

**EVALUATING IMPROVEMENT IN KEY
EDUCATION INDICATORS IN NON-FORMAL
BASIC EDUCATION (NFBE) SETTING**



**SAJJAD HAIDER
ID # 13015088022**

**DEPARTMENT OF EDUCATION
SCHOOL OF SOCIAL SCIENCES AND HUMANITIES
UNIVERSITY OF MANAGEMENT AND TECHNOLOGY,
LAHORE**

2017

**Evaluating Improvement In Key Education Indicators in
Non-Formal Basic Education (NFBE) Setting**



**SAJJAD HAIDER
I.D # 13015088022**

**A Thesis Submitted in Partial Fulfilment of the Requirements for the
degree of M.Phil in Education
in the
Department of Education
School of Social Sciences and Humanities,
University of Management and Technology
Lahore**

Certificate of Approval

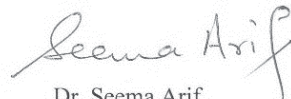
The thesis titled “EVALUATING IMPROVEMENT IN KEY EDUCATION INDICATORS IN NFBE SETTING.” authored by Mr. SAJJAD HAIDER (ID.No. 13015088022) has been accepted by the Faculty of Department of Education, School of Social Sciences & Humanities, University of Management and Technology, Lahore in partial fulfillment of the requirements for degree of M.Phil in Education.



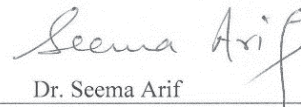
Dr. Fariha Gul
Supervisor



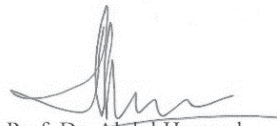
Dr. Ayaz Muhammad Khan
External Examiner



Dr. Seema Arif
Director Graduate Studies, SSSH



Dr. Seema Arif
Chairperson
Department of Education



Prof. Dr. Abdul Hameed
Dean, SSS&H

Date: December 06, 2017



University of Management & Technology
School of Social Sciences & Humanities
Department of Education

December 06, 2017

M.Phil Education Thesis Viva Voce Examination of Mr. SAJJAD HAIDER (UMT ID No. 13015088022)

The Viva Voce Examination of Mr. SAJJAD HAIDER (UMT.ID.No. 13015088022) for M.Phil Degree in Education was held today at 4:00 p.m. After brief presentation by the candidate, a question / answer session was held. The scholar gave satisfactory answers of the questions asked by the internal and external examiners. On the basis of satisfactory presentation and defense of the thesis, we declare the candidate pass and approve her thesis entitled **"EVALUATING IMPROVEMENT IN KEY EDUCATION INDICATORS IN NFBE SETTING."** for the award of M.Phil degree in Education.

Dr. Fariha Gul
Internal Examiner
Assistant Professor
Department of Education, SSS&H
University of Management and Technology
Lahore

Dr. Ayaz Muhammad Khan
External Examiner
Associate Professor
Department of Education,
University of Education, Lahore

Dr. Seema Arif
Director Graduate Studies
School of Social Sciences and Humanities

Dr. Seema Arif
Chairperson,
Department of Education
School of Social Sciences and Humanities

Thesis Similarity Report

Turnitin Originality Report

EVALUATING IMPROVEMENT IN KEY EDUCATION INDICATORS IN

NFBE SETTING by Sajjad Haider

From learning resource development (LRD)

- Processed on 29-Sep-2017 15:20 PKT
- ID: 854454920
- Word Count: 41527

Similarity Index

4%

Similarity by Source

Internet Sources:

3%

Publications:

2%

Student Papers:

3%

Sources:

1% match (Internet from 26-Mar-2016)

http://www.unece.org/fileadmin/DAM/stats/documents/ece/ces/2015/4_Add.2_Rev1_Guidelines_on_QoEmployment.pdf

1% match (Internet from 25-Aug-2014)



Checked by



Verified by CLO

Note:

- Sometimes the overall similarity index may be a smaller than the repository percentages combined. This would be due to overlapping text within the repositories.
- It is a system generated report.

ACKNOWLEDGEMENT

First of all I would like to thank The ALLAH Almighty who showered HIS blessings all through my work and made me think confidently to accomplish with care and consideration. Secondly, my deep hearted thanks to my supervisor Dr. Fareeha Gul, a caring and considerate advisor, who brought about strategic amendments in my goals and targets that eventually removed all the hurdles and connected the research theme with my interest, which enabled me to accomplish what was desired. Her strategic vision and the ability to grasp quickly has been a key towards my accomplishments. My particular thanks to Dr. Seema Arif and Mr. Sajid Masood for being a model to pursue just like Dr. Zafar Iqbal and Dr. Abdul Hameed who always inspire. Let me also thank Mr. Javed Iqbal and Ms. Aysha Shahzad who extended a very timely support and critical tips that undoubtedly had a positive effect on my learning.

I am particularly thankful to my younger brother Mr. Irfan Latif as he has been on his toes to support and become a productive catalyst in completing the research work. His abilities and problem-solving skills kept me on track.

Lastly, I thank my parents (especially my late father) as they always counted on me and transformed me to be a person who never quits. My efforts, accomplishments and all the prayers are dedicated to my father, and I wish him a gratified and rewarded soul to always remain in ALLAH's blessings.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	vi
LIST OF TABLES	x
LIST OF FIGURES	xiv
ACRONYMS	xv
ABSTRACT	xvii
CHAPTER 1	1
INTRODUCTION	1
1.1 Background	1
1.2 Statement of Problem	6
1.3 Research Objectives	7
1.4 Research Questions	8
1.5 Significance of Research	9
1.6 Limitations of Research	11
1.7 Delimitation of Research	13
1.8 Explanation of Key Terms	14
1.9 Organization of Study	18
CHAPTER 2	20
LITERATURE REVIEW	20
2.1 Non-Formal Education, Significance and Major Challenges	21
2.1.1 Non-Formal Education and Key Concepts	21
2.1.2 Significance of Non-Formal Education in Pakistani Context.	26
2.1.3 Major Challenges of Non-Formal Education.	27

2.2 Significance of Instructional Tools, Methods and Assessment in Teaching & Learning.....	28
2.3 Constituents and the Best Practices of Positive Classroom Environment	33
2.4 Relevant Literature on Prior Knowledge of Learners and Co-Curricular Activities.....	41
2.5 Best Practices of Teachers' Professional Development and Community Participation.....	45
2.6 Learning Achievements/ Outcomes	48
CHAPTER 3	51
METHODOLOGY	51
3.1 Research Design.....	51
3.1.1 Time Dimension of the Research.	53
3.1.2 Goal of Research.	55
3.2 Sampling	57
3.2.1 Population of the Study.	57
3.2.2 Sample Size and Sampling Procedures.	57
3.2.3 Sampling Technique for Study Subjects.	58
3.3 Research Instruments	59
3.3.1 Development of Instruments.	59
3.3.2 Characteristics of the Research Instruments.....	65
3.3.3 Administration of Research Instruments.	66
3.4 Data Analysis	68
3.5 Reliability, Validity, and Fairness.....	69
3.6 Ethical Considerations.....	70

CHAPTER 4	72
DATA ANALYSIS, INTERPRETATION AND FINDINGS	72
4.1 Demographic Data of Respondents.....	72
4.1.1 Demographic Data of Teachers	72
4.1.2 Demographic Data of Learners.....	74
4.2 Findings of the Trends and Level of Difference of Educational Indicators.....	75
4.2.1 Overall Trend of Difference of Educational Indicators.....	75
4.2.2 Overall Levels of Difference of Educational Indicators.....	77
4.2.3 Levels and Trends of Difference of Educational Indicators (all Objectives and Research Questions).	79
CHAPTER 5	139
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	139
5.1 Summary of Research	139
5.2 Detailed Findings of the Research	141
5.3 Discussion	152
5.4 Conclusion.....	161
5.5 Recommendation for Future Research.....	163
5.6 Implications of the Study	164
REFERENCE.....	166
ANNEXURES	175

LIST OF TABLES

Tables	Title	Page No.
Table 3.1	Population and Sample	57
Table 3.2	Relationship of Research Instruments and Research Objectives and Questions	60
Table 3.3	Instruments and Literature Review	62
Table 3.4	Instruments and Frequency of Application	68
Table 4.1	Gender of Teachers	72
Table 4.2	Qualification (general) of Teachers	73
Table 4.3	Qualification (Professional) of Teachers	73
Table 4.4	Gender of Learners	74
Table 4.5	Gender of Learners (baseline)	74
Table 4.6	Gender of Learners (end-line)	74
Table 4.7	Trend of Key Education Indicator in NFBE Centers	76
Table 4.8	Range of levels	77
Table 4.9	Level of Difference of Key Education Indicators in NFBE Centers	77
Table 4.10	Trend of Difference of Intermediate Objective 1.1 and Research Questions	79
Table 4.11	Level of Difference of Intermediate Objective 1.1 and Research Questions	80
Table 4.12	Availability of Instructional Tools	81
Table 4.13	Use of Instructional Tools/ Textbooks in Percentages	83
Table 4.14	Availability of Teaching and Learning Material	84

Table 4.15	Availability of Lesson Plan	86
Table 4.16	Lesson Plan Contents Knowledge	87
Table 4. 17	Comparison between Preference and Application of Lecture Method	88
Table 4.18	Comparison between Preference and Application of Group Work Method	89
Table 4.19	Comparison between Preference and Application of Demonstration Method	89
Table 4.20	Description of Options/Figures Scale	91
Table 4.21	Classroom Observation/ Use of Teaching Methods	91
Table 4.22	Assessment Practices	95
Table 4.23	Assessment Techniques Used in Classroom	95
Table 4.24	Number of Students Assessed in the Classroom	96
Table 4.25	Using Assessment Findings with Parents	97
Table 4.26	Trend of Difference of Intermediate Objective 1.2 and Research Questions	98
Table 4.27	Level of Difference of Intermediate Objective 1.2 and Research Questions	99
Table 4.28	Interaction Between Teachers and Learners (occurrences)	99
Table 4.29	Pre-conditions for Active Learning	102
Table 4.30	Managing Children in Classroom	103
Table 4.31	Reasons for Difficulty in Managing Children	104
Table 4.32	Is Punishment an Easy Way	105
Table 4.33	Why Punishment is Easy to Manage Children	105
Table 4.34	Alternatives to Punishment	106

Table 4.35	Prevalence of Punishment in NFBE Centers	107
Table 4.36	Reasons for Physical Punishment	108
Table 4.37	Reasons for Verbal/ Emotional Punishment	108
Table 4.38	Trend of Difference of Intermediate Objective 1.3 and Research Questions	111
Table 4.39	Level of Difference of Intermediate Objective 1.3 and Research Questions	112
Table 4.40	Prior Knowledge of Learners	113
Table 4.41	Likeness for Co-Curricular Activities	114
Table 4.42	Frequency of Co-Curricular Activities	115
Table 4.43	Co-Curricular Activities that are Practiced	116
Table 4.44	Co-Curricular Activities that are Effective	116
Table 4.45	Co-Curricular Activities that Children Like	116
Table 4.46	Explanation of Key Terms Used in Co-Curricular Activities	118
Table 4.47	Commemorating National Days	118
Table 4.48	Role of Children in National Days	120
Table 4.49	Benefits of Co-Curricular Activities	120
Table 4.50	Preferences for Professional Development	123
Table 4.51	Number of Trainings Attended	124
Table 4.52	Training Topics/ Discipline	124
Table 4.53	Usefulness of Trainings	125
Table 4.54	Regularity of VEC Meetings	126
Table 4.55	VEC Meeting's Frequency	126
Table 4.56	VEC Meeting Place	127
Table 4.57	Meeting Agenda	127

Table 4.58	Number of Active VEC Members	128
Table 4.59	Support of VEC Members for NFBE Centers	128
Table 4.60	Parents Visiting NFBE Centers	128
Table 4.61	Trend of Difference of Objective 2 and Research Questions	129
Table 4.62	Level of Difference of Objective 2 and Research Questions	129
Table 4.63	Learning Outcomes of Learners in Major Subjects	130
Table 4.64	Item Wise Performance in Mathematics	133
Table 4.65	Item Wise Performance in Urdu	135
Table 4.66	Item Wise Performance in English	137

LIST OF FIGURES

Figures	Title	Page No.
Figure 1.1	Research Framework	19
Figure 3.1	Convergent Parallel Design	53
Figure 3.2	Methodological Foundations of the Study	56
Figure 3.3	Sampling Stages	58
Figure 4.1	Trend of Key Educational Indicators	76
Figure 4. 2	Level of Difference of Educational Indicators	79
Figure 4.3	Why Teachers Prefer a Particular Method	90
Figure 4.4	Application of Teaching Methods in Selected Time Slots During Baseline	93
Figure 4.5	Application of Teaching Methods in Selected Time Slots During End-Line	93
Figure 4.6	Frequency of Interaction During BASELINE	100
Figure 4.7	Frequency of Interaction During END-LINE	101
Figure 4.8	Item Wise Performance of Learners in mathematics	133
Figure 4.9	Item Wise Performance of Learners in Urdu	135
Figure 4. 10	Item Wise Performance of Learners in English	138

ACRONYMS

NFE	Non-Formal Education
NFBE	Non-Formal Basic Education
OOSC	out-of-school children
UMT	University of Management and Technology
GDP	Gross Domestic Product
SDG	Sustainable Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization
ALP	Accelerated Learning Programs
ISCE	International Standard Classification of Education
MDGs	Millennium Development Goals
EFA	Education for All
AIOU	Allama Iqbal Open University
NGOs	Non-Governmental Organization
PBS	Pakistan Bureau of Statistics
PSLM	Pakistan Social Living and Measurement Survey
EMIS	Education Management Information System
AEPAM	Academy of Education Planning and Management
NCHD	National Commission for Human Development
VEC	Village Education Committee
USAID	United States Agency for International development
DfID	Department for International Development
AusAID	Australian Agency for International Development
JICA	Japan International Cooperation Agency

UNICEF	United Nations Children Fund
CSOs	Civil Society Organization
SLOs	Student Learning Outcomes
CRC	Convention on the Rights of Child
FA	Faculty of Arts (12 years of schooling in arts subjects)
BA	Bachelor's of Arts (14 years of schooling in arts subjects)
MA	Masters of Arts (16 years of schooling arts subjects)
B. Ed	Bachelor's in Education
M. Ed	Master in Education
CC	Co-curricular (activities)
PD	Professional Development
CPD	Continuous Professional Development
RQ	Research Question
TLM	Teaching & Learning Materials

ABSTRACT

Article 25-A of the Constitution of the Islamic Republic of Pakistan provided the right to free and compulsory education to all children between the ages of 5 and 16, preferably to 22.6 million out-of-school children that constituted 44% of the total school-going age population. With existing financing trend (2% of the GDP on education), the supply side appeared inadequate to accommodate existing out-of-school number. This situation called for a viable Non-Formal Basic Education (NFBE) approach as an alternative and flexible delivery model. However, the NFBE model was criticized for poor governance and delivery owing to extremely limited funding. The present study made an attempt to prove that the NFBE model can perform and improve with even minimum academic inputs. Therefore, the study aimed to explore trends and levels of improvement in major education indicators in selected NFBE centers in two-time phases. The study was conducted in 15 NFBE centers of district Nankana Sahib, by employing mixed method longitudinal design. Questionnaires were administered with teachers and learners, classrooms were physically observed, and subject specific tests in major subjects were administered during baseline and end-line, at a five-month interval. Data were analyzed to calculate the trends and levels of the difference of 163 education indicators, which revealed that 104 indicators (63.8%) showed improvement while 44 of the remaining were observed to decline, others signified no changes. A net increase of 18% as compared to baseline score was observed in learning outcomes of learners in Urdu, English and Mathematics. The availability and use of instructional tools and methods showed better improvement trends, while classroom management and perceptions of teachers around co-curricular activities, professional development and community participation exhibited relatively less improvement as compared to baseline scores. The study recommended designing similar researches with bigger sample and find correlation between inputs and outputs. The study suggested to take care of the implementation of instructional plan and classroom management by introducing alternative disciplining techniques. Innovative professional development activities for teachers and positive engagement of village education committees demanded additional attention.

Keywords: *Out-of-school children, non-formal education, instructions, co-curricular, professional development*

CHAPTER 1

INTRODUCTION

1.1 Background

Historically, in Pakistan, serious efforts have been made to provide equitable access to quality education as per article 25-A of the Constitution of the Islamic Republic of Pakistan. The said article guarantees the right to education to all children between the ages of 5 and 16. In addition, article 37(b) is yet another constitutional obligation that promises to provide literacy and secondary education to all without any discrimination (PILDAT, 2011).

Besides national level constitutional pledges to provide education as state responsibility, article 26 of the Universal Declaration of Human Rights guarantees the right to free and compulsory education for everyone and requires the member states to make all necessary arrangements to provide this right unconditionally (UDHR, n.d.). Similarly, Sustainable Development Goal number 4 (SDG-4) and Education 2030 (continuation of EFA) is yet another global commitment that encourages member nations to ensure provision of inclusive and quality education ensuring lifelong learning opportunities for all (SDGs, n.d.).

Education is an instrument that guarantees social change and is a key to economic advancement that is achieved through technological, scientific, social and cultural developments. Education is widely regarded as a concrete tool to combat unemployment, social justice and cultural transformation that leads political socialization and democratic vitality. Major challenges that developing nations are facing in providing basic education include primarily, i) equity in education, ii) opportunity cost for schooling/ education, iii) socio-cultural and religious issues, iv)