

ASSIGNMENT No. 1

Q.1 Discuss the criteria for design of planning programs of non-formal educational Process.

Non-formal education refers to education that occurs outside the formal school system. Non-formal education is often used interchangeably with terms such as community education, adult education, lifelong education and second-chance education. It refers to a wide range of educational initiatives in the community, ranging from home-based learning to government schemes and community initiatives. It includes accredited courses run by well-established institutions as well as locally based operations with little funding.

As non-formal education is diverse, this element has many aspects in common with other elements, particularly Lifelong learning. For the purposes of these guidelines, this element focuses on non-formal education for children and young people outside the regular school system. However, CBR personnel need to be aware that non-formal education reinforces marginalization and stigmatization, so if possible it should not be offered as the only educational option for children with disabilities. Inclusion in a regular school should be prioritized as every child's right.

While non-formal education is often considered a second-best option to formal education, it should be noted that it can provide higher-quality education than that available in formal schools. Non-formal education can be preparatory, supplementary or an excellent alternative (where necessary) to formal schooling for all children.

Non-formal education expresses the core principles that should be at the heart of all good education. Non-formal education is all of the following.

Relevant to the learner's life and the needs of society, and will be so in the future. Mechanisms for involving children, parents and local communities as well as educators in deciding the content of what is taught will ensure that non-formal education is relevant to the needs of communities and draws on local resources and personnel.

Appropriate to the level of the learner's development, with new content and experiences being introduced when the learner is ready. Teaching is learner-centred and student-directed.

Flexible in what is taught and how it is taught, and to the needs of the different learners, e.g. adults and children who work, who live on the street, who are sick, who are in prison, who have a disability or who are victims of conflict or emergency, and flexible to traditional/indigenous learning styles.

Participatory in that learners are active participants in their learning, and that they and their families and communities are involved in running the non-formal education programme.

Protective of children from harm, and protective of their rights to survival and development. Places of non-formal education should be healthy and safe, and provide proper nutrition, sanitation and protection from harm.

Inclusive of all children regardless of background or ability, respecting and utilizing the differences between them as a resource for teaching and learning. Non-formal education often targets marginalized groups, e.g. nomadic communities, girls, people with disabilities, school dropouts and working children. For students with

Course: Non- Formal Distance Education (844)

Semester: Spring, 2022

disabilities and other marginalized groups, non-formal education is very helpful, responding to and fitting their needs.

Quality: non-formal education programmes have the potential to be of exceptionally high quality, because they can respond more easily to the needs of individuals and specific groups in the community.

These may include nongovernmental organizations carrying out various development or awareness activities, faith-based schools, creches or day care centres, schools to promote girls' education and schools for older children with disabilities (who were not identified early or included in primary education), formal school dropouts and working children. CBR programmes can identify the different forms of community-based non-formal education initiatives available and facilitate the inclusion of people with disabilities, including children.

CBR personnel can work together with non-formal education facilitators to ensure teaching materials are accessible (e.g. large print, Braille, tape, audio facilities), that the environment is accessible and welcoming, and that students are supported in their learning.

Ensure the curriculum is practical and relevant

Lacking the rigid constraints of formal schools, non-formal education curricula often have greater flexibility and can be easily adapted to suit the needs of individuals. CBR programmes can help ensure that non-formal education:

- prioritizes basic literacy and numeracy;
- is oriented to practical skills, life skills and personal development;
- is effective in teaching decision-making skills;
- focuses on vocational skills, income-generating activities and job creation;
- empowers students, instilling confidence and a sense of ownership in programmes and projects – CBR programmes can ensure that disabled people's organizations are involved in promoting the empowerment of students with disabilities;
- promotes effective communication between students with disabilities and their families, peers and the community, e.g. through basic sign language, Braille, speaking clearly.

Home-based learning can be supplementary, preparatory or an alternative to formal education. It can be relevant for students with extensive needs, for whom the priority is to learn basic daily living skills, basic communication and basic functioning. These skills are best learned in environments where they will be used rather than in artificial environments. CBR personnel liaise closely with family members, teachers and students, carry out home visits on a regular basis and work with the entire family to ensure successful home-based learning. Home-based learning, as part of a comprehensive strategy, is effective. However, when it operates in isolation, home-based learning can contribute to exclusion and isolation of children with disabilities, despite working closely with family members and sometimes with teachers, as the example below illustrates

Sometimes there is a specific learning need (such as learning sign language or Braille) that requires students to come together in their own groups to study. CBR personnel can provide assistance in developing and sustaining

these groups, and can link students with disabilities with disabled people's organizations, which can be a useful resource to facilitate their learning.

Sign language users find the instructional language in formal learning environments difficult. Many deaf people identify themselves as a linguistic minority rather than as people with disabilities. In low-income countries, the experiences of international nongovernmental organizations have revealed that deaf learners are rarely taught sign language in their native tongue, but are often taught in a foreign (oral) language. Non-formal education programmes that teach sign language can be an important support for deaf people and their families, particularly when deaf adults are recruited as teachers. CBR programmes can ensure that:

- the rights and views of deaf learners are respected;
- these special provisions do not increase social exclusion and isolation from the family and community, but rather enable children to participate in family and community life.

Q.2 Discuss the potential role of Non-formal education in 21st century.

Non-formal learning includes various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities. These form the three styles of learning recognised and supported by the OECD. Examples of non-formal learning include swimming sessions for toddlers, community-based sports programs, and programs developed by organisations such as the Boy Scouts, the Girl Guides, community or non-credit adult education courses, sports or fitness programs, professional conference style seminars, and continuing professional development. The learner's objectives may be to increase skills and knowledge, as well as to experience the emotional rewards associated with increased love for a subject or increased passion for learning. The debate over the relative value of formal and informal learning has existed for a number of years. Traditionally formal learning takes place in a school or university and has a greater value placed upon it than informal learning, such as learning within the workplace. This concept of formal learning being the socio-cultural accepted norm for learning was first challenged by Scribner and Cole in 1973, who claimed most things in life are better learnt through informal processes, citing language learning as an example. Moreover, anthropologists noted that complex learning still takes place within indigenous communities that had no formal educational institutions.

It is the acquisition of this knowledge or learning which occurs in everyday life that has not been fully valued or understood. This led to the declaration by the OECD educational ministers of the "life-long learning for all" strategy in 1996. This includes 23 countries from five continents, who have sought to clarify and validate all forms of learning including formal, non-formal and informal. This has been in conjunction with the European Union which has also developed policies for life-long learning which focus strongly on the need to identify, assess and certify non-formal and informal learning, particularly in the workplace.

Course: Non- Formal Distance Education (844)

Semester: Spring, 2022

Characteristics

1. Learning may take place in a variety of locations.
2. Relevance to the needs of disadvantaged groups
3. Concern with specific categories of person.
4. A Focus on clearly defined purpose
5. Flexibility in organisation and methods^l

Goals/objectives

1. Provides functional literacy and continuing education for adults and youths who have not had a formal education or did not complete their primary education.
2. Provide functional and remedial education for the young people who did not complete their secondary education.
3. Provide education to different categories of graduates to improve the basic knowledge and skills.
4. Provide in-service, on-the-job, vocational and professional training to different categories of workers and professionals to improve their skills.
5. Give adult citizens of different parts of the country necessary aesthetic, cultural and civic education for public enlightenment.

Recently, many international organizations and UNESCO Member States have emphasized the importance of learning that takes place outside of formal learning settings. This emphasis has led UNESCO, through its Institute of Lifelong Learning (UIL), to adopt international guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning in 2012.^[16] The emphasis has also led to an increasing number of policies and programmes in many Member States, and a gradual shift from pilots to large-scale systems such as those in Portugal, France, Australia, Mauritius and South Africa.^[17] Cedefop has created European guidelines to provide validation to a broad range of learning experiences, thereby aiding transparency and comparability across its national borders. The broad framework for achieving this certification across both non-formal and informal learning is outlined in the Cedefop European guidelines for validating non-formal and informal learning; Routes from learning to certification.

Non-formal education (NFE) is popular on a worldwide scale in both 'western' and 'developing countries'. Non-formal education can form a matrix with formal and non-formal education, as non-formal education can mean any form of systematic learning conducted outside the formal setting. Many courses in relation to non-formal education have been introduced in several universities in western and developing countries.

The UNESCO institute of education conducted a seminar on non-formal education in Morocco. The association for development of education in Africa (ADEA) launched many programmes in non-formal education in at least 15 countries of Sub-Saharan Africa. In 2001 World Bank conducted an international seminar on basic education in non-formal programmes. In addition to this the World Bank was advised to extend its services to adult and non-formal education.

Course: Non- Formal Distince Education (844)

Semester: Spring, 2022

A report on vocational education, Making Learning Visible: the identification, assessment and recognition of non-formal learning in Europe, defines non-formal learning as semi structured, consisting of planned and explicit approaches to learning introduced into work organisations and elsewhere, not recognised within the formal education and training system. Community work, which is particularly widespread in Scotland, fosters people's commitment to their neighbours and encourages participation in and development of local democratic forms of organisation.

Youth work which focuses on making people more active in the society.

Social work which helps young people in homes to develop ways to deal with complex situations like fostering fruitful relationships between parents and children, bringing different groups of career together, etc...

In France and Italy animation in a particular form is a kind of non-formal education. It uses theatre and acting as means of self-expression with different community groups for children and people with special needs. This type of non-formal education helps in ensuring active participation and teaches people to manage the community in which they live.

Youth and community organisations young people have the opportunity to discover, analyse and understand values and their implications and build a set of values to guide their lives. They run work camps and meetings, recruit volunteers, administer bank accounts, give counselling etc. to work toward social change.

Education plays an important role in development. Out of school programmes are important to provide adaptable learning opportunities and new skills and knowledge to a large percentage of people who are beyond the reach of formal education. Non-formal education began to gain popularity in the late 1960s and early 1970s. Today, non-formal education is seen as a concept of recurrent and lifelong learning.

Non-formal education is popular among the adults specially the women as it increases women's participation in both private and public activities, i.e. in house hold decision making and as active citizens in the community affairs and national development. These literacy programmes have a dramatic impact on women's self-esteem because they unleash their potential in economic, social, cultural and political spheres.

According to UNESCO (2010), non-formal education helps to ensures equal access to education, eradicate illiteracy among women and improve women's access to vocational training, science, technology and continuing education. It also encourages the development of non-discriminatory education and training. The effectiveness of such literacy and non-formal education programmes are bolstered by family, community and parental involvement.^[citation needed] This is why the United Nations Sustainable Development Goal 4 advocates for a diversification of learning opportunities and the usage of a wide range of education and training modalities in recognition of the importance of non-formal education.

Non-formal education is beneficial in a number of ways. There are activities that encourage young people to choose their own programme and projects that are important because they offer the youth the flexibility and freedom to explore their emerging interests. When the youth can choose the activities in which they can participate, they have opportunities to develop several skills like decision making skills.

Non-formal learning has experiential learning activities that foster the development of skills and knowledge. This helps in building the confidence and abilities among the youth of today. It also helps in development of personal relationships not only among the youth but also among the adults. It helps in developing interpersonal skills among the young people as they learn to interact with peers outside the class and with adults in the community

Formal education system are inadequate to effectively meet the needs of the individual and the society. The need to offer more and better education at all levels, to a growing number of people, particularly in developing countries, the scant success of current formal education systems to meet all such demands, has shown the need to develop alternatives to learning.

The rigid structure of formal schools, mainly because of rules and regulations than concentrating on the real need of the students, offering curriculum that leans away from the individual and from society, far more concerned with performing programmes than reaching useful objectives. This called for non-formal education which starting from the basic need of the students, is concerned with the establishment of strategies that are compatible with reality.

Q.3 How would you implement Non-Formal education in primary schools of Pakistan?

Pakistan is a developing country with limited resources and high population growth rate of 2.6 % per annum. The increase in the enrollment rate is not in line with the increase in the rate of population growth in the country, and each year millions of children school-age are deprived from getting admission to formal schools due the shortage of schools.

During the first decade of the 21st century – since the policy focused on rural areas – the number of primary schools increased sharply for both boys and girls, although the proportion of girls' schools remained constant. The Pakistan Social and Living Standards Measurement Survey, conducted by the Government of Pakistan in 2006-07, revealed that every year dropout rates for girls are increasing.

A look around neighboring countries in South Asia shows that at the start of the new millennium, Maldives and Sri Lanka had both achieved literacy rates of well over 90 %, considerably higher than the regional average of 54 %. Similarly many countries of Asia, Africa and Latin America have quite successfully adopted non-formal education and are offering different programs. Developed countries like Japan, Norway, the Netherlands, France, UK and USA and developing countries like India, Sri Lanka, Bangladesh, Nepal and Bhutan have seized upon its advantages to meet pressing educational needs and social needs (Haq, 2002). Non-formal systems of education are being used effectively in different parts of the world in order to solve the long standing problems of mass illiteracy and creating social awareness. It was realized that through the formal system alone, illiteracy and other problems of education cannot be solved. Therefore, many countries of the world, both developed and developing, realizing the advantages of the non-formal system, have adopted it and made it an integral part of their national system of education. However, in Pakistan there is dire need to launch a national movement for literacy. The country is far behind the target of 100 % literacy as set by the Dakar Declaration

Course: Non- Formal Distance Education (844)

Semester: Spring, 2022

The need for NFE in Pakistan has arisen because not only is the formal system unable to cope with the rising demand of education in the country with its rigid nature but also because the costs of formal education are higher. In several of his writings, Ghafoor (1997) identified two factors for low progress of primary education, and these include inside school factors and outside school factors. The inside school factors include the poor physical facilities, dearth of teaching and learning materials, shortage of trained and qualified teachers, inadequate training of teachers, inadequate learning climate, high pupil/teacher ratio, overemphasis on subject matter rather than personality development, rigid educational policies and practices and urban based curriculum. The outside school factors, as identified, include low socio-economic background of the child, malnutrition among children and socio-cultural problems related to female education.

A report by UNESCO in 1999 on Basic Education in Pakistan points out that already in the past several years non-formal education programs had been initiated. The Non-Formal Basic Education program (NFBE) was initially launched in Pakistan in the 1950s under the title of "Adult Basic Education Program". Several non-formal education programs have been started but no effort has yet been made to launch a non-formal education program on a national level, although this may be changing.

Non-Formal Basic Education Schools (NFBES) were first established in 1996 under the Prime Minister Literacy Commission Islamabad. The concept of these schools is based on the philosophy to involve parents, community and the non-governmental organizations in the promotion of education through non-formal means. Some of the objectives of the NFBE schools include the universalization of primary education, increased involvement of the community and NGOs, provision of employment opportunities to the educated persons and empowerment of rural women. The NFBES are based on the "Home school" model. The selected community provides a teacher with a fixed salary of Rs.1000 per month. The five years primary curriculum is taught in three and a quarter years. The government provides funds to the community through intermediary non governmental organizations (NGOs). Accordingly, the NFBES were established all over the country, covering urban slums, small towns and remote villages. The target of the NFBES are the dropouts of the formal schools of age group 10 to 14 for whom the completion period to cover primary level education is to be 2-3 years while students attaining the level of the school grades 5-9 have to complete this course in 3-4 years instead of 5-6 years, the time specified for formal schools. According to the Planning Commission of the Non- Formal Basic Education Schools (1998), these schools have to complement the formal school by offering education in those areas where regular primary schools do not exist and where children are out of schools for various reasons. This school model required fewer resources. The community provides the school building and manages the school. The teachers of NFBES do not have to worry about transfers and, therefore, work with a missionary zeal. According to PMLC (1996), the program of Non-formal Basic Education Schools is implemented through NGOs and community-based organizations that identify sites for schools, supervise them, give inputs and teaching aids, and pay remuneration to the teachers.

It is a fact that a country's social and economic development depend on education. Those nations who neglect education lag behind in the march of civilization and suffer the bad consequences. The history of the subcontinent shows that after the downfall of Mughal rule, Hindus turned to education quickly while the Muslims did not give attention to the acquisition of modern education. In the present-day world, every country increases its expenditure on education and so is getting the advantages of it. Despite the importance of education in the 21st century, the third world countries have not achieved their educational objectives. Pakistan is one of those unfortunate countries which have a low literacy rate. To overcome this problem; a national educational conference was convened just after the creation of Pakistan to bring reforms in the educational system. But the lack of political stability in the initial stage hindered the steps for reforms. Although overall adult literacy rates are low in the country, with over half the population illiterate, there has been impressive progress over the past two decades, especially in rural areas where literacy rates have doubled for females (Pakistan Social and Living Standard Measurement Survey 2007-08).

The present study was aimed to assess the performance of NFBE schools project initiated in the province of Punjab with the assistance of Japan International Co-operation Agency (JICA). The study was conducted in 100 NFBE schools in four districts of Punjab. The study revealed some important findings that led to the following recommendations:

- To create awareness among the masses, proper media campaign for community mobilization should be fully utilized.
- Proper training should be arranged for teachers of NFBE schools.
- Appropriate service structure should be introduced to attract talented teachers.
- Learning materials should be drafted in regional languages.
- Need assessment should be done before establishing NFBE schools.

Q.4 Explain need of Non-formal education in context with South Asia specially Pakistan? How can it help to achieve “Education for All” goal?

The South Asian region comprises seven countries: Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. The combined population of these countries is more than one billion—approximately one fifth of the world's population. Spiralling population growth is placing even more pressure on governments of the region in their efforts to provide adequate resources, both human and physical, to meet the escalating demand for education and training. The economic realities of trying to provide universal education through conventional systems have forced governments to search for cheaper, more efficient ways to provide fair and equitable access to education. It is therefore not surprising that governments in the region have been increasingly attracted to distance education.

Distance education is now an essential feature of the national education systems of three countries in South Asia. Open universities are already well established in India, Pakistan, and Sri Lanka. The governments of Bangladesh and Nepal are actively considering the development of open universities, while the governments of

Bhutan and the Maldives have initiated plans to expand their currently limited distance education operations. All governments have independently delineated policies and plans aimed at expanding distance education activities. This paper seeks to investigate the potential for achieving regional co-operation by reviewing existing distance education initiatives, delineating the apparent commonality in outstanding human resources development needs at the national level and outlining the mutual benefits that could accrue from such an initiative.

In a country of more than 100 million people, the Allama Iqbal Open University (AIOU) was established in 1974 to provide "education for all." The functions of AIOU were reiterated in the Fifth Five-Year Plan (1978-83), which included reference to the employment of multi-media distance learning techniques to offer in-service training courses for primary and middle school teachers, general foundation courses, and functional education courses, thus highlighting the university's role in non-formal as well as formal education. The emphasis on non-formal education is reflected in a number of AIOU projects, such as the Integrated Functional Education Project, the Civic Education Project, and the Women's Education Project. He nominated the following human-resource development areas for priority treatment: literacy, in-service teacher training (especially in industrial arts, agriculture, and commerce at the secondary level); technical and vocational education, and the provision of professional education in the following sectors: agriculture, law, health (including the training of paramedics,) and the training of distance education personnel.

Comparative education scholarship can be broadly categorized into that which engages with theoretical and methodological questions in search for universal patterns to advance a 'science' of education; and that which is directed towards improving the policy and practice of education in developing countries. Decolonization of the 1950s and 1960s brought a broader focus in the field of comparative education, but its emphasis remained on developed countries. Over the years CE got majorly associated with concerns of education from an international perspective, largely in advanced societies; and issues related to policy, planning and practical ways of improving the education systems of developing countries became the focus of international education (IE). Three sets of arguments provide insight into this distinction: (a) the first is embedded in the relationship between the colony and the colonized; (b) the second foregrounds the geo-political roots of comparative education research; (c) the third, highlights the changing direction of comparative education as a field of inquiry. One of the key challenge was the imposition of neoliberal reforms in education as a consequence of global forces that also strengthened the 'modernist' view of comparative education with its 'denial' of coloniality. In this process the colonial narrative was in effect, re-created in most South Asian countries. Cross-national support for PISA has been the turning point for the field of comparative education; giving politicians the legitimacy to push reforms in their countries. 'The perceived objectivity of the hard sciences' gave policy makers the legitimacy to make educational interventions, projected as evidence-based and non-ideological. The 'modern' variant of 'applied' comparative education is thus promoted by a network of academics, think tanks, consultancies who act as intermediaries to identify and advocate 'best practices'. The complex network of

organisations and a transnational community of experts, referred to as ‘epistemic community’ is now a ‘global education policy community’. These exert tremendous influence and authority in local and regional settings of diverse societies. Educational reforms in Pakistan started with international donor aid for standalone projects (pre-Jomtein) as in India and Bangladesh. One of the key consequences of reforms in Pakistan is the exponential growth in the number of private schools since 1993. Yet, Pakistan continues to face the challenge of low learning levels even in private schools. Scholars have attributed this to the problem of language of instruction followed by the Pakistan education system. Urdu continues to be the medium of instruction in all state schools, despite the fact that 92 percent of the people of Pakistan speak mother tongues not used in formal education. The adoption of Urdu as a national language and as the language of instruction in state schools has been a source of alienation and ethnic resistance; and increased stratification of Pakistani society. Despite several years of military regimes, Pakistan struggles to maintain democracy via a purposeful education in a society confronted with social and ethnic conflict. Clearly, the educational reforms agenda, set via a proactive international community is not grounded in the pressing issues of linguistic diversity and the challenges of social cohesion in Pakistan; augmented by the commitment of state funds to privileged children of English medium schools, often referred to as a situation of ‘educational apartheid’

Q.5 Discuss the emerging concepts of Education to eradicate illiteracy.

Everyone has the right to education. Denying children their right to education means, creating a society of illiterate adults. These kids are the leaders of tomorrow and should be allowed to go to school. Educating children is more like educating the society at large. We have made it this far in life because our parents and society valued education and instilled the good virtue in us. Education is everything, it is from it that we get executive leaders, managers, professors, lecturers, and so forth. Illiteracy is a big problem that is affecting many nations in the world. It is the lack of the basics skills such as reading, writing, and communicating. Many countries are advocating for free primary education and this is a positive move towards eradicating illiteracy in our society.

It is estimated that, in the world in every five adults over the age of 15, one of them is illiterate. It is through literacy that one gets opportunities and skills that can sustain him/her throughout his/her life. In school one learns how to read, write, and communicate with others. Today, almost all jobs entail the use of reading and writing and it would be very difficult for one to get employed without the fundamental basics of literacy. Education to the children is of utmost importance in creating a better world for them to dwell in and everyone around them. The first step in fighting illiteracy is investigation of its causes. Some researchers in New Zealand carried out a research to ascertain the reasons why illiteracy among the primary schools children was still prevalent. They found out that most of the children dropped out of school at the fourth grade. The reasons were: some children perceived education to be difficult, some of the schools did not have enough resources (both equipments and human resource) and this affected the quality of education given to this children, other children could not get access to schools, and the lack of teacher student relationship. UNESCO is trying to fight primary school illiteracy by targeting the most vulnerable population. These are the street children, slum residents, refugees, and children with special needs such as the mentally or

physically disabled. Its number one goal is the promotion of education for all. It has succeeded in doing this though it is facing many challenges especially in poor countries where expenditure on primary education is on the decline with a threat on its quality.

Most developing countries have already seen the need for education and are advocating for free and compulsory primary education. All children are supposed to remain in school until the age of 15 years. Some of these countries are researching on the possibilities of incorporating free and compulsory secondary education that is proving to be difficult. In Bangladesh, the government started a program called “Integrated Non-Formal Education Programme” (INFEP) in 1991. The purpose of the programme is to educate the illiterate person’s within the country. In line with it, other programmes have been started such as the “Library Association of Bangladesh” (LAB) which is working to build awareness and interest among policy makers and other groups of people in the society. It does this through writing articles and newsletters which are disseminated to the public through seminars, holding conferences with policy makers and meeting development agents in the rural areas. Bangladesh has been supported by UNESCO to set up libraries and information centers in villages such as the Kakrain, Tetulia and Hajipara. These libraries are aimed at promoting awareness to the rural dwellers as well as encouraging them to read. The country has played a very great role in supporting both formal and non-formal education to children and adults. Those children who cannot make it to the formal institutions are gathered in their rural areas where they receive non formal education. It is our responsibility to ensure that children are not denied their right to education. Parents (who are usually the first teachers) in collaboration with the society should ensure that their children go to school to continue with their learning. They should take them to schools where they are assured of quality education. Any parent who is deemed to refuse his children their right should be taken to necessary authorities and appropriate measures taken upon him to ensure that these children remain in schools.

It is the work of the government to promote primary education by offering free education and necessary equipments for learning. Quality education can only be through professional teachers. The government should ensure that there are enough and competent teachers in all schools to facilitate learning (Bass 85). Informal education should be provided to adults as ways of encouraging them to support their children in accessing education (Pandey 83). Most parents refuse their children their right to go to school due to their ignorance. They were never educated and therefore they do not know the value of education or why they should allow their children to go to school. Adult education would play a very great role in convincing such parents. Most developing countries have started adult education where all illiterate adults are encouraged to attend.

Illiteracy in primary schools is a vice that is eating away our society. It is a universal problem that is affecting many nations in the world. Children should be allowed their right to education irrespective of race, ethnic, physical or mental disabilities. UNESCO has tried to fight with this vice by promoting education to all especially the less privileged in the society such as the physically and mentally handicapped. Among the many countries aggressively fighting with illiteracy, Bangladesh is one of them and has started programmes and libraries to provide awareness to the public as well as promoting learning. It is working hand in hand with the rural development agents to encourage

Course: Non- Formal Distance Education (844)

Semester: Spring, 2022

learning within the rural set up. It is the responsibilities of the parents, the society, and the government to ensure that these children remain in schools. Literate children make up a world of intellectuals.

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