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Paradigm shifts in Skills Development in Bangladesh and the role of the National Technical and Vocational Qualifications Framework

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What is
Skills
Development ?

... the 3 R's?
... language?
... ICT?
.... research?
.....

Good grief!

What is *not*
'Skills'
Development!!





Education spans the life cycle and provides diverse skills through different levels and modalities

3 Rs, Calculations

Cognitive / Life Skills

Basic / Primary
Education

Secondary
Education

learning to know

learning to do

learning to be



Technical
Vocational
Education

Higher / Tertiary
Education

learning to live
together

Technical / Professional skills

(The Four Pillars of Education: Jacques Delors, The Treasure Within, 1996 UNESCO)



Traditionally technical vocational training has been limited to the technical training in the formal sector, provided by the Technical Training Institutes / TTIs and the Vocational Technical Training Institutes / VTTIs etc. under the Ministry of Education/MoE

Accordingly, in Bangladesh, there are 3 levels of formal TVET:

- Secondary School Certificate / SSC Vocational (two years); Minimum grade VII education a pre requisite
- Higher Secondary Certificate / HSC Vocational (two years)
- Diploma (four years)

Enrolment at the both SSC and HSC levels is only 3.3% compared to general secondary education



TVET providers in the formal sector (for in country and overseas training):

Directorates & Bureaus under 22 ministries (e.g. Department of Technical Education / DTE of the Ministry of Education / MOE; the Bureau of Manpower Education and Training / BMET of the Ministry of Expatriate Welfare and Overseas Employment / MEOWOE; the Ministry of Youth etc)

BMET has 37 Technical Training Centres / TTCs, one Marine Institute , 42 District Employment & Manpower Offices / DEMOs and 3 Apprenticeship Offices.

The Bangladesh Technical Education Board / BTEB of MOE is the apex body responsible quality assurance through accreditation of training providers, curricula development, examinations and certification



Due to global and national dialogues and discourses , the need to expand the scope of TVET increased, and with it the recognition of other sectors and providers, such as:

- Non-formal short courses
-
- On the job training in industry, enterprises etc. by private sector
- On the job training in informal sector

Private training providers offer predominantly courses at Basic/National Skills Standards / NSS (360 hours) and SSC level. Private training providers make up about 95% of total TVET institutions and about three fourths of total enrolments.

The term ‘Skills Development‘ (which generally means the ability / expertise / dexterity of individuals which are naturally acquired or developed through formal or informal training and learning) gained popularity and acceptability with the gradual recognition of the role of the different sectors (beside formal education) in human resource development , specially for sustainable economic growth and reduction of poverty.





Expansion of scope in the Definition :

“Skills Development’ includes

pre-employment & livelihood skills training (including TVET & apprenticeships);

education & training for employed workers including work place training;

employment oriented & job related short courses serving both domestic & international markets”



Skills Development providers

TVET/ Technical Vocational Education & Training:

training under formal sector for in-country and overseas employment

VET /Vocational Education and Training:
includes informal training



Livelihood skills:

skills to enhance employability, employment and income through informal / non formal training

Professional management skills:
for skills sector / program / project or organizational / institutional management



Inclusion of other sub sectors as key actors



Reinstating the National Skills Development Council / NSDC as the highest authority for coordination and strategic guidance



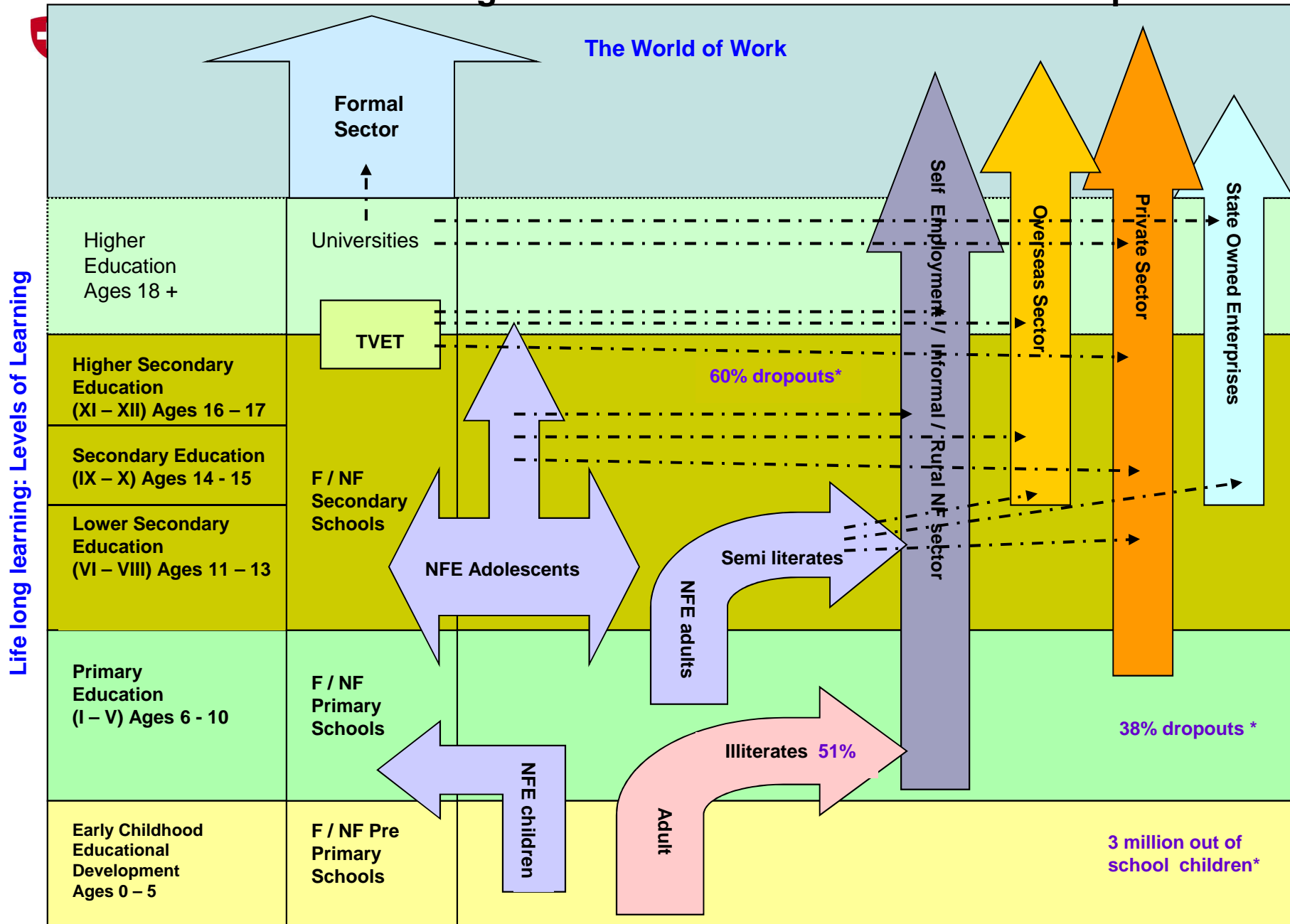
The National Skills Development Council / NSDC :

- a platform for representatives of government, employers, workers and civil society to work together for the human resource development in the country
- provides leadership and strategic guidance
- oversees and monitors all activities of public and private training providers related to TVET and skills training
- provides approval for implementation of all governance, regulatory and legislative provisions related to human resource development and training
- coordinates the provision of skills development delivered by different government ministries and private providers
- implement arrangements so that private training providers can access public facilities to increase the scope of skills training
- supports decentralisation (through divisional Skills Development Consultative Committees) of Skills Development delivery, coordination and management
- Till date, an Executive Committee / EC comprising of government and private sector representatives has been made functional by a Terms of Reference and setting up of a Secretariat (with a Chief Executive Officer)
- The EC is coordinating the development of an Action Plan / Result Based Framework for the implementation of the Skills development Policy

An Overview of the Education & Training System in Bangladesh

Formal Education					Non Formal Education								
		Types / Streams			Groups								
Age	Grades	Regular		Technical Vocational	Religious	Children	Adolescents	Adults					
25 +		Post graduate studies / PhDs etc.				Skills Training for income / employment generation	Access to Formal Education possible through admission into Formal Secondary Schools	Limited access to Formal Skills Training as education level is not equivalent to Grade VIII / Junior Secondary (e.g. UCEP graduates are allowed to appear for SSC Vocational and can there for access Formal Education options)	No access to Formal Skills Training as education level is not equivalent to Grade VIII / Junior Secondary No access to Formal Education / opportunity for advancing education level beyond Post Literacy				
24 +													
23 +													
22 +		Masters / MBA etc			Kamil								
21 +		Bachelors (Honours) / LLB (Honours) / BBA / Bachelors Engineering etc.	Masters (Preliminary)		Fazil								
20 +			Bachelors (Pass / Degree)	Diplomas in Vocations									
19 +													
18 +													
17 +	XII	Advanced (A) Level / Senior Cambridge	Higher Secondary (Higher Secondary School / HSC Certificate Examination)	HSC Vocational	Alim								
16 +	XI												
15 +	X	Ordinary (O) Level / Cambridge	Secondary (Secondary School Certificate / SSC Examination)	Trade Certificate (SSC Vocational) (possible to appear after VIII)	Dakhil								
14 +	IX												
13 +	VIII									Skills Training for income / employment generation			
12 +	VII												
11 +	VI												
10 +	V	Primary	Primary		Ebtedayee / Alia etc.	Non Formal Primary Education / NFPE	NFPE	Post Literacy	Post Literacy				
9 +	IV												
8 +	III												
7 +	II												
6 +	I												
5 +	- I	Nursery KG 1 & / or 2 Play Group	Pre Primary / 'Baby'		Nurani Madrasa or Maktab / Furkania or Hafizia Madrasa	Pre Schools or Home Based Early Childhood Centres							
4 +													
3 +													

The links between learning and livelihoods: the role skills development



Life wide learning: Learning pathways



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Migration plays an important role in Bangladesh as an avenue for economic development

Migration increased by 45.40 % (10.37% women) in 2010



Migration is considered an important option for employment

8 million migrants since 1976



Only 3% are professionals > 50% are low skilled

< 2% use formal channels 38% use private channels 60% use informal channels



40% graduates from the 38 Technical Training Centers opt for overseas employment



Migration contributes to 14% of GDP (12.17b US\$ in 2011), ODA only 2%



Non Formal Education / NFE (& training) plays an equally important role in Bangladesh as an avenue for economic development , specially in providing employment and income opportunities to disadvantaged groups

NFE providers in Bangladesh:

- Bureau of Non Formal Education / BNFE under the Ministry of Primary and Mass Education / MoPME: responsible for mass education and training
- Campaign for Popular Education / CAMPE: a network of 1400 NGOs working in the education sector of the country, of which 250 have Skills Development / VET programs
- Non Governmental Organizational (outside CAMPE's network): about 250

NFE trains 100'000 people annually

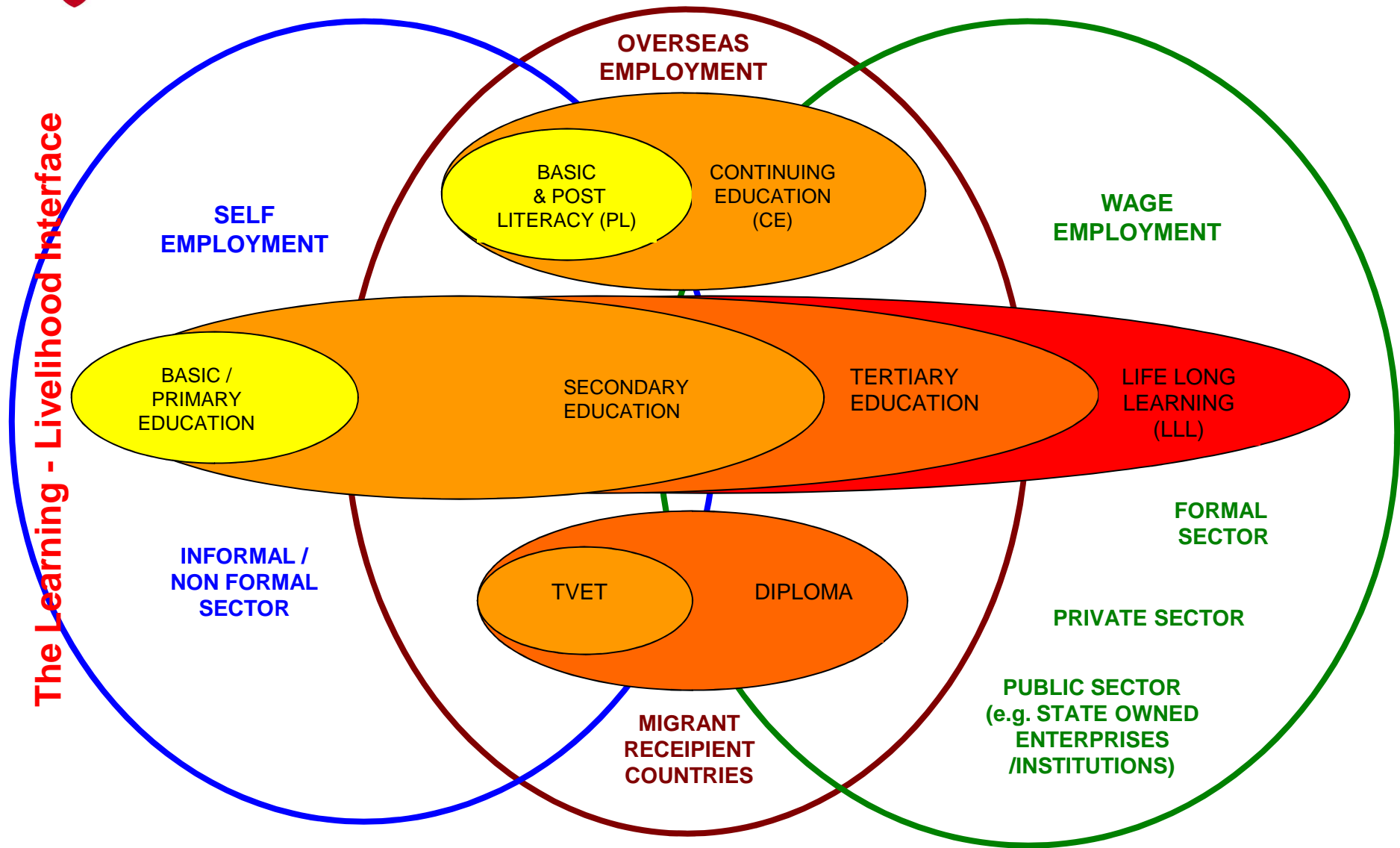


Disadvantaged groups include:

- the poor and extreme poor
- illiterates and semi literates in poor families
- women headed households in poor families
- urban working children and adolescents
- school and high school drop outs
- out of school (due to poverty) children and adolescents
- ethnic minorities (54 groups exist)
- disabled people (10% of the population)
- missing groups (sex workers, children of convicts, hermaphrodites)
- people living in hard to reach areas (water bodies, coastal areas, forests, remote rural areas etc)
- etc.



Providing appropriate skills is essential in countries where poverty alleviation is a priority



The Learning - Livelihood Interface

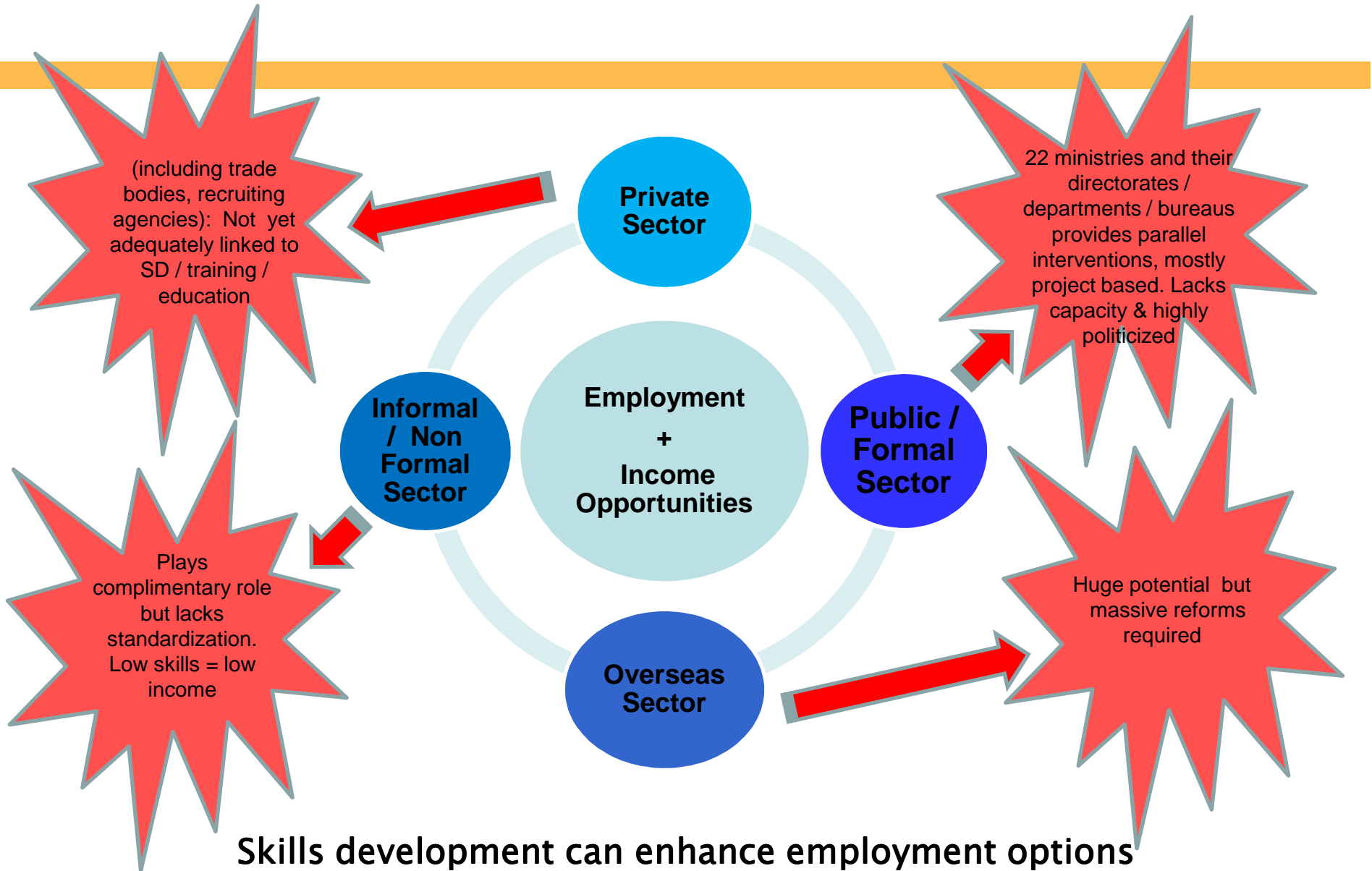
Guiding Questions:

SKILLS FOR WHOM?

SKILLS FOR WHAT?

HOW TO DELIVER?

HOW TO SUSTAIN?

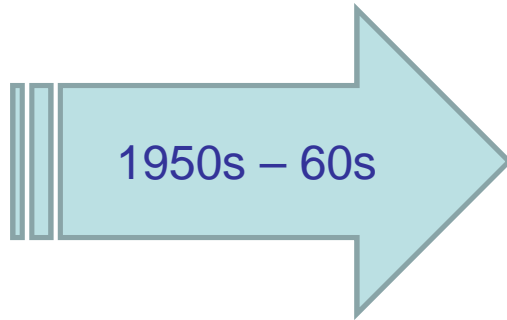




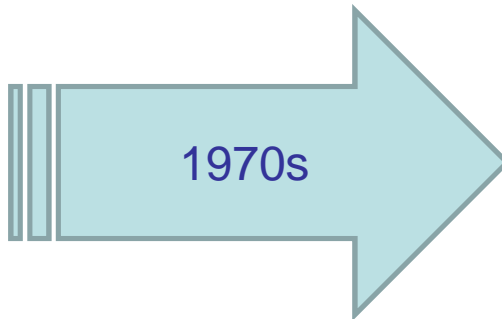
Skills have to be relevant and of good quality
Therefore linking learning (class room based training)
to the world of work (markets / enterprises)
is essential



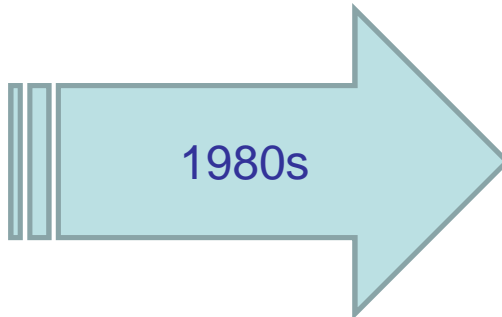
Historical perspective



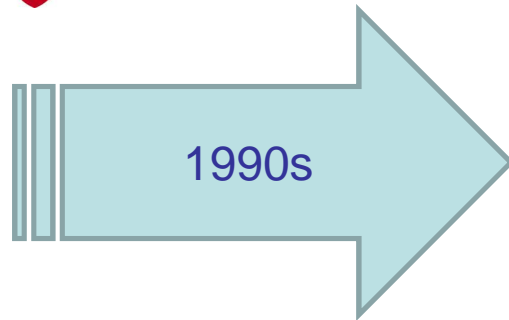
- 5 Technical Training Institutes (Rangpur, Bogra, Pabna, Barisal and Sylhet) established at by local elites
- 1955 Dhaka Polytechnic established
- 1960 Directorate of technical Education was established
- 1962-63, 5 polytechnic institutes established and in addition to diploma engineering courses, 2 years evening trade courses were introduced
- 1965-66, 35 Vocational Training Institutes (VTI) were established and 2 years trade/certificate courses were introduced



- 71: constitutional right (article 17)
- 73: nationalization of (36'015) primary schools



- : 5YP - Integrated Rural Development Program (IRDP) of RDA, included skills development for employment opportunities for out of school youth and adults.
- In 1985, two years trade courses (NSS III & II) affiliated under Bangladesh Technical Education Board / BTEB and six months trade course (NSS basic) introduced in all the VTIs
- Bangladesh remains one of the nine most populous illiterate nations in the world

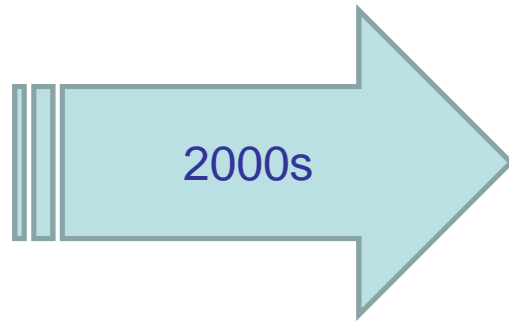


- 1990: Bangladesh signatory to Jomtien Declaration of Education for All (EFA)
- 1991: Signatory to Delhi Declaration of EFA (1991)

- These global commitments strengthened the Government of Bangladesh (GoB)'s role and leadership in the sector and also lead to the initiation of education projects in the country
- The General Education Project / GEP (the world's largest education project at that time with US \$ 359 million from WB, ADB, SIDA, EKN, NORAD, UNDP, UNICEF, UNFPA, UNESCO) started in 1991 to implement GOB's EFA Plan of Action till 1997.
- GEP initiated the Secondary Sub-sector Study which in 1992, lead to the Norwegian assisted Stipends for Female Students in the Secondary Schools in seven thanas / upazilas



- GEP implemented an experimental Non Formal Education / NFE Projects with 14 NGOs which contributed in 1992 to the development of the Compulsory Education Policy in 118 urban upazilas and subsequently in 1993 nation-wide for the primary sub-sector and also launched the first Non-Formal Education Project (Integrated Non-Formal Education Project -INFEP) to address the youth and adult illiteracy.
- It also institutionalized the involvement of Non Governmental Organizations (NGOs), resulting in the establishment of the Campaign for Popular education (CAMPE) as a platform to compliment the GoB's efforts to take forward the EFA agenda



Policies developed and reformed

- 2003: Youth Policy
- 2006: Non Formal Education Policy
- 2008: Training Policy
- 2010: Education Policy
- 2012: Skills Development Policy
: National Strategy for mainstreaming
Gender in TVET

Large investments for sectoral reforms:

- GOB, ADB, SDC: Skills Development Project
- EU: TVET Reform Project
- WB: Skill Training Enhancement Project
- etc.

 **160 million people**

Unemployed 5.0%
Underemployed 28.7%

50% youth and young adults are illiterate & low/semi skilled

The outreach of both public and private skills training providers is inadequate

Approximately 2.5 million adolescents enter the labour market annually

54.1 million economically active
(38.2 m male & 16.2 m female)



Currently only 10% = 255,948 adolescents of the annual cohort that enter the labour market (i.e. 2.5 million) have access to formal education and TVET

Only 22% are engaged in the formal sector (11% in manufacturing and 11% in organized services)

The remaining 78% are employed in informal activities, the latter being dominated by low productivity and – as a result – low-income jobs

The gap in Demand-Supply is enormous as the proportion of trainees to the total workforce is only 0.5%



BD Policy Environment

- Skills Development high on agenda : the revitalization of the National Skills Development Council / NSDC (with the Prime Minister as Adviser) and setting up a Cabinet Committee for Skills Development
- but not adequate allocation in national budget or Joint Cooperation Strategy (of Development Partners) .
- Stronger emphasis on Public Private Partnership (e.g. Industrial Working Committees) but Private Sector yet to become adequately responsive.
- Migration viewed as strategy for development and dealing with high demand for employment
- Female employment grew by 46% from 2005 to 2010, mainly on account of the growing manufacturing sectors like ready-made garments /RMG (Bangladesh world's 2nd largest exporter of RMG products), leather, IT etc.



- In Bangladesh's 6th Five Year Plan (FY2011-FY2015), entitled 'Accelerating Growth and Reducing Poverty', the government sets the objective to achieve Middle Income Status within ten years.
- TVET students shall comprise 20% of all secondary students (currently 3%);
- Total enrolment in TVET should increase by 50%; and that women's enrolment should increase by 60%.
- It also endeavours to reduce its underemployment to 15% by 2012
- In practical terms, this goal will requires a range of changes and reforms, a massive increase in investment, but also an increasing supply on qualified workforce.





The Skills Development Policy promotes Skills Development to include a full range of formal and non-formal vocational, technical and skills based education and training for employment and or self-employment, keeping with international trends and standards. It includes

- Pre-employment and livelihood skills training, including TVET, apprenticeships and school based TVET
- Education and training for employed workers, including workplace / on the job training and off the job training in enterprises
- Employment oriented and job-related short courses not currently affiliated with BTEB servicing both domestic and international markets (e.g. pre-departure training for expatriate workers).





Bangladesh ODA Environment

- Large DPs investing in SD (ADB+SDC:SDP; EC+ILO:TVET Reform; WB: STEP ; DFID, CIDA etc) with shift to support large projects for cost effectiveness.
- Bilateral DPs (Norway, Denmark, Sweden etc.) moving away from Education or preferring budget support ... some moving into SD (Netherlands) .
- Increased focus on Result Based Management but challenge of harmonization
- Quality vs. Disbursement pressure.
- Efforts for increased coordination and collaboration but competitive attitude yet to change (e.g. multilaterals, ministries, NGOs)

Skills Development investors



Skills Development Project / SDP
 US\$ 44.3 million
 (ADB \$30, SDC \$3.6, GoB \$10.7)

TVET Reform Project
 EU Euro 40 million

National Skills Survey / NSS
 US\$ 164'980
 (SDC US\$ 159'980 + EU)

Skills Training Enhancement Project / STEP
 US\$ 88 million
 (WB US \$ 79, GoB US \$ 9)

UN Joint Programme to Address Violence Against Women
 US\$ 559,000 (Spain US \$ 72,500; UN US \$ 486'500)

ADB US \$ 100 + 500 (TA)

WB

CIDA (US \$ 30-50)

EU

Training for Disadvantaged Women on Readymade Garments
 EU Euro 250,000

Promoting Decent Work through Improved Migration Policy and its Application in Bangladesh
 UDS \$ 3.4 million

DFID GBP 25

National Skills Development Council / NSDC
 US\$ 775'660
 (SDC US\$ 205'660 + GOB, WB, Private Sector)

Private / Informal Sector

Centre of Excellence in Leather Industry / COEL
 US \$ 529,460,539
 (SDC \$ 85.3; USAID/PRICE US\$ 19; EU US\$ 24; Industry US\$ 277)

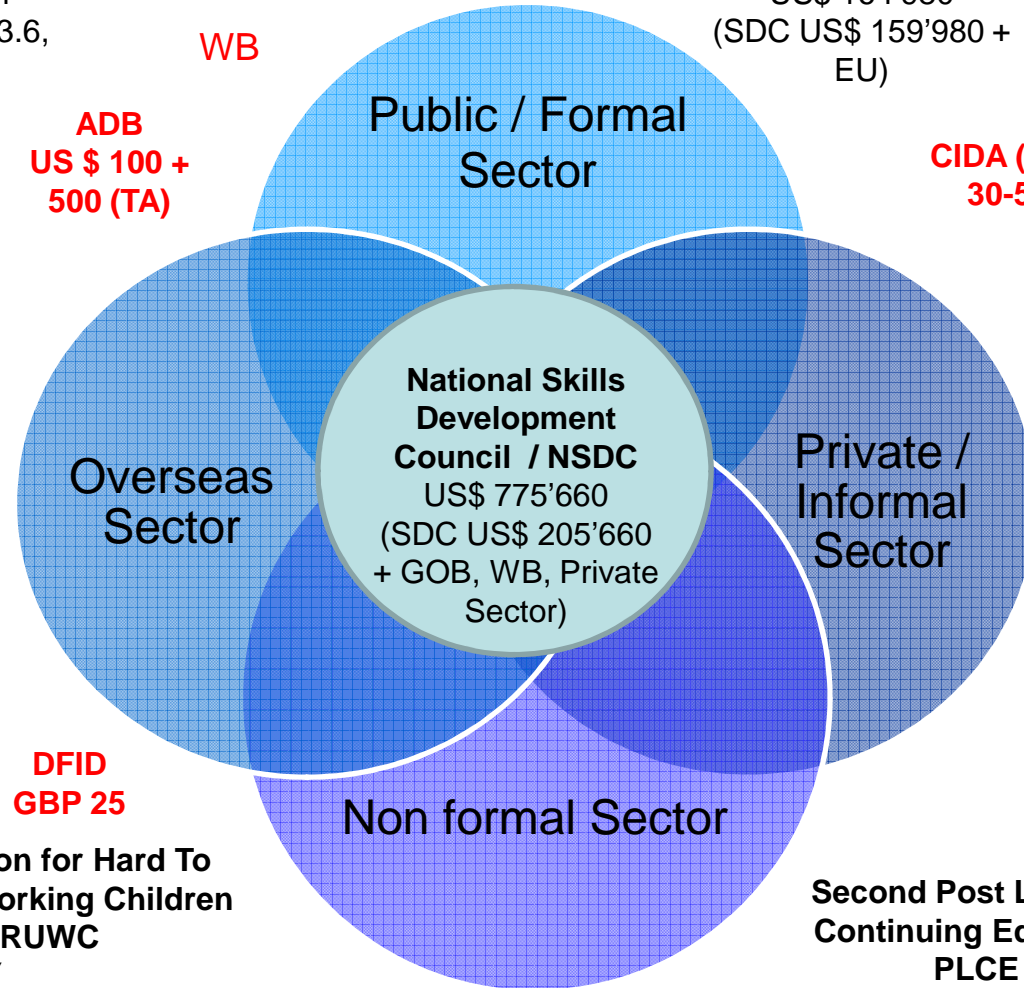
EKN

Promotion of Social and Environmental Standards in the Industry
 EUR 2,340,000

Basic Education for Hard To Reach Urban Working Children / BEHTRUWC
 (SIDA US \$ 21.850; CIDA US\$ 10.283; UNICEF US \$ 6.031)

Different NGOs / UN agencies etc.
 US \$ 100 million

Second Post Literacy & Continuing Education / PLCE 2
 US \$ 78 million
 (ADB \$ 50; SDC \$ 5; DFID \$.73; GoB \$ 20.25; Community \$ 1.22)





The private sector is becoming a key actor

- Training and learning becoming enterprise based (trainee being employed / apprentices) from school based → More relevant
- Curricula, qualifications / competencies / standards being determined together by government and industry → More need based
- Government and private sector representatives form the National Skills Development Council / NSDC → More partnerships & collaborations



- Industry Skills Councils / ISCs set up in:
 - Ready Made Garments / RMG
 - Construction
 - Light Engineering
 - Informal sector
 - Leather and leather goods
 - Transport (from bicycle to ship building)
 - Agro food processing
 - Tourism
 - Information Technology and Communication / ITC

- Centres of Excellence set up in Leather, Agro Food Processing and Ship building industries

- A Skill Data System being developed (to identify the present status and future requirement of both in-country and overseas training)



A National Technical & Vocational Qualifications Framework / NTVQF in place

- expanding the in number of qualifications
- stronger integration of various types of skills training
- benchmarks for international recognition
- improving quality and consistency of nationally recognized qualifications
- consistent naming of credentials for formal and non-formal skills based education and training
- formal recognition of workplace skills obtained in formal and informal economies
- high quality skill outcomes to maintain individuals' employability and increase productivity
- improving alignment of formal and non-formal training programs with industry requirements



- increasing options by broadening program and progression pathways
- supporting lifelong learning by providing recognized pathways to raise the level of knowledge and skills throughout working life, and beyond
- Quality Assurance system for TVET in place
- BTEB accrediting program trial institutions
- Learning process for all parties
- Supported development of occupational standards in 9 industry sectors
- Initiated 12 pilot competency based training programs
- Competency based learning materials (CBLMs) being prepared
- New leadership and management development programs being developed
- Short courses being developed with KAISEN, SCORE, KAB, etc.
- Green jobs being emphasized on, specially in rural areas



- Pilots underway with disadvantaged groups (disabled, urban working youth etc)
- includes two pre-vocational levels to introduce additional pathways in general education and to cater for the under privileged and low educated groups in society
- includes five vocational levels, and one level for diploma level qualifications
- training organizations to issue Statement of Attainment for specific units of competency when less than the full program has been completed
-
- In general education, a new system of dual certification will be introduced so that students who satisfactorily achieve the skills component of vocational education programs such as the SSC (Voc), HSC (Voc) and HSC (BM), will receive a NTVQF qualification in addition to, and separate from, the school qualification

The National Technical & Vocational Qualifications Framework / NTVQF



NTVQF Levels	Pre-Vocation Education	Vocational Education	Technical Education	Job Classification
NTVQF 6			Diploma in engineering or equivalent	Middle Level Manager /Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic-Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate NPVC 2			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 NPVC 1			Pre-Vocation Trainee



- All skills training agency will align (curriculum, material, modules, assessment tools, ToT etc.) with the new NTVQF. A new national logo certifying that training providers and programs meet national quality standards will also be introduced
- Introduction of Competency Based Training and Assessment/ CBT & A
- Introduction of Bangladesh Skills Quality Assurance System (registration of public and private training providers; development of nationally recognized units of competency and qualifications; accreditation of learning and assessment programs; auditing of training providers for compliance against quality standards; validation of assessment tools against units of competency (e.g. standardized examinations and practical tests); and the development and publication of quality procedures and manuals and its effective implementation)



- Recognition of prior learning: Any person can seek assessment of the skills acquired through any means to be certified under the NTVQF. Assessment centers will be established and assessors registered by BTEB can conduct the RPL
 - Improved access for disadvantaged groups
 - Promoting decent work
 - National Instructor Training System
 - ‘National Human Resources Development Fund’ - government contributions of 1% of the value of remittances received by expatriate workers
 - A decentralized skills delivery and management system



Despite the positivism, its important to remember ...

The Skills Development Policy and the consequent reforms to implement the policy has just started.

Some of these reforms will require overhauling systems, introducing and revising legislations, building massive institutional, organizational and personnel capacity in the sector.

Most reforms are project (donor) driven and do not have the time (due to the pressure to meet project proposal deadlines) to consider exploring and incorporating lessons from international experiences, nor allow adequate prior field-testing / piloting within the country.

This is specially difficult in a system of transfer and deputation, where continuity, institutional memory and sustainability is a constant challenge.

The system, its institutions & organizations, and the relevant people need to be given time to understand, internalize and adapt to the necessary changes.



Changing attitude and mindsets about SD, specially on issues of inclusion, equity and equality would also not be easy.

The challenge of coordination is overwhelming, specially as the policy bring together different sub sectors.

Making effective Public Private Partnerships for strategic guidance, ownership, leadership, investment and coordination is not an easy task.

The understanding of how all these sub sectors complimentarily contribute to human resource development, income and employment creation is yet to be fully understood by relevant stakeholders.

Understanding the implication of the policy and the reforms on the work of institutions, organizations and personnel nationally and within each sub sector is yet to be fully understood and internalized.



The interest of investors is very encouraging but risks overburdening limited institutions and possible duplications. Due to the lack of capacity, the NSDC is yet to assume its role to provide strategic guidance for coordination, leadership nor ownership.

Roles and responsibilities of each stakeholder is not well articulated nor widely understood.

It is not yet clear to stakeholders that stronger coordination means strategizing ways to work constructively together and being careful not to create contradictions, rather than only avoiding duplications.

Skills development has to be properly placed within the theory of growth, development and change in order to be effective and sustainable.

The issue of decent work is a fundamental principle.

The success and failure is influenced greatly by the political commitment to take forward the Skills Development agenda for the country, regardless of political affiliation.