TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

BANGLADESH

VISION 2016
INTRODUCTION

The recent approval of the National Skills Development Policy was a huge success for our country. We now have the framework we need to develop a flexible, responsive and market-oriented training system.

To build on that framework and make reform happen there is a lot more to be done - we need to develop strategies, we need to develop people and we need to develop institutions.

To make sure we do not lose sight of our vision, we are presenting what Bangladesh’s technical and vocational education and training (TVET) system could look like in 2012.

Now, let’s make it happen…

http://www.ilo.org/dhaka/Whatwedo/Projects
The National Skills Development Council Action Plan has been implemented with huge success. Our major achievements include:

- Creating 15 Industry Skills Councils which operate across Bangladesh.

- The major Government line ministries have made major moves to change their old curricula-based courses to competency-based courses registered with the Bangladesh Technical Education Board (BTEB).

- 50% of training providers in Bangladesh are registered with BTEB and delivering recognized competency-based training and assessment.

- Approximately 30% of BTEB staff work under the new TVET system.
Industry standards and qualifications have been collaboratively developed in each sector.

- Each of the 15 Industry Skills Councils (ISCs) have contributed to standards in at least three competency-based programs.

- All 15 ISCs have standards and curriculum development committees.

- There are local ISC representatives connected to the management of 100 technical training centres/polytechnics throughout Bangladesh.

- The original five ISCs have made 80% of related programs competency-based and these programs are registered by BTEB.
Women participate fully in the TVET sector at all levels; from students and instructors to managers of TVET institutions.

- National campaigns on gender equality have seen a huge increase in the number of women enrolling in TVET courses. There has been a 20% increase (compared to 2011 figures) in female student numbers, including a rise in female enrolment in non-traditional trades.

- The removal of gender-based barriers in TVET institutions and the creation of equal opportunity employment policies have led to a 20% increase in female TVET instructors and managers.

- Female TVET participation in Bangladesh is a government priority.

- Both public and private TVET organizations have documented gender policies with human resources departments’ actively promoting female involvement and gender rights.
80% of Government ministries have accepted the National Technical and Vocational Qualification Framework (NTVQF) as the model for future development of qualifications.

- All ministries have applied for registration of courses with BTEB.

- Each has applied for a mapping of their old program outcomes into new competencies with a view to develop old programs into fully recognized competency-based courses.

- 25% of private providers have also done this.

- Industry Skills Councils are competent in expressing their skill needs in accordance with the NTVQF levels and occupations.
A QUALITY ASSURANCE SYSTEM HAS BEEN IMPLEMENTED BY BTEB

BTEB have implemented the Skills Quality Assurance System and report to the NSDC twice yearly.

- The system has been implemented in all participating training institutions and recognized by at least one international quality assurance organization.

- International users of Bangladesh skilled labour have publicly recognized the skills of the workers they are employing and there are at least five skills sectors that are recognized by most countries.

- ISCs have developed measurable quality benchmarks which need to be achieved for domestic and international recognition.
The Skills Data System has been operation for three years, enabling training institutions to meet industry needs.

- The system has a real-time online service that accepts forecast data from industry and from Government for both skill demand and supply.

- Each ISC, Government ministry, private and NGO training apex body has staff trained to enter and extract data.

- Each quarter, the ECNSDC is able to view reports generated by the data system and use the information to inform policy decisions.

- Courses with high industry demand are prioritised by institutions over courses with low industry demand.
There is one single nationally recognized competency-based trainer qualification which is accepted by BTEB.

- 60% of instructor training of Bangladesh uses this qualification, including private providers and industry training organizations.

- For the first time, industry-based trainers are outnumbering those from TVET institutions.

- Consistency of quality across instructor training adds to the consistency of quality across qualifications delivered and industry recognizes this.
60 Government training institutions have reorganized to include local advisory boards for local industry participation.

- Institutions are offering fee-paying courses to supplement institution income.
- 75% of all government institutions are offering flexible learning options through a second shift of training each day and lifelong learning options at night.
- 70% of institution managers have completed required leadership and management development programs.
The number of formal apprentices registered with BMET is 30 times higher than 2011 figures.

- 80% of the new apprentices are registered with BTEB as being enrolled in an NTQVF qualification.

- 90,000 informal apprentices are also registered with BTEB, these are people who have been assessed as competent in one or more competencies by Recognition of Prior Learning and who might gradually complete a full qualification.
The NSDC manages the Skills Development Fund which is collected by the Ministry of Finance.

- The fund is used to maintain the NSDC and its functions, including fostering industry training, promoting priorities within the government training institutions and for other national strategic priorities within TVET.

- Training is considered within the human resources sectors of Bangladesh’s major employers and it is well-known that if you have an NTVQF qualification, you have a distinct advantage over candidates who are unskilled or do not have nationally recognised qualifications.

- Funds are used to support in-company training as well as TVTE institution-based training for industry.
Barriers are removed for skilled workers who want to migrate overseas, or want to move back to Bangladesh and be recognized for skills gained overseas.

- Expatriate workers are trained to the requirements of the host country. This training is mapped to equate to the NTVQF.

- A number of host countries now recognize NTVQF qualifications.

- Skilled workers returning to Bangladesh are offered RPL assessment to recognize any new skills they have gained overseas with formal qualification or credit towards formal qualification.
An RPL process exists that recognizes a candidate’s existing skills and work experience, providing a seamless transition into formal qualification for those already in the workplace.

- More than 100,000 people are identified each year that have skills that have been gained in methods other than formal training. Plans are to double this figure.

- Trainers are equipped with the skills to identify and assess all new students for skills already possessed, and support them through an RPL process.

- Assessment centres are available in different settings, some are self-standing and others are part of existing TVET institutions.
It is widely recognized that, through skills training, persons with disabilities (PWDs) can become skilled workers who make a valuable contribution to the workforce.

- National equal opportunity campaigns have resulted in a 50% increase (compared to 2011) in TVET enrolment of PWDs.

- To provide support to the increased number of students with disabilities, the number of instructors with disabilities has risen.

- Technical and vocational upskilling for PWDs is a government priority.

- Both public and private TVET organizations have documented equal opportunity policies with a focus on persons with disabilities.

- A number of private companies have developed and successfully implemented specific employment programs for PWDs.
Students and their families are starting to view technical and vocational education as a viable alternative to tertiary education.

- The growing working-age population in Bangladesh is becoming increasingly discerning about their future career options. With Bangladesh’s NTQVF qualifications now recognized by national and international employers, skills training can now lead to careers with opportunities for advancement that were previously limited to tertiary study pathways.

- Public campaigns are encouraging young people to visit career guidance services and these services are beginning to boast major numbers of people considering skills training.
Public sector training has changed greatly.

- Job descriptions for public sector positions now have a training requirement for employment and promotion that includes general TVET-level qualifications in management, planning, leadership, budgeting and finance, change management and communications.

- These courses are also offered in public sector training institutions but private institutions may offer the same training by a competitive bidding process.
Vocational courses delivered as part of school curriculums are linked closely with courses delivered out of school curriculums.

- Vocational courses in both secondary and higher secondary school certificate programs are regularly updated.
- Traditional courses are converted into competency-based training.
- Courses which are determined by industry skills councils as high current or high future demand are given a heavy focus by the government, while courses that are considered as low demand are updated less regularly.
Equity programs and public campaigns are encouraging persons with low education levels, persons from rural areas, child workers and candidates from minority backgrounds to pursue skills training.

- The general area of equity has been formally addressed in 75% of all government ministries as part of an inclusive growth agenda.

- Organizations have recognized the value of hiring newly trained disadvantaged persons, developing businesses in underdeveloped areas and ensuring that skills’ training is accessible in all 64 districts.

- Pre-vocational Levels 1 and 2 have been developed and are available in all training institutions to encourage students with low education levels to enter into skills training courses.

- The BTEB Equity Committee has received a UN award for their efforts.
Strong partnerships are developed between TVET institutions, instructors and industry. This ensures that training is industry-driven and that companies have direct access to skilled labour.

- TVET institutions and the private sector ensure students can supplement theoretical training with practical learning, through a work placement system. Graduating students are employed by industry as a priority.

- TVET instructors regularly return to industry to ensure their skills are kept updated and relevant to industry needs. Privately employed technical persons also deliver training sessions at institutions.

- When companies see a demand for a particular skill, they work with institutions to establish specialized workshops in institutions. These are used for training company employees as well as regular students.
The Government of Bangladesh is committed to working with the International Labour Organisation and the European Union to develop a flexible, responsive and market-oriented training system.

50% of the population in Bangladesh lives below the international poverty line (US$1.25 per day). This means every second person is struggling every day to survive. Poverty causes flow-on effects as well, on many global problems such as conflict, crime and environmental degradation.

Training and skill development offers a way to address the needs of Bangladesh’s huge and expanding population by providing skills to enhance employability and reduce poverty by ensuring safe and decent work for all.

We know this reform is a huge undertaking, but we also know it is one which we can achieve through collaboration.

Let’s work together and turn this vision into reality for Bangladesh in 2016.