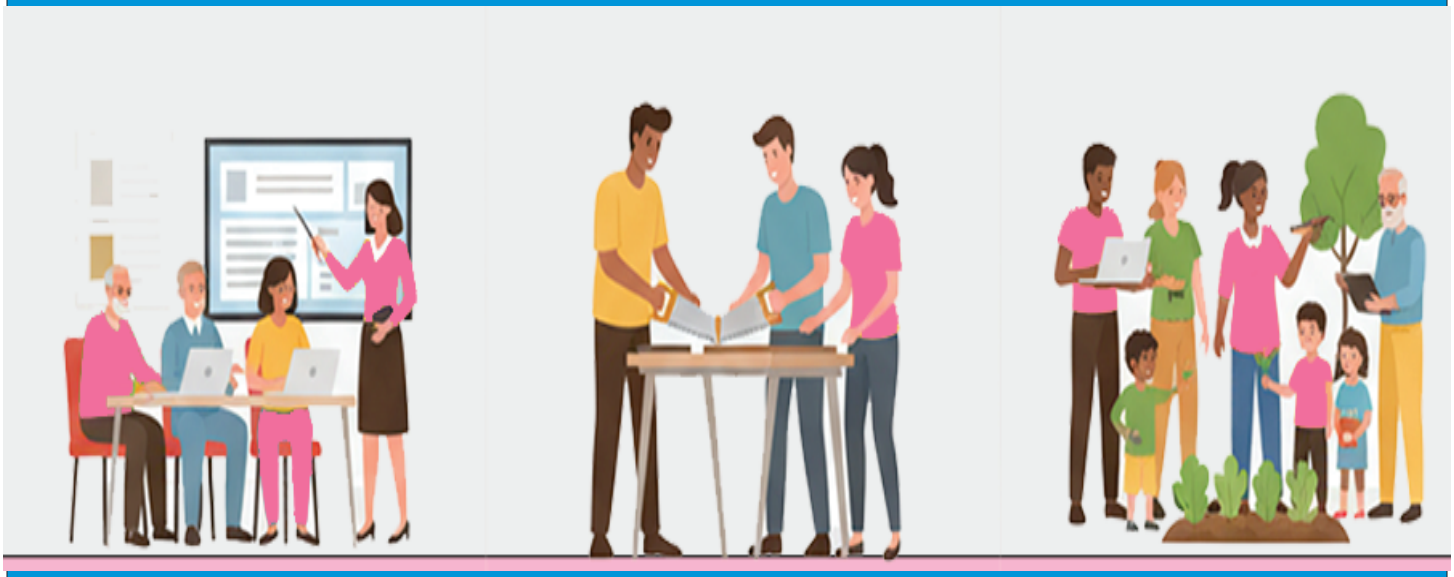
B. Ed-4 YEAR DNFE

NON-FORMAL DISTANCE EDUCATION

Course Code: 6309
Units: 1-9



Department of Distance, Non-Formal &
Continuing Education Department
ALLAMA IQBAL OPEN UNIVERSITY,
ISLAMABAD

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(DNFE)

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Allama Iqbal Open University, Islamabad

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FOREWORD

It gives me immense pleasure to present this comprehensive academic resource titled "Non-Formal Distance Education", a meticulously developed course book that caters to the emerging academic and practical needs of learners, educators, policymakers, and development professionals engaged in the field of alternative modes of education. This publication is a significant milestone in our ongoing commitment to advancing inclusive, flexible, and equitable education opportunities in Pakistan and beyond.

In an era defined by rapid technological transformation, shifting educational paradigms and global movements towards achieving the Sustainable Development Goals (SDGs), particularly SDG 4 "Quality Education for All" the importance of non-formal and distance modes of education has become more critical than ever. These modalities are essential in reaching out to the marginalized, the underserved, and those unable to participate in the conventional formal education system due to socio-economic, geographic, or personal circumstances.

This book is also a timely academic response to the growing demand for lifelong learning and alternative education pathways in the wake of global crises such as pandemics, climate change, and forced migrations. By integrating theory with practical examples and contemporary case studies, the book prepares learners not only to understand but also to respond effectively to educational inequalities.

I would like to commend the academic team, especially the Course Coordinator and contributing faculty, for their dedication and scholarly rigor in developing this book. Their commitment to academic excellence and societal relevance is evident in every chapter. This Endeavor also reflects our university's values of inclusion, community engagement, and learner-cantered pedagogy.

Furthermore, this book will serve as a critical reference for future policy formulation and educational reforms in Pakistan. It is hoped that students, researchers, practitioners, and policymakers will find this book insightful and use it as a springboard for further inquiry and innovation in the field of non-formal and distance education.

As a university leader, I envision a future where knowledge knows no boundaries and where learners from every walk of life have equal access to quality education. This book is a stride in that direction a tool for empowerment, equity, and national development.

May this academic work inspire future educators and researchers to reimagine education systems that are not just inclusive in theory but accessible and effective in practice.

Vice Chancellor
Allama Iqbal Open University

ACKNOWLEDGEMENTS

It is with profound gratitude and deep professional satisfaction that I present this course book on *Non-Formal Distance Education*. The development of this academic resource has been a collaborative and intellectually enriching journey, one that reflects the contributions, support, and inspiration of many individuals and institutions.

I wish to express my heartfelt appreciation to the team of academic contributors who worked tirelessly on this book. Each unit has been developed by subject experts who brought with them not only theoretical expertise but also field-level experience. Their commitment to academic rigor, pedagogical innovation, and relevance to the local context is clearly reflected in the depth and clarity of the content.

This book also benefited greatly from the feedback and insights provided by practicing educators, facilitators, and development professionals during our consultation workshops. Their ground realities, success stories, and concerns have been thoughtfully incorporated into the chapters to enhance the practical relevance of the material.

I am also grateful to the faculty, technical and administrative staff of the DNF&CE, who extended their support at every stage of the course development. Their efficiency in coordinating timelines, managing communication, and facilitating logistics made this complex task much smoother.

Finally, we dedicate this book to the millions of learners across Pakistan and the world who are seeking knowledge beyond traditional systems. It is my hope that this book will not only inform but also empower them to become change agents in their communities. May this resource serve as a beacon for those committed to transforming education into a more inclusive, equitable, and lifelong process.

Dr. Tahira Bibi
Course Coordinator
Assistant Professor, DNF&CE
Allama Iqbal Open University

LIST OF UNITS

Unit 1. Introduction to Non-Formal Education

Unit 2. Relationship of Non-Formal Education with other forms of Education

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Unit 8. Role of Educational Technology

Unit 9. Problems and Issues in Non-Formal Education

OBJECTIVES OF THE COURSE

1. Explain the meaning and definition of Non-Formal Education.
2. Discuss the definition formal. In-Formal and Non-Formal Education.
3. Pinpoint the Natura1 Scope of Non-Formal Education.
4. Appreciate the potential role of Non-Formal Education.
5. Differentiate between formal, informal and non-formal education.
6. Specify the links of non-formal education with he formal education.
7. Compare formal and non-formal education.
8. Examine the complementarity between formal a d non-formal education.
9. Analyse the financial allocation and sharing of resources between formal & non- formal education.
10. Identify the prevailing practices and major shortcomings between formal & non- formal education programs in Pakistan.
11. Special non-formal education programs in Pakistan.
12. Suggest possible solutions to the problems involved in complementarity between formal and non-formal education.
13. Identify various governmental/non-governmental agencies dealing with non-formal education.
14. Explain various non-formal education programs.
15. Pinpoint the specific issues and problems faced by non-formal education in Pakistan.
16. Evaluate non-formal education purposes, process and curriculum of both, public and private sector.
17. Suggest future planning and development of non-formal education in Pakistan
18. Discuss the role of non-formal education in comparative perspectives.
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    - **i)** China
    - **ii)** Colombia
    - **iii)** Indonesia
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    - **v)** Japan
    - **vi)** Thailand.
20. Identify the problems involved in non-formal education in the countries mentioned in objective No. 19
21. Appreciate the importance of non-formal education in national development.

22. Explain the role of non-formal education in the lives of the young people.
23. Specify the techniques of on-the-job training through non-formal approach.
24. Identify the role of non-formal education for community and adults.
25. Explain the possible problems involved in non-formal education for different target groups.
26. Explain the art of planning.
27. Identify criteria for the design of planning programmers.
28. Plan non-formal education at different levels national, regional and programmer level.
29. Identify the issues relating to the planning of non-formal education.
30. Apply leading takes in the planning of non-formal education.
31. Discuss different steps in planning non-formal education.
32. Explain the principles of curriculum development for non-formal education.
33. Explain aspects of financing non-formal education.
34. Specify important key questions kept in mind before budgeting for non-formal education.
35. Evaluate the cost-effectiveness of non-formal education.
36. Identify different terms of costs to be used for costing of non-formal education.
37. Critically examine the procedure of costing for non-formal education.
38. Compare formal and non-formal education particularly with reference to cost.
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    - **ii)** Explain the role of television in non-formal education.
    - **iii)** Evaluate the role of non-broadcast media in non-formal education.
    - **iv)** Identify the significance of films in education.
    - **V)** Appreciate the importance of advertisement slides, newspaper, magazine.

pamphlet and chart in teaching learning process.

39. Critically analyse the basic assumptions about non-formal education.
40. Explain the problems involved m the use of non-formal education
41. Evaluate the possible solutions to the problems and issues in non-formal education.
42. Explain the impact of problems and issues on the learning through non-formal education.

UNIT 1

INTRODUCTION TO NON-FORMAL EDUCATION

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Dr. Muhammad Rashid
Reviewed by:
Dr. Tahira Bibi

1.1 INTRODUCTION

The idea that education for all the people and that it is a life-long process is being accepted increasingly. The introduction of free and compulsory primary and secondary education in many industrialised countries in the late nineteenth century has subsequently produced adult population which increasingly demand educational facilities.

Developing countries consider educational programmes as basis to their economic development and political independence. Such development requires the participation of both men and women, young and old, cither directly through their daily work or indirectly through their economic and social groups. However, full participation by the population cannot be achieved unless individuals have required the skills and knowledge needed for such participation. On the other hand, the acquisition of skills and knowledge depends almost entirely on the educational system which in turn is a reflection to the state of development of the country concerned. The existing formal systems of education in the developing countries obviously cannot cope with the demand of education for all. In an effort to extend educational opportunities especially to adults at whatever academic level, inactions are being forced to look for alternative means to the high cost of formal provision Non-Formal Education is one means which appears to provide an answer to such needs.

1.2 OBJECTIVES

After studying the material, it is hoped that you will be able to:

a) explain the meaning and definition of Non-Formal Education.

b) discuss the definition of Formal and In-Formal Education,

c) pinpoint the Nature and Scope of Non-Formal Education, and.

c) appreciate the potential role of Non-Formal Education.

1.3 CONCEPT OF NON-FORMAL EDUCATION

Soon after the creation of Pakistan, alternative systems developed as a reaction to pressure for quantitative expansion in education and effort were made to find practical expressions for the political philosophies of self-reliance. Despite the high level of sources invested in expanding public education, demand, particularly in "disadvantaged areas consistently out-ran possibilities for satisfying it - hence the growth of self-help. community-conceived educational facilities which compensated for the public system's quantitative inadequacies. Government support for such facilities has varied from the purely moral to the provision of capital grants and the partial or total payment of staff salaries

Linking education directly with the economic and social needs of a community is best exemplified in Pakistan in a varied array of non-formal educational endeavours, or genuine alternatives of formal schooling Some of the reasons for the emergence of non-formal activities may be summarised as.

1. The absence in many cases of formal education provision.

2. The absence of opportunities for formal secondary and/or technical-vocational education.

3. The absence of a pre-vocational component in basic education, the ineffectiveness of the component where it exists and the low regard in which it is held.

4. The mis-match between educational offerings and community needs and opportunities.

5. The failure of the formal system to prepare for welfare of life particularly in the rural and informal sectors.

But perhaps the greatest spur to the development of non-formal education has been the growing numbers of primary-school leavers or drop-outs lacking either the opportunity or the necessary qualifications to proceed to secondary education, with little hope of access to formal vocational training unimproved unemployable except in jobs that may not march their own aspirations and the development needs of their communities, and without an appropriate educational base from which to develop job and life skills. Add to this the tact that primary school completers or drop-outs, may be too immature physically and mentally to cope with the stresses of adult life and the dimensions of the problem become clearer.

Moreover, the "self-help" ethic can be an important spar to non-formal education It is therefore appropriate to examine the experience of two endeavours which, originating in community self-help action now enjoy official approval and support.

The Village Polytechnics (VPs) in Kema are low-cost, manis rural, training centres aiming to give primary-school leavers skills, understanding and values which will.

Provide them with money-marking opportunities, and to contribute to rural development by building up the economic strength of their own communities. They are a response “to two familiar and pervasive features of the Kenyan scene: the situation in which approximately 100,000 pupil leave primary school each year with no prospect of wage employment in the modern sector of the economy, and the frequent assertion that community self -help can ameliorate this situation (David court ,1994.P. 220).

The "special characteristics of VPs include (1) the identification by the community of a need the types of skills that a VP might usefully develop, after which the Government will assist in conducting an occupational survey to identify potential employment opportunities, (n) course duration determined by the time necessary for individual students to master the skill in question, (m) largely autonomous and community-based management and organisation of VPs. (iv) the fact that VPs are not the exclusive concern of one ministry.

However, one of the spurs to wide spread interest in non-formal education in recent years has been the growing recognition that education can no longer be viewed as a time-bound, place-bound process.

In contrast to the view that equates education with schooling and measures it by years of exposure ICED (International Commission on Development of Education) has adopted for the outset a concept of education that equates it broadly with learning regardless of where, when or how the learning occurs.

Education, thus defined, embraces much more than the conventional "academic" skills and subject matter. It also includes, for example, the acquisition of occupational household skills. In order to provide education for the broad mass of the people by achieving, as rapidly as possible, the elimination of illiteracy, there is need of providing non-formal education for the benefit of adults and children or young people, particularly those who have had no schooling or only inadequate schooling, removing any impediment to equality of access and of prospects of success for women and paying attention to the most disadvantaged groups.

Coming to the meaning and definition of more non-formal education, the main emphasis of Islam is on the education for all. Islam considers that it is the sacred duty of every man and woman to seek knowledge/education.

The formal system alone cannot cope with the demand of education for all. In this regard an alternative ie. Non-Formal Education can be readily adopted to meet national needs both in its methodology and its content.

In order to understand the clear definition of Non-Formal Education, it seems necessary to define the three important modes of education that are Formal, In-Formal and Non-Formal Education.

Formal Education as stated by Coombs, et al (1973, PP. 10-11).

"By formal education we refer, of course, to be hierarchically structured, chronologically graded "educational system," running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical professional training.

Similarly, Coombs et al (1973, PP. 10-11) considered in-formal Education as

> "By In-formal Education we mean, the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment from family and neighbours. from work and play, from the marketplace the library and the mass media. Through informal education, for example, a child acquires a substantial vocabulary at home before going to school. a daughter learns child care and cooking from helping and observing her mother, a son picks up occupational skills from his father and children and adolescents learn from their peers".

For the most part this process is relatively unorganized and un-systematic hence the rubric "informal") Yet it un-questionably accounts for a very high proportion of all that any person, even a highly schooled one accumulates in a life-timer. As the International Commission on the Development of Education noted, the school's importance in relation to other means of education is not increasing, but diminishing.

While discussing the definition of non-formal education, Coombs, et al (1973 PP

10-11) stated-

Any organised education activity outside the established formal system whether operantly separately or as an important features of some broader activity that is intended to serve identifiable learning clienteles and learning objectives.

UNESCO (2006)

Non-Formal education refers to "educational activity that is organized, sustained, and purposeful, occurring outside the formal system, and typically does not lead to formal certification, yet it is highly structured and often vocational or life-skill-oriented" (UNESCO, 2006).

European Commission (2001):

Non-formal learning is defined as "learning that takes place outside formal educational institutions, such as through youth organizations, sports clubs, or community activities, and is intentional and planned, though it may not lead to certification" (European Commission, 2001).

Rogers (2004):

Non-formal education is "structured and systematic education that is not formally recognized within the mainstream school or university system but is often community-based and intended to meet local needs" (Rogers, 2004).

1.4 SCOPE OF NON-FORMAL EDUCATION:

In a changing world no concept can be defined for all times to come. What we call the format system today must have been a very revolutionary concept and practice a few hundred years ago. We could see the same happening in the case of several disciplines at the aversity level as well For example, philosophy has served as the mother of science for disciplines like psychology and education. Numerous skills which were once passed on from generation to generation as part of family tradition have become full-fledged avocations and anyone can be initiated into the mysteries of these skills like goldsmith. shoe-making basket-making etc Therefore, what appears new today would soon become old formalized and very familiar tomorrow

The present day concept of non-formal education likewise appears novel and quite revolutionary What exactly is this concept How has it evolved And, what do we understand by this in this country?

Apparently this concept is less than two decades old but during this comparatively brief span of time numerous interpretations have been advanced to define it. If for a few. non-formal education is supposed to be complementary to the formal, for others it is an alternative to the formal system. For Coombs (1973) NFE means "any organized systematic educational activity outside the framework of the formal system (designed) to provide selective types of learning to particular sub-groups in the population, adults as well as children" In other words it is being conceived as an organized activity outside the formal education.

According to Professor Malcolm's A diseshiah "the non-formal education is wide ranging because it comprehends all learning outside of the formal system and has no parameters of time and space. It can be classified for pre-school, un-schooled, and under schooled children in the age-group 1-15, and for youth and adults, under schooled or ding new additional skills in the age group 15-60 Non-formal learning can also be classified by the learning content involved into these organized activities where the major emphasis is on general education, and also those where the content is mainly vocational".

The NFE is regarded by many as a complex concept comparable to development It is complex in its learning content which has to be improvised for each group of clienteles. It is complex in the multiplicity of media of learning, and its value is not adjustable in terms of certificates. But it is part of the total system of education all the same.

A few regard NFE as a tool for social rather than personal or economic development One of the reasons why the perception of NFE by different groups of people has differed so radically is that the social or political activities wish to use it as a tool for thou programmes In South America particularly, NFE has been regarded as a landmark for political change. When the development planners started looking at NFE they thought if it as "educative services" and consequently both illiterate adults and the drop-outs and f-outs of the formal education were also subsumed under this generic term NFE.

Development has been viewed largely as an economic phenomenon until recently If the GNP of a nation has been growing satisfactorily that country has been regarded as developing satisfactorily The education sector was, therefore, expected to meet the growing requirements of a trained middle and high-level manpower for the sustained growth of economy In the past one decade or more the emphasis has shifted to increasing the productivity of the masses, particularly the rural masses. Education should, therefore logically support these masses in that

day-to-day actives. It is now believed that by developing a nation' 'human resource' base by making masses more effective producers-the GNP would grow as a natural consequence. The NFE is, therefore, considered by educationists thinkers as part of the literacy and skill development programme and not naturally as a support for adult education drive In countries where literacy remains a distant dream NFE is being pressed into-service to help that drive by bringing in a few emersions of its own like enhancing the awareness level of people and achieving the optional use of resources for education.

NFE as an ideal type differs both from formal and in-formal education. These include, but are now lunged to. costs, structure, instructional methods, linkages with the occupational structure, and nature of awards The informal education is restricted to parents, especially mothers, siblings, peer groups and the exposure to all types of propaganda. Unlike the formal education the NFE has no predetermined time-table or the pace of academic progress The NFE is basically non-competitive and open-ended. It has limited purposes and goals. The NFE process usually requires the participation of the recipients in determining the nature and content of the educational programmes, who always tend to focus on the needs and priorities of the communities. The additional distinction between the NFE and formal education should, therefore, constitute an active participation of the recipients in the former and not in the latter.

Several definitions of the concept and practice of NFE are available but what really distinguishes it from all other systems is the expertise it holds out to its users It is said that NFE proposes to be a more effective approach to solving certain problems of education for individual growth as well as national development. The education provided under NFE is both need-based and functional NFE is not only cost-effective, but also innovative and goal-oriented.

The NFE offers a more elective multi-disciplinary approach to the problems of development in a country than the formal Its effects are both short-termed as well as long-ranged Lastly it is supposed to provide a more rapid and immediate measure of the effectiveness for instructional design.

People need education to require a broad base of knowledge, attitudes, values and skills on which they can make systematic progress in later life, even if they do not receive further formal instruction. Such education provides people with the potential to learn, to respond to new opportunities, to adjust to social and cultural activities. The demand for formal education has increased drastically throughout the world.

On the other hand, parents see the school as a way to the mastery of modern technology and at the same time as a way for their children to earn more money and attain better living standards. The demand for school places, however, is much bigger than the capacity available in many developing countries According to World Bank (1980, P.8)-

> "about one third of children of primary school age in the developing countries are not enrolled in school. Only about a third of those in 12-17 age group and 9 percent of those in the 18-23 age group are in school".

However, the increasing numbers of adults in developing countries wish to go paper qualifications and covering their person educational deficiencies other who wish se become more proficient technically and to become more skilled basic methods of thou special craft, trade or industry In Pakistan, there are thousands of sonal who have had to terminate their studies, doc to come after completing certain levels of education.

The formal system of education usually sus doors on such individuals, discourages effort at self-improvement, blocks the way to promotion and progress, and creates a some of despair and chaos.

However, the tremendous in communication physically between places as well as for charging information have that reappraisal of the traditional methods of educational has become necessary and disable. These technological developments relating to the field of child devotion each for alternative methods of education which can reach the masses cheaply. This influenced the development of Now-Formal Education of the possibilities.

The usefulness of Non-Formal Education can be considered the Bloom's (1056) taxonomy of study objectives ln the cognitive domain. Which is concerned with acquisition of intellectual knowledge the Non-Formal method is rarely challenged. Skills like surgery or the capacity to handle dangerous chemical and machines which come under Psycho-motor objectives cannot be themselves Non-Formal methods specially in the developing countries but other skills like drawing type writing can be studied successfully.

In the effective domain , it would seem to be evident that non contiguous communication has less power to influence students than face-to-face meetings.

1.5 POTENTIAL ROLE OF NON-FORMAL EDUCATION DISCUSSION:

While summarising whether or not non-formal is innovative the exact quantum of novation in this arrangement must also be detailed. We are aware that non-formal education is a flexible arrangement which caters to the individual requirements-an arrangement that has grown it of the dissatisfaction from the stultifying climate of a formal school, Reasons why we could regard non-formal as an innovation are.

In terms of teaching-learning arrangement non-formal is quite different from the paraligm "pupil-curriculum-teacher-evaluation" offers. For a person used to a formal school set-up the whole thing could be absolutely bewildering.

There are either no variations in the formal school set-up or if at all there are, their number is very limited. Also, these variations could occur either in grading system (re children may move in different subject arcs according to their pace of learning from one class to another, that is one can have a non-graded school) or in the classroom teaching where a few aids may be used or the teaching may be partly interpolated with Socratic method. However, in the non-formal arrangement these variations have no great significance Neither in the entry nor during the learning hour and certainly not at the termination point could two non-formal arrangements agree

Children or adults of any age may enter the non-formal set-up. They may learn reading or writing but they may also not In most cases non-formal education and the life-long education have identical functions, and therefore, the question of certification does not arise Neither can in school training these two arrangements resemble.

The variety of the non-formal set-up is what makes it so distinct and so inviting In a formal set-up the quantum and quality of learning is fixed by society with the certification furnishing the eventual value-judgement. Under the circumstances the quality and quantity of teaching has, therefore, to be predetermined and regularly supervised Deviations from a fixed norm are not welcome.

In the case of non-formal education the quality and quantum of learning is determined by the child or adult as the case may be. Here teaching could be provided or offered if the learner demanded it. Teaching is not a pre-requisite of the non-formal set-up. In other words, here learning is self-paced and individually determined. This by itself is a radical departure from the formal school set-up

Pakistan is as yet not an industrialised nation but it proposes to become one. Until it does attain that target it cannot hope to have a social stability of either the rural economy type or that of an industrialised nation which has realised its potential the dilemma, therefore, cannot be cosily resolved. Consequently both the formal and the non-formal arrangements would tend to reflect these states of affairs More particularly the non-formal education has to provide materials that beside serving the immediate needs of the society also have a futuristic vision. Whereas the formal education is suitable for a stable society whose main interest lies in perpetuation, the non-formal has the potential to suit both the 'is' and the becoming The poor capacity to respond quickly to any need that arises whether in terms of time is, the distant or the immediate, or in terms of locality whether urban or rural/pastoral or even in terms of requirement say, of the individual or societal, could easily be witnessed in the non-contingency is the real strength of the non-formal. The formal system also attempts to respond to challenges but this response is so slow and belated that half of the urgency and pertinence are lost in the process to react. No such constraints act as fetters to movement in the case of the non-formal.

Even in the advance nations the non-formal arrangement has been favoured because of its variety and diversity. Its uniqueness is more noticeable at one point than at others. By its very nature the non-formal subsumes within itself the adult education programme and is therefore, a life-long system In the post-industrial societies several para does have resulted from the provision of life-long education. The three examples cited by Dave (1975. P. 197) may be useful for consideration, namely, too many opportunities for learning at the cost of their scarcity value, the problem of the cultured masses against the uncultured title, and abundance of short-lived knowledge vis-a-vis that which can answer man's deepest needs, require serious consideration These paradoxes are not likely to occur in our society for the simple reason that we are neither a literate nation nor an industrialized one Because of the inherent wisdom of Pakistan people we shall hopefully avoid these pitfalls. This of course does not prevent us form adding a new dimension to the non formal programme viz of regarding this as a life -long education.

In several aspects care has been taken to regard the non-formal as life-long education. This needs to be emphasised and clearly restated. Unless we made simultaneous efforts to see that the non-formal does not remain merely an alternative to the formal and bridges constructed to link them both, it is not possible to enrich either the programme or enhance the Craning components of a highly diversified system. The dangers in restricting the areas of operation are

clear and too many What made the formal system merit universal approbation would perhaps be the fate of the non-formal as well, therefore, all precautions are necessary to see that the non-formal does not neglect to serve as life-long education also (OECD. 1972, P 76).

The OECD report recommends that a variety of innovating programmes is required if the socio-economic composition of participants in adult education is to be substantially altered. On the basis of current development, they could be classified as follows.

a) work-oriented.

b) community-based.

c) individualised learning opportunities.

d) technology-centred.

e) attitude reinforcement.

f) civic literacy and cultural.

Non-formal education has been visualized as education for development. All types and forms of education lead to one or the other type of development. In this case, however, specific goals have been fixed to see that education does lead to social and personal development. Social development in this case includes economic development as well. The most important segment of the non-formal programme is for rural development Rural development as envisaged under the non-formal programme is of the most comprehensive genre covering the entire gamut of social and economic life. Villages in the undeveloped countries are faced with various problems. Superstitions, ill-health, bad housing and very restricted avenues for economic development plague these rural areas. They are cut off from the urban centres and the children acquiring education in these villages either get alienated and, therefore, lost to the community or they just move out for good. Consequently, any non-formal programme to succeed under such conditions will have to be geared to improving health and hygiene of the people and creating conditions so that people could at least get part-time employment to start with. The vast talent and potential lying in the women folk shall have to be propers tapped this is a new type of programme which surely could never have been envisaged under the traditional, formal schooling. It should be quite obvious that in this case either literacy and numeracy' have to be underplayed or they would be avoided like the

regular schools once were By itself it is a novel experiment being tried in certain areas.

Besides Pakistan there is a strong feeling that formal education with an urban-biased curricula has failed to deliver the goods. That kind of education does not invite and motivate the youth to participate in the development processes The non-formal education has, therefore, to be more dynamic than supporting by accelerating the developments so that the gaps between urban and rural, rich and poor and men and women are bridged. This action-oriented non-formal programme could be seen only against the requirements of developing countries. The developed countries are facing a different set of problems. social problems of a changing society. The crisis in values is the consequence of high in industrialisation Learning from experience, a proper programme for a rural society in an underdeveloped country like Pakistan, must avoid this sort of pitfall. Be that as it may, the non-formal approach has to be taken up as a challenge toward making up losses handed down to the people by history.

The entire question of seeking alternatives in education emanated from a UNESCO report presented by Edgar Faure and others (1974, P.185). The report made two significant points (a) Education cannot be separated from the process of life-long learning because historically speaking early man must have kept learning options open to him throughout life, (b) Education should be dispersed and acquired through a multiplicity of means. The important thing is not the path an individual has followed, but what he has learned or acquired.

The question how a man learns has been underplayed as against what he has learned. If the same logic were pursued a little further it would amount to saying that the channels and means of the acquisition of learning are and have to be different. The range of these means even in the life of an illiterate tribal child in a remote arca ranges from mother. peer-group, adults and the ecology of the place For the urban illiterate living in slums the exposure to the din and bustle of life besides posters (visual and written), the occasional snatches of a radio broadcast or a glimpse of television, as also the blare of political demagogy, play an important role in teaching him about life. These means of learning are neither controlled nor classified. But they do have their role which cannot be underplayed. Added to all these are other means which are funded. regulated and designed to enrich the lives of the children left out by the circumstances and conditions hostile to them. To think of ways and means of educating them, enriching them by meaningful experiences is a task which only innovation could undertake In this

case non-formal is the answer to the challenge. Not that these means were totally absent before but their importance has been acknowledged only very recently

We have already noted that the non-formal approach allows each person to choose his path more freely, in a more flexible framework, without being compelled to give up using educational services for life if he leaves the system. We have also seen that this approach varies the content of teaching according to societal requirements and the method and the pace of learning is individualised. With each individual child or adult growing up to realise where his wants can be more suitably met may like to choose something radically different from what was being offered to him hitherto. To quote "Learning To Be" 1972.

"The closed systems tend to be selective and competitive, depending primarily on standards set within the system to determine those who will and those who will not be allowed to study, and at what ages.

The open systems tend to be non-selective, non-competitive and non-prescriptive Choice of lectures and subjects listened to read, or otherwise studied depends mainly on the participants' own interest".

On the extreme opposite of the formal schools exit educational programmes loosely structured. On-the-job training schemes, agricultural.

extension services, community development services, clubs, cooperatives, labour and political organizations etc constitute the other extreme. The university without walls, workers' university or the open-air university should also be classed here.

Therefore, what is called mobility and choice to an individual should be made the cornerstone of philosophy on non-formal education. An open system helps an individual to move with the system both horizontally and vertically. It also widens the scope for him. The need existed to open' the closed educational systems. The concept of education limited in time (to school age') and confined in space (to school building) described by "Learning To Be" downwards is being gradually superseded. By itself it may not appear significant now as the concept itself has become generally popular, the practices flowing from it have a diverse character. With the initial resistance gone chances of success have brightened up considerably. But the innovative character of the concept could not be underplay.

By its very nature non-formal education cannot prosper under direct government supervision and control It does not lend itself easily to any straight-jacket modelling The very fact that non-formal education s mass-oriented and mass-

based, it has to derive its resources and inspiration from the local community All that it needs is some kind of inspired and imaginative leadership and in most cases bureaucracy accustomed to working within a given framework cannot cosily undertake the responsibility of providing adequate and meaningful leadership to it Bureaucracy has to learn to be flexible and cooperative from the point of view of accommodating ideas that have neither been tested nor experimented. Therefore, the structuring of non-formal by itself is fraught with dangers. In other words, non-formal education being an innovation only in structure would suit it.

For the first time non-formal arrangement stands out as an alternative to a highly structured and formalised course of study directed to success at an examination. It is the least structured and the most diversified of the educational provisions where education may mean anything ranging from literacy to rural/urban development If the qualifying term rural applied to the proposed development figures a little too often it merely suggests that the rural population needs urgent attention and that they are in majority.

This programme has its basis in the community which in this would be largely rural and it is these people who have to mobilise resources so that under their own direction their needs are fully met Wherever this has happened the development of the community has been ensured.

It is one programme whose success depends largely, if not wholly, on the involvement of all adults and more especially of women who constitute half of any population. One this count again is a complete innovation Indeed, for this reason alone, it is such a radically different programme. In the post-war re-construction both in Europe and Asia and massive latent force of adults and women was utilized to a good purpose.

In a country like Pakistan it is these resources that have not been tapped what to say of being utilised Community development programmes have failed because these groups were never properly oriented Under the present scheme of things non-formal education is being planned to involve them for the first time on a mass scale This means these adult groups in their spare time could learn something for their own development, be it skill, literacy or numeracy This is one reason why the non-formal approach is being regarded as Development Work.

We have already seen that NFE alone holds out promise for Pakistan illiterate masses. That these masses are also poor and ill-equipped for meeting the challenge being posed by the technological revolution taking over our industries, offices,

educational institutions and the like. The need for an education that can rise up to any occasion is absolutely necessary. NFE provides an answer to this need for the simple reason that as stated in manual ESTSA, 1979. P31) "includes an enormous range of educational activities for children and adults, activities related to training in literacy and numerical ability agriculture, family planning, public health and child care, handicrafts, job skills - a great variety of things" Viewed properly there is hardly any aspect of life which the NFE B not capable of taking care of The logical conclusion should, therefore, be that the NFE s Pakistan's potential educational key to a variety of its endemic problems provided it is not made to serve its elite population and thereby become structured or non-formally formal.

We have also seen that the question of linkage between formal and non-formal has been discussed as seminars and at least three models proposed It is a pity that very few persons are gifted with the imagination to think on less familiar channels Why must NFE have any linkage with formal, a system which it proposes to replace eventually.

We are perhaps even now thinking that it is the formal education which would continue to enjoy the status it has acquired over the past several centuries. The fact is technology has evolutional isled all prospects of education, whether formal or non-formal Possibilities exist that NFE would one day overshadow, if not exactly replica, the formal system of education. The NFE today stands on its own and does not depend on the formal for the des dormant of its material whether textual or otherwise Several models of NFE and its practices have been coted which show that the most successful ones belong to that category inch NFE does not show that kind of dependence.

Therefore, NFE is already showing Sega of its independent existence and promises to flourish unencumbered by fixed ideas.

Similarly we may have district evaluative practices evolved specifically for NFE We know already that NFE is linked with developmental goals. The chain of events linking STT to Saler development goals would look like the following.

Figure 1

Learning Objectives	Skill Application Objectives	Overall Development
NFE Project Attitudes	Knowledge Skille	Behaviour
Socio-Ectomeric Change	Internal Factors	External Factors

Source Rashid M (1998). Non-Formal Education, Islamabad. National Book Foundation.

The overall purpose of any form of education is to bring about socio-economic opportunities The end product of NFE in particular has to be overall development of the individual.

Immense possibilities exist for the use of modern technology in NFE programmes Some initiative has been taken in this country but nothing much is on the ground. It is hoped that Allama Iqbal Open University would take the lead in this matter.

ACTIVITY

Discuss the meaning and definition of Non-Formal Education with any of the scholars of your arca and prepare a report on the outcome of discussion the.

EXERCISE

Hopefully, you have studied the unit, now please answer the following questions.

Q. 1 Discuss the modes of Education

Q. 2 Offer the working definition of Non-Formal Education

Q. 3 Why we need Non-Formal Education? How is it a real alternate to formal education

Q. 4 Discuss the potential role of Non-Formal Education

Q. 5 Critically examine the nature and scope of Non-Formal Education

Q. 6 How you will implement Non-Formal Education in primary schools of Pakistan?

Q. 7 How does non-formal education differ conceptually and functionally from formal and informal education systems, and why are these distinctions important in policy formulation?

Q. 8 In what ways can non-formal education be leveraged to address educational inequalities in developing countries like Pakistan? Provide examples.

Q. 9 Analyze how the philosophical foundations of non-formal education align with the principles of lifelong learning and learner-cantered approaches.

Q.10 What are the strengths and limitations of non-formal education in achieving the goals of Sustainable Development Goal 4 (Quality Education)?

Q.11. Critically evaluate the role of community involvement and local context in the design and success of non-formal education programs.

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UNIT 2

RELATIONSHIP OF NON – FORMAL EDUCATION WITH OTHER FORMS OF EDUCATION

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2.1 INTRODUCTION

Edgar Faure (1972, P.69) says:

"Education suffers basically from the gap between its content and the Irving experience of its pupil, between the systems of values that it preaches and the goal set up by society, between its ancient curricula and the modernity of science Link education to life, associate it with concrete goals, establish a close relationship between society and economy, invent or rediscover on education system that fits its surroundings surely this is where the solution must be sought"

As you have read in the previous unit that the learning process in a sou generally uses three channels, viz. Formal. In-formal and Non-Formal Education, which operate side by side The formal education means organisation of education through institutional infrastructure like schools, colleges, universities. Informal education refers to unorganised education required during the entire life span of an individual through Interaction with parents and with other members of society or through mass media Non-Formal Education differs from formal education in the same that it takes place outside the traditional framework of the formal system. Non-Formal education can be defined as complementary means for providing, education to all age groups within the national systems and policy.

Many of the children fail to carol themselves or remain in the system for a very short time because of the poverty which necessitates their participation in economic activities in order to argument the family's meagre resources. It is not realistic to expect these children to get admission in the formal schools Consequently, an alternate strategy of providing education through part-time or overtime, non-formal education emerged. However, it is now being admitted that in order to provide the most appropriate responses to the social need of education for all, the establishment of complementary of non-formal education to formal education is necessary.

The basic criterion should be on complementarity, its work with institutions that concentrated on different reasons and in different ways. However, the emphasis should be on general education, adult education, radio phonics schools, volunteer education and community sponsored literacy classes. All these you will read in this unit.

2.2 OBJECTIVES

After studying the Unit, it is hoped that you will be able to:

1 differentiate formal, informal and non-formal education.

2 specify the links of non-formal education with formal education.

3 compare formal and non-formal education.

4. examine the complementarity between Ibram and non-formal education.

5. analyse the financial allocation and sharing of resources between formal & non-formal education.

6. Identify the prevailing practices and major shortcomings between formal & non formal education programmers in Pakistan .

7. specify the non formal education programmers in Pakistan.

8. suggest possible solution to the problems involved in complementarity between formal non formal education.

2.3 BALANCE BETWEEN FORMAL AND NON-FORMAL EDUCATION

Like formal education, non-formal education is organised and has pre-determined objectives. However, it is less structured and less rigid than formal system It also has certain sequential learning structures which are not necessarily graded While formal education is flexible in terms of time and duration of learning, age group of learners, contents, methodology of instructions and evaluation procedures. Instructional materials used in non-formal system ways centre round life situation of the learners and those are based on environment union health, occupations like agriculture, poultry raising and sewing etc.

However, non-formal education programme assumes that non-formal education can assist to formal schooling Educational technologies, TV Radio, Programmed instruction, Non-broadcast media and modules etc are being used to provide education trough non-formal means.

Ted ward and John N. Dettoni gives further details of the problems and promises of non-formal education Wade discussing the problems and promises of non-format education they have compared non-formal education with formal education by emphasising the methods of instruction .felicity style administrative stricture and the government policy. The below mentioned article provides formation on the sand topic.

2.4 Self Assessment

Please prepare the following question.

1 What is the difference between formal and non-formal education.

2 Discuss the links between . formal and non formal education.

3. Critically examine the comparison of formal and non-formal education provided by Ted Ward and John Dettoni (1973)?.

2.5 COMPLEMENTARITY BETWEEN FORMAL AND NON-FORMAL EDUCATION

The purpose of this sub-section of the unit is to explore the complementarity between formal and non-formal education Many scholars have advocated for the complementarity between formal and non-formal education. Some have regarded the complementarity essential in order to make the educational system more effective and qualitative conventional Adult Education Non-Formal Education takes into account cut-of-school education for adult through oral written and

audio-visual methods imparting knowledge skills/value and activity like literacy, vocational training, civic economic and cultural education for the overall development of the individual and the community Non-formal education is now-a-days looked upon, as a means of human resource development including literacy, functional development and creation of awareness among the poor, regarding, their inherent power to mould their own destinies.

Education Life-long Education, Non-formal education. Continuing Distance Correspondence Education and Adult Education all are aimed at promoting better literacy and skills so that people can achieve an appropriate standard of living and can lead a productive life within the community The formal system alone is unable to cope with the educational needs of society. It is important to highlight the balance between formal and other type of education system like Non-Formal Education. Continuing Education. Life-Jong and Distance/ Correspondence Education.

Formal and non-formal education represent two key modalities in the broader education system, each serving distinct but complementary roles. Formal education is structured, curriculum- driven and institutionalized, typically culminating in recognized certification. It includes primary, secondary and tertiary levels of schooling governed by national educational policies and standards. In contrast, non-formal education (NFE) refers to organized, purposeful educational activities that occur outside the formal system, wally targeted at specific learner groups such as out-of-school children, adults, marginalized communities, and learners with special needs. While formal education offers a rigid framework conducive to academic progression and certification, non-formal education allows for flexibility, contextual adaptation, and community-driven approaches to learning (UNESCO, 2015, Rogers, 2004).

The relationship between formal and non-formal education in Pakistan is becoming increasingly significant, particularly in efforts to achieve universal education and reduce the number of out-of-school children. With nearly 22.8 million children still out of school, Pakistan faces a critical challenge that the formal education system alone is unable to resolve (UNESCO, 2021). In this contest, non-formal education acts as a bridge to fill the gaps left by the formal sector. Accelerated Learning Programs (ALPs), a form of NFE, have emerged as strategic interventions designed to provide condensed curricula and fast-track, integration into formal schools. These programs are often implemented in areas where schools are not accessible, or where social barriers such as gender norms prevent children especially girls from enrolling or continuing formal education (Government of Pakistan, 2022).

The balance between the two systems is not about competition but about complementarity. Non-formal education offers alternative pathways for learners who, due to socioeconomic, geographic, or cultural reasons, are unable to participate in the conventional schooling system. For example, non-formal basic education centres in Punjab and Sindh have been instrumental in reaching children aged 8-16 years, offering flexible learning schedules, community-based classes, and curriculum adapted to learners' local contexts. These features are seldom found in formal schools, which often follow a uniform national curriculum, fixed timings, and centralized examinations (JICA & Literacy Department Punjab, 2023).

Despine their operational differences, there is increasing recognition of the need to create synergies between the two systems. Many educational stakeholders now advocate for equivalency frameworks that allow learners in non-formal settings to transition smoothly into formal schools. In Pakistan, approximately 296.843 learners enrolled in non-formal education programmes were mainstreamed into formal schools in 2021-22, showing a 32% integration rate (Pakistan Institute of Education, 2022). This transition indicates that with appropriate support, NFE can serve as a foundational or bridging phase, particularly at the primary level. However, such transitions are often limited to early grades, with minimal pathways available for learners to continue beyond primary education within the non-formal stream. The lack of structured vertical progression in NFE remains a barrier to sustained educational outcomes (Rafiq & Malik, 2023).

Formal education systems benefit from standardization, consistent funding, and credentialing These features lend credibility and wide social recognition to formal learning. Non-formal education, on the other hand, is more responsive to learners' immediate life situations and community contests. For instance, women in rural areas often benefit from literacy and skills training delivered through non-formal channels, which are embedded within their communities and offered at flexible hours Such provisions are rarely available in the formal system. In this way, non-formal education complements formal schooling by addressing the unique learning needs of marginalized groups (Rogers, 2004; European Commission, 2001).

Furthermore, the use of educational technology has created new opportunities for integrating the two systems. Digital literacy modules, online vocational courses, and mobile-based assessments are now being introduced in both formal and non-formal settings. In Punjab, for example, tablets and mobile apps have been distributed to non-formal education centres to enhance learners' digital engagement, improve classroom interactivity, and track learning outcomes. These initiatives mirror similar technology-enhanced learning strategies in formal

schools, indicating a convergence of pedagogical practices between the two systems (JICA, 2023).

Nonetheless, the lack of mutual recognition between formal and non-formal education continues to hinder their integration. Most NFE programs in Pakistan do not lead to formally recognized certificates, which limits learners' ability to pursue further education or secure employment in the formal sector. Additionally, there is no national framework for equivalency or accreditation of non-formal learning achievements, resulting in institutional and social disparities. Without official recognition, the outcomes of non-formal education risk being undervalued, despite their effectiveness in improving literacy, life skills, and employability.

Teacher training also remains a concern. While formal education teachers undergo systematic training and certification, facilitators in non-formal education centres are often volunteers or community members with limited pedagogical background. This difference in professional preparation leads to variations in instructional quality. Incorporating non-formal pedagogical methods such as participatory learning, modular instruction, and life-skills orientation into formal teacher education programs could enhance cross-sector integration and teaching effectiveness in diverse contexts (Knowles, 1973; Rafiq & Malik, 2023).

Another dimension of this relationship is community involvement. Non-formal education often thrives on grassroots participation, with strong linkages between learning centres and the local population. Parent-Teacher Associations (PTAs), School Management Committees (SMCs), and Village Education Committees (VECs) play a crucial role in mobilizing enrolment, monitoring attendance, and addressing local issues. Such community-based governance models are less common in formal schools, where administration is more centralized. Encouraging formal schools to adopt similar community engagement practices could foster more inclusive, accountable, and responsive learning environments (UNESCO, 2015).

There are also financial implications in balancing formal and non-formal education. While public funding is mostly directed towards formal schools, non-formal education relies heavily on development partners, NGOs, and donor agencies. For example, the Non-Formal Education Management Information System (NFEMIS) in Pakistan is supported by international organizations, which raises concerns about sustainability. A balanced approach requires dedicated government funding for non-formal education, as well as policy frameworks that institutionalize its delivery, monitoring, and evaluation (Pakistan Institute of Education, 2022; Government of Pakistan, 2023).

The curriculum also presents opportunities for alignment. Non-formal education curricula, which often integrate literacy with livelihood skills, civic education, and health awareness, can inform formal education reforms to become more relevant and applied. Similarly, the formal education system can lend its structured curriculum frameworks to NFE programs to ensure consistency in Caroming outcomes. A shared curriculum framework that allows for contextual adaptation could enable leaners to move between systems without educational loss (UNESCO, 2015; European Commission 2001).

To achieve a true balance between formal and non-formal education, a paradigm shift is required. Education systems must move beyond binary thinking and recognize that both systems serve fernet segments of society with different, but equally valuable, learning needs. Policymakers must develop integrated education strategies that view formal and non-formal education as part of a along learning continuum rather than as parallel or inferior structures. This includes legal recognition of non-formal education, inclusive teacher training, shared funding models, and coordinated monitoring systems.

The relationship between formal and non-formal education in Pakistan is increasingly characterized by interdependence and mutual reinforcement. Non-formal education fills critical gaps left by the formal system, especially for out-of-school children, adults, and marginalized communities. At the same time, formal education provides the structure, certification, and scalability that non-formal education often lacks. By fostering synergy through policy, pedagogy, and practice, Pakistan can create an integrated and inclusive education system that offers diverse learning opportunities to all its citizens, regardless of age, gender, or socioeconomic background.

Formal and non-formal education systems represent distinct yet interdependent facets of lifelong learning. Formal education comprising primary, secondary, and tertiary schooling is characterized by structured curricula, certified teachers, regulated schedules, and formal credentials. In contrast, non-formal education consists of organized learning initiatives gut side the formal school system, such as adult literacy classes, vocational training, accelerated learning programs, and community-based workshops (UNESCO UIS, 2011). Non-formal education is intentionally planned, flexible, and responsive to local contexts, but often lacks nationally recognized certification (UNESCO UIS, 2011). Far from being isolated streams, these two systems interact in powerful ways, particularly in developing countries like Pakistan where formal access remains limited for many, and non-formal mechanisms serve as vital gateways into formal education and employability.

The necessity for complementarity becomes clear when we consider Pakistan's persistent struggle with out-of-school children. With approximately 22.8 million children aged 5-16 years outside the formal system, Pakistan ranks high globally in educational exclusion, with rates particularly severe in provinces like Baluchistan and Sindh (ADBI via reddit, 2021) Formal school infrastructure and resources alone cannot reach these large numbers, especially in remote, conflict affected, or culturally restrictive environments. Non-formal education fills this gap by organizing learning at a local community level using multi-age group classes, part-time instructors, and flexible timings (Shahid et al., 2021). Thus, non-formal and formal systems complement each other formal schooling provides depth, certification, and uniform standards, while non-formal initiatives offer breadth of access, adaptability, and social equity.

National education policies in Pakistan implicitly envisions this synergy The 2009 and 2017 policies include non-formal education as a mechanism to achieve universal primary literacy and completion, aiming to mainstream leaners into formal schools (Shahid et al., 2021) Yet policy intent has often not been matched by implementation, due to underfunding, capacity gaps, and administrative oversights. Despite this, grassroots success illustrates complementarity in action the Literacy & Non-Formal Basic Education Department in Punjab, supported by JICA and UNICEF, has worked to establish curricula, assessment tools, teacher training, and equivalency procedures to facilitate seamless learner transitions (JICA, 2014). These efforts, while still evolving, exemplify how alignment between the two systems can be operationalized.

Accelerated Learning Programmes (ALPs) stand out as prime examples of this complementarity Designed for children aged 8-16 who missed formal primary grades, ALPs compress 5 years of primary content into 24-36 months and prepare learners to enter Grade 5 or above in the formal system. This model leverages non-formal structures to build foundational skills before integrating learners into the mainstream curriculum. Such bridges not only expand educational access but also help maintain learner continuity. Nonetheless, challenges remain in extending this model to middle and secondary levels, as most ALPs focus only on primary education (Pakistan Institute of Education, 2022).

Local NGOs play a catalytic role in strengthening the link between non-formal and formal education. For instance. Their approach exemplifies how community based non-formal programs, when designed with the intent to mainstream learners, can complement formal education systems effectively.

Non-formal facilitator training also complements formal teacher education. Facilitators in non-formal settings often recruited from local communities,

especially women undergo short training in modular, context-specific pedagogy While this contrasts with the intensive pre-service training of formal teachers, these complementary approaches can enrich the pedagogical process. Embedding participatory learning, multi-grade strategies, and learner-led methods into both formal and non-formal training curricula would greatly enhance quality across systems (Rafiq & Malik, 2024).

Technology further augments this complementarity. In Punjab, non-formal centres now deploy tablets and mobile literacy apps, minoring digital innovations in formal schools. These initiatives reduce costs, support learner assessment, and prepare non-formal participants for formal digital assessments. Additionally, tech-enabled platforms bridge learners across locations and reinforce both educational streams through shared content and curricular coherence (JICA, 2014, Rafiq 2024; Pakistan Reddit dialogue, 2024).

Financial integration remains another constraint. While formal schooling is mostly government-funded, non-formal education relies on donor agencies and NGOs. Unless the government allocates dedicated budgets to non-formal programs such as for ALPs, community literacy, and vocational training the complementarity will remain fraught with funding disparities. A potential solution is blended-funding models that combine government budgets with international development finance for non-formal programs integrated within district education planning (Shahid et al., 2021; Rafiq & Malik, 2024).

Governance and oversight also need harmonization. Formal systems operate under centralized educational ministries, whereas non-formal programs often involve NGOs with varying standards Establishing provincial coordination bodies that oversee both systems, develop shared learning targets, monitor quality, and facilitate resource-sharing would ensure alignment and accountability.

Non-formal education uniquely advances inclusion. It is effective in reaching girls, marginalized youth, trans communities, working children, and people with disabilities. Women constitute 60% of learners in many non-formal centres (Business Recorder, 2015; Wikipedia: TCF) Complemented with formal education, this creates a pipeline of literate, skilled individuals who can progress through higher education and economic participation. Such socially inclusive complementarity is essential for equitable human development.

Culturally, non-formal methods align better with local languages and community customs. UNESCO and community activists emphasize mother tongue education as foundational to early learning. Non-formal centres often deliver content in Sindhi, Balochi, Pushto, and other local languages, gradually transitioning leamers

to Urdu and English within formal systems. This multilingual flow enhances comprehension and retention (Reddit dialogue, 2022).

Yet formal systems must reciprocate through curriculum openness, allowing contextual adaptations and community-based modules. When formal schools incorporate local languages, life skills, and flexibles pedagogy, the learning journey remains coherent for children moving from non-formal contexts. This cross-pollination stabilizes learner pathways and promotes retention.

The complementarity between formal and non-formal education in Pakistan lies in their Mutua strengths: formal education's scale, accreditation, and standardized curricula; non-formal education flexibility, community access, and social responsiveness. As the two systems evolve together, polis alignment, accreditation frameworks, financial integration, teacher training convergence, Digi infrastructure, and inclusive governance will be vital. Pakistan's educational equity depends on view formal and non-formal education not as siloed choices but as synergistic pillars of a unified learn ecosystem. When learners can move smoothly between classrooms, literacy centres, vocalic workshops, and higher education institutes or benefit from community mother programs-the na advances deeper learning, stronger employment outcomes, and more inclusive growth complementarity is essential to fulfill the constitutional mandate of free education and to ensure the child, youth, or adult is left behind.

2.6 LINKS BETWEEN FORMAL AND NON-FORMAL EDUCATION

There are important similarities and differences between formal and non-formal education as they exist today. These have been organised to augment and improve upon the informal learning process Both the modes of education are sometimes similar in pedagogical form and methods.

However, non-formal education and formal education generally differ in their sponsorship and institutional arrangements and often in their educational objectives and taupe they serve There are some other differences between the two modes of education However there is no sharp dividing line between them.

Activity

Prepare a chart to show the differences and similarities between formal and non-formal education.

Self Assessment 2.

1. Discuss the non-formal education as a means of human resource development.

2. Critically examine the difference between formal and non-formal education.

3. Please explain the similarities between formal and non-formal education"

2.7 CONTINUING EDUCATION

The process of earning takes place from one's cradle to one's grave. In this sense. the concept of education is much broader in scope than the concept of schooling Question arises shat is Continuing Education In this regard Apps (1979) stated the definition of continuing education which was provided by the Accrediting Commission of the Continuing Education Council of the United States.

> "The further development of human abilities, after entrance into employment or voluntary activities It includes in-service, up-grading and up-dating education It may be occupational education or training with further careers or personal development. Continuing education makes study necessary by advances in Knowledge It excludes most general education and training for job entry Continuing education is concerned primarily with broad personal and professional development. It includes leadership training and the improvement of the ability to manage personal financial material and human resources Most of the subject matter is at the professional technical and leadership training level or the equivalent''

Activity

After reading pages 31-32 of the above (peter Jarvis)referred book. Write down your ideas about the term. Adult education,

Self Assessment 3.

1. What do you understand by the changing concept of education?
2. To what extent do you agree that the term continuing education refers specifically to the post initial education ?
3. Write short notes on the following

a. Recurrent education.
b. Community education
c. Adult education
d. Characteristics of adult learners

4 Explain the basis learning theories?

5. Discuss the learning system in continuing education?

2.8 LIFE-LONG EDUCATION

In recent years, the broader view of education has been given wide currency by scholars and planners who have promoted the concept of life-long learning Advocates of life-long learning asset that education is a process that continues in one form of another through-out life, an, that its purposes and forms must be adapted to the needs of individuals at different stages in their development. Education is seen as an integral part of life, and all the institutions of society with an educative, potential pre consider resources for learning These ideas, as the International Commission on the Development of Education noted are not new, but the potential for their realisation is greater today than ever before.

Whether they do so consciously or not. human beings keep on learning and naming themselves throughout their lives, through the influence of the surrounding environment and through the experience which mould their behaviour, their conception of life and the content of their knowledge. However, until the present day, there were few ruptures in which this natural dynamic could find support, so as to transcend chance and become a deliberate project Especially preconceived ideas about instruction - it was for the young and took place in schools - prevented people generally from conceiving life-long education in normal education terms. Yet it is true that in the space of only a few years the same obvious fact has come home to people from one end of the world to the other "most men are not sufficiently equipped to face the conditions and vicissitudes of life as lived in the second half of the twentieth century"

While ideas about life-long learning may sound like little more than enlightened common sense, in fact they represent a design for the restructuring of educational systems that have revolutionary implications for preparatory as well as adult education. First the concept of life-long education contradicts the tenacious conventional wisdom and the ramifications thereof, that education is limited to what goes on in schools and colleges to prepare children and young people for adulthood A second profound implication and perhaps the most far-reaching is that the formal educational system must be reorganised that it is flexible enough to accommodate individual options and to prepare young people to continue their education as self directed and competent adult learners. At the very last this fact would require much greater emphasis in schools and colleges on learning how to learn.

Mr. Dave. RH (1973) has identified the following twenty concept of characteristics in his book, entitled "Life-Long Education and school curriculum

1. The three basic terms upon which the meaning of the concept is based are "Life". "Life-Long" and "Education" The meaning attached to these terms and the interpretation given to them largely determine the scope and meaning of life-long education.

2. Education does not terminate at the end of formal schooling but is a lifelong process. Life-long education covers the entire life-span of an individual.

3. Life-long education is not confined to adult education but it encompasses and unifies all stages of education pre-primary, primary, secondary and so forth. Thus it seeks to view education is its totality.

4. Life-long education includes both formal and non-formal patterns of education, planned as well as incidental learning.

5. The home plays the first, most subtle and crucial role in initiating the process of life-long learning This continues throughout the entire life-span of an individual through a process of family learning.

6. The community also plays an important role in the system of life-long education right from the time the child begins to interact with it. and continues its educative function both in professional and general areas throughout life.

7. The institutions of education like schools, universities and training centres are of course important, but only are one of the agencies for life-long education. They no longer enjoy the monopoly for educating the people and can no longer exist in isolation from other educative agencies in the society.

8. Life-long education seeks continuity and articulation along the vertical or longitudinal dimension.

9. Life-long education also seeks integration at its horizontal and deep dimensions at every stage in life.

10. Contrary to the elitist form of education, life-long education is universal in character. It represents democratisation of education.

11. Life-long education is characterised by its flexibility and diversity in content, learning tools and techniques, and time of learning.

12. Life-long education is a dynamic approach to education which allows adaptation of materials and media of learning as and when new developments take place.

13. Life-long education allows alternative patterns and forms of acquiring education.

14. Life-long education has two broad components general and professional These components are not completely different from each other but are inter-related and interactive in nature.

15. The adaptive and innovative functions of the individual and the society are fulfilled through life-long education.

16. Life-long education carries out a corrective function to take care of the shortcomings of the existing system of education.

17. The ultimate goal of life-long education is to maintain and improve the quality of life.

18. There are three major pre-requisites for life-long education namely, opportunity, motivation and educability.

19. Life-long education is an organising principle for whole education.

20. At the operational level. life-long education provides a total system of all education.

ACTIVITY

Please prepare a report of your discussion with any educationist of your area in respect of the life-long education.

Self Assessment

Q 1. Write in your own words any four concept characteristics of life long education.?

Q 2. Life-long education begins with the beginning of life and ends with the end of life Discuss.?

Q 3. What is the difference between non-formal education and life-long education.?

Q 4. The Allama Iqbal Open University's philosophy depends very much on the idea of life-long education Discuss ?

Q 5. Critically examine the goals of life-long education ?

2.9 DISTANCE/ CORRESPONDENCE EDUCATION

The term distance correspondence education must stress that it would include any planned and regular educational provision where there is a distance between teacher instructor or educator on the one hand and studies learner or receptive audience on the other. It must mean primarily a distance in place and a distance in tuns, whatever other interpretations, psychological or social, might be thought to arise from the fist two aspects of distance.

As far as the meaning of correspondence education re concerned Mr. Harris (167) considers it as "am organised provision for education and education through the post Dr. Holmberg (1960) stressed "teaching in writing and regular writings between student and teacher Dr. Peters (1963) emphasised the regular exchange f communications between teacher and student on the specially prepared and methodically constructed course R. Endos (1967) refers to the teacher's responsibility for imparting know lodge and skill to a student who is not being taught orals whereas in this connection Edstrom. LG (1967) prefers to speak of self instruction and individual help and guidance "not necessarily but mail" The latter seems to echo the American use of "Hom; Studs a an alternative word for correspondence education.

The correspondence education is many based on printed or duplicated material supporting contact through written letters or exercises. From the beginning of the country there has grown a well established practice of supplementing the correspondence and finally, the growing battery of available technical aids

On the other hand, the developing technology has gradually pred the activity with many powerful new allies to teaching and learning by communication over distance. recording and storage, by calculation and by retrieval for use. The broadcasting services, radio and television are capable of becoming not merely an aid, but the dominating factor in a distance system. Correspondence study is therefore, strictly peaking, a part of education at a distance It can be argued that it is an essential part of most forms (though not all) of the wider field of distance education practioners have begun to use the latter term, distance education, as a useful alternative to and an extension of the term Correspondence Education.

Hopefully, you have read the definition of distance education given by various scholars, nature of distance education, forms of distance education and relationship with ether forms of education in the above referred book.

Programmes to provide learning opportunities by indirect long-distance communication and through media have taken many forms Correspondence education and "open" universities have made us of printed media and the postal service, radio and television, often supplemented by periodic face-to-face contact with tutors These programmes have generally been at the more sophisticated and academic end of the education spectrum, often with curricula and content corresponding to comparable courses in the formal system The Canadian Radio Farm Forums, and their successors in Asia and Africa, opened up the use of radio to stimulate group discussion and learning in rural areas with little or no dependence on literacy, but lost their impetus with the spread of family radios and television Other programmes, pioneered by the Catholic Church in Latın America, used radio for teaching literacy, with the aid of literate group leaders or monitors", who switched on receivers gave out books and showed visual aids

Most recently distance teaching has been accommodating illiterate or semi-literate adults in radio learning programmes, notably in the "campaigns" organised by the Institute of Adult Education in Tanzania and similar distance teaching agencies in Botswana and Lesotho Feedback systems have been built in to some of these programmes, so that consultation and opinion surveys, eliciting the views of the population, assumed as much importance as information and teaching. The recent consultation programme on the Government's Tribal Lands Policy in Botswana is a good example

Another form of distance education, involving the transmission of useful knowledge through various media to rural populations, is now widely known as Development-Support Commission Typical of the organisations responsible for such programmes are Agricultural Information Units in Ministries of Agriculture and similar sus operating in Health, Nutrition and Family Planning Education

The input of knowledge cannot by itself bring about economic development, so development support communication must be co-ordinated and synchronised with material inputs, such as credit, power, irrigation, machinery, seeds and chemicals. It is useless. for example, to teach people how to use fertilizer on their farms if they cannot buy it and equally useless to sell it if they do not know how to use it

Distance education normally requires a rather elaborate communication system. with sub-systems that interlock or overlap. These might be distinguished according to their functions, as follows.

a) Information delivers the final transmission of information to learners and audience, for example by radio receivers film vans or public libraries, or by teachers and other "front-line" staff (the extension service might thus be seen as the delivery system for the agriculture information service and conversely the information service as the support system for extension, the two systems should be closely co-ordinated)

b) Media acquisition, storage and distribution buying or otherwise obtaining media, making them available in resource centres, film libraries. and conveying them to users.

c) Maintenance and repair of both "hardware" and "software"

d) Reproduction and printing producing media in quantity form the originals.

e) Media production - the process of generating content encoding messages and embodying them in "software"

f) Evaluation, action research and feedback communication from a one-way to a two-way process to transform media.

These various functions require different types of staffing and training and should generally be carried out by distinct units within a co-ordinated system. If any one of them neglected or inefficiently organised communication and learning through media will curtains suffer and may often break down. The functions of media production and action research probably the most creative and complex are considered in the next and final chon.

ACTIVITY

Please list the advantages and disadvantages of Distance Education Correspondence Education on a chart and hang it in the classroom or study centre.

Self Assessment 5

1. Offer a working definition of Distance Education Give examples in support of your definition.

2. Discuss the nature and scope of Distance Education"

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UNIT 3

NON – FORMAL EDUCATION IN PAKISTAN

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3.1 INTRODUCTION

Pakistan is a country where a widespread stem of non formal education services under government and semi government agencies/organisation exist. the education Pakistan is considered as a life-long and continuing process which takes place and on many forms or ways. What an individual learns or ought to learns in a number of learning skills that one can acquire by means of non-formal education which are equally. if not more significant and meaningful than those acquired through formal schooling.

There are millions of children, youth and adults at the country who med equalaccess to educational opportunities, even if they are not in school Like every Pakistani this identified sector of the population has a legitimate right to education which must be fulfilled The need is to make non-formal education an important component and a permanent part of the total educational system through governmental and non- governmental agencies.

Non-formal education in Pakistan has emerged as a crucial strategy for addressing the educational needs of individuals who are excluded from the formal education system due to socio economic cultural or geographical barriers. It refers to organized educational activities that occur outside the established formal system and des designed to meet the specific learning needs of various target groups, including out of school children, youth, women, and marginalized communities. Unlike Ermal education, which is structured and lends to certified qualification, non-formal education is typically flexible, learner and city-based, enabling it to respond quickly to local needs and priorities.

In Pakistan, where a significant portion of the population remains illiterate and millions of children are out of school, non-formal education plays a vital role in achieving the national goals of literacy and universal education. The country's formal education system, though expanding, faces challenges such as lack of infrastructure, teacher shortages, low retention rates, and socio-cultural constraints, particularly in rural and underserved areas. In this contest, non-formal education serves a complementary and alternative pathway to learning, offering second-chance opportunities and basic education through accelerated learning programs, literacy campaigns, skill development initiatives, and community-based schools.

Government initiatives, such as the establishment of the National Commission for Human Development (NCHD), the Basic Education Community Schools (BECS)

program, and collaborations with international partners like UNICEF and JICA, have contributed to the development of non-formal education in the country. These efforts aim to promote literacy, empower women, and provide life skills and vocational training to youth, thus enhancing employability and social inclusion. Despite these achievements, the sector still faces challenges related to quality assurance, accreditation, sustainable funding, and integration with the formal education system.

Non-formal education in Pakistan holds immense potential for promoting inclusive and equitable quality education. By bridging the gaps left by formal schooling and reaching out to learners in the most disadvantaged settings, it contributes significantly to national development goals and international commitments, including Sustainable Development Goal 4. Strengthening the non-formal education sector through better planning, recognition, and integration can help create a more flexible and resilient educational system that serves the diverse learning needs of all citizens.

3.2 OBJECTIVES

After studying the unit, you will be able to.

1 identify various governmental/non-governmental agencies dealing with non-formal education.

2 explain various non-formal education programmes.

3. pinpoint the specific issues and problems faced by non-formal education in Pakistan.

4. Evaluate the non-formal education purposes, process and curriculum of both the public and private sector, and.

5. suggest future planning and development of non-formal education in Pakistan.

3.3 BACK ROUND OF NON-FORMAL EDUCATION

Since the emergence of Pakistan a little effort was made to launch a viable programme of adult/non-formal education in the country. However, the significance of the Pakistan is among the highest cohere of population increase in the world. The birth-rate in issue was recorded in the previous policies and plans of the country: On the other hand about (1979) "about 2.5 million children are

added to our population every year. The present arrangements of schooling can hardly accommodate about 15 million children in class 1, therefore, about 1 million children are annually added to 50 million literates in the country" The National Policy further says that about 3 million children drop out of primary schools every year without attaining the proper level of literacy. In such situation, there was need that the Government should involve all the relevant agencies (tc. Governmental and Non-Governmental) to educate people at large.

3.4 GOVERNMENT ORGANISATIONS/NON-GOVT. ORGANISATIONS

There are various Governmental and Non-Governmental Organisations through which Non-Formal education is playing effective role in the national development. These organisations include.

Government Organizations/ Non-Government Organizations.

Government Organizations in Pakistan Working for Literacy and Non-Formal Education.

1. Ministry of Federal Education and Professional Training (MOFEPT).
2. National Commission for Human Development (NCHD).
3. Basic Education Community Schools (BECS) – MOFEPT.
4. National Vocational and Technical Training Commission (NAVTTC).
5. Provincial Literacy & Non-Formal Basic Education Departments.

Punjab Literacy & Non-Formal Basic Education Department.

Sindh Non-Formal Education Directorate.

Baluchistan Literacy Department.

Khyber Pakhtunkhwa Literacy and NFE Directorate.

6. National Institute for Folk and Traditional Heritage (Lok Virsa).
7. Allama Iqbal Open University (AIOU)
8. National Training Bureau (NTB)
9. Pakistan Institute for Education (PIE)

Non-Government Organizations (NGOs) and International Development Partners

1. The Citizens Foundation (TCF)-Aagahi Programme.
2. Family Educational Services Foundation (FESF) - Deaf Reach Schools
3. Sudhaar Foundation.
4. SPARC (Society for the Protection of the Rights of the Child).
5. Idara-e-Taleem-o-Aagahi (ITA).
6. BRAC Pakistan.
7. CARE Foundation Pakistan.
8. Developments in Literacy (DIL)
9. Plan International Pakistan.
10. Aga Khan Foundation (AKF)
11. Save the Children Pakistan.
12. UNESCO Pakistan.
13. UNICEF Pakistan.
14. JICA (Japan International Cooperation Agency)
15. USAID-Pakistan Reading Project (PRP)
16. World Bank-Global Partnership for Education (GPE)
17. Aurat Foundation.
18. National Rural Support Programme. (NRSP)

3.5 UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO)

Unesco is an Agency of United Nations and all United Nation Members States have the right to join it. Unesco was created in 1946 The membership of Unesco in 1946 has grown from the twenty two signatory states to 131 in 1975 and 186 in 1998.

While UNESCO has grown and developed, its am remans to contribute to peace and security by promoting collaboration among the nations through education, science, culture and communication, in order to further universal respect for justice, the rule of law and for the human rights and fundamental freedoms which are affirmed for the people of the world, without distinction of race, sex, language or religion by the charter of the United nations. These aims are still to be achieved but they are goals worth striving fir and they shape every. UNESCO activity .

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has played a significant and multi-faceted role in promoting literacy and non-formal education (NFE) in Pakistan As a specialized UN agency, UNESCO's mandate to promote inclusive and equitable quality education has translated into numerous partnerships, technical support programs, policy contributions, and awareness campaigns within the Pakistani context. With Pakistan facing persistent challenges related to cut-of-school children, low literacy rates, and gender disparities in education, UNESCO's role has been pivotal in addressing both structural and systemic gaps through an emphasis on lifelong learning and alternate learning pathways.

One of the key roles UNESCO has played in Pakistan is in policy support and strategic planning for literacy and non-formal education. Through its Capacity Development for Education (CAPED) program, UNESCO supported the Ministry of Federal Education and Professional Training (MOFEPT) in developing and revising national and provincial education sector plans. This included facilitating technical workshops on non-formal education, offering international expertise, and aligning national goals with Sustainable Development Goal 4 (SDG 4), which calls for ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. SDG 46, in particular, targets literacy and numeracy skills for youth and adults. UNESCO has commitment supported Pakistan in reporting on SDG 4 indicators through its Global Education Monitoring Report (GEMR), National Education Response Plans, and advocacy materials (UNESCO, 2022).

UNESCO's role in developing data systems has also been transformative. In partnership with the Japan International Cooperation Agency (JICA), UNESCO supported the development of Non-Formal Education Management Information Systems (NFEMIS) in various provinces, including Punjab, Baluchistan, and Khyber Pakhtunkhwa. These systems help gather real-time data on learners, centres, facilitators, and learning outcomes in the non-formal sector, which has

traditionally been under reported. With robust data now available, policy makers can better design targeted interventions and ensure efficient resource allocation. For instance, Punjab's Literacy Department now uses NFEMIS to track transitions from non-formal to formal schooling and monitor gender participation ratios (UNESCO Islamabad, 2021).

In the area of curriculum and learning materials development, UNESCO has assisted provincial departments and NGOs in designing age-appropriate, culturally relevant, and gender-sensitive literacy materials. UNESCO advocates for the use of mother tongue-based multilingual education (MTB-MLE), especially in early grades and adult literacy programs. Recognizing the linguistic diversity of Pakistan, UNESCO supports the inclusion of local languages such as Sindhi, Balochi, Pashto, and Punjabi in non-formal curricula. It has funded projects to develop primers, storybooks, and training modules in these languages, making literacy more accessible to marginalized groups, especially in rural areas (UNESCO Pakistan, 2020).

UNESCO has also focused on capacity building and professional development for non-formal educators and literacy facilitators. It has organized numerous training workshops on competency-based approaches, participatory teaching methodologies, gender-responsive pedagogy use of ICTs in as Idara-e-Taleem-o-Aagahi (ITA). Through its regional offices and expert networks, UNESCO has Human Development (NCHD), Basic Education Community Schools (BECS), and NGO partners such Pakistani education officials to learn from successful literacy models in countries like Bangladesh, Nepal, and Egypt.

Another major area where UNESCO has contributed is in advocacy and international recognition of literacy efforts. Every year, on International Literacy Day (September 8), UNESCO organizes events across Pakistan to promote awareness about literacy rights and mobilize community involvement. These celebrations are often conducted in partnership with the MOFEPT, universities such as Allama Iqbal Open University, and donor agencies. In 2019, the National Literacy Conference in Islamabad, organized by UNESCO and the Ministry of Education, gathered narial and international stakeholders to share best practices and reaffirm commitments to literacy for all (UNESCO Pakistan, 2019). UNESCO also highlights Pakistan's literacy innovations in global forums, encouraging investment and recognition.

UNESCO has supported pilot projects that integrate literacy with skills development, health education, and civic engagement showcasing the holistic

potential of non-formal education. In one such project in Sindh and Baluchistan, UNESCO partnered with community organizations to deliver literacy and reproductive health education to adolescent girls in non-formal settings. The initiative empowered girls to take informed decisions while preparing them to enter formal schooling or vocational tracks. Such integrated models illustrate how non-formal education can address interlinked development challenges including early marriage, unemployment, and health disparities (UNESCO, 2020).

Digital learning has become another focus area in recent years. In response to the COVID-19 pandemic, which disrupted learning for millions, UNESCO worked with the Government of Pakistan to ensure continuity of education through non-formal and distance methods. UNESCO provided guidance for the development of Radio School and Tele School Pakistan, offering literacy and numeracy content through TV and radio broadcasts. These platforms extended learning opportunities to remote areas where internet penetration remains low. UNESCO also advocated for gender-sensitive distance learning strategies and supported research into the impact of school closures on out-of-school children (UNESCO GEMR, 2021).

Moreover, UNESCO has been instrumental in establishing equivalency frameworks to create pathways from non-formal to formal education. The lack of certification and recognition has long been a harrier to the effectiveness of NFE. Through its technical support, UNESCO has assisted provincial literacy departments in aligning non-formal curricula with national learning standards. For example, the development of equivalency modules for Grades 1-5 has enabled learners from ALPs to transition into formal middle schools. This approach supports lifelong learning by allowing individuals to re-enter the education system and progress academically (UNESCO UIS, 2021).

Partnership building has been central to UNESCO's approach. It acts as a convener and facilitator, aligning the efforts of multiple stakeholders including UN agencies (UNICEF, UNHCR, ILO), bilateral donors (e.g., JICA, USAID), and local NGOs. UNESCO chairs or co-chairs various working groups under the Education Sector Working Group (ESWG), which coordinates education in emergencies and development planning. Through these mechanisms, UNESCO promotes inclusive policy dialogue and ensures that literacy and NFE are integral to national recovery and resilience strategies.

UNESCO's role in literacy and non-formal education in Pakistan is multi-dimensional and deeply impactful. It provides technical assistance for policy and planning, strengthens data and monitoring systems, supports capacity building and

curriculum development, advocates for gender.

Equity and inclusive education, and champions lifelong learning. Its work has helped shift the national perspective on non-formal education from a supplementary system to a core component of educational equity and development. However, challenges remain, including the need for sustainable financing, broader certification frameworks, and consistent provincial implementation. Continued collaboration between UNESCO, government bodies, and civil society will be essential to ensuring that literacy and non-formal education fulfill their transformative potential in Pakistan's socio-economic development.

Hopefully, you have read the unit, now please answer the following questions.

Q .1 Discuss the role of AIOU in the rural development of Pakistan.

Q..2 Critically examine the role of Ministry of Education in imparting non-formal education.

Q .3 Discuss the role of PTV and PBC in non-formal education,.

Q .4 Identify the problems/issues involved in the non-formal education programme in Pakistan.

Q .5 Write short notes on the following.

a) APWA .
b) Pakistan Girls Guides Association .
c) Agriculture and Livestock Department .

Q. 6 Discuss the functions of Unesco.

Q .7 Explain the budgetary position of Unesco.

Q .8 Discuss any two achievements of Unesco.

Q.9 Discuss the role of NGO's and GO's in national development.

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UNIT 4

NON – FORMAL EDUCATION IN COMPARATIVE PERSPECTIVE

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4.1 INTRODUCTION

The philosophy of national development clearly states that development shall involve all the population and parts of society. It implies among other things, that educational activities must serve to free individuals from the world of negative and rigid traditional thoughts and to assist them in becoming more creative in identifying development alternatives. It also aims at to promote the making of decisions which will safeguard the existence of the developing nations without losing their identity Developing countries send an education which will not only support the growth of human potential the form of new attitudes, behaviours and sections but also motivate citizens to develop a strong sense of responsibility to raise the standard of living and quality of life.

There is dire need of an education system in the developing countries which mat enable then people to become effective problem solvers At present, most of the developing countries are facing the challenging problems in almost all spheres of life Ideology politics, economy, social structure defence and security of the nation All educational activities in the developing countries, including education, must be compatible with philosophy of national development.

The education system of almost all the developing countries is viewed as two complementary.

1. The formal system encompassing schools front kindergarten to university,

2. The out-of-school or non-formal education system which makes use of short courses learning groups, apprenticeships and self-study in the homes and communities of the developing nations.

The above mentioned two systems are required to work together effectively in order to help the people of developing countries become well informed, responsible productive, and effective problem solvers.

The developing countries are facing the problem of illiteracy and the challenge to education particularly in the light of motion that material poverty is due to educational poverty for example, lack of functional knowledge, lack of relevant skills, and the need to adapt attitudes and values such can support the process of modernisation.

Moreover, the formal system of the developing countries fail to provide education to all the population. In order to provide education and training to all the developing countries have adapted non-formal approach. Every developing country has different. educational vocational and skills training programmes

according to the wood of site society. Costa bus of each programmes of thesis developing countries bike China Colombia Fly India Indonesia and Thailand are boring discussed in this unit. These case studies educational provide good I might in respect of different varieties of non-formal Alu canoe program.

4.2 OBJECTIVES

After studying the unit, it is hoped that you will be able tax.

1 Discuss the role of non-formal education in comparative perspectives,

2. Explain the role of non-formal education in.

- China.
- Colombia.
- Indonesia.
- India.
- Japan.
- Thailand.

Identify the problems involved in non-formal education in the countries mentioned in objective No 2.

4.3 NON-FORMAL EDUCATION IN CHINA.

In this section you will be appreciate by the trends and prospects of the development and reform in the adult education programme in China.

As you are aware that China has one billion population (Census, 1982) Majority of the population is adults of above 20 years of age making 54% of the total population Among these adults, a great majority are workers and farmers in industrial and agriculture production Previously the adult education programme was called "Worker-Peasant Education" and "Spare-tune Education"

From the mid-sixties, the trend of China's adult education was shifted towards the government cadres workers, peasants and town people It was considered necessary to change the old pattern and model of China's adult education programme to a meaning-full on, which will ultimately work for the progress of the country.

Adult education does not merely mean literacy classes and cultural remedial courses, for it also means regular school education The general opinion is that adult education on the basis of general school education provides continual education in ideology, cultural and vocational knowledge and skills to staff

members of all walks of life in order to meet the need of economic and social progress and scientific and technological advance.

During the 6th Five-year Plan (1980-85), adult education programme of the country had achieved its goals even beyond expectations. Insite of the unprecedented progress in adult education, the government had organized a national conference on adult education during the end of 1986 to discuss the problems faced by the adult education. As a result of the conference, the State Council of China announced the decisions on the reform and development of adult education.

China recently introduced its 2024-2035 Strategic Education Plan, aiming to build a "strong education nation." While primarily focused on formal schooling, the plan includes provisions to expand free education access, optimize preschool-to-secondary distribution, and potentially increase open and lifelong learning options Reuters. This shift signals increased attention to alternative education routes key for NFE in underserved areas.

4.4 EXERCISE

Hopefully, you have read the above mentioned books, now please answer the following questions.

Q 1. What you understand by the term "quick method Explain its different process of helping adults with reference of China.

Q 2. Discuss the different teaching and learning methodologies on non-formal education in China.

Q 3. Critically examine the trends and prospects of development and reform in adult education programmes of China.

Q 4. Write short notes on:

a) Problems of China's adult education.

b) Five points of general policy of adult education programme of China.

c) Future goals of China's adult education programme.

4.5 A MULTI-MEDIA RURAL EDUCATION PROGRAMME COLOMBIA IN COLOMBIA.

In this section of the unit we have highlighted the Colombian multi-media rural education programme using various mass media te radio, films, and printed materials.

In the year 1947. Accion Cultural Popular GPO), an innovative non-governmental programme was started to stimulate and educate the poor companions (rural inhabitants) or all ages throughout the rural Colombia AGPO uses its own radio network in conjunction with extensive printed materials. The printed materials like a mass weekly newspaper, series of low-cost textbooks as well-illustrated supplementary readers were combined for educational informational and promotional purpose (eg stimulating community and self-improved projects).

Radio broadcasts along with coordination of printed texts were and are also used for three systematic "Courses" for basic literacy fundamental education and formal primary school equivalence Extensive use is made for local volunteer leader who are specially trained Costs are carefully controlled. A substantial income is earned by using ACPO's facilitate for contract printing jobs The general objectives of ACPO are.

> "new type of Latin American men capable of making rational decisions based on a Christian ideology and or contributing to the establishment of a different social order based on the idea of human dignity"

While no headline NFE initiatives surfaced in the targeted timeframe, Colombia continues longstanding work via the Ministry of Education's adult literacy programs, which target remote, rural, and conflict-affected populations through community learning centres and partnerships with NGOs. These efforts reinforce Colombia's commitment to inclusive education, especially following the 2016 peace accords. Further data may be available in upcoming UNESCO/GEMR publications or domestic policy reports.

EXERCISE

It is hoped that sou have carefully studied the above mentioned material Please answer the following questions.

Q No 1. Discuss the nature of Accion Cultural Popular (ACPO) programme.

Q No 2. Explain the organisation of AL PO in Colombia".

Q No 3 What role the Radio schools are playing in Colombia.

Q No 4 How the Radio course material of AC PO is prepared.

Q No 5 To what extent the broadcasting facilities of Colombia are adequate in relation to ACPO programme.

Q No 6 Discuss the role of local parish organisations in promoting the mass media educational programmes

Q No 7 What do you understand by Campesino Institutes

Q No 8 Critically examine the impact of AC PO in rural Colombia"

Q No 9 What are the major lessons of ACPO experience in the field of non-formal education for rural Colombia.

4.6 NON-FORMAL EDUCATION IN INDIA

The term non-formal education' was proposed and accepted in India in the early seventies during a UNESCO sponsored seminar on out-of-school education. The Government of India (1986) in the National Policy on Education 1986 visualised non-formal education as an approach for universal elementary education when it reiterates that "A large and systematic programme of Non-Formal Education will be launched for school drop-out, for children from habitations without working children and girls who cannot attend whole day school"

There are a number of educational activities/ programmes that can be termed as non-formal education. These include adult education, distance education through the use of media, correspondence education extension activities including agriculture, health population education, individualised or group instruction With the adoption of National Policy on Education 1986 the following thrusts were identified-

“5.8. A large systematise programme of non-formal education will be launched for school drop-outs for children from habitations without schools, working children and girls who cannot attend whole day schools"

“5.9 Modem technological aids will be used to improve learning environment of NFE centre Talented and dedicated Youngman and women from the local community will be chosen to serve as instructors, and particular attention be paid to their training Steps will be taken to facilitate their entry into the formal system in deserving cases All necessary measures will be taken to ensure that the quality of Non-Formal Education is comparable with formal education"

“5.10 Effective steps will be taken to provide a framework for the curriculum on the lines of national core-curriculum but based on the needs of the leaners and related to local environment Learning material of high quality will be developed and provided participatory learning environment, and activities such as games and sports cultural programmes, excursions, etc

"5.11 Much of the work of running NFE centres will be done through voluntary agencies and Panchayati raj institutions the provision of funds to these agencies will be adequate and timely.

The Government will the overall responsibility for this vital sector.

4.7 THE SATELLITE INSTRUCTIONAL TELEVISION EXPERIMENT (SITE) EXPERIENCE

The abbreviation SITE stands for Satellite instructional Television Experiment the site Project involved in and out-of-school instruction and participation. The SITE was established because of the agreement in 1969 between USA and India to cooperate in undertaking an experiment in instructional television via satellite. In the project, the United States of America had the responsibility of providing an Application Technology Satellite LATS and placing it in orbit in such a mas that it would be available m India for a whole on the other hand, India has the responsibility of production of earth station microwave transmitters and receiving sets with front-end converters. The other responsibilities of Indian de were to provide actual on time broadcasting progress in four different languages especially in the subject areas of health, family planning agriculture and animal husbandry and finals to undertake evaluation research on the effectiveness of programs

The specific objectives of the SITE wan to contribute to family planning improving of the agricultural practice and contribution to national integration Objectives of the SIIT wow contributed to general school and adult education teacher training on of occupational skills and finally to impress health and hygiene.

The of SITE had about 50 research studies as essential components The ports of which are of special interest tis social scientists concerned with the developmental aspect of modern communicational techniques in rural areas. They are particularly relevant to the future proposal to establish a permanent satellite based system in India and other developing countries

India is expanding its NFE offerings significantly:

The introduction of the Board of Open Schooling and Skill Education (BOSSE) in Sikkim (2020) progressed with recognition from GATER for its innovative combination of academic and vocational courses, offering flexible secondary and senior secondary options

The DIKSHA digital platform, though formally designed, extends open educational resources and teacher development across 36 languages, offering modules that non-formal learners can access for community-based education.

Tech-enhanced NFE pilot projects such as Mind Craft, an Al-driven personalized learning platform for rural India are gaining traction to improve access in remote areas.

Additional mention: Delh i's Happiness Curriculum includes mindfulness and SEL components, showcasing experiential learning that can be adapted to NFE contexts beyond formal schools.

4.8 INDONESIA

In the sub-section of the unit, we are going to highlight in In-service training for Non-formal Education Administrators at large scale community education programme.

Indonesia got independence in 1945 Like the other developing countries. Indonesian Government gave priority to the development of Indonesia and all parts of Indonesian society. In order to support the growth of human potential in the form of new attitudes, behaviours, and sections, the country needs an education which will motivate citizens to develop a strong sense of responsibility for raising the standard of living and the quality of life.

The education system of Indonesia can be viewed as two complementary sub-systems The formal system encompassing schools from kindergarten to University, and the non-formal education system which makes use of short courses, learning groups. apprenticeships and self-study in the homes These two systems of education are compulsory to make the Indonesians more responsible well informed, productive and effective problem solvers

Being the 5th most populated country in the world. Indonesia has great challenge for educating the masses. Though the Indonesian education system is large set the number of uneducated are also large So much so the twenty million Indonesians aged ten to forty-four-never had the opportunity to attend school. Hence the number of illiterates is quite high

The President of the Republic of Indonesia, announced on August 17., 1978 that the government would implement the compulsory education law for children aged seven to twelve and launched the new style programmes in order to eradicate illiteracy from the country He named it as "Programme Kejar" Consequently, if we see the budget of 1982-83 a reflects the highest allocation to education sector than all other sectors The word Kajar denotes for catching-up with what is lacking in all spheres of life This strategy was not only one teach to basing on the formation of John Dewey's principle of learning by doing or by utilising the leisure/time of workers to learn in order to catch up with what is lacking in all spheres of life

In order to implement such plan, the Directorate General for Non-formal Education, Youth and sports of the World Bank Consequently, the Directorate of Community Education (PENMAS) cooperated with the centre of International Education at the University of Massachusetts. The major goal of this project was to strengthen the capacity of PENMAS to mot the challenge of educating the large number of people needing further education

PENMAS and the modem approach of playing the role of learning facilitator The facilitator's role of playing the role of up-grading of non-formal education personnel in tans of additional capabilities to handle new methodologies and techniques for effective use of resources and to develop better organisation for both learners and tutors. However throw major institutions participation collectively in the project Le PENMAS and the Directorate General of Now-Formal Education, Youth and Sports

The World Bank, and the Centre for International Education at the University of Massachusetts. the staff members young the PENMAS war from six IRIPS (Teacher training collages) Hence the in service training programme was initiated which is being discussed in this section

Dr. WP. Naipaul (1987) has highlighted this crucial issue relating to training administrators and other non-formal education personnel He has categorised different functions being performed by the teacher of formal system. However he pointed out eight general trends of change in the role of teacher la thus article he mentioned some of the constraints and problems in training of non-formal education teacher. He suggested that in only to make the non-formal education more effective and qualitative regular up-gradation of personal involved as the system is necessary both through face to face course programs and through the provision of self-instructional learning material.

Recent academic analysis outlines nine key dimensions of innovation in Indonesian NFE-such as social innovation, supervision, institutional collaboration, operational procedures, teaching methods, learning media, and program structures-designed to enhance the system's effectiveness in supporting human capital development P2TI Journal. These insights. underscore NFE as a growing priority in Indonesia's human resource strategy.

4.9 EXERCISE

Hopeful, you have studied the relevant chapters of the above mentioned book. In order to assess yourself phase answer the following question

Q.1 Describe the functions of PENMAS?

Q.2 What in-service training methods are used for the normal personnel in Indonesia?

Q.3 Discuss the Bojonegors training model ?

Q 4 Analyse the training IKIP staff for non-formal education

Q 5. How non-formal education research designed in Indonesia for the benefit of the staff, the students and the community

Q 6. Explain the IKIP degree training programme in Indonesia

Q 7 Critically examine the problems and constraints involved in the training of non-formal personnel in Indonesia

4.10 NON-FORMAL EDUCATION IN JAPAN

In Japan, education is classified into three categories, namely home education school education and social education on the basis of places of its undertaking and target population.

The term non-formal education is not used in Japan, in its educational policy defining non -formal education as systematic learning activities to be undertaken outside school education which leads to certificates/diplomas, a part of social education in Japan cows some parts of non-formal education Social Education in Japan is defined as systematic educational activities provided mamis for youth and adults (including physical education and recreational actives) excluding educational activities conducted as educational programme at school (Social Education Law) That in social education includes various systematic learning activities conducted in every occasion and at any place outside school education Ministry of Education Science and Culture (MOE) (g vocational training programmes under the administration of the Ministry of Labour. agricultural improvement programme and training for the future farmers administered by the Ministry of Agriculture, Forestry and Fishery) are not covered in the social education

No specific NFE programs surfaced in the latest sources. Japan's non-formal education tends to be embedded in lifelong learning centres ("waning no chiiki"), community education, and workplace training Recent policy emphasis, such as through UNESCO or OECD channels, would likely focus on adult learning amid demographic and workforce shifts but explicit 2025 highlights are not currently documented.

EXERCISE

Hopefuls You have road the above referred material now please Following questions

Q l. Discuss the relationship of non-formal education with social education Japan

Q 2. Criticals examine the mayor programmes in non-formal education Japan

Q 3. Discuss the role of voluntary organizations and education industry national development in Japan.

Q 4. Discuss the use of broadcasting in non-formal education programmes Japan

Q 5 Explam the policies for development of non-formal education

Q 6 Analyse the links between and m-formal education in Japan

4.11 THAILAND - Thai Khit-pen Concept

The Ministry of Education Thailand launched a programme of function be 1971 The main objectives of the programmer

1. To ensure farmers to be mor, walling to avocet innovation anther Inus and to teach technical skill
2. To understand the attention the approach has steady gained as the inception of the programme

Thailand has made significant strides in systematizing NFE through:

The 2023 Learning Encouragement Act, which upgraded the Office of Non-Formal and Informal Education (ONIE) to the Department of Learning Encouragement, demonstrating legal recognition and institutional strengthening. The Zero Dropout Initiative in Bangkok (2024), which reintegrated over 365,000 Thai children and 31,816 foreign children through Mobile Schools and flexible non-formal curricula linked to formal accreditation pathways.

Government education policy for 2025-26 emphasizes "Anywhere, anytime" flexible education and skills certification via Credit Bank system, signalling increased linkage between non-formal pathways and workforce readiness.

Equitable Education Fund (EEF) pilots include: "Dual System Classrooms", Community Learning Centres, and mobile learning models-all designed to integrate formal and non-formal systems under the umbrella of lifelong learning.

ACTIVITY

Please prep Ansa chart of the main objectives of b. MTTS program

4.12 EXERCISE

Hopefully, you have read the above mentioned prescribed pages, please answer the following questions

Q.1 "The MTTS type programme can be useful in Pakistan" Discuss

Q.2 Critically examine the problems imaged in the MTTS programme.

Q.3 Write a short note on the following

a) Cost effectiveness of MTTS programme

b) Vocational skill training service Thailand

c) Issues relating to a comprehensive skill tramping policy

UNIT 5

NON-FORMAL EDUCATION FOR DIFFERENT TARGET GROUP

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5.1 INTRODUCTION

During the last 30 years tremendous technological changes have occurred in spite of the technological and political advances. 40% of the population in the developing world still Ines in absolute poverty (World Bank. 1980) The impoverished tradition affects not only the present situation through the reduction in productivity and costs of social services it also affects future generations through the malnourishment of children

The present status is not due to lack of effort. Hands developing nations allocation nearly 20 of their total budget to education Effort is made by some nations to provide free Primary Education

On the other hand the demands of developing countries have given a new appreciation of non-formal ways of providing education who either have not had access to formal schooling or whose formal education has proved inadequate or relevant. In some areas of the world where a new push towards development demanded the participation of million of un-educated adults the existing formal institutions were incapable of undertaking a task of such magnitude In other areas, large sections of the population found that the formal systems had not given them the skills they needed to compete successfully in technological societies

At the same time, a radical change was taking place in our understanding of what education needed to provide Development itself had come to be recognised as far more than an extrapolation or even adaptation of the developed countries However, the development must be concerned with the whole person and the relationship of that person to his or her environment The problems of development and their solutions are both interlocking and interdependent

Environmental issues, problems of energy, consumption, hunger and production cannot be separated from issues of individual human development The education which can foster human development must be concerned with these other issues However. changes have been taking place in our understanding of the learning process as well, how and why people learn Influence for new concepts have come from many fields like the social sciences, psychology, ethics, contemporary theologs commerce, industry and new communications media as well as from education The education process has been stretched beyond structured systems into a new configuration of widely separated strands of thought and experience

In this unit, effort has been made to fulfil the needs of non-formal education

different target groups, like young people on the job trainers, community and human development

5.2 OBJECTIVES

After studying the material, it is hoped that you will be able to

1. appreciate the importance of non-formal education in nation development
2. explain the role of non-formal education for the young people
3. specify the techniques of on-the-job training through non-format approach
4. identify the role of non-formal education for community and adults
5. discuss the role of non-formal education in vocational and technical education, and
6. explain the possible problems involved in non-formal education for different target groups

5.3 NON-FORMAL EDUCATION FOR YOUNG PEOPLE

In this sub-section of the unit, we are going to highlight the role played by non formal education for the education and training of rural young people

Doubtless to say that non-formal education is needed by the fully employed skilled workers for the advancement of skills, positions and certainly compensation, Non-formal education also meets the needs of the semi-skilled people to up-grade them and thereby qualify for reclassification to skilled workers and their employment status to full employment. So it is important to train the young people for national development.

Non-formal education plays a vital role in providing second-chance learning opportunities to young people who have dropped out or never attended formal school. In many developing countries, including Pakistan, millions of children and adolescents are excluded from the formal education system due to poverty, conflict, gender barriers, or location (UNESCO, 2022). NFE allows these youth to acquire literacy, numeracy, life skills, and vocational training through accelerated learning programs, flexible timings, and localized content.

In urban slums and rural areas, non-formal content. often provide safe and accessible learning spaces, especially for working children and girls. Programs

like the Accelerated Learning Program (ALP) in Pakistan and Youth Empowerment Programs in sub-Saharan Africa enable youth to complete primary education within a shorter timeframe and re-enter the formal education system or gain employment (Shahid, Qureshi, & Saleem, 2021). Such programs also emphasize values education, leadership, digital literacy, and social awareness, preparing youth for civic participation.

Non-formal education enhances youth empowerment by building self-confidence, reducing the risk of exploitation, and promoting health awareness and gender equality. When implemented with proper certification and equivalency frameworks, NFE becomes a powerful vehicle for integrating marginalized youth into mainstream socio-economic development.

5.4 NON-FORMAL EDUCATION FOR ADULTS

Women represent a seriously undervalued potential in the development process. To prolong inequitable practices and relegate them exclusively to narrow traditional roles not also domes both of them and society the benefits of that potential very seriously compounds the problems of reducing fertility

Doubtless to say that the women in the developing countries live in a state of my haste necessities of life e.g. adequate food clothing housing as well as me the resources for development Many women in Africa are underprivileged the opportunities for progress are usually available only to men

Even today, in Africa the rural women still grow, food and frequently carry the social and economic responsibility of their families, although few statistics or reports of food production recognise their role as food producers and credit is provided to them All this is in addition to the bearing and nurturing of children and the care of home family Women are still identified as domestic workers within the home in spite of 60 to 80% of agricultural labour which they contribute in other developing countries the traditional practices prevent women from advancing side by side with men in the processes of development Priority in education is still given to hens Men occupy most of the planning and decision making positions at all levels from community to nation Even when girls have a chance to attend school and college they are usually expected to train for women's cancers like nursing or secretarial work, and are rarely given the scientific and mathematical grounding which would allow them to enter many of the professionals open to men As a consequence of all these factors, the majority of women have few options in life and few opportunities to fulfil their potential as contributions to progress.

Similarly John R. Mictus (1974) has highlighted the manpower development in the urban-modern sector. While discussing the aims of non-formal education in manpower development he has pointed out that the aims are to help youth and adults acquire the For adults, especially those who missed earlier schooling opportunities, non-formal education serves as a crucial tool for lifelong learning and functional literacy. Adult literacy programs, community learning centres, and distance education initiatives enable learners to acquire essential reading, writing, and numeracy skills These foundational abilities help individuals manage personal, family, and occupational responsibilities more effectively.

Adult education through non-formal means also supports women's empowerment. Programs designed for mothers often integrate health, nutrition, legal awareness, parenting education, and small business management. In Pakistan, initiatives like UNESCO's Literacy for Empowerment of Women and TCF's Aagahi Program have contributed significantly to raising adult literacy, especially among rural women (UNESCO, 2021, Wikipedia, 2024)

Moreover, adult NFE encourages civic engagement and political participation. Learners are introduced to concepts of human rights, environmental sustainability, and democratic values, fostering active citizenship. For example, in Latin America and Africa, Freirean approaches to adult education have been used to mobilize marginalized populations for community development and social justice (Freire, 1970).

5.5 Role of Non-Formal Education in Community Development.

Non-formal education is deeply linked with community development as it addresses collective learning needs and enhances local capacities. Community-based NFE initiatives empower people to identify their problems and find collaborative solutions through knowledge and dialogue. These include programs on sustainable agriculture, public health, disaster preparedness, environmental conservation, and conflict resolution.

In many rural areas, NFE is implemented through Community Learning Centres (CLCs) that function as local hubs for literacy, vocational training, civic education, and group activities. These centres support lifelong learning while promoting cultural preservation and social cohesion. UNESCO (2018) emphasizes that such centers are key to achieving Sustainable Development Goal 4, especially in underserved communities.

Furthermore, NFE mobilizes local leadership, promotes volunteerism, and fosters inclusivity by engaging women, youth, elders, and minority groups. For example, the Equitable Education Fund (EEF) in Thailand uses community-based NFE to reduce educational inequality and promote regional development (EEF, 2025).

5.6 NON-FORMAL EDUCATION IN VOCATIONAL & TECHNICAL EDUCATION

Inspire of several efforts in the past the technical vocational education is still not job-oriented Moreover, there are hardly am arrangements for identifying the needs and providing training to 65% rural population to make them more productive in order to strengthen this larger sector of our economy In order to improve technical/vocational education, it has been decided to introduce production oriented curriculum related to the market requirements in all technical/vocational institutes Advisory Committees having representatives of trade and industry will be constituted to keep the training responsive to the changing market requirements.

According to the Education Policy (1992, P.10) all the technical/vocational institutes will be encouraged to generate funds for supplementing their resources by producing saleable goods during training Small production units will be established with technical/vocational institutes under a phased programme Evening programmes will be introduced in technical/ vocational institutes for the benefit of the community, wherever needed Separate vocational schools for dropouts of the school system will also be established. Equipment needed for various levels of technical/vocational institutes will be standardized A mechanism for standardizing, testing and certification of technical/vocational skills required through formal, non-formal or traditional system of training in consultation with trade, industry and other users of the output of these institutions will be introduced.

Practical on-the-job supervised training for Diploma and B Tech students will be made compulsory and suitable legislation for providing this training in industrial organizations and undertakings will be enacted In order to provide close liaison with industry the teachers of polytechnics and technical colleges will be encouraged to provide consultancy and advisory services to the industry Personnel from industry would also be invited to advise these institutions on production methods A teacher training college for the training of teachers of technical/vocational institutes will be established at national level.

Non-formal education serves as a strategic pathway for vocational and technical training, especially for out-of-school youth and adults who need employment-

oriented skills. These programs are often short-term, modular, and based on market demands. Unlike formal technical institutions, NFE-based vocational education is flexible, locally adapted, and does AL not require strict entry qualifications.

Non-formal vocational training covers diverse sectors such as carpentry, tailoring. plumbing. IT, mobile repair, and agriculture. In Pakistan, organizations like the National Vocational and Technical Training Commission (NAVTTC) offer Recognition of Prior Learning (RPL) certifications, allowing informal workers to formalize their skills and improve employability (NAVTTC, 2023).

Internationally, programs like India's Board of Open Schooling and Skill Education (BOSSE) combine academic and skill subjects to bridge education and employability gaps (Rani & Sinha, 2024). These efforts address youth unemployment and underemployment by equipping learners with practical and entrepreneurial skills.

Additionally, digital tools and online platforms are increasingly used in non-formal vocational training, widening access for remote learners. When linked with formal certification and industry standards, non-formal vocational education strengthens national workforce development and contributes to economic growth.

ACTIVITIES

1. Discuss the significance of Non-formal Education and its potential role with any educationist of your arca and prepare a report of the outcomes of your discussion
2. List below any four techniques of on-the-job training through non-formal education

EXERCISE

Hopefully, you have studied the unit, now please answer the following questions

Q.1 Discuss the importance of non-formal education particularly in national development.

Q.2 Do you consider non-formal approach effective in order to met the shortage of trained teachers? Explain.

Q.3 Critically examine the emphasis and issues of community education through non-formal education.

Q.4 Discuss the requisites for improving the quality of rural life.

Q.5 Explain the different approaches to community education.

Q.6 Critically examine role of non-formal education rural youth.

Q.7 Discuss the problems involved in community education through non-formal approach.

Q.8 Critically examine the role of Non-formal Education in Vocational and Technical Education.

Q .9 Write short notes on the following H

1. Voluntary organisations
2. Club approach
3. Mass Media approach

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UNIT 6

PLANNING FOR NON-FORMAL EDUCATION

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6.1 INTRODUCTION

Kirundi, M (n. d) P.2 says that:

In the preparation of development plans the main emphasis at all times is the development of people and not of things. If development is to give a maximum benefit to the people and if it is to be meaningful, it has to originate from the people themselves. People themselves must participate in decision making, in considering, planning and implementing their development plans. For it is the people who know better what their pressing needs are

Similarly according to Beaverette G. (n. d) P.76

"Quite often planners do not know or have little practical experience with the programme they elaborate. They deal at levels of aggregation and simplification that place them at some distance from the implementers. and the implementers naturally tend to distrust them

All too often, well intended, ambitious development plans have not taken root at all because there was no consultation at the local level. Parents foal that they know the local situation best and it is, after all, the people on the spot who can translate the programmes into successful situations. If local communities are to be helped through non-formal programmes, to direct progress for rural development, they should share in decision making, as it has to accord with their values and aspirations, or otherwise, they will reject the programme.

Planning for non-formal education (NFE) has emerged as a critical strategy in expanding equitable access to learning and fostering inclusive development, particularly in countries grappling with high illiteracy rates, out-of-school populations, and systemic educational inequalities. Unlike formal education, which is often rigid, standardized, and centrally managed, non-formal education encompasses a wide array of flexible, community-based, and learner-centred approaches designed to meet the specific needs of children, youth, and adults who are unable to participate in the formal schooling system. As the demand for lifelong learning grows and nations strive to fulfill Sustainable Development Goal 4 (SDG 4) -ensuring inclusive and equitable quality education for all the role of systematic and strategic planning in the non-formal sector has gained renewed importance (UNESCO, 2022).

Non-formal education includes literacy and adult learning programs, accelerated learning for out-of-school children, vocational and life skills training, and

community-based education models. These interventions are especially relevant in contexts where socio-economic barriers, conflict, displacement, or cultural norms hinder access to traditional schooling. In such settings, planning for NFE must go beyond mere service delivery; it must integrate community needs, gender sensitivities, contextual realities, and cross-sectoral collaboration into a dynamic and responsive framework (Shahid, Qureshi, & Saleem, 2021).

Historically, planning for non-formal education has faced several challenges, primarily due to its perceived status as a supplementary or temporary solution to formal education. In many developing countries, NFE has been underfunded, poorly coordinated, and often absent from national education policy frameworks. However, recent educational reforms and international advocacy have led to a growing recognition of non-formal education as a legitimate and complementary component of national education systems. Effective planning in this sector now requires a shift from fragmented initiatives to integrated, sustainable, and scalable models that align with national development goals and human capital strategies (UNESCO, 2021).

6.2 OBJECTIVES

After reading the unit, it is hoped that you will be able to:

1. explain the art of planning.
2. identify criteria for the design of planning programmes.
3. plan non-formal education at National, regional and provincial level
4. identify the issues relating to the planning of non-formal education
5. apply leading tasks in the planning of non-formal education.
6. Assists in formulation of objectives.
7. Promotes active involvement of local leaders.

6.3 CONCEPT OF PLANNING FOR NON-FORMAL EDUCATION:

Planning is essential for any systematic attempt to achieve desired goals. The use of planning is to discover and prepare the way for action that should be taken. Planning must, therefore, result in programmes that help people to find more satisfactory modes of living and of making a living. Knowledge of the programme planning process helps in gaining a sense of clear direction, adds to work

efficiency and increases personal satisfaction. According to My season and Banfield (1955). Planting is designing a course of action to achieve ends. Efficient planning is that which under given conditions leads to maximisation of the attainment of relevant ends. Planning plays the following important roles in the process of development:

I. Helps in discovering and planning the ways for action.

2. Gives meaning and system to actions.

3. Prepares the basis for a course of future action.

4. Facilitates decision-making for the future.

5. Singles out most significant needs.

6. Identifies the gap between the present situation and the desired situation.

7. Assists in formulation of objectives.

8. Promotes active involvement of local leaders.

Proper planning of it is very important for achieving success in extension work. Planning helps to identify the educational objectives. facilitates the selection of learning experiences to attain these objectives and evaluation of the results in relation to objectives becomes possible.

It is also important to understand the meaning of programme. According to Oxford dictionary, word programme means a proclamation, a prospectus, a list of events, a plan of procedures, etc. But it takes on several added implications with the addition of word extension to it. According to Kelsey and Hearne (1994), "An extension programme is a statement of situation, objectives, problems and solutions." Leagans (1982, P.16) says that "an extension programme is a set of clearly defined, consciously conceived objectives or ends. derived from an adequate analysis of the situation, which are to be achieved through extension teaching activity." Lawrence (1985. P.83) has elaborated it further with the details of the activities. According to him an extension programme includes **(i)** programme planning process, **(ii)** written programme statement, **(iii)** plan of work. **(iv)** programme execution, and **(v)** results and evaluation.

It can be concluded that an extension programme is a written statement prepared. on the basis of extension programme planning. It includes a statement of situation. objective problems and solutions and is based on facts. An extension programme is relatively permanent but requires constant revision and includes long-term as

well as short- term objectives. It forms the basis of extension teaching plan and is drawn in advance. On the basis of above discussion. programme planning in extension can be defined as `a continuous and cooperative activity, involving local people and the extension personnel, in which problems are identified, objectives are set forth. and action is taken to reach the objectives'. According to Boyle (1985, P.163) programme planning is a process through which representatives of the people are intensely involved with extension personnel and other professional people in four activities-studying facts and trends: identifying problems and opportunities based on these facts and trends: making decisions about problems and opportunities that should be given. one may priority: and establishing objectives or recommendations for future economic and social development of a community through educational programmes'. Kelsey and Hearne (1994. P.59) describe it as a process in which facts concerning the situation are collected and analysed, unsatisfactory elements are identified. desired objectives or improvements are determined and stated, and alternative ways of reaching the objectives are considered. According to Raudabaugh (1995. PP.7-4). Programme development is a continuous series of processes which incudes planning a programme, preparing a plan of work and teaching plans, taking action in carrying out the plans and determining and reporting accomplishment'. Lawrence (1985, P.81) feels that programme planning is the process by which the people in the country, through their leaders. plan their extension programme. Country and State professional extension staff members assist in the process. The end-result of this process is a written programme statement. Olson (1982. P.87) describes it as an organised and purposeful process. initiated and guided by the agent, to involve a particular group of people in the process of studying their interests. needs and problems, deciding upon and planning.

Education and other action to change their situation in desired ways and making commitments regarding the roles and responsibilities of the participants.

Programme planning is the process of making decision about the direction and intensify the educational efforts required. If planning is good, it will be easy to achieve the goals, because a systematic planning process will minimise the degree to which one is taken by surprise. Also, it will make the revision of goals. objectives and programmes easier when new conditions create the need for a change. The real purpose of planning is to get the best results.

It is also important to discuss the nature of programme planning with special reference to extension programmes. Like any other programme. extension programme planning is also a process. It means that programme planning involves a series of actions which culminate in the accomplishment of a goal. Therefore. it has to be viewed as a sequential set of steps of several systematically ordered steps

of planning. This also suggests that extension programme planning is a decision-making process which requires advance thinking. It is important to know where we are' and 'where we want to go'. To reach our destination we have to decide what to do' and 'how to do' the same. This all needs intellectual efforts and skill to deal with people. A planner should have the technical information and planning skill. The extension programme planning is built around the available improved technology, the people. their resources. problems. needs and interests. It also involves interaction between various segments of population. It is the duty of the programme planner to inform, educate and persuade the people so as to involve them in the planning and extension of the programme. The whole exercise must result in a practicable programme acceptable to all the concerned parties.

In order to make the process of programme planning a success it is essential to understand certain basic facts about planning. In other words. it can be said that an understanding of the set of principles or a set of beliefs is very helpful. These sets of principles or beliefs are also known as philosophy. It will be worthwhile here to discuss the philosophy of extension education as it is related to programme planning. Every normal individual accepts plans more readily when he has a hand in making some of the decisions affecting his action. This can only be possible if he feels a need for it. So. first thing is to create a desire for a change. The most effective means of creating desire for a change is through good and sound planning. It requires a systematic approach to get the people know what they want and how to proceed to achieve the same. People will accept only that programme which they think can help solve their problems. People resist when they are told what their problems are and what changes they should make. But if local people are involved in planning they perceive the resulting programme as one that includes the problems they want to resolve. We must not presume to know what the problems are until we have the facts to support our appraisal. The use of a systematic approach will strengthen a programme with facts. An attempt should be made to define problems in ? terms of basic causes rather than symptoms.

Although programme planning is a job of the Director/Administrator. yet it must be developed with the concerned people. to help them solve their own problems. The extension programme is an educational process where people get together and discuss their own problems, they also sometimes become aware of the problems they did not know. The programme should be need-based. Priorities and objectives must be decided jointly by the people and the planners. A good programme is that which not only meets the needs of the local people. but also of the state and the nation. Without clients' participation of a programme remains only of the extension agency and it will not be possible to carry it through without people's participation. Thus. a well-planned programme is broad-based, planned with the people and meets the urgent needs of a large number of people. It is also important to

coordinate the programme with the programmes of other groups. organisations and agencies those work in the same or related problem areas. Only then it will be possible to achieve the primary objectives of extension programming. i.e. to help each individual, each family, and each community achieve the highest level of living. aesthetically and morally by means of aided self-help through education.

Following are the important benefits (which will be the outcome) of effective planning:

(i) Avoid wastage of resources: Planning helps in minimising the wastage of time and money and provides general efficiency. Optimum results can be accomplished under the prevailing circumstances and conditions.

(ii) Provide guidance: Planning ensures careful consideration of what is to be done and why, establishes objectives. gives direction for execution of work and helps in evaluating the results.

(iii) Continuity: Planning gives continuity to the programme. because a plan is available in black and white, the change of personnel will not affect the tempo or direction of the work.

(iv) Provide reliable information: When and whatever information is required about the programme. situation and resources. etc.. it is easily available from the records. Information is the intelligence upon which plans are made.

(v) Institutional support: For proper implementation of the plan, the involved or affected persons must be in substantial agreement with the plan. Planning will help to justify the appropriations by public bodies and to obtain the support of the key personnel.

(vi) Leadership development: Development of leadership is one of the keys to success and planning is one of the best methods of developing leadership.

(vii) Minimise conflicts: Many conflicts like conflict of resources, conflict of personalities, etc. may arise while executing a programme. These can easily be removed at the planning stage. A good programme planning process will avoid unnecessary conflicts.

(viii) Local support: A programme planned with the cooperation of the people and based on their needs will get full support from them. For any programme in extension education, which is not supported by the local people, it is difficult to achieve its goals.

(ix) Avoiding future problems: A good planning always identifies and monitors future developments that will have major impact on performance or results.

6.4 PROGRAMME PLANNING PROCESS AND PREPARATION OF NON-FORMAL PROJECT

Different authors have given different steps of the programme planning process. A summary of some of these models is presented here:

According to Green and Winstead (1995), systematic planning should include the following steps or activities:

1. Identification and evaluation of problems and opportunities.
2. Clarification and evaluation of missions. goals and objectives.
3. Determination of priorities.
4. Analysis and evaluation of capabilities. ?.
5. Development and execution of programmes of action.
6. Identification and monitoring of future developments that will have a major impact on programme of results.
7. Allocation of essential resources.
8. Acceptance and support of key people who are involved or affected.

Agency for International Development (1982) arranged steps in programme planning chronologically as under:

1. Situation and analysis.
2 Organisation for planning.
3. Programme planning process.
4. Planned programme.
5. Plan of work.
6. Execution of plan or work.
7. Appraisal of accomplishments.

According to Boyle (1985. P.81) an ideal process for extension planning consists of five phases:

1. formulation of a broad organisational philosophy, objectives, policies, and procedures for programme planning in the state.
2. The identification and clarification of a need and preparation for planning country programmes.
3. The organisation and maintenance of a country planning group.
4. The reaching of decisions on the problems. concerns and opportunities.
5. The preparation of a written programme document.

Raudabaugh (1995, P.113) also suggested five stages:

1. Identification of the problem.
2. Determination of the objectives.
3. Development of a plan of work.
4. follow through on the plan of work established.
5. Determination of progress.

Qayyum (1992. P.51) listed the following steps:

1. Collect facts
2. Analyse situation
3. Identify problems.
4. Decide on objectives.
5. Develop plan of work.
6. Execute plan.
7. Determine progress.

Pesson (1996. P.112) identified eight steps of the programme planning development process:

1. Collect facts

2. Analyse situation

3. Identify problems — Programme Planning

4. Decide on objectives

5. Develop plan of work

6. Execute plan.

7. Determine progress — Programme Action

8. Reconsideration with evaluation at each step

Dahama (1966) also mentioned eight steps:

1. Study the situation.

2. Identify the local leaders and obtain their support.

3. Set up a planning committee.

4. Determine important needs and interests of the people.

5. Setting up objectives.

6. Fixing up priorities.

7. Decide teaching objectives and teaching methods.

8. A periodical review of the situation and reconsideration of the plan.

According to Matthews (1982) the steps are as under:-

I. Organisation for involving people.

2. Planning process.

3. The planned programme

4. Annual plan of work.

5. Teaching and related activities.

6. Evaluation and reporting.

Rashid M. (1992. P.31) reported five stages in the non-formal education process:

1. Situation.

2. Objectives.

3. Teaching.

4. Evaluation.

5. Reconsideration.

After a perusal of these methods the following steps can be identified:

1. Study of the situation.

2. Identification of the problems.

3. Fixing objectives.

4. Finalising plan of work.

5. Execution of the plan.

6. Evaluation.

7. Reconsideration.

Steps in programme Planning Process.

(a) Study of the situation: A study of the situation is very important in order to have a realistic programme. A programme based on the needs achievable with the available resources and according to the national goals can be called realistic. The more accurate the information, the more likely it is that the real problems will be identified and sound conclusions regarding objectives will be made. Good planning depends on the availability of adequate and reliable data and scientific elaboration and interpretation of the same. It is, therefore. of great importance that all extension workers possess the factual and basic form and family information required for preparing sound family, village and block plans.

At the time of data gathering information regarding the following aspects must be obtained:

1. Available physical resources

2. Situational factors

3. Socio-political factors

4. Value and culture of the social system.

5. Human resources

6. Infrastructure support

7. Needs and interests of the people.

All the collected information must be analysed collectively by the non-formal workers and the people's representatives. It will be advisable to collect information with the help of standard problems. Government has devised various proformas to conduct the block survey.

(b) Identification of the problems: Next step after the collection of information is to analyse it properly. Main objectives is to identify the important problems and needs of the clientele. People must be brought to recognise the gap between the actual or what is and the desirable, or what ought to be, a place value on attaining the desirable condition before they want to change or become motivated to change in progressive directions. Present situation can be determined by a study of the situation, but it is also important to decide what ought to be. The level of what-ought-to-be must be within physical, economic, social and mental possibilities of attainment. It is also important to be alert to the interests of people while fixing priorities for selection of problems. As a rule. people learn those things that lead towards the attainment of their goals or their wants. If interest in an existing need' is not present. it is the job of the non-formal educator to create interest because it is the most important phase of motivation. After identification, these must be arranged in order to their importance. and priorities fixed.

Steps in Programme Planning Process

Study of the Situation	Identification of the Problems	Fixing Objectives
Planning Execution	Evaluation	
Finalising Plan of work	Execution of the Plan	Reconstruction

A careful and probing analysis is often necessary to reveal causes which must be attacked and removed for the problem to be solved. It is important. to document the primary facts that reveal the situation for cach major commodity, enterprise. subject, or problem area. significant problems or needs revealed by the facts about the situation and major means for meeting the problems or needs. Wilson (198). P.9) has very rightly mentioned that the role of non-formal workers is changing

from one of motivating people towards the adoption of improved practices to one of solving problems.

(c) Fixing objectives: Objectives are the base of any programme. Once needs and problems have been recognised the question remains as to the number and kind of objectives that can be worked upon effectively. While deciding about the objectives due importance must be given to the people's needs, interests, and social and economic importance of the need of the people. While formulating the objectives adequate attention should be given to all the three components is., learners to be affected, behavioural changes to be brought about and the content or subject-matter. Anyhow. a statement of the objectives must indicate the needs and problems: specific behaviour-change sought people involved and methods to be used.

Copies of this statement should be prepared for the persons involved in programme planning and for the use in informing the interested and concerned persons. Only those objectives be selected which are practical and achievable in terms of available physical and social resources. The programme objectives should be long-ranged enough to guide work for one year or more, but at the same time short-ranged to be achievable in a reasonable period to time. These must have practical applicability in making decisions about a plan of work. All the concerned persons should be mentally satisfied and convinced about the achieve ability of the objectives. Decisions about programme objectives are usually best when made not by the agents alone. but when made jointly by the agents and the local people. The objectives should be stated in a form that clearly reveals the kind of new condition or situation desired and served as useful guide to programme execution. The subject-matter content specified by each objective should be directly related to the problems or needs as revealed by the analysis of facts about the situation and primary interests of the people. at the same time the contents must also be highly significant. socially and economically. to the people.

(d) Plan of work: A plan is a guide for the persons responsible for the execution of the programme. Work of these people will be facilitated if a plan indicates specific action to be taken. by whom, when, where, and what accomplishments are expected. It should indicate specifically the means to be used and the methods of using them. Its basic function is to provide a guide for use in carrying on extension work planned in a systematic manner. A calendar of work, which shows (a) approximate amount of time to be devoted to each of the major activities, and (b) seasonal distribution of major work, also needs to be prepared.

However, the important elements of a plan of work are as under:

i) **When:** It indicates the importance of timing in planning. All the activities should be planned in such a way as to ensure the best use of time and people's full participation. Selection of time should be such that it suits all. In order to obtain the participation of the people peak work seasons should be avoided as far as possible.

ii) **Where:** Location of programme should depend upon many factors like need of the people. available resources. priorities and the local response. etc.

iii) **How:** Details must be worked out regarding carrying on various activities. All the activities and teaching methods must be identified. Proper selection of activities and teaching methods will ensure success.

iv) **Who:** Execution of any plan will depend upon persons. It must be made clear who will execute different activities and with whom these activities will be executed. Every programme concerns specific people. The characteristics. culture and location of the people we decide to reach will affect the methods we must use. Once we know the concerned persons it is easy to select suitable methods and locate local leaders. The local leaders play an important role in the execution of the plan.

A properly conceived plan of work provides guidance in the execution of the plan and helps in timely scheduling of the activities to various aspects of the programme.

Execution of the plan: At this stage the plan is put to test. Execution will be easy and systematic if plan is prepared properly. But a good plan may not be able to achieve the desired results if it is not executed properly. Programme execution is the heart of the extension education process. Sound technical knowledge and mastery in handling extension teaching methods and communication channels play a significant role in successful execution of the plan. Efficiency of leadership is judged by the quality of action. Leader of the programme must be able to provide proper guidance and able to maintain coordination among the actors.

Rashid. M. (1992. P.53) gave the following suggestions for executing the plan effectively:

i. Make advance arrangement for inputs and teaching aids.

ii. Interpret the approved programme to the staff and people's representatives.

iii. Carry out the planned programme. phase by phase, in a coordinated manner.

While implementing the plan of work it must be ensured that decisions for changes in the plan of work for coordination were made by the agents concerned. representatives from the groups concerned or involved. The calendar of activities and events should be followed as planned after periodic re-evaluation. If some change has to be made, this should be done by the concerned agents and representatives from planning groups and other groups and state staff who were involved. Continuous evaluation must form an integral part of execution. Changes in the techniques. methods, materials and subject-matter should be made on the basis of re- evaluation and after consultation with appropriate persons.

(f) Evaluation: Evaluation is essential to measure the extent of achievements of the fixed objectives. It is a method for determining how far an activity has progressed and how much further it should be carried to accomplish the objectives. What difficulties were faced in the execution of the plan of action? It is to know the extent and in what measure the different programme planning steps have been gone through systematically and properly. Evaluation may also be made of the physical achievements and the extent of people's participation. There is need to evaluate each of the three phases of the process. i.e. programme planning. programme execution and programme results. The process of evaluation has a direct bearing on good programme building and programme execution. Evaluation indicates the progress. effective and strong and weak points in any programme or plan. Evaluation improves our skill of working with people and helps to determine priorities in the plan of work.

(g) Reconsideration: Reconsideration is the best step of the programme planning process. Planning is a continuous process, thus, process starts again after reconsideration of the drafted plan. Results of evaluation enable us to know the shortcomings and accomplishments of the programme. In the light of these results. plan is considered and fresh process starts. keeping in view the decisions made at this stage. This valuable information together with a review of the whole extension programme and the present needs of the people provide a substantial basis for deciding upon the new plan. Learning from the past experience helps a lot in making the planning process more and more realistic and achievable. On the basis of the results changes in the techniques, methods and materials should be made and followed if, after re-evaluation and replanning it is decided that the changes

are needed. Similarly, changes in the plan for training and assisting lay leaders should be made and followed it, after re-evaluation and replanning, it is decided that the changes are needed. All the decisions for changes should be made by the concerned extension agents representations from the planning groups. local leaders and members of the state staff who are involved

Achievements revealed by evaluation should be systematically reported and interpreted to the planning group government and to the general public for their information and use The findings and implications of education report should be given careful consideration by the government group in projecting their plans for future

A principle is a statement of policy to guide action. The developing of a proper programme involves a variety of facts value judgements and skills It is, therefore necessary to have some statement of policy to guide decisions and actions in a consistent manner in order to plan a programme that will truly project the future needs of the people A member of guide lanes have been proved very useful and these can safely be suggested as principles of programme planning in Extension Education. Some of the desired qualities of a good programme can also be given as principles. A list of such statements which have been proved universal for their applicability is given here as the principles of extensions programme planning

1. **Principle of feel-needs:** A good programme is that which is based on the felt-needs and interests of the people This implies that factors like land. crops, economic trends, social structure, economic status of the people, their habits, traditions and culture: in fact, everything about the arca in which the job is to be done and its people may be considered Programme cannot get the desired results when not in harmony with the culture of the people. At the same time, it must be in line with the state and national needs and policies The needs of most urgent concern and wide-spread interest should be given first priority
2. **Principle of joint participation:** Planning should be considered as joint

   responsibility of the officials and the public Programme should be developed jointly by the extension staff and the local leaders It should be planned with the people and not for the people. In addition to becoming a people's programme, it will also serve as an educational process for identifying problems, planning and executing the programme to solve

   these problems. Moreover, people become interested and give better support to the programme when they are involved in the planning process.

3. **Principle of flexibility:** The programme must be flexible enough to allow any part of the plan to be changed when something important happens that makes change necessary in order to get the best results. There should always be allowances to meet emergencies. but at the same time too many changes are also not desirable. Flexibility is required to meet unforeseen contingencies or emergencies. A programme should be prepared well in advance of its execution, but not too far ahead of time. Ordinary events may subject it to change in part, though not in total.

4. **Principle of simplicity:** A good planning is one that will provide possible direction for a large number of people to move come distance it will only be possible if it is simple enough that people understand it. The simplicity can be accomplished through a practice of selective adaptation and by applying a principle of common sense and value. Simplicity of procedure will also help the extension workers to accomplice the job properly even if they have lack of training in planning process.

5. **Principle of coordination:** Working alone, an extension worker may not be able to accomplish most. He must obtain the support of local groups and other organisations. It coordinates the efforts of all interested leaders. groups and agencies and considers the use of resources. Systematic planning must allow for planning to be coordinated horizontally, vertically, across time span and by types. Coordination with other supporting institutions and the organisations (both formal and informal) will make the execution easy and complete.

6. **Principle of satisfaction:** A programme is good if it provides satisfaction to the people who participate. Such programmes promote the growth of the extension service as well as that of extension worker. Level of satisfaction of the people indicates the extent of the success of the programme. It also relates to motivation for action. People must see how they or their communities are going to benefit from the proposed solutions.

7. **Principle of practicability:** Objectives should be such which are attainable with the economic, social and mental capacities of the people through their own efforts and with a minimum of outside help. The planning process must not be complicated so that it can handle even complex situations in a workable manner. To get the right resources, in the right quality and quantity, at the right time and place and at the right cost should be the main purpose of planning.

8. **Principle of comprehensibility:** Efforts should be made to have balanced programme, taking care of all sections of the society. It must be comprehensive enough to embrace all age-groups. creeds and races at all levels and community, block state, national and international problems. It must also be highly significant economically, socially, aesthetically or morally to a relatively large number of people in each place. Unless extension contributes to the welfare of all groups. especially weaker sections of the society, it cannot be fully effective in raising the level of living of the community.

9. **Principle of Achievability:** It is always better to focus attention on problems that are most important. A common weakness of extension of programme is that they include attempts to solve too many problems at once without making a significant contribution to any of them. A few successful projects create much better impression than making too many half-hearted attempts. Objectives should always be fixed according to the available resources and the priorities of people's needs.

10. **Principle of evaluation:** Each and every programme must have provision for evaluation. It is. therefore, important to state objectives clearly and in terms that can be measured or evaluated while planning a programme. Continual evaluation is the map or chart by which we direct ourselves Evaluation helps to measure the progress of a programme. its weaknesses and achievements. Results are the basis for improvement in the future. Mathews (1955) points out that extension programme planning and evaluation go together. Starting a programme with the intention of engaging in a careful evaluation at close of a specific period has a salutary effect on all the intermediate processes.

According to Boyle (1985. P.14) programme planning is viewed as a process through which representatives of the people are intensively involved with extension personnel and other professional people in four activities: studying facts and trends: identifying problems and opportunities based on these facts and trends: making decision about problems and opportunities that should be given priority: and establishing objectives or recommendations for future economic and social development of a community through educational programmes. Different approaches are used in planning programme. Some of the commonly used approaches are being discussed here.

I. **According to duration:** Development programmes are almost always prepared for a fixed period. but they vary as much in duration as they do in type. On the basis of duration the plans can be:

(a) Short-term plans

(b) Medium-term plans

(c) Long-term plans

Short-term plan can only play a limited part in influencing development. since they do not provide adequate opportunity for examining alternatives or moblising resources and cannot be used effectively to bring about basic structural changes. Their chief value lies in the possibilities they present for rationalising existing programme and for establishing favourable conditions for future development. In the early stages of the programme. it is usually preferable to have short-term projects. At this stage. concentration should be on the immediate development objectives. But with the maturity of the extension services, and a development procedure. it is invariably found that an increasing number of projects and programmes cannot be fitted into short or medium-term plans. as pointed out by Waterson (1994. P.81) is that longer the term of a plan, the more uncertain and questionable are the projections and the less degree of precision possible. There is also a danger that technological innovations will upset forecasts which extend too far into the future. But at the same time. a long-term plan has the psychological advantage of targets often impressively higher than those for short-term plans.

2. **According to extent of participation:** Involvement of the people is essential to have a realistic plan. The ability of the people involved to contribute to the tasks and goals for which they organised it is also important in the effectiveness of a planning group. The extent of participation of the people can be at three levels:

(a) Liberal participation

(b) Restricted participation

(c) No participation

Extent of participation was also the subject of some research studies. Farrell (1984, P.67) examined the feasibility of having influential people

as members of planning committees. He compared a selected group of influential people in a country with the total population on the basis of their awareness of community problems. The findings showed that . influential people were more aware of the problems of the community and were more likely to view themselves as being able to resolve the problems. Powland (1997, P. 123) in his study suggested that the mere representation of people and interest in programme planning committees is not enough. The representation should be individuals who exhibit leadership traits. whose perspective goes beyond their own group boundaries, and who are interested in the work of the programme planning committee.

3. **According to the type of approach:** Plans can also be described according to the approach employed by the planners. It is decided by the leader himself or planning has been done with consultation of the concerned persons. Sometimes, when the leadership is too weak or due to political reasons, every body becomes free to plan as he desires, these three approaches can be designated as:

(a) Democratic approach

(b) Autocratic approach, and

(c) Laissez-fair

Autocratic and laissez-faire are the two extremes. whereas in the extension programme planning democratic approach always brings out best results. Efforts should be made that all people, who will be benefitted by the programme as well as those expected to help in conducting the programme, should have a part in the planning process.

4. **According to the place of planning:** Programme planning is not the same for all countries. it is the same for one country at different times. Various forms of planning can be:

(a) Centralised planning.

(b) Decentralised planning, and

(c) completely independent grass-root planning.

In order to centralised planning, plans are developed at one central place and passed on to lower levels only for execution. Decentralised planning

is done at subsequent levels, according to broad policies or directions to each situation independently. As stated by Waterson 1994. P.93) the nature of development planning is influenced by many elements, like the availability of natural resources, skilled manpower, land and the levels of technical, administrative and managerial competence. But two factors are very important more than any other conditions, the form and role of a country's planning: its institutional framework and its stage of development.

5. **According to the type of planning:** Planning may differ in its type depending upon the development approach of the country. Main types of approaches are:

(a) Isolated planning

(b) Integrated planning

(c) Comprehensive planning

Isolated planning is done when various development projects are formulated on a piecemeal basis having little relation with each other. This approach is an indication of not clearly defined development philosophy or a long-term outlook. There may be references to raising living standards. or extending social services. but no real attempt is made to define objectives clearly, which results in the frittering away of resources on too many small, unrelated projects or on a few unduly large ones. It is always better to replace isolated approach with integrated development approach. It will increase the sum of the benefits to be derived from a given total investment. Comprehensive planning. also referred to as aggregative. global or overall planning, covering an entire economy, is the most advanced form of development planning. In most of the cases comprehensive planning is done from top to bottom. but a good programme requires that planning from the bottom should start first and be followed by top to bottom.

Efforts should be made to plan programme in such a way that it becomes possible to achieve the objectives which are based on the people's and country's needs. As stated by available resources, both physical and human. As stated by Colm & Theodore (1982. P.14) development requires social and cultural change as well as economic growth: that is qualitative

transformation must occur concurrently with quantitative increases. There is. in fact. a reciprocal relation between the two. and neither process is likely to continue for long or go very far without the other. Hence, development means change plus growth.

Programme Projection is broader in concept as compared to programme planning. The concept of programme projection was incorporated in the extension programme planning in order to do a more effective job of helping the people to determine clear-cut. long-range programmes to meet their needs. According to Nieder frank (1980, P.3) programme projection means improved programme planning looking more broadly. looking more deeply, looking longer or farther ahead and with the involvement of more people. Lawrence (1985, P.91) described programme projection as a long-range programme planning by a broadly representative group of local people. It involves the logical analysis of all available information and the setting of long-range goals and objectives for the people to work. It may be viewed as a method of blending scientific knowledge and experiences of local people in order to do a more balanced and realistic long-term planning. It is based on the belief that people when involved systematically in the process of planning, which is based on their major problems, needs and potentials, can make the most intelligent decisions to solve their problems. It is a long-term planning involving a thorough study and understanding of facts.

According to Lawrence (1985, PP.99-93) programme projection differs from the ordinary type of programme planning in the following ways:

1) Programme projection is long-range planning and is broader in scope. It is a more complete and a more balanced approach.

2) It involves the collection and interpretations of pertinent background information from local, state and central sources.

3) It is much more thorough in the study and analysis of local problems. It is a more intensive kind of programme planning.

4) It usually involves more local people with a wide range of interests.

5) It makes greater efforts to determine the kind of extension assistance that local people want in helping them solve problems and to attain their goals.

6.5 ISSUES IN PLANNING AND IMPLEMENTATION OF NFE:

The following are some of the most important issues to be considered for planning and implementation non-formal education projects in the developing countries:

a) Deciding the Level of Participation.

There are two different cultures involved in the planning of Non-Formal Education projects planners and target population. Participation of both is essential for designing effective Non-Formal Education projects. There are different levels of participation. Non-Formal Education projects can be planned on a scale of participation ranging from minimum to maximum participation of the target population. The projects that involve minimum participation of the target population are centrally planned projects ("isolated projects"). Whereas the projects that involve maximum participation of the clientele that provide an opportunity for "dialogue" between the two cultures are "integrated projects" based on Paulo Freiere's approach. Different levels of participation are governed by the political structure of the sociaty. The Question before the planners is up to what level the participation of the target population is required.

b) Using Local Resources.

Non-Formal Education projects generally follow an integrated approach to planning. Several resources are pulled together to meet the demands of the projects. The planners should not only identify the appropriate educational functions but also define how these functions will be achieved and what short-term and long-term goals should be set to achieve these goals.

c) Cooperating and Coordinating with Different Resource Persons from Different Areas.

Non-Formal Education projects follow an integrated planning approach. It requires integrated coordination of the project through linkages between people from different areas at national, state, district and village level.

d) Deciding how to Reward Learners.

Intrinsic and extrinsic regards are essential from any form of learning. Planners

should carefully decide how the learners would be rewarded.

e) Translating the participants' need.

A need assessment is an essential step to design relevant Non-Formal Education projects. However, translating these needs in to Non-Formal Education is a difficult task. The planners should not forget that the activity of transforming the needs of the participants in the effective Non-Formal Education projects is controlled by the political structure of the country.

f) Acceptance of the Learners .

Non-Formal Education participants should be accepted by the society. The project should make provision to give the learners opportunities to practice what they learn.

6.6 PRINCIPLES OF CURRICULUM DEVELOPMENT FOR NON-FORMAL EDUCATION.

Practical experience suggests that any curriculum for Non-formal education must have emphasis on maximising the role of the learners in the learning process. It is required to create conditions where the role of teacher or facilitator must be curtailed in order to involve the learners as active agents rather than passive recipients of information. It must incorporate the necessary insight and stimulus to generate information relating to the needs of the individual learner or group of learners. There must be sufficient scope to activate the learners to manipulate their ideas. organise their thoughts and interpret the different situations in their own ways. This requires an emphasis on raising the confidence of learners, stimulating their creativity and developing capabilities of expression. All this is to be considered in the light of the learners' need. that would have a direct influence to change the attitudes, behaviours and practices, in order to re-order their life-style.

In view of the above factors. it could be said that any curriculum for non-formal education must be flexible rather than being a rigid prescription of learning contents and process. Structurally, it is more process than content-oriented. The strategy of any non- formal education programme has to be so designed that it must cater to the needs of the individual. group of individuals, and total labour force. These include agricultural and non- agricultural occupational groups such as farmers. peasants. day labourers, artisans. craftsmen and carpenters, as well as

out-of-school children. Consequently, NFE curriculum initiates a process of learning by the learners is to be determined by the learners' own interest and need for action.

The curriculum for a non-formal education programme should facilitate the exchange of experiences and sharing of information among the multi-class individual learners or group of learners. It must also facilitate the exchange of experiences among the planners. policy makers and implementations of the non-formal education programme.

A strong institutional base both at the grassroot and national level is needed to assure acceptance as well as materials to facilitate a process of developing people as their own best teachers.

a) Non-Formal Techniques

The process goals of the initial non-formal sessions are primarily to help participants feel at ease. As time passes. the need to increase the content goal arises from the interaction of the participants themselves. There even comes a time when the participants genuinely expect some information and they put a bit of pressure on the facilitator to do so.

In informal sessions there remains a scope for using both subjective and objective materials depending on the situation. Initially, subjective materials and subjective discussion follow much interaction among the participants. But, later on. interaction comes to a point where the content goal is finalised. At this point the facilitator feels the pressure to use more objective materials. In subsequent non-formal sessions. objective materials can stimulate better discussion but the discussion that follows is mostly subjective.

These non-formal sessions are the best forum to discuss common needs. interests and alternative resources for group community decisions on future actions. They help resolve some of the inner contradictions of the community and ensure community participation in the planning and implementation process.

Where non-formal sessions follow a pre-planned format. the discussion does not reflect much of participant's needs. This creates a situation where

interaction among participants remains low and the facilitator becomes more directive. Since the contents are mostly pre-designed and discussion does not reflect the felt needs. planning and decisions that come out do not ensure the maximum involvement of the people in the implementation process.

On the other hand, in the combined approach of informal and non-formal techniques, as the graduate shift (informal to non-formal and then informal follow-up and non-formal sessions) takes place. community resources persons are identified, as well as those who can act as community facilitator or linkman later on. This helps to build-up a group of cadres to make the development process smoother, selfreliant and also effective.

This combined process also suffers from some pitfalls. The same target groups are not always available in the same situation. There are some working situation where participants cannot concentrate on discussions and become irritated.

6.7 PLANNING OF NON-FORMAL EDUCATION AT NATIONAL LEVEL/REGIONAL LEVEL

The general mobilisation and improvement in efficiency of the adult population is not difficult to relate to capital development and a social service at the same time. Since any non-formal education programme must be in support of. and consistent with. any national development plan, it is clear that the general objectives of any plan must be decided and approved at the top national level in order to achieve the maximum integration and support.

Preliminary ground work will be required to provide a comprehensive survey of the national needs of all different types of non-formal education. A survey should also be made of the existing facilities and the facilities which would be made available like institutions, personnel. buildings, equipment, and finance. Similarly, quality and quantity must be adequately assessed, for these form the basis of any planning and to determine the short term objectives. Long term objectives may also be determined in relation to any overall national development programme by the top policy making body of the country.

The national body responsible for non-formal education will have the task of rationalising existing facilities and laying down priorities for specific projects

within the general plan. This can be done by examining systematically each dimension of non-formal education and assessing the needs in the context of national development.

In order to comprehend the essential requirements and criteria for the planning of non-formal education, please read the given book written by David R. Evans.

While discussing planning, organisation. management and staffing. Coombs & Ahmed (1974) have given much emphasis on comparative organisational features, criteria for assessing alternative organisation arrangements, and different steps in planning. They further emphasized on flexibility and decentralisation of non-formal education. They also identified some problems of staffing. The below mentioned book will provide you good awareness in respect of the planning of non-formal education for national development.

Coombs. P.H. (1972. P.43) has raised certain questions for planners to be answered before planning the non-formal education. These questions are:

1. How should out-of-school education be planned and who should be responsible?

2. What should be the division of labour and relationships between out-of-school and formal education?

3. How can out-of-school education be integrated with broader national development goals and plans and more particularly with local plans and schemes for economic and social advancement?

4. What are the cost of out-of-school education and how can they be financed without fatally handicapping formal education?

5. How can the relation of costs to benefits be assessed?

6. Can out-of-school education make a major contribution to equalising educational opportunities for seriously disadvantaged groups such as rural youngsters, girls and young women?

He gave answer to the above mentioned questions and suggested some of the possible steps to be taken for planning non-formal education. I may mention here that the term. out-of-school population is used in some of the countries in place of non-formal cducation. All steps suggested by Coombs are given in his article. The study of this article will certainly provide you good insight.

EXERCISE

Hopefully you have studied the material. Now please answer, the following

questions:

Q.1 What is planning?

Q. 2 What measures should a planner take for planning a non-formal education?

Q. 3 Explain the criteria of planning for non-formal education?

Q. 4 Discuss the planning of non-formal education at national and regional level?

Q.5 Critically examine the problems involved in planning for non-formal education?

Q. 6 Describe in your own words. the steps indicated by Arvida Chandra. et. al. (1987) concerning planning for non-formal education?

Q. 7 In order to make the rural non-formal education programme effective, the participation of local personnel is a must. Discuss.

Q. 8 What are the leading tasks in the planning of non-formal education?

Q. 9 What are the principles of curriculum development for non-formal education?

Q. 10 Explain the issues in planning and implementing non-formal education.

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UNIT 7

ECONOMICS AND FINANCING OF NON-FORMAL EDUCATION

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7.1 INTRODUCTION

In this unit, the discussion has been made on the economics of non-formal education. As an economic activity, defined as the process using resources to produce something of value. non-formal education is not fundamentally different from formal education. The resources consumed (i.e. the time and skills of instructors and learners. physical space and structures. equipment and books) and the yields produced (ie. the increased skills. knowledge and understanding gained by successful learners) are similar in both modes of education.

There are. however, differences in the ways formal and non-formal education activities are usually organised of non-formal activities are extremely dispersed. There is no single control agency, such as a ministry of education that controls and directs the activities. within the country or a region. Therefore, there is no simple budget, source of revenue. norm of expenditure. or financial control arrangement. Secondly, many non- formal programmes are not discrete. independent activities. but are parts of broader programmes. Finally, the clientele served. locations of learning, objectives pursued. durations of courses. teaching methodology used, and kinds of personnel employed are extremely varied in non-formal education. As a result, types of resources are used unlike the relatively standardised ways of formal education.

The cost and financing models used normally in educational cost estimates. projections and analysis depend on assumptions regarding the structure of education operations derived from formal education. A particular production function of education is implied. into which the inputs and the function itself (personnel costs. teacher-pupil ratios. for example are relatively stable. This is not to say that the logic and principles of analysing and calculating costs. finance, and benefits of education that have been developed so far are totally inapplicable to non-formal education. However, special features and the special problems of non-formal education have to be taken into account if economic analysis is to be used for improving the planning and management of non-formal education.

7.2 OBJECTIVES

After reading the materials. it is hoped that you will be able to:

1. explain aspects of financing non-formal education:
2. specify important key questions kept in mind before budgeting for non-formal education:
3. evaluate the cost-effectiveness of non-formal education.
4. identify different terms of costs to be used for costing of non-formal education.
5. critically examine the procedure of costing for non-formal education and.
6. compare formal and non-formal education particularly with reference to cost.

7.3 BUDGETING OF NON-FORMAL EDUCATION

For budgeting the non-formal education. various formulates are used by the government. The government makes allocations to the ministry which is responsible for adult education. One way is to take the amount spent in the previous year, adding a small margin for expansion. Another is, to set aside a fixed percentage of the total education budget for non-formal education. The third way is to base the allocation on an amount for each adult member of the population. (As Literacy Adult Mass Education Commission did in Iqra Project). It will be readily appreciated if in all these there has to be arbitrary calculation at some point. Unlike child education where the results of altering financial inputs and constraints can be calculated with a fair degree of accuracy. non-formal education is bundle of imponderable where the answers. in many cases. can only be reached by arbitrary decision. However, one has to consider the following questions before budgeting any non-formal education programme:

I. Ought more funds to be spent on one section of the community than the other?

2. Are certain activities higher in the national priority list than others?

3. How can the claims for the library service and cultural programmes be rationally determined?

4. What allocation should be made for grants-in-aid to non-stationary organisations?

Keeping in view the above mentioned difficulties. one must budget non-formal education carefully. However, the most difficult estimate to make is the cost of what might be termed the regular programme. Some ideas will be known both of the needs and the likely capacity for activities at the various statutory centres. and from this an approximation of the expenses involved can be made. It will then be for the ministry of finance to decide what proportion of programme costs can be met from public funds.

Then there is campaign money that is the funds which are required for special efforts whether they be of a new year's duration as is generally the case with literacy, or shorter campaigns aimed at selected target groups or nationally to encourage thinking about a particular topic. Similarly, with the regular programme, a fairly accurate estimate can be made of the cost of such operations.

7.4 FINANCING OF NON-FORMAL EDUCATION

There are some principles for finance non-formal education. According to these principles, the governmental assistance must be given to recognized institutions providing non-formal education subject to many conditions. Funds so provided should be adequate. care should be taken to spend money properly. The rules governing financial aid should not be very rigid and impractical and personal bias should not influence decisions. Priorities should be based on the National Education Policy.

Non formal education (NFE) play a critical role in extending leaning opportunities to marginalized populations who are excluded form the formal education system due to poverty, gender disability geography or conflict. While its importance is widely recognized ,one of the most persistent challenges facing the sector is sustainable financing. Unlike formal education which typically benefits from regular public budget allocations NFE is often underfunded, sporadically supported and heavily heavily reliant on donor non governmental resources. This has implications for the scalability quality equity and long term sustainability of non learning programs (UNESCO.2022)

Financing NFE is complex due to its diverse nature and delivery mechanisms NFE comprises a wide range of programs such as adult literacy classes, skill development for youth, accelerated learning for out of school children (OOSC) community learning centers, and vocational training-all often delivered by different actors including governments, NGOs, community-based organizations, and faith-based institutions. As such, financing structures for NFE vary significantly, involving public spending, international donor aid, philanthropic support, private investment, and in some cases, community contributions (Shahid, Qureshi, & Saleem, 2021).

In most developing countries, including Pakistan, government financing for NFE remains limited compared to formal education. Ministries of Education or Literacy allocate small portions of their budgets to adult literacy or NFE departments. In Pakistan, for example, the total education budget constitutes approximately 2% of GDP-well below international benchmarks and only a minor fraction is reserved for non-formal streams (Pakistan Institute for Education, 2023). Although some provinces like Punjab and Khyber Pakhtunkhwa have developed dedicated literacy departments, their funding remains insufficient to meet the learning needs of millions of OOSC and illiterate adults.

One reason for this underfunding is the lack of clear policy recognition and institutional integration of NFE within national education systems. Until non-formal programs are embedded into national education plans with dedicated budget lines, they will continue to face resource constraints. Furthermore, budget execution is often affected by weak capacity in planning, monitoring, and financial tracking in literacy and NFE departments.

A significant portion of NFE programs in low-income countries is supported by international development partners such as UNESCO, UNICEF, the World Bank, GIZ, USAID, and the European Union. These organizations provide both technical assistance and financial support for non-formal initiatives, often aligned with SDG 4 priorities. For instance, UNESCO's Literacy Initiative for Empowerment (LIFE) and UNICEF's Education Cannot Wait fund have supported accelerated learning, remedial education, and community-based schooling for children in emergencies and fragile contexts (UNESCO, 2021; UNICEF, 2024).

However, donor dependency poses long-term risks to the sustainability of NFE Donor funding is often project-based, short-term, and conditional on political or strategic priorities, which can shift over time. When external support ends, many programs are unable to continue without domestic financial backing. This underlines the need for national governments to develop co-financing models that gradually increase domestic budget allocations while leveraging donor contributions strategically.

Public Private Partnerships have emerged as an innovative mechanism to finance and implement non-formal education. These partnerships bring together government bodies. private companies, civil society, and philanthropic organizations to co-create and co-finance programs. In Pakistan, examples include the Non-Formal Basic Education (NFBE) schools operated by NGOs under the supervision of the government's National Commission for Human Development (NCHD) and the Punjab Literacy & Non-Formal Basic Education Department (PLNFBED). Private sector entities often contribute through corporate social responsibility (CSR) funds or adopt schools in underserved areas.

PPPs allow governments to expand outreach, introduce innovation, and share financial risks. For example, Thailand's Equitable Education Fund (EEF) uses a blended financing model to fund community learning centers and NFE programs for disadvantaged learners (EEF, 2025). In India, organizations like Pratham and Tata Trusts collaborate with state governments to deliver accelerated learning and vocational training through shared resources.

In several rural and low-income settings, community contributions in the form of labor, material support, or modest financial inputs-play a role in sustaining local NFE initiatives, Communities may volunteer facilities, support local facilitators, or fund small-scale infrastructure. This model fosters ownership and accountability, although its financial sustainability depends on community capacity and cohesion.

NGOs and civil society organizations are key players in mobilizing resources for NFE, especially in contexts where government services are absent or weak. They raise funds through international grants, local donors, and philanthropic foundations. Their ability to deliver targeted, low-cost, and culturally relevant education services makes them important partners in expanding NFE.

However, the fragmentation of funding sources across many small providers may lead to duplication, uneven quality, and difficulties in measuring national-level impact. Stronger coordination among stakeholders, including shared financing frameworks and joint monitoring systems, can help optimize the use of scarce resources.

Recent years have witnessed experimentation with innovative financing models in education, some of which have relevance for NFE. These include:

Results-Based Financing (RBF): where funding is disbursed based on performance indicators such as literacy gains or number of learners completing a program.

Social Impact Bonds (SIBs): where investors fund educational interventions and are repaid by the government if predefined outcomes are achieved.

Digital micro-payments and mobile banking: enabling community members to contribute small amounts to local education programs.

Although still at pilot stages in most countries, such innovations offer potential pathways to diversify funding sources, improve accountability, and enhance value for money in NFE.

Sustainable financing of non-formal education requires governments to adopt medium-and long-term financial planning that aligns with national education goals and the realities of diverse learners. This includes:

- Costing of NFE policies and programs.
- Integration of NFE into Education Sector Plans.

- Establishment of dedicated budget lines and financial tracking systems.
- Engagement with diverse stakeholders for resource mobilization.
- Institutional mechanisms for donor coordination and harmonization.

Without adequate and sustained investment, non-formal education will remain peripheral, undermining efforts to reach universal basic education and reduce inequality.

Financing non-formal education is both a challenge and an opportunity. While financial constraints continue to hinder the growth and quality of NFE, there is growing recognition that without robust and innovative financing mechanisms, the goal of education for all will remain unattainable. Governments must take greater ownership by integrating NFE into national education budgets and policies while also embracing multi-stakeholder partnerships, innovative financing, and community-led resource mobilization. A well-financed NFE system is essential not only for achieving literacy targets but also for building a just, inclusive, and knowledge-based society.

7.5 PROCEDURES FOR COSTING NON-FORMAL EDUCATION

Before discussing the procedures of costing for non-formal education. it seems necessary to highlight the meanings of cost. When a resource is put to use in an educational programme, it becomes a cost item. When money value is imputed to the resource used, the money or financial cost is derived. An important cost. question is to cost to whom. because there can be private cost, public cost. and social cost for the same educational service. Costs can also be looked at from the point of view of an economic transactor and that is. the owner of a factor of production, a producer, or a consumer. Cost for the same educational services to any of these parties may be quite different.

Who pays what for an educational service and who benefits from it are obviously important policy questions. Similarly, the concept of opportunity cost helps to keep in view the real resource cost and is. therefore, of value in formulating social policies and allocating resources among different social investments. Its appraisal also helps in- understanding the real private cost burdens to individuals. households, and groups intended to be the beneficiaries of educational programme. For example, a rural youth or a slum resident may be able to attend an evening or spare-time day school, even if the school is 'free'

Another way of classifying costs is on the basis of expenditure for durable items such as buildings and equipment (capital costs) and items which are used up within

the fiscal year (recurrent costs). There is often a possibility of reducing costs in non-formal education when fixed physical installations and equipment are not required It is useful to have a separate category of initial development costs for new experimental educational projects.

On the other hand, in many non-formal programmes there is little or no capital cost involved. Programmes like self-help. youth and women's clubs and rural farm forum etc. do not require special physical facilities at the field level. Opportunities for saving in personnel costs arise from the use of part-time tutors (who are paid a proportionate or less than proportionate wage) and volunteers (who may have special experience and offer their services free of charge). Some non-formal programmes have been able to reduce their net operating cost by generating some income or in-linked contribution from programme activities. Many non-formal programmes are able both to use existing resources and personnel without diverting these from other uses and conduct the activities with only a relatively small marginal addition of resources. the net cost of programmes is reduced. It must be noted that while these possibilities exist. it cannot be said that all non-formal programmes will be invariably characterised by these cost-saving features.

In the planning and management of education, formal and non-formal, it makes little sense to talk about higher or lower costs without relating the costs of an educational activity to the results achieved. the economic analysis of an educational programme, therefore, leads invariably to just a position of the costs incurred and the benefits derived. Coombs and Ahmed (1974) highlighted some key questions in respect of economics of non-formal education. Problems like data collection and analysis were also discussed.

Some other important topics like the role of external assistance, cost characteristics of non- formal education, comparative costs of non-formal and formal education. cost factors in agricultural extension, costs and benefits of rural training programmes and provisional answers to key questions were discussed in the below referred book:

7.6 COST-EFFECTIVENESS OF NON-FORMAL EDUCATION

As you have read in Unit-3 that non-formal education is cheaper than formal education it is an important alternate to provide education and training to masses. Edwin K. Townsend Coles (1978) observes:

> "...a situation clearly calls for fresh thinking. Whether the continuous provision of more places in schools as conventionally

> conceived is both-wise and within the . financial competence of a country, or whether some other form of education cannot be established which is equally effective. possibly less costly and which reaches to a mass audience."

Non-formal education (NFE) has long been recognized as a flexible, inclusive, and adaptive approach to learning especially for marginalized populations such as out-of-school children, adult illiterates, and disadvantaged youth. A key argument in Favor of scaling up NFE initiatives lies in its cost-effectiveness compared to formal education systems. Cost-effectiveness, in this context, refers to the ability of NFE to deliver learning outcomes at lower or comparable costs while reaching underserved populations who are often excluded from formal schooling due to geographic, social, or economic barriers (UNESCO, 2022).

Non-formal education programs typically incur lower per-learner costs than formal schooling. This is primarily due to their modest infrastructure requirements, use of community-based learning centres, employment of local facilitators rather than fully certified teachers, and shorter course durations. For instance, accelerated learning programs (ALPs) or literacy classes often operate in multi-grade or non-conventional classroom setups, utilizing flexible teaching materials and condensed curricula, which significantly reduces expenditure per learner (Shahid, Qureshi, & Saleem, 2021).

Studies from South Asia, including Pakistan, show that the cost of educating a learner in a basic non-formal education centre can be less than half of that in a formal primary school. According to the Pakistan Institute for Education (2023), non-formal centres in Punjab and Sindh operated at a cost of approximately PKR 6,000-8,000 per learner annually, compared to over PKR 15,000 in the formal sector.

Another aspect of NFE's cost-effectiveness is its ability to efficiently target excluded or at-risk groups. Instead of attempting to fit marginalized learners into rigid formal school structures, NFE brings education closer to the learner-physically, culturally, and economically. Programs such as UNESCO-supported community learning centres in rural Baluchistan or the Aagahi literacy program by The Citizens Foundation in urban slums show that localized, need-based interventions can reach learners who would otherwise remain unserved (UNESCO, 2021; TCF, 2023).

This precision targeting enhances the return on investment in terms of social inclusion, gender equity, and human capital development, especially for women,

children in crisis, and working youth. Cost-effectiveness in NFE is thus not only measured by input-output ratios but also by the equity and developmental impact achieved per unit of expenditure.

Non-formal education allows for modular, adaptable, and low-cost delivery models, making it easier to scale in resource-constrained settings. Mobile classrooms, radio and TV instruction, online platforms, and peer-learning groups can deliver instruction at a fraction of the cost of building and maintaining full-fledged schools. The use of digital tools, such as tablets and mobile phones, has further reduced instructional costs while improving learner engagement and tracking (Rani & Sinha, 2024).

Moreover, many NFE programs operate on volunteerism and community contribution, which further reduces operational expenses. Local ownership-manifested in the form of donated spaces, community-appointed facilitators, and parent involvement-adds value without significant financial input, increasing cost-efficiency (Nasreen, Hasan, & Gul, 2024

Economically, the benefits of NFE programs often outweigh the costs. Literacy and basic education increase employability, reduce health risks, promote civic participation, and improve family well-being. According to UNESCO (2022), every additional year of education gained through non-formal means can increase individual earnings by up to 10% and reduce the probability of living in poverty.

Moreover, vocational and life skills training offered through non-formal channels enhances productivity and self-employment opportunities, particularly for youth who missed formal schooling. These outcomes have a multiplier effect on community development, public health, and national economic performance, making NFE a smart investment

Despite its potential, evaluating the cost-effectiveness of NFE remains challenging due to limited data, lack of standardized indicators, and diverse program types. Unlike formal education systems with established monitoring mechanisms, NFE programs often lack uniform reporting, making cross-program comparison difficult. Moreover, some programs may have low retention or completion rates, affecting overall efficiency. Donor-funded projects, while effective, may also distort true costs due to subsidized inputs or lack of sustainability plans Therefore, to ensure accurate assessments of cost-effectiveness, governments and implementing agencies must invest in Non-Formal Education Management Information Systems (NFEMIS), longitudinal studies, and cost-benefit analyses.

For policymakers, the evidence on cost-effectiveness supports increased investment in NFE as a complementary pathway to achieve universal education. Specifically, governments should:

Allocate dedicated budget lines for non-formal programs within national education. financing frameworks.

Promote public-private partnerships (PPPs) to leverage resources and expertise.

Integrate NFE into national qualifications and equivalency frameworks, enhancing the long-term value of investment.

Encourage results-based financing models where funding is linked to outcomes such as literacy gain, skill acquisition, and employability.

Non-formal education is not merely a low-cost alternative to formal schooling; it is a strategic, efficient, and equity-oriented approach to learning that addresses the needs of the most marginalized. Its cost-effectiveness lies in its flexibility, community engagement, and high return on investment in human and social development. As countries like Pakistan aim to reduce out-of-school rates and improve adult literacy, expanding and properly financing non-formal education should be seen not as an expenditure, but as a high-impact investment in inclusive national progress.

7.7 ACTIVITY

Please discuss the budgeting of non-formal education with any budget expert of your area and prepare a report of the outcome of the discussion.

7.8 EXERCISE

Hopefully you have read the unit, now please answer the following questions.

Q.1 Critically examine the aspects of financing non-formal education.

Q.2 Discuss the key questions required for economics of non-formal education. Relate your answer to the situation of Pakistan.

Q.3 Discuss the term cost-effectiveness of non-formal education. Give examples in support of your answer.

Q.4 How non-formal education is regarded as the alternate to formal schooling? Elaborate your answer with examples.

Q.5 Describe the types of costs to be kept in mind before costing for non-formal education.

Q.6 Write short notes on:

i) Role of External Assistance

ii) Cost characteristics of non-formal education.

iii) Comparative cost of formal & non-formal education.

Q.7 Explain the term "budgeting of non-formal education".

Q.8 Differentiate between budgeting and financing of non-formal education. Give examples in support of your answer.

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UNIT 8

ROLE OF EDUCATIONAL TECHNOLOGY

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8.1 INTRODUCTION

The term educational technology is as wide is education itself. Some people confuse it with the electronic gadgetry. As a matter of fact, educational technology is concerned with the design and evaluation of curricula and learning experiences and with the problems of implementing and renovating them. Ind. ed. its a rational. problem solving approach to education, a way of thinking sceptically and systematically about learning and teaching. There are many definitions of educational technology

> "A systematic way of designing, carrying out a. 1 evaluating a total process of teaching and learning in terms of specific objectives based on findings from research in human learning and communications."

The Scottish Council for Educational Technology adopted the given definition techniques in education both formal and informal."

> "A systematic approach to designing and evaluating learning and teaching methods and methodologies and to the application and exploitation of media and of the current knowledge of communication techniques in education both formal and informal".

Here in this unit, we are limiting educational technology's role to mass media like radio. TV and on-broadcast media. The mass media has varying relevance and usefulness especially to the developing countries, with their low income. widespread illiteracy and great dispersal of the population in rural areas. However, their specific role requires study in depth of each individual situation. Similarly, there are media which are most limited in range and are more closely integrated into face-to-face education. It involves not only the audio-visual aids, such as flip charts. flannel-graphs. and even the blackboard itself, including the modern tools like film strip, photographic slides. computer and programmed learning.

Efforts have been made in this unit to highlight the important role, played by the educational technology, especially the mass media in non-formal education.

However, we should perhaps spare a moment to recall that the place of media in non-formal education cannot be considered separately from the impact of the media in daily life: in a sense all those who are making use of media, whether books, pamphlets.

posters. radio. video-tape or television, are receiving "education" of a non-formal or informal kind, and in some cases a new orientation. For example, it is certainly true that in Britain at the present time the impact of television on the mass of the population is far greater than that of all the Open Universities, the Workers Educational Associations and the various Institutions for Further and Adult Education combined This process of "education" is a continuous one - the habits or thought of a man who hears on the radio of a world outside the confines of a village or who sees in a local cinema adventures which take place among the nightclubs and tower blocks of a huge and distant city. are insensibly changed. Patterns of life that have survived a thousand years crumble in a few short decades. The people about whom we shall talk at this conference, e must assume that most of our discussion will be about the developing world. made challenges unknown to their forefathers. and we must attempt to absorb a host of new id as assumptions and habits of life. Much, perhaps most of this new matter is brought to them by the media and so many others and so divergent are the ways in which they may be affected that, unless they live in a society which is centrally directed to a very high degree. it is almost impossible to assess them all.

The educationist. the agricultural extension worker, the rural development adviser or the expert in nutrition, all those who wish to use the media for development, must not vaunt their powers overmuch. The worthy endeavours of educationists can do so much, but the individual will in the end absorb what he chooses or whatever is available. The plans that are made by educationists. the debates that we will have here. take place against a backdrop of a world in which education is less important than the impact of change caused by rapid economic development, improved physical communication and the growth of the use to media in day to day life.

Here, however, we are concerned with the value of the media for those who are deliberately setting out to help educate, and in particular to help education for development. The list of recent educational projects related to development in which the media have played a major part is a long one. The health and education campaigns in Tanzania. the farm forums in India, the radio school of Latin America, are among the most often described. In one recent account of the rule of radio in development a list is given of over fifty non-formal education projects in most of which radio has played the major part. To recapitulate what has been done and to set out the achievements, and the failures. of such relatively well-known activities may met be helpful, particularly as this is a conference of people with specific expertise, most .of whom have played a practical part in activities

involving the use of media in non formal education in their own countries. Instead it may be worthwhile to attempt to look at them all and at the literature to which they have given rise and see if there are any common factors, any general observations,

which we can make will be helpful to us in our discussions and which may lead us after discussion to some practical conclusions.

What are the general conclusions we can draw from the existing professional literature about the use of multi-media in non-formal education?

First there seems to be general agreement that in most cases, a multi-media approach is more effective than the use of a single medium on its own. There are of course exceptions to any general rule, but the conclusion set out in the pamphlet published by the International Extension College in 1973 is still valid:

> The evidence of communications research and the experience of most of the case studies presented in this report suggest that the distance media used in combination are more effective than any one of them on its own, and that the greater the number of channels of communication employed in a project the more they are able to compliment each other and thereby maximise their individual qualities.

Secondly, there is a growing realisation of the fact that control and direction of educational media by central governments or state authorities has its limitations. particularly where rural development is concerned. The technical achievements of the centrally controlled media. television or radio. are undoubtedly of a higher quality than anything that can normally be produced locally. On the other hand, there is an increasing amount of evidence to show that only when the media are closely linked in some ways to local needs and perhaps. subject to a certain amount of local control, can the best results be achieved.

Thirdly, there is an increased awareness of the necessity for more sophisticated ways of costing projects. and of the media element within them.. The effectiveness of non- formal education has to be judged not only in terms of the numbers of people who are reached but also in terms of what else could have been done with the funds deployed, had they been invested elsewhere in entirely different types of activity.

Fourthly, there seems to be a new realisation of the great difficulty of evaluating the success or failure or any given project. Over and above the general considerations as to whether or not a project has succeeded: there are questions of a more subtle kind, such as which of the media used in a project, assuming there have been more than one. has been the most effective?

Fifthly, we can observe the curious fact that from most accounts of specific projects it is easy to gain a general picture of the structure of systems of non-formal education being used. But, it is quite difficult to get any idea of what is really being taught and of the content of courses. The materials used are often available only in a local language which is not known outside the particular country or even the particular state where it is prepared. Therefore, when we look at the total picture of any non-formal scheme or enterprise, we may find that we know a great deal about the number of hours spent by students or participants watching television or listening to radio, but very little about what is actually taught. We should perhaps pay more attention to content and to the preparation of adequate scripts.

All these points will be examined further, but before doing so, two other observations should be made.

First, that it may be helpful for us to consider the use of media in two separate

contexts:-

> **a)** The use of multi-media in mass campaigns of various sorts such as those organised in Tanzania or in China.
>
> **b)** The use of the multi-media to provide support for specific courses offering qualifications or an organised body of knowledge such as those offered by the Open University and its descendants, or the distance learning systems currently being developed in Sri Lanka and Korea.

It may be useful to make a distinction between non-formal education which is non-formal only in the sense that it does not take place within a classroom but which leads to formal qualifications, and mass education of a general kind that does not fit naturally within the confines of any academic discipline. The recognition of this distinction may help to focus attention on the problems involved with each. The mass campaign with its open- ended aspect, must be distinguished from an open university type of course which is controlled by a given curriculum, assessed by examination and which generally speaking reaches fewer people, at a higher cost,

but which more readily can be shown to produce the trained manpower needed in a way in which mass campaigns cannot always be shown to do and indeed do not aim to do.

The second observation which is perhaps so glaringly obvious as to be scarcely worth stating, is that when one merges from reading in literature on the use of media in non-formal education it is perhaps as well as to remember that by itself. non-formal education cannot affect great change on a society. Only if it is supported or arises as a result of a change in the basic condition of the rural population will it be really effective. People will become literate if they see a good reason to do so, otherwise they may go through the motions of obtaining literacy but (as has been demonstrated on a number of occasions) they may rapidly forget what they have learned if they have no use for it.

Advice on nutrition will only be worthwhile if new food grains or basic commodities are available to those who receive it. The most effective non-formal education- and the most effective use of media comes when the economic condition of individuals change and those changes are anticipated by and linked to education. The unpalatable truth must be faced that sometimes the efforts of those involved in education are of much less significance than the impact of a change in the basic situation of the rural population which was neither foreseen nor welcome by educationists. However, it is part of the task of those involved in education in foreseeing such changes.

Having made these two general points. we would like to turn back to the five points and raise certain questions which we may like to pursue relating to them. The use of Multi-Media is generally more effective than the use of a single medium.

If we accept the truth of the above statement, then we must bear in mind the fact that using multi-media is necessarily more complex than using each medium separately. In the Tanzania Health Campaign for example, any of the booklets published did not reach the locality for which they were intended in time to be of use. The experience of the British Open University has been that a complex system involving the use of television, radio. written materials, self-assessment exercises and so on. is very demanding the terms of the number of staff used and the amount of time needed to develop the appropriate expertise.

We can assume that a multi-media approach needs more time for planning and more training than a programme involving the use of a single medium. To put out undifferentiated radio broadcasts is a relatively easy business. but to make sure that anybody listens to it is a different matter. In his pamphlet on the use of radio

already referred to. Emil McAnany points out how few people have listened regularly and consistently to the radio schools of Latin America.

There remains however, the question: "Which media are to be used for which purpose?" Sometimes the answer is easy: for example, if the target audience is largely illiterate then a large expenditure on written materials is not justified. but this degree of simplicity is unusual. It is more likely that the target population will include both literates and illiterates.

Research is needed to find out which media carry which messages best. Even if we accept. as many now do, then radio is by far the most effective medium for rural development communication, there still remains the problem of how to make sure that people listen to it. This then is a question we could look at in more detail.

Assuming that a multi-media approach is to be used in mass campaigns. the participation of local community and rural development workers is almost certain to be necessary if any worthwhile results are to be achieved. Somebody has to take the first step within a village society, to draw the attention of the people to an activity designed for their benefit. It is impractical for those involved in non-formal education to employ a large staff of their own simply to activate rural communities. They must in general reconcile themselves to using people already available and this in turn implies considerable finance for training. It is important to properly articulate and motivate individuals who already have jobs and for whom non-formal education projects may in the first instance simply represent a new demand on their time.

The necessity for community involvement may not be so acute in cases where, as in the technicians' courses at the Sri Lanka Institute for Distance Education, students are preparing for specific qualifications. The local community may have less to contribute in such cases but still the institution must recruit for the courses and organise the various activities related to them and this again involves local participation. Returning to mass campaigns and programmes for rural development, we can see that a good deal of recent comment has concentrated on the question of how far local leadership and organisations can be tapped. Many leaders in the government admit the need for institutional changes, and the desirability of organising and mobilising the rural poor. But they do not take any immediate and significant action. The political forces operating in favour of the poor villages are not strong enough to compel the leaders to initiate radical reforms." Or again. as Bryant Kearl points out in his paper in the same volume. "most rural people have some difficulty in identifying the choices that are or might

be open to them in relation to the resources they have or might reasonably expect to obtain." In other words, there must be found within any given community one or two individuals who are potentially capable of taking the lead. This will not always be easy.

Inspite of this there have been a number of efforts to motivate rural communities by using the media Among the more promising as narrated by Rashid, M (1998 are:

a) The use of local radio stations. Experiments in the use of local radio have taken place in variety of contexts. In some cases the local population have been offered the chance to participate in existing progrmmes and a genuine two-way communication has taken place (as in the case of the

All-India Radio Farm Forums): in others there have been an effort to provide local authorities with their own broadcasting equipment and to persuade rural populations to help in making their own programmes.

b)The valiant efforts which have been made to exploit the potential of video- tape in an effort to animate communities. These have been subject to some criticism recently. In an article in the September 1978 number of "Educational Broadcasting International". Ross Kidd (1974) about the use of video in Botswana and demonstrates that the hopes placed upon it in a non-formal context were exaggerated. "Video was used in the first two campaigns in 1974. and then in 1975 to present village discussions about development projects and problems recorded before the campaign. However, in 1976 video was dropped as part of the campaign. The equipment used had become unreliable and seemed to add considerable complexity to the campaign's operation. Too much time was being taken up in setting it up and operating it. The change co-incided with the general reassessment of video's suitability for rural education. By 1976 the organisers had overcome their earlier infatuation with the medium. Although simple to operate. video is bulky. fragile, often unreliable and difficult to maintain"

c)More important perhaps is the development of local facilities for printing and production. not of necessary books. but of booklets, pamphlets. posters. and other ephemera. It is perhaps in the

development of very simple facilities for printing that the best future for local participation lies (though some recent experience in Sierra Leone has shown that this may not be as easy to find and pay reliable personnel, to get spare parts etc... may be difficult).

Whichever medium is used there remains the question of control. A local radio. station or for that matter a local newspaper, will find it difficult to avoid involving itself in questions such as the degree of responsiveness of local officials or elected politicians. This will bring them straight into politics. It would not be easy to confine such local initiatives to strictly educational topics and indeed should they be so confined they may very often be less effective. This is a question the Committee may like to discuss further.

The costing of non-formal education presents peculiar difficulties. Its elements are not so easily separated as those in formal education. The staff are very often not full-time. the precise number of recipients may not be easy to tell. the provision of non-formal facilities is in a sense something of a gamble and there is a no way of controlling the participation of individuals except in exceptional circumstances.

Moreover, cost analysis in these areas is in some sense, as is stated by Jamison. Klees and Wells in their helpful recent book. "more an art than a science needs to be undertaken in this light". However, there is no doubt that there runs through all the literature a strong indication of the tendency to underestimate the real cost of non-formal education. In particular the cost of staff time in terms of travel and administration is very often much underestimated and there is a tendency to conceal the real cost by merging the expenditures incurred on a particular non-formal activity with those of whole department or extension service. Natural though this is. it prevents the organiser from arriving at worthwhile figures. Of course. no one wishes to prove that his operation has been uneconomic.

The question of more accurate costing is one the Committee may discuss. It leads us naturally to a consideration of the appraisal or evaluation of project. in some senses the most interesting of all the points from a theoretical aspect.

The evaluation of a non-formal project is especially difficult in those cases where the activity does not lead to a particular form of test or examination In some cases it is possible to observe particular changes in behaviour which can be ascribed with a reasonable degree of accuracy to the non-formal education in question. Must we, therefore. accept that in many cases evaluation must in the last resort be seen as a matter of impression than of fact?

One of the more successful aspects of the British Open University has been the evaluation at a very early stage. The evaluation staff were recruited at the same time as those responsible for production and were given a reasonable chance to put forward their case for acquiring certain basic statistics or other data before the final shape of the learning system was determined. It is on the whole an ascertainable fact that most of the non-formal activities in which media have been largely involved have not included a substantial budget to cover evaluation costs and even where this has been done, evaluation has often been conceived as of market or audience research, where individuals are sent to question participants at quite a late stage. rather than as an integral part of the project which needs to be planned in advance. Certainly adequate evaluation should be the aim of everyone, but it is all too easy for it to be pushed to one side by the day to day needs of the programme. The scripts must go out. the radio broadcasts must be ready on time. evaluation can. if the worst comes to the worst. be left filled later. This means that unless staff are allocated in advance and money set aside, very often hopes and good intentions come to nothing.

Another important question is who does the evaluation? It has often been remarked how difficult it is to secure adequate evaluation, given that the most effective evaluators are people who are directly concerned with the project and know a great deal about it, but such people are precisely those who are inclined to think of it in favourable terms. Certainly it is hard for them to come to an unfavourable decision about work done by people they know well and have been close to for a considerable time. There seems to be no real answer to this problem except perhaps to associate with every evaluation unit one or two people of proven academic standing who will participate in decision making from

the outset.

The difficulties referred to earlier about gaining a proper idea of the content of courses from published accounts are real. It may, of course, be argued that because each project or course is tailored for local conditions, this is not very significant: but still there remains the feeling that much good work, is not as well known in detail as it deserves to be. and that more use would be made of existing materials by those launching new projects.

It is perhaps more surprising to find that in the file of hardware there are difficulties in terms of sharing experience and expertise. Nevertheless. it remains true that there is a shortage of up-to-date information on how certain pieces of hardware function in difficult conditions. Perhaps what is needed is a kind of summary such

as is contained in the British Publication "Which". This publication, which is intended for the general public. attempts to assess the relative cost and effectiveness of various types of basic equipment in use in homes, such as refrigerators, irons and central heating units. The results are then published and included not only favourable comments. It is generally accepted that the publication is immune from prosecution provided it can prove its facts. Such a publication in the area of media and its use in non-formal education might prove valuable, though the questions of who might run it and how it could arrive at unbiased conclusions is a tricky one.

Finally, the attitudes of those working in media and non-formal education must be considered.

There is. of course. a very good case for those concerned with non-formal education in an administrative capacity to get a basic training in media. their cost and their applicability Otherwise they will turn out to be the victims of or unreasonable tyrants towards, their technologist with whom they will find informed discussion difficult.

If television or radio studies are to be fully used by the administrators responsible for them must be aware of the possibilities. Similarly, if presses are to be kept working effectively then administrators must appreciate both the potential and the difficulties faced by those who operate them. Besides, only if administrators understand the media will their status in the field be satisfactory?

The questions of the status of non-formal education and the motivation of those who take part in it are important. There can be no doubt that in many countries those who are involved in non-formal education suffer from a lack of appropriate status. They are still poor relations. Their salaries and their possibilities of promotion should not be less than those of people in formal institutions of various kinds. In particular the television. radio or printing staff involved in educational work should not be paid less than those involved in the normal programmes of entertainment. though it may often be tempting to pay them less. The media man should be the servant of the educationist. not his master. but he should be a well-paid servant and one who is not simply a cosmetician applying to the educational face of the material to be presented an attractive look or a dashing appearance.

Non-formal education is really only a portmanteau expression for all those efforts which aim to help the development of the many millions of people whose experience of school has been short or non-existent, and who are facing a changing

world inadequately armed and with only a very vague idea as to what change may bring for them, both for good and ill. We must try to see so far we can that the media play their part in helping to provide such people with the information, news and enlightenment which must be their if they are to realise their potential to the full. The multi-media approach by itself has no solutions. but properly exploited the media can do much to promote effective (and relatively painless) development.

In the discussion of reforms in education, no subject receives as much attention as the application of educational technologies to education and training. Here one finds the most extravagant claims, the most wasteful expenditures of funds and some of the most dismal failures. Here are innovations which, if applied with careful judgement, might extend and depend the impact of education without adding to the total bill.

What is meant by educational technology? By pursuing several hundred books and reports the reader can find an abundance of mixed and garbled answers sometimes philosophical. sometimes historical. But most simply, the term refers to the media and developed as part of the communication revolution and which can be used for instructional or learning purposes. along with the more conventional teachers. textbooks. and blackboards. Included are radio, film, slide. television, overhead projectors. programmed instructions, computers, sound and video recorders and cassettes.

A second and more important definition of educational technology goes beyond media or equipment. In this second sense, educational technology means a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives. employing a combination of human and non-human media. Examples of application of this definition are few. but some are appearing. and it seems clear that utilised as part of a total learning system, educational technology and becomes a major influence in developing countries.

Whether the medium be films. cassettes, radio. programmed instruction or correspondence lessons or a combination of these, the content is designed for use in more locations with more learners than most teachers could cover in a lifetime. In that sense educational technology adapts the communication revolution to education in and out of school. But in another sense it represents a different development. Recent application of communications and recent findings in the behavioural sciences, if properly applied. can make education more responsive to the variety of ways in which people learn. Instruction can be adapted to the

individual and learning materials can be designed which can be suited to different learning styles. levels and purposes.

I am always some what ambivalent in discussing the use of media Much of my own earlier work was demonstrating the use of radio. films. television and tape recorders m various forms of adult education and international development as well as training practitioners. More than two decades ago I was the author of two manuals on utilising media in adult education. I know from personal experience in the West Indies. Alaska and the Canadian north the value of media. when properly used. Because I know something of the power and limitations of these educational technologies I am outraged to find them misused, or to discover the most fraudulent claims concerning their potential value, or to encounter raids made on the treasury of impoverished countries to purchase useless equipment.

There are many sources of useful experience and sensible attitudes respecting the use of media in education. One can find them in western countries such as Canada. the United States. the United Kingdom. Germany and France. Japan is a country of effective utilisation of media. not simply of mass production. Some of the most interesting and valuable work now occurs in countries like Costa Rica and Tanzania. International agencies such as UNESCO. and many international NGOs such as the World Confederation of the Organisation of the Teaching Profession have had experience over most of the world and have developed reports. manuals, recommendations for purchase and use. The complete record is voluminous and we will allude only a fraction of it. selected for illustration only.

8.2 OBJECTIVES

After studying the unit. it is hoped that you will be able to:

i) specify the role of radio in non-formal education:

ii) Explain the role of television in non-formal education:

iii) evaluate the role of non-broadcast media in non-formal education:

iv) identify the significance of films in education; and

v) appreciate the importance of advertisement slides. newspapers. magazines, pamphlets and charts in teaching learning process.

vi) appreciate the role of resource centres.

8.3 ROLE OF RADIO

Radio is a mass means of conveying certain kinds of information. It has been found to be effective in the developmental process in developing countries. Broadcast media, especially radio has been able to help in the development process by establishing a climate for change: by infusing mobility, widening horizons. focusing attention on the problems of development, and by raising the general levels of aspirations. It can also be used for involving people in national policies as goals for development. In developing countries where a low level of adult education has to be remedied. especially on a large scale. the use of radio cannot be avoided. It can be more effective, however, if used with careful planning.

The potential advantages of radio are distance. cost. effectiveness and localness. Firstly, the radio can reach all populations in all countries. in a variety of languages The diffusion of cheaper transistor sets throughout the developing world is sufficient to guarantee the virtual coverage. The second potential advantage of radio is cost There have been a number of estimates of costs of radio and television. Schram (1973. P.235) found that the costs are approximately one to four for production and transmission of radio in comparison with television.

8.4 ROLE OF TELEVISION

Television is an important component of non-formal education being one of the most versatile audio-visual aids ever developed. Much of what has been written about radio. applies equally to television. As a medium of communication, television has been even more advantageous than radio. Clarke. R.F. (1970) has given a good description of the use and importance of television. He commented:

> Television adds vision and movement to radio sound. We can get the full personality of the teacher. if only in one direction.... it is particularly good
>
> is particularly good medium for demonstrations since the camera can look in a microscope, peer into corners and give close-ups of things. which could never be so closely or accurately observed in a normal classroom situation. Similarly, "Prosser says" "Television appeals to the eye as well as the ear. Therefore, a much wider range of subjects can be used.

> "Teaching by demonstration. makes effective instruction in the applied and physical sciences, possible. 'Live' in the commentaries and the use of visual aid, enlivens all teaching".

There are two distinct types of television, open television and closed circuit television. The open television brings the normal daily programme and anyone within the area of waves. with a standard receiving set. can normally turn into the broadcasts. Usually educational programme are presented on open circuit television due to a limited area in such a way that conventional receiving sets cannot pick up the programmes. Such types of television are cheaper than the open circuit variety and can be privately devised. It is useful and economic in relaying programmes, within a small area.

However, there are certain limitations to the use of television. It can never replace face-to-face classroom teaching for it lacks the personal touch that exists between teacher and student. The spontaneous comments which stimulates and encourages the learning process in the classroom is missing. the cut and thrust of questions and answers which makes for good teaching cannot be reproduced. On the other hand. this medium is expensive to be used in all educational programmes.

In order to fully comprehend the role of radio and television in non-formal education, please read again Clarke. R.F. (1970. PP299-312)

8.5 ROLE OF NON-BROADCAST MEDIA

Non-broadcast media communication enable teachers to reach a great number of external students when used as a component of non-formal education. On the other hand,

such methods and individual follow-up can be given through correspondence material. Non-broadcast materials are used for demonstration and representation. and are most valuable for supplementing verbal and written explanations. They help to fix the materials firmly in the student's mind and contribute towards the understanding of the material being taught.

Non-broadcast media can be classified into Audio, Visual and Audio-visual materials. Real objects and models. pictorial materials like photographs. drawings, pictures. or projected pictures as films, slides or film strips and graphic materials such as maps. diagrams, charts and transparencies are visual materials. Audio materials are radio. programmes. gramophone records and tapes. The Audio-visual materials are film strips with commentary, charts with taped progrmmes. sound

films. video cassette recorders and television programmes. Audio-visual material can approach nearest to face-to-face teaching situation. They can never. however, be completely equal to student teacher contact since they do not generally provide for student feedback. They can add interest and provide stimulation, if used properly and be integrated into a teaching programme.

8.6 ROLE OF RESOURCE CENTRES.

The Resource Centre' is a place which enables the teachers/learners to secure appropriate materials and. if necessary, the required consultancy help. Garmett. (1972) listed the valuable points on the nature of area resource centre.

1. An area resource centre, in our view, differs radically from the other resource institutions with which it will liaise very closely. Alone among them it must provide a managerial service. It needs to be adequately staffed.

2. The text of the area resources centre percept and training sessions are to encourage a high professional standard, a real educational standard in resource making. The resource centres normally have different kinds of links with a large number of individuals and groups at work in its area on curriculum resources of one sort or another.

3. A resource centre must be the holder of certain specialized facilities and certainly consider itself a training centre. It must stand at the crossroads of information which can usefully be swopped between teach and teacher (Garmett. Emmeline 1975).

Anyhow, from the quotation mentioned above. it can be said that anything used to meet an educational need might be called a resource buildings, staff, equipment, ideas and material as these all are interrelated in practice. Particularly, this section of the unit is concerned chiefly with the information and materials required for teaching and learning. A wide range of resources available nowadays enable the teachers to assume different roles in the courses of instruction. The resources with their supporting equipment, can sometimes instruct more efficiently than the teachers can. However, the resource needs for instruction that is still teacher-centred are the professional skills of the teacher and material m a form and medium which leave him dominant. The ability to read and tell a story well has been mentioned. a has the gift of inspiring ideas and commanding respect. The planning of a lesson, in which many teachers were instructed in their professional training. still hold good. The familiar equipment of chalk and black board has now been supplemented by the white board and overhead projectors

Three important reasons can be given for the greater use of resource centres as the agent of instruction. Firstly, they do not keep the teachers personality between the student and achievement. and indeed the teacher may not need to be present. Secondly, some media can be attractive and highly motivating, and thirdly, some materials allow students to proceed at their own pace. Instructional films. television programmes, and with a clear purpose. Difficulties have most often been due to lack of preparation. inadequate facilities. poorly maintained equipment and some teacher's lack of expertise in using it. Moreover. instruction through audio-visual aids can have an added advantage for less able students for they need not face a constant succession of reading difficulties. Tape recordings have been found very valuable in meeting such problems in mixed ability groups.

The integration of the latest technologies in non-formal education (NFE) has significantly transformed how educational services are delivered to diverse learners. particularly marginalized populations. Unlike traditional education systems, non-formal education often relies on flexible delivery modes, making it particularly well-suited for incorporating digital tools. Technologies such as mobile learning, open educational resources (OER), artificial intelligence (AI), and learning management systems (LMS) have expanded access to education, enhanced interactivity, and personalized learning experiences for learners outside the formal sector. These technologies have helped bridge educational gaps caused by geographic isolation, socioeconomic constraints, and limited institutional infrastructure (UNESCO, 2022).

Mobile learning has emerged as a powerful tool in non-formal education, especially in rural or underserved communities. The ubiquity of smartphones and mobile networks has allowed learners to access content anytime and anywhere, promoting self-paced learning For example, mobile apps designed to improve literacy and numeracy have been widely used in adult education and skills training programs. In Pakistan, initiatives like the Taleemabad App and SMS-based literacy programs have enabled young learners and adults to engage with educational content in their native languages (Asadullah & Ullah, 2023). Such tools are cost-effective, scalable, and adaptable to local contexts, which are vital features for NFE settings.

Learning management systems (LMS) and digital platforms are also central to organizing non-formal education. Platforms such as Moodle, Google Classroom, and Edmodo are frequently used in community learning centres, NGOs, and open schooling initiatives. These platforms enable educators to track learners' progress, offer assessments, and create interactive content. In India, the DIKSHA platform

has been used extensively to support teacher training and community learning programs in regional languages (National Council for Teacher Education [NCTE), 2021). These systems make it easier to customize content for different learner needs and integrate multimedia, which enhances engagement and retention.

Artificial intelligence (AI) and data analytics are also increasingly being explored in NFE. Al can be used to identify learners strengths and weaknesses, recommend personalized learning pathways, and provide instant feedback. Chatbots, for instance, are being deployed to assist learners with basic education and vocational training queries. Similarly, data analytics tools help program implementers evaluate the impact and cost-effectiveness of NFE programs, informing future planning and resource allocation (Nguyen et al., 2021).

Open Educational Resources (OER) further enhance the reach and inclusivity of non-formal education. OERs provide free, adaptable learning materials that educators can customize to suit local contexts and leaners' needs. UNESCO has promoted OERs as a key strategy to democratize access to quality education, particularly in adult literacy and continuing education programs. Platforms like OER Commons and Khan Academy offer resources that are used globally in both formal and non-formal education settings (UNESCO, 2020)

Despite the promising role of technology in NFE, several challenges remain Issues such as digital literacy, gender gaps in access, and infrastructure constraints can hinder the effective use of these tools. For instance, women and girls in many parts of South Asia and Sub-Saharan Africa may have limited access to digital devices or internet connectivity Moreover, there is a need for capacity-building among NFE educators to effectively integrate and manage technological tools (Trucano, 2016).

The role of the latest technologies in non-formal education is transformative and essential for addressing educational inequalities. These tools enhance flexibility, increase resh, and offer personalized learning experiences, making NFE more effective and inclusive. Is fully leverage their potential, governments and education stakeholders must invest in digital infrastructure, educator training, and policies that support equitable access to technology-driven education.

8.7 ACTIVITY

Please discuss the role of radio in non-formal education with any expert and prepare a brief report of the outcome of the discussion.

8.8 EXERCISE

Hopefully, you have studied the unit, now please answer the following questions.

Q.1 Critically examine the potential role of radio in non-formal education.

Q.2 Discuss the significant role of educational technology in non-formal education.

Q.3 "Radio programmes in themselves are at an adequate substitute for face-to-face teaching" Discuss how can a non-formal educator use radio programmes to teach when there is no teacher?

Q.4 Describe the advantages and disadvantages of educational television.

Q.5 Discuss the possible ways of using the broadcasting media in non-formal education.

Q.6 Critically examine the role of Radio and Television in industrial societies.

Q.7 Explain the cognitive and non-cognitive criteria for the use of instructional radio. Give examples in support of your answer.

Q.8 Discuss the role of non-broadcast media in non-formal education.

Q.9 Critically examine the role of Research Centre in a programme of non-formal education.

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Let me know if you'd like a version with headings or adapted into a Word/PDF format.

UNIT 9

PROBLEMS AND ISSUES IN NON-FORMAL EDUCATION

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9.1 INTRODUCTION

You are aware that one of the widely perceived advantages of non-formal education is its flexibility. In part this stems from the fact that programmes have frequently been conceived in isolation by separate governmental and non-governmental organisations: each has responded swiftly to a particular need at a particular time and at a particular place. But if particularly isolation has given rise to virtue, then this has been largely a matter of accident. The whole justification for non-formal education is that one should build on virtue and create a more coherent structure than often exists at present. However. non-formal education being part of the development system must make something of a system out of existing non-formal education programmes without losing the established non-formal virtues of flexibility and relevance to the needs of the mainly target population. T.A. Koshy (1978) has rightly pointed out:

"Included in this view of education is a variety of human learning needs, such as the acquisition of occupational and household skills. the assimilation and successful utilisation of information on nutrition. sanitation, maternal/child health care. family planning. small farm management. housing improvement. the cultivation of vegetables and fruits on family plots of land and the basic everyday consumer economics. It also includes the formation of new attitudes. values and aspirations and the building of an informed, active citizenry where each member is concerned with his own individual well-being, that of his neighbours and of his environment. This view of education and learning is focused on human beings; its intention is to help an individual finds ways of articulating his needs and those of his community, mobilisation resources to meet these needs, and taking appropriate action."

Coombs. P.H. (1976) expresses in another way of problem of establishing a non- formal system when he says:

"Other ministries and agencies (dealing for example, with agriculture. social welfare, labour and manpower. rural development, health and family planning are generally more heavily engaged in non-formal education correctly and broadly perceived) than the ministry of education itself. There is a flagrant need for these various sponsors of fragmented non-formal education efforts to form themselves into a cooperative and well coordinated community with assets and monopoly over the subject. it is next to impossible to achieve a bureaucratic harmonisation of effort.

Meanwhile, the stultifying fragmentation of non-formal education continues and worsens.

Moreover, it is not just a matter of coordination. a favourite talking point if an excuse is sought for interaction. What is needed is a change of attitude amongst educators which accepts a recurrent education perspective as part of the future of all of us. It is here that one of the more important non-formal influences on formal systems may be felt; this will be returned later. However, in order to both retain their dynamism and to relate effectively

to the formal system, it seems to me that non-formal educators need to proclaim and build upon their virtues of relevance and flexibility in five main areas: these concern the categories of target groups. purposes, organisation. methods and relationships with the formal system.

However, various resources are needed for successful development of non-formal education. i.e. effective techniques, manpower, funds. organisation and political backing. These are not easy to acquire. particularly for an educational approach which rarely produces spectacular results. and which ministers to a constituency that includes many people like drop-outs and adult illiterates, who usually have little political weight.

Finally, there are four ingredients which are essential for the successful prosecution of non-formal education sector. These are that non-formal education must be regarded as an integral part of national development and the content of programmes should be consistant with national objectives. Secondly, non-formal education must be seen as a national review and be given an identifiable framework within which to operate. Thirdly, it should be an integral part of the education system of the country and fourthly it must be adequately staffed with trained people. Effort has been made to examine such issues/problems in this unit.

9.2 OBJECTIVES

After studying the materials. it is hoped that you will be able to:

1. critically analyse the basic assumptions about non-formal education:
2. explain the problems involved in the use of non-formal education:
3. identify different problems and issues in non-formal education;
4. evaluate the possible solutions to the problems and issues in non-formal education; and
5. explain the impact of problems and issues on the learning through non- formal education.

9.3 PROBLEMS AND ISSUES

In order to make the non-formal education programmes successful and effective, there is need to be sure that various problems involved in the use of non-formal education are resolved.

a) Incentive for Inducing Larger Supply and Demand for Non- Formal Education

Any non-formal programme with incentives increase its demand. The target audience will take more interest in the programme. For example, the PTOC of Allama Iqbal Open University was launched without any incentives which later

on, an incentive of one increment and a credit of Intermediate level was added to the course and the enrolment went up. Hence incentives are essential for the success of any non-formal programme.

b) Shortage of Physical Facilities and Instructors

Physical facilities and instructors for non-formal education programme are backbone in the system. Without these it is not possible to run any non-formal education programme effectively. All such needs should be kept in mind while planning for non-formal education. Effort should also be made to provide training of the instructors.

c) Demand for Different Levels of Education

People need education in order to get employment or to get better income. The formal system cannot cope with the demand. Hence there is need of non-formal education in order to cater to the need of the masses. The reasons why traditional (formal) institutions have been unable to meet all the demand for education to the growing demand for continual vocational training. Morcover, some policy-makers and many would be students, in particular adults, now insist that it should be possible to undertake studies on a part-time or recurrent basis instead of full-time attendance at a formal institution for concentrated studies over three or four years. Likewise, an increasing societal commitment to equal education opportunity has forced many countries to look for new paths to educational achievement.

Although in many developing countries it has already become an indispensable element in the overall provision of education. non-formal education still often occupies an ambiguous position in relation to formal education, on the one hand and informal learning on the other. However, non-formal education's concern should be to satisfy immediate and, commonly, quite fundamental learning needs, such as how to read. how to care for young children. This distinguishes it from the concept of 'out of school education' which denotes "all education carried on outside the formal school and higher education system, except vocational training.

With the demand of secondary education, some skills training programmes should be offered by non-formal approach

d) Strengthening Links with Development

Non-formal education programmes must be designed in a way that they should strengthen the national development of the country. Most of the non-formal education programmes are without keeping in mind. its impact on the national development. All the programmes designed for non-formal education must meet the minimum essential learning needs of the population. Such programmes will

invariably have the impact on national development. hence effort should be made to make non-formal education as an integral part of the educational system.

e) Relevance

In Pakistan. the vast majority of people carn their livelihood from agriculture. rural development is far more than this and should have a far wider basis than agricultural development. The basis should be the needs and aspirations of the community, only a small part of their day is spent in agricultural activities; rural development is not agricultural development. but includes it.

The narrow concentration on agricultural skills for youths and men has its drawbacks. Agricultural schools universities have failed to cope with demand of the masses. In order to make the programme successful, the relevant needs of the population must be taken care of.

f) Identifying features of Non-formal Education

The essential features of non-formal education are normally not identified while planning for non-formal education. It should be planned in a way that it must be seen as national service and considered to be an integral part of national development.

g) Equivalence

The equivalisation of degrees and certificates is a problem. Before planning a non-formal education programme. the equivalence of degree/certificate must be negotiated with other institutions.

h) Supervision

Other important problem involved in non-formal education programme is supervision. If the programme is not supervised properly, it will ultimately result in the failure of the programme. Hence, while planning for non- formal education. care should taken to be sure of the supervision of the programme.

i) Financing of Non-Formal Education

Financing of non-formal education is a problem of great significance. Non-formal education costs very enormously from one programme to another. However, there are many cost saving possibilities in comparison to those of formal education and that there is virtue not in low costs per set. but only when less costs are accompanied by effective results. The main issue concerning finance is how to keep the costs as low as possible while keeping programme effectiveness high. The main issues concerning resources are how to get more of them from both

formal and unconventional sources and how best to deploy whatever resources are available to non-formal education as a whole.

Problems and Issues in Non-Formal Education in Pakistan

Non-formal education (NFE) in Pakistan plays a critical role in bridging the educational gaps left by the formal education system. It targets marginalized populations, out-of-school children, adults, and women who are often excluded from mainstream education. Despite its importance, the system faces several persistent problems that hinder its effectiveness and long-term sustainability. These issues span across policy, funding, quality assurance, infrastructure, and societal perception.

One of the primary problems in Pakistan's NFE sector is the lack of a coherent and unified policy framework. Although education is a constitutional right under Article 25-A of Pakistan's Constitution, the implementation of NFE policies has been fragmented and inconsistent across provinces. Each province operates its own literacy and NFE department, but coordination between federal and provincial bodies remains weak, resulting in overlapping responsibilities and ineffective program implementation (UNESCO, 2022).

Another major issue is inadequate funding and resource allocation. Non-formal education typically receives minimal budgetary support compared to formal education. According to the Economic Survey of Pakistan (2023), less than 1% of the education budget is allocated to adult literacy and NFE. This underfunding limit the establishment of learning centers, recruitment of trained educators, and provision of teaching materials. Donor dependence is high, which threatens program sustainability when donor funding ends (Iqbal, 2021).

Quality assurance in NFE programs is also a concern. Many NFE instructors are underqualified and lack the pedagogical training needed to teach diverse groups such as adult learners or street children. Moreover, there are limited standards for curriculum development and teaching methodologies. As a result, the learning outcomes of NFE programs vary significantly and are often not aligned with national literacy benchmarks (Aslam & Kingdon, 2020).

Monitoring and evaluation systems are weak in the NFE sector. Data collection is irregular and not standardized, which affects planning, implementation, and accountability. The absence of a reliable database for tracking learner progress, enrollment, and dropout rates further complicates efforts to improve programs and ensure quality (UNESCO, 2022).

Social stigma and lack of recognition also affect the growth of NFE. Non-formal education is often perceived as inferior or a "second-class" form of learning. This

perception discourages learners, particularly youth, from enrolling in such programs as they do not see it as a viable path to employment or further education (Bano, 2018). The lack of pathways from non-formal to formal education systems also means that NFE graduates have limited mobility or chances to integrate into higher levels of education. Lastly, gender disparities continue to plague NFE in Pakistan. Women and girls, particularly in rural areas, face cultural and logistical barriers such as mobility restrictions,

lack of female educators, and domestic responsibilities that limit their participation in NFE

programs (Rahman & Khan, 2020).

In conclusion, while non-formal education serves a vital role in Pakistan's educational landscape, it continues to grapple with systemic issues that demand urgent attention. Addressing these challenges through integrated policies, better funding, capacity building. and social awareness campaigns is essential to make NFE a viable, credible, and inclusive component of the country's education system.

9.4 ACTIVITY

Prepare a list of problems and issues involved in the use of non-formal education.

9.5 EXERCISE

Hopefully, you have read the unit, now please answer the following questions.

Q.1 Critically examine the basic assumptions about Non-formal Education.

Q.2 How can learning effectiveness be increased through systems development?

Q.3 Discuss different problems involved in the use of non-formal education.

Q.4 Explain the possible solutions to problems like financing. equivalence. relevance and quality control.

Q.5 To what extent the incentives are appropriate to (consistent. in harmony with) the educational goals? Discuss.

Q.6 Do you consider that problems of administrative strategies for adult education are equally applicable for non-formal education?

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