Role of Non-Formal Education for Young People

Needs Perspective for Career Development of Young People

Shahnewaz Khan, Dhaka Ahsania Mission, Bangladesh
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 cannot 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.
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