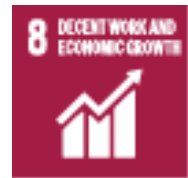




Title of the Seminar:
**Promote sustained, inclusive and
sustainable economic growth, full and productive
employment and decent work for all**



[10th Seminar of DAM aligned in line with SDG-4 and SDG-8]

Date: November 28, 2018

Venue: DAM Auditorium (1st Floor)

Introduction:

Dhaka Ahsania Mission (DAM) is a non-government development organization founded by Khan Bahadur Ahsanullah, an eminent educationist, reformer and Sufi. The founding motto of DAM is 'Divine and humanitarian service'. It functions since 1958 pursuing the aims of social and spiritual development of entire human community.

DAM celebrates its 60 years anniversary in 2018 with festive mood and organizing a seminar related to SDGs in every month. As a driver of change, DAM participatory has formulated its Strategy Plan aligning with the SDGs. World leaders made commitment to achieve 17 transformative sustainable development goals (SDGs) by 2030 while the first of these goals to end poverty. DAM is committed to uplift economic conditions of the poor and disadvantaged people, in particular.

Since 1985 DAM has been offering variety of livelihood skills development training courses through vocational training institutes. The skills needs of unskilled, unemployed, underemployed and retrenched laborers are being addressed through these skills training along with employment support services.

❑ TVET in Global Perspectives

The Fourth Industrial Revolution presents Asia both opportunities and challenges, which will fundamentally change the nature of work and workforce requirements for the future. It is so crucial to help workers to keep pace with changing labour demand. Preparing workers for future is not easy as technology changes happen so rapidly. This requires a major transformation of of TVET industry from the passive follower of changes to marker leader of change.

As Bangladesh economy is becoming increasingly globalized, the future economic development of the country will be rooted at regional and international level. With the rise of global south, the south-south cooperation will increase.

The other dimension includes increased investment in human skill development would enhance potentiality of human resource export in the global market. The current scenario of overseas employment is featured by challenges and sufferings that Bangladeshi unskilled labors are facing. The Bangladesh overseas people have become skewed towards semi-skilled and unskilled workers. The overseas employers feel that Bangladeshi workers are lack of appropriate skills.

❑ TVET in Bangladesh

In Bangladesh, the vocational skill development training programs are offering to develop skilled manpower both in public and private sectors as well as non-formal sectors to support productive employment in industry and service sectors. The existing vocational training

centers, especially public institutions, find it difficult to respond adequately to the needs of the industry. Most institutes provide limited accessibility for the poor, especially for young women. Non-government agencies also provide non-accredited training, though there are no estimates of the size and scope of their operations nationwide.

According to BTEB source it is clear that at present the intake of TVET courses are still vacant with a remarkable number of seats mainly in the private TVET institutes and especially in case of short courses it is very frustrating situation in Bangladesh.

In Vision 2021:

The plan identifies the potential for TVET programs to match supply and demand for skills in order to achieve full employment by 2021. Vision 2021 also speaks to the need for new skills needs for Bangladesh's workforce.

In 7th Five Year Plan (FY2016-FY2020):

The 7th FYP in section 11 addressing the skill constraint to growth acceleration enunciated the main elements of the skills development strategies that include the NSDP 2011, production of educated qualified and skill manpower.

The 7th FYP very clearly recommended implementation of NTVQF in the TVET within the frame of the NSDP 2011 by BTEB with the active organizational and technical support of NSDCS for producing standard classified skill workforce with enhanced productivity.

Directorate of Technical Education (DTE)

Under the Ministry of Education the DTE is responsible for Human Resource Development, Economic Development and Improve Livelihood through Technical and Vocational Education and Training (TVET). The important strategic goals of DTE are achieve 20% TVET Enrollment by 2020, 30% TVET Enrollment by 2030, redesigning and upgrading TVET curriculum, capacity building of TVET Institutions, strengthening Industry-Institute linkage, TVET research and development and achieve SDGs target.

TVET institutions at a glance (DTE):

Institute Category	No.
Polytechnic Institute	49
Technical School and College (TSC)	64
SSC Vocational with MPO	860
HSC Business Management (BM) with MPO	743
Dakhil (Voc.) & Alim (BM) with MPO (13+10)	23
Non Government Diploma Institute	1161
Non-Government TVET Institute	5019
Total	7925

Enrollment Information (2016-17):

Courses	Male Student	Female Student	% of Female	Total Student
SSC (Vocational)	207279	97543	32%	304822
Dakhil (Vocational)	28600	8000	21.85%	36600
HSC (Business Management)	182000	78000	30%	260000
HSC (Vocational)	17526	3093	15%	20619

Diploma in Engineering	315770	31230	9%	347000
Basic Trade (360 Hr)	170411	80193	32%	250604
Total	921616	298029	24.45%	1219645

Source: www.techedu.gov.bd

Bangladesh Technical Education Board (BTEB)

Bangladesh Technical Education Board (BTEB) is a statutory full autonomous regulatory body for technical and vocational education in Bangladesh. Presently BTEB affiliates 27 curriculums which include diploma, intermediate, secondary and other short courses.

Beside the on-going courses BTEB is implementing the CBT&A system. Implementation of NTVQF with the 1-6 skill levels along with 1-2 Pre-voc levels, a key function of the NSDP 2011 yet to gear up in Bangladesh. In the process of translation of TVET formal and non-formal courses tuned to standards up to skill level: 6. Recently findings and experiences have demonstrated that NTVQF should be transformed as BQF (Bangladesh Qualification Framework) raising the standards up to level 10 with 7 Professional/Para-professionals, 8 Professional planners and implementation policy makers, 9 Researchers and 10 Policymaker/Parliamentarian.

BTEB achievement of NTVQF implementation by June 2018:

Table-1

Achievement of BTEB	Approved
Industry Skills Council (ISC)	12
Occupation	127
Competency Standard	312
Certified Industry Assessor	899
Certified Teacher and Trainer	496
Certified Graduate (RTO)	11502
Certified Graduate (RPL)	29568
Total Certified Graduate	44135
Total SOA Certified Graduate	14870
Accredited RTO and Assessment Centre	259

Table-2

Category of Certified Graduate	NTVQF Certification (in Number)						
	PV2	L-1	L-2	L-3	L-4	NC-4	Total
Industry Assessor	25	740	332	151	77	899	2224
Teacher and Trainer	11	496	36	7	0	291	841
Graduate (RTO)	70	10662	770	0	0	0	11502
Graduate (RPL)	6672	22718	142	36	0	0	29568
Total	6778	34616	1280	194	77	1190	44135
Grand Total	44135						

Source: Strategic Workforce Plan for the Emerging Bangladesh: Published by BTEB

National Skills Development Council (NSDC)

The National Skills Development Council (NSDC) is the apex body to oversee TVET and skills training in Bangladesh, which is established in September 2008. The mandate of the NSDC is to develop and implement a national policy for skills development, oversee key

reforms, co-ordinate activities and monitor implementation of technical and vocational education and training (TVET) and skills training. Accordingly a national skills policy called NSDP approved in September 2011. Now the NSDC is transformed into National Skills Development Authority (NSDA) with a greater empowerment.

Good news: World Skills Competition is scheduled to be held from 22-27 August 2019 in Kazan, Russia. Bangladesh is going to participate in this competition for the first time and NSDC Secretariat is working actively to prepare contenders.

Industry Skills Councils (ISCs)

At present there are 12 Industry Skills Councils have formed in Bangladesh under the direct support of NSDC/NSDA and they are:

- Agro-food sector ISC
- Ceramic sector ISC
- Construction sector ISC*
- Furniture sector ISC
- ICT sector ISC*
- Informal sector ISC*
- Leather & Leather goods sector ISC
- Light Engineering sector ISC*
- Pharmaceutical sector ISC
- RMG and Textile sector ISC*
- Tourism and Hospitality sector ISC
- Transportation sector ISC

* DAM TVET provides skills training of several occupations.

Challenges and Potentials of Bangladesh:

The findings of analysis of the 7th FYP focusing workforce competencies, analysis of the performances of education and training programme along with skills of the employed workforce have clearly demonstrated the challenges facing of the country in the three dimensions of the governance: institutional, organizational and delivery of product/services. The main challenges are: (a) relating the education to the needs of the country and producing the properly trained and motivated citizen to serve those needs and (b) transforming the employed and upcoming workforce as per national standard classification. The most significant potential of the country is the highest number of working age population of 128 million occurring by 2030, the year of the least dependency in 100 years from 2000-2100.

❑ TVET of DAM

Programme Objectives:

- Improve work skills of the target population to the levels of national standard
- Increase employment opportunities of the trained graduates in viable & decent working conditions
- Provide international standard skill training courses in selected fields to facilitate overseas employment.

TVET Target Group:

- Unemployed and underemployed adolescents and youths
- Unskilled labor
- Retrenched workers from industries
- Small & medium entrepreneurs
- Members of microfinance and other programs
- Aspirant & returnee migrant workers and
- School drop-outs & children engaged in hazardous works.

TVET Infrastructures and Training Facilities:

- Vocational Training Institutes (VTIs)- 5 nos. for certificate level courses (14 trades)
- Ahsanullah Institute of Technical & Vocational Education & Training (AITVET)- 2 campuses for diploma level courses (8 technologies)
- Community based Rural Vocational Training Centers (RVTCs)
- Workplace based training schemes.

Skill Development Training Projects under Partnership:

- Skills and Training Enhancement Project (STEP) with World Bank support
- Skillful project with Swiss contact Bangladesh
- Readymade Garments (RMG) Operator Training with GIZ, Gulden pfennig GmbH, Knights Apparel support
- Technical support to Department of Women Affairs (DWA) on RMG operator training through women training academies with GIZ support
- Skill Development Training project with World Vision
- UCLC project under DAM-UK Charity support
- SEIP SD03, Finance Division under the Ministry of Finance, GOB
- Other national and international NGOs and private firms.

Apprenticeship programme:

Apprenticeship training provides access to well-paying jobs that demand a high level of skill, judgment and creativity. Apprentices are paid while gaining work experience, and their wages increase with their level of skill. DAM is interested to run the apprenticeship programme in collaboration with different industries or organizations.

Employment support services/Job placement (after completion of skills training):

DAM has created employment support unit in vocational training programme. The employment support officers of each TVET institutes are responsible to relegate the graduates in viable and decent jobs including economic support or linking up with other financial organizations. After the job placement of a trainee continuous follow-up up to six months made for sustainability of the programme. DAM has achieved 90% of the trained graduates to place in viable and decent jobs. Other graduates have preferred self employment.

Implementation of CBT&A system and NTVQF:

For implementation of CBT&A system and NTVQF, initiatives have been taken as per Bangladesh Technical Education Board (BTEB) requirement.

Recognition of Prior Learning (RPL):

DAM has enjoyed contributing in providing the services regarding Recognition of Prior Learning (RPL) and already four VTIs accredited as Registered Training Organization (RTO) from BTEB.

TVET Teachers Training Institute (TTTI):

DAM has established a Technical Teachers' Training Institute in 2016 for TVET sector which will be the centre of excellence for TVET teachers/trainers to improve their professional expertise. The Technical Teachers' Training Institute is located at Plot-30, Road-14, Block-A, Ashulia Model Town, Khagan, Savar, Dhaka. Short and long-term courses will be offered for TVET trainers/instructors of various discipline and levels. Courses will be both on-campus and off-campus basis.

Community College:

DAM TVET has taken a significant initiative to establish a Community College in the name of Ahsania Mission Community College (AMCC) through which skills development training will be provided in collaboration of the community. Total management of operational activities will be done as per need of the community in participatory methods. The course content, duration, delivery process, cost-benefit ratio will be finalized in consultation with the community. Equal access for male and female to receive skills training. On and off campus basis training program, may be offered.

Expansion of TVET activities:

Dhaka Ahsania Mission (DAM) has set strategic plan (2015-2025) with some strategic goals, objectives and specific targets. Recently establishing a new polytechnic institute at Rajshahi and after that two more will be established in Khulna and Chittagong. On the other hand initiatives taken for starting new VTIs with present & future needs of skill training courses and also adding new trades in the existing VTIs.

Way forward agenda of DAM TVET:

- Establishment of new TVET institutions
- Create wide facilitations for implementing CBT&A system with NTVQF and BTEB requirements.
- Create linkages between employer or industry and TVET institutions.
- Strengthen TVET institutional capacity.
- Establish adequate data management system.
- Competent workforces for management and professional training.
- Implementation of Apprenticeship system.
- Capacity of the existing VTIs may be enhanced by optimum use of facilities available
- Adding more groups and new trade courses, through institute based, community based and workplace based delivery mode.
- Maintain standards of training delivery and ensure the quality of products.
- Implementation of strategy will be in different phases.
- Monitored and reviewed in every 6 months and adopt necessary adjustment regularly.

We encourage and appreciate everyone to visit our TVET institutes and doors are open to observe training facilities under DAM in your convenient time. Please visit web site and feel free to contact for further information about TVET under DAM and/or as a whole DAM.