



International  
Labour  
Organization



European Union

# TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

## BANGLADESH: SKILLS VISION 2016



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Bangladesh is the eighth most populous country in the world which presents an immense opportunity in terms of labour force. Quality technical and vocational education and training (TVET) is essential in ensuring the country's competitiveness in the global labour market, and ensuring decent work for all.

Together with the ILO and with the support of the European Union, we are making significant progress towards reform in TVET in Bangladesh and I would like to present Bangladesh: Skills Vision 2016. This is our vision of skills development in Bangladesh in 2016; we look forward to your support.



Prof. Abul Kashem  
Chairman, Bangladesh Technical Education Board  
Director General, Directorate of Technical Education  
National Project Director, TVET Reform Project.

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Skills, knowledge and innovation are driving forces of economic growth and social development globally. Countries with higher levels of education and highly skilled citizens are not only more competitive in the global economy, but can also quickly respond to challenges and seize opportunities.

With the creation of the National Skills Development Council Secretariat and the recent approval of the National Skills Development Policy by Cabinet, the Government of Bangladesh is making significant progress towards developing a flexible, market-oriented training system.



Mr. Jiban Kumar Chowdhury  
Joint Secretary, Ministry of Labour and Employment  
Chief Executive Officer, NSDC Secretariat

# INTRODUCTION

The recent approval by the Government of Bangladesh of the National Skills Development Policy is a major milestone in the country's history. We now have the framework we need to develop a flexible, responsive and market-oriented training system.

To build on that framework and ensure that reform happens, 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 2016.

Now, let's make it happen...



# 01

## VISION: NSDC ACTION PLAN IS MORE THAN 80% IMPLEMENTED



**The National Skills Development Council Action Plan has been implemented across Bangladesh with huge success. Major achievements include:**

- Creation of 15 Industry Skills Councils which operate across Bangladesh.
- The major Government line ministries have made 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 deliver recognized competency-based training and assessment.
- Approximately 30% of BTEB staff now work under the new TVET system.

# 02

## VISION: INDUSTRY STANDARDS AND QUALIFICATIONS HAVE PROGRESSED



### **Industry standards and qualifications have been developed collaboratively 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 registered these programs with 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.

# 04

## VISION: THE NTVQF IS ACCEPTED AS THE FUTURE SKILLS MODEL



**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 ministry 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.



**BTEB has 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 at least five skills sectors now exist which are recognized by most countries.
- ISCs have developed measurable quality benchmarks which must be achieved for domestic and international recognition.



# 06

## VISION: SKILLS DATA SYSTEM IS FULLY OPERATIONAL



**The Skills Data System has been operational 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 body has staff trained to enter and extract data from the system.
- Each quarter, the Executive Committee of the NSDC is able to view reports generated by the data system and use the information to inform policy decisions.
- Courses with high industry demand are prioritized by institutions over courses with low industry demand.

# 07

## VISION: ONE COMPETENCY-BASED INSTRUCTOR QUALIFICATION EXISTS



**There is a single nationally recognized competency-based trainer qualification which is accepted by BTEB.**

- 60% of instructor training courses conducted in Bangladesh use this qualification. This includes private providers as well as industry training organizations.
- For the first time, industry-based trainers are outnumbering TVET institution-based trainers.
- The consistency of quality in instructor training adds to the consistency of quality in qualifications delivered. Industry realizes and supports this.



**60 Government training institutions are restructured to include local advisory boards ensuring 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 registered with BMET are enrolled in an NTQVF qualification either BTEB.
- 90,000 informal apprentices are also registered; these are people who have been assessed as competent in one or more units through a Recognition of Prior Learning process and have the option in the future to complete a full qualification.

# 10

## VISION: TRAINING IS INTEGRATED INTO HUMAN RESOURCES PRACTICES



### **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 government training institutions and 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 TVET institution-based training for industry.

# 11

## VISION: BEGINNING OF NATIONAL AND INTERNATIONAL RECOGNITION



**Barriers have been 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. They either receive formal qualification or credit towards formal qualification.

# 12

## VISION: PRIOR LEARNING IS RECOGNISED AND AWARDED



**A comprehensive RPL process exists that recognizes a candidate's existing skills and work experience, providing a seamless transition into formal qualification for those with existing skills.**

- More than 100,000 people are identified each year who have skills gained in methods other than formal training. In the future, it is predicted that this figure will rise to at least 200,000 per year.
- Trainers are equipped with the skills to identify and assess all new students for skills already possessed, and support them through the RPL process.
- Assessment centres are available in a number of settings and locations. Some centres are stand-alone and others are part of existing TVET institutions.

# 13

## VISION: PERSONS WITH DISABILITIES ARE BECOMING SKILLED WORKERS



**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 also 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 organisations have successfully developed and implemented specific employment programs for PWDs.



# 14

## VISION: VOCATIONAL TRAINING IS BECOMING A CAREER OPTION



**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 service large numbers of people considering skills training.

# 15

## VISION: PUBLIC SECTOR TRAINING INCLUDES TVET COMPETENCIES



### Public sector training has changed greatly.

- Job descriptions for public sector positions now have a training requirement for employment and promotion. This requirement includes general TVET-level qualifications in management, planning, leadership, budgeting and finance, change management and communications.
- These courses are offered in public sector training institutions and also private institutions.

# 16

## VISION: TRADITIONAL COURSES ARE NOW COMPETENCY-BASED



**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.

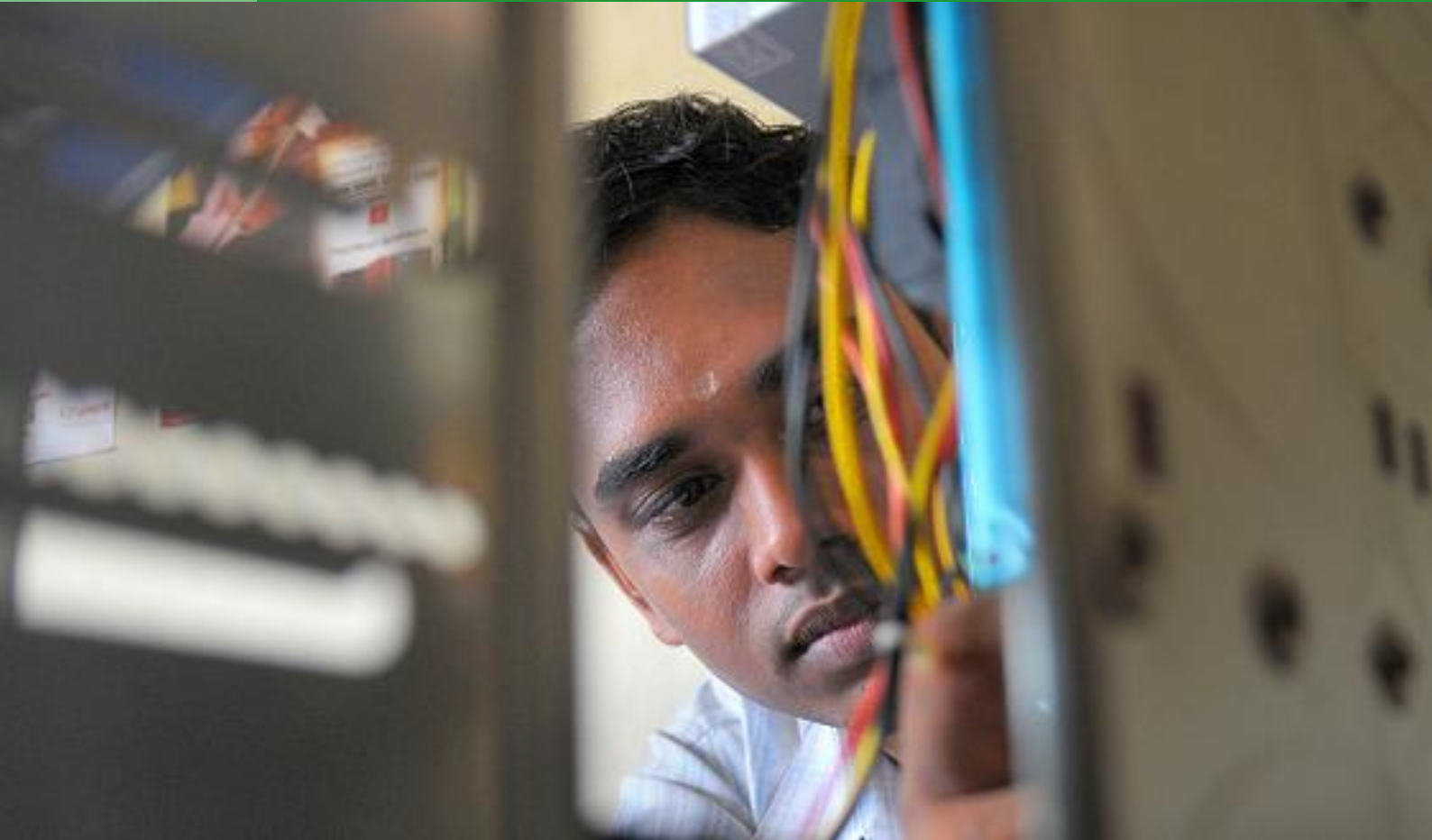


**Equity programs and public campaigns are encouraging persons with low education levels, persons from rural areas, child workers and candidates from minority backgrounds to pursue skills training.**

- 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.

# 18

## VISION: TVET INSTITUTIONS ARE CLOSELY LINKED TO INDUSTRY



**Strong partnerships exist 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 private organizations ensure students 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 new students.

<http://www.ilo.org/dhaka/Whatwedo/Projects>

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.

31% of the population in Bangladesh lives below the international poverty line (US\$1.25 per day). This means every third person is struggling every day to survive. Poverty causes flow-on effects as well, on 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.





