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AN EXPLORATION OF POTENTIAL SOCIO-ECONOMIC BENEFITS OF NON-FORMAL EDUCATION – A CASE STUDY OF PUNJAB-PAKISTAN

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ABSTRACT

Non-Formal Education (NFE) is a need-based education system, which is extended to an unorganized group of people through informal and short-term course curricula. Education does not only upgrade the living standard of people, but it also enables them to become a better citizen. In addition to be a human right, education today is a prerequisite for development and also an effective mean for taking knowledge-based decisions and improving as well as strengthens developmental capacities of individuals, communities, institutions, and countries. It supplements the UN Sustainable Development Goal # 4 that reads, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Being the sixth populous and poorly managed country, Pakistan lacks will and resources to provide formal education to its growing population. The very obvious and prompt response to this growing demand is to expand the system of education or to find out the alternate of non-formal systems; the NFE fits here. The overall goal of this research is to find out the role of NFE in social development of Punjab, Pakistan with yardstick of its requirements to enhance it. The specific objectives are to evaluate if i) the non-formal education system adopted in Punjab is able to high up literacy needed for social development, ii) the curricula followed by the non-formal education system in Punjab meets the required needs of literacy for children, adolescents, and adults meet the needs of learners to bring change in their social life in form of getting life skills & technical education, and iii) changes are needed to ensure targets of meeting the goal of 100% Literacy rate till 2030 mentioned in SGDs and signed by Pakistan. The study objectives will be achieved through quantitative and qualitative

methods by measuring the basic variables like acceptance/approval of non-formal education by public and their responses to education through questionnaire and describing the social development in the community who have adopted non-formal education as a key to change their life. The anticipated outcomes of this study include i) a scientific assessment of the existing curricula of the formal and non-formal education systems followed in Punjab, ii) a list of gaps between the formal and non-formal education systems other than the scheme of studies, and iii) a set of recommendations for uplifting literacy rate of Punjab through non-formal education system.

INTRODUCTION

Punjab is the most prominent province in Pakistan, with 56 percent of the population of the country and a number of significant cities, as well as more than 3.8 million illiterates. This means that neither reading nor writing can be read by millions of people over the age of 15. Punjab's literacy rate was 20.07 percent in 1972 and 46.60 percent in 1998.

The rate was 71 percent, 62 percent and 61 percent in 2012, 2013 and 2014. In elementary schools, much of the reforms have been made, but there is still a lot of effort to make more changes. Formal Education system has failed in achieving the 100% literacy rate because of its limitations of age, uniform, curriculum, timetables and many other requirements needed to run it. Non formal education system is specially designed for out of school children, dropouts, overaged children, adolescents, and adults who form major part of country's population that still remains illiterates with no chance of availing any facility to educate them in formal education system. The NFE is need based study that includes life skills and technical skills to help people living a respectable life, finding new income generating techniques, playing their role in societal development, and thus becoming aware of their duties and rights.

Where education is referred to as a "human right" for all children, it is generally operationalized as the provision of compulsory and free primary education for all children.

The Universal Declaration of Human Rights, adopted United Nations, first laid down this definition.

Numerous international conventions and other agreements have subsequently been endorsed, such as the Convention on the Rights of the Child and the agreements of the International Conference on Education for all on afferences (Daker, 2000).

Awareness, belief, art, morality, law, tradition, and all other capabilities and practices are a rich culture that is the most distinctive aspect of human societies. Education, in its broadest sense, is the method of promoting learning or cultural acquisition. Education takes place informally, beginning with the contact of children with their parents and family, but in complex cultures it becomes formal to a large degree, as it is codified (in primers, manuals, catechisms, handbooks) and codified (in p

rimers manuals, catechisms). collaboration, practice, experimentation (Tylor, 1870)

Thus, social development means a shift in social structures.

For example, progress towards an egalitarian society means that people treat each other (more) equally in their everyday lives, in the family, workplace, or public peaceful and secure environments are established within neighbourhoods and societies, social cohesion is strengthened.

To the degree that the voices of people are articulated and heard by the government, social responsibility exists.

The need for social development in Pakistan is as much required in the country as it has never been left before. Pakistan has gone through such many circumstances which have repeatedly been occurring here and have made brought future of the country questionable.

29.5% of total Population living under the poverty line in Pakistan and the number is increasing day by day. Opportunities for earning income have almost diminished. There is great unrest among the business community. Even Government servants are facing severe uncertainty. To bring improvement all the Government have proved fruitless so far. The big investors due to their business benefits are not complying with the government decisions, but rather in its opposition have gone to protests as well. In poverty Pakistan is on number eight, but even if the steps for elevation shall not be taking the condition may further deteriorate in Pakistan.

Pakistan lags behind in providing a quality education. By implementing policies of developed countries in other departments but implementing the same in education department without resolving other issues related to education policy is making the problems more complicated.

Deviation from non-formal education which basic requirement is need based education, badly affects all other departments in addition to the education system itself. Children, adolescents, adults left out of schools can get education, know their rights and duties, find opportunities for earning livelihood through NFE system only. They can play a role in national progress besides lifting their family from line of poverty. Instead of becoming a burden themselves they can lift burden of other people. They can help in increasing national literacy rate and this can cause & create a socially developed society.

Present structure of formal School education structure is not able compete the need of development required by today. Developed country's has high literacy rate and developing are struggling to bring it up. This is mandatory for any population in the world to become literate before playing their role in social development of the country.

If non-formal education fails to get a government and public approval, then it should be rightfully considered a big hurdle on way to sustainable development. If education and employment facilities are not provided equally to women (52%) and men (48%) due to social norms are impediments to our basic progress. On one hand denial of participation to half of country's population (women) and on other hand showing concerns on slow development level simply indicates the reason that our policies need improvements.

Though Cleanliness and sanitary facilities are unavailable properly, but unawareness of these facilities are bigger problem. Its solution is very important. Creating awareness among population can lead to the solution with self-help technics. As non-formal education system is need based and curriculum can be changed to combat with current problem is easy in this system. Producing the clean energy and supplying the same to needy people and also to improve their buying capacity by which they can solve their personal and business problems. Producing an environment friendly energy has still been a mere dream in Pakistan. The person who missed getting a formal education cannot think of getting a respectful career without getting a non-formal education. They can earn through a respectable profession by being able that specific/required profession with non-formal education. By creating new ways through awareness among the people which can support as financial help through micro financing. Their lives can be improved along with national progress and the country can be more accommodative for the coming generations. A skilled labor force can be produced for the achievement of industrial progress with the help of non-formal education.

Through non-formal education people can learn all desired skills or the skills which are need of the time. Due to need or interest, they work hard in these skills and play their role in sustainable development. Such institutions can be established which make production or by supplying new consignments their capacity can be enhanced. Persons having non-formal education can play their roles in formal ways in this department. Opportunity is made available to such men and women who had been deprived of getting education during their best times due to different reasons. Because of conventional or non-conventional ways village women have been mostly victim to this.

Such women can be taught basic skills and educated and that shall decrease gender differences. Such steps shall have the way to progress in rural and urban areas. Available resources are skillfully utilized, and production is increased in this way. By infusing awareness among the people and environment society is created. Atmosphere of peace and friendship can be created in the country through education. Awareness is given for getting justice. National institutions are strengthened by individual activity through awareness.

For those unable to profit from traditional courses, nonformal education takes several forms: parttime 'second chance education'; youth clubs with significant educational purposes; adult and continuing education; community education; personal d

development services such as cultural, language, health and sports programs; and unemployed technical and vocational services and job upgrades. In the developing globe.

Education and training of the people is the only way through which enables understanding of collective benefits of a society and excites to take necessary steps with continuous struggle for their achievements. This is possible through non-formal education arrangements because it is on demand flexible needful. This is not possible by formal education in which you read fixed courses of your favorite departments. It means in society where non-formal education does not get approval on individual, society or government level is main hurdle on way to sustainable development.

RESEARCH QUESTION

The following research question will be pursued during this study.

How can the current non-formal education system practiced in Punjab complement the formal education system in achieving UN SDGs of 100% literacy rate?

Hypothesis

Non-formal education might bring social development with more pace by approval of Government and Society to meet the society's needs of high literacy rate.

Study objectives

The objectives of this study are to evaluate if:

1. the non-formal education system adopted in Punjab is able to high up literacy needed for social development,
2. the curricula followed by the non-formal education system in Punjab meets the required needs of literacy for children, adolescents, and adults meet the needs of learners to bring change in their social life in form of getting life skills & technical education, and
3. changes are needed to ensure targets of meeting the goal of 100% Literacy rate till 2030 mentioned in SDGs and signed by Pakistan.

REVIEW OF LITERATURE

King (2000) argued that non formal also assumed as second chance educations and life learnings Education 's results are not inherently due to specific instruction of information and skills, but this is the chain of influence that is most readily observable. Kenneth King has opposed attempts to impart such information to primary schoolpupils that would influence their actions in desired ("modern") directions later in lifIn fact, what could well happen is that such knowledge is rotelearned in order to conduct tests, hereby knowledge of child survival is modified.

Kahler (2000) explained that different types of organizations and the other stake holder working organizations, civil social organisations , NGOs and international agencies are providing found that it was NGOs, often operating in parallel or partnering with government agencies, that were at the forefront of creativity in nonformal education for community development with their versatility and capacity to intervene in a timely manner.and for the development of the society which is Education in wellbeing, growth of businesses, agriculture and environmental education. He emphasised the need for faith and crosssectoral cooperation to tackle the challenges of Communitybased education programmes in areas such as water and sanitation, pest management and reproductive health.

Conrad (2013) want to explain that non formal learners and most neglected learners of that innovations and problems in these two critical modes of provision are not adequately expressed in open and distance learning literature. More needs to be done to illustrate how these two modes represent learners and society's needs so that they can take their rightful place alongside the formal education systems.

Research and analysis are needed in. for the betterment and the best result to find out the solutions of this to tackle the problems which are hurdle in education and take account of the design, creation, implementation and assessment of programmes, processes, ICT, mass media and conventional modes of learning communication for creation, including cultural influences, interinstitutional, crosssectoral and crossborder cooperation, change management, costing, quality assurance and professional development. More knowledge of how to promote the transition from informal to nonformal and/or formal education is required.

Hoppers (2006) Stated that non formal education is key of development for the society which NFE is the way to fill the growing gap that results from the more advanced and heterogeneous educational needs of today, NFE said. Nonformal education is less focused on the general and overall public interests of large groups in society, compared to formal education. It has been described as a complementary educational activity carried out outside the formal framework to provide specific subgroups with selected styles of learning, and the objective of life learning skill which

within the population, both adults and children. The way to fill the growing void resulting from today's more advanced and heterogeneous educational needs is non-formal education. Nonformal education is less focused on the general and overall public interests of large groups in society, compared to formal education. It has been defined as a complementary educational activity carried out outside the formal framework to provide specific subgroups in the population with selected styles of learning.

UNESCO(2009) such as interventions of the different country are much appreciated and for the recommends that such governments set up divisions expressly responsible for non formal education, adult education or lifelong learning, usually within the Ministries of Education, such as in Mongolia. Some governments delegate transparency to other ministries, such as the Ministry of women, Family and Community Development in Malaysia. There are also regional variations in the patterns of provision: basic education in much of Latin America is the primary form of non-formal education.

METHODOLOGY

Success of non-formal educational institutions is possible with professional skills of non-formal education teachers with other multiple factors. Vital role of NFE teacher, her behavior with learners and attitude with learners of multiple age groups must be professional. Goals of NFE & Literacy skills can be achieved with the best role of NFE teacher. The main purpose of this research was to focus on non-formal education as determinant of social & economic development. Do the parents of children and adults expect help from them in income generating activities? NFE Institutions are accepted in current social setup. As there are many factors which can lead to social development but education is mandatory.

With educating the people governments cannot make people understand its policies and proper implementations. General public is not able to understand the simple policies and its implementation processes. Illiterate population is to be considered the most ignorant part of society in Pakistan. Although many previous governments has launched many policies to improve the situation but they could not succeed because the teacher of non-formal education was ignored in providing facilities. Non formal education teachers may require some extra skill than formal teachers. So the extra care is mandatory and society must place them at special position because they are playing a leading role to increase literacy rate of the country. Non formal education courses are designed for multiple age groups like 5-9, 10-14, 15-40 and above. So, lead role is played by non-formal teacher who has do teach multi grade students to many age group learners with different type of courses according to learners mentality and their availability and choices. Creating interests in learners for regulating them in learning. Creating interests of learners in books and other study and practical material for improvement of life skills. Making them agree to complete training and courses.

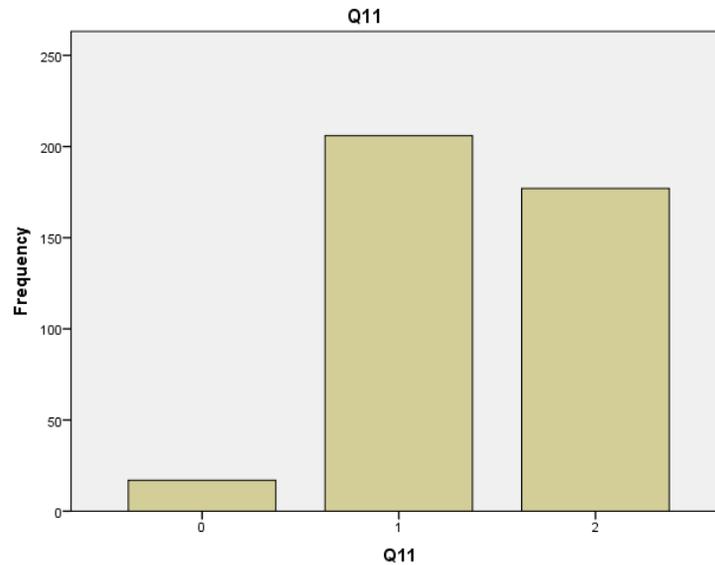
Arguing with their parents/guardians to spare them for life skill learning and to get literacy skills. This is only possible when NFE teacher show her best skills and interests to do the task. Quantitative design was decided to use for research and data collection from community members as mandatory part to the success. Where respondent can answer fixed questions with three options of a single statement for quantitative data. This data was to be used for qualitative data. Community members were also given their basic right to hide their basic information if they don't want to share. Where teachers were interested to share their basic information, their full details were taken on questionnaire.

As combined family system is mostly adopted in Punjab and head of the family have authority to decide about study of children and adults. So the questionnaires were designed to get input from Community member w with in context of the Punjab government

RESULTS & DISCUSSION

With reference to the question “*Is your earning enough to run expenses of your family?*” 177 respondents responded in affirmation and 206 responded in negation. However, 17 showed no response over it. Pakistan is not a developed country and average income is very low. Major population is below poverty line and people are not able to run their families easily. They are suffering from hardships. Parents who send their children to NFBs are mostly poor which is confirmed by our research. Bar chart I also shows clearer view of the responses. Moreover, t-stat is found to be 49.05 that is significant at less than 1%. It shows that mean scores of each group of respondents are significantly different from one another.

Q11					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	No idea	17	4.3	4.3	4.3
	No	206	51.5	51.5	55.8
	Yes	177	44.3	44.3	100.0
	Total	400	100.0	100.0	



One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Q11	400	1.40	.571	.029

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q11	49.054	399	.000	1.400	1.34	1.46

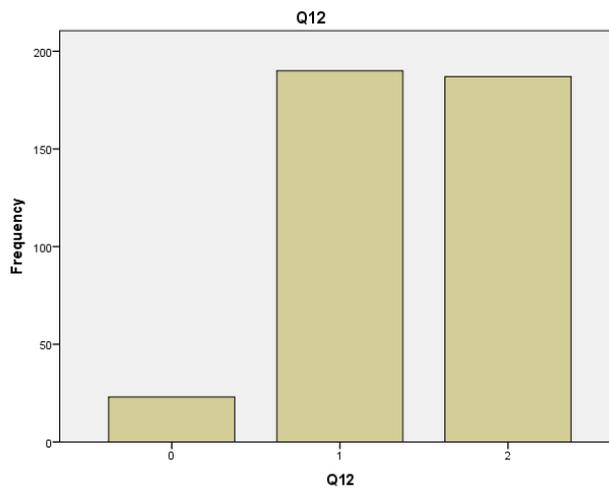
With reference to “Do your children also help you to run your home in any way?” 187 respondents responded in affirmation and 190 responded in negation. However, 23 showed no response over it. Almost half of children attending NFBEs help their parents in running their home. This may be in form of bringing feed for cattle, helping them in preparing agricultural lands or harvesting their crops. There are many other ways of helping parents in income generating jobs also. This is not limited to boys only but girls are also able to help their parents in these types of income generating activities.

This is alarming because students of NFBEs can’t give proper time to their studies in home. These type of students also learn income generating skills but the chance of leaving their studies at any stage exceed. Bar chart I also shows clearer view of the responses. Moreover, t-stat is found to be 47.14 that is significant at less than

1%. It shows that mean scores of each group of respondents are significantly different from one another.

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No idea	23	5.8	5.8	5.8
	No	190	47.5	47.5	53.3
	Yes	187	46.8	46.8	100.0
	Total	400	100.0	100.0	



One-Sample Statistics

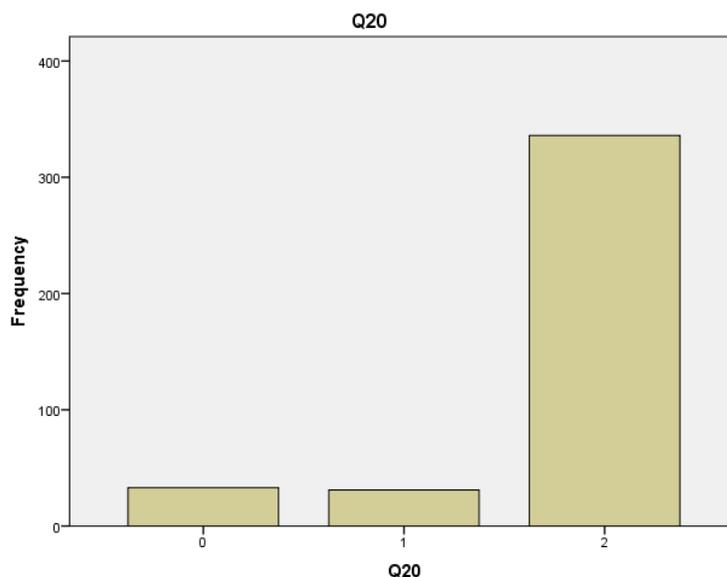
	N	Mean	Std. Deviation	Std. Error Mean
Q12	400	1.41	.598	.030

One-Sample Test

Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q12	47.145	399	.000	1.410	1.35	1.47

With regard to “Do you have a moral support for a school in your area?” 336 respondents responded in affirmation and 31 responded in negation. However, 33 showed no response over it. This is satisfactory that people who have never sent their children to school have got societal acceptance of literacy center in their area. Their positive attitude towards education is impressive. They want their children to study at early age but less facilitation is available in form of formal school system in that area. This can be covered by opening more literacy centers where needed. Bar chart I also shows clearer view of the responses. Moreover, t-stat is found to be 59.45 that is significant at less than 1%. It shows that mean scores of each group of respondents are significantly different from one another.

Q20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No idea	33	8.3	8.3	8.3
	No	31	7.8	7.8	16.0
	Yes	336	84.0	84.0	100.0
	Total	400	100.0	100.0	



One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Q20	400	1.76	.591	.030

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q20	59.451	399	.000	1.758	1.70	1.82

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