

CONCLUSION

An adequately skilled human resource-base is the motor of all economies. Thus, economic development should be enforced by human capital development. The knowledge and skills of a state's human capital ought to keep abreast with the ever-evolving manpower needs of that state and global trends in order for the state to be globally competitive. Non Formal education has been used by some states for exactly this purpose, to upskill and reskill employees and provide them with refresher courses as well. In states where NFE is properly planned the flexibility of NFE is being harnessed to provide intensive and extensive with specific reference to job requirements. Thus Non Formal Education can be used to provide in- service training programmes to bolster the skills of those already in the job market. Further, it can complement the Formal Education of those outside the job market through programmes that close the gap where there is a misfit between education and job requirements, thereby enhancing their employability. This misfit is often referred to as the job-gap (Ngozwana, 2017: 114). Additionally, Non Formal education also ensures that a nation makes use of its full human resource base as it also caters to the educational needs of school dropouts and those who for whatever reason remained outside the formal education system. It is therefore recommended that it too be prioritized in Lesotho, in line with an intentional, well planned Non Formal Education sector plan with specific outcomes.

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Lesotho Council of NGOs POLICY BRIEF

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AN ECONOMIC ARGUMENT FOR NON-FORMAL EDUCATION

Key Messages

- Elementary theory indicates that one should continue to invest in an investment opportunity so long as increments to it will yield higher returns than they would in other possibilities.
- In essence, human resource development in a state is the process of increasing knowledge and the critical skills of all the people in a society (Dwirianto et al, 2014: 30).
- Although praised for its flexibility-coherence, coordination, adequate qualified human resource and financing are still required for the successful implementation of Non Formal Education.

EXECUTIVE SUMMARY

According to the United Nations General Secretary, "education is the fundamental right and the basis for progress in every country." (UNESCO, 2014). Indeed, education has been seen as the driver for human capital development. Formal Education has been the priority for most if not all nations. Non Formal Education (NFE) however can also present tantalizing complementarities to the Formal Education system. Non-formal education has been regarded as remedial education for people who have missed the opportunity to attend formal education in terms of training, knowledge and skills acquisition, enhancing the quality of life, reducing poverty and improving livelihood initiatives in regard to their socio-economic needs (UNESCO, 2014). Additionally, the flexibility of Non Formal Education programmes has meant that they can be tailored to job-specific requirements. As such it also used to provide in-service training programmes for those already in the job-market as well as it also used to reskill and upskill employees or provide them with refresher courses. Non Formal Education can also have utility in addressing the job-gap (Ngozwana, 2017: 114). This a phenomenon most acute in LDCs, including Lesotho, where some products of the Formal Education system including graduates find their education is a mismatch with job requirements or market-needs rendering them unemployable despite their education. As such both formal and non-formal education can be a source of supply of skill in the labour-market.

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Introduction

The Education sector has consistently received the lion's share of Lesotho's national budget, receiving roughly 17% of the budget (World Bank, 2020). An investment in education is an investment in a nation's human capital. Lesotho's Non-formal Education Policy defines NFE as "any structured and organized learning activity which has identifiable objectives and which takes place outside the regular school system" (MoET, 2018: 3). It further sets out as pre-requisites that it ought to be "functional, learner-centred" and responsive to the "needs of the participants" (3). Education for All was declared a fundamental Human Right in the United Nations Declaration of Human Rights in 1948 (United Nations, 1948). Following this, the importance of Education as a determinant for development was further reinforced by being accorded a Sustainable Development Goals (SDG) by the United Nations. SDG 4 has bound states to achieving "quality education" by 2030 (SDG Fund, 2020). Lesotho's NFE recognises that NFE is "only way to achieve SDG3 and SDG4" (MoET: 6). Most states, including Lesotho, have eradicated significant barriers to access through the provision of universal free primary education (Lesotho employed this as of 2001) to achieve these objectives. The formal education system however, remains out of reach for some, is not valued, or remains incongruent with their needs (UNESCO Commission, 2008: 14).

resources are allocated to education in both advanced and LDC's, most go to formal education and the non-formal segment remains neglected" (Hunt, 1974 :55).

Whilst the regimen, skills and accreditation provided by the Formal Education system is preferable, the trouble however is that not everyone gains access to it due to cost or other factors. Non-formal Education caters for exactly this group by equipping them with numeracy, literacy and other life and vocational skills necessary for them to thrive and "facilitate their ability to generate income" despite not having gone through the Formal Education system (MoDP: 14). LDC's are unfortunately using an "astonishing proportion of scarce educational resources" only to produce high rates of educated but unemployed graduates (Hunt: 89). That is, educated people unable to find jobs despite having completed their formal schooling at secondary and even tertiary level. An LDC itself, Lesotho is no different- the unemployment rate stands at 25% with the youth being most affected by the scourge of unemployment with an unemployment rate of 36% in a country where the youth accounts for 38% of the population (MoDP, 2019: 21). It is important if Lesotho is to overcome its economic plight that it engage the totality of its human resource base and equip them with the skills necessary to engage in economic activity.

Non-formal education could fill the educational gap to a large extent. Not only does it cater for a human resource base completely left out of the Formal education system it can also be used for reskilling and upskilling those who have gone through the formal education system and can be used by employers to upskill employees already in-service. As such "economists favour the idea that both formal and non-formal education can be a source of supply of skill in the market" (Hunt: 62). This is possible through Non Formal Education's flexibility, emphasis on innovation and dynamic programmes that can be tailored for specific environments and needs, both personal and market related (22). This also true with regard to the acquisition of industrial skills (22).

Why the need for NFE?

Elementary theory indicates that one should continue to invest in an investment opportunity so long as increments to it will yield higher returns than they would in other possibilities. This is the rationale for states investing in education- that in so doing they are investing in the states human capital and thus future labour-force. That a skilled labour force will be able to contend with the ever-evolving manpower needs of the state, globalization and be productive, and that this productivity will lead to economic growth. Growth, that will in-turn uplift incomes and thus quality of life of the citizens of that state. However, "whatever

Human Capital Development

In essence, human resource development in a state is the process of increasing knowledge and the critical skills of all the people in a society (Dwirianto et al, 2014: 30). As aforementioned these skills and knowledge are imparted to increase productivity and facilitate participation in the economy. Thus, in socio-economic terms, human resource development is the accumulation of human capital for social and economic advancement (Hunt: 111). "Without human capital development, achieving SDGs by 2030 will be a tall order in Lesotho" (MoDP, 2019: 38). Quality education (SDG 4) together with is part of human capital development and critical enabler for achieving sustainable development in the country (MoDP: 4). The link between the quality of a state's human capital and the state's development is undeniable. Nor must the skills and knowledge remain static once acquired- the modern job-economy operates in a world of constant technological, economic, social, and legislative change (9). All sectors of the economy needs trained and skilled manpower (Dwirianto et al, 2014: 26). For instance, the global job-economy is shifting towards the Fourth Industrial Revolution where the job market will be heavily dependent on the STEM fields (Science, Technology, Engineering and Mathematics). This dynamism of an advanced economic system gives rise to a host of ever-evolving manpower needs that also need to evolve with the job-market needs and be kept up to date.

The several works of Harbison, Myers, Bowman, Eli Ginzberg, and others have shown that human resource development is possible through both Formal and NFE (Hunt: 62). Unfortunately, NFE is an aspect of education not properly appreciated in LDCs (112). This is also reflected by the paltry budget allocation which has not experienced any significant change despite the launch of the Non-Formal Education Policy.

The Need for NFE Sector Planning

Although praised for its flexibility- coherence, coordination, adequate qualified human resource and financing are still required for the successful implementation of Non Formal Education. Essentially, even with NFE there still needs to be vigorous NFE Sector planning, this should be encapsulated in the NFE Policy. Thus even NFE ought to be purposeful and intentional in terms of its intended output. For instance, should the country choose "to give top priority to economic growth, then the program of human resource development through non-formal education must be designed to provide the knowledge and critical skill required by the economy" (Hunt: 150). Thus, if the non-formal educational sector is properly planned can be useful in manpower development, utilization, and maintenance.