



NON FORMAL EDUCATION

COMPILED BY

S.K.KATARIA



2 INTRODUCTION

- 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 recognized and supported by the 'Organization for Economic Co operation and Development (OECD)'.
- Examples of non-formal learning include swimming sessions for toddlers, community-based sports programs, and programs developed by organizations 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.

3 BASICS

- Non-formal education became part of the international discourse on education policy in the late 1960s and early 1970s. It can be seen as related to the concepts of recurrent and lifelong learning. Tight (1996: 68) suggests that whereas the latter concepts have to do with the extension of education and learning throughout life, non-formal education is about 'acknowledging the importance of education, learning and training which takes place outside recognized educational institutions'. Fordham (1993) suggests that in the 1970s, four characteristics came be associated with non-formal education-

see next

4 CONTD.

- Relevance to the needs of disadvantaged groups.
- Concern with specific categories of person.
- A focus on clearly defined purposes.
- Flexibility in organization and methods.

In many northern countries the notion of non-formal education is not common in internal policy debates – preferred alternatives being community education and community learning, informal education and social pedagogy.

5 THE IDEA OF NON-FORMAL EDUCATION

- As Fordham (1993) relates, in 1967 at an international conference in Williamsburg USA, ideas were set out for what was to become a widely read analysis of the growing 'world educational crisis' (Coombs 1968). There was concern about unsuitable curricula; a realization that educational growth and economic growth were not necessarily in step, and that jobs did not emerge directly as a result of educational inputs. Many countries were finding it difficult (politically or economically) to pay for the expansion of formal education.

6 CONTD.

- The conclusion was that formal educational systems had adapted too slowly to the socio-economic changes around them and that they were held back not only by their own conservatism, but also by the inertia of societies themselves. If we also accept that educational policy making tends to follow rather than lead other social trends, then it followed that change would have to come not merely from within formal schooling, but from the wider society and from other sectors within it. It was from this point of departure that planners and economists in the World Bank began to make a distinction between informal, non-formal and formal education. (Fordham 1993: 2)

7 CONTD.-

- At around the same time there were moves in UNESCO toward lifelong education and notions of ‘the learning society’ which culminated in Learning to Be (‘The Faure Report’, UNESCO 1972). Lifelong learning was to be the ‘master concept’ that should shape educational systems (UNESCO 1972:182). What emerged was an influential tripartite categorization of learning systems. It’s best known statement comes from the work of Combs with Prosser and Ahmed (1973):
- **Formal education:** the hierarchically structured, chronologically graded ‘education system’, running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.

8 CONTD.-

- **Informal education:** 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 market place, the library and the mass media.
- **Non-formal education:** any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives.

9 CONTD.-

- The distinction made is largely administrative. Formal education is linked with schools and training institutions; non-formal with community groups and other organizations; and informal covers what is left, e.g. interactions with friends, family and work colleagues. (See, for example, Coombs and Ahmed 1974). The problem with this is that people often organize educational events as part of their everyday experience and so the lines blur rapidly. As Fordham (1993) comments, these definitions do not imply hard and fast categories. In particular, there may well be some overlap (and confusion) between the informal and the non-formal.

10 CONTD.-

- Just how helpful a focus on administrative setting or institutional sponsorship is a matter of some debate. Once we recognize that a considerable amount of education happens beyond the school wall it may be that a simple division between formal and informal education will suffice. It has certainly been the argument of Jeffs and Smith (1990) that the notion of non-formal education has limited use when thinking about process.
- So why the term's currency?

Just because something does not make sense in terms of process, does not mean an idea doesn't retain its currency. It has been a convenient way of talking about funding rather than the actual process. As Graham-Brown (1991: 64) says, dividing formal education from out of school education or so-called non-formal education is artificial in many ways. But in some countries, this division reflects the gulf between government provision through the school system, on the one hand, and the needs and interests of marginal populations who are most alienated from the system on the other.

Source- <https://infed.org/mobi/what-is-non-formal-education/>

II NON FORMAL EDUCATION IN INDIA

- **Governmental Programs:** India's open universities, adult education programs, and widespread distance education cater to the needs of a diverse population. The Department of Education, since 1980, has been sponsoring nonformal education (NFE) for children of ages 6 to 14, especially those marginalized from the formal system for various reasons, especially poverty. In 2001, some 740 voluntary agencies were implementing NFE programs in 25 states. Another 85 agencies sanctioned 9,485 NFE centers during 2000 (Tiwari 2000).

12 CONTD.-

- The **National Open School (NOS)** was established in November 1989 as an autonomous registered society to examine and certify students up through pre-degree courses. NOS provides the following programs: (a) foundation course, (b) secondary education course, (c) senior secondary education course, (d) open vocational education program, (e) life enrichment program, and (f) basic education for Universal Elementary Education (UEE). NOS provides individualized support through a network of study centers. Also called Accredited Institutions, the 972 study centers serve about 400,000 students all over the country. The aforementioned Indira Gandhi National Open University (IGNOU) also provides distance education.

13 CONTD.-

- **Community-based Learning:** Traditional societies have thrived on their nonformal systems of education. Joshi writes: "Ancient records of the Indian tradition testify to the search for the Rishis and sages for higher knowledge (para vidya), and their discoveries have been continuously transmitted to posterity and kept alive through its history, marked by periods of expansion, specialization, decline and renewal" (1998). Long before the bureaucratized western structures of schooling mushroomed in the "less developed" nations, India's nonformal education was enshrined in its familial and cultural units.
- Students and educators in India thus usually share a common history and a legacy of collective wisdom. This learning process reinforces the curricular thrusts in structured settings. To isolate the two systems from each other is to fracture the whole learning process. There are fields—fine arts, medicine, astronomy, and numerous other skills—where knowledge has been transmitted from one generation to another within familial ties without any formal structures. One can argue that India's cultural continuity is indebted to this informal system of education.

14 CONTD.-

- Venkataiah calls this education beyond structured curricula "a collective alternative self-curriculum, for over the years it involves learning, in the neighborhood and more intensely in the playground, a succession of codes and adjustments and conventional learned responses through which children complement their development with collective experience" (2000).
 - Source- <https://education.stateuniversity.com/pages/656/India-NONFORMAL-EDUCATION.html>