

# Matching education, training, skills ...

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different institutions and by different means. This is also necessary to align the qualifications acquired by trainees with the changing occupational and skill profiles in both domestic and international labour markets. The Bureau of Manpower Employment and Training (BMET) has the task of exploring the skills demand in major destination countries for our workers. It is also trying to assure that the current needs for short-term courses for the workers migrating abroad are met well. Further specific efforts are needed to develop skills that match the demand and are relevant to market practices in destination countries

### STRENGTHS AND WEAKNESSES OF THE TVET SUB-SYSTEM

Reform and development initiatives have led to some flexibility in the public training system through non-regular short-term training on the basis of cost recovery. The Bangladesh Technical Education Board (BTEB) administers well-developed exit examinations, though the focus remains on the theoretical aspects of training. Some training providers have established linkages with industry. Availability of short market-responsive courses to those not finishing grade 8 has increased. (ADB 2012).

Examples are growing of industry initiatives in training through public-private partnerships in skills provision especially in the apparel sector. The technical training centres (TTCs) under the Bureau of Manpower Employment and Training (BMET) display several departures from an over-centralised bureaucratic pattern. TTCs are free to market their products and use the income generated. (Ibid.)

On the other hand, constraints, often carried over from the past, of different kinds have impeded desired progress.



Recent studies including those of World Bank and Asian Development Bank (ADB) identified these weaknesses, which can be grouped under several headings (World Bank 2013).

- Top-down organisation and management in skill training programmes and institutions
- Quality and relevance deficiencies
- Weak market responsiveness
- Disparity and inequity in training opportunities
- Teachers' numbers, skills and performance
- Inadequate resources and ineffective use of these resources
- Information and data system limitations for effective management
- Misdirected and mismatched student motivation and expectations.

### PRIORITIES FOR ACTION

A broad definition of skills development as a part of human capability enhancement requires comprehensive and coordinated attention to the spectrum of skills comprising foundation skills, transferrable skills and job-



specific skills. This broad view needs to be taken as the conceptual framework for exploring policies and actions in the TVET sub-sector (or more appropriately, the TVSD sub-sector). Within this framework, specific action areas can be identified.

Intensified efforts on policy responses and actionable strategies are needed in four areas: TVET financing, shortage of motivated and qualified TVET instructors, strengthening links to industry, and the capacity and determination to implement the planned activities effectively.

The National Skill Development Council (NSDC) Secretariat has been engaged in preparing an Action Plan and Road Map for skills development. The priorities of the Secretariat include developing a TVET data system, undertaking a national skills provision and skills providers' survey; forming at least 20 sector-wise Industry Skills Councils (ISCs), adoption of an NSDC Act; and establishing pilot model institutions in the seven divisional cities.

The work of NSDC in these vital matters is in progress but continues at a slow pace. It is hindered by limited staff and resources as well as its working mechanism in carrying out its responsibility of coordination among all the ministries involved in skills training. These obstacles need to be removed to enable NSDC to do its job. Similarly, BTEB and BMET also need to be supported to carry out their assigned roles effectively (NORRAG-BIED 2015).

Finally, it should be mentioned that education, training, skills and employment have been featured prominently in the Sustainable Development Goals (SDG) 2030 adopted by UN in September 2015. Goal 4 on education and lifelong learning have two targets on "equal access for all women and men to affordable and quality technical and vocational and tertiary education" (Target 4.3) and substantial increase of "youth and adults who have relevant skills, including technical and vocational skills, for employment, decent job and entrepreneurship" (Goal 4.4).

Goal 8 is to "promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all." The targets under this goal includes "full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of

equal value (Target 8.5); substantial reduction by 2020 of youth "not in employment, education or training" (Target 8.6); and, by 2020, developing and operationalising a global strategy for youth employment and implement what is called the "Global Jobs Pact of the International Labour Organisation." (Target 8.b) (UN 2015).

The SDG 2030 agenda pose the challenge and the opportunity for redoubled efforts to address the dilemma of matching and linking education, training, skills and jobs.

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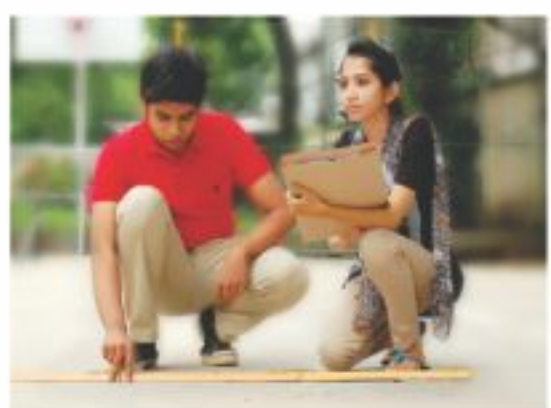


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