educational system the key stone is the efficient, hard working and honest teacher, who is fully conscious of the fact that he is the trustee of his nations stability, progress and reputation because the training and up bringing of the nations youth are placed in his hands. It is quite obvious that the education of a country is as good as its

teachers. A good teacher is able to get through the poorest system and even an excellent system would get corrupt if the teacher is not conscious of his responsibilities or does not care to discharge them properly. It is not only in the complex life of today, whose quality depends on much upon the character and enlightenment of the average citizen that the teacher is capable of doing so much good or disservice to his nation and society, but in early periods his importance as a moulder of character was also fully recognized.

In non Muslims "Guru" was not only a teacher but also a guide to show the path of duty and righteousness. He was looked up as almost a God by the Hindus and addressed by them as "Gurudeva" or teacher guide-god. Such respect could not be earned without any justification which is given to a competent teacher. In Islam a teacher is also looked upon with a great respect. This lead us to conclude that a teacher is a key stone in any successful formal education system.

### **Students**

It is quite obvious that student has a pivotal position in any education system. He is the beneficiary of an education system. If the system of education is good, it trains students as capable and useful members of the society. Through good education a students latent capabilities are developed to the full and his talent finds fulfillment. His out look becomes healthy, his attitude towards life is constructive and his role in society is positive. He has self confidence and is free from all complexes which inhibit initiative and motivation. To the extent that education is defective, it makes the development of the students personality and potentials.

If a system of education loses its vitality and produces sub standard graduates at all levels, it becomes the most pernicious agent in the whole sale moral degeneration of the society. It is also true that education system which lacks moral content and is in different to the higher, values of life may proves injurious. But when a system is both sub-standard and devoid of moral values, it becomes deadly poisonous. It destroys all and spare nothing.

It is true that good student makes good teachers because he keeps the teacher alert and anxious to keep himself upto date in knowledge. The teaching is becoming poor because our students do not care. They get the education they deserve. It becomes clear that in an educational system a student has an important role.

### **Administrators:**

Administrator plays an important role in any educational system. The success of any system or policy depends on effective implementation and implementation is the responsibility of administrators. The system will be successful if the administrators in that system are committed to their field. We can divide the educational administration of Pakistan into following levels:-

#### **1. Institutional Level:**

Educational Institution is the lab or field where the educational system is practically launched. The head of the institution can evaluate the system in his/her

institution, because actual output is shown in these institutions. These institutions provide information at grass root level. The role of administrator at institution is a keystone in an educational system.

**2. District Level:**

At district level the responsibility lies with the Executive Distt. Education Officer and his supporting officers. He is responsible for the quality of education in his/her Distt. His efficiency and expertise in his job assists the education system in achieving the objective at Distt level.

For higher education (colleges) the administrative head is Director of Higher Education (colleges) who controls and administers all the educational activities throughout the provincial colleges.

**3. Division/Region Level:**

At regional level every region has a Regional Director i.e. Army person (Colonel) and other staff who control all institutions within that region. All the regions are controlled by Director F. G. E. I (C/G) i.e. Brigadier in service from education core.

All the educational policies under this Directorate are launched/ conveyed by Director. All the activities. Transfer/appointment etc. are done by the competent authority. Now the F.G.E.I (F/G) schools at station level are controlled by the concerned Station Commander. All admissions are done by the approach of station board.

**4. Provincial Level:**

Provincial Education Department is headed by Provincial Education minister and senior executives who are called Provincial Education Secretaries. The Provincial Education Secretaries are responsible for education in the province. They also arrange to implement the policy decisions taken at Federal level. For their assistance there are Deputy Secretaries and their supporting staff who are executive heads of their relevant departments in the education system.

**5. Federal/State Level**

At Federal/State level the Department of Education is headed by Federal Minister for Education, but the executive chief is Federal Education Secretary. He administers all the policy decisions at federal level and recommend it to the provinces for implementations. In the light of suggestions provided by provinces, planning for education is done at Federal level. When the decision is made then it is sent to the provinces as a policy document for implementation.

**2. SELF ASSESSMENT QUESTIONS – 1**

- i. What do you know about the components of a formal education system?
- ii. What do you understand by the term "Curriculum" and discuss the elements of the curriculum?
- iii. How do you think that a teacher is supposed to be a keystone in an educational system.

### **Need for Integration of Population Education**

Philip M. Hauser. Warren S. Thompson emphasized that one of the purpose of formal education is to prepare a young to cope with the complex problems of modern society, to participate actively in the community life and to effectively deal with rapidly changing society. He further stressed that population change was of basic importance for the welfare of the society at large.

The idea to include the content of population in the school curricula was given by Iran Slesnick and Sloan Waylan for the first time. They used the term "Population Education" to draw attention to the fact that substantive content and focus of population education was different from sex education and family life education.

A workshop on population education was held in September-October, 1970 in Bangkok. The educationists from 13 Asian countries participated in the workshop. The participants recommended that the Population Education oriented contents may be incorporated into the school curricula. As a result of this workshop population education programmes were behaviors and launched in many countries of Asia.

The second, land-mark in the history of Population Education was achieved in 1974 in the form of World Population Plan of Action which proposed that "Educational Institutions in all countries should be encouraged to expand their curricula to include a study of population dynamics and policies; including appropriate family life responsible parenthood and the relation of population dynamic to socio-economic development and to International Relations."

Some countries of the region have started teaching Population Education in the schools and in some countries it is at the planning stage. The main purpose of teaching population education is to prepare the young for adult life. It requires both presenting relevant information and teaching analytical processes that can be broadly applied by the adult individual in solving population related issues. Since population affects, directly or indirectly, all aspects of life, important population issues and methods of behaviors population problems should be an integral part of school education.

Education also caters for the attitude values of an individual and social life. Where the environment, responsible parenthood and other population related issues are important national concern, they should find a place in the school curriculum so that the young ones of today are equipped with requisite skills and prepared to face these issues when they enter into their practical life,

The population concepts are closely related to social life and be easily adopted in school curricula. Through new teaching methods i.e. "Inquiry Learning", "Values Clarification" and "Dramatization" etc., these topics can be effectively communicated, For Instance, by using "Inquiry Approach", census data discussion may be simulated regarding fertility, family size, and socio-economic problems.

Population education is an important curriculum innovation because it draws its contents from a number of disciplines and organizes it around one or more subjects like Biology, History, Home Economics, Geography, Physics, Maths, etc. This process enriches all subjects by opening up new prospective.

Population Education course is the study of past, the immediate and the near as well as distant future. For instance a large number of people in countries and consequent youth dependence burden, is the result of past reproductive behavior. All the same time, the population under 15 years of age at present carries-with it a momentum of population growth in the future.

### **Activity -- II**

Discuss amongst your fellows the meaning of formal education system and the need for integrating population education concepts with it.

### **3. THE SELECTION OF CONTENT IN POPULATION EDUCATION**

The nature and scope of content for population education are determined by the following factors:-

1. Approaches to curriculum organization of population education.
2. When should population education be introduced?
3. Feasibility and acceptance of population education concepts in existing curricula.

#### **Approaches to Curriculum Development**

Since population education is interdisciplinary in nature, it is related with various subjects. Most of the countries in the region have, therefore, used an integrated approach to include population education in school subjects. The following forms of approaches are being used for this purpose:-

#### **i) Sub-Unit Approach**

In this approach teaching units of population education are added to an existing unit in the curriculum. This practice is done in Philippines, Korea and Thailand. In Thailand a sub-unit on population education is called "Family Life" and is integrated into curriculum of interdisciplinary course called "Life Experiences" offered at elementary level i.e. 1-6 grade.

#### **ii) Infusion Approach**

This approach involves enriching existing units in the curriculum by including related content on population education. It substitutes examples in already existing materials. Through this approach content of the "mother subject" remains the same, only the substance of examples is changed.

#### **iii) Permeation/Integration Approach**

This approach involves the systematic incorporation of population education content into curriculum thus making it an integral part of the subject matter. The arguments in favour of integration, approach are:-



- a) The curricula are already over loaded.
- b) Due to explosion of knowledge demand of traditional subjects is increasing day by day.
- c) Teachers specialized in population education are not needed.
- d) There is no problem of placement of population education at different levels of schooling.
- e) The students will learn more and easily, if population education concepts are integrated with other subjects.

In Sri Lanka and Indonesia, almost 70% of the population education integration is being followed.

Although the integration approach has been used in almost all the countries of Asia having population education programmes, it has been felt that population education concepts tend to lose their clarity in the process and their impact is lost. That is why some countries have started thinking of introducing population education as a separate discipline at secondary and tertiary level. This practice is being followed by China, Philippines and Thailand where in addition to integrated population education with social studies, it is also offered as an elective course at 6-12 level.

In spite of the fact that the goals of population education are almost similar. For all the countries, programmes have been developed to suit the socio-cultural and educational needs of the individual countries. For instance, the curricula of population education in Korea and Philippine included content relating to sexuality and family planning whereas other countries have avoided including them because of socio-cultural factors in those countries.

In Pakistan both Infusion and Sub-unit approaches have been adopted. The later has been the methodology for subjects like Pakistan Studies and Languages where separate units and lessons on Population Education have been included in the curriculum and text. In this connection, Curriculum Wing, Ministry of Education, has undertaken the exercise of publishing revised population education oriented curricula in different subjects at school level. Similarly Allama Iqbal Open University has started a course for the orientation of teachers in Population Education and allied concepts at M.A. level.

#### 4. SELF ASSESSMENT QUESTIONS-II

- i. Population Education is accepted as an inter disciplinary innovation, discuss briefly.
- ii. Identify and explain different approaches of integrating population education with the formal education system.

#### 5. WHEN SHOULD POPULATION EDUCATION BE INTRODUCED?

Whether to introduce Population Education at primary, secondary or at both levels is an important question. Some countries of the Asian region are in favour of introducing

Population Education at Elementary/ Primary level. The main reasons for introducing Population Education at Primary level are as under: -

1. In most of the developing countries the enrollment in primary stage is 2-4 time more than secondary level.
2. In these countries, the drop out rate is very high and less than 50% of the children enter into the secondary schools. So, it is necessary to give them at least some knowledge in population education so that they may help themselves and their communities.
3. Generally, the elementary school curriculum is flexible enough to introduce new ideas in it. In many educational systems there is no public examination at this stage, therefore, the chances for use of experimental materials are relatively high.
4. Some KAP studies proved that changes in knowledge, attitude and decisions are more significant among the elementary students than those of high and college levels.
5. In many rural areas people are married at an early stage soon after the elementary stage. It is, therefore, important that these children should be acquainted with knowledge of population education of elementary level.

In South Korea and Philippines positive results are being achieved by introducing population education at both primary and secondary level because of the fact that the children at secondary level education have a greater level of maturity and understanding. They are also close to the child bearing age. It becomes dear that introducing population education at primary and secondary level is more significant.

Introducing population education at all levels is difficult as well as costly as it proved in South Korea, Philippines, India and Thailand.

In Pakistan, before the start of present Population Education Project, the focus was initially on primary stage where as some content related to population was included in the secondary school curriculum. However, the present project focuses on incorporation of population education related concepts both at Middle and Secondary levels.

### Activity - III

Identify the level of education suitable to introduce population education in your country. Support your answer with sound arguments.

## 6. FEASIBILITY & ACCEPTANCE OF POPULATION EDUCATION CONCEPTS IN THE EXISTING CURRICULA

As has been discussed earlier, the common approaches used for the incorporation of population education concepts are infusion and integration. One of the common problems of integration is that majority of the population education concepts do not find their place in the textbooks. One of the reasons, besides the lack of interest and training of the textbook authors, is that the curriculum prepared by population education experts for integration is too ambitious. In enthusiasm about the population education programmes, they forget that the subject curricula are already overcrowded and addition of any new information is possible to a limited extent. It,

therefore, becomes the responsibility of the population education experts to prepare such curriculum in population education which can be accommodated in the existing subjects. They should decide the priorities of concepts that they want to develop. There should be core concepts which the students must learn at different grades, levels and which must be accommodated in the existing curricula of "mother subjects": or included in the separate course in population education. Further, there should be those concepts which should be included if feasible and there should be some concepts which could be included if possible.

The Regional Workshop for the Development of Packages of Adequate Learning Requirements in Population Education organized by UNESCO Regional Office at Chiang Mai from 17<sup>th</sup> to 30<sup>th</sup> July, 1984, proposed the following core messages for population education. The contents for each of the core messages will, of course, vary from country to country, depending upon the needs and priorities of various target groups and socio-cultural background of the people. These core messages are as follows:

- Family Size and Family Welfare
- Delayed Marriage
- Responsible Parenthood
- Population Change and Resource Development
- Population-Related Beliefs and Values

The UNESCO Regional Consultative Seminar on Population Education held in Bangkok in September 1986 recommended the extension of these core messages to include adolescent fertility, family life education and aging.

The following matrix shows the grades, subjects of integration and major content areas of population education in some countries in Asia. It should be noted that the curricula in population education in countries with population education programmes have been developed to suit the socio-cultural as well as educational needs of the countries. Although the overall goals of population education at the school level are more or less the same, there are differences in the immediate objectives, content areas, subjects of integration as well as grades in which population education concepts have been integrated. For example, the curricula of population education in China, Republic of Korea and the Philippines include content relating to sexuality and family planning whereas other countries have avoided including them because of socio-cultural factors. Similarly, some countries have integrated population education concepts both at the primary and secondary levels whereas some have integrated at secondary level only. You will also find that the subjects in which population education has been integrated are also different in different countries.

7. **MATRIX SHOWING GRADES, SUBJECTS AND MAJOR CONTENT AREAS OF POPULATION EDUCATION IN SOME COUNTRIES**

COUNTRY	GRADE	SUBJECT OF INTEGRATION	MAJOR CONTENT AREAS
1. Bangladesh	4-12	Bengali, Natural Science, Social Science, Home Economics and Social Welfare. Mathematics, Vocational and Technical Education.	<ol style="list-style-type: none"> <li>1) Demography.</li> <li>2) Population situation at national and international level.</li> <li>3) Population growth and economic development</li> <li>4) Population growth and social development</li> <li>5) Population growth and family life.</li> <li>6) Population growth and educational development</li> <li>7) Population growth, food and nutrition,</li> <li>8) Population growth and environment.</li> <li>9) Population growth and health.</li> <li>10) National and International policies related to population.</li> </ol>
2. China	6-9 Class 8	Biology, Geography and Policies separate required course.	<ol style="list-style-type: none"> <li>1) Population education - Importance.</li> <li>2) Environment.</li> <li>3) World population situation.</li> <li>4) Situation of Chinese population.</li> <li>5) Control of population for modernization</li> <li>6) Improving population quality.</li> <li>7) Goal of control of population increase rate</li> <li>8) Family planning</li> <li>9) Demography and population planning.</li> </ol>
3. India	1-10	Social Studies. Natural Science. Geography Economics Languages Sociology	<ol style="list-style-type: none"> <li>1) The population growth</li> <li>2) Economic development and population</li> <li>3) Social development &amp; population</li> <li>4) Health, nutrition and population</li> <li>5) Biological factors - family life and population</li> </ol>
4. Republic of Korea	4-12	Social Studies. Home economics Physical Education Geography and Science.	<ol style="list-style-type: none"> <li>1) Human reproduction and family planning</li> <li>2) Family size and standard of living</li> <li>3) Population and the environment</li> <li>4) Population and the economy</li> <li>5) The effect of population phenomenon on human life.</li> <li>6) Population policies and progress</li> </ol>

5. Philippines	<p>1-6 Primary</p> <p>1<sup>st</sup> and 2<sup>nd</sup> year of High School (7&amp;8)</p> <p>3<sup>rd</sup> &amp; 4<sup>th</sup> year of High School (9&amp; 10)</p>	<p>Social Studies. Health Education, Elementary Science Mathematics and Home Economics (in grades 5 &amp; 6)</p> <p>Social Studies. Health Education. Mathematics. Home Making and Science (in 2<sup>nd</sup> year)</p> <p>Social Studies and Health Education</p> <p>Separate elective course at the secondary level</p>	<p>1) Demography, 2) Determinants. 3) Consequences. 4) Sexuality 5) Planning for the future</p>
6. Thailand	<p>1-12 Primary</p> <p>Lower Secun- dary</p> <p>“Upper Secun- dary”</p>	<p>“Life Experiences”</p> <p>i) One unit course on Population Education as part of social studies</p> <p>ii) As an elective “Environment”</p> <p>i) One unit course on Population and Quality of Life” as a part of social studies.</p>	<p>1) Family life 2) The Environment around us 3) The Thai Nation 4) Neighbouring Countries. 5) Population Education</p> <p>1) Population Dynamics. 2) Population situation 3) Factors affecting population change 4) Effects of population increase 5) Meaning of quality of life and how to improve-it</p>
		<p>ii) As a separate elective course in the general schools and a required course in home economics in vocational schools</p>	

## **8. DESIGN FOR INTEGRATION OF POPULATION EDUCATION**

As we have seen from the foregoing discussion that almost all the countries having national population education programme are using integration approach. The following design can be used for developing curriculum in population education for integration with the existing curricula and text books.

### **Formulation of Objectives of Population Education**

First of all, the curriculum developers have to decide the long range as well as immediate objectives of population education for each grade in the light of the goals of education, the goals of population at the national level, feasibility constraints and socio-cultural values of the people.

### **Identification of Concepts**

After deciding the objectives the next step is to develop the conceptual structure of population education required for the achievement of its objectives. The concepts are organized in order of their complexity at each grade/level.

### **Identification of plug-points in relevant subjects by grade/level**

The existing curricula and textbooks for different subjects at each grade/ level are analysed in order to find out the points where population education concepts can be plugged in. The population related concepts which are already in the curriculum and textbooks are also identified.

### **Development of Scope and Sequence of Population Education Concepts**

The population education concepts are sequenced grade wise and subject wise. This can be done on a dimensional chart. The scope and sequence recommended is one which Bruner calls spiral curriculum. He writes, that if one respects the ways of thought of the growing child it is possible to introduce him at an early age to the ideas and styles that in later life make an educated man. It is called spiral because-the learner returns to familiar ideas and concepts, but presented through alternative examples, and at a higher level.

### **Development of Teaching-Learning Materials**

The instructional materials for teachers and learning materials for students are developed using different methodologies. The process of developing curricular materials for teachers and students is a challenging one particularly when dealing with value sensitive topics. A purely expository approach will not be effective. Population data and information become useful only as a means for concept attainment, clarifying one's values and in arriving at well-thought out generalizations that later become bases for decision-making about population issues. Problem-solving, values clarification, role-playing, games, simulation, etc., then become more appropriate strategies in dealing\*with population problems and issues.

While elaborating on the conceptual framework in population education, it is advisable to think of the learning experiences and/or teaching strategies, the teaching aids

and/or instructional materials, and the evaluation strategies that would be used. This will help to determine the kind of curricular materials that ought to be developed.

### **Integration of Population Education**

In some cases curriculum and materials of population education can be integrated in the existing curricula and textbooks as a part of the ongoing curriculum improvement programme. Very often, one has to wait until the syllabi and textbooks of the mother subjects (subject in which to integrate) are revised. In many countries, a textbook has five to six years life span during which no revision or change is possible. In such cases supplementary materials have to provide to the students and teachers for integration in relevant subjects.

### **Evaluation of Curriculum and Materials**

The population education materials integrated in different subject areas should be evaluated to find out whether the desired outcomes in term of cognitive and attitudinal behaviours have been achieved. In the light of evaluation necessary improvements are made in the curriculum and materials of population education.

### **Inclusion of Population Education in Formal System in Pakistan**

At first, Population Education was taken by Family Planning Association of Pakistan –and now it has been taken up by Population Welfare Division. Recently, the Population Education unit has been created within the Bureau of Curriculum and Text Books of Federal Ministry of Education, but the Welfare Division is still providing funds for this purpose. Population Education was accepted as an academic valid area of study when it was included in the curriculum of Teacher Training in 1974 under the heading “School Community and Population Education. “Teachers guide” for primary teachers was developed to help them to teach population concepts included in the text-books of classes I-V and to devise simple audio-visual aids and class room activities that help to impart this knowledge in an effective manner.

Federal Ministry of Education in collaboration with UNESCO, Bangkok and Education Cell (Population Division) has developed a source book in Population Education for educational administrators, policymakers, curriculum planners, teachers, and text book writers etc.

A case study on Population Education and education policies was made in 1975. It was the first ever to coordinate the national education and population policies in Pakistan.

## **9. DEVELOPMENT OF CURRICULUM ON POPULATION EDUCATION IN PAKISTAN**

Population education regarding curriculum development in Pakistan emphasis the following concepts:-

- Basic population concepts processes e.g. fertility, mortality and migration etc.
- The relationship of population resources, use of resources and need for new resources.

- The effect of change in population size, structure, mobility and its involvement in the development process and on the quality of life at the micro and macro levels.

Successful implementation of programmes of formal population education rests with the teachers, and the Ministry of Education and Welfare Division undertook the task of orientation courses for teachers training in population education. First of all, a group of 60 master trainers was produced in 1975, who were utilized for the training of teachers at the grass root level.

In the second phase 24000 teacher received training in Population Education.

AIOU has developed a correspondence course on population education for teachers in 1980. This course was supported by radio and TV programmes. Through the ongoing population education project about 20,000 teachers were trained through the correspondence course of AIOU.

#### **Development of Content for the Integrated Textbook of Classes I-III**

Integrated textbooks have been developed for classes I-III. Population Education component consisting of 2 lessons each has been developed to cover the subject areas of science and social studies for these levels. The content area covers the following:-

1. Family
2. Environment
3. Resources
4. Living things, their growth and survival

#### **Development of Curriculum Content for Classes IV-X**

Population Education concepts have already been partially introduced into the textbooks of Class, I-X, but there are still gaps in the sequential development of content and certain given area need strengthening. The first step would be the review of existing curricula and text content to determine the extent to which Population Education concepts already exist in them and to identify the scope and content areas of additional concepts which need to be integrated. Educationists, with a background of Population Education, have undertaken this exercise. The committee of 2 members was assigned 3 groups of primary, middle and secondary levels.

#### **Development of Curricula Contents on Population Education for XI-XII**

The Federal Ministry of Education is in the process of finalizing the curricula for class XI-XII. The first draft of revised curricula in different subject have been prepared for most subjects and have been circulated for comments. The subject areas at the intermediate level which lend themselves to the incorporation of Population Education.

1. Biology
2. Geography
3. Commercial Geography
4. Civics
5. Home Economics



6. Economics
7. Sociology and Social Work
8. Health and Physical Education
9. Pakistan Studies
10. General Science

Similarly, the Federal Ministry of Education undertook a vast exercise of curriculum review from classes VI-XVI. For each of the relevant subjects, suitable Population Education content was included.

#### **Adaptation of Curricula Contents for Classes IV-X at the Provincial Level for Integration into Text-Books**

The scope and sequence of Population Education Curricula content developed at the national level will be adopted at the Provincial level for integration into the textbooks. This review and adoption has been undertaken through a meeting of Provincial Curriculum Specialists, Selected Teachers Textbook Writers and Population Education Specialists. There have been 4 adoption meetings, one in each province. As a result of these efforts, the population Education content in the textbooks which has been clearly delineated is in the process of being translated, into text.

#### **Development of Teacher's Guides and Source Book for Teachers of Various Levels**

Teachers guides on Population Education will be required to provide the teachers with the necessary background information on population and the methodology for effective classroom instructions. During this project period, Teacher Guides will be developed for the middle and secondary levels. The existing "Teacher's Guide" for primary teachers and the training package for Population Education (developed by the Family Planning Association of Pakistan and the Education Cell of Population Division) will be revised, updated and utilized for primary teachers training. Similarly, the earlier source book on Population Education has been revised and updated and teaching modules on Population Education have been developed.

#### **Development of Audio Visual Aids and Teaching Kits for Population Education Classes I-X**

A 10 days workshop, with ten experts in audio visual aids, teachers, curriculum experts, artists and representatives of the Population Division, was organized. The prototypes of the audio visual aids and teaching kits developed at the national level will be reviewed for adaptation in each province.

#### **Development of Orientation Materials in Population Education for Teachers of Classes XI-XIII**

A committee of 10 writers was constituted, who met for 5 days to prepare the content outlines for the different subjects.

### **Teacher Training in Population Education**

Training was provided to teachers at all levels i.e. primary, middle, secondary and post-secondary. Trainers will be (a) Subject Specialists of the Provincial Bureaus of Curriculum (b) Master Trainers of the Teacher Training Institutions and Education Extension Centres (c) Personnel of the Population Welfare Division (d) Experts from the Allama Iqbal Open University and other Universities and agencies.

### **Training of 20,000 Teachers through Correspondence Course of the Allama Iqbal Open University**

As already mentioned, the Allama Iqbal Open University has completed the training of 20,000 teachers in Population Education through correspondence course. These courses are supported by the Radio and Television Programmes. The University is going well on target in this regard.

### **Training of 20,000 Primary, Middle and Secondary School Teachers Through three days Workshops**

320 Workshops were organized during the project period with at least 50 participants in each course.

Apart from the Population Education Project, the Population Welfare Division has set up two Population Study Centres, one at the University of Karachi. These Centres will provide certificate, diploma and degree courses in population studies at the graduate and post graduate levels. The Allama Iqbal Open University, on its own, has also established the Department of Population Studies which is offering Intermediate, B.A. and M.A/M.Ed. level courses in demography, community and other similar content areas.

## **10. SELF ASSESSMENT QUESTIONS – III**

- |  |
|--|
| <ol style="list-style-type: none"><li>i) What are the core messages for population education proposed by UNESCO in 1984.</li><li>ii) Prepare a design for developing curriculum in population education for integration with the existing curricula.</li><li>iii) Critically evaluate the development of curriculum on population education in Pakistan.</li></ol> |
|--|

## **11. QUALITIES OF POPULATION EDUCATION TEACHER**

It is a fact that the child has a central position in teaching learning situation, but the situation need expert teachers. It is the teacher who can make the teaching environment pleasant by adopting suitable methods and techniques of teaching. It is clear that a lesson delivered by the teacher in an interesting way is certainly more effective and ever lasting. The presentation of new theory and its success mostly depends on the behavior and aptitude of the teacher. Population Education is a new field of study and getting popularity in the Asian countries. It is necessary that this should be taught by an expert teacher having the following characteristics:

1. It is necessary for the teacher of population education that he/she should be well acquainted with the subject matter alongwith the factors affecting the teaching-learning situation. He/she must know the historical background and requirements

of the subject. He must be able to use proper knowledge, ideas and basic facts about population education while teaching this subject.

2. The teacher has a leading role in the society. It is a fact that a teacher can bring revolution in the society. Hence teacher of population education should possess the qualities like commitment, devotion, boldness, and effective communication etc. Above all he should face all negative criticism with a smiling face and be determined to achieve his target in all situations.
3. The achievement of the objectives depends on the role of the teacher and his/her behavior and attitude towards work. If the teacher is fully aware of the objectives, he will contribute positively in the achievements of these objectives. The teacher must be very clear about the problems relating to population education and must know proper solution and required resources for this purpose. For instance, population explosion is a major problem now-a-days in the developing countries. In this connection the teacher of population education should have the latest information and knowledge about the rate of increase in population as well as the development of resources. He must know how a balance can be maintained between population and the resources.
4. It is very necessary for a teacher to have the knowledge of socio-economic background of the students, because this factor deeply influences the habits and aptitude of the students. The teacher should adopt different methods and techniques of teaching while teaching population education in different situations.
5. There is no secret in it that manpower is the real financial and economic power of a country. The expertises are required in the fields of agriculture, industries, trade and other resources of the country. The personnel activity taking part in these fields are the backbone of a country. The teacher of population education should be aware of the ratio of these working personnel with that of other sections/groups of rest of the population. It is the duty of the population education teacher to communicate adequate and effective information to his students so that they can take active part in the development of their country and also help in solving population related problems.

Many terms are being used in population education which must be known to the teacher of population education. The teacher of population education must have the knowledge of the following too.

- Family size and its effects on living standard
- Migration of population from villages to big cities and related problems and their solutions
- Rate of increase of population, crude -birth -rate, death-rate, and their implications
- Available facilities to the people in the fields of Nutrition, Residence, Medical, and Nutritional facilities, etc.

- Response towards the approach of the educated population in particular and of community in general
- Preparation of AV-Aids
- Socio-economic factors
- Moral/Religious values and population education
- The norms, customs etc. related to these problems

### Activity - V

Suppose you are asked to appoint some teachers of population education for formal education system, enumerate some characteristics you would like to see in these teachers.

### 12. SUMMARY

It is true that a child has central position in teaching learning situation, but this process fails without a competent teacher. He can make his presentation interesting by adopting new and suitable methods in the teaching of population education. There are some qualities of a teacher which makes him/her a good population education teacher. Some of these are as follows:

- i) Well acquaintance with the subject matter.
- ii) Ability of leadership.
- iii) Professional attitude and behavior towards work.
- iv) Knowledge of socio-economic background of student.
- v) Awareness about the manpower and its role in the development of a country.
- vi) Awareness of terms being used in Population Education.
- vii) Awareness of moral/religious values and population education.

### 13. SELF ASSESSMENT QUESTIONS - IV

Study the following statements carefully, and identify true and false statements:

i) A teacher has a leading role in the society.	T	F
ii) A child has a central position in teaching learning situation.	T	F
iii) Achievement of the educational objectives only depends on the role of the teacher and his attitude towards his work.	T	F
iv) Manpower is real financial and economic power of a country instead of labour force.	T	F
v) The larger is the size of family the lesser is the living standard of that family.	T	F
vi) The high rate of increase in population does not effect the socio-economic conditions of a country.	T	F
vii) The development of a country rests on the shoulders of the working personnel.	T	F
viii) A.V. Aids promote the teaching learning environment.	T	F

## Key Self Assessment – IV

i)	T	ii)	T
ill)	F	iv)	F
v)	T	vi)	F
vii)	T	viii)	T

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## UNIT 7

# POPULATION EDUCATION AND NON-FORMAL EDUCATION

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## OBJECTIVES

Having studied this unit intensively, you are expected to be able to:-

1. Narrate the meaning and nature of population education and non-formal education.
2. Describe the need and importance of integrating population education with non-formal education strategies.
3. Undertake the process of integrating population education with non-formal education.
4. Describe the different approaches of integrating population education with N.F.E.
5. Identify the major content areas of population education which may be integrated with N.F.E.
6. Explain the need for dovetailing health education concepts with population education and the major concepts/themes that may be integrated with the N.F.E.
7. Identify the different types of materials and the specimen messages they may carry for population education through N.F.E.
8. Offer some workable suggestions for promoting the cause of population education through non-formal techniques.

## 1. INTRODUCTION

### 1.1 Meaning and Nature of Population Education

As you have already studied in the earlier units, the concept of Population Education is relatively a new and emerging one. As a matter of fact it is still in the process of definition and redefinition. It aims at the alleviation of poverty from amongst the masses and at bringing development in the mankind through a threadbare analysis of population related issues and problems. The idea of Population Education was first of all conceived by Alva Myrdal in 1941 in her book entitled "Nation and Family". In this book she made an attempt to convince the American readership in general that it is quite impossible to separate population policy from socio-economic development plan of a country because actually they, are one and the same thing.

The wide spectrum of the people interested in this emerging concept has consequently led to quite a diversified approach to it and resulted in so many definitions. However, the most widely used and the most comprehensive definition of Population Education was developed in the UNESCO Regional Workshop in Population and Family Planning Education held in Bangkok in September/October, 1970. This definition reads as follows:

"Population Education is an educational programme which provides for a study of the population situation in the family, community, nation and world with the purpose of developing in the students rational and responsible attitudes and behavior toward that situation."

As can be gathered from the above definition, Population Education emphasizes the welfare concept of human beings through adopting a reasonable policy of

population change which should ultimately lead towards the prosperity of the people at large. Population education is an outgrowth of the aims and scope of education in the modern day world. Currently, education is no more concerned with just transferring knowledge or factual information alone. As a matter of fact, it seeks to develop in the learners positive interests, attitudes, values and a capacity of critical understanding and analysis of the phenomenon under study. We see that hectic efforts are being made to make the curriculum of different educational programmes more need based, and instructional process more community oriented. This development

As objectives of education has led educationists to look for new disciplines that may be used for solving multifarious problems confronting the humanity in the present day world. Undoubtedly, population education is one of such disciplines.

### Activity

Briefly note down what you understand by the term "Population Education" and discuss the same with senior educationists in the area.

### 1.2 Meaning and Nature of Non-Formal Education

Like that of Population Education, the concept of Non-Formal Education is also relatively a new one and of recent origin. It has been used in different contexts in different countries; but broadly speaking, as the term denotes, it is that sort of education which is not formal. It may however, be mentioned that it does not at all refer to non-formal modalities representing an entirely a loose, behaviored and incidental sort of learning. Non-formal education strategies lie outside the purview of the formal education set-up but at the same time, quite organized and systematic efforts with well-defined objectives in view. So Non-Formal Education may be defined as :-

"Any deliberately organized educational activity, outside the established framework of formal school university systems, principally for out-of-school youth and adults, for the purpose of communicating ideas, developing skills, changing attitudes or modifying behavior related to the realization of development goals and the achievement of higher standards of living and the welfare of the people"

It may also be pointed out here that the use of alternative channels for promoting the cause of education amongst the out-of-school population also falls within the purview of non-formal education strategies. No body can deny the fact that the various forms of correspondence courses, with or without the support of radio and television, and also occasionally supported by non-broadcast media, open schools and similar other instructional arrangements etc. all aim at providing education to the masses by creating a situation which is obviously not formal in characteristics. They are the people who, for one reason or the other, could not get or continue to get their education from the traditional or formal system of education. The

unprecedented rate of population growth and a tremendous dropout rate at the primary level, in the world in general and in the developing countries of the Asian Region in particular, stand out to be the most potent factors which have necessitated the search for and adoption of the new/non-conventional modes of imparting education to the ever increasing number of people. So, briefly speaking, these non-conventional methods of meeting the educational needs of the people all constitute quite a wide spectrum of non-formal education modalities.

### **1.3 Need for Integrating Population Education with N.F.E.**

No body can deny this hard fact that one of the most formidable problems confronting the world in general and the developing countries, especially in the Asian region, is the tremendously increasing rate of population growth. Obviously, this alarming situation has resulted in several unsurmountable difficulties in providing the minimum and basic necessities of life to the masses of this region. We can imagine the gravity of the situation from the fact that nearly two-third of the entire human population on the surface of this globe is living in the Asian region. Furthermore, majority of the population of the Region is dwelling in rural areas which are conventionally not prone to the rapid change or transformation. Resultantly, they are the people, who are relatively deprived of the modern amenities of life available to the city dwellers. They are the people who are the major cause of this unprecedented population growth in the present day world. They are the people who need the population education to approach through the conventional modes of delivery. The all out efforts made so far to reach this segment of the population through formal means have almost ended in failure, except in very rare cases. So the fast rate of population growth in this Region especially in the rural segment of its population in the modern era has led the educational planners and curriculum developers to explore, try-out and adopt newer modes of delivering education to the people. This is simply because of the fact that the conventional methods cannot cope with the multiple educational needs of the fast growing population in the modern times. Understood in this context, the need and importance of integrating education in general and Population Education in particular with Non-formal Education cannot be over-emphasized, especially for the developing countries who do not have enough resources to provide education to their masses through the centuries old system of formal education. Sticking to the old/traditional system in this new age would mean that the masses would be left just without any exposure to population related issues and problems. In the developing countries, with enormous financial constraints, obviously, we cannot manage the traditional/formal system, for the orientation of the masses in population education. Furthermore, the saturation point reached by the formal education curricula of different levels due to the incorporation of other equally, if not more important, concepts, may be put further as another dimension of the inability of the system to accommodate population education concepts for a very wide variety of the out-of-school population.

## Activity

Discuss amongst your colleagues the meaning of non-formal education and the need for integrating population education concepts with it.

## 2. PROCESS OF INTEGRATION

The process of integrating population -issues with non-formal instructional strategies consists of the following steps:-

### 2.1 Situational Analysis:

Before we actually embark upon the task of integrating population related concepts with non-formal instructional strategies, the very first thing to be done is to have a detailed bench-mark analysis of the situation obtaining in the field. This activity, known as "situational analysis" would yield necessary information about a number of variables like the following ones.

#### **The Teacher/Instructor:**

The teacher/instructor is the most crucial agent of any change process. Situational analysis would provide very significant information about the background knowledge and attitude of the teacher towards population related issues and problems. In case there is found to be any deficiency in this regard the same may be made up through short orientation courses so as to prepare him mentally for the task of popularizing population Education concepts amongst the target clientele. In view of the findings of the situational analysis, appropriate materials may also be developed for the continuing education of the teachers in this emerging field and other allied areas so as to enable him keep himself abreast of latest developments in this discipline.

#### **The Target Clientele:**

A detailed and carefully conducted situational analysis must clearly identify, in addition to the general profile, their age structure, diversified need, interest, and problems of the clientele for which we intend to plan, design and launch a non-formal population education programme. Planners of non-formal population education programme must be skilful enough to appreciate that any such programme launched without taking into account their values, attitudes, potentialities, behavior, patterns, weaknesses and strengths is obviously bound to fail. The situational analysis must, therefore, take into account all these aspects of the target clientele.

#### **The Psycho-social Climate:**

In addition to having a detailed picture of the specific target groups, it is also advisable to undertake a complete analysis of the psycho-social climate prevalent in at least that part of the society. No amount of the adequacy of material and motivation on the part of teacher can even assist in the achievement of the objectives of a highly sensitive area like that of population Education unless there

exists a favourable situation in the society for whom the programme has been designed. The planners of any such programme must, therefore, know and understand the complexity of the socio-economic set-up of the target community, its structure, problems, beliefs, attitudes and other relevant aspects.

## **2.2 Formulation of Programme Objectives:**

Every instructional activity, irrespective of its content, is invariably a goal oriented activity. So immediately after situational analysis comes the very important stage of the formulation of aims and objectives of the programme of population education. The terms aims, goals and objectives, though appear to be quite synonymous, happen to have quite distinctly different connotations. But at this stage we would not be discussing their difference from each other. The point which needs to be emphasized here is that the developers of materials must keep in mind the ultimate destination where they want their clientele to go or what are the attitudes values and behaviours which they want to develop and which they want to eliminate from amongst them in order to enable them adopt viable population practices leading towards the betterment of their individual as well as collective life.

It may be pointed out here that the formulation of achievable objectives of a population education programme makes quite heavy demands from the curriculum developers. They have to be quite realistic in approach while determining the objectives and then putting them in the form of statements which must be understandable not only to the implementers of the programme but also to the very persons for whom the programme exists. There is no need to emphasize the point that the objectives have to be put in a palatable form so that the same become socially acceptable to the target people.

## **2.3 Preparation of Work Plan**

Formulation of aims and objectives is followed by the preparation of a work plan for putting into action the different inputs pertaining to the programme in view. Preparation of an implementable work plan is a highly technical activity requiring a lot of presence of mind, deep understanding of the complexity of the relevant activities and several other similar things on the part of the person preparing the document. Under each objective of the programme, there have to be mentioned the major out-puts which, in turn should have to be split up into different activities. In addition too many fundamental data about the programme, the work plan clearly indicates the following:

- What are the different activities required to be undertaken?
- What is the schedule of these activities?
- What is the detailed description of the venues of these activities?
- Where and how are the required services and resource persons identified?
- How are the resource persons to be contacted?
- Who is going to contact them, when and how?
- What are going to be the instructional strategies?
- What is the avenue of different individual activities?

Who is going to prepare, try-out, improve and finalize the instrument/s for evaluating the impact of the project activities in population education?

Though all the activities of the work plan are equally important in their individual places, yet special mention may be made of the criteria of selecting the instructional materials for non-formal population education programme. This is because of the fact that only a valid and carefully selected and effectively presented set of instructional materials can ensure the achievement of the predetermined objectives of the programme. Different aspects of the criteria that may serve as a guide for the writers and editors of non-formal population materials may be briefly mentioned as under:

- To what objective/s would the materials make substantial contribution?
- Is the content information-wise accurate and level-wise appropriate for the purpose in view?
- Is the content relevant to the maturity, experiences needs and interests of the target group?
- Is the nature of the medium appropriate to the learning tasks?
- Does the material come upto the reasonable standard of technical quality?

If the material developers are skilled enough to appreciate these aspects of producing the instructional material and its execution takes place effectively as scheduled in the work plan, we may expect the programme objectives to be achieved.

#### **2.4 Implementing the Work Plan**

This stage pertains to translating the blue print prepared in the form of work plan into action as per schedule. This stage require in time availability of the requisite funds as well as the appropriately trained manpower to carry out the activities as scheduled in the Work Plan. It also requires a quite Vigilant Project Manager/Director who must effectively monitor the implementation of different activities of the project. This also requires a sort of well coordinated team efforts so as to ensure in time action and achievement of objectives of the Project in an efficient manner. For example, it is necessary that motivational materials must be ready before holding any briefing session for the motivational staff for the popularization of population related concepts and practices in the target area.

#### **2.5 Evaluating the Programme Results:**

By evaluation we mean the process for determining the extent to which the programme objective/s has/have been achieved. According to D. K. Wheeler, the aim of the evaluation phase is to produce evidence about the nature and extent of behavioral changes which arise from educational endeavours, and to use this evidence as guide for modification in any phase of the curriculum process. Hence, the population programme needs to be evaluated in order to determine its success in bringing out the desired outcomes in the target clientele. These desired outcomes of a population education programme could be many e.g.

- adding to the knowledge base of the target people, the number and types of

population services available in the area.

- creating a new outlook in the attitude of the clientele regarding issues and problems about population related matters
- providing for some physical facilities as programme out-puts in the area for facilitating the achievement of population related objectives.

While undertaking the evaluation of population education programme, it is highly imperative that the evaluator/s also keep in mind the following aspects of the programme in view:

- instructional objectives of the population education programme.
- content and the format of the subject matter identified for the achievement of programme objectives.
- suitability of the instructional methodologies and delivery modes adopted.
- nature and types of learning experiences provided to the clientele.

It may be pointed out here that the evaluation of population education programme enables the evaluating agency to compare the actual outcomes with the expected outcomes or objectives; and to arrive at conclusion about this comparison with a view to planning for future action in this regard. Since without some system of bench mark, it is absolutely impossible to ascertain whether behaviours in the form of knowledge, attitude and practice and so on have been instilled, inhibited or altered, it is essential to have complete information about the entry behavior i.e. the level of knowledge and practice possessed by the clientele individually as well as collectively before the start of the population education programme in the target area. Results of evaluation, or the lessons learnt during the implementation of the programme and the experiences gained may be successfully utilized for redesigning and launching the population education programme for implementation/replication with or without certain modifications.

## 2.6 Redesigning the Population Education Programme

As already pointed out above, the main aim of undertaking evaluation of population education programme is to plan for future action in respect of the programme. The management must, therefore, behavior upon the results of the programme implementation as assessed through evaluation and adopt an improved strategy for implementing the programme for achieving the predetermined objectives in a befitting manner. In other words, the redesigning stage has to take into account the experiences gained and the lessons learnt during the implementation of the programme in its first phase.

### Activity

Suppose you are required to launch a programme of population education for out-of-school population in a certain area. Mention in the form of points (in the space provided below) the process you would follow for integrating it through non-formal education activities.

## SELF-ASSESSMENT QUESTIONS NO-1

- i) Define Population Education. How do you think it can serve the cause of human welfare and socio-economic development in developing countries of this Region? Explain.
- ii) What is non-formal education strategy? How can we make use of non-formal education strategy in popularizing Population Education?
- iii) Enumerate and explain the different stages of the process of integration of population education with non-formal education strategy.
- iv) What is a work plan? Bring out in detail its significance in implementing the programme of non-formal population education in a developing country.
- v) Go through the following statements minutely and tick TRUE OR FALSE against each of the statement

a)	By population education we mean a system of educating the population country	TRUE	FALSE
b)	Non-formal education refers to face to face classroom teaching.	TRUE	FALSE
c)	By integrating population education concepts in non-formal strategies, we can deliver the message to a maximum number of people in a cost effective manner.	TRUE	FALSE
d)	Formulation of objectives falls after the preparation of Work Plan.	TRUE	FALSE
e)	Evaluation of a not-formal population education helps us in improving the implementation strategy during the subsequent phase.	TRUE	FALSE

- vi) Write short notes on the following:
  - a) Situational analysis
  - b) Bench mark information or criteria for judging the relevance of instructional materials.



### 3. APPROACHES TO INTEGRATION OF POPULATION EDUCATION

As already discussed in this unit, it is desirable to integrate population related concepts in other development programmes designed for the out-of-school population in the field. A close analysis of the situation reveals that different countries of the world have adopted different approaches for integrating population education concepts for the orientation of out of school population. According to UNESCO sources, following are some of the approaches adopted for the purpose.

#### 3.1 The Separate Unit Approach

Under this approach, a separate study unit is prepared on population related concepts desired to be imparted to the target people. The unit may be presented in some logical sequential order along with the rest of the study units. This approach is usually adopted in the curriculum designed for the training of field workers and also in the population oriented curriculum for out-of-school population. For example, separate chapters/units may be written covering the following themes on population education:

- Factors affecting population in the area i.e. causing increase/ decrease in population,
- Fertility and mortality rates.
- Health and sanitation
- Major diseases: their treatment and prevention.
- Balanced diet.
- Health and Child Care.
- Family welfare.
- Conservation of resources.

Keeping in view the extremely low level of literacy and also the general status of socio-economic development in Asian in general and in the developing countries particular, it is quite crystal clear that the separate unit approach may not be appropriate for attacking the problems in view. So for that purpose, we need to have another approach.

#### 3.2 The Infusion Approach

The Infusion Approach may be adopted as an alternative to the separate approach in relatively developing countries of this Region. Under the Infusion Approach, the experts identify the relevant concepts in population and present them in an integrated way during the presentation of the content of some appropriate subjects. For example, population related concepts may be incorporated as a common running thread through all the different incorporated as a common running thread through all the different chapters of an orientation course on agriculture, home economics, health education etc. This, however, requires a professional expertise on the part of the curriculum formulator as well as the writer so as to present the concepts in a coherent way along with maintaining the spirit of the main course.

In Pakistan, the curriculum Wing of the Federal Ministry of Education has adopted this approach and integrated population related concepts in different subjects at primary and secondary levels. In the context of non-formal population education programme, quite a good number of population related concepts may be presented to the target clientele making the same palatable by integrating them in a variety of topics of everyday concern. This approach, however, again requires a minimum acceptable level of literacy in the target clientele. Our problem still remains unsolved in the case of illiterate clientele. So for that purpose, we have to look for another suitable approach equally workable in the case of extremely low level or with no literacy at all.

### 3.3 The Core Learning Kit Approach

This approach has generally been found to be more appropriate for the people with low or even no literacy.

In this approach, the presentation of population related concepts is not tied with some other course content as was done in the case of infusion approach. On the contrary, the programme functionaries undertake a detailed survey of the target community for determining the needs and interests of the target people and identify the relevant concepts in population education. Then these concepts are translated into a series of learning activities and materials appropriate for non-formal education technique. The learners, while accomplishing these and or going through those materials are supposed to know, understand and internalize the concepts presented through the core learning kit. The broad content are of population education when split up into sub-topics, independent of any other course, present the example of core learning kit approach. As quoted in UNESCO material, the Population Centre Foundation of the Philippines is trying this approach and developing appropriate materials for popularizing the population related concepts among the target masses.

Each one of the three approaches presented above have got its own minus plus points. In view of socio-cultural situation obtaining in a country, the programme authorities may adopt one approach or the other in non-formal population education programmes. There is, however, no reliable evidence to prove the superiority of one approach over the other. It may, however, be pointed out here that since most of the countries in the Asian region, leaving aside the few developed ones, are generally speaking traditional in culture, it appears that for a majority of them it may be better to adopt the core learning kit approach or at the most the infusion approach. However, for the developed countries of the region like the Philippines, Japan, and Korea etc. We may safely adopt the separate unit approach.

### Activity

Interview the senior educationists in your area/town and seek their opinion regarding the most appropriate approach for integrating population education concepts through non-formal techniques for the masses of the area.

#### **4. MAJOR CONTENT AREAS OF POPULATION EDUCATION TO BE INTEGRATED**

Population Education is an expanding new discipline which has got immense significance for the masses of the developing countries in the sense that it is supposed to help the people understand their everyday life family problems and adopt viable solutions for the same. Since it covers the entire spectrum of man's life, its content is quite wide. Any how, for the purposes of integration in non-formal education setting, we may identify the following as the major content areas that may be integrated for this purpose:

##### **1. Demography:**

- Basic concepts of demography.
- Population situation at local and national level.
- Human reproduction and family planning.
- Factors of change in population situation.
- Demographic processes and measures.
- Major problems of rapid population growth.
- Population and economy.
- Population and environment.
- Biological aspects affecting population growth.
- Sex education.
- Planning for the future.

##### **ii) Quality of Life:**

- Family size and Family welfare.
- Aspects of a happy family life.
- Advantages of having a planned family
- Relationship between planned family and improved standard of living.
- Planned use of resources for meeting everyday needs.
- Conservation of resources.

##### **iii) Health and Sanitation:**

- Child care and health.
- Different diseases: their control and treatment.
- Balanced diet.
- Health, nutrition and population.
- Nutrition value of different foods.

##### **iv) Socio – economic Development:**

- Population change and economy.
- Population growth and socio-economic development.
- Family size and per capita income.
- Manpower and economic development.

v) **Population and Environment:**

- Population growth and environment.
- Population growth and deforestation.
- Urbanization and its impact on health
- Pollution and its effects on public health.

vi) **Population Education and Socio-cultural Values:**

- Socio-cultural values and their impact on population growth.
- Religious beliefs and population growth.

It may be mentioned here that the list of content areas of population education identified above for integration in non-formal instructional strategies are not exhaustive. It is just suggestive in nature. As a matter of fact, the discipline of population is so wide in scope that it is not at all possible to chalk out a list of its content areas for integration in an educational programme. Since it encompasses the entire spectrum of human life, extensive research work needs to be undertaken for situational analysis in the target area for identifying the needs, interests of the people. Only the findings of such an analysis can provide necessary guidance in suggesting the population related concepts that may be integrated in any instructional activity.

Another note of caution needs to be given here. Since the out-of-school population in almost all the developing countries of this Region happens to consist of several heterogeneous groups, it would be advisable to identify separate content areas for each of these categories. As a matter of fact there is no end to this activity. So for that matter, periodic surveys may be undertaken in the target area with this end in view and then the list of content areas supplemented from time to time.

## **5. HEALTH EDUCATION AND NON-FORMAL POPULATION EDUCATION**

As we already know, population education is basically a programme of human welfare based on a critical understanding of the phenomenon of population and the ensuing issues and problems in an area. One of the basic indicators of the welfare of people in an area is their health status. This is because of the fact that only a good health enables a person to plan and undertake the different activities of life in an effective manner. The famous maxim of "sound mind in a sound body" clearly establishes the significance of health in ones life.

The picture of general health status of the people living in the Asian region in general is not enviable. Annual protein intake is extremely low. Rapidly growing population and resultantly the fast pace of urbanization is causing immense pollution, which is in turn telling upon the health of the people. As a result of that, there are several types of diseases and ailments prevalent in the region. Leaving, aside the exceptions of few well to do segments of population in some big cities of some countries, most of the

population does not have access to the acceptable standard of health and medical facilities.

The picture of health condition of the people at large is actually more bleak than what has been presented in the above few lines. So this unhappy state of affairs does necessitate the inclusion of a package of health education in any programme of non-formal population education in this region. Consequently, we may suggest the major contents for this purpose as under:

**i) Food and Nutrition:**

- Nutrient values of different foods.
- Major constituents of balanced diet.
- Weekly schedule of diet.
- Diet of pregnant women
- Preservation of fruits and vegetables.

**ii) Health and Sanitation:**

- Maintaining the premises clean.
- Avoiding the rotten fruits etc.
- Disinfection of the living premises.

**iii) Major Diseases and their Control:**

- Symptoms of major fatal diseases.
- Preventive measures of different diseases.
- First aid measures for different major diseases.
- Use of indigenous/locally developed practices.

**iv) Marriage and Child Rearing Practices:**

- Advantages of late marriage.
- Providing education to children and arranging for their jobs before they get married.
- Taking special care of food for pregnant women.
- Safe delivery practices.
- Immunization of children from diseases.
- Preparation of diet appropriate for children.
- Use of ORS (Oral Rehydration Salt) in curing diarrhoeal diseases.

Health education concepts need to be imparted to the target clientele in an integrated manner with the help of a variety of instructional material. Since, in some of the developing countries of the Region, quite a good many health hazards may be due to traditional deep-rooted and superstitious practices, it is highly imperative that a carefully designed and tactful approach may be adopted for introducing the desired change in the behavior, attitude and values of the people.

## Activity

Have a close observation of the general health status of the people living in the area around you and identify some other concepts for integration in non-formal population programmes.

## 6. TYPES OF POPULATION EDUCATION MATERIALS

Adequately integrated learning materials undoubtedly occupy an immensely important place in non-formal population education programme. This is because of the fact that the achievement of objectives of any such programme is possible with the help of such materials which serve as the carrier of the population related messages to the target groups. Two workshops on the materials of population education arranged by the UNESCO Regional Office have identified the following three purpose. They are briefly described as under:

### 6.1 Motivational Materials:

It is an admitted fact that the clientele of non-formal population programmes needs relatively greater motivation in order to convince them to use the instructional material. So for that purpose, motivational materials have to be prepared before presenting the actual learning materials. As the objective "motivational" indicates, such materials are conceived, planned, designed and developed with a view to create an awareness and interest among the target audience about acquiring the need-based information in population education related issues and problems. In this way, such materials create an urge in the audience and prepare them mentally for acquiring the relevant information. Motivational materials, for reaching the out-of-school target groups through non-formal strategies, may be developed in the following forms:

#### 6.1.1 Posters:

Poster is quite a common concept and people are generally aware of it. Posters are easy to carry and handle. They may be prepared showing variety of family situations intended to convey several messages like the ones given below:

- a. For better health, grow more vegetables and have a small family.
- b. For more adequate foods make your family small.
- c. For better health, space your children as you space your plants.
- d. A well fed and scientifically managed poultry brings satisfaction and good health and education to family members.
- e. Pregnant women should take nutritious foods with right kind and quantity to keep themselves and their babies healthy.
- f. Plan your family for a better future.
- g. Keep your family small in order to ensure better health of family members.

### **6.1.2 Illustrated calendar:**

As the word "Illustrated" indicates, such calendars are meant to convey population related messages to the out-of-school population through pictures by creating visual impact on the , target audiences. The illustrated calendar may show:-

- a. Healthy children living in neat and clean environment.
- b. People with poor health living in dark and dingy houses.
- c. Different developmental stages of a healthy child over a period of time.
- d. Healthy activities of a family.
- e. Future plans scheduled to be implemented at different times.

### **6.1.3 Cartoons:**

Cartoons appeal every body whether young or old. Hence message intended to deliver by effectively prepared cartoons must have the desired effect on the target audience. Cartoons may be prepared to deliver messages to the out-of-school target groups like the following:

- a. Having big family is most likely to create problems.
- b. Are children securities in old age? This is not always true.
- c. Too many children is a burden for the family.
- d. More dependent family members means less per capita income for the family.

### **6.1.4 Flip Charts:**

Flip Charts are sets of series of charts which may be prepared on several interrelated themes of population education intended to be presented to the audience one after the other. Such charts may be prepared to show the following;

- a) Different stages of planning for a happy family.
- b) Developmental stages of child.
- c) Series of population related events ultimately leading to a logical end.

As for the use of motivational materials, it may be mentioned here that they are primarily concerned with preparing the target people for the forth-coming programme. They are supposed to arouse in people an urge to attend to what would follow. In this way, the motivational materials prepare the necessary ground for the materials carrying the messages intended to be delivered to the people.

## **6.2 Instructional Materials**

As the word "Instructional" indicates, the instructional materials may be described as that type of materials which may be designed to convey the actual messages in population education. They are intended to bring the behavioural changes in the target people in respect of knowledge, attitude and practice etc. etc. Hence, the development of instructional materials is always based on the already identified objectives of the programme. The major forms in which we may produce the instructional materials may be mention as under:

### **6.2.1 Leaflets:**

As it is clear from the word "Leaflets" they are loose papers each one of them having some picture or printed message on population, independent from the other. We may prepare a variety of leaflets covering topics like the following for delivering through non-formal techniques:

- a. Breast feeding
- b. Late marriage of children
- c. Seeking employment before seeking the "Better half"
- d. Spacing children
- e. Planning family for happy life

### **6.2.2 Booklets:**

Booklets may be defined as mini books developed on different themes giving pictures with brief descriptions thereof so as to deliver the population education messages to the target through visual impact. Booklets may be prepared on topics like the following:

- a. Key to a good family budget
- b. Advantages of late marriage
- c. Secrets of happy family life
- d. How to prepare balanced diet for the family

### **6.2.3 Pamphlets:**

Pamphlets are extremely small booklets. They may be prepared and successfully used for conveying population related messages like the ones given as under:

- a. Grow more food for your family
- b. Management of poultry for additional income
- c. Taking care of diarrhoeal diseases in children

## **6.3 Follow-up Materials**

By follow-up materials we mean those materials which may be used for reinforcing what the target people are supposed to have learnt through non-formal population education programme. Their major objective is to ensure that the behavioural changes brought in the target people sustain, continue and perpetuate even during the post programme period. The follow-up materials may be produced in different forms depending upon the level of achievement of the target group. Consequently, the follow up materials will be of at least one step higher level, than where the target group stands at least one step higher level, than where the target group stands at the end of the implementation of the population education related activities. As for the different forms of the follow-up materials, they would definitely be of relatively advanced stage as compared to the ones mentioned in the foregoing paras. The follow-up materials would also contain higher level messages and higher order activities and learning experiences so that the target group internalizes the behavioural patterns learnt with the help of instructional materials in population education.



## Activity

Get hold of the different types of materials developed by different agencies offering non-formal programmes in population education and analyze their suitability with reference to the messages they contain.

### 7. PROBLEMS IN POPULATION EDUCATION AND SUGGESTIONS FOR IMPROVEMENT

Our discussion on various aspects of non-formal population education reveals that we cannot overemphasize the importance of this emerging and innovative discipline for promoting the cause of general socio-economic uplift in the developing countries of the world in general and those in this region in particular. Dovetailing the population related concepts/themes through non formal strategies has proved to be an effective way of approaching the maximum number of people in relatively short span of time in a more cost effective manner. Several non governmental organizations, agencies and institutions in all the developed and developing countries of this region are offering a wide variety of non-formal population education programmes for quite a wide spectrum of clientele. Most, if not all, of these agencies and institutions are certainly confronting numerous problems in planning, designing and carrying out their population related activities. The list of such problems could be very long, but some of them may be enumerated as under:

- i) Extreme shortage of funds
- ii) Lack of effective liaison and coordination among their activities.
- iii) Extremely low motivation level among the workers of the organizations.
- iv) Lack of adequate research facilities for collecting bench-mark data before designing and launching programmes.
- v) Relatively out-dated techniques of instruction
- vi) Low motivation level among the target people
- vii) Lack of research in instructional technology suiting to the non-formal techniques.
- viii) Absence of built-in mechanism to ensure the sustainability of non-formal instructional activities.

After referring to some of the major problems faced in the context of non-formal population education, it appears quite pertinent to offer some workable suggestions to facilitate the functioning of the agencies and institutions. Some of the suggestions may be made as under:

- i) Agencies conducting Non-formal population may be given autonomy to identify/generate more sources so as to enable them carry out their functions effectively.
- ii) One central body/Division of Ministry may be assigned the role of coordinating the higher to sporadic efforts of different agencies in non-formal population activities.
- iii) Detailed systematic surveys may be undertaken in order to assess the multifarious needs, interests, issues and problems, aptitudes, socio-cultural values and behavior patterns and the existing resources in the target areas so as to make viable plan of non-formal population education.
- iv) Short term orientation course may be arranged for the curriculum planners, developers of materials, artists, editors and others concerned in communication

techniques in order to make the non- formal population education programmes really effective and meaningful.

- v) Different materials developed for the clientele may be pre-tested/ tried out and amended in the light of feedback before the full scale launching of the programme.
- vi) Institutionalized system may be developed for ensuring a close collaboration amongst the experts from different fields especially from population, education, agriculture, health, media, economics, rural development and other allied sectors so as to provide a broad base to the population education programme for making it acceptable to the clientele.
- vii) Appropriate motivational and instructional material may be developed, pre-tested/tried out and modified in the results of feedback before using it at large scale for the clientele.
- viii) Appropriate motivational as well as instructional materials may be prepared in more than one forms so as to effectively attack the relatively large spectrum of population related problems faced by the clientele at large.
- ix) An in-built system of feedback may be provided in the programme so as to ensure the instant availability of the relevant information/ data for affecting necessary changes/modifications in the programme objectives, contents, instructional methodology, evaluation system or any other strategy pertaining to the implementation of the programme.
- x) A close collaboration may be ensured amongst the different agencies and institutions offering non-formal population education programmes through holding periodic coordination meetings for exchange of materials, sharing of experiences and discussing the different issues and problems faced by them in the field.
- xi) Relevant materials may be disseminated after regular intervals amongst its potential users. This would also help in establishing a close liaison with the clientele.
- xii) Developing countries of the Asian region may make use of the experiences of countries like the Philippines and China etc. In formulation as well as execution of non-formal population education programmes. Necessary modifications/ changes may, however, be made in the strategy suiting to the local conditions.
- xiii) Agencies undertaking non-formal education programmes may be encouraged to undertake extensive research activities in the field in order to have scientific basis for any such further activities in this emerging area.

## 8. SUMMARY

We are happy that you have read this unit on non-formal population education with great interest. Now let us hurriedly try to recall what we have so far learnt in it. The major contents of this unit may be, in nut shell be described as under:

The concept of population education is relatively new and is still in the process of definition and redefinition. It is basically a human welfare programme designed to enable the target people understand critically the population issues and problems confronting at the moment and then, in the light of past experiences, plan for adopting some other viable approaches to improve the situation.

The most comprehensive definition of Population Education was developed in the UNESCO Regional Workshop in Population and Family Planning Education held in Bangkok in September/October, 1970. This definition reads as follow:

“Population Education is an educational programme which provides for a study of the population situation in the family, community, nation and world with the purpose of developing in the students rational and responsible attitudes and behavior toward that situation.”

As can be gathered from the above definition, Population Education emphasizes the welfare concept of human beings through adopting a reasonable policy of population change which should ultimately lead towards the prosperity of the people at large.

The next concept which we have discussed is that of non-formal education. In view of the rapidly growing population in the Asian region in particular, the educational planners have come to identify some newer non conventional strategies for approaching the hitherto conventional strategies for approaching the higher to neglected masses by making use of a variety of materials supported by varying input of media. All these instructional material may be put under the rubric of non-formal education.

In order to reach the masses for popularizing the population education concepts through non-formal techniques, we have to integrate the former with the later one. This integration is not out of choice; it is rather out of compulsion because of the distressing fact that we cannot afford to reach every body in every corner of the Region through formal contact strategies. So the factors of time and cost both necessitate the integration of population education concepts with non-formal education strategies in order to reach the maximum number of people in the shortest possible period of time.

Then in this unit you have studied the different stages of the process of integrating population education with non-formal education strategies. These stages may be just enumerated as under;

- i) Situational Analysis: It may be referred to as a detailed exploratory survey for collecting relevant information in respect of
  - a) The Teacher/Instructor,
  - b) The target clientele, and
  - c) The psycho-social climate
- ii) Formulation of programme objectives: In the light of the results of situational analysis, the planners of non-formal population education programme formulate the objectives to be achieved through the exercises. In other words, they specifically mention the behavioural changes to be brought into the knowledge, attitude and practices of the target people.
- iii) Preparation of the Work Plan: A detailed plan of action is prepared in the light of pre-determined objectives of the programme. In other words, this stage represents the preparation of operational plan delineating the different activities which would be undertaken for implementing the programme.

- iv) Implementing the Work Plan: This stage consists of substantial steps taken to accomplish the different types of activities for achieving the programme objectives.
- v) Evaluation: By evaluation we mean an activity designed to assess the overall impact of the programme. Put differently, at this stage, we ascertain as to what extent have the programme objectives been achieved. This activity may also hint at the major hindrances, if any, that have impeded the achievement of programme objectives.
- vi) Redesigning the Population Education Programme: In the light of feedback received through evaluation, the agency may redesign the programme of non-formal population for implementation in the same or different settings.

The next major thing you studied related to the approaches to the integration of population education with non-formal education strategies. In this context, you may recall that we discussed the following approaches: (i) Separate Unit Approach, (ii) Infusion Approach, and (iii) Core Learning Kit Approach. It may be clarified that each of these approaches has got its own minus and plus points with reference to the level of development of the target group.

We have also discussed the major content areas which may be included in a non-formal programme in population education. The major proposed content areas include the following ones:

- a) Demography
- b) Quality of Life
- c) Health and Sanitation
- d) Socio-economic Development
- e) Population and Environment
- f) Population Education and Socio-cultural Values

Our discussion on major content areas is followed by the need and importance of integrating health education with population education programme through non-formal education strategies.

The next section of the unit deals with our discussion on different types of materials that may be developed and used for communicating population related messages in non-formal settings. The major types of materials we discussed were as under:

- a) Motivational Materials
- b) Instructional Materials
- c) Follow-up Materials

Towards the end of this unit we have put forth certain suggestions for promoting the cause of population education through non-formal techniques.

## 9. SELF ASSESSMENT QUESTIONS

### EXERCISE NO 11

- i) Identify and discuss the different approaches relating to the integration of population education in non-formal education strategy keeping in view the level of literacy and the general level of socio-economic development in your area.
- ii) What major content areas of population would you suggest for the out-of-school population belonging to the following categories lining in your vicinity:
- House wives
  - Farmers
  - Out-of-jobs youths
- iii) What are the different types of materials that may be developed and used in non-formal population programmes. Explain their relative merits and demerits with reference to the major target groups of non-formal population education in your country.
- iv) Critically go through the following statements and tick (✓) against TRUE or FALSE, as the case may be:
- The Separate Unit Approach is the most appropriate approach for integrating population education concepts for a developed country like Korea. TRUE/ FALSE
  - In Infusion approach, different types of messages are conveyed in the form of interlinked activities designed for the learners. TRUE/ FALSE
  - Motivational materials are primarily designed to convey population education messages to the people. TRUE/ FALSE
  - Instructional materials are intended to bring behavioural changes in the target group. TRUE/ FALSE
  - Follow-up materials are designed in order to ensure that the target audience do not revert back to their old practices. TRUE/ FALSE
- v) Write short notes on the following:
- Core Learning Kit Approach
  - Need for integrating health education in non-formal population education.
  - Use of posters in population education
  - Need and importance of follow-up material



## UNIT 8

# INTEGRATION OF POPULATIN EDUCATION IN LITERACY AND ADULT EDUCATION

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## INTRODUCTION

Population Education is a new development in the field of education and relates to the impact of demographic changes on the socio-economic life of the people. Population Education programmes are offered to sensitise the people about the expected adverse changes coming in the wake of rapid population growth.

As in the South Eastern countries, with lot of socio-cultural constraints on patterns of sex behaviour, people dislike to talk about such a personal issue; therefore, effort is always made to integrate these concepts, in one way or the other in other content areas. This unit deals with the methods of integration and the process to be used for integrating the population education concepts in adult education and literacy programmes.

## OBJECTIVES

After going through this unit, you are expected to be able to:

1. Describe the nature of adult education and literacy programmes.
2. Explain different components of adult education.
3. Describe the nature of population education.
4. Know different approaches of integration and use them effectively when desired.

### 1. CONCEPTS CLARIFICATION

Rapid population growth in the third world countries is the major threat to their economy. With very meagre resources at their disposal, whatever the speed may be developed it cannot keep pace with the alarming speed of population expansion. If it continues, the dream of economic independence will not come true.

An analysis of this situation reveals that poverty and overwhelming illiteracy of the population gave birth to accelerated population growth, which now is resulting in depressed economy and a host of social and environmental problems. The vicious circle which emanates from the poverty of the masses ends in an impending series of calamities for the nation as well as for the family.

To overcome the problem, different nations adopted different strategies. Many developing countries, on the pattern of advanced nations, launched community development and rural development programmes.

#### 1.1 Community Development:

It is a process of undertaking measures to broaden the outlook of the community people and to prepare them both socially and economically to live better lives. The term community development is usually applied for non-agricultural groups of people living in the same vicinity. The programme usually involves literacy, functional education, social education, cleanliness, health education with practical developmental works as learning skills, washing and cleaning water stores, spraying houses etc.

## 1.2 Rural Development:

When the same process is applied in rural areas with predominantly agriculture base, it is called rural development. According to some writers it is the process of overall transformation of rural sector of an economy. A wide variety of strategies have been proposed and used for this purpose. But adult education and literacy always remain the common feature. There is also skill training for better income. In rural development programmes emphasis has always been laid on better agriculture.

## 1.3 Points to Recall

1. Emphasis of community development programmes has been on better social and economic lives of the masses.
2. In rural development programmes, too, objective was economic and social well-being of the people.
3. In community development programmes, the tool was skill training and education of the people.
4. In rural development programmes, there was more emphasis on agricultural development than skill training.
5. The common objective of the both programmes was enhancing the purchasing power of the people which ensures better utilization of available resources and better living pattern.

## 1.4 Self Assessment Exercise

1. Define the following terms:
  - a) Vicious circle
  - b) Community development
  - c) Rural development
  - d) Purchasing power.
2. Differentiate between community development and rural development.
3. What is the main cause of poverty of masses in developing and less developed countries (LDC's).

## 1.5 Activity

You have first read some explanation of two concepts i.e. community development and rural development. Visit some library and consult some encyclopedia and see how it defines the both terms.

## 2. DEVELOPMENT PROGRAMMES AND ADULT EDUCATION

All development programmes envisage acceleration of economic technological and social change through a planned effort. It is evident all such efforts concentrate on the adult population of the community. This segment of the community forms the core of manpower for carrying out the transformational activities both mentally and physically. Any opposition by this group of people often results in failure of the programme. To prevent any such risk

developmental schemes are launched with a motivational campaign and educational activities. No doubt a lot of spade work is accomplished by the political leadership of the area, but true inclination of the adult group proves more helpful in taking off the planned effort.

Motivational and educational programmes are built around the needs of this group. Generally, in developing countries where poverty surrounds the whole convas, better future prospects appear to be more attractive for the unemployed youth anxious to become an earning hand and thus respected member of the community.

### **2.1 Nature of Adult Education Programmes**

Adult education programmes were first introduced in the United States of America with the name of Adult Basic Education. Major objective of the activity was the eradication of illiteracy among the adult population of the country. In 1930's the movement spread in the British Colonies with the same name and objective. But later on when socio-economic variations expanded between the rural and urban sectors of economy, political leadership wanted to bridge the gap and equalize the social conditions, many programmes with the name of "Community Development" or "Rural Development" were started. As these programmes were a kind of conscious effort for the acceleration of economic, technological and social change, therefore, the curricula which previously was limited to only reading, writing and numeracy was a expanded to include a lot of functional education necessary for a healthy living in any social system. Necessary and relevant to the local needs technical skills were also added.

As a big chunk of these developmental programmes are related to educational and training activities, therefore, adult education became an integral part of the programmes where ever launched.

### **2.2 Literacy and Illiteracy**

Literacy is the ability to read and write in any language. Accordingly illiteracy is inability to read and write in any language. Although with small variations this definition is accepted world wide with increasing volume of knowledge and expanded demands of society from the individual, knowledge of simple Arithmetic has also been included in the definition of literacy.

### **2.3 Nature of the Problem**

Governments especially those emerging out of the wrecks of the colonial regions have seldom been conscious of the rights of common man in a society. Least attention was paid to such ameliorative activities as health, education, sanitation, water supply etc. In the Middle East, South Asia, South East Asia, Africa, Latin America and the Pacific Region, generally speaking, health, education and sanitation remained a neglected field. Due to large scale illiteracy public opinion remained dormant upto 1960's. It is only with the advent of electronic media that people at large came to know of their rights and struggled for those basic facilities. Upto this time, it is only in a few countries with better G.N.P. where elementary education is almost compulsory. Still there are many developing countries and LCD's as Pakistan, Afghanistan, Nepal, India,

Bhutan, Bangladesh etc., which are behind this target. They lack resources both financial and manpower for reaching this goal. Enrollment ratios at the primary level are much below the desired target of 100 percent. That is why a big chunk of population predominantly from the rural areas never attends a school and remains ignorant. A large majority of this group is, of course, from the women folk, who, as the social tradition is, has to rear up the new generation. Therefore, a lot of work has to be done for the realization of the fact that education of a woman is more important than that of the man. When we educate a man, we educate an individual and when we educate a woman we educate the whole family. This overwhelming illiteracy of the population both male and female is responsible for the hard economic and social realities now faced by these nations and one of them is the rapid population growth.

#### 2.4 Points of Recall

The objectives of all developmental programmes are accelerated by economic, technological and social change through a planned effort.

1. Developmental plans concentrate on the uplift of the adult group of population.
2. Motivational and educational activities form the base for the developmental programmes.
3. Adult Basic Education aimed at eradicating illiteracy among the adult population of the country.
4. In present times, adult education, rural development and community development programmes are taken up with a view to bridge the gap between the rural and urban sections of a society by equalizing socio-economic conditions.
5. The new concept of adult education is broad enough to cover both education and skill training activities.
6. Literacy is the ability to read and write in any language. At present, simple arithmetic and computation are also considered literacy skills.
7. Illiteracy is inability to read and write in any language.
8. The problem of large scale illiteracy in the third world countries emerged out of the disinterest of the governments in the education of the people.

#### 2.5 SELF ASSESSMENT QUESTIONS

1. Why are there more problems in developing countries than in the developed ones?
2. Why does a large scale illiteracy exist in the third world countries?
3. Define literacy and illiteracy.

#### 2.6 Activities

1. Prepare a list of developing and less developed countries and compare their literacy rates both for male and female population and participation rates at primary level separately for boys and girls.
2. Compare their expenditure on education as percent of G.N.P. and percent of national budget.

### 3. COMPONENTS OF ADULT EDUCATION

Adult education is a community-based activity. Therefore, it is purely local in nature. Educational programme is developed after the assessment of the needs of prospective participants. As the needs and also solution to the problems visualized by the local population differ drastically from person to person and community to community, therefore it would be futile to look for similarities and dissimilarities in the programmes of two adjoining localities. It is possible that their occupational-needs due to location of the area and similar agricultural products may be to some extent identical, but it would not be true to apply the same learning package in the two villages. Instead, we can draw broad areas which comprise an educational programme for adults. In general, major components of adult education programme are:

1. Literacy: Reading, writing and Arithmetic.
2. Functional Education: Education necessary for the daily life activities such as better farming, plantation, use of fertilizers, animal breeding, agriculture marketing, cooperatives, etc.
3. Health Education: Necessary conditions for hygienic living, family health and hygienic, cleanliness, common diseases, primary treatment of common diseases.
4. Child rearing practices.
5. Food and Nutrition.
6. Skill Training.

But vast variations have been observed in micro details of these components. We take, for example, "plantation" as a subject of the programme. Before preparing material on this subject, the following questions are to be answered:-

- What is meant by plantation?
- What kind of plantation is necessary for that particular region?
- Do the community require some specific plants for food/health needs?
- Does the region grow such plants which produce some exportable material?
- What is the basic criteria of plantation, cash or food?
- Is the soil and climatic conditions of that particular community suitable for the chosen plants etc.

Remember that adult education, in the context of this unit and in the overall perspective of developing countries, is the education of adult people, above 12 years age, and that the level of their education is generally basic. These are the people who due to different reasons could not join a formal school or left it without completing basic education.

Reasons for not joining a formal school or leaving it without completing it will be discussed in the section on "Adult Education".

#### 3.1 Points of Recall:

- In general, programme of adult education includes literacy skills, functional education, health education child rearing practices, food and nutrition and skill training.

- Functional education is a broad area covering all such topics which are needed to both male and female adults for living a healthy life.
- Before deciding about the content of any topic several questions are to be answered.
- Adult education is the education of the people who are above 12 years age and who missed the schooling opportunity or left education without completing it.
- Level of education of this group is usually basic.

### 3.2 Self-Assessment Questions

- |    |  |
|----|--|
| 1. | What are in general the components of any adult education programme?                                   |
| 2. | What kind of questions need to be answered for deciding the content of any functional education topic? |
| 3. | Who are, generally, the adult learners?  |

### 3.3 Activity

Visit any adult education centre and see the components of the programme, separately for males and females. Propose changes, addition or deletion in the light of the area being served.
--

## 4. POPULATION EDUCATION CONCEPTS

It is comparatively a new field, having its beginning in the mid sixties with Sloan Wayland's work under the Population Concepts. The objective of this emerging field is to acquaint people with concepts of population education and to educate them about the consequent imbalances created by the rapid population growth. The effects can be witnessed both inside the family, and outside in society. Inside the family, the needs of food, clothing, sanitation, housing and education are the examples. Expanded family needs effect the whole equilibrium of a social system. We may enumerate expanded urbanization and disuse of cultivated soil for the construction of houses, markets and roads, new school buildings, new roads to absorb the heavy transport of goods, and passengers, extended water supply programmes thus diversion of irrigation water resources to drinking water, establishment of new food, textile and other relevant industries or extended import of food and clothing items. Alongwith these economic problems, there are social ailments which emerge with large urban-slums created by unplanned migration of surplus agricultural labour force to cities and industrial centres. A large number of social problems stem from unemployment and poverty which are also the fruit of over population. This list is not exhaustive. There are many other problems which also need to be understood by the people at large.

### 4.1 Integration of Population Education Concepts

Many social problems including unplanned population growth cannot be controlled just by passing orders. They need proper education of the people regarding their effects on the family welfare and society. Only by continuous education, generation

after generation can be convinced of the alarming situation restating from rapid population growth.

#### **4.2 Two Approaches:**

There are always two ways of conveying a message i.e. direct and indirect. In direct way, the message is conveyed in clear terms without beating about the bush. But in indirect approach, the message is concealed in words. Writers adopt various methods for being indirect. Sometimes it takes the form of a piece of prose and sometimes of a poem. It can be a short story, a novel, an essay, a ballad, a lyric and a sonnet etc.

In population education programmes, especially while dealing with the adult population we have to avoid the sermonic way of preaching. At the adult age, the people have fixed notions therefore, it is difficult to change their ideas, values and attitudes, they have developed with the passage of time and experience. Studies by Strong and Davis show that children's interest, change more often than the interests of adults. (Dr. Jane C. Zahn "differences Between Adults and Youth Affecting Learning" in *Adult Education*, Vol XVII, No. 2 pp. 67-77 winter, 1967). Therefore, it is difficult to teach and create new interests among the adult people. The only way out is that of the indirect approach which may shake away their old fixed notions and help them in creating new interests.

In the coming pages, where we are going to suggest means and ways of integrating the population education concepts in the adult education programmes, we shall have to keep in mind the nature of the clientele we are faced with.

#### **4.3 Integration Approaches:**

In the above pages we identified content areas for adult education and population education programmes. As evident, population education cannot be of much interest as to attract people for coming to the centres and devoting time. In contrast, adult education and literacy programmes, being the centre of developmental activity, seem to have a large scope to attract them. Therefore, feasible way of conveying messages of population education is that these may be integrated with the content of adult education and literacy materials.

As both integration approaches i.e. unit approach and infusion approach have already been discussed in earlier pages, the following pages will deal only with practical examples of the both approaches:-

##### **Examples of Infusion Approach:**

Literacy Material Population education message to beginners can be conveyed when they have developed the ability to read. Messages will be integrated gradually with the ascending reading ability of the learners. In the very beginning one or two sentences will be sufficient. But as they progress, the number of sentences will increase accordingly.

Examples of sentences for infusion (for beginners)

1. Kamal is a poor farmer.  
He works at his farm from morning to evening.  
He works very hard but he does not grow enough to feed his children.  
He has a large family.  
He has ten children.  
His children are very young.  
They cannot help him at his farm.  
(It should be supported with pictures)
  
2. Sakeena is ill today.  
She is often unwell.  
She has eight children.  
She has to do a lot of work.  
Her children are not healthy.  
They do not get proper food.  
Sakeena too does not get good food.  
(It should be supported with pictures)
  
3. Ali is a farmer.  
He has a good piece of land.  
He has a lot of fruit trees.  
He also has good shady trees.  
He is facing some problem.  
He has a family of ten.  
He does not grow enough for them.  
He will cut down some trees.  
He wants to sell them.  
He wants to cultivate more land for food.  
(It should be supported with pictures)  
Examples (For second level learners)

When they have developed the ability to read a little complex and continuous passages the infusion material will, accordingly, consist of passages containing any one theme of the population education messages. Some examples are given below:-

**Example-1**

Asad was a handsome young man. He was hard working. And earned a lot by working day and night. He got married with a young girl of sixteen. He and his parents were very happy when he had the first child. He was even more happy before the end of next year he had another child. His wife had to look after and feed two very small children at a time. With the birth of the second child she could not feed her first baby by breast. They arranged cow milk to feed that baby. But it did not suit the infant. He became ill. In the mean time his mother had another pregnancy. Now Asad had to pay more attention to his family problems than to his work.



On the one hand, his income started squeezing and on the other hand he had to make a lot of expenditure for the sick child and his mother. Now he also had to see the second small child who was not being looked after by the mother.

### **Example-2**

Alipur was a small village situated on the road leading to Karachi. Usually the drivers running long distances stopped there for food and tea. Seeing the thriving business of the few shops some other people came and opened tea shops and food stores. After a few months they brought their families to that village for permanent settlement. It was not more than five years when the road side developed into a congested market. Due to the rush of people, there were often accidents. A stage came when the authorities constructed a by-pass for the smooth flow of traffic.

### **Example-3**

Rabia was a village's girl. Some of her relatives were living in the city. Whenever she went to the city, she visited her relatives. She saw that women in the family did not feed their children by breast. When she got married and had children she also did not like to feed the infants by breast. It was not more than three years to her marriage that she had three children. She was much worried and always talked to her friends. Salma, one of her friends had been to school for five years. She had some knowledge about breast feeding. She advised her to feed her babies by breast. At first she was not convinced. But just to see the truth she started feeding the third baby by breast. It gave her a sort of satisfaction. The baby also felt happy and often smiled. She was happy too, because she averted pregnancy that year.

## **4.4 Unit Approach**

In this approach a complete unit related to some specific aspect of population education is adjusted in the study material of any other subject. This adjustment is made in such a way that the new unit does not seem something alien to the host subject. Let us take the example of the subject of Social Studies. We want to add one unit on population education. If we add the unit without much meditation and put the unit somewhere in the history section it would look odd and people may consider it an international effort of the government to teach the people about population education and that, too, without some reference point.

If we add the same unit in the section on Geography and put it after a section on "Financial Resources" we can describe the imbalances in income and expenditure of the country due to rapid population growth. Similar units can be added while writing on "Employment Opportunities", "Pollution", "Social Problems", "Housing", "Agricultural Production", "Forestry" etc. The unit added will pick up the problem of population expansion as relevant to the preceding topic.

## **4.5 Infusion Approach**

In this approach the concepts of population education are infused in the general stream of knowledge of the specific subject as and where relevant.

#### 4.6 Points to Recall

##### **Population Education:**

It is an educational programme for making people aware of the process of population changes and their consequent effects on the socio-economic life of the people and the environment.

##### **Integration**

Integration means to bring, some body into a group from outside it. While integrating the concepts of population education with other subjects, we infuse the concepts of this subject into others and make them a part of those subjects.

##### **Integration approaches**

We usually use two approaches i.e. the "unit approach" and the "infusion approach".

In unit approach, a separate unit is added in such a way that it does not seem to be something alien to the topic under discussion.

In infusion approach we infuse the concepts of population education into the content of other subjects and adjust them in such a way that they seem to be a part of that subject.

#### 4.7 Self-assessment Questions

1. What are the functions of adult education programme?
2. Why do we need to integrate the concepts of population education into the content area of other subjects?

##### **Activities:**

Integrate the population education concepts into the following in a brief way:

- i) Migration
- ii) Urbanization
- iii) National Income
- iv) Nutrition

#### 5. PROCESS OF INTEGRATION

Integration of the concepts of population education into the content area of some other subject can be done when that content either already exists or has been developed. Therefore, as planners of population education programmes for the adult learners we first need to develop the package which is to be delivered to them. As the purpose of this unit is not to plan and develop that package but to explain the process of integration of population education concepts into that package we therefore, shall discuss the steps involved for developing that package very briefly and concentrate on the theme of this unit.

As already explained adult education programmes are local in nature and these are developed keeping in view the specific needs of that particular group of adults.

### **5.1 Identification of the Target Group**

Usually, for government and non-government organizations it is not possible to launch developmental plans for the whole country at simultaneously. Therefore, priorities are established and usually the preference is given to people living in remote rural areas, without any facility of the modern world, living purely on nature's endowment. There may be many such groups living in distant areas of a country. Therefore, for project purposes a specific group (area) is identified.

### **5.2 Analysis of the Situation**

Identification of a group enables us to concentrate our attention on the project activities. For better knowledge of the group and their educational and training needs, we start by analysing the situation which includes the survey of physical conditions of the area, soil, agricultural project, if any, and other raw materials, which could be used for some kind of technical and vocational training.

Most of this information may be obtained by visiting the site itself and talking to the local leadership, workers and the common man. If there is any government office, it may provide information regarding culture, religion, habits and common diseases. There may be some literature available about the life in that particular community. It may reveal several hidden things about them.

Although much of the information is obtained by indirect means of literature and the leadership of the area, but to identify the felt needs of adults, we should not depend on the secondary sources. We should arrange, either to interview all adult population of the area or, if possible, to get the question series tilled up by direct talking to them.

Some needs may be expressed by the adults, and so far as possible, these may be assigned priority. Some issues given by local leadership might be of much importance. And a training programme adapted to these issues may arouse a lot of interest and enthusiasm. But more important are the goals and objectives of the programme for which investment is being made. In our case, major area of interest would be the insertion of population education concepts in all study materials.

A systematic way of reaching the necessary information is as under:

### **5.3 Analysis and interpretation of data**

Tabulation of information sought through the questionnaire will help us to know the needs of the most of the people which can be assigned priority in the programme. It will also help in preparing the profile of the community people which can serve as a reference point in later decisions.

**i) Formulation of Programme Objectives**

In the light of information provided by the data, some new objectives could be added to the programme objectives already delineated by the sponsoring agency.

**ii) Determining the Content of the Programme**

Analysis of the data helps in identifying the main content areas to be included in the scheme of study for adults.

Generally, in South East Asian Countries the following form the curricula for adult education centres:

1. Literacy
2. Functional education (type of functional education will depend on the expressed needs of the people).
3. Health education
4. Child welfare and mother care
5. Civic education
6. Resource utilization

**iii) Content area of population education to be integrated**

In some countries it may be possible to ask questions about the existing behaviour of parents regarding population practices. But in many communities, it may be regarded an interference into the personal life of the people. Students are advised not to be so enthusiastic as to ask questions, like these ones:

1. Do you practice family planning?
2. What kind of devices do you use for this purpose?

Although most of the UNESCO material includes such questions but as teachers and educational planners we need to avoid indulging in such discussions and should concentrate on what to teach, and how to teach?

The following areas are identified as the main thrust of the population education programmes

**I. Family Size**

- A. Effects of family size on:
1. Production and supply of food
  2. Nutrition of family members
  3. Mother and child health
  4. Ability of parents to provide health and medical care for their children.
  5. Ability of parents to provide attention and guidance for their children.
  6. Ability of parents to provide leisure time activities for the family members.
  7. Ability of parents to provide education for their children.
  8. Family savings

## **II. Population Structure**

- A. Population situation of the villages highlighting population size, age-sex structure, birth and death rates.
- B. Effects of population size and growth on:
  - 1. Provision of adequate safe drinking water for the community.
  - 2. Environmental sanitation
  - 3. Spread of communicable diseases
  - 4. Employment opportunities for the village labour force.
  - 5. Health services, facilities and supplies.
  - 6. Infrastructure such as roads, school buildings, bridges, irrigation, ditches etc.
  - 7. Transportation facilities and other social services
  - 8. Status of women
- C. Effects of young age structure on community services such as education, health and recreational facilities.

## **III. Migration**

- A. Migration situation in the villages which may include migrants characteristics such as age, sex, education, occupation etc.
- B. Causes of migration to towns and cities
- C. Effects of out migration on the place of origin.
- D. Measures to remedy the unfavourable effects of out migration on the village

## **IV. Family Planning**

- A. Family planning methods.
  - B. Counteracting rumours on side effects of family planning methods.
  - C. Available family planning services and facilities in the village or nearby places
  - D. Available reading materials on family planning and their sources.
- In addition to these areas it has been suggested that the out of school youth and adults may be provided education regarding the following issues.

### **I. Basic concepts of population dynamics**

- A. Births
- B. Deaths
- C. Migration

### **II. Factors contributing to large family size**

- A. Early marriage
- B. Sex preference
- C. Other pronatalist values

Although the above proposed content is very comprehensive and covers almost all aspects of the social life of a village or rural community, we need to remember that adult education and literacy programmes are not confined to rural community.

People living in congested urban centres also need literacy and functional education classes. Population expansion affects their (urban people) socio-economic life in another way. Therefore, workers are requested not to curtail their content to include the above topics only. Some issues will definitely differ from community to community. Therefore the selection of content areas, both of literacy and adult education and that of the population education, may be made in the light of the survey of the needs of the people and their socio-economic conditions.

Some other population education areas, which may attract the attention of the clientele are the effects of population growth on.

- a) Housing
- b) Environment with special reference to pollution
- c) Industries and industrial labour force
- d) Social Problems
- e) Fuel needs and forests
- f) Land distribution and surplus agriculture labour force.  
There is no doubt that topics under "IV-Family Planning" above are a part of population education programme, but, as explained earlier, due to cultural variations and social constraints these topics should not be included in the curriculum of out of school youth and adults. Topics like these are usually covered by the population/family planning/health workers. Because they are in better position to talk on issues like these and advise them about the ways of controlling population by the way of using family planning devices.
- g) How to control population?
  1. Birth control
  2. Spacing
  3. Breast feeding
  4. Late marriages
  5. Female education
  6. Recreational facilities
  7. Economic well being

#### 5.4 Adult Education Programme

Adult education is a very vast area of study; therefore, the material to be integrated can be of different interests and varieties. As said earlier, adult education programmes launched for the development of certain community usually cover areas of functional education, health education, civic education etc. Therefore, some examples of material for integration into the above areas are presented below:-

##### **Example-1: In a lesson on sanitation**

As you see there has been no cleaning of drains throughout the year. Now the village seems to be surrounded by the ponds of dirty water. There is every where a bad smell of stagnant water continuously polluting the air we breathe.

Perhaps that is the reason that there has been comparatively more cases of typhoid, diarrhoea and cholera this year. There was less water coming out of the houses and less problem of draining it out of the village. During this period a lot of people have shifted to the village because of road side business attractions. Expansion of the village has been very irregular and now we are facing a lot of new problems.

### Example-2

As you remember about fifteen years back there was shortage of labour force both for industry and agriculture. Available people demanded sufficiently high wages. But as the time passed slowly a change was witnessed first in the agriculture sector. Large pieces of land were divided into smaller ones, and people preferred to cultivate their land by themselves. As the land left was very small therefore no extra labour was required. In some families, the piece was too small to absorb the adult members of the family, migrated to the industrial centres for seeking employment. But as the population, grew more rapidly it did not take much time in all sectors of economy to reach the saturation point.

### 5.5 Points to Recall

- Integration of population education concepts into some other subject area can be made when the material of that subject already exists.
- For adult education programmes the study material is developed after analysing the situation where the adults live.
- Usually this information is obtained by conducting a need assessment survey, talking to the local opinion leaders, officers, and other agencies already engaged in some development programmes.
- In the light of the findings, main topics (content area) are identified.
- Topics are developed into detailed content.
- Population education concepts are integrated into this content.

### 5.6 Self-Assessment Questions

1. Why do we need to integrate population education concepts into learning material of adult education and literacy programme?
2. How do we come to know of the needs of adult learners?
3. What are generally the major areas of interest for adults?

### 5.7 Activity

Prepare integrated material for adult learners depicting the following themes of population education:

1. Deforestation
2. Pollution
3. Employment
4. Malnutrition

## 6. Answers to Self Assessment Questions

As all the self-assessment questions are subjective type, therefore for answers please study the same section of the unit again.

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## UNIT 9

# POPULATION EDUCATION AND WOMEN EDUCATION

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## INTRODUCTION

There is no controversy in that the success of any population education programme depends upon the equal participation of women. This appears to be the reason that a separate unit entitled describe the profile of Asian women as related to their status and various roles performed by them in the society. The knowledge of such characteristics of women help the planners in identifying and structuring the most suitable programmes for them. As a matter of fact, no programme can be conceived without knowing the target population. Factors related to the fertility rate also help in understanding the women of various employment status and educational levels with special reference to the need for a population education programme. These factors and characteristics including the concepts of population education most relevant to women, modes of incorporating such concepts in the existing women programmes of varied nature and the delivery methods to be used with women population, are the major concerns of this unit.

## OBJECTIVES

It is expected that after going through the unit you will be able to:

1. Understand the states of women in Asian countries with reference to; legislation, education, employment roles performed by women i.e. conjugal, domestic, kin and individual;
2. Understand the effect of education and employment on fertility;
3. Describe the need of population education for women with reference to: (a) target family size of family planning campaigns, ideal family size as perceived by women and actual family size and (b) health problems faced by women;
4. Identify different types of women education programmes where concepts of population education can be incorporated;
5. Identify the approaches for incorporating population education programmes into women programmes.
6. Identify the concepts of population education most suitable to women programmes;
7. Understand the basic principles which should run through all population education programmes for women, and
8. Describe the methods and techniques to be used for imparting female population education concepts.

## 1. STATUS OF WOMEN

The term status is used to denote the legislation provided for the equitable treatment of women; their access to resources such as education, gainful employment, health services; and the prestige, authority and power that a woman has in the society. Authority usually means the right to control the use of joint resources and the lives of others and the power is defined as the ability to influence decisions made by those with authority. The roles that a woman performs are attributed to her status. The various roles that a woman can play are parental, occupational, conjugal, domestic, kin and individual.

### 1.1 Legislation

Protective legislation for women has been enacted in most South Asian Countries to protect women from the effects of disruption of her family and from exploitation of her labour.

The legislations are generally with reference to the payment, amount of dowry, prohibiting, child marriage, permitting remarriage of widows where this is prohibited by tradition, establishing the right to own property and land where this is not the norm and the right to equal pay for equal work. It is difficult to apply any law without social support, and social atmosphere in the region has not been generally in favour of women. Therefore, many of the laws are being violated in Asian countries and women are still deprived of many of their legislative rights.

## 1.2 Literacy and Education

The degree of literacy among women is important not only for the development of country, it is also important in terms of the awareness of their legal rights & for their general welfare.

Female literacy varies from country to country. Japan has the highest female literacy since long time. The enrollment of girls is in primary schools equal that of boys and the percentage of girls progressing to upper secondary schools has surpassed that of boys. But the proportion of female who complete higher education is still lower than that of males.

In Korea and Taiwan female literacy is catching up with that of men. In Malaysia female literacy is 63.7%. And literacy is equal among age group of 10-14 years, but within age group 15-24 men have slightly higher percentage of the literates and the difference among both sexes is greatest for the age 25 and above. Marked differences between literacy percentage of men and women are observed in Indonesia, India, Bangladesh and Pakistan. In Indonesia, 71% of men and 49% of women are literate. In Bangladesh twelve out of 19 districts had female literacy rate below 13.7 percent. This percentage was 30 for men. The literacy percentage was lowest for rural women i.e. 10.9 percent. At primary level, female enrollment constituted only 32 percent of the total enrollment. In India (1981) the percentage of literate men and women was 46.9% and 24.8%, respectively. The percentage of male and female literacy in Pakistan (1981) was 40% and 19%, respectively.

### Literacy rate-Male/Female in South Asian Countries

Country	Male Literacy	Female Literacy
KOREA TAIWAN	FEMALE LITERACY IS CATCHING UP WITH THAT OF MEN	
MALAYSIA	100%	63.7%
INDONESIA	71 %	49%
BANGLADESH	30%	13.7%
INDIA	46.9%	24.8%
PAKISTAN	40%	19%

In some areas of Pakistan literacy is extremely low, i.e. in rural Balochistan, it is less than 2 percent.

### 1.3 Employment

Women in Asia are employed in agriculture. The employment in agriculture is, however, decreasing as the modern economy expands. Where traditions prevent women working outside the home, care of live-stock, processing of harvested crops, and craft and similar other jobs are carried by the women. Women generally perform all house-hold jobs, in addition to employment type activities. Although a major proportion of women are employed but they are reported as non-working household members in the census reports. But the fact is that these jobs do contribute to family income. According to International Labor Organization, the women although unsalaried and often uncounted in certain national statistics and in the workforce composition, are in fact the most over employed element of society.

Throughout Asia, women make an important contribution to family income. The lower the socio economic status of family, the greater the proportion of income contributed by women. Women are, however, facing inequality in their wages. Mostly, their wages are low. In most cases, it may be in the form of unpaid labour or exchange labour at the time of planting and harvesting.

The nature and extent of women work in various countries of Asia has some variations. For example, in Sri Lanka 70.4 percent women were engaged in agriculture and related activities, while 55 percent of the urban female workers were engaged in community, social and personal services and 14 percent were engaged in manufacturing.

In Philippines, one third of the labour force are female. Out of all Asian countries Thailand has the highest proportion of women working in the labour force i.e. 64 to 72 percent of the total women. They generally hold least skilled jobs at the lowest wages.

Burmese men and women do all types of jobs. Men may be doing household and women might be working in the fields. Thirty eight percent of the Japanese work force comprises female which is 35 percent of the total female population.

In Pakistan, only 5-10 percent of the women are reported to be working. Other farm activities, they work along the building constructions and other daily wages type jobs. But the matter of fact is that actual proportion of Pakistani women in the labour force is much higher. She spends at least five hours a day in animal caring, collecting, carrying and preparing fodder. Other major daily activities include milking, churning, cooling food and carrying it to the fields for men. During the wheat harvest women spend ten hours a day in the field. She also help in rice transplant and in sowing. In case of 'Katcha House' (mud house) women also have to generally renovate their house twice a year with mud and clay.

## PERCENTAGE OF WOMEN WORKERS IN ASIAN COUNTRIES

COUNTRY	PERCENTAGE
SRI LANKA	70.4%
PHILIPPINES	1/3 of the Total Labour Force
THAILAND	65-72% (Highest Proportion)
BURMA	Equal To That Of Men
JAPAN	38%
PAKISTAN	5-10%
INDIA	14.44%
NEPAL	57.8%
BANGLADESH	4% (Lowest)

In India, according to the census of 1981, 14.44 percent of the women are in labour force. Again, like Pakistan, this figure does not include the rural women who work on the fields but are recorded as house wives.

In Nepal, 57.8 percent women participate in labour force. This proportion is the second highest in Asian countries. Women collect firewood and dry leaves in the forest for fuel and bring water to home. They spade and hoe the fields, carry manure to the land and dry it and store and mill grains. About 98 percent of the working women are employed in agriculture.

The percentage of economically active women was lowest in Bangladesh. Out of all women of age 10 years and above only 4 percent are economically active.

### 1.4 Access to Higher Positions in the Professions & Management.

In big cities and towns of Asia women do participate in professions. But their participation remains in those professions which are in line with their customary role. At least 83 percent of all women professionals are either midwives, nurses or teachers. Second reason of reluctance to appoint women to managerial positions is the unwillingness of males to take direction from women, because men are habitual to be in dominate positions. Another reason for women being debarred from professional fields traditionally considered men's job is the narrow range of subjects offered for female at secondary school stage.

Even in Japan where the female participation in labour force has increased considerably, women have not been able to get into executive positions and there is discrimination against women in the matters of ages and salaries. Only 1 percent of working women as compared with 7 percent of working men are in managerial positions.

In Malaysia only 3 percent of administrative and managerial workers are women. In Korea only 1.8 percent of professional and administrative positions are held by women.

The condition of women employment in high offices is almost similar throughout Asia. Women face great difficulties in promotion to higher positions. India is one exception where women ration to men is 1.7 in Indian administrative service, India foreign services and Indian political service.

### FEMALE PARTICIPATION IN EXECUTIVE JOBS SOUTH ASIAN COUNTRIES

COUNTRY	PERCENTAGE AS COMPARED TO MEN
JAPAN	1%
MALAYSIA	3%
INDIA	1-7%
KOREA	18%

#### 1.5 Roles of Women

In every society women have to play a number of roles such as family, domestic, economic, social and individual. But a women contribute to the determination to her status which affect fertility rate.

##### 1.5.1 Conjugal Role/Role of Wife

Marriage is almost universal for women. It is considered one of the most important roles of women. Many working female have to withdraw from their jobs after marriage. It clearly shows that role of a wife and mother is the most important of all other roles.

In Malaysia, the minimum marriage age for boys and girls is 20 and 18, respectively, In Bangladesh, girls marry between the ages of 8 and 16 and the presence of an unmarried girl over the age of 16 is a sign of perverty.

In Pakistan, marriage age is about 18 for boys and 16 for girls especially in rural areas. But the actual average age for marriage for girls is 16.5 years. In India this age is 17.2 years.

In most parts of Asia, the marital bond is subordinate. The companionship model of marriage is not prevalent in most countries. However, with education, press and fiction, the companionship model is becoming popular.

### MARRIAGE AGE FOR BOYS AND GIRLS IN ASIAN COUNTRIES

COUNTRIES	BOYS	GIRLS
MALAYSIA	20	18 yrs
BANGLADESH	-	8-16 yrs
PAKISTAN	18	16 yrs
INDIA	-	17.2 yrs
17.2 YRS		

### **1.5.2 Domestic Role**

For the vast majority of Asia women who work both in rural and urban areas, the reason to go to a job is basically economic. Otherwise women prefer to stay home and look after the children. Even the highly educated and affluent women like to be house-wives only. Middle class women also take pride in being house-wives only.

### **1.5.3 Kin and Community Role V/S Individual Role**

Asian women see themselves and are seen by others as the component of a family and, often, of an extended group related by birth and marriage. They usually exist as a member of a kin group rather than an individual.

Friendship of Asian women are generally among kin and neighbourhood. The mental horizon of women thus remains restricted. Men make friends of their own sex and that applies even more strongly to women.

The concept of individuality is still not much known. The women who are working are generally doing so for economic reason and not for intellectual or personal pursuits. Even in countries with long history of female education women are not working to achieve individuality or achieve purely personal goals. Some elites are, however, beginning to support the concept of intellectual satisfaction in work.

### **1.6 A Glance at the Status of Asian Women**

1. Productive legislation has been enacted but it lacks social support, therefore, many of the laws are being violated.
2. Female literacy varies from one country to the other. However, literacy rate is better among younger groups as compared with the adult and older population.
3. Women are generally employed in the agricultural sector and they perform all household jobs in addition to their employment.
4. True statistics about proportion of employed women are not available in the census of Asian countries.
5. In big cities, women participation is mostly limited to the professions which are in line with their customary roles.
6. The proportion of women in managerial positions is very low when compared with similar proportion among men.
7. Women, at large, face discriminating in matters of wages and salaries.
8. Conjugal role is considered as the most important role of Asian women.
9. Most of the Asian women take pride in being house wives only.
10. Asian women, generally, exists as a member of a kin group rather than an individual.



## 1.7 Self Assessment Questions, Set-1

Encircle 'T' statement is true and 'F' if the statement is false.			
T	F	1.	Women have equal legal rights to men.
T	F	2.	Women are getting all their legal rights.
T	F	3.	Literacy rate among women of age 25 and above is satisfactory.
T	F	4.	Problem of illiteracy among women is most acute in Pakistan and Bangladesh.
T	F	5.	Women are in fact most employed element of the society.
T	F	6.	Women are mostly employed in industrial units.
T	F	7.	Women have equal access to administrative and managerial positions.
T	F	8.	Most of the educated working women have to quit their jobs alter marriage.
T	F	9.	Asian woman is independent to make decision about family size.

## 2. FACTORS AFFECTING FERTILITY AND RELATED ISSUES

Although all the components of status and role affect the attitude of women toward family size and the actual fertility. But most of the researchers have concentrated on studying the effect of education and employment status on fertility and have provided evidence of relationship between education and fertility as well as employment and fertility.

### 2.1 Education and Fertility

Generally, the, primary level education has positive correlation with fertility in Asia. Meaning, thereby, that fertility ratio of women with primary level of education is greater than that for illiterate or uneducated women. But with middle level and higher education, the fertility ratio starts becoming inverse. For example in Korea, fertility ratio is lowered by 7.9 percent after middle level education, 14.22 percent after secondary education and 16.29 percent after higher education. In India an inverse relation between fertility and education occurs only after matriculation. In Philippines, the decrease in fertility occurs after 7th grade. In Pakistan, the decrease in fertility with education up to 8th grade is quite insignificant, i.e. for two age groups, 25-34 and 35-39 with education up to middle level the fertility ratio was 4.5 and 6.4, respectively. The same ratio for illiterates was 4.5 and 6.6 respectively, a minor difference. But with education more than 9 years of schooling the fertility dropped to 2.9 and 4.8.

Plausible reason of no effect of primary level education on fertility is that in least literate societies education initially increases the ability to have live births probably through improved health, better nutrition, abandoning traditional patterns of a lactation and postpartum abstinence. Initially this effect seems strong enough to counteract the effects of education on the postponement of marriage. But the higher education lowers the demand for children and altering their perceived costs and

benefits. Moreover, highly educated couples can communicate better and hence better knowledge and access to contraceptives.

The education of women, however, causes more decline in fertility as compared with the education of husbands. Thus, woman education has comparatively stronger and direct bearing on fertility rate.

## **2.2 Employment and Fertility**

Women employed in urban areas and having full time employment have lower fertility. But the women working on the farm and unpaid jobs have highest fertility rate. The unemployed women are at intermediate level regarding the fertility rate. The employment affects fertility reduction if the woman is employed in urban rather than rural areas and away from the home where she gets help for childcare and in the modern way rather than the tradition sections of society.

## **2.3 Family Size**

In all Asian countries, the total number of children per family is more than two. The attitude of women is in favour of large families. In Bangladesh, women consider more children an insurance in old age or in case they become widows. Burmese women expressed three children as an ideal number but they take six children as normal. Most Indonesian women consider 4 children as an ideal number. Taiwanese women think about limiting the number of children after third or fourth child. In Pakistan, ideal number children expressed by women was 4 to 5. There was difference in the opinion of rural and urban women. According to the urban woman this number was 3.9 while rural women considered 4.3 as the ideal number of children.

Actual number of children per family exceeded the ideal number in all countries. The actual number of births per woman (1987) was highest for Pakistan, i.e. 6.6 (presently it is 5.9 per woman). In Bangladesh, Bhutan and India, there was 5.8, 5.5 and 4.3 per woman births, respectively. Lowest number was observed in Sri Lanka, 2.8 births per woman.

## **2.4 Health Problems**

The Asian women have generally insufficient awareness about their health and nutritional problems. They also have low access to health facilities. Other than common diseases of every region, women generally suffer from iron deficiency and anemias. Maternal mortality is also high in many countries of Asian region. For example, this rate is 1.8 per 1000 in Pakistan and 3 per 1000 in Indonesia. Leading cause of maternal mortality is their poor nutritional status. In some societies feeding priority is given to senior males in the household, then women and children consume the left overs, which results in nutritional deficiencies among girls, old women and pregnant women. In addition to poor diet, if pregnant women also spend calories doing physical labour, their nutritional status can be expected to suffer raising the risk of maternal mortality.

## 2.5 Fertility and Relates Issues: Salient Points

1. Inverse relationship between education and fertility begins only from middle school education onwards.
2. The education of women causes more decline in fertility as compare with the education of husbands.
3. Highest fertility rate has been observed among women working on the farms and unpaid jobs followed by unemployed women and the lowest fertility among women employed full time in urban areas.
4. The actual family size in all Asian countries is higher than the ideal family size perceived by women and the target of family planning campaigns.
5. The ideal family size perceived by Asian women is much higher than target family size of family planning campaigns.
6. The actual number of births per woman was highest in Pakistan followed by Bangladesh, Bhutan and India.
7. Asian women suffers from iron deficiency and anaemias.
8. Maternal mortality is very high in Asian countries and its leading cause is poor nutrition.

## 2.6 Self Assessment Questions - Set 2

Please encircle "T" if the statement is true and "F" if the statement is false.

T	F	1.	The minimum educational level for decreasing fertility is primary.
T	F	2.	Women working on the farms have lowest fertility.
T	F	3.	Population education is needed to change the present concept of ideal family size.
T	F	4.	Asian women is duely aware of her health and nutritional problems.
T	F	5.	Actual family size far exceeds the, ideal family size perceived by women as well as the target family size of family planning campaigns.
T	F	6.	Leading cause of maternal mortality is low nutrition.

## 3. WOMEN'S PROGRAMMES OTHER THAN FORMAL EDUCATION

Population education, health education, family planning education and the related services are carried to the women by a variety of organizations through multiple activities, media and programmes. Other than government departments and ministries like health, social welfare, family planning and education, a number of NGOs are working in the field. NGOs sometimes work in isolation and sometimes they integrate programmes with government agencies and projects. Three such programmes and projects are mentioned here: (i) Rural Family Planning Programme of Allahabad, India, (ii) Shadab Integrated Rural Development Project of Pakistan and (iii) Community Education Programme of Indonesia.

Rural Family Planning Programme of Allahabad used community centre approach for the promotion of sound health practices including (a) pre and post natal care, (b) teaching mothers about child health, nutrition and home management and (c) encouraging child spacing. The techniques used were generally group meetings on specific subjects, guest speaker in an informal manner, free discussion, shows and exhibitions and printed material.

Shadab Integrated Rural Development Project of Pakistan is another example. This programme included a component of nutrition, child care and other family planning education. Family Planning Association of Pakistan, an NGO, worked closely with the project. Similarly in Indonesia, general community education programmes were carried out. The project included mobile audio-visual units in addition to the techniques mentioned under Allahabad Project.

Other programmes for women in the region include:

1. Literacy Programmes for Women
2. Mother care/Home Care Craft Centres
3. Courses in Non-Formal and Vocational Training
4. Home Economics Activities
5. First aid, nutrition, environmental education, health, home nursing, business management, religion education and cooperatives.

#### **4. POPULATION EDUCATION AND WOMEN EDUCATION**

The idea of including the concepts of population education in the formal school education except home economics has been discussed in the chapter on Formal System and Population Education. The same concepts and approaches can be used for formal female education as well.

##### **4.1 Methods for Integrating the Concepts**

For integrating the concepts of population education in special women's programmes, the permeation approach or infusion can be used. Under this approach, the concepts of population education are not arranged under one heading or unit rather the relationship between concepts of population education and other topics are established throughout the programme. Rational behind using this approach is:

- a) Courses and syllabi of special short programmes are not rigidly formulated. Most of the programmes are formulated or altered to meet the needs of target population. Therefore, it is easy to incorporate the concepts of population education into the programme whenever needed.
- b) The concepts of population education taught in isolating to the environment, needs and problems of the adult population become meaningless and boring. Permeation can bring more meanings to these concepts.

So far as home-economics as a formal education is concerned, separate units on population education including health education can be added to the existing subjects.

Teacher training programmes should have a separate course on population education. At teacher training level, full course concerned with population education is needed to: (a) create indepth awareness about the population growth and its consequences from individual and family to the community and world as a whole, and (b) to change their attitude toward this problem so that they can successfully and with conviction transfer the same attitude to their students in the future.

#### **4.2 Concept of Population Education Relevant to Women Programmes**

Population education is defined in several ways. But for adults, population education is generally a programme in which the participant obtains full knowledge and action-guiding perception of the consequences of his action in the areas of family formation. It also provides for the study of population situation in family, community, nation and the world. The purpose is again to develop in learner rational and responsible attitude and behaviour toward that situation.

Most of the concepts of population education are needed to be included in all types and levels of programmes conducted for women. Some concepts can be special to a certain programme. Even the same concepts can be included with different weightage in different programme. This means that units and information on population education under different programmes cannot be mutually exclusive. However, the mode of presentation, and the detail will differ according to the nature and duration of the programme and the nature of the recipients. It is up to the worker/teacher to pay attention to the nature, needs and interests of audience. He/She should categorize audience and choose messages and media accordingly.

#### 4.2.1 General/Common Concepts

All programmes of women education should include the following concepts:

Concept	Information/Content
1. Basic demographic Concepts.	1. Some facts about the population of village, city & country - demographic.
2. Population increase and its future trends.	1. Approximate increase into the population of village, city and country in the last ten years. 2. If not controlled, predictions for the next 10-20 years
3. The consequences of population and its impact on socio-economics development	1. Relationship between population growth and macro-level socio-economic development 2. Effect of population growth on provision of basic necessities food, housing and clothing, increase in prices, etc. 3. Population growth and availability of natural resources land and other resources. 4. Effect of population growth on maternal and child care. 5. Effect of the availability of welfare and other services health, education, etc. 6. Population growth leads to several social and economic problems over crowding, division of property in family, litigation & shortage of amenities. 7. Health & sanitation problems due to population increase - air pollution, water pollution, drainage/ sewerage system etc
4. The national population policies & programmes	1. National policy on population growth. 2. Family Planning & related programmes in the community & nation. 3. Organizations involved in population education programmes.
5. Develop rational and responsible attitude and behaviour toward family size, national population programmes and related programmes.	1. Rational and responsible attitude and behaviour toward number and spacing of children. 2. Rational responsible behaviour toward health education programmes.
6. Women involvement in Development and reduction in poverty.	1. Women's role of child bearing. 2. Effect of involvement in other roles-development and its effect on reduction in poverty and improvement of quality life

#### 4.2.2 Home Economics

Concept	Information
1. Basic necessities shelter and clothing	1. Per capita requirement of basic necessities. 2. Available per capita 3. Malnutrition and resultant poor health
2. Availability of these necessities varies from place to place	Rapid population growth its results lack of available basic necessities, high prices.
3. Rapid increase in population leads to inadequate supply of goods and rise in prices.	Family size and its relation to standard of living. Some idea of comfortable living.
4. Poor standard of living affects adversely the consumption level of people with reference to food clothing, education, medication, facilities	The relationship between population and standard of living. Examples of developed & some developing countries.
5. Growth of population leads to migration from rural to urban areas	Rush of cities, rise of slums, lack of housing facilities and insanitary conditions

#### 4.2.3 Health, Nutrition and Child Care

The concepts of health and nutrition are basic to all women programmes. Therefore, these concepts and related information must be incorporated in all types of programmes for women starting from the illiterate women in formal education, women who need it immediately and the women who will get it delayed benefits that is adolescent and young school girls.

#### Health

Concept	Information
1. Positive health averts diseases.	Common diseases, communicable diseases; Preventive measures such as immunization: better hygiene and sanitary conditions in living and cooking etc; treatment of diseases like diarrhea, cough and cold among children.
2. Health facilities tend to become inadequate with rapid growth of population.	Available health facilities in town, state and country; inadequate hospitals; Consequences of non availability of health facilities; epidemics.
3. Small families in comparison to large families help in promoting better health.	1. Family size and the health of the members with particular reference pregnancies before 18 and after 35 years of age. 2. Small family better availability of food, accommodation, medical facilities / and other amenities.
4. Malnutrition and under	Meaning of malnutrition & under nutrition

nutrition leads to bad health & diseases.	results: poor health, diseases, low vitality, poor performance, low yield, low production.
5. Size of family is an important factor in determining the nutritional status of the members.	Family size and its impact on family budget and on food. Perceptive food consumption, quality and quantity of food.
6. Child health and child care Facts for life; The top ten messages from UNESCO.	The health of both woman & children can be significantly improved by spacing births at least two years apart by avoiding pregnancies before the age of 18 and by limiting the total number of pregnancies to four.
a) Relationship between mother's health & Child's health facts for life. (UNESCO Message)	To reduce the dangers of child bearing, all pregnant women should go to a health worker for prenatal care and all births should be assisted by a trained person.
b) proper pre-natal care and child's health.	Importance of breast milk in the early months of baby's life and adding other food from age four to six months.
c) Type of food & child health in early months of baby's life and after six months and onwards.	
d) Type of baby food after six months	Special feeding heeds of children under three years of age. They need to eat five or six times a day and then food should be specially enriched by adding mashed vegetables & small amounts of fats or oil.
e) Care and treatment in diarrhoea.	Diarrhoea can kill by draining too much liquid from a child's body. So the liquid lost each time the child passes a watery stool must be replaced by giving the child plenty of the right liquids to drink-breast milk, diluted gruel, soup or a special drink called ORS. In serious case medical help is needed.
f) Immunization as protection against several diseases.	Immunization protects against several diseases which can cause poor growth, disability and death. All immunization must be completed in the first year of the child's life. Every woman of child bearing age should be immunized against tetanus.
g) Cold and Cough	Most coughs and colds do get better on their own. But if a child with a cough is breathing much more rapidly than normal, then the child is seriously ill and it is essential to go to a health centre quickly.



h) Better hygiene and good health	Many illnesses are caused because germs enter the mouth. This can be prevented by using latrines, by washing and keeping hands clean and by boiling drinking water if it is not from a safe piped supply.
i) Extra meal after illness	Illness holds back a child growth. After an illness, a child needs an extra meal every day to make up the growth lost.
7. Responsibility of women for the status of her own health and family's health.	1. Importance of good health, its meaning. 2. Need for developing healthy habits-cleanliness, sanitation.
8. Large Families with lack of facilities suffer from bad health.	Need for good food pure water, fresh air, rest, exercise.
9. Unsanitary conditions lead to the spread of communicable diseases.	1. Factors reasonable for bad health, personal hygiene; lack of nutritional food. 2. Life in large families living in unsanitary conditions, victim to common diseases, communication diseases and preventive measure.

#### 4.3 Principles Underlying Population Education Progress

Since most of the audiences will be youth or adults, basic principles of adult learning should be the base of all population education programmes. Adults learn and accept new things better when learning takes place in an atmosphere of mutual understanding, acceptance, sharing and trust. To create such a teaching-learning environment the following measures may be adopted:

1. An environment of active learning through self discovery be created. People learn better when they feel that they are personally involved in the process. They should be provided changes for mutual discussion and for the discovery of the problems. They should be encouraged to form their own opinions and conclusions so that they can choose the alternatives most suited to their own needs and desires.
2. People should be respected: Each participant should be given due respect. sense of caring for each individual should prevail.
3. A climate of openness be created. All topics of population education demand that opportunities for expressing personal concerns, feelings, ideas and beliefs should be provided.
4. People should be allowed to express their differences and ideas. Their views should be evaluated through group discussion.
5. An atmosphere of trust should be created. Participants should have feeling

that they are trusted and they should learn to trust other participants as well as the teacher/worker/leader.

6. A non-threatening rather supportive psychological environment should be created where people feel confident and express themselves freely.

#### 4.4 Methods and Techniques of Delivery

As less educated and illiterate people relate to the world through their personal contacts and have greater dependence upon communication by words and gestures. Therefore, techniques based on these principles should be used predominantly. Some of the techniques as:

1. **Problem-centred Approach:** Population education programmes must relate to the family and village/community situation problem. This will help in making the participants realize that the knowledge acquired has immediate relevance and usefulness, particularly illiterate people tend to focus on the immediate present.
2. **Self actualization, experimental learning:** This method is designed to help the participants accept responsibility for self and others in a small group learning experience. They learn in a series of learning experiences. Important steps of this method are:
  - a) members of this group take part in a series of small group discussions that deal with topics agreed on by the participants, of course, guided by the group leader/ population education worker;
  - b) they learn more about themselves – present situation, problems etc.
  - c) they decide through discussion and experience. Brief learning sessions encourage self expression, strengthen peer bonds and enables participants to carry major responsibility of the outcomes of deliberations. The use of serialized, flexi-plans and open ended problems presented through a variety of media are the characteristics of this method.
3. **Projective Approach:** This is used when the problems are not posed directly but in an indirect way through the discussion over behaviour in a short story, drama, radio, T.V. or comic strip. Some times this technique becomes useful to open people to discussion on which they are not ready to talk directly.
4. **Use of Audio-Visual Aids:** All instructional and technological media, should be used to enrich and clarify the messages of population education. The media includes films, posters, radio-forum, wall newspaper, cassettes, demonstration, role playing, drama, puppet shows, exhibitions etc.

#### 4.5 Population Education for Women: A Summary

1. Permeation approach is suitable for incorporating population education concepts in most non-formal women programmes.
2. People should discover their problems and solutions through active participation in learning.
3. Participants of programmes should be respected as individuals.
4. A climate of openness be created for providing opportunities for expressing personal concerns, feelings, ideas and beliefs.
5. A combination of approaches like problem centered, experiential learning and projective approaches should be used.
6. Use of audio-visual aids is very beneficial in population education programme.

#### 4.6 Self Assessment Question: Set - 3

Fill in the blanks.

1. When you incorporate new concepts into the existing programme, the approach is called \_\_\_\_\_.
2. The permeation approach is easy to be used with short, non-formal women programmes because such programmes are \_\_\_\_\_.
3. Women programmes should follow the principle of \_\_\_\_\_ learning.
4. Illiterate adult demands the \_\_\_\_\_ relevance and \_\_\_\_\_ of any programme.
5. When the problems are posed indirectly the teaching-learning approach is called \_\_\_\_\_ approach.

#### 5. SUGGESTED ACTIVITIES

1. Make a survey of 50 women selected randomly from your work area to find out their employment status, number of hours they work in the occupation and domestic jobs.
2. Identify other characteristics of women in your area who need population education.
3. Identify and enlist women programmes within your department/organization.
4. Identify and enlist women programmes run in your work area by organisation/ministries/departments other than yours.
5. Select programme-wise concepts of population education that can be included in women programmes identified under 2 and 3 above.
6. Select the teaching-learning methods most suitable for the type of target women population in your area.

**Note:** The course participants who are not associated with any population education or any related programme can perform all above activities with reference to their locality/community.

## 6. Overall Self Assessment Questions

You can answer the following questions in detail in the light of your reading of this unit:

1. Is it correct to say that Asian woman, enjoys equal right to men. If not, explain the grounds of inequality.
2. Do you think that Asian woman is independent to make decision about restricting family size.
3. Why literacy or primary level education results in higher fertility.
4. How programmemes of health education can help In achieving the targets of family planning campaigns.

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