

Re-orienting TVET Policy towards Education for Sustainable Development Bangladesh Perspective



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Outline

1. Objective/ Rationale
2. A short brief on Technical and Vocational Education in Bangladesh
3. Certificates/ Diplomas/Degrees offered in TVE
4. Enrollment and Expenditure in TVET
5. Challenges - Quality Assurance, Accountability, Governance and Sustainability Issues.

Objectives

- 1. To give a brief account on the status of the TVET in Bangladesh.
- To give an overview of the Government programs and policies.
- To highlight some of the best practices used in TVET in Bangladesh.
- To focus on risks and challenges lying ahead.

A Short Brief on Technical and Vocational Education:

(Certificates/ Diplomas/Degrees offered)

1. Certificates: SSC/HSC (Vocational)
Offered by : Govt./Non Govt. Technical Schools and Colleges.
Prerequisite: 10 yrs of Schooling (SSC), 12 yrs of Schooling (HSC)
2. Diplomas : 4 years course, Polytechnic Institutes
Requisite : SSC/HSC(Voc)
3. Degrees: 4 years course, Engineering Colleges
Requisite: Diploma, HSC (voc) and equivalent.

Technical and Vocational Education: Present status

a) Certificate level:

(i) Govt. Technical School and Colleges:

These type of institutes conducts SSC (Voc) and HSC (Voc) certificate courses.

- SSC (Voc) 10 years Schooling program
- HSC (Voc) 12 years Schooling program
(prerequisite qualification SSC (Voc))

- Besides this, Technical School and Colleges conducts short courses for different time period.

(ii) **Non-Govt. Schools :**

These type of schools conducts SSC (Voc) Course.

b) Diploma level institutes:

- Polytechnic institutes and similar type institutes.
- These type of institutes conducts 4 years diploma in Engineering, Survey, Glass and ceramic, graphic arts and printing courses
- Pre-requisite qualification is : SSC, SSC(voc) and equivalent.

(c) Degree level institutes:

- These institutes conduct 4 years BSC in Engineering, Leather Technology, Textile technology and Technical Education courses.
- Prerequisite qualification required to enroll these courses :Diploma, HSC (voc) and equivalent.

List of affiliated institutes, specialization and intake capacity

1. Diploma in Technical Education

Number of Institutes			Intake Capacity
Public	Private	Total	
1	-	1	120

2. Diploma in Vocational Education

Number of Institutes			Intake Capacity
Public	Private	Total	
1	-	1	80

3.Diploma in Engineering

Number of Institutes			Intake Capacity
Public	Private	Total	
47	128	175	35,832

Area: Architecture, Automobile, Chemical, Civil, Civil (Wood), Computer, Electrical, Electronic, Food, Mechanical, Power, Refrigeration and Air-Condition, Offset Printing, Graphic Reproduction Printing, Ceramic, Glass, Marine, Shipbuilding, Aircraft Maintenance (Aerospace), Aircraft Maintenance (Avionics), Computer Science, Data Telecommunication and Networking, Surveying, Architecture and Interior Design, Construction, Electro medical, Environmental, Garments Design and Pattern Making, Instrumentation and Process Control, Mechatronics, Mining and Mine Survey, Telecommunication.

Ref: Bangladesh Technical Education Board, Computer Cell

4. Diploma in Textile Engineering

Number of Institutes			Intake Capacity
Public	Private	Total	
03	-	03	150

Area: Yarn Manufacturing, Fabric Manufacturing, Wet Processing, Garments & Clothing.

5. Diploma in Forestry

Number of Institutes			Intake Capacity
Public	Private	Total	
06	20	26	2,280

Ref: Bangladesh Technical Education Board, Computer Cell

6. Diploma in Agriculture

Number of Institutes			Intake Capacity
Public	Private	Total	
13	90	103	10,010

7. Diploma in Animal Health and Production

Number of Institutes			Intake Capacity
Public	Private	Total	
03	-	03	300

Ref: Bangladesh Technical Education Board, Computer Cell

8. a. Diploma in Health Technology b. Certificate in Health Technology

No of Institution a. M/O Health. b. M/O Education	Intake Capacity			Total Intake Capacity
	Public	Private	Total	
a.	5	29	34	4100
b.	0	52	52	1920
Certificate in Health Technology				
	Public	Private	Total	
a.	0	67	67	2180
b.				

Ref: Information Cell, Directorate of Technical Education

10. HSC (Business Management)

Number of Institutes			Intake Capacity
Public	Private	Total	
-	1327	1327	1,19,250

Area: Computer Operation, Secretarial Science, Accounting, Banking, entrepreneurship.

11. HSC (Vocational)

Number of Institutes			Intake Capacity
Public	Private	Total	
64	-	64	16,740

Ref: Bangladesh Technical Education Board, Computer Cell

12. SSC (Vocational)

Number of Institutes			Intake Capacity
Public	Private	Total	
129	1597	1726	1,25,000

Area: Audio Video System, Agro Based Food, Automotive, Building Maintenance, Civil Construction, Computer, Drafting (Civil), Drafting (Mechanical), Dress Making & Tailoring, Farm Machinery, Fish Culture & Breeding, Fruit & Vegetable Cultivation, Food Processing & Preservation, General Mechanics, General Electrical Works, Livestock Rearing & farming, Poultry Rearing & Farming, Refrigeration & Air Conditioning, Welding Works, Electrical Maintenance Works, Dying Printing & Fishing, Glass,

Wood Working, Ceramic, Machine Tools Operation, Knitting, Plumbing & Pipe Fitting, Weaving, Welding & Fabrications, Architectural Drafting With AutoCAD, Electrical Machine Maintenance, Industrial Electronics, Nursing & Mid- wifering, Hotel Management & Catering, Foundry Works, Shrimp Culture & Breeding.

13. Dhakil (Vocational)

Number of Institutes			Intake Capacity
Public	Private	Total	
-	100	100	6,000

Ref: Bangladesh Technical Education Board, Computer Cell

14. Certificate in Vocational Education

Number of Institutes			Intake Capacity
Public	Private	Total	
01	-	01	120

15. Computer Training Program

Number of Institutes			Intake Capacity
Public	Private	Total	
03	472	475	14,000

Ref: Bangladesh Technical Education Board, Computer Cell

16. Basic Trade Course (360 Hours)

Number of Institutes			Intake Capacity
Public	Private	Total	
09	160	169	8,275

Ref: Bangladesh Technical Education Board, Computer Cell

Vocational Education

- Bangladesh Vocational Qualification Framework (present)

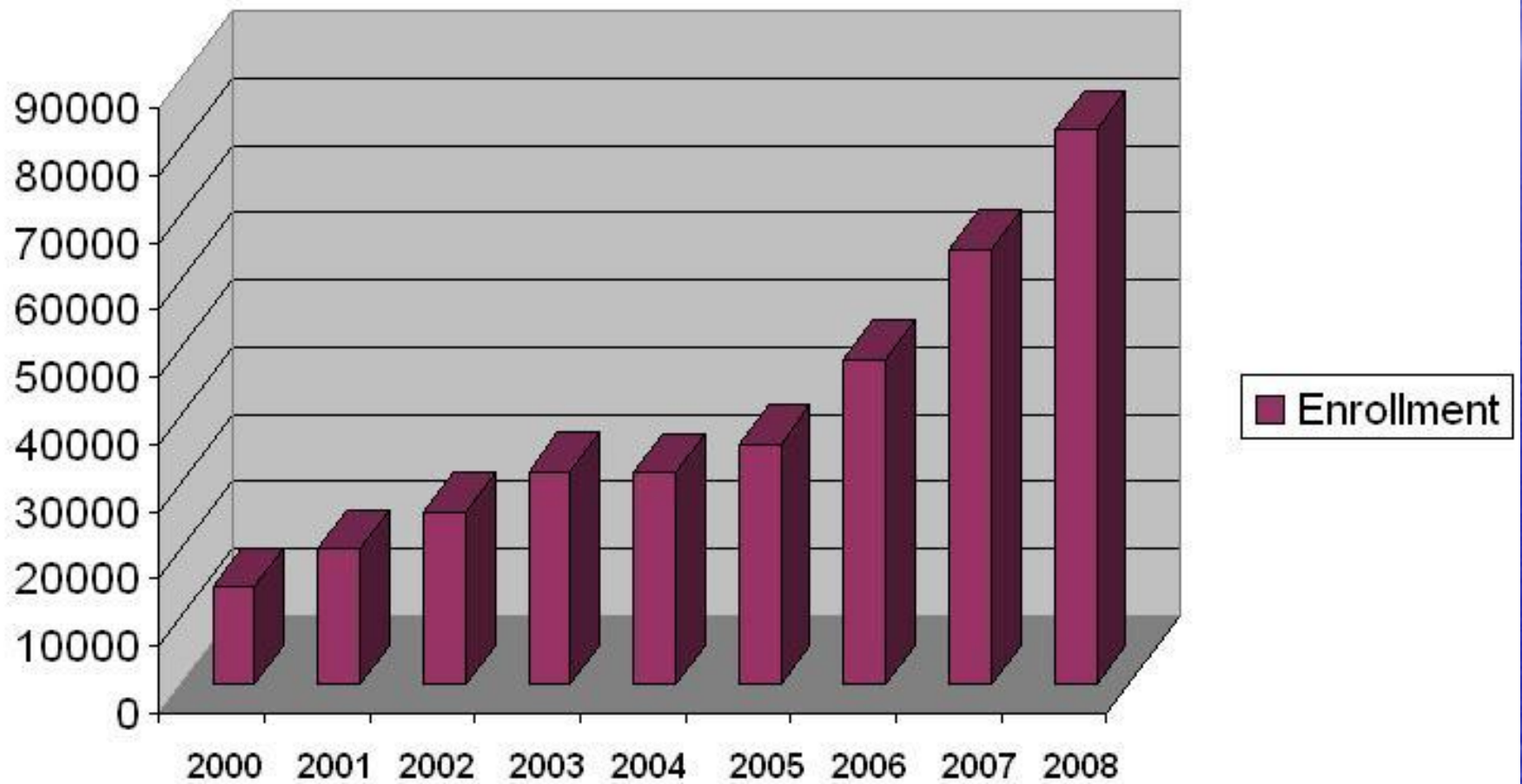
NSS Basic	Basic skilled	360 hours Basic Trade Course
NSS III	Semi skilled	SSC (Voc) Class IX
NSS II	skilled	SSC (Voc) Class X
NSS I	Highly skilled	HSC (Voc) Class XI & XII
NSS Master	Master craftsman	Industry Assessed

No. of institutes and students appearing SSC (Voc) Examination

Year	No. of Institution	No. of Student appearing SSC (Voc)	Pass rate (%)	Growth rate (%)
2000	427	14560	61.85	-
2001	535	20055	57.16	37.74
2002	680	25590	43.45	27.60
2003	687	31627	38.92	23.59
2004	870	31452	51.16	-0.55
2005	950	35779	51.44	13.76
2006	1227	48309	61.37	35.02
2007	1338	64637	51.08	33.80
2008	1463	82375	62.88	27.44

Ref: Bangladesh Technical Education Board, Computer Cell

Yearwise Enrollment in SSC (Voc)



Ref: Bangladesh Technical Education Board, Computer Cell

Comparison of General & Vocational Education at Secondary Level:

Year	SSC Examinee		% of Vocational Education
	Total	Vocational	
2003	1084241	31627	2.92
2004	964507	31452	3.26
2005	944015	35779	3.76
2006	995123	48309	4.86
2007	1024537	64637	6.31
2008	1006569	82375	8.18
2009	1058674	75057	7.08

Ref: Bangladesh Technical Education Board, Computer Cell

Major achievements in TVET

Ensuring Accessibility:

- New institutes are established to enhanced enrollment and 18320 enrollment capacity increased for the last three years.
- Special quota facilities for tribal (2/4 each institutes), freedom fighters dependant(2 each group of each department), and women (10%) and vocational back ground students (15%) of capacity are provided.

- 4 separate polytechnic institutes for women are established, intake capacity is 680 (enrollment= 680×4 years course =2720).
- Double shift program launched with the existing infrastructure through paying only 30% of basic salary and capacity becomes double of those institutes where double shift program running and increased intake capacity number is 14630.

Quality and relevancy:

- Syllabuses updated with market demand
- Monitoring tools designed and monitoring is done accordingly
- Industrial linkage enhanced for getting practical experience
- New equipment supplied for updated skill.
- Training facilities arranged for the teachers' and staff both home and overseas.
- Linkage is being maintained with International Agencies for exchanging technical knowledge.

Role of Government in educational development

- Govt. Establishes new educational institute on regular basis from its won fund.
- Govt. prepares syllabuses through its agencies.
- Govt. conducts examination
- Govt. prepares education policy
- Govt. contributes full fund for govt. educational institutes and 90% salaries for the Non-Govt. educational institutes
- Govt. contributes to international organization for improving quality of Technical Vocational Education.

Role of community participation in education

- Industry people are involved in preparing syllabuses to make syllabus market oriented.
- Industry linkage is being maintained with educational institutes and students are getting opportunity for industrial attachment program in the industries.
- At present some Non-govt. organizations are conducting Technical and vocational education program.
- Some private organizations are conducting diploma and degree courses on TVET

Local resource mobilization:

- Maximum of our educational institutes are funded through Govt. own resources.
- Infrastructure of Non-Govt. School is built through community/private funding

Ensuring good governance in education sector:

- Teachers' are provided training on guidance and counseling.
- Teachers' are given training on Competency Based Training on TVET.
- Guardians' day is observed annually in the institutes.

Educational Financing

Funding Modalities: Vocational/ Technical Education.

Financial contribution for Technical and Vocational Education institutes are made by govt. for Govt. Certificate level institutes like ; Technical School and Colleges ,Diploma level institutes like; Polytechnic Institutes & similar type Institutes and Degree level Institutes like, Engineering Colleges, Textile college, Leather college and Teaching Training College from revenue budget.

Budget Allocation (Revenue & Development) for DTE

(Amount in taka and in million)

Fiscal	Total Budget for Ministry of Education (MOE)	Budget allocation for DTE	Percent(%) share by DTE out of total MOE
2003-04	48899.1	1522.0	3.11
2004-05	50113.7	2113.2	4.22
2005-06	69150.6	2023.4	2.93
2006-07	82390.0	1775.4	2.15
2007-08	85861.9	2651.3	3.09
2008-09	90530.5	2200.9	2.43

Ref: Bangladesh Technical Education Board, Computer Cell

Main Challenges

- Updating knowledge and skill with competitive and volatile market .
- Ensuring participatory learning .
- Need assessment for competitive job market .
- Rather more expensive than general education.
- Survival with technological changes.
- Social status and images of TVET learners'.
- Access of students

- Relevance of curriculum.
- Flexibility in curriculum.
- Quality education and training.
- Capability development for infrastructure building.
- Trained teachers'.
- Quality and updated tools and equipment.
- Adaptation with technological changes.

Major programs undertaken for Re-orienting TVET policy

- Review and strengthen TVET policies, systems and legislation at the central and decentralized levels.
- Enhance flexibility, quality and relevance of TVET.
- Strengthen TVET institutions through improved knowledge and skills of managers and teachers.
- Develop National Technical and Vocational Qualification Framework

- Improve skills development resulting in enhanced productivity and competitiveness in key growth and export-oriented industries in the formal industrial sector.
- Increase access of underprivileged groups to TVET.
- Establish partnerships with industry;
Focus: RMG and textiles, Construction, Light engineering, Leather, Agro-food, IT and Transport equipment .

- Develop competency and training standards.
- Develop curricula, teacher guides, learning materials and assessment tools.
- Develop capacity in external competency assessment.
- Upgrading Teacher training Institutions.
- Strengthen the capacity of DTE for planning, research & development and social marketing.
- Deliver skills training in poor communities.

Sustainability of achievements:

- Keep pace with new technologies is a must
- Increased women participation in TVET
- Continue updating of Syllabuses as per market
- Industries linkage enhanced for practical skill.
- Increased Training facilities for teachers' and trainers.
- International Linkage and cooperation for sharing exchanging technical knowledge

Conclusion

- Societal role
- Social Commitment
- Social responsibility
- Social adaptability to change



Thanks for patience hearing



Any Question ?