CASE STUDY

Facts and Figures:

▸ EU Contribution: €13.5 million
▸ Duration: 96 month (12 December 2007 - 11 December 2015)

Total Cost: 14500000.00 €

Partners:
▸ ILO

Duration: -

Technical and Vocational Education and Training (TVET) Reform in Bangladesh

Amina Akhter

Amina Akhter has successfully completed her training at the new Centre of Excellence for Leather and has begun an apprenticeship at the Apex Adelchi factory nearby.

“Increasing access to TVET and to employment opportunities for women was a key aspect of the TVET reform project. Success came by promoting change, for example, by developing with partners the strategy to promote gender equality in TVET and the guide to make training institutions more gender friendly. The majority of the workers in the leather sector are female.”

Arthur Shears, project coordinator

Context

The skills development sector in Bangladesh is characterized by gender inequalities and stereotyping in many sectors, leading to gender divisions in many roles. Conservative attitudes constrain women from entering into non-traditional and higher income professions by channeling them into different paths from childhood. The leather industry in Bangladesh is a quickly growing sector, providing significant employment and career progression opportunities for young people in Bangladesh. It is also an industry which is trying hard to harness the potential of the huge, mostly female workforce.

Objectives

▸ The overall objective of the project was to support the pro-poor growth agenda of Bangladesh’s Poverty Reduction Strategy Paper by creating more employment opportunities for the poor and strengthening the capacity to tackle the competitive challenges of the country.
▸ The purpose of the project was to promote a market-oriented and flexible TVET system which responds to the demand for competitive skills of the modern sector as well as to the needs of youth and under-privileged groups.

Impact

▸ National Skills Development Policy 2011 approved by Cabinet in January 2012. The Action Plan was approved. Research studies and reports on TVET legislation, policy and regulations. New management structure for skills development comprising NSDC, EC-NSDC and the NSDC Secretariat contained in the draft NSDC Act.
▸ National Technical & Vocational Qualification Framework in place with a Monitoring Information System and implementation manual. More than 200 units of competence developed in 12 occupations with close to 50 qualifications. 120 Competency Based Learning Materials produced in 5 sectors. Quality assurance manual developed and implemented.
▸ Operational Handbook for TVET Institutions’ Manager completed. More than 100 TVET institution managers and department heads trained. New system for instructor training: Certificate IV in CBT&A and Cert V in CBT&A. More than 400 instructors have completed Cert IV training and more than 20 in Cert V training (Master Trainers). TVET funding studies completed.
▸ Five industry skills councils established with 2 Centers of Excellence set up. Six customised training programmes delivered by public training institutions.
industry instructors deliver programmes in public institutions including programmes in IT, leather and management. More than 200 master trainers/assessors trained across five sectors. More than 14 000 individuals became apprentices in the leather sector; more than 200 in the transport sector.

- Model for informal apprenticeship in more than 12 trades. 2 000 young persons provided with job training. Recognition of Prior Learning (RPL) system with more than 45 assessors trained. The NTVQF introduced levels Pre-Voc 1 and 2 and hundreds of persons benefiting. More than 10 000 persons trained by NGOs oriented to work with under-privileged young persons. Target of 25% for public female TVET students is achieved. New strategy for people with disabilities in TVET.

Testimony

Amina Akhter, project beneficiary

"My family think that my job is good; it is not traditional and even though it was hard to learn at the start, now I understand it and I enjoy it. I still want to continue my education someday and I will do that, but technical education can give you a job straight away compared to general education which takes a lot more time and there are a lot less opportunities available in Bangladesh, especially if you do not live in the city.

"Before I was married, I planned to finish my study and then find employment but I did not have that choice. Now, I work in a factory which is peaceful and there is no eve teasing or bossing; if you just do your work, people respect you. I am working as a helper and I am hoping that I will eventually become an operator. After work I go home at the same time as my husband and we cook and eat together which is the best time. I encourage women: don’t stay at your home all day because you can do something to help your family".