INCLUSIVE GROWTH THROUGH NON-FORMAL & TVET EDUCATION

Prepared by

Team Kautilya



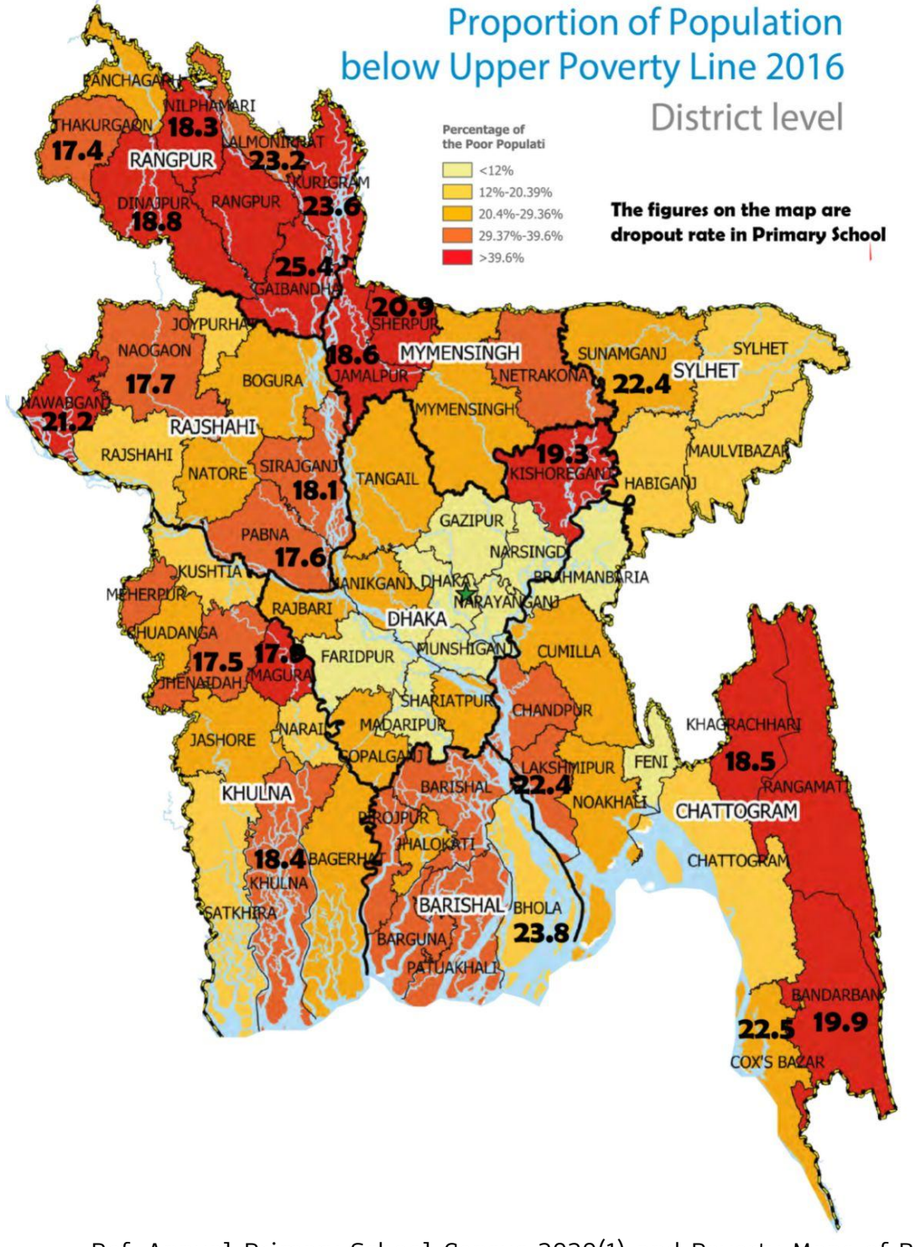
Subah Binte Ahsan
IER, DU



K. M. Najib Hayder
Banking & Insurance, DU



Shah Adaan Uzzaman
IBA, DU



Ref: Annual Primary School Census 2020(1) and Poverty Maps of Bangladesh 2016(2)

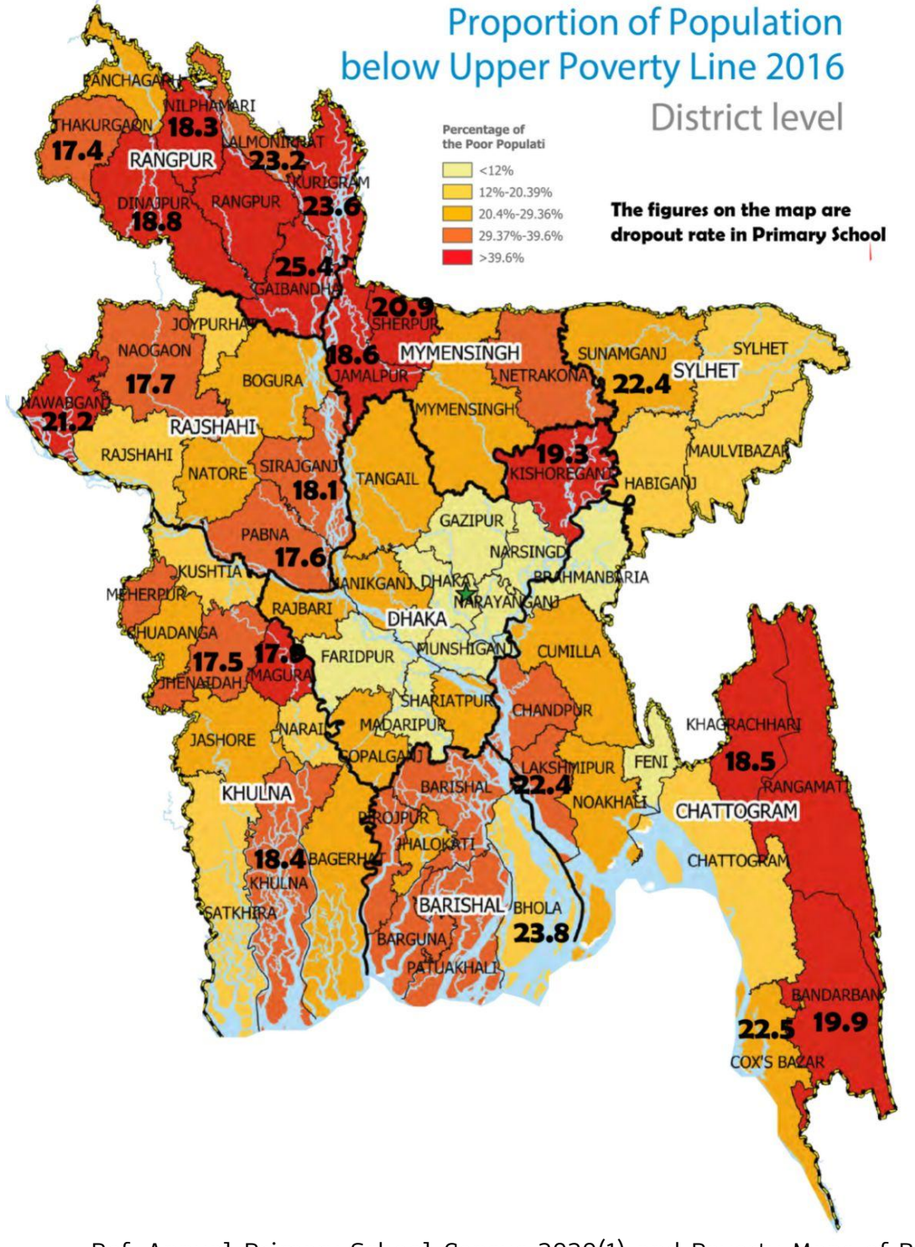
CORRELATION BETWEEN POVERTY RATE & DROPOUT RATE

Plotting primary school dropout rate (in bold black font) in 2020 against the district wise poverty map of Bangladesh in 2016, we can observe -

- Areas with higher poverty rate has higher than average dropout rate.

17.2 %

Average Dropout Rate [1]

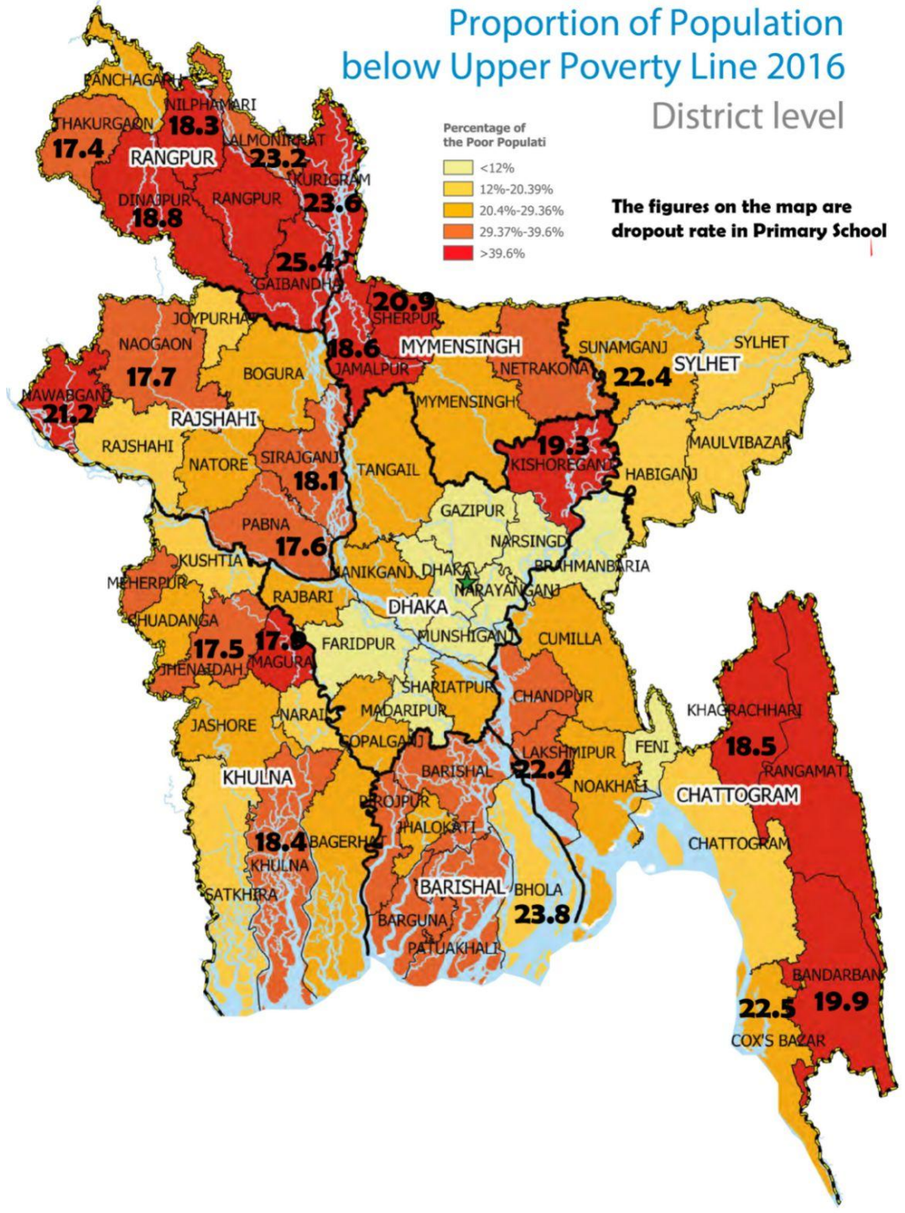


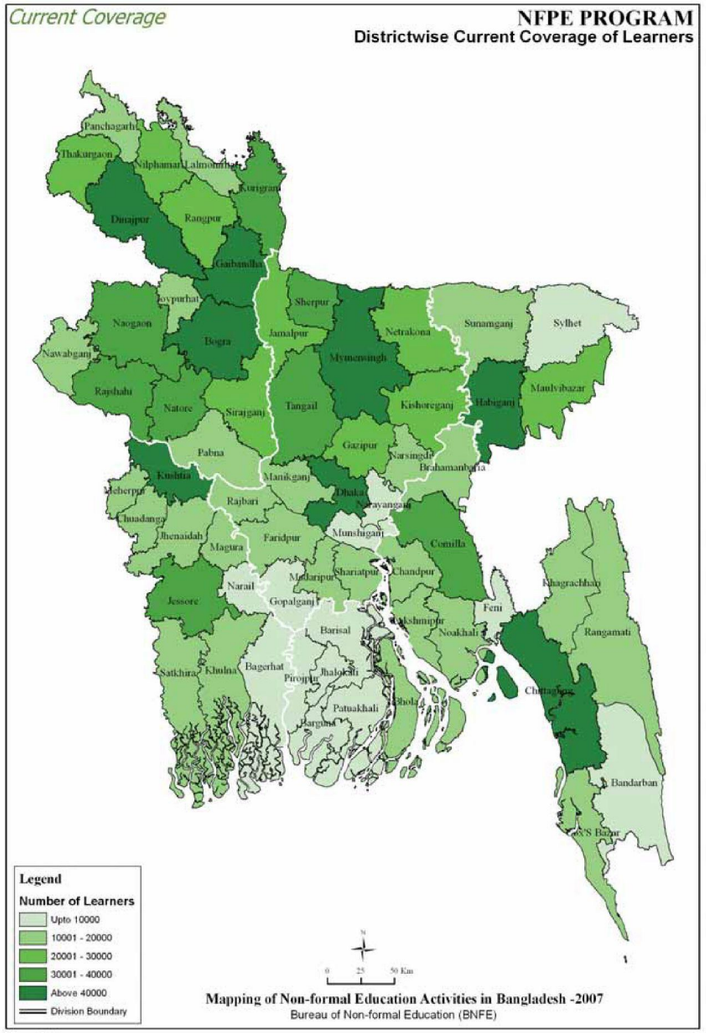
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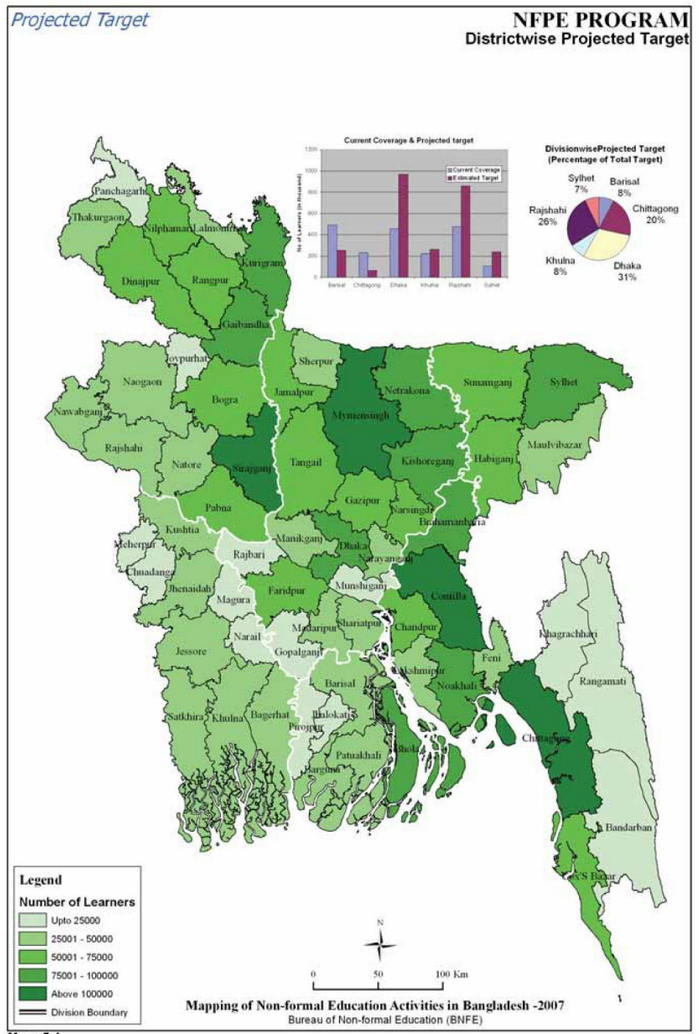
- There is a **positive correlation between poverty rate and dropout rate** in primary school with an exception being Rangpur, which can be explained by Rangpur having divisional city status.

- When poor families have higher dropouts, **poverty becomes generational**, since education is a prerequisite for development. A way out is ensuring education for the poor.

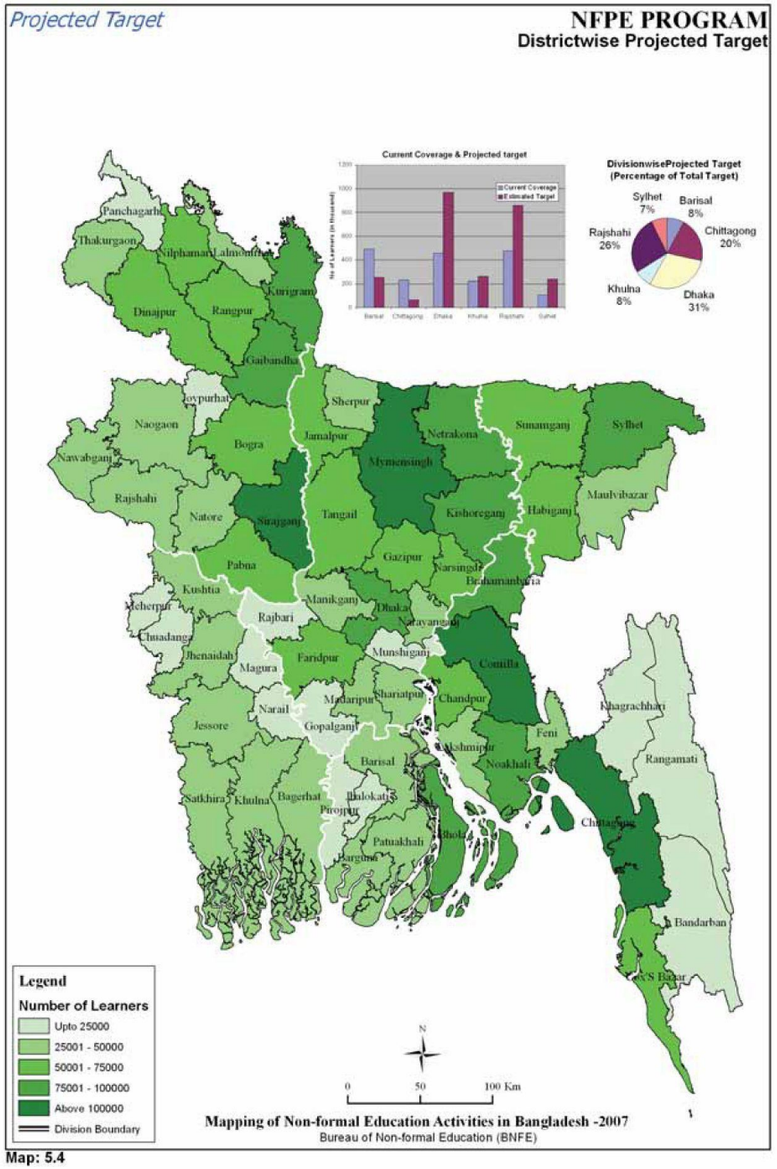

Proportion of Population
below Upper Poverty Line 2016
District level
Percentage of the Poor Populati
<12%
12%-20.39%
20.4%-29.36%
29.37%-39.6%
>39.6%
The figures on the map are dropout rate in Primary School
PANCHAGARH
NILPHAMARI
THAKURGAON
18.3
17.4
LALMONIRHAT
RANGPUR
23.2
KURIGRAM
DINAJPUR
RANGPUR
23.6
18.8
25.4
GAIBANDHA
20.9
SHERPUR
JOYPURHAT
NAOGAON
18.6
MYMENSINGH
SUNAMGANJ
SYLHET
17.7
BOGURA
JAMALPUR
NETRAKONA
22.4
SYLHET
NAWABGANJ
21.2
MYMENSINGH
RAJSHAHI
RAJSHAHI
NATORE
SIRAJGANJ
TANGAIL
19.3
KISHOREGANJ
MAULVIBAZAR
18.1
HABIGANJ
GAZIPUR
PABNA
17.6
NARSINGDI
KUSHTIA
MANIKGANJ
DHAKA
BRAHMANBARIA
MEHERPUR
NARAYANGANJ
RAJBARI
DHAKA
CHUADANGA
MUNSHIGANJ
CUMILLA
17.5
17.8
FARIDPUR
JHENAIDAH
MAGURA
SHARIATPUR
CHANDPUR
KHAGRACHHARI
JASHORE
NARAIL
MADARIPUR
18.5
GOPALGANJ
FENI
LAKSHMIPUR
RANGAMATI
KHULNA
BARISHAL
22.4
NOAKHALI
CHATTOGRAM
PIROJPUR
JHALOKATI
18.4
BAGERHAT
CHATTOGRAM
KHULNA
SATKHIRA
BARISHAL
BHOLA
23.8
BARGUNA
PATUAKHALI
BANDARBAN
19.9
22.5
COX'S BAZAR


Current Coverage
NFPE PROGRAM
Districtwise Current Coverage of Learners
Legend
Number of Learners
Upto 10000
10001 - 20000
20001 - 30000
30001 - 40000
Above 40000
Division Boundary
Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Map: 4.4


Projected Target
NFPE PROGRAM
Districtwise Projected Target
Current Coverage & Projected target
DivisionwiseProjected Target (Percentage of Total Target)
Sylhet 7%
Barisal 8%
Rajshahi 26%
Chittagong 20%
Khulna 8%
Dhaka 31%
Legend
Number of Learners
Upto 25000
25001 - 50000
50001 - 75000
75001 - 100000
Above 100000
Division Boundary
Mapping of Non-formal Education Activities in Bangladesh -2007
Bureau of Non-formal Education (BNFE)

Map: 5.4



Map: 5.4

Ref: Mapping of Non-formal Education Activities in Bangladesh (3)

In the District-wise Projected Target Mapping for NFPE programmes published in 2010, we can observe -

- There is **lack of coordination** regarding the target groups for NFPE programmes which leads to **disproportionate allocation of resources.**
- NFPE programmes organized by different NGOs have a definite time frame for a specific project. **There's little or no follow-up mechanism which makes this model unsustainable.** [4]
- Each NGO use their own curriculum and teaching materials in their NFPE programmes. **This difference in syllabus results in a lack of standardization.** [4]
- **There's a drop-out tendency even in NFE programmes** as most of the students have the pressure to be engaged in income generating activities. According to UNICEF, **62.9** percent slum children in Dhaka work more than eight hours a day.[5]

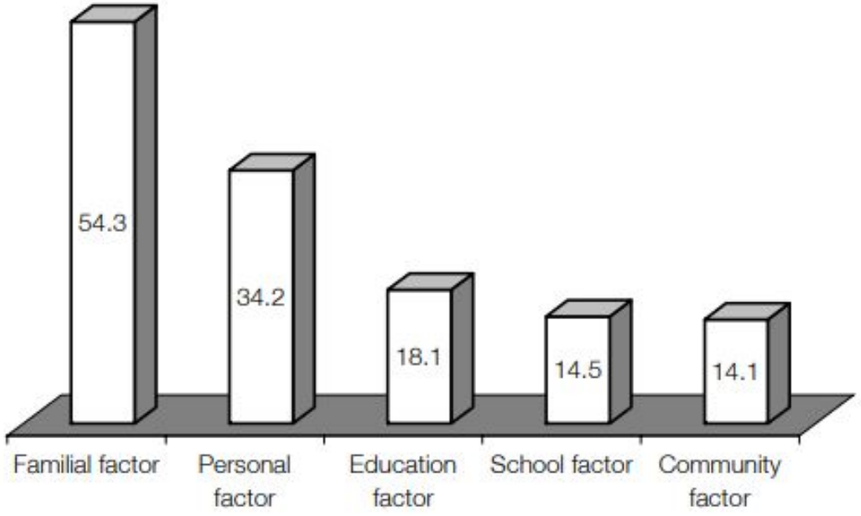


Figure: Factors of student's dropout (%) [6]

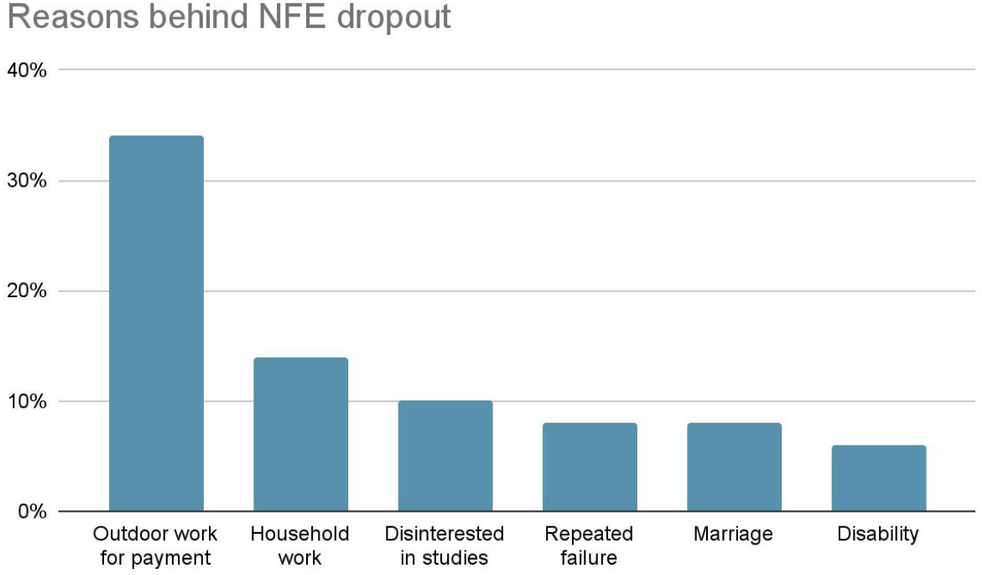


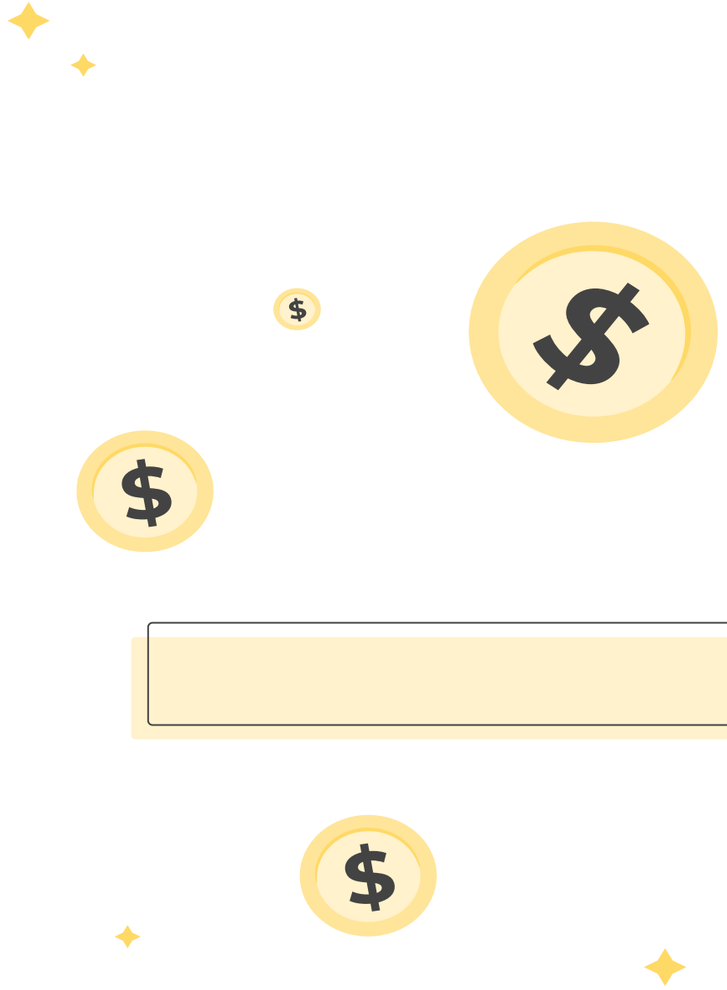
Figure: Factors of student's dropout (%) [7]

Why Non-formal education is failing?

- Familial factors that are leading reasons for dropout according to BRAC[6] are - **poor education of parents** and **parents discouraged in schooling**.
- According to another study[7], **34% of the children** dropout from NFE due to **outdoor work for payment**. Other **14% drops out** due to **household work.**

Still, there is light of hope…

- A study conducted by BBS[8] found that **74% of slum children wish to study again**, despite the fact that students suffer from some of their own adverse circumstances that remove them from school so that they can no longer finish school.



"If you can't bring students to school, then bring school to the students"

THE SOLUTION IS NON-FORMAL AND TVET EDUCATION

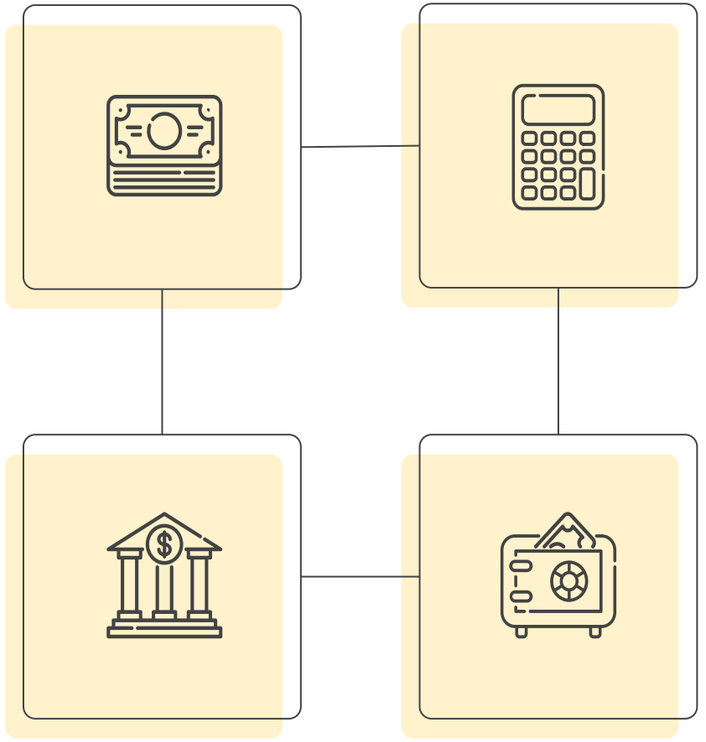
ACTION PLAN

STEP 01 - NFPE

Non-Formal Primary Education Centre established by the **government with standardized curriculum**.

STEP 02 - TVET SCHOOL

Fully residential TVET schools in every major city with full stipend for NFPE graduates.



STEP 04 - BETTER EMPLOYMENT

The **specialized economic zones** will require skilled manpower for employment in future.

STEP 03 - BACHELOR/DIPLOMA

Emphasizing **polytechnic institutes** for creating technically sound manpower for the growing need of Bangladesh.

EDUCATION LIFE

	YEAR I	YEAR II	YEAR III	YEAR IV	YEAR V		
NFPE	Grade I-II	Grade III-IV	Grade V				
TVET SCHOOL	Grade VI	Grade VII	Grade VII	Grade IX	Grade X	Grade XI	Grade XII
DIPLOMA	1st Year	2nd Year	Final Year				
BACHELOR	1st Year	2nd Year	3rd Year	Final Year			

NFPE



GOVT. FUNDED

The NFPE program will be funded and monitored by the govt., for example - **ROSC program.**



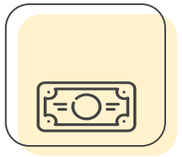
LOCATION & SCHEDULE

The location and class schedule are fixed according to the learners' requirements. For example - industrial areas, bazars



INCENTIVISATION

The students are provided with stipends and free learning materials



STANDARDIZATION

All NFPE will follow the same curriculum specially developed for them and be certified after completion of Grade V.



MONITORING

Due to schools being in proximity with industries and bazars, **ensuring regularity** would be easier.



TARGETED ADMISSION

Admission to NFPE programs will be targeted, nobody can apply to be admitted, rather dropped out students will be searched and admitted.

TVET SCHOOL



FULL FREE

Govt. will bear all expenses of NFPE graduates who join residential TVET schools.



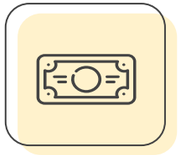
LOCATION

15 fully residential TVET schools in major districts.



EARNING OPPORTUNITY

TVET students will be eligible for paid internships in industries besides regular classes.



CURRICULUM

TVET schools will follow existing technical education curriculum with regular upgrades and industry-focus.



EQUITY

Female NFPE graduates in TVET school will have stipend so that gender equity is ensured.



MODEL

The schools will implement models of technical training centres like Bangladesh Korea Technical Training Centre.

BACHELOR/DIPLOMA



BACHELOR

TVET graduates will be eligible for admission to mainstream bachelor degrees like B.Sc. engineering, after completing HSC.



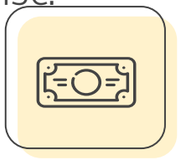
DIPLOMA

After completing SSC, they can join polytechnic institute for diploma in engineering.



TECHNICAL TRAINING

There are specialized technical training centres like BKTTC.



EMPLOYMENT

Employment opportunity will be available to them after completion of SSC/HSC.



INCENTIVE

They have active incentive to continue education, since the outcome after completing diploma/bachelor is huge.



INFRASTRUCTURE

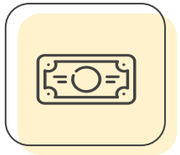
Adequate infrastructure will have to be provided to the polytechnic institutes.

EMPLOYMENT



ABROAD

A lot of **unskilled labor** goes abroad every year, who can then be skilled and contribute more.



INVESTMENT OPPORTUNITY

With more skilled manpower, the country will have more potential for investment and development of industries.



SEZ

100 Specialized Economic Zones have been made throughout the country, but for those to have adequate investment, skilled manpower is prerequisite.



MIDDLE INCOME TRAP

Most countries cannot escape the middle income trap, but skilled manpower can help us escape.



EXISTING INDUSTRIES

Existing industries require skilled labour which the country currently lacks.



INCLUSIVE GROWTH

Development, in its current form, is not inclusive. Education for the extreme poor can ensure inclusion.



01 BNFE

Bureau of Non-formal education has limited liability now, which will increase just like Directorate of Primary Education.

02 BTEB

Bangladesh Technical Education board will directly operate the residential technical schools and be accountable to ensure enrollment of NFPE graduates.

03 DTE

Directorate of Technical Education will oversee the entire process and prepare annual reports.

04 DIRECTORATE

A ‘Directorate of Inclusive Education’ under the Ministry of Education can be introduced for overall coordination.

HOW WE END INTERGENERATIONAL POVERTY

01
MARGINAL BETTERMENT

A diploma engineer is not likely to be extremely poor, which an uneducated person is.

02
CHAIN OF POVERTY

We break the chain of poverty by pulling a person out of the generational poverty.

03
FUTURE GENERATIONS

The second generation is likely to be part of the mainstream education system.

04
SUSTAINABILITY

This model is standardized and has a hierarchy of education, so the alternative education system is supposed to be sustainable.

RATIONALE

REALISTIC

Development of an alternative education system by binding all existing facilities with the new development is easy to implement.

COST EFFICIENT

Since a lot of the facilities still exist, but are underutilized, the solution is cost efficient and ensures maximum utility.

INCENTIVE

Every step of the system has incentive structure for an underprivileged child to continue education and not drop out.

BUDGET

Sector	Estimated Budget
23,000 NFPE Learning Centers	1468.6458 Crore BDT [9] (Inspired from ROSC I Project)
15 Fully Residential TVET Schools	3000 Crore BDT (Approximately 200 Crore BDT per School)
Improvising the Existing 49 Polytech Institutions	980 Crore BDT (Approximately 20 Crore BDT Per Institute)
Total	5448.6458 Crore BDT

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