

Role of Adult Educators in NGOs: Enhancing Sustainable Education and Community Development

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Abstract

Through with support of literacy, skill development, and social empowerment initiatives, adult educators play a critical role in non-governmental organizations (NGOs). Their efforts support policy advocacy, lifelong learning, and community development. Education is the fundamental right and basis of the progress in every country and The Right of Children to free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August 2009. So SDG 4 advocates to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'; thus keeps the target that by 2030 all boys and girls to complete free, equitable and quality primary and secondary education leading to relevant and effective learning-outcomes; also to ensure that all learners acquire the knowledge and skills Development, environmental focus need to promote sustainable.

This paper examines the various facets of adult educators' roles in non-governmental organizations, the difficulties they encounter, and methods for improving their efficacy. Socioeconomic change is mostly fuelled by adult education, especially in emerging countries where skill and literacy development are essential for long-term prosperity. By addressing underserved communities through non-formal education programs, NGOs significantly enhance government efforts. As advocates, mentors, and facilitators, adult educators make sure that educational opportunities are impactful and easily available.

Keywords: Adult education, NGOs, lifelong learning, Sustainable development

Role of Adult Educators in NGOs

2.1 Literacy and Basic Education

One of the primary responsibilities of adult educators in NGOs is to provide literacy programs. They design and implement:

- Basic literacy classes for illiterate and neo literate adults.
- Functional literacy and foundational literacy programs that integrate reading, writing, and numeracy with daily life applications with legal and financial literacy knowledge.
- Use of innovative extension teaching methods, Use of interactive learning, brainstorming, such as participatory learning, storytelling, and digital literacy tools.

2.2 Skill Development and Vocational Training



NGOs often focus on empowering adults through skill development. Adult educators:

- Conduct vocational training programs (e.g., tailoring, carpentry, agriculture, computer skills).
- Develop entrepreneurship programs to promote self-employment.
- Collaborate with industries to ensure market-relevant skill training.

2.3 Community Development and Social Empowerment

Adult educators contribute to holistic community development by:

- Promoting awareness programs on health, sanitation, financial literacy, and gender equality.
- Conducting workshops on rights-based education, including human rights and civic engagement.
- Encouraging self-help groups (SHGs) and women's empowerment initiatives.

The National Policy on Education, 1968, also laid emphasis on Adult Literacy programmes to:

1. Promote proper working of democratic institutions,
2. Accelerate economic production,

The Plan also includes the following existing programmes for their improvement and expansion:

1. Adult Education Centre,
2. Shramik Vidyapeeths,
3. Adult Education Departments in Universities.
4. National Service Scheme.

New Draft Policy on Adult Education in 2019

As per Census 2011, India still had over 3.26 crore youth non-literates (15-24 years of age) and a total of 26.5 crore adult non-literates (15 years and above). In this regard, the draft Policy recommends:

The *policy* aims to universalize the pre-primary *education* by 2025 and provide foundational literacy/numeracy for all by 2025. It proposes new Curricular and Pedagogical Structure, with 5+3+3+4 design covering the children in the age group 3-18 years.

Vocational Education

The Committee observed that less than 5% of the workforce in the age-group of 19-24 receives vocational education in India. This is in contrast to 52% in the USA, 75% in Germany and 96% in South Korea. It recommends integrating vocational educational programs in all educational institutions (schools, colleges and universities) in a phased manner over a period of 10 years. Note that this is an

upward revision from the National Policy on Skills Development and Entrepreneurship (2015) which aimed at offering vocational education in 25% of educational institutions. Key recommendations in this Regard include:

Vocational courses:

All school students must receive vocational education in at least one vocation in grades nine to 12. The proposed school complexes must build expertise in curriculum delivery that is aligned to the competency levels under the existing National Skills Qualifications Framework.

Adult Education Role in India for Sustainable development-NGO's and Adult educator:

Basically in India Lot of Adult educators are working for awareness in education for sustainable development. When we think which of subject choose by adult educator then we should first think which type of education is mostly required for sustainable development in India.

2.4 Policy Advocacy and Capacity Building

Adult educators in NGOs also play a key role in:

- Engaging in policy advocacy for inclusive education and adult learning policies.
- Training local educators and volunteers to expand educational outreach.
- Conducting impact assessments of NGO programs to enhance effectiveness.

3. Challenges Faced by Adult Educators in NGOs

Despite their critical role, adult educators encounter several challenges, including:

- Limited funding affecting program sustainability.
- Low participation rates due to socio-cultural barriers.
- Lack of professional training and career growth opportunities.
- Resistance to change among learners and communities.

4. Strategies to Enhance the Role of Adult Educators in NGOs

International cooperation

To improve their effectiveness, NGOs can:

- Invest in professional development for adult educators through training programs.
- Find technology for digital literacy and e-learning platforms. Mooc, IGNOU Model
- Strengthen partnerships with governments, International NGOs academia, and industries.
- Ensure financial sustainability through grants, CSR funding, and donor support.

The International Institute has signed three Memorandum of Understanding with University of British Columbia (Vancouver, Canada), Julius Maximilian University (Wurzburg, Germany) and the University of Delhi during the last three years to facilitate collaborative activities, researches and exchange of students and faculty. Under the MOU, two batches of German students visited the Institute and attended

two international workshops on Women's Empowerment. Dr. Bani Bora, a Senior fellow of the Institute visited the Julius Maximilians university and University of British Columbia for a month and delivered lectures on Indian adult education.

In different year they choose different and important issues for education, they also focus more on climate change and other environmental issues more in their adult education. A lot of adult educator works as a volunteer and focus on sustainable development education with seminar, conferences, internship as a globally and internationally.

They also offers these courses for sustainable education:

Courses :

The Institute will have provision to offer two types of courses.

1. Short term courses ranging from 3-21 days,

- Skill development course
- * Long term courses of 3 months to 3 years duration via Certificate, Diploma, Degree and Doctorate in many areas for Sustainable education.

Short term courses:

1. Research Methodology Course (7 days)
2. Recent Developments in the Field of Adult and Lifelong Education: National and International Perspective. (3 days)
3. Policy Implications of New Researches and Evaluations. (3 days)
4. Residential Refresher Courses for the Junior faculty members of universities and project/field NSS officers. (21 days)

Long-term courses:

Certificate, Diploma, Degree and Doctoral Programmes For sustainable Education

The Institute will offer a number of select courses of recognized universities in India and abroad through direct teaching and Open Distance Learning mode. These programmes will commence in a phased manner.

Training & conferences:



Role of ICSE (International Conference On Sustainable Education) 2019
India Habitat Centre
New Delhi

Objectives

The conference focus on sharing innovative ideas and understanding on sustainability education within the overall objective of strengthening the role of education in changing attitudes and for better quality of life and focusing on environmental action.

The specific objectives are:

- To discuss new and innovative ideas for bringing in the change in the current educational structure. - To identify opportunities for partnerships between schools, NGOs, UN agencies, and global, regional and national networks to enhance formal and non-formal education programs on sustainability education.
- Visibility and branding of the sustainability and educational efforts through international exposure
- Agencies, academic and educational institutions, NGOs and experts.
- Recommendation especially for creation of regional e-platform for exchange of experiences and good practices on Sustainability Education.

Conclusion

In today's era role of sustainable education is very important for World. Most government engages with non-governmental organizational in meeting for their needs. India is a country of high density population and only governmental source is not sufficient. Today India feels needs of more innovative ways in Technology, agriculture and for quality education, Government launches lot of innovative ways including ATAL innovation mission for entrepreneurship promotion through self-employment and talent utilization, research institutions, MSME and industry levels. India also plays big role in agricultural economy and Educare India Ngo also having more focus for rural Sustainable Education and eco-friendly development and urban sustainable education, So role of rural sustainable education is also very important here .Lot of non-governmental organizations focuses on sociocultural empowerment ,healthcare outreach ,economic development and skills training and climate change ,environment conservation issues .A role of ICSE plays role of pillar by their conference, seminars and other supports. But not only policies, seminars, conference is enough, we should understand our personal responsibility and fundamental duties which endeavours work for sustainable education. There is an NGO hidden in every person who can change this world. Conclusion Adult educators are essential in NGO-led educational initiatives, playing a pivotal role in literacy, skill development, and community empowerment. Addressing their challenges and enhancing their capacities will lead to more effective and sustainable adult education programs.



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