

Module-2 Agencies Working for Non-Formal Education

2.0 Learning Objectives

2.1 Various Central and State Governments Agencies for Non- Formal Education

2.2 Role of Non- Government and Voluntary Agencies in Non-Formal Education

2.3 Corporate Social Responsibility (CSR) Sector in Non-Formal Education

2.4 Collaboration of Government and Non-Government Organization

2.5 Lets Sum Up

2.0 LEARNING OBJECTIVES

After going through this module, you will be able to:

- Describe various Central and State Government agencies for Non-formal Education.
- Explain the role of Non-Government and Voluntary Agencies in Non-Formal Education.
- Explain the collaboration of Non-Government and Government Organizations and Corporate Social Responsibility in Non-Formal Education.

Hello Friends, in previous module we have discussed about the meaning, characteristics and need of Non-Formal Education. Now let's see how various agencies play a vital role in supporting Non-Formal Education.

INTRODUCTION

Non-Formal Education is flexible, learner oriented, non-authoritarian (Demanding strict obedience to authority) and is built on learner participation. The non-formal programme is a process of sharing, exploring (Examining or discussing in detail), analyzing and judging together with full learner participation. The clientele of non formal education is very different from the clientele of the formal schools. Most of these children belong to the poor class, SC/ST women and labor class. The history of our country shows that there has been denominational (A recognized branch) agencies i.e. ashramas, temples, mosques, jain centres of learning etc. which took active part in education but did not have a fixed curriculum.

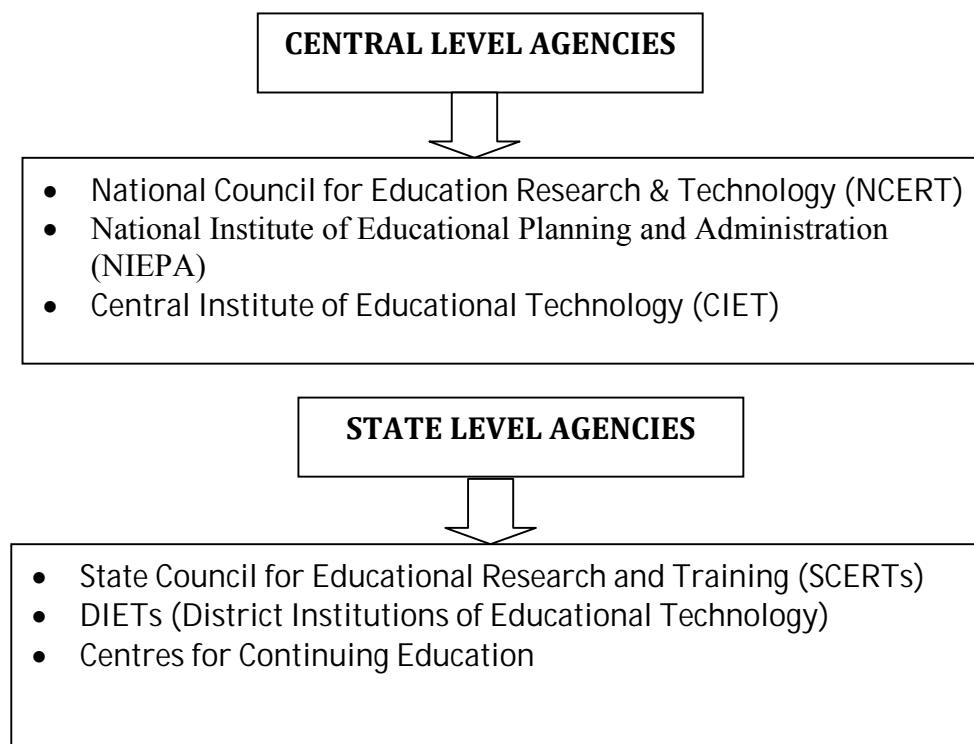
Despite all efforts by the governments at various, national and international levels, through the adoption of their sound development policies, planning and programmes aiming at eradication of illiteracy, there has been little impact on the lives of people, at this juncture (A point in time) Non-Government Organizations (NGO's), Voluntary Organizations (VO's) and Corporate Social Responsibility (CSR) can play a vital role in strengthening the literacy level of the clientele.

2.1 VARIOUS CENTRAL AND STATE GOVERNMENTS AGENCIES FOR NON-FORMAL EDUCATION

- Under the national constitution, education was a state matter until 1976. In 1976 the constitution was amended (To make minor changes or improvement) to include education on the concurrent (Existing or happening at the same time) list. The initial attempts of designing a National Education Policy were made in 1968 but in 1986 India as a whole had a uniform National Policy on Education.
- The National Policy on Education 1986, modified in 1992, defines the major goals for elementary education as universal access and enrolment, universal retention (The ability to hold something) of children up to 14 years and substantial improvement in the quality of education.

- The National Policy on Education has been accompanied (To go with) with several programmes such as the District Primary Education Program (DPEP) launched in 1994 and the National Campaign for Education for All (Sarva Shiksha Abhiyan) launched in 2001-2002.
- A proposed bill on the right to education (draft, November 2005) stresses the right of all children from age 6 until their 15th birthday to receive elementary education either in school or non-formal education (NFE).
- In 1979-80, the Government of India, Department of Education launched a programme of Non-Formal Education (NFE) for children of 6-14 years age group, who cannot join regular schools - drop-outs, working children, children from areas without easy access to schools etc. The initial focus of the scheme was on educationally backward states. Later, it was extended to urban slums, and hilly, tribal and desert areas in other states.

The agencies offering professional support at various levels for carrying out various activities connected with the programmes of Non-Formal Education are as follows:



AT CENTRAL LEVEL:

- **National Council for Education Research & Technology (NCERT)**

The National Council of Educational Research and Training (NCERT) is an apex (The highest point) resource organization set up by the Government of India, with headquarters along Sri Aurbindo Marg in New Delhi, to assist and advise the central and state governments on academic matters related to school education. It was established in 1961.

http://en.wikipedia.org/wiki/National_Council_of_Educational_Research_and_Training

- **National Institute of Educational Planning and Administration (NIEPA)**

The National University of Educational Planning and Administration (**NUEPA**), established by the **Ministry of Human Resource Development, Government of India**, is a **premier (First in importance)** organization dealing with capacity building and research in planning and management of education, not only **in India but also in South Asia**. The **National University** had its origin in 1962 when the UNESCO established the Asian Regional Centre for **Educational Planners and Administrators** which later became the Asian Institute of Educational Planning and Administration in 1965. It was again renamed as the National Institute of Educational Planning and Administration (NIEPA) in 1979.

<http://www.nuepa.org/>

- **Central Institute of Educational Technology (CIET)**

Central Institute of Educational Technology (CIET), a constituent unit of NCERT, came into existence in the year 1984 with the merger of Center for Educational Technology and Department of Teaching Aids. CIET is a premiere national institute of educational technology. Its major aim is to promote utilization of educational technologies viz. radio, TV, films, Satellite communications and cyber media either separately or in combinations. The institute undertakes activities to widen educational opportunities promote equity and improve quality of educational processes at school level.

<http://www.ciet.nic.in/>

AT STATE LEVEL:

- **State Council for Educational Research and Training (SCERTs)**

In order to provide new direction to school education, the Haryana Education Department merged two institutes namely State Institute of Education and State Institute of Science Education in April, 1979 to establish the **Sate Council of Educational Research and Training (SCERT)**. The main function of this Council is to bring qualitative improvement in the field of school education. The Haryana Education Department firmly believes that the educational standards of teachers must be improved for a qualitative improvement in school education.

<http://gurgaon.nic.in/scert.htm>

- **DIETs (District Institutions of Educational Technology)**

The NCERT (established in 1960) and the SCERT (established in 1970) a need was felt for a third tier institute of training and resource support structure at the district which led to the establishment of DIETs. The objective was to improve the quality of basic education. As a result DIETs were set up in almost all districts of all states in the country.

<http://www.diethatta.nic.in/about.htm>

- **Centres for Continuing Education**

The Indian Institute of Science (IISc) had for a long time been concerned with ways to make its expertise and facilities available to qualified technical personnel in industries, universities and research establishments. On a small scale, the Institute's facilities were always being used through short-term/refresher courses, but these activities were not coordinated by a single entry. The Centre for Continuing Education (CCE) was set up in 1975-76 to function as a focus for all such activities and to promote a variety of programmes relevant to specific target groups.

<http://cce.iisc.ernet.in/index.html>

Let's see how non-Government/Voluntary agencies play an important role in Non-Formal Education.

2.2 ROLE OF NON- GOVERNMENT AND VOLUNTARY AGENCIES IN NON- FORMAL EDUCATION

ROLE OF NON- GOVERNMENT ORGANIZATIONS

NGOs can play an effective role in assisting the state to complement the public education system and to improve its effectiveness. Various surveys have revealed that the experimental approaches of the NGOs have successfully tackled (To deal with difficult problems) many shortcomings (Fault or weakness) in schooling. NGOs involvement in education increases the accountability of the schooling system to the beneficiaries. The NGOs can establish partnerships with the Government to share their models rather than create islands of excellence. The effectiveness of NGO action is best evident in the successful schooling of underprivileged children, communities in remote locations, scheduled caste, scheduled tribe and other children that face social barriers to education. NGOs can find out and accordingly suggest the respective authority that targeted actions are required for specific deprived groups. Like the urban poor, child workers or street children. NGOs can pioneer (Some who is important in early development of something) the concepts of the voluntary teacher and the alternative school to counter teacher absenteeism and to make appropriate education available for out of school children.

ROLE OF VOLUNTARY ORGANIZATIONS

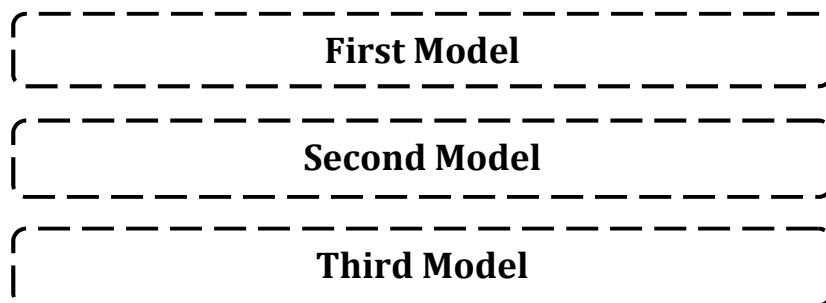
The formal and non-formal streams of education were originally started voluntarily centuries ago. The government came into picture much later. Religious bodies have their own interested areas, through temples, mosques and churches imparted knowledge to thousands of men and women. At the same time, their role is significantly large in formal and non-formal category of education. The state may have served as a supporting or co-coordinating agency.

Even the well-administered state cannot reach everyone and operate as effectively as a voluntary group. The state can only co-ordinate these efforts that are initiated by such voluntary organizatio

After understanding the role played by Government and Non-Government agencies, let's look at what happens when both work in partnership.

2.3 COLLABORATION OF GOVERNMENT AND NON-GOVERNMENT ORGANIZATIONS

As a broad policy, in India the State enters into a partnership with the NGOs within the education sector with the aim of achieving participatory development it takes some of the burden off implementation from the State and its administrative departments. The nature of the State is thus found to have played a critical role in shaping the relations between the State and NGOs. The State was positioned to influence the development agenda and hence not only set the framework for development but also defined the NGOs' role within this framework (**Sen 1999**). In the process three types of government-NGO collaboration models emerged (**Nair 2004**).



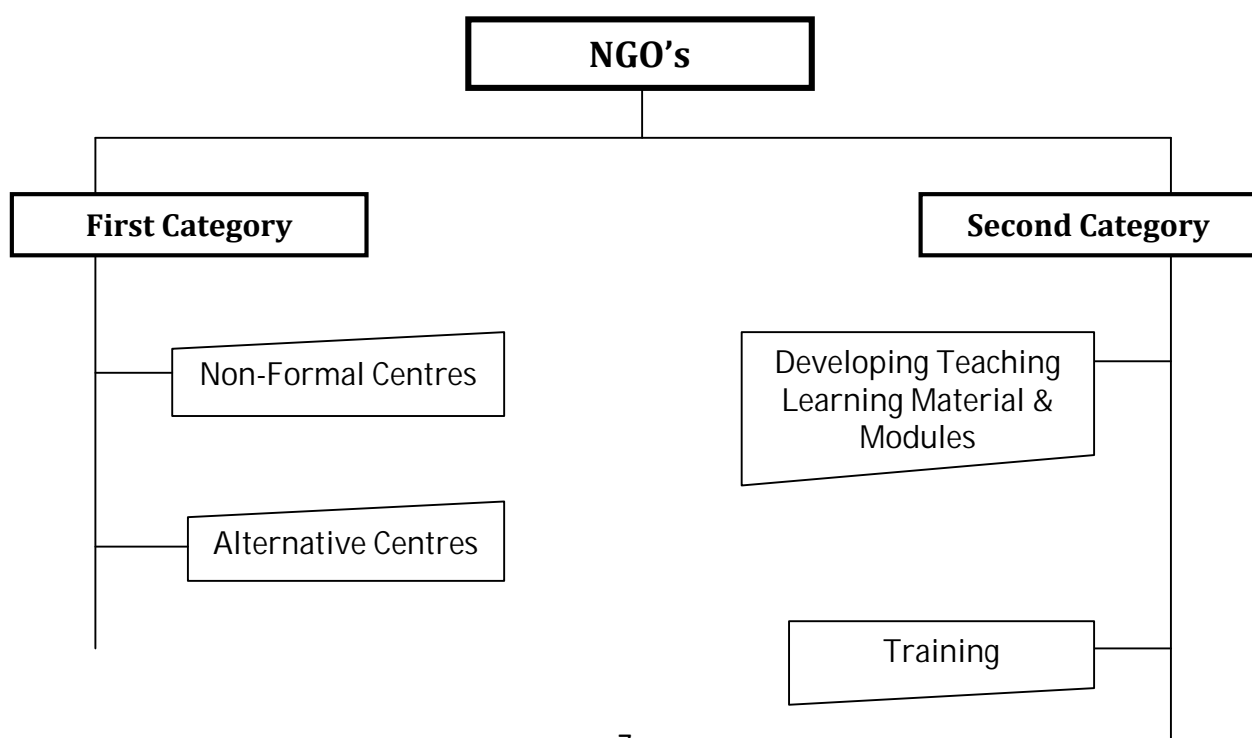
The **first model** is collaboration between a **'high-profile' NGO and government** where in the State initiates the collaboration, with the established credibility of the NGO giving the latter greater **clout (Power or authority to influence other people decisions)** as well as **autonomy (Freedom to govern or control)** in the relationship. Besides, such NGOs are also financially independent of the government. The relationship generally graduates from an informal arrangement in the early days when the NGO is piloting approaches in a small way to a collaboration based on a formal contract or agreement. Such NGOs also are often able to make a significant impact at the macro or policy level. Often support provided by an individual in the State Department and a **'proactive' (Making things happen)** relationship between the NGO (again generally an individual) and the department facilitates the relationship. Some examples of this model collaboration are:

- **Eklavya**, in Madhya Pradesh, initially collaborated to upgrade science teaching in 16 government middle schools in the rural areas of the state and **subsequently (After an event in the past)** expanded to 1000 government schools in 15 districts, until the collaboration came to an **abrupt (Sudden and unexpected)** end in early 2000, due to differences. Its activities ranged from writing text books to developing a science teaching method.

- **MV Foundation** in Andhra Pradesh started activities in three villages in Andhra Pradesh and expanded to cover 500 villages. Its influence on the state government in matters relating to child labor and elementary education is considerable.
- **Bodh Shiksha Samiti**, working in the slums of Jaipur, developed a model for quality primary education and **negotiated (To discuss something)** with the government to start pilot programmes in ten municipal schools of Jaipur. The model is now replicated in all urban areas of the state under a joint UN agencies initiative, with Bodh providing training and resource support.
- **Pratham** in Mumbai was started on the initiative of the Municipal Corporation of Greater Mumbai, UNICEF, slum dwellers and some concerned citizens. It subsequently emerged as an independent NGO with considerable resources generated from the corporate sector and individual donors. It has now extended its activities to several states and to both the urban and rural areas. Pratham's support in the initial years came from UNICEF and currently the ICICI Development Bank provides parenting support.

The **second model** is that of a State-created and registered NGO (generally also termed as a special purpose vehicle). Conceptually an NGO continues to be managed by bureaucrats and officials on **deputation (Group of representatives)** from the government together with contracted consultants. The Baljyothi Project in Andhra Pradesh is a case in point. While this kind of arrangement brings in some flexibility of approach and procedures relative to the purely government structure, it falls short of adopting the NGO spirit of innovation and proactive community participation.

In the **third kind of model**, diverse kinds of smaller NGOs are coordinated through an autonomous body created within a government project as in the case of SSA.



Within this model itself two categories of NGOs are present. The first category consists of NGOs that are hired to run non-formal or alternative centres. While these NGOs are often small with a limited local base and work within the guidelines and tight funds prescribed, there are some that have moved on to relatively higher levels, both in terms of coverage and influence. Akshara Foundation and Doorsteps, both having a base in Mumbai and Pune, are two cases in point. The second category within this model consists of those that are exclusively involved in developing teaching-learning materials, modules and undertake training. They are well funded (generally by external and corporate donors) and have relatively good capacities. Such NGOs have flexibility to innovate and a relatively better managed contract because the outputs are more tangible (Clear enough to be easily seen or noticed) in terms of modules, learning materials etc. Nalanda in Lucknow is one such a case.

Friends, have you ever heard about CSR and for whom it works?

2.4 ROLE OF CORPORATE SOCIAL RESPONSIBILITY (CSR) SECTOR IN NON-FORMAL EDUCATION

Corporate Social Responsibility (CSR) can be defined as the 'ethical (Relating to principles of what is right and wrong) behavior of a company towards society'. It means engaging directly with local communities, identifying their basic needs, and integrating their needs with business goals and strategic objective. The government perceives CSR as the business contribution to the nation's sustainable development goals. CSR is a concept which suggests that commercial corporations must fulfill their duty of providing care to the society.

CSR INITIATIVES:

- **Gujarat Ambuja Cements Limited**

One of the largest cement companies in India, Gujarat Ambuja Cements Limited has set up Ambuja Cement Foundation with the objective of improving the socio-economic conditions of the communities it works with and of ensuring sustainable development. The foundation works in the areas of natural resource management, watershed development, health and sanitation, education, women's development, livelihood, wasteland development, agriculture development, AIDS awareness, adoption of schools and setting up of schools for mentally challenged children.

<http://www.ambujacementfoundation.org/>

- **Azim Premji Foundation**

This foundation is run by the Wipro Chairman, Azim Premji, which provides elementary schooling to thousands of underprivileged children. It has partnership with the government and is making efforts to strengthen the education delivery system and building capacity across government organizations through structuring and training. The foundation became operational in 2001, and is currently engaged in partnership with governments of 15 Indian states with over more than 14,000 schools.

<http://azimpremjifoundation.org/>

- **Microsoft Corporation (India)**

Microsoft has designed a focused programme, 'Project Shiksha, to deliver affordable software solutions, comprehensive training and curriculum leadership to students and teachers in government schools. Under the programme, the company aims to **accelerate (To happen faster than usual)** IT literacy for over 2,00,000 school teachers and 10 million students within five years.

- **Citibank**

The Bank focuses on providing housing support to the needy, providing financial education to financially illiterate people, etc. its CSR efforts are routed through Citigroup Foundation where it donates 1 per cent of its profit annually. Most of their efforts are focused on providing education whether it is financial education or education in general.

- **Hindustan Petroleum Corporation Limited (HPCL)**

HPCL has been active for years together for betterment of the society and neighboring communities. The projects taken by HPCL are:

Unnati: Providing computer training to 3,000 school students in semi urban/rural areas of Vishakhapatnam and Mumbai.

Nanhi Kali: Supporting 500 girl students from weaker, **marginal (Not in the main stream)** section of society and ensuring that they do not leave education mid way; instead ensuring that they grow up into empowered women of substance.

Vikas: To ensure that 5,500 children become educated through remedial classes, access to library, and later on become self sufficient through vocational training.

Muskan: Providing **foster (To take someone else's child into your family for a period of time but without becoming their legal parent)** care, boarding, lodging, education, vocational training to 100 run-away or orphans.

<http://www.hindustanpetroleum.com/En/UI/CSR2007n2008Activities.aspx>

2.5 LETS SUM UP

- The non-formal programme is a process of sharing, exploring, analyzing and judging together with learner participation. The clientele of non formal education is very different from that of formal schools.
- Despite all efforts by the governments at national and international levels, through the adoption of sound development policies, planning and programmes aiming at eradication of illiteracy, there has been little impact on the lives of people.
- There are Central and State Government agencies offering professional support at various levels for carrying out various activities connected with the programmes of Non-Formal Education.

- As Central and State Governments, NGOs, VO's and CSR can also play an effective role in assisting the state to complement the public education system and to improve its effectiveness.
- In India, the State partner with NGOs within the education sector with the aim of achieving participatory development and taking some of the burden of the implementation from the State and its administrative departments.