Role Of Non Formal Basic Education In Promoting Literacy In District Rajanpur

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Abstract:
This study determine role of non formal basic education in promoting literacy in district Rajanpur. Data was collected by questionnaire by likert scale questionnaire to the randomly selected 241 teachers from 241 literacy centers of District Rajanpur. Multi-grade random sampling is sued for the representation. Factor of role of non formal basic education and promotion of literacy is the main sub variable of the study. Promotion of literacy based on the responses of teachers. Accumulative mean scores of the teacher’s responses show prevalence of promotion of literacy due to role of non formal basic education.

Keywords: Basic education, Non formal education, Literacy,

Introduction:
Non-Formal Education (NFE) is mean and define as structures procedures beyond of formal education system under some special objective and learning. Non Formal Education (NFE) is new shape of an ancient process of education. It facilitate the talent the communities of far-flung areas to enhance their skills and knowledge. Non Formal Education (NFE) was introduced because formal education system did not provide desired results in Pakistan. It can be called that the formal education system was incapable of dealing with the increasing demand for the education in Pakistan because of the cost of formal education is higher or schools has no easy access in some areas. It has identified some factors in several of his writings that have led to low progress in primary education, including inside and outside school (Bajwa, 2011) The Prime Minister of Pakistan has approved Literacy Commission in Islamabad and established the first Non-Formal Basic Education Schools (NFBES) in 1996. Purpose behind these schools is to incorporate parents of students, communities of a specific group and NGOs
for promoting education using the techniques of non formal system. The universalization of basic education, increasing community and NGOs involvement, formation of economic prospects for educated people, and providing job opportunities to the women specifically living in rural areas are only a few of the goals of the NFBE schools (Jumani & Bibi, 2011).

The Government of Pakistan is signatory of international agreements and have vision to provide comprehensive and quality education to all citizens which promote life learning opportunity for all by 2030 and it will also have to ensure that both gender may complete free and quality education even primary and secondary level through which the country may able to lead towards relevant and effective learning outcome by 2030 under the umbrella of Sustainable Development Goals (SDGs). Educational requirements of Vision 2025 have also been waiting for implementation for many years. In the given context of our country and ground realities, we have to simultaneously work at many fronts to have educated Pakistan.

The factors which creates hurdle to run formal education system in smooth way are illiteracy, poverty, social discrimination, unequal treatment, social exclusion, injustice, social inequality, formal structure, gender discrimination and many more factors involved. In such circumstance NFE grow and fertile in the field of education system. In these circumstances, Non Formal Education system grow and fertile in the field of education system, because of the nature of unstructured methods of delivery, coverage of all segments of the population and alternate provisions of formal education.

Non formal education has a broader reach and relevance, a range of methods, learner-centered, learner-guided, learner-engaged approaches to acquiring important information, abilities, and attitudes, as well as chances to build essential life skills. The basic concepts of inclusion, participation, democratic ideals, social justice, equality and involvement in the areas of social, political, economical and cultural life are also used in non-formal education. Further non formal training offers the student with practical instruments and can contribute to improved personal, vocational and national economic growth. The main areas that non-formal education may target are poverty alleviation, economic productivity, and learning includes lifting and income generation skills. It has worldwide breadth and significance. The aim of non-formal education must be certain strategic interventions, links to the knowledge-based economic society and new technology-oriented global society.

In socio economic development of society the literacy considered one of most important factor and indicator the field of human resource development. Literacy rate is also on the most important indicator in the education system. Its improvement has put long impacts on other important indicators of national welfare. Pakistan Social and Living Standards Measurement (PSLM) Survey 2015, the literacy rate of the population, 10 years and above, is 60 % as compared to 58 % in 2014. The literacy rate for male during 2015 was 70 % and for female was 49 % which shows that there is a gap of 21 % of female literacy that needs to be bridged with the available resources and equalize the education between male and female. It is very important to mention here that the literacy rate is higher in urban areas, 76% than in rural areas 51%. Province was data suggest that Punjab leads with 63% followed by Sindh was 60%, Khyber Pakhtunkhwa with 53% and Baluchistan with 44% (Governent of Pakistan, 2016).

Economic Survey 2020-21, PSLM, District Survey for above said period, literacy rate of population, 10 years and above, remained dormant at 60 percent as compared to 2014-15. The
analysis, provinces wise, showed that Punjab with rate of 64 percent at top, Sindh and Khyber Pakhtunkhwa with 58 and 55 percent respectively. Baluchistan province with 46 percent remained at bottom (Finance Division, 2021).

Pakistan has an estimated 207.8 million people in 2017, making it the 6th largest country in the world. Its growth rate of population was 2.4 percent which was the highest in South Asia and sharply contrasts with the 1.0 to 1.5 percent growth rates of other parts in South Asia. Since first post independent census in 1951 the population of Pakistan has grow more than six times. This tremendous population growth presents significant obstacles to the socio-economic development of the country (UNDP, 2019).

A large number of Pakistani population lives under the line of poverty. The informed and well-off metropolitan populace lives in equivalent manners to their partners in different countries with comparative financial levels, or even in western nations. Nonetheless, Pakistan's devastated and country occupants are as a rule abandoned. Because of an absence of assets and budgetary restrictions, agricultural nations can't fulfill the significant need for training, and non-formal instruction (NFE) has all the earmarks of being a gift to address this issue (Pakistan Bureau of Statistics, 2019).

The main goal of NFE is to reach the communities which not covered or missed out by the formal education system and who need to be included in the education system to acquire education. They have right to develop themselves through schooling. Non formal education is a best source for needy, missed out, depressive and vulnerable communities to get education. The non formal education operates in both the government and private sectors of Pakistan. Basic literacy programmes are implemented in all over the country. National education policy reflects work at center and system for achieving goals through non-formal education. The organization hopes to improve the education of population, well trained, skilled and educated human resources contribute to building a prosperous, progress, modern and moderate society. It is just possible by through education and high literacy rate. In many program of literacy, adult education is a need based form of education that plays an important role in personal life in addition to the formal education provided by schools, colleges and universities. Adult education is another educational opportunity for adults to play an active role in the betterment of society.

Non-Formal Basic Education Community Schools (BECS) were running by the federal government of Pakistan under prime ministry literacy commission where non-formal Basic Education Community Schools (BECS) were established all over the country to impart literacy to the learners of 4-16 age group. In 2019, Executive Council of National Economic Council (ECNEC) decided that the basic education community schools (BECS) project which was running by Federal Government handed over to provincial government of Punjab. Total 5687 Non Formal Primary Schools, handed over to Literacy & Non Formal Basic Education (L&NFBE) department for 214295 children of 4-16 age group. In 2019 schools 450000 students provided primary education in 36 District till 2019. Besides this 37000 out of schools children enrolled and provided primary education in 1260 schools (L&NFBE & Govt.ofPunjab, 2019).

The vision of Literacy & Non Formal Basic Education (L&NFBE) Department was “Provide high quality learning opportunities to all illiterates and out of school population in Punjab.
through non-formal means by 2030” in 2018-19. Same as next year in 2019-20 the vision of the Punjab literacy “Provide quality learning opportunities to all illiterates and out of school population in Punjab through non-formal means in compliance with United Nations mandate under Sustainable Development Goal (SDG 4) to provide inclusive and equitable education facilities for all” which illustrate in broader way (L&NFBE & Govt.ofPunjab, 2019).

In 2018-19, 52.5 million students enrolled as compared 51.0 million in 2017-18, which is 2.9% increase. Enrollment in 2019-20 is estimated to rise to 55 million. Same as the number of institutes reached to 273.4 thousand during 2018-19 as compared to 262.0 thousand during 2017-18 in public and private sectors. A number of 279.4 thousand increases were estimated in 2019-20. In 2018-19, there were 1.76 million instructors compared to 1.77 million in 2012. It is anticipated that during 2019-20 the number of instructors would increase to 1.80 million (Finance Division, 2021) (Government of Pakistan, 2020).

In the year 2018-19, 12019 NFBES and 2160 Adult Literacy Center (ALC) were running under this program where 667224 and 115472 learner / students getting their education respectively. Besides this 1260 NFE Feeders Schools and 360 Non Formal Adolescent Center (NFAC) are working under this project where 105813 and 10690 learner learning education in Punjab. Same as NFE Human Resource Development Institute (HRDI) conducted trainings of 13,147 NFEIs Teachers of PNFEP and TSKL projects, training of 6,815 Adult Literacy Centers Teachers in three cycles and induction / capacity building training of 300 project officers/officials. In same year, 2018-2019, 677 Brick Kiln Schools are imparted education to 13,482 children getting their education which is basic right of every child as stated by Human Development Index ranking. According to the report of 2019, Pakistan ranked 152th position out of 189 countries of the world (Department, L. 2019).

Gazette of Punjab Examination Commission for the year 2016 to 2019 showed that NFBE & Literacy schools took part in class five exams conducted by Punjab Examination Commission (PEC) as with Government Schools. Year wise chart of PEC results from 2017 to 2019 was as follows.

Table: 1 NFE Schools Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Nature of Exams</th>
<th>Class</th>
<th>Total Schools</th>
<th>District Pass out / Promoted percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>PEC</td>
<td>Five</td>
<td>165</td>
<td>92.6</td>
</tr>
<tr>
<td>2018</td>
<td>PEC</td>
<td>Five</td>
<td>194</td>
<td>96.8</td>
</tr>
<tr>
<td>2019</td>
<td>PEC</td>
<td>Five</td>
<td>218</td>
<td>98.3</td>
</tr>
</tbody>
</table>

The above said table of PEC Exam it is showed that in 2017, dozens students of 165 Literacy & Non Formal Education Schools were part in PEC examination. Similarly, in 2018, Students / Learners of 194 schools appeared in PEC / Board Examination which is big achievement towards literacy promotion. 218 NFBE Schools out of Total 1720 schools of District Rajanpur were part of the Punjab Examination from which 98.3 students promoted in next class. Since 2020, PEC exams of Class five did not conducted by the board due to COVID-19 pandemic. It is cleared that NFBE Schools providing services in education sector which prove that NFE
Schools have great role for vulnerable students especially girls in promotion of literacy (Gazette of Punjab Examination Commission for the year 2017 to 2019).

UNESCO defines literacy as a concept of plural and dynamic, a globally accepted and valid definition difficult to narrate. UNESCO (2005) has presented this study literacy is ability to identify, understand, interpret, create, communicate of compute, using printed and written material associated varying context. Literacy is something which enable to and individual to achieve his/her goals, develop own knowledge and potential to participate in affairs of community as well as society (UNESCO, 2005).

Learning process should continue without any brake, this is the main purpose of literacy. There is no magical line between literate and illiterate but only involved level of competency and skills. Literacy brings betterment in other skills like communication, critical thinking, computer work and work with others.

Globally, literacy rate is regarded as an indicator for socio-economic development of a country or a nation as literacy and development are inter-linked. Literacy is considered to be the first step towards self-learning and access to knowledge. It opens up the doors to new information, and consequently, plays a significant role in widening the world-view and improving quality of lives of individuals. It is also an essential tool; not only for an individual to survive in today's cut-throat competition, but also an important requirement for development of underdeveloped nations and their journey towards democracy (Dhawan-Biswal & Biswal, 2015).

Literacy is defined as ability to read and write on paper in any language. Literacy in Pakistan wants priority and special attention. Pakistan is growing in the field of education but attaining result very few. Since the creation of Pakistan, literacy has not received the priority as it deserved (Census Bulletin of Pakistan., 1998). There is another definition which clear literacy is “Ability to read and write in any language” in 1951 then literacy of Pakistan was 16.4 percent. Literacy rate has changed in different years with different ratio. In 1981 to 2011 literacy rate of the country was 54.74%. While in 2012 literacy rate were 567.76 which 2.03 percent rise over 2011. In 2013 was 55.60 percent, @ 1.17 percent decrease from 2012. Pakistan's literacy rate in 2014 was 56.98 percent, @ 1.38 percent rise over 2013 and in 2017 literacy rate increase up to 59.13% which is satisfactory for growing Pakistan www.macrotrends.net/countries/PAK/pakistan/literacy-rate.

Objectives of the study:

i. To investigate the role of Non formal basic education in promoting literacy

ii. To explore the strategies adopted by NFE Schools

Research Question:

The research questions are as follows.

a) How much non-formal basic education system is important towards promotion of literacy?
Research Hypothesis:

H₀₁ Non formal basic education has not promoting literacy rate.

Research Methodology:

The descriptive nature of research was designed for this study. Teachers from Literacy & Non Formal Education Schools of District Rajanpur were the population of this study. The reasons for choosing of the NFE School teachers were to look that how non formal schools are working in promoting literacy. Due to contribution of non formal education the literacy rate of country grow up clearly. However, 241 centers were selected of all three thesils of District Rajanpur. All targeted community was teachers. It has seen that all centers have working with one teacher because these centers are running from the home of teachers. After finalization of a validated research tool by the experts of Education faculty, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar khan, next step of this scale was to check its reliability. For this purpose a pilot testing of instrument was develop to check from selected population. A standardized procedure was used to develop in instrument. The Cronbach Alpha coefficient was .47.6. These significant values showed the highly reliability and internally consistency of the scale. The researcher administrated the questionnaire personally to assess in the field. The researcher administered 241 questionnaire among the teachers and their return rate was hundred percent. All questionnaires were filled completely and they considered suitable for analyzing the collected data. Data on questionnaire were collected and put it in SPSS version 21 as well as MS Excel.

Table 2 Statements of Teacher’s response

<table>
<thead>
<tr>
<th>Sr.#</th>
<th>Statement</th>
<th>Disagree Frequency</th>
<th>Disagree %age</th>
<th>Undecided Frequency</th>
<th>Undecided %age</th>
<th>Agree Frequency</th>
<th>Agree %age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School / Center established in residential building</td>
<td>51</td>
<td>21.2</td>
<td>1</td>
<td>0.4</td>
<td>189</td>
<td>78.4</td>
</tr>
<tr>
<td>2</td>
<td>School /center has functional washroom</td>
<td>38</td>
<td>15.8</td>
<td>0</td>
<td>0.0</td>
<td>203</td>
<td>84.2</td>
</tr>
<tr>
<td>3</td>
<td>The result of school / center remains satisfactory.</td>
<td>14</td>
<td>5.8</td>
<td>13</td>
<td>5.4</td>
<td>214</td>
<td>88.8</td>
</tr>
<tr>
<td>4</td>
<td>Learners have easy access to school / center</td>
<td>64</td>
<td>26.6</td>
<td>2</td>
<td>0.8</td>
<td>175</td>
<td>72.6</td>
</tr>
<tr>
<td>5</td>
<td>Literacy rate has increased with the establishment of these schools / centers.</td>
<td>6</td>
<td>2.5</td>
<td>48</td>
<td>19.9</td>
<td>187</td>
<td>77.6</td>
</tr>
<tr>
<td>6</td>
<td>The environment of school / center is beneficial to the educational development of students / learners</td>
<td>19</td>
<td>7.9</td>
<td>4</td>
<td>1.7</td>
<td>218</td>
<td>90.5</td>
</tr>
</tbody>
</table>

5852 http://www.webology.org
Table 1 show that 21.1 percent of participants of non formal schools in the sample disagree with the statement that centers / school are established in residential buildings, whereas 78.4 percent agree. Similarly, 15.8 percent of non formal school teachers participants in the sample disagree with the statement that centers / schools has functional washrooms, whereas 84.2 percent agree with this statement. According to the table, 5.8 percent of the participants in the
sample disagree with the that the result of center / school remains satisfactory, while 88.8 percent agree with this statement. 5.4 percent did not decide about the statement. It reveals that 26.6.8 percent of non formal school participants in the sample reject the statement that learners have easy access to the schools / centers, whereas 72.6.2 percent agree with the statement. According to the statistics, 2.5 percent of the participants in the sample disagree that literacy rate has increased with the establishment of schools / centers, whilst 77.6 percent believe the notion of this statement. It is added that 19.9 percent did not decide about the statement. It demonstrates that 7.9 percent of the sample's participants disagree with that the environment of school / center is beneficial to the educational development of students / learners, while 90.5 percent agree with this statement only 1.7 percent did not decide about the statement. According to the data, 34.4 percent of the NFE teachers in the sample disagree with the statement that it is very easy to conveyance the children for enrollment in school/ center, whereas 65.6 percent of the participants agree with this view. The table also shows that 48.5 percent of the NFE teachers in the sample disagree with the concept that all children of this area are enrolled in this center, whereas 44.4 percent of the participants believe this idea. Only 7.1 did not decide about the statement. The table also shows that 23.2 percent of NFE participants in the sample disagree the concept that all enrolled students / learners were out of school children, but 75.9 percent of teachers agree the idea of this statement. The table investigates that 5.4 percent of the NFE Teachers in the sample disagree that students / learners attend center and getting knowledge with interest, whereas 89.2 percent of the participants agree the statement, only 5.4 percent did not decide about the statement. The table shows that 25.7 percent disagree that books are provided free of cost to the students / learner, while 74.3 percent agree with the statement. Same as table shows 6.2 percent disagree that COVID-19 epidemic has affected the education of students / learners, while 93.8 percent agree with the statement. Table also shows that 17.4 percent respondent disagree that this project is the best source of employment, while 78 percent agree with the statement, 4.6 percent did not decide about the statement. Table shows that 4.1 percent disagree that teachers paid honorarium regularly, while 89.6 percent agree with the statement, 6.2 did not decide about the statement. Table also shows that 26.6 percent disagree that teachers' honorarium is also increased annually while 72.6 agree with the statement. Table also shows that 53.5 percent disagree that teachers are satisfied with the honoraria while 39.4 percent agree with the statement. 7.1 percent did not decide about the statement. Table also shows that 4.6 percent disagree that family members of teacher cooperate in the matter of school while 92.9 agree with the statement only 2.5 percent did not decide about the statement. Table shows that 11.2 percent respondent disagree that parents / locals support to run the school / center, while 88.8 percent agree with the statement. Table also shows that 22.8 percent disagree that Local community helps during admissions campaign, while 77.2 percent respondent agree with the statement. Table also shows that 10 percent respondent disagree that parents send their children to school with happiness, while 86.3 agree with the statement. Only 3.7 percent did not decide about the statement. The accumulative mean score of 3.79 in this table reveals the predominance of a greater level among the participants that role of non formal basic education promoting literacy.

**Findings:**
In this study the hypotheses tested on the bases of Pearson Correlation Coefficients. It is found that non formal basic education has a higher level of positive relation with promotion of literacy. The value of Pearson Correlation Coefficients .000 was less than the significant value of 0.01 which indicates that the hypothesis is rejected. It was analyzed that role of non formal basic education promotes literacy.

**Conclusion:**

This study aims to determine the role of non formal basic education in promoting literacy in district Rajanpur. The main task is to determine the role of non formal basic education on the basis of sub variable promoting literacy at district Rajanpur. The objectives of the study are i). to investigate the role of Non formal basic education in promoting literacy ii). To explore the strategies adopted by NFE Schools. Initial stage of the finding indicates accumulative mean score regarding role of non formal basic education and promoting literacy. Responses of participates 3.76 indicate prevalence of higher level of role of non formal basic education towards promoting literacy. Similarly, on the basis of Pearson Correlation Coefficient, there is a significant effect of non formal education on promoting literacy.

**Discussion:**

The need for non formal education was felt important that time when education system of formal did not seem to be completely successful to meet the growing educational needs of the country. Schools were few in number and far from populated and inadequately trained teachers were required to teach the class consists of large numbers. They were using materials which did not suit the needs of the students. Girls in particular were harmed in the current social and cultural situation. Non-formal basic education programmes were established inside the framework of national Action Plan to fill this need. This partnership investigates the viability of a variety of such initiatives tailored exclusively for women and girls in the Punjab province.

The main objective of non-formal basic education is to create opportunities for quality literacy and equal access to all illiterate women, men and out-of-school girls and boys of all ages. The regional disparity in literacy rates was to be eliminated through a feasible partnership system with federal government departments, donors and civil society.

Creating alternative ways of learning for out-of-school children by setting up standardized and relevant non-formal education programs and excluding underprivileged and deserving children and mainstream education within the shortest possible time to reduce their number, initiate steps for the admission for the children, especially girls, residing in for flung or rural areas.

Rajanpur district is one of the targeted districts by government of Punjab for the achievement of promoting literacy. If the given targeted is meet by the L&NFBED Department then the literacy rate of the country will increase and our country can be counted in the list of literate countries.

It is concluded on the basis of above narrated results that books provided by the department to the learner free of cost, sometime bags to ensure and meet the education requirement of needy
learners. It has been also concluded that the environment of centers found clean and child friendly. Department also evaluate the performance of teachers and educational achievement of students. Department also provide opportunities to learner to live and learn together without any discrimination of gender or color.

It has been shown that the vast majority of schools were formed in the homes of instructors. The majority of instructors in the Non Formal Education department were female, demonstrating the department's policy of hiring female teachers. This approach enabled out-of-school children, particularly females from disadvantaged communities, to have access to an education. This is the distinguishing feature of these centers / schools where parents opt to enroll their daughters in the NFBE Center. When compared to previous years, the proportion of girls admitted has grown. According to the findings, NFBE schools were a highly beneficial and useful choice for those areas which did not have easy access to official schools owing to some issue.

Local communities as well as parents have appreciated the availability of local teacher because they were available every time at home based school for any query regarding performance of learners. These centers are ensuring the provision of education to the depressive and vulnerable communities. It is concluded that students take interest to study in these centers because these center provide the environment like their home. Parents has felt safe their children in hand of female local teacher. Most of center has basic facilities like electricity, drinking water and washroom. With above discussion it is very clear that Non-Formal Schools are promoting literacy not only targeted area but all over the country. It is very clear that the literacy rate will bring positive results for the country and Pakistan will be the one of progressive country in the field of Education.

Reference:


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