

# Analysis of Vocational Education and Training

## Bangladesh



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# Bangladesh

## General

144.3 million people live in Bangladesh. 88 % is Muslim, 10,5 % is Hindu, 0,6 % is Buddhist and 0,3 % is Christian. The population mainly speaks Bangla (98 %), other languages are English, Hindu and Urdu. Bangladesh is a Republic with President Iajuddin Ahmed as their president. About half of the people is literate (Ministerie van Buitenlandse Zaken, 2006).

0 – 14 years	33,1 %
15 – 64 years	63,5 %
> 65	3,4 %

CIA, worldfactbook, estimation 2005

## Economy

Despite poor conditions at the time of independence and its extremely high vulnerability to natural disasters, Bangladesh's achievements in macroeconomic management and social development have been impressive compared with many Asian countries. The country has achieved steady annual economic growth of 4-5% since the 1990s. During the 1990s, national poverty fell from 59% to 50%, one of the fastest rates of decline recorded worldwide. Since the 1990s, the Government has increasingly supported private sector development through sound macroeconomic management and measures to open up the economy. Still, national income remains extremely low, with a national gross domestic product (GDP) per capita at \$418 in 2004. As a result, nearly half of the population remains poor, maternal and child mortality rates are extremely high, education quality is poor, gender discrimination continues, and efforts to overcome poverty face numerous constraints. Two thirds of the rural population are landless or near landless, and the productive agricultural land is often inundated by regular floods.

A dynamic private sector, a growing skilled labour force, a capable network of NGOs, and dedicated elements of the public service are drawing on their respective resources, talents, and capacities to address the tremendous array of constraints that are keeping the country from realizing its full economic and social potential (Country program and strategy 2006 – 2010).

Table: Share of the total employed labour force

	Share labour force	Share of GDP
Agriculture	62,3 %	20,5 %
Industry	10,4 %	26,7 %
Service	27,3 %	52,8 %

Source: CIA, 2005 estimate

Growth in employment opportunities has fallen behind the growth in the pool of youth in Bangladesh. During the period 1985 - 1996, the non-agricultural sectors were the principal engine for creating jobs, which contributed nearly 60 per cent of the additional employment. Moreover, the bulk of the employment generation between 1989 and 1995/96 took place in the informal sector and currently nearly 60 per cent of the urban employment and about two-thirds of the rural employments outside agriculture are estimated to be in the informal sector. There are some unpleasant features in the Bangladesh employment market:

- a disproportional high unemployment rate for the youth,
- labour market discrimination against women and
- low education and skill level of the labour force.

The high unemployment rate for the youth is caused by illiteracy, inadequate knowledge for choosing an appropriate company, identifying proper marketing facilities and many more (Rahman, 2004).

Table Underemployment in Bangladesh 1996 (Persons aged 15 and over)

Category	Total	Urban	Rural
Absolute unemployed persons ('000)	1,266	401	865
Unemployed persons (Unpaid workers < 15 hrs/week; '000)	1,802	163	1,639
Underemployed persons (<35 hrs/week; '000)	18,903	1,942	16,961
Total unemployed and underemployed ('000)	21,971	2,506	19,465
Underemployment rate (% of total labour force)	38.5	13.7	79.0
Male	22.1	10.9	54.2
Female	42.1	14.5	82.4
Unemployment and underemployment rate (% Of total labour force)	39.2	24.6	42.5

Source: Rahman, 2004

An ILO study done in Dhaka has revealed dominance of informally trained workers (or workers trained on-the-job) in the surveyed establishments. Out of 43,000 posts for trained workers, about 7,000 had received institutional training, representing 16 per cent of the total, and out of the 7,000 trained workers, the number of those trained in TTC/VTI was only about 1,200 (less than 3 per cent of the total skilled workers). In each establishment surveyed, 83.55 per cent of the skilled workers were found without formal training. It is thus obvious that the labor market does not consider the VTI (also TTC) training appropriate for its needs (UNESCO, 1995).

New sources of growth can be achieved by expanding the nonfarm rural economy, promoting small- and medium-sized enterprises (SMEs), fostering export diversification, tapping information and communication technology (ICT), and enhancing investment opportunities by boosting factor productivity (country program and strategy 2006 – 2010).

## **Education**

Bangladesh has made considerable progress in establishing its education system, particularly in providing access to primary education. However, access to higher levels of education remains restricted, and the quality of education, at all levels, still needs substantial improvement (country program and strategy 2006 – 2010).

The education system of Bangladesh is divided into three conventional stages; primary, secondary and higher education. Each stage consists of different educational programs and types of institutions.

- Primary education is imparted by government and government-assisted primary schools (catering to two-thirds of the students), madrasas and at least eight other types of institutions, including NGO-run non-formal primary schools.
- Secondary education is offered by junior secondary, secondary and higher secondary institutions consisting of three major streams - general secondary schools, madrasas, and proprietary English medium schools.
- Higher education courses are taught in degree colleges, universities, higher level madrasas and other institutions for specialized and professional education.

Primary education (grades I-V) and general non-formal education are managed by the Ministry of Primary and Mass Education (MOPME), currently under the supervision of the Prime Minister. Post-primary and tertiary education programs are the jurisdiction of the Ministry of Education (MOE) headed by the Minister of Education. Post-primary education

(below the tertiary level) is divided into three streams in terms of curriculum: general education, madrasas education, and technical-vocational education (Manzoor, 2005).

The vast majority of children now attend primary school, and gender parity has been achieved in primary and secondary education with a committed Government policy for girls' education (Country program and strategy 2006 – 2010).

As the majority of the Bangladesh people live in rural areas, so does the majority of the youth (18 – 35 year). 33,3 % of the population is 15 – 34 %, among them 27, 4 % lives in rural areas, and only 5, 9 % lives in urban areas. Only 6,5 % of the youngsters from 15 – 24 is still in education, which is higher secondary education and above. This indicates that 94,5 % of the people between 15 and 24 is out of school (Rahman, 2004).

In 2000, 3.2 million people in the active labour force of 60.3 million or 5 percent had SSC (secondary school certificate) or HSC (high secondary certificate) qualifications (Manzoor, 2005).

**Table literacy, enrolment, grade 5, by sexe**

Adult literacy rate, 2000-2004*, male	50 %
Adult literacy rate, 2000-2004*, female	31
Primary school enrolment ratio (2000-2004*), net, male	82
Primary school enrolment ratio (2000-2004*), net, female	86
% of primary school entrants reaching grade 5, Admin. Data, 2000-2004	54
% of primary school entrants reaching grade 5, Survey data, 1997-2004	86
Secondary school enrolment ratio (2000-2004*), net, male	42
Secondary school enrolment ratio (2000-2004*), net, female	47

Source: Unicef info by country, 2006

While the primary school gross enrolment ratio (GER) is about 97%, GER in secondary education averages about 44%, and is characterized by significant losses as grades advance. The primary education cycle completion rate is 68%. The transition rate to the secondary level increased to nearly 85% in 2000 from 68% in 1995. Thus, the demand for improving the quality and expanding the coverage of secondary education is projected to increase. Progress in girls' education virtually has removed gender disparity at the primary and secondary levels. A unique feature of Bangladesh's education system is the liberal policy towards licensing education institutions, which has facilitated the rapid expansion of non government schools and institutions (private sector) at all levels of the system to accommodate the increased student enrolments (Country program and strategy 2006 – 2010).

Article 17 of the constitution of Bangladesh stipulates that effective measures will be taken to "establish a common system of universal and people-oriented education" and offer free and compulsory education to all boys and girls up to a stage prescribed by law. The constitutional provision has not been translated into a basic law for education as is the case in some countries (e.g. National Education Act of Thailand, 1999) (Manzoor, 2005).

The overall organization and management of education show critical disjunctions and discontinuities. For example, at the primary level, the four major streams - the government and non-government registered schools, the madrasas, non-formal primary schools run by NGOs, and the proprietary English medium schools - operate with differing learning objectives and academic standards, with limited opportunity for horizontal movement of students, and no interaction among organizational authorities running these different streams. The same applies to the secondary level, in respect of the parallel streams in general secondary education, madrasas, proprietary schools and post-primary vocational and technical education (Manzoor, 2005).

At the secondary education stage, the enrolment rate of about 40 percent of the age-group and high dropout result in a low net participation rate of young people in education. By one estimate, of every hundred who enter class six, the first year of the secondary stage, only 15

received SSC (secondary school certificate) and six received the HSC (higher secondary certificate).

At the tertiary level, a system-wide view - embracing colleges, universities, professional and specialised education under public and private management; the potential for specialised training by professional bodies; and how all these together match the demand for high level skills - does not exist (Manzoor, 2005).

Basic education statistics (2002)		Banbeis 2002		
	Nr of	No of teachers	No of Students	
	Institutions			Female %
Primary (51,8 % private)	78126 (incl. 40455 private)	320694	17659220	49,1
Secondary (98,1 % private)	16562 (incl. 16245 private)	186949	8162134	52,6
Madrasas (99,9 % private)	7920 (incl. 7917 private)	113810	3398043	44,3
College (90,5 % private)	2634 (incl. 2383 private)	68017	1568671	39,1
University (70,7 % Private)	58 (incl. 41 private)	7576	120687	24,8
Technical Vocational (89,8 % private)	1542 (incl. 1385 private)	8623	130016	25,5
Professional education (medics and technology) (67,4 % private)	190 (incl. 128 private)	3815	60032	34,1
<b>Total</b>	<b>105842</b>	<b>705696</b>	<b>31038771</b>	
Technical and vocational teacher training college	2	47	275	9,5

(Ministry of Education, May 2003)

### ***Vocational education and training***

How is VET defined? Formal, informal and non formal? Does it include training on the job? Which ones have priority in governmental practices and policy? How successful are they?	Formal VET is integrated in the education system, organised by government, organised by commercial actors, NGOs. Informal VET is the most existing kind of VET. It is organised by organisation, individuals, churches, training on the job, catalysts like Swiss Contact, ITDG etc. Higher professional education is given by VTTI and other training institutions.
% youngsters in vocational education and training, regional differences	Whereas in other countries 80 % of students do vocational training, in Bangladesh it is only 25 %
Share of flow from regular education to vocational education and training	VTE enrolment is estimated to be under 3 percent of post-primary formal education enrolment (PRSP, 2005).
Gender ratio in VET on national level, regional differences	The vast majority of children now attend primary school, and gender parity has been achieved in primary and secondary education with a committed Government policy for girls' education. The facilities and options in TEVT s for girls are minimal. Share of girls in TVET is 25 %.
Which institutions pay attention to VET? (private actors (local NGOs, Churches, private institutions), commercial (organised by trade and industry companies) and public actors)	Private actors as local NGOs, churches, different foundations and trusts, trade and industry companies, Ministry of Health, Education, Child, women and social welfare, department of local government and engineering and others. Mainly NGOs, some individuals and in some cases Private sectors organizes (few initiatives) on informal VET. In VET, the main role of international NGOs in Bangladesh is providing fund i.e. financial support. They provide this support sometimes through government and also directly to the NGOs (Questionnaire CSS, 28

	February 2006). Vocational training institutes, polytechnics, commercial institutes, technical training centres and specialised institutes offer the courses (PRSP, 2005).
In which regions are they active, share urban / rural?	There is no regional concentration in VET not even in the case of MAWTS, because they collect student from all over the country through their regional offices and in a competitive way through a written exam students join MAWTS (Questionnaire CSS, 28 February 2006).

The formal technical education in Bangladesh is offered in three tiers, with degree level engineering courses at the top, diploma level technician courses at the middle and certificate level craft courses at the bottom.

Degree level engineering courses (grades XIII-XVI) are offered at the Bangladesh University of Engineering and Technology (BUET) located at Dhaka, and four Bangladesh Institutes of Technology (BITs) located at Dhaka, Chittagong, Rajshahi and Khulna. BITs were previously Engineering Colleges under the administrative control of the Directorate of Technical Education. Now they are autonomous institutions controlled by BIT Council headed by the Minister of Education. Like all other universities BUET is an autonomous institution financed through the University Grants Commission.

The middle level courses (Grade XI-XIII) are offered in 20 Polytechnic Institutes, three Monotechnic Institutes, located mostly at district headquarters. Certificate craft courses are offered in 51 Vocational Training Institutes and 12 Technical Training Centres (TTTCs) including the Institute of Marine Technology<sup>1</sup>. The VTIs are under the administrative control of the Directorate of Technical Education (DTE) and the TTCs are under the Bureau of Manpower, Employment and Training (BMET) (UNESCO 1995).

Responding to market demand for employment-oriented training, private institutions have grown rapidly in the technical education and vocational training (TEVT) sub sector. Information technology training institutions have expanded significantly, and enrolment continues to grow (Country program and strategy 2006 – 2010).

Very limited opportunities for organized vocational and technical education (VTE) for the size of the population in Bangladesh are the defining characteristic of this sub-sector. VTE enrolment is estimated to be under 3 percent of post-primary formal education enrolment. There is a wide array of informal skill development through on-the job experience and traditional apprenticeship which has no link with the formal training system. Some people are of the view that the national economy would come to a grinding halt without the informal and traditional skill development network (PRSP, 2005).

A recently introduced vocational-technical stream, after grade eight, runs counter to general international experience that shows that "vocationalizing" formal secondary schools raises the cost of the school without corresponding benefit in skill development or better employment prospects for students. International experience also suggests that the most useful vocational /occupational preparation in the secondary school is building a sound foundation of communication skills, mathematics and basic science, and increasingly computer skills, which make young people trainable for the employment market (Manzoor, 2005).

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<sup>1</sup> The PRSP shows different numbers: Certificate level courses (post-class VIII) are offered in about 163 public institutions and some 2,154 non-government institutions including secondary schools. In 2003, about 200,000 students were enrolled in these courses.

In general the focused target groups in providing VET are the young unemployed and the rural and urban dwellers. Also there are some NGOs who exclusively focus on the disabled people (Questionnaire, CSS, 28 February 2006). The government mainly stimulates the graduates to be self employers. They support this by micro credit programs (the biggest in the world) and donations from the youth welfare fund (Rahman, 2004).

Table: TVET figures

Share of boys in TVET	75 %
Share of girls in TVET	25 %
Final examination success	66 %
Total intake capacity post 10 grade diploma courses	30.000 – 35.000
Total intake capacity post-8th grade certificate level courses, including vocational streams in secondary schools	50.000
Students who completed higher secondary education with access to different types of university programs	< 10 %

Source: country program and strategy, 2006 - 2010

In the Bangladesh Country Strategy and Program 2006 – 2010 (October 2005) it is stated that “ it is difficult for TVET graduated to find work in the private sector because the private sector is skeptic about the value of public sector vocational training.” In this statement it is clear that the image of VET organised by the government is low amongst the potential employers of the graduated students.

Bangladesh’ country paper on the future of youth in Asia (Rahman, 2004) is more optimistic about the VET sector. It states that: “*Despite the criticisms, there is global acknowledgement that Bangladesh has huge potential in enterprise development for which huge number of skilled labour can be utilized to take the advantage of fair globalization. However, for ensuring ‘fair globalzation and redressing the inherent weakness of the Government in properly implementing the Youth Policy of the country, there is a prime need of enhancing international economic and technical cooperation among the countries.’*”

	Current	2010	2015
<b>Increased TVET intake</b>			
VTE certificate courses (post grade VIII)	48.000	80.000	100.000
VTE diplome courses (Post grade X)	35.000	80.000	100.000
<b>Increased TVET pass rates (%)</b>			
VTE Certificate courses	60	70	90
VTE diplome courses	60	70	90

Source: Country Strategy Program 2006 - 2010

### Quality

The quality of education at tertiary and technical vocational levels is low. The most crucial problem is that the graduates of the education system are unable to get desired jobs and use their knowledge to improve the quality of their lives. The end result is that there are a large number of certificate holding unemployed persons, while employers are unable to recruit suitable candidates, thus making education irrelevant for its recipients (PRSP, 2005). Formal TEVT institutions fall under a number of ministries and directorates. They do not have adequate facilities or organizational arrangements to qualify trainees as skilled workers. The facilities and options in TEVT s for girls are minimal. In TEVT institutions, on average, students seeking admission outnumber available seats by more than three times (Country program and strategy, 2006 – 2010).

To improve the quality of education, recommendations include

- appointment of qualified teachers,

- arranging modern in-service training,
- improving the teacher-student ratio,
- introducing an effective monitoring,
- supervision and evaluation mechanism,
- developing the curriculum,
- activating the School Management Committee (SMC).
- reduce the gap in quality of education between urban and rural areas,
- accord priority to technical and vocational education and
- make education more job-oriented

(PRSP, 2005)

A paradigm shift towards a pre-occupation with quality while retaining the focus on equity has become an urgent necessity. It is also important to ensure that the development of the quality agenda at primary, secondary and vocational levels is not driven by top-down expert approaches alone but take its cue equally from an analytically sound reading of the ground realities of school, community and administrative environments in which they are situated. One of the eight points of the Eight-Point Strategic Agenda is about “Quality of Education, particularly in primary, secondary and vocational levels with strong emphasis on girls’ education” (PRSP, 2005).

An active search for skill and technology opportunities which relate to the circumstances of the poor and carry greater potential to integrate the informal enterprises of the meso-economy to growth sectors will be critical to energizing an employment-oriented scaled-up attack on poverty. A cautionary point to bear in mind here is that traditional vocational education initiatives have suffered from a tendency to create white collar aspirations rather than servicing market needs. Success in a new skill strategy will hinge on institutional strategies which are able to read market needs better and devise effective skill education to service such needs (PRSP,2005).

The recommendations in the PRSP are translated to the Country program and strategy 2006 – 2010. The Government recognizes the limited opportunities for organized technical and vocational skill development in the sector. The Government’s proposed actions for TEVT are (i) improving its responsiveness to the job market; (ii) addressing training needs of underprivileged groups who do not make it to grade 8; (iii) improving its quality and efficiency, and encouraging public–private–NGO collaboration; (iv) registering all TEVT training centres and bringing them under one regulatory framework; (v) improving the flexibility of TEVT courses with respect to student needs and background; and (vi) linking TEVT with micro credit providers to support self-employment of trainees (Country program and strategy, 2006 – 2010)

Quality of education can be enhanced and schools can be held accountable for performance when individual institutions take responsibility for managing their own learning program. In the case of vocational and technical training institutions, for instance, this is the only way for assessing and responding to skill demands in the local economy and adapting to specific opportunities and circumstances.

Special focus around VET is needed on Freedom Fighters of Bangladesh for Vocational training, rural beneficiaries, socially disadvantaged women and their children, the rural non farm sector, women and girls in general and the mainstream of Vocational Education as a component of secondary school system (Rahman, 2004).

According to the Ministry of Education, there have been some achievements around VET in the period 1995 – 2002; “Technical – vocational curriculum reformed into a more market oriented and public – private partnerships being encouraged. There seems to be a lack of



interest in technical vocational education. It attracts only 6 percent of the secondary students, mainly because linkages to the labour market are weak.” (Ministry of Education, 2003)

The graduates have a better job opportunity, they can start an enterprise themselves (mostly in agriculture), they are stimulated to transfer to higher education. The placement rate for VTIs is 40 percent, for TTCs 60-65 percent, and unemployment is also common among graduates of polytechnics. The UCEP experience in the non-government sector may offer some contrasting lessons here. In general, failure to diversify its clientele and to make the programme more flexible, adaptable and responsive to market needs and geared to the informal economy means that TVET is failing to help the poor improve their employment and income (Manzoor, 2005).

### ***Governmental policy and organisation of VET***

The Directorate of Technical Education is responsible for planning, development, coordination and supervision of formal technical and vocational education under the Ministry of Education. Its main functions are to:

- (a) assess the needs of skilled manpower at all levels,
- (b) prepare policy guidelines for the Ministry of Education on consolidation, improvement and expansion of technical and vocational education and training (TVET), and
- (c) prepare annual budget proposals for the DTE and TVET institutions under its purview, allocate funds from the approved budget, and supervise its implementation.

Besides the Ministry of Education, other ministries are involved in organising TVET as well:

- Vocational Training courses offered by the Ministry of Youth Affairs
- Technical skill training by Ministry of Industries (skill training mainly in textiles, in 30 vocational institutes);
- Ministry of Agriculture with 11 Agricultural Training Institutes (skills in agriculture, agricultural processing and specialised farming);

Stated government policies and goals are to substantially increase the proportion of post-primary students enrolling in TVET. The objective is to increase the proportion of participants in TVET to 20 percent of the students enrolled in the secondary stage by 2020—from the present proportion of around 5 percent. To expand the TVET programme it has already been proposed to introduce double shifts in the technical institutions; and a special stipend programme for women’s education in science and TVET. A programme has already been undertaken to set up three polytechnic institutions for girls. A study is being undertaken for assessing the market demand for jobs. The equity effect of this expansion depends on the proportion of the clientele of the programmes from disadvantaged and poor sections of the population; how effective the programmes are in imparting sellable skills, and whether there is an expansion in employment opportunities (PRSP, 2005)

### ***Main goals on VET in national policy***

The objectives of TVET are to expand it for the poor, particularly for adolescents, young adults, adults, males and females and make provision for TVET after class (VI, VII and equivalent grades) and work; improve the percentage of vocational and technical graduates obtaining employment both in the domestic and international markets and to increase the pass rate in the terminal certificate exams. By 2007, enrolment in TVET should increase by 50 percent where women’s enrolment will have increased by 60 percent (PRSP, 2005).

The following issues must be addressed in TVET.

- (i) TVET has to be responsive to job markets and be linked to the industries;
- (ii) it has to pay more attention to underprivileged groups (the poor, adolescents, women, etc.)

- (iii) its quality and efficiency in the public sector must be enhanced and public-private-NGO collaboration should be encouraged;
- (iv) all training centres, government or private, should be registered and brought under a common regulatory framework; and
- (v) TVET courses should be flexible in terms of duration, time-table and curriculum and should be flexible in terms of age structure and academic qualification for the students;
- (vi) Curriculum of TVET should be revised continuously in line with market demand;
- (vii) Ensure coordination among various TVET institutions and develop an uniform guideline;
- (viii) TVET institutions should develop cooperation with micro-credit providers to support self-employment of trainees.
- (ix) Ensure participation of industries through financial contributions to the training institution;
- (x) Girls enrolment in TVET education must be increased and for that the introduction of stipend program will be helpful.

It is necessary to monitor the implementation of the current 10 percent quota system for the employment of disabled people (and orphans) in the public sector; undertake various programmes (e.g. micro credit) in partnership with NGOs and include people with disabilities in the general vocational training institutions (PRSP, 2005).

The above list indicates concerns and needs for support to reform, change and capacity building in areas which have been "neglected", such as teacher development and "modelling" of effective training in technical and vocational education and the development of madrasas (Manzoor, 2005).

### ***Relation government and trade and industry (private) companies in VET***

There appears to be a mismatch between the demand for different types of skills in the economy and their supply, resulting in unemployment and underemployment of labour while there is a lack of skilled labour in different sectors. The vocational training system of the Bureau of Manpower, Employment and Training (BMET), which is an institution coming under the purview of the Ministry of Labour and Employment, is working with fullest capacity. TTC is now providing training to about 16000 trainees annually in its regular evening and special courses with the one time intake capacity of 6000. Trainees are given industrial attachment for two months in a one year course to familiarise them with industrial environment. This provides a linkage between trainees and employers. However, the failure of the education system, particularly the technical education and vocational training (TEVT) system, to adequately cope with the demand for skills, both in terms of quality and quantity will be addressed by focusing on market driven skill formation (PRSP, 2005).

One of the proposed activities by the Institute of Education and Development is "Exploring options in post-primary vocational and technical education. It is necessary to examine the options for expanding opportunities for middle level vocational-technical skill development, especially for girls and disadvantaged groups. Viable models have to be developed which are effective in responding to the employment prospects and equity concerns. Potential partners will be Directorate of Technical Education, Board of Technical Education, NGOs, employers, investors and providers of capital, and academic and research institutions" (Manzoor, 2005). It depends on the National Government in what way the private companies are more involved in the VET in the future.

### ***Relation between governmental and private initiatives on VET***

NA

## ***International donors / INGOs involved in VET***

The "Overview of Major Donor Education Projects" reveals important features of the assistance on education:

- Assistance is provided predominantly in mainstream primary and secondary education, out of which formal primary education takes the lion's share. Almost no assistance is provided to technical-vocational training, general and specialised tertiary education and madrasa education.
- Both public sector and NGO programs are beneficiaries of assistance, although NGOs' share is about one-eighth of the total listed assistance. Almost all of the assistance to NGOs is intended for different kinds of non-formal education programs.
- There is a trend towards a coordinated sector-wide approach in assistance. PEDP II is a prime example. In NFE support to NGOs, in several cases, donors themselves have arranged to provide assistance jointly to a project.

World Bank, Unesco, UNDP, Unicef, ILO, provide finances to NGOs or directly to the government.

## ***Networks around VET***

NA

## ***(New) initiatives / intentions from the trade and industry (private) sector around VET***

Its seriousness of bringing the youth in the mainstream of development initiatives was reflected in the 1980s when the Ministry of Youth and the Department of youth were established with the objectives of creating positive environment for youth by confirming the proactive involvement of youth through improved education, skill development, micro-credit programmes and other means. In this respect, the recently declared National Youth Policy also put much emphasis on self-employment and adopted the strategy of establishing networks through GONGO partnership for imparting training and offering technical assistance to develop the skill of the youth at grass root. Currently, there are as many as 776 training centers run by the Department of Youth. There is also a good number of Technical Training Centers (T.T.C) of the BMET (Bureau of Manpower, Employment and Training) under the Ministry of Labour and Employment to offer training for various skill developments. Many other Ministries and NGOs are also involved in youth development in the country (NN, 2004).

## ***Education of teachers***

A small proportion of teachers, about a third in the non-government schools, which are 98 percent of all schools, have any professional training (Manzoor, 2005). The Directorate of Technical Education oversees several types of institutions including Technical Teacher Training College (TTTC), Polytechnic and Monotechnic Institutes, Vocational Teacher Training Institute (VTTI), and Vocational Institutes (Manzoor, 2005).

There are two main types of vocational teachers' education programmes. One is vocational teachers' education certificate and the other is diploma vocational teachers' education programme. These courses are offered in the Vocational Teachers Training Institute, Bogra. The entry requirement for the vocational teachers' education certificate is SSC (Voc) or diploma engineering, while the requirement for the diploma vocational teachers' education is vocational teachers' education certificate. These courses are affiliated with the Bangladesh

Technical Education Board. The enrolment capacity of the Vocational Teachers Training Institute is 120.

Teachers' training for the technical teachers is offered in the Technical Teachers' Training College in Dhaka. This college offers one-year diploma technical education and two-year BSc in technical education. The entry requirement for diploma technical teachers' education is diploma engineering and that for BSc in technical education is diploma technical education. The diploma technical education course is affiliated with the Bangladesh Technical Education Board and the BSc in technical education with the University of Dhaka. The enrolment capacity of the Technical Teachers Training College is 120 (Banglapedia, 2006)

In addition, TTTC runs many short courses sponsored by ODA, UNDP, CPSC and other organizations. TTTC, being an apex institution, has a great role to play in staff development for all categories of teachers and administrators of the entire TVE system. In the course of time, TTTC will have to play a greater role by offering post-graduate courses and acting as an intellectual arm of the Ministry of Education in the area of TVE.

Vocational Teachers' Training College (VTTI) at Bogra was established in 1982 to train the teachers of Vocational Training Institutes (VTIs) in the country. The designed capacity of the Institute is 80 trainees per year. The Institute offers a one-year certificate course.

Attempts are being made to introduce a Diploma in Vocational Education. VTTI also offers short refresher courses to teachers and management courses to the administrators.

Both TTTC and VTTI are well equipped and well-staffed institutions developed with help from international agencies. A proper linkage among TTTC, VTTI and BTEB may be established for providing leadership in the training of skilled manpower needed by the country (UNESCO, 1995).

### ***VET specialisations***

Government's policy of offering different kinds of training in poultry business, aquaculture, agricultural farming etc. for self-employment has so far proved to be effective, although due to the shortage of both material and human resources, training programmes can not ensure the participation of the majority of youth population. In one estimate of the Department of Youth, it is found that as many as 341,677 youths have been able to get engaged in self-employment out of a total of 555,004 youths, who received training from as many as 301 training centres run by the Department of Youth between October 2001 and March 2004. These training centres offer training in pisciculture, poultry rearing, beef fattening, livestock rearing, food processing, kitchen gardening, handicrafts, leather works etc. There are also a total of 475 mobile training centres functioning at Upazila level. Also, there are as many as 15 TTC and one Bangladesh Institute of Marine technology under the Ministry of Labour and Employment, which offers training to 15000 trainees each year. Three more development projects are under way to set up 20 more TCC in the country. When these projects will end, as many as 40,000 trainees will be able to receive training on various skills (Rahman, 2004).

VET specialisations in trade:

- Automotive
- Electrical
- Welding
- Carpentry
- General Mechanics
- Drafting (Civil)
- Drafting (Mech)
- Farm Machinery
- Foundry
- Machinist
- Civil Construction (Masonry)

- Plumbing & Pipe Fitting
- Radio & TV
- Refrigeration & Air Conditioning
- Turner
- Total
- Textile Artesian

### **Strengths and weaknesses**

In general the success factors for VET are mainly they are focused and arranged with the future demand of the market, sufficient materials and facilities are provided to the students for better training and also a balanced theory and practice training.

Some other success factors for Bangladesh are that, they follow an updated curriculum. There is a huge opportunity of getting job abroad as well as they can be self employed.

In general the fail factors are; lack of awareness regarding the benefit of VET among the people, lack of proper training facilities, lack of interest, inferior feeling to VET than to general education, session jam etc.

Specifically for Bangladesh the only fail factor is that, government provides no subsidies to the private sectors to organize VET.

<b>Strengths</b>	<b>Weaknesses</b>
VET seems to be well organised concerning infrastructure and administration.	Formal VTE serves mainly young males who have completed at least the eighth grade. This rules out those who do not survive in the education system up to grade 9, mostly the poor (Manzoor, 2005).
The government of Bangladesh pays much attention to VET, which is necessary in the light of the high unemployment rate amongst the youth.	Failure to diversify its clientele and to make the program more flexible, adaptable and responsive to market needs and geared to the informal economy means that VTE is failing to help the poor improve their employment and income (Manzoor, 2005).
VET follows an updated curriculum.	The centralized management of the institutions throughout the country limits interaction with local entrepreneurs and employers (Manzoor, 2005).
There is a huge opportunity of getting a job abroad as well as being self employed.	Rigid and formal curriculum and organization of courses (Manzoor, 2005).
	Lack of coordination among many different actors in this area (Manzoor, 2005).
	Insufficient consumable materials needed for quality training (Manzoor, 2005).
	The output of people trained in middle-level skills in the country is grossly inadequate (Manzoor, 2005). The ILO reveals that a worker, who acquires skills through on-the-job practice, performs better than TTC/VTI graduates, who are yet to learn the practical skills in the real working situation (UNESCO, 1995).
	A case study on employment problems in Bangladesh has been undertaken by the ILO, Dhaka, reveals that, in some ways, recruitment of non-institutionally trained workers is mutually advantageous to employers and employees. Employers prefer informally trained workers because the latter can be hired at a cost lower than the trained TTC/VTI graduates (UNESCO, 1995).
To uplift the image of VET in Bangladesh the government introduced SSC vocational in the country to attract the youths. Also introduced and expanded engineering institutes in several districts of the country. Government also encourages the private sector to undertake VET and different NGOs are also intervening and expanding their activities to provide technical training in different sectors (CSS, questionnaire, 28 Feb 2006).	In Bangladesh, the image of VET is very poor. It is not acceptable to maximum people of the country. They prefer to go for the higher education rather than vocational training. It is valued lower in comparison to general education (CSS, questionnaire, 28 Feb 2006).

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Recommendations made by the NEC (national education commission) are:

- Raising the proportion of participants in vocational and technical education to 20 percent of the students enrolled in the secondary stage by 2020 - from the present proportion of around 3 percent.
- Teachers in VTE should be selected on the basis of their academic qualifications as well as skills and competence; age and academic credentials should be relaxed for those with relevant practical skills and experience, student-teacher ratio should be lowered; teachers should have the opportunity to join advanced training;
- Courses should be of flexible duration and time-table; close ties should be established with employers and enterprises; businesses should have tax and other incentives to cooperate in skill training; special courses of varying duration should be introduced based on local market needs; training institutes should have the opportunity to generate income by operating service and production centres.
- The National Council for Skill Development and Training should be revitalised to enable it to establish and maintain standards and quality in skill training; and better coordination should be established between it and the Technical Education Board.
- All training centers, government or private, should be registered and brought under a common regulatory framework. Academic discipline should be enforced in public institutions. (Manzoor, 2005)

For more recommendations made by the ILO see appendix.

According to the findings of the Mafizur Rahman Committee, vocational / skill training facilities in Bangladesh are not well developed and the existing ones also suffer from internal and external inefficiencies due to:

1. Failure of institutions to achieve their capacity target;
2. Mis-match of training with the demands in the labour market;
3. Lack of contact and co-operation between industry and institutes;
4. Unpredictable nature of demand in labour market;
5. Existence of skill training institutions under different agencies having little co-ordination. 6. Urban-oriented curricula (UNESCO, 1995).

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### ***Appendix 1 Successtory***

#### Success Story of Sagorika Bhadra

Sagorika Bhadra hails from Faridpur. Her family consists of her husband and two children. Two children are engaged in studies. However, she could not manage her family well with the small income of her husband's earnings. After knowing the success in self-employment from some of her relatives who received training from Youth Development Centre of Faridpur, she decided to do a six-month training in block boutique. Then she had a consultation with her husband and he gave consent to her for doing the training. After graduating from the training, she took a loan of TK. 25,000 from the Centre and she established a training centre herself. Now she has 6 trainees in the centre and she earns Tk.10.000 a month (Rahman, 2004).

### ***Appendix 2 Additional information***

#### MAJOR TVE ORGANIZATIONS (from UNESCO, 1995)

4.1 The Directorate of Technical Education The Directorate of Technical Education (DTE) is headed by a Director General who has under him the following wings for the management of educational institutions and implementation of their development programmes.

##### 1. Administration Wing

This wing is headed by a Director who is responsible for looking after appointments, transfer and other related matters of personnel administration, along with operational budget for the whole Directorate. He is assisted by three Assistant Directors, one Budget and Accounts Officer, and one Administrative Officer. There are 46 supporting officers and other staff who render the necessary help for the smooth functioning of the wing.

##### 2. Planning Wing

The responsibilities of this wing include: general planning for expansion and other development activities of the Directorate; preparation and processing of development schemes; annual development plans; and the development budget. The wing is headed by a Director who is assisted by two Assistant Directors, one Project Officer, one Equipment Officer, one Draftsman and 15 supporting staff.

##### 3. Programme Inspection Wing

This wing has been set up primarily for organizing and helping various institutions arrange industrial attachments for final-year students' practical training. The wing is composed of one senior specialist and three specialists who liaise with different industrial organizations and help the respective Principals arrange placement of students for training. They are also given responsibility for visiting institutions and identifying the various difficulties they face and to give possible on-the-spot suggestions and reports for further action needed by the head office.

##### 4. Vocational Training Wing

This wing is responsible for administration, control and management of all programmes relating to trade training under the Directorate of Technical Education. The wing is headed by

a Director who is assisted by one Assistant Director, one Equipment Officer, one Project Officer and one Procurement Officer and 15 supporting staff. Under the wing there are four Inspectorates for inspection of the training programmes of vocational training institutes and grant-in-aid for non-government and non-formal training organizations Each Inspectorate has one Inspector, one Assistant Inspector and eight supporting staff for the office,

#### 5. Project Implementation Unit

This unit is headed by a Project Director and is responsible for the execution of development schemes, construction of buildings, procurement of equipment etc. The Project Director is supported by one Project Officer, one Equipment Officer, two Assistant Project Officers and one Assistant Equipment Officer There are 38 supporting staff for the smooth functioning of the unit. At every work site technical and supporting staff are appointed for on-the-job supervision.

#### The Bangladesh Technical Education Board (BTEB)

The BTEB is a key organization in the TVE system in Bangladesh. As pointed out earlier, the BTEB is a statutory organization established through the Technical Education Act of 1967. Although it operates under the administrative umbrella of the Ministry of Education, it is an autonomous institution having jurisdiction over the whole country and can exercise academic control on institutions belonging to different Ministries, Directorates, private organizations, industries, corporations and NGOs. It is primarily a self-supporting organization, collecting operating capital from institutions' accreditation and trainees' examination fees, etc. The NCSDT has authorized the BTEB to conduct admission tests and skill certifications for NSS III and II for both public and private institutions. The TVE institutions under the Ministry of Education are affiliated academically with the BTEB. As constituted by an act of Parliament, the BTEB enjoys a unique position, giving leadership in the promotion and development of TVET in Bangladesh.

The organizational structure may be seen at Figure 3. The World Bank Report (No. 7606-BD, 28 June 1989) states that "BTEB is a small but effective organization."

#### Functions of the BTEB

The main functions of the Board are:

- To prescribe the courses of instruction;
- To arrange for the development of learning materials; -
- To grant, withhold or withdraw affiliation to institutions;
- To prescribe conditions for admission and transfer of students;
- To prescribe the manner and mode of inspection; -
- To monitor the teaching-learning activities of the institutions;
- To arrange distance learning processes/activities;
- To conduct and regulate examinations and publish results; and
- To grant diplomas/certificates to graduates.

#### The Courses offered by the BTEB

- Diploma Courses in Engineering or Technology;
- Diploma Courses in Technical Teacher Education;
- Diploma Courses in Commercial Teacher Education;
- Diploma Courses in Commercial Training;
- Certificate Courses in Technical Teacher Education;
- Certificate Courses in Sub-overseer, Survey Final and Aminship;
- Certificate Courses in Various Trades and Crafts; and,



Such other types of Technological, Commercial Trades and Crafts Courses as may be determined by the Board, subject to the approval of the Controlling Authority.

*Enrollments in Different Courses under BTEB*

Technology/Course	Enrolment Capacity 1st Year
Teachers' Training	
Diploma Technical Education	120
Certificate Vocational Teacher Education	120
Total	240
Diploma Courses	
Civil	1,160
Electrical	820
Mechanical	740
Power	680
Electronics	200
Chemical	40
Chemical Food	20
Automobile	20
Industrial Wood	20
Total	3,700
Other Diploma Courses	
Architecture	80
Agriculture	440
Marine	40
Printing	50
Ceramics	40
Forestry	120
Commerce	120
Survey	40
Total	930
Sub-Technician Courses	
Survey Final	60
Aminship	80
Secretarial Science	40
Training-in-Business Typing	1,000
Textiles	240
Total	1,420

Source: UNESCO, 1995

#### 4.3 The National Council for Skill Development and Training

The National Council for Skill Development and Training (NCSDT) was created in 1979 through a Resolution, in order to co-ordinate the efforts of different agencies involved in skill training, to avoid duplication of efforts, and to achieve a national skill standard. The Council includes representation of 17 concerned Ministries, two Members of Parliament, representatives of trade unions and other related agencies, and is under the Chairmanship of the Cabinet Minister-in-charge of the Ministry of Labour and Manpower. The NCSDT is primarily responsible for:

- a) Establishment of trade standards
- b) Establishment of national level policies relating to skill training
- c) and Recommendation of enactment of legislation pertaining to skill development and training.

#### 4.4 The Bureau of Manpower, Employment and Training

The Bureau of Manpower, Employment and Training (BMET) acts as Secretariat of the NCSDT. The NCSDT, a high-level, inter-ministerial organization, is intended to provide macro-level policy direction and other national level service relating to skill training areas.

#### 4.5 Non-Institutional Training

The following excerpts (ILO, 1992, pp 62-64) are the best available account of non-institutional training in Bangladesh.

### Training Programmes

A wide variety of non-institutional programmes are conducted by government departments, semi-government agencies, non-governmental organizations (NGOs), and private enterprises. Information on the programmes is not available from any single authority.

The **Association of Development Agencies of Bangladesh** (ADAB), which coordinates the work of international, national, and local NGOs, and the **Association of Private Non-Profit Trade Schools** (APNTS), which promotes the activities of private trade schools (many owned by the NGOs), do not keep statistics. Contact with them gave the idea that the number of programs may exceed 1,000 and over 100 NGOs are active in the field. About 30 NGOs are conducting school-based training in trades like electrical wiring, mechanics, carpentry, lathe operation, and welding.

The activities of some of the organizations running regular courses are described below:

**The Bangladesh Industrial Technical Assistance Centre**, a semi-government organization under the Ministry of Industries, undertakes initial training for new entrants in technical careers and advanced training for already-employed skilled workers to boost industrial productivity. Each programme is of 14 weeks duration and conducted thrice a year. Both theoretical and practical instructions are given. Between 1985 and 1991, 1,746 persons were trained in different trades, about 30 per cent of whom came from the private sector and the rest from the public sector.

The **Mirpur Agricultural Workshop and Training School** (MAWTS) is a training-cum-production-cum-research centre set up specifically to carry out the repair and maintenance of agricultural equipment for mechanized cultivation and irrigation and impart training to mechanics/operators. Since its inception, out of the 1,528 trainees admitted, 1,296 have graduated.

The **St Joseph School for Industrial Trades** is a training-cum-production school offering courses in machine shop, fitting and welding, electrical wiring, engine repair, and carpentry, each of 45 weeks. Enrolment is for about 150 trainees. Trainees spend about half the time on training and half in production shops as unpaid workers. The school is primarily self-supporting as costs are covered by fees and income from production.

The **Underprivileged Children's Education Programme** (UCEP) Technical School-1 is a relatively large training school run by the UCEP, Dhaka, an NGO. It offers courses in welding, carpentry, automobile, electrical, refrigeration and air-conditioning, electronics, printing, weaving, spinning, tailoring, and knitting, ranging from 1.5 to 3.55 years.

The training programmes conducted by a few government and semi government departments, NGOs, and private agencies are described below:

**The Department of Youth Development** (DYD) provides training to drop-outs in the 15-30 age group, e.g. in technical trades, secretarial courses, dressmaking, block and batik printing, pisciculture, livestock rearing, poultry rearing, etc. Between 1986 and 1990, it trained about 31,300 youth. The Directorate of Technical Education implements training programs for the DYD through its subordinate educational institutions. Polytechnic Institutes trained 12,008 youth during 1988 in drafting, welding, motor repair, etc. Through the VTIs, about 2,300 youth were trained in 1988 in trades like mechanics, carpentry, etc. The Glass and Ceramic Institute and the Graphic Arts Institute trained 90 and 177 youth during 1987 and 1988 respectively. Through 17 Commercial Institutes under the DTE, 3,000 young people were trained in secretarial science and accounting.

The **Bangladesh Small and Cottage Industries Corporation**, a semi government corporation under the Ministry of Industries, offers training in trades and handicrafts through its 5 VTCs which are established in regional locations outside Dhaka. Training is also offered in other locations in skill areas not requiring freed equipment for training. Three broad fields are covered, i.e. women's crafts, handicrafts, and industrial crafts. Most of the courses are for four months and some for six. It has one training institute, the Small Cottage Industries Training Institute (SCITI), in Dhaka, which offers courses to persons engaged in developing small and cottage industries. The SCITI conducts mostly 1/2 week courses in entrepreneurship development, industrial management, marketing management, and financial management. It has so far trained 5,099 persons, including seven participants from Nepal.

The **Bangladesh Handloom Board** trains loomless weavers in weaving and loom technology. About 2,000 weavers were trained between 1978-87. The Savar People's Health Centre started as a clinic and developed into a training-cum-production complex for its own workers, mostly women, in trades related to shoe making, jute bag making, printing, plastic product making, metal work, carpentry, bakery, and herbal medicine.

#### Upgrading Training

Government departments, semi-government agencies, and large industries have developed training facilities for upgrading their workforce and supervisory personnel, mostly for the unskilled to semi-skilled, semi-skilled to skilled, and skilled to highly-skilled levels, including operatives, assembly-line workers, and maintenance and repair personnel. The programmes vary considerably and there is no central authority to correctly record data on the programmes. The departments/agencies are not in a position to furnish data as they do not have a monitoring system.

The upgrading training programmes of some of the government ministries/departments and semi-government agencies are briefly described below:

The **Ministry of Health** conducts training programmes at the primary health care level. It also has two Paramedic Institutes for training in occupations like radiographer, laboratory technician, compounder, sanitary inspector, etc. and 76 Nurse Training Centres.

The **Ministry of Shipping**, through three Marine Training Schools, trains seamen and inland and sea-going personnel.

The **Ministry of Energy and Natural Resources** provides training in house wiring for the rural electrification programme.

The **Bangladesh Power Development Board**, through three Specialized Training Centres (in Ashuganj, Ghorasal, and Khulna), four Regional Training Centres (in Rajshahi, Khulna, Chittagong, and Tongi) and one Engineering Academy (in Kaptai), is engaged in upgrading engineers, technicians, tradesmen, and other non-technical officers and staff.

The **Bangladesh Railways** has a skill upgrading programme for its subordinate technical staff. In addition to a well-organized Training Academy in Chittagong, it operates four Diesel Locomotive Training Centres in Dhaka, Chittagong, Parbatipur, and Lalmonirhal. Through the training centres, it conducts basic, promotion, refresher and special courses. During 1991, it programmes 244 courses for 5,077 trainees.

The **Bangladesh Jute Mills Corporation** has four training centres with a yearly training capacity of 2,578. The courses run for one to six weeks. In 1989-1990, the centres trained 1,020 workers with a capacity utilization of about 40 per cent only.

The **Central Fertilizer Training Institute (CFTI)** of the Bangladesh Chemical Industries Corporation in Ghorasal has been setup to train technical personnel of the existing and planned fertilizer factories in the country. The CFTI can train 250 persons annually.

The Bangladesh Machine Tools Factory, General Electric Manufacturing Plant, and Chittagong Steel Mills, under the **Bangladesh Shipbuilding and Engineering Corporation**, run training centres for developing the skills of their workforce.

## Apprenticeship Training

The Apprenticeship Ordinance, 1962, stipulates that certain categories of industrial undertakings are obliged to take a specified number of apprentices for training in the relevant trades and occupations. The duration of such training may vary according to trade and occupation.

For the first year, an apprentice is not an employed worker, but is paid as a trainee receiving a stipend, which is based on 50 per cent of the wages of the skilled workers engaged in the trade.

For the second year, the rate is 60 per cent. They are not allowed to join any trade union. An agreement is made by the apprentice and the employer. Director General, BMET (the competent authority under the ordinance) issues the certificate, after successful completion of the apprenticeship training. The BMET implements the apprentice training programme, as defined in the ordinance through its regional Directorates.

There are only about 200 apprentices undergoing training now. This is a discouraging figure. The main reason behind the situation is that present ordinance has a limited coverage of undertakings. The NCSDT has, therefore, re-drafted the ordinance and the re-draft has been accepted in principle in a meeting of the NCSDT held in May, 1990. The new ordinance will now require the vetting of the Ministry of Law before its promulgation. The proposed ordinance has a wide coverage of the number of undertakings and occupational areas.

The industrial establishments wherein 50 or more persons are employed and where five or more persons are employed in an apprenticeable trade will be considered as an undertaking for the purpose of introducing an apprenticeship training program.

All apprenticeable undertakings are obligated to set aside a minimum of one per cent of their wage bills for financing apprenticeship training. Income tax shall not be payable by an undertaking, in respect of any expenditure incurred by them in the operation of the training programme in accordance with the provisions of the ordinance and the rules.

ILO made a series of recommendations in respect of vocational training in Bangladesh.

Some of the recommendations are:

1. A comprehensive Vocational Training Act should be promulgated covering all aspects of the vocational training system (institutional, on-the-job, in-plant, apprenticeship, and non-institutional training, and a mechanism for standard-setting, testing, and certification) in all sectors of the economy. The Act should create a National Council for Skill Development and Training (NCSDT), tripartite in character, and a statutory board with full powers to organize, regulate, supervise, control, and develop the vocational training system. Simultaneously with the promulgation of the Act, the Technical Education Act, 1967, should be modified to remove anomalies. Other existing acts and ordinances should be amended to conform to the Vocational Training Act, particularly relating to skill standard-setting, testing, and certification.
2. The NCSDT should be reconstituted and revitalized as the national agency to co-ordinate skill development and training programmes. It should report to a high-level agency that will have the power and linkages to effectively co-ordinate the country's human resource development strategy. Its new responsibilities should emphasize the initiation of major policy reform relating to vocational training and its linkages with industry.
3. A single statutory governing agency should be established for all vocational and skill training in the country. It should have high-level legislative support and be properly staffed and financed to carry out its mandate. It should be known as the Vocational and Industrial Training Board (VITB) and be governed by the NCSDT.
4. Vocational and skill training should be assigned high priority in the overall programme of economic development. The organizations responsible for training institutions should be significantly strengthened and provided with legislative and procedural authority, as well as with staff and financial resources, to enable them to more effectively manage their operations.
5. A high-level National Advisory Committee, comprising industry leaders and chaired by a nationally-prominent industrialist, should be set up to provide advice to the Government on all aspects of vocational training.

6. An effective Labour Market Information System (LMIS) to provide data on national labour market trends and future labour market needs should be established. The Directorate of Training Planning of the NCSDT, with the assistance of the Employment Services Wing of the BMET and the BMPC (when revived), can establish the LMIS.
7. In order to obtain proper feedback on the labour market impact and relevancy and quality of training provided by training institutions, a system of continuing tracer surveys should be instituted to evaluate the experience of graduates from the TTCs and the VTIs.
8. The BMPC should be re-established to undertake manpower planning activities.
9. A policy decision should be taken to restructure the VTIs into two types of delivery systems, i.e. the urban model and rural model. The VTIs with a potential for considerable industrial employment and located in densely populated areas (the 4 bigger VTIs possibly) should be upgraded significantly to resemble the facilities of the TTCs. The rural-based VTIs should be restructured to become community-based agro-industrial skill centres to meet the needs of local employment, mostly agriculture.,
10. A policy should be established to encourage further expansion of institutional training facilities at the trade level only when the economy registers a better rate of growth and to create a new VTC only after satisfying the following conditions:
  - (a) there is a demand in the proposed VTC's areas of employability which cannot be met through the existing VTI/TTC;
  - (b) there is a potential to fully enrol trainees who have expressed interest in occupational training that results in employment at wages currently paid within the community; and
  - (c) the community actively supports establishment of the VTC.
11. A policy decision should be taken that vocational training should be centralized into larger capacity, more efficiently organized training centres with residential capacity, rather than small capacity VTIs in rural areas for training in industrial trades.
12. A Model Pilot TTC exclusively for women should be set up in Dhaka to demonstrate the applications and institutional modifications necessary to provide effective training services and employment for women.
13. A Skill Development Levy may be imposed on industries and other beneficiaries of skill development activities. The levy maybe on the basis of a percentage of the total gross wages, or the total production costs, or the total sales volume of the enterprise. For the construction industry, the levy may be imposed on the total annual turnover.
14. A Skill Development Fund (SDF) should be created to support innovative schemes which do not require heavy initial investments in infrastructure, but which promote employment opportunities for the target groups. The Skill Development Levy would constitute part of the SDF. The Government's contribution to the fund maybe a certain percentage of the national wage bill. The SDF may be administered by the proposed VITB, under the policy guidelines of the NCSDT.
15. A policy decision should be taken to encourage private training centres to grow and be creative. Legislation should be introduced requiring all private and NGO-sponsored centres to meet minimum standards for facilities, equipment, curricula, and personnel in order to offer instructional programmes. The NCSDT Secretariat should be authorized to establish and manage an accreditation programme for private and NGO-sponsored VITs.
16. Greater female participation should be promoted in vocational training through better physical facilities, training of trainers and administrators, modification of curricula to meet the needs of women, and improvements in the recruitment and job placement system. The social and cultural implications of women undertaking vocational trades training should be studied to evolve a long-term policy on vocational training for women.
17. Legislation should be enacted to guarantee a certain percentage of employment for TTC/VTI graduates to attract good students to vocational training. This may be the condition for sanctioning Government loans to industry. Credit facilities should be made available to

TTC/VTI graduates to promote self-employment. A task force should be constituted to investigate and document the various options for improving employment opportunities for TTC/VTI graduates.

18. Training institutions should be authorized to undertake production work without sacrificing the quality of services provided to trainees. Production programmes should be carefully controlled and monitored. Financial rules and regulations should be modified to allow for the necessary cash flow to sustain the production programmes. Meaningful project work should be arranged. Prototypes, models, and drawings of viable products should be developed and manufactured.

19. An in-depth study of the potential of apprenticeship training schemes should be carried out. The incentive and administrative structures should be upgraded to create a more responsive and effective system.

20. A policy should be established requiring each school to conduct an occupational analysis study of the employability areas of the school to determine the specific skills needed by firms in that area.

21. More funds need to be allocated for proper maintenance of the buildings and equipment already established with large investments.

22. A policy should be formulated that vocational trainers must gain at least two years of industrial experience before or within the first five years of employment. To support this, the NCSDT should establish a summer attachment programme in industry for new instructors.

23. Staff salaries should be increased to compete with comparative positions in industry in order to attract and retain the right quality of instructors. Salary increases should be tied to the acquisition of industrial experience and performance at staff development training institutes.

24. Trainee stipends should be increased to a point where trainees can be maintained in an acceptable study environment. Consideration should be given to providing a two or three-step stipend as an incentive for achievements in training institutes/centres.

25. An effective system of institution monitoring and inspection should be set up.

(UNESCO 1995)