

Role of Non-Formal Education for Young People

Needs Perspective for Career
Development of Young People



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Presentation order

- **The educational needs of young people**
- **What education sector can contribute**
- **The contribution of employment sector**
- **Gaps in the roles**
- **Action points**

Career Goal of Young People

- **The graduates from formal education expects to get a job in line with their qualification**
- **The young workers who gained experience through work over years expect to move to upper level assuming higher level in the job**
- **Unskilled young people wants to get an employment at lower level and gradually move upward**

Career Goal of Young People

- **Young women explores equal job opportunity and professional development like the male workforce**
- **All of these groups of young people expect skills development or skill upgrading scope/support to achieve their career goals.**

Contribution of Education to employment: Global Lessons

- **Education is critical complement to technological advancement.**
- **Technological development in any country is largely backed by the development of education in terms of curriculum, delivery mode and link between educational institutions and employment firms.**
- **Educational institutions require to research on the emerging human resource requirements of the employment market to plan courses accordingly.**
- **Technological change, Skills upgrading, & their interaction are crucial for productivity growth.**

Contribution of Education to employment: Global Lessons

- **There is increased demand for higher education as it offers the possibility to accelerate productivity growth, reducing the educational and technological gaps.**
- **The more higher education contribute to enhancing productivity skills, the more its demand is created in the employment sector.**
- **Policy support can contribute significantly in translating higher education into better level of productivity of the work force.**

Contribution of Education to employment: Global Lessons

- Specialized or technical courses arranged by educational institutions and/or enterprises can cater the continuous skill development needs of the students/workers who can not attend formal educational institutions.

Roles of enterprises in Education

- **With the adoption, adaption or creation of technology, demand is created of the new/higher skills of their workforces. The enterprises thus become the real decision makers in the skill development process. Educators & policy makers often miss this point.**

Roles of enterprises in Education

- **Public and private enterprises can play pro-active roles in the skill development process of the young people through partnership with formal and non-formal education/ training institutions.**
- **Partnership can be in planning courses as well as offering and validating skills.**

Workplace - Academic Institutions: Missing links! In Bangladesh

- **The output of academic courses and the needs in the employment sector do not match.**
- **Enterprises invest very little (in many cases not at all) in human capital development.**
- **Absence (or sporadic) study for assessment of the need for upgrading skills.**
- **Overall coordination of universities, research centres, & workplaces is poor (absent?).**

Purpose of Non-Formal Education

- Education is a tool to develop human capital – a lifelong learning process.
- Lifelong learning demands an educational continuum from basic level to onward effectively integrating academic and professional skills to cope with technological advancement.
- NFE as a supplementary education process has to meet similar demand, not mere literacy/basic education.

Features of Non-Formal Education

- Majority of clientele groups of NFE are the young people- ranging from migrant youths, school drop-outs, hard to reach youth groups living in the remote areas, young girls having problem in equal access, etc.
- NFE has diversity & flexibility in terms of curriculum contents, local ownership, delivery mechanism (timing, grouping, teaching learning process, etc.)

Expectation/Perception of Young People to NFE/VTE

- **A flexible delivery approach**
- **Quest for quality (an issue of equipping to adjust with the technological advancement)**
- **Students & workers will not be interested to join NFE/VTE courses, if they are not offered high quality education and training and see prospects for profitable employment.**
- **Because of short duration and rudimentary skills offered by NFE/VTE courses, it is likely to have lesser acceptability to the employers.**

NFE-Work transitions: Cases from Bangladesh

CMES: Centre for Mass Education in Science

- Explores a model to prepare a mind-set among the drop outs from schools to find a productive vocation in co-operation with the locally existed entrepreneurs.
- It is not only the employers but also the teachers and interns who set the duration and content of skill training.

NFE-Work transitions: Cases from Bangladesh

UCEP: Under Privileged Children Education Programme

- **Conducts informal survey of the job market, contacts big companies to understand the need and number of workers.**
- **The employment support service staff maintain liaison with the companies and collect information about job market for different training programmes.**
- **UCEP offers customized courses (comprising general education and vocational training)**
- **Support job placement.**

NFE-Work transitions: Cases from Bangladesh

DAM: Dhaka Ahsania Mission

- Runs specialized vocational training institution for the out of school young people.**
- Closely work with community-based NFE centres to plan course timing, monitor participation of trainees in NFE and VT classes.**
- The courses are accredited by the Technical Education Board of the government.**
- DAM facilitates job placement of the trained graduates.**











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Validation of NFE/VTE by Employers

- To establish standardization among the courses, there is a need for integrating non-formal vocational education/skill training through a regulation and official recognition into the overall training and educational system.
- The challenges – Supply driven approach of certification by formal institutions vs. Demand driven approach of skills at the enterprise level.
- Need to find ways to win the confidence (about the courses) of the employers who are the ultimate decision makers to employ the NFE/VTE graduates.

Action Points: For Educators

- **Work with enterprises to identify emerging demands for skills**
- **Plan courses compatible with the current level of knowledge and skills of the young people**
- **Establish equivalency framework in association with the enterprises.**

Action Points: For Employers

- **Invest more resources for human capital development**
- **Work closely with academic and research institutions to assess systematically the need of skilled human resource.**
- **Create opportunity for the young workers to upgrade their skills through life long learning.**

Need for a change at macro- level

- **Appropriate policy require to be adopted to facilitate offering of flexible courses by secondary and tertiary education institutions as per need of the market.**
- **Scope should be created through a lifelong learning framework for continuous upgrading of skills by young people to be adopted by both education providers and employers.**

Thank you for attention