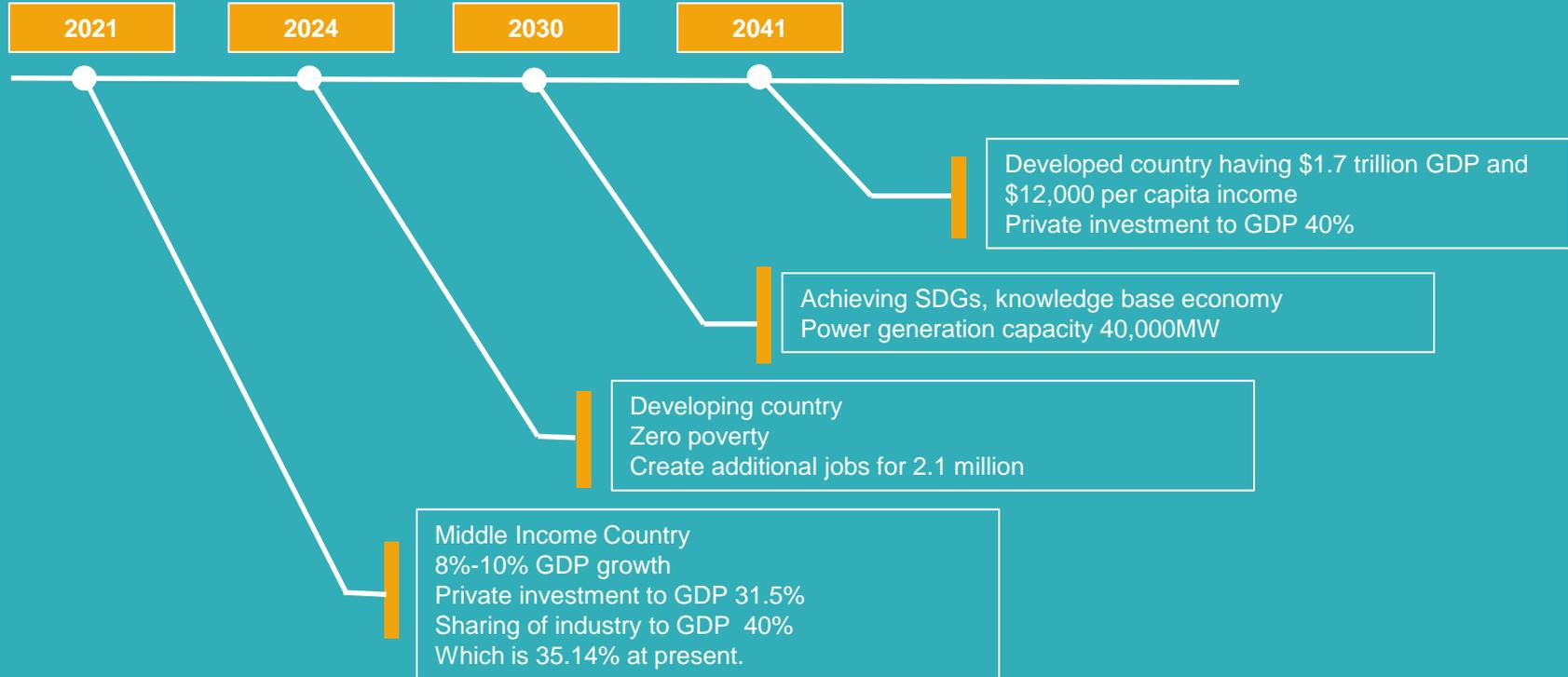


# IMPORTANCE OF TECHNICAL & VOCATIONAL EDUCATION AND TRAINING FOR THE DESIRED ECONOMIC PROSPERITY

**ANWAR-UL ALAM CHOWDHURY (PARVEZ)**  
President  
Bangladesh Chamber of Commerce

# Bangladesh's Visions Under the Leadership of Honorable Prime Minister Sheikh Hasina



Bangladesh had a robust growth in last 10 years.  
Growth is necessary but not sufficient for economic development.

THAT'S WHY EQUALITY IN INCOME TOGETHER WITH  
ECONOMIC GROWTH ARE NECESSARY.

It is time for us, the business leaders, to take responsibilities to support our Government to formulate policies to diversify and decentralize our economic growth and make it more inclusive.



# Distribution of Economic Growth Across the Country

35 million live in Urban area and if it continues like that it would be 80 million by 2030

31.9% of urban population live in Dhaka, if it continues by 2035 population will be 31.2 million.

Two cities Dhaka & Chattagram are contributing 37.7% and 19.3% of GDP.

80% manufacturing are in these two cities.  
Total industries across the countries are 27,000

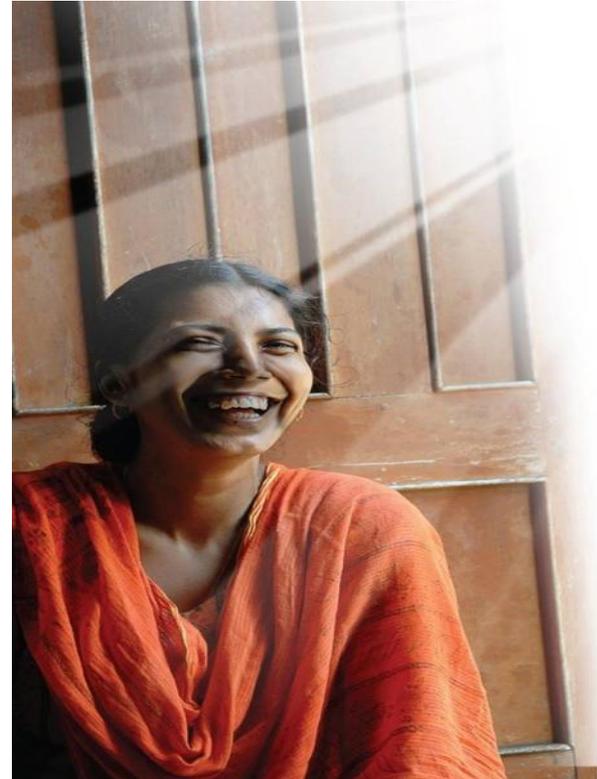
Total manufacturing sector industry No. 46,291 (Micro: 16,689, Small: 23,557) out of that 85% are Micro and Small & 15% medium and Large.

In employment total 58,79,844 (in manufacturing), out of that –

- Micro industries are engaged 4.48%
- Small industries are engaged 19.18%
- Medium industries are engaged 2.8%
- Big industries are engaged 68.54%

# Bangladesh: The Land of Amazing People

- Population 160 million (approx.)
- Continuous GDP growth of 5%-7%
- Resilient high growth economy led by strong exports
- Around 70% of our people are working population, born after 1971
- Labor Force: 73.87 million
- Majority of the young are computer literate and speak in English well
- People joining labor force per year: 2 million
- Moderate Muslim country – tolerance, harmony, co-existence



## GDP and Broad Sectoral Growth Rates and Shares FY2020-FY2025

Sectors	2019	2020	FY 21	FY 22	FY 23	FY 24	FY 25
<b>Growth Rate (Percent)</b>							
<b>Agriculture</b>	3.92	3.11	3.47	3.83	4.10	4.00	3.90
<b>Industry</b>	12.67	6.48	10.29	10.59	10.79	11.20	11.90
<b>o/w Manufac turing</b>	14.20	5.84	10.73	10.99	11.24	12.00	12.60
<b>Services</b>	6.78	5.32	6.74	6.95	7.25	7.30	7.35
<b>GDP</b>	8.15	5.24	7.40	7.70	8.00	8.32	8.51
<b>Share as % of GDP (Constant prices)</b>							
<b>Agriculture</b>	13.65	13.35	12.84	12.36	11.89	11.16	10.56
<b>Industry</b>	35.00	35.36	36.25	37.17	38.07	40.37	41.86
<b>o/w Manufac turing</b>	24.08	24.18	24.89	25.61	26.33	28.75	30.23
<b>Services</b>	51.35	51.30	50.91	50.47	50.04	48.47	47.58

# Challenges

01

Higher growth, fewer job

02

Shortage of skilled manpower & professional

03

Inequality of income

04

Distribution of economy growth across the country

05

Shortage of industrial infrastructure

# Higher Growth, Fewer Jobs!!!

## Slow employment generation

Youth unemployment rate 12.3% and growing at 29.8%. For long term unemployment rate 1 year & above 15.2% (Male: 13.7%, Female: 16.7%).

Unemployment rate from SSC to Bachelor Degree 33%. But they don't have any technical or vocational training.

1

Total employment in 2018 was 6.44 cr and out of that unorganized sector was 3.73 cr.

2

By 2025: 2.10 crore new employment will create. 47% graduate will be unemployed.

3

4

According to BIDS Unemployment are –

Post Graduate	– 37%
Graduate	– 34%
HSC	– 28%
SSC	– 27%

5

# Higher Growth, Fewer Jobs!!!

## Slow employment generation



Agriculture declined to 25 million in 2018 from 26.2 million in 2010



Industry sector increased to 13.1 mil in 2018 from 12.1 mil in 2010.

6

7

8

9

10



Every year 2.2 million people are coming in the job market increase at a rate of 3.1% every year but only 1.6 million was employed in 2018.

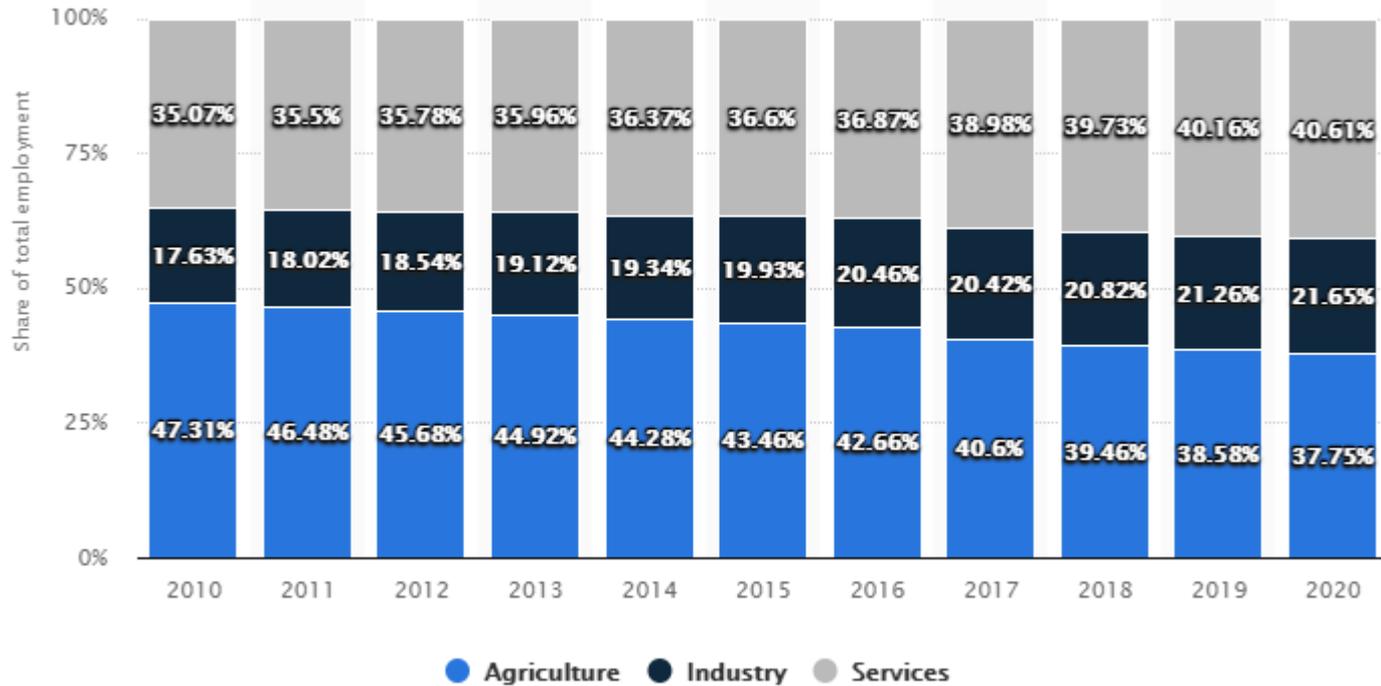


Service sector increased to 23.8 mil in 2018 from 19.8 mil in 2010.



85% of total workforce is engaged in informal sector. Out of that agriculture still account 41%, Service sector 39%.

# Distribution of employment by economic sector from 2010 to 2020 showing increasing share of employment in industry and service sectors



# YOUTH EMPLOYMENT CRISIS IN BANGLADESH



Youth unemployment  
reached **10.2%**  
before **pandemic**



Overall **unemployment**  
rate was **4.2%**



Youths with **tertiary**  
**education** had **highest**  
**12%** unemployment rate



**Covid-19 shock** has  
taken away **16 MILLION**  
**jobs** in Bangladesh



Workers with **low**  
**skills** more **vulnerable**



**Govt plan** to boost  
**technical education**  
disrupted by **Covid-19**

Overemphasis on  
**theoretical knowledge**  
behind youths' **lack of skills**



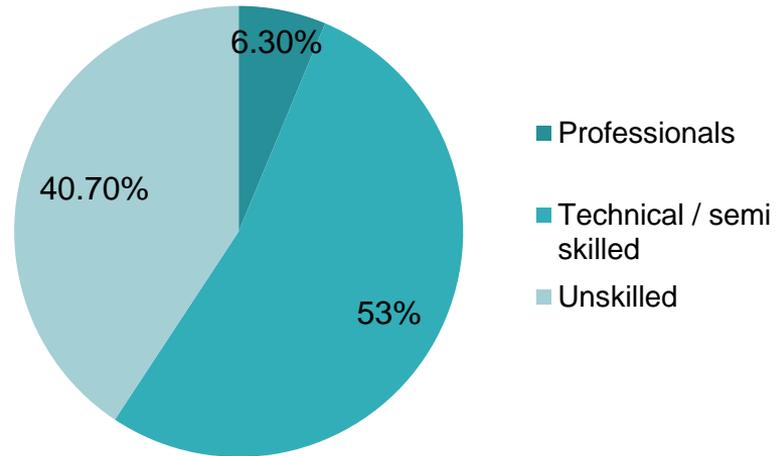
# Shortage of Skilled Manpower & Professional

Government target to create job 30 million by 2030 to achieve SDG goal.

1.84 million need to employee domestically and 0.5 million overseas every year.

Govt. set target from July 2020 to 2025 Remittance earning will reach \$ 150 billion. Presently limited to 20 countries and need to expand 2.6 million workers to 8 million from 6<sup>th</sup> five year plan to 7<sup>th</sup> five year plan.

In the age group of 25-54 years, 82% are in job. Out of this -





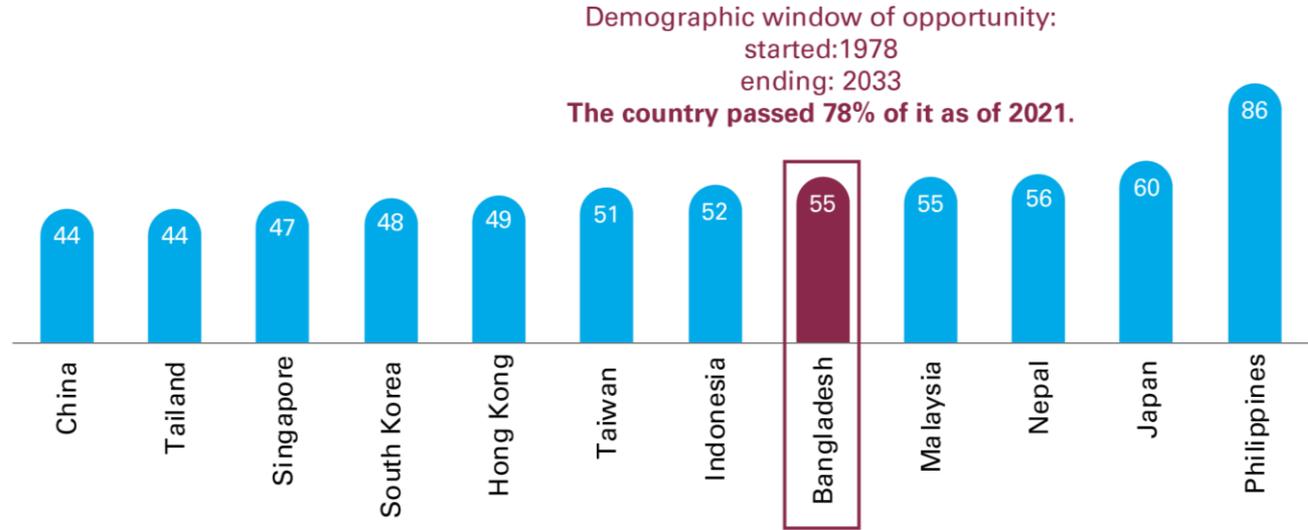
# Emerging Realities

# Demographic window of opportunity for Bangladesh and other Asian countries (in years)

Remaining short period of **demographic window of opportunity.**

Proportion of **working age population (15-64 years of age)**

- **1978** (43 years ago) – started to **increase**
- **2033** (12 years from now) – will start to **decrease**



Source: United Nations: World Population Prospects 2019

Given the scarcity of land or natural resources, **skilled manpower** is considered as the key component of attaining the goals.

**“With that in mind today we will try to focus  
WAY FORWARD”**



# Strengths

01

163 million Population

02

76% Population are below 40 years of age,

03

56.5% of population aged over 15.  
59.3% population are economically active (over 15 years of age)

04

By 2030 youth age group (18-35 years) will be 60 million will be better educated more connected & proficient with technology.

05

Working group are quick learner

06

Land is fertile  
We are not saver but spender

07

EZ 100 under progress

08

Electricity capacity 22562 MW

# Threats/ weaknesses

01

Dependency on less complex product manufacturing

02

Social Stigma on Vocational Education

03

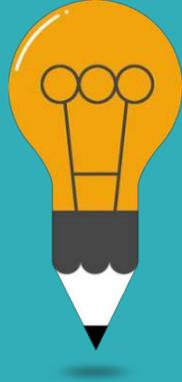
As per WEF by 2030 around 800 million will lose jobs worldwide due to 4IR, and Bangladesh may face 5.7 million job cut. In Global Innovation Index, Bangladesh is placed 116 out of 129 countries.

We often say we need quality education.

What it is?

KSA.

Knowledge Skill Awareness.



Area of Opportunities

# Let's See Area of Opportunities Ahead for Bangladesh

1	2	3	4	5	6
Light engineering	Agriculture	Leather goods	Halal goods	Blue Ocean	IT Sector
Global market \$7 trillion	13.6% of our GDP, 41 % of employment	Global market \$240 billion Local Market size \$ 1.90 billion, Employment 6 lac & 99.5% are unskilled	Global market in 2016 was \$2.7 trillion, will reach \$10.51 trillion by 2024	Indian oceans is worth \$ 25 trillion	By 2025 only in Asian countries internet market size would be \$240 billion
Bangladesh's export \$319.4 mil in FY2018-19	Employment declined to 25 mil in 2018 from 26.2 million in 2010	China holds 50% of shoes market, i.e. 2,300 crore pair. Bangladesh exported only 37.80 crore pair. 84 countries export approx. \$ 1.19 billion.	Bangladesh's share is insignificant.	Countries bordering the Indian ocean extracted \$2.5 tril resources, where Bangladesh having 668 KM of sea area and earning only \$5 billion.	By 2021 ICT sector will create Job 1 million and target of export \$ 5 billion.

Bangladesh has tremendous opportunities to keep growing. BCI as a industry trade bodies across the country and actively involved in the development of new entrepreneur, capacity build-up of Micro and small industries are certainly play a vital role to build our nation. We should follow the Japan, China model who are the industrialized nation where SME are contributing 75-80% on GDP as well as job. But in Bangladesh SMEs are contributing only 52-55% on our GDP and generating 45-48% employment. If we do follow their path Bangladesh Insha-Allah will be able to reach the target set by the government.

**“With that in mind today we will try to focus  
WAY FORWARD”**



“

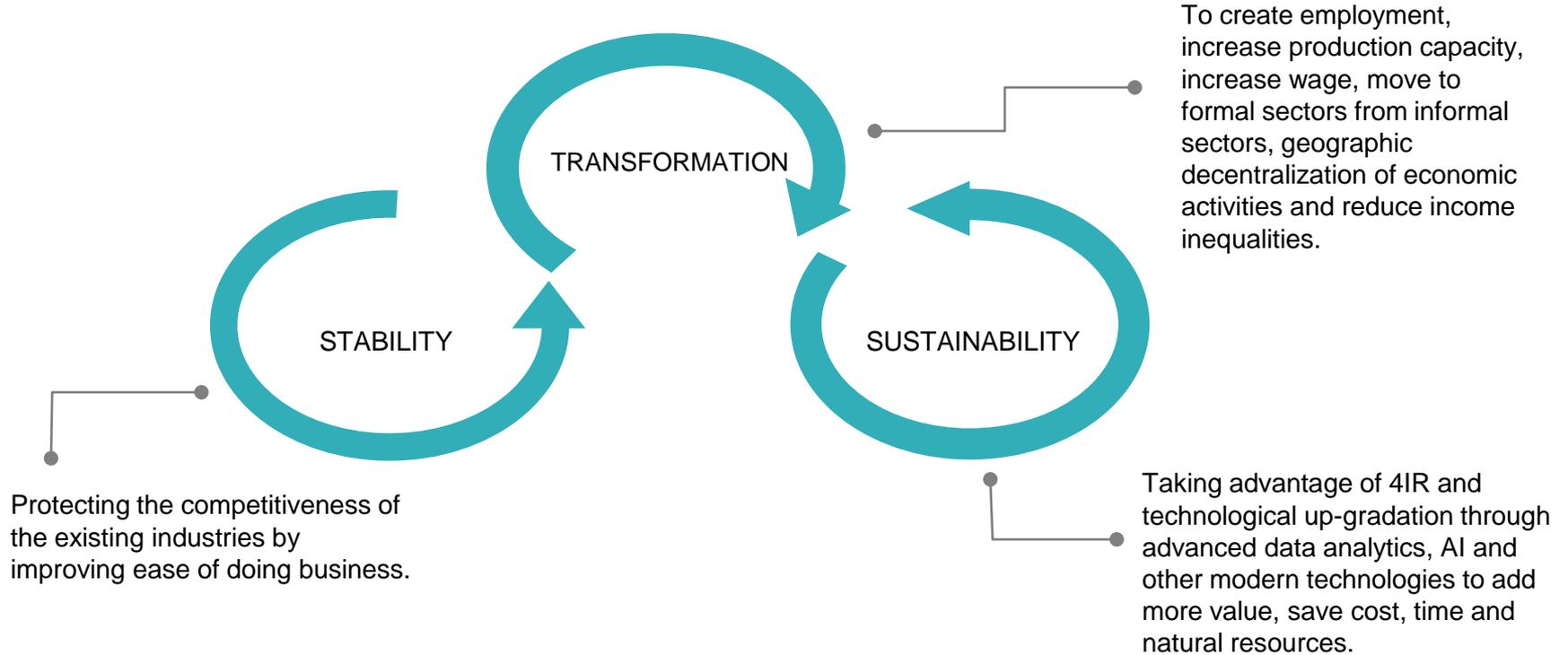
There are around one million SMEs in the country that could employ at least one million unemployed people every year.

”



**Sheikh Hasina**  
**Honorable Prime Minister**

# Way Forward



# In Business perspective we look institution as follows:

Entrepreneur

Education Board  
Faculty Members.

Top & Mid  
Management

Teachers  
Professional  
Trainers

Production  
Plant

Faculty Building  
Equipment  
Raw material - Student

Product

Develop Professional  
& Skill manpower.

Market

To fill-up the gap of  
different sectors  
Shortage skill Manpower.

- a) Do we really know what kind of training program we want to run?
- b) Do we really know how many job will be required in different sectors and in different district? Is there any data?
- c) Do we have any connection or understanding in those sectors where we would like provide job to our student?
- d) Do we really studied what kind of course curriculum would be required to cater those jobs?
- e) With whom guidance we ought to preparing our courses?
- f) Are we considering the business pattern / requirement for next 10 - 20 years time.
- g) Is there any accountability system to review the teachers capacity / capability as well students learning skill.

# Skill Needs

Basic cognitive skills-these are literacy and numeracy skills obtained through primary education

Job specific skills-  
(a) skills acquired through higher education,  
or of technical and vocational and  
(b) skills obtained through training

Soft skills-these skills refer to those obtained outside of any formal academic institutes and primarily through interpersonal communications.

## 8FYP Targets for Education and TVET in Bangladesh

Indicators	2020	2021	2022	2023	2024	2025	SDG Goal
<b>Primary Education</b>							
<b>Teacher-student ratio</b>	1:31	1:30	1:29	1:29	1:30	1:30	4
<b>Student per institutions</b>	142	139	138	140	142	140	4
<b>Teacher per institutions</b>	5	5	5	5	5	5	4
<b>Secondary Education</b>							
<b>Teacher-student ratio</b>	1:40	1:38	1:36	1:34	1:32	1:30	4
<b>Student per institutions</b>	498	502	502	502	500	502	4
<b>Teacher per institutions</b>	12	13	14	15	16	17	4

Indicators	2020	2021	2022	2023	2024	2025	SDG Goal
<b>Madrasa Education</b>							
Teacher-student ratio	1:25	1:26	1:26	1:27	1:28	1:30	4
Student per institutions	263	264	264	264	264	264	4
Teacher per institutions	18	18	18	18	18	18	4
<b>TVET</b>							
Teacher-student ratio	1:18	1:16	1:15	1:14	1:13	1:12	4
Student per institutions	171	160	165	161	156	156	4
Teacher per institutions	10	10	11	12	12	13	4
<b>University Education</b>							
University Education							
Teacher-student ratio	1:28	1:27	1:26	1:23	1:20	1:17	4
Student per institutions	6,779	6,704	6,778	6,864	6,819	6,799	4
Teacher per institutions	242	248	261	298	341	400	4

Source: 8<sup>th</sup> FYP, Page- 636

The above table shows Bangladesh has made TVET as one of the major focuses in education policy, 'Participation in TVET as a percentage of Upper Secondary level of Education' is significantly low in Bangladesh compared to the global landscape. But Still In case of TVE, the participation is still quite low. The main reasons includes:

- TVE is not a popular curriculum and Social awareness through Govt. Media, Civil society can take the initiative to get through. Awareness of build-up by giving proper respect to all kind of job done by individual would be required.
- Existing Syllabus and teaching techniques often being criticized for out dated technology and curriculum, leading to greater skill mismatch in the job market.

## Picture of TVET model in selected countries

Germany	<ul style="list-style-type: none"><li>• In Germany, the vocational track has traditionally been very strong and skilled labour continues to play a key role for economic prosperity in changing labour markets.</li><li>• The Vocational Training Act of 1969, which was amended in 2020, introduce a close alliance between the Federal Government, the federal states (the ‘Länder’) and companies with a view to provide trainings to young peoples in nationally recognized occupations.</li><li>• The foundation of the German VET system is a ‘dual’ training approach based on the apprenticeship model, which combines (theoretical) knowledge acquired in vocational schools and (practical) workplace training in the company.</li><li>• The shared responsibility between government, employers and trade unions also helps in responding to emerging new challenges such as digital innovations like the Internet of Things which will have an increasing impact on manufacturing and the way work is organized.</li></ul>
South Korea	<ul style="list-style-type: none"><li>• Korea's vocational training system was introduced through the Vocational Training Act of 1967.</li><li>• South Korea is continuing to upgrade its VET system. The Ministry's 2016 Major Policies and Plans document includes a goal of increasing the percent of students in vocational schools to 29 percent by 2022.</li><li>• Students first enter vocational education and training (VET) in upper secondary school. After they graduate from upper secondary VET, they have three options: 1) they can go directly to work; 2) they can apply to two- to three-year vocational programs at junior colleges or polytechnic colleges; or 3) they can apply to university.</li><li>• In addition to continuing to expand new models for vocational schools, South Korea is also working to align the curricula in all specialized vocational upper secondary schools and Meister schools to the National Competency Standards.</li></ul>

China	<ul style="list-style-type: none"><li>• China began industrialization in the 1950s and witnessed the rise of a number of secondary vocational and skill-workers'. TVET(Technical and vocational education and training) is an important feature of secondary and postsecondary educational systems in the early 21st century. It is predicted that, China will be one of the main sources for skilled labor in the entire world by 2022.</li><li>• There are several levels of TVET including: a) junior secondary, b) senior secondary TVET including vocational senior secondary school, c) higher TVET, which includes higher vocational colleges and technical colleges.</li><li>• There are two main types of TVET including vocational education and technical education which are taken charge of by either the Ministry of Education (MoE) or the Ministry of Human Resources and Social Security (MoHRSS) in China.</li></ul>
Vietnam	<ul style="list-style-type: none"><li>• Vietnam moved towards a market-orientated economy in 1992. Since then the country is in the process of adopting the principles of “radical and comprehensive educational renovation”, including vocational training, which poses a new opportunity for vocational training development. Vietnam aims to become a substantially industrialized and modernized country by the year 2020.</li><li>• The network of vocational training in Vietnam spreads throughout the whole country and every province has its own vocational college and/or school systems.</li><li>• The Ministry of Education and Training (MOET), Ministry of Labour, Invalids and Social Affairs (MOLISA) and the General Department of Vocational Training (GDVT) have the main responsibilities for policy, legal documentation, quality assurance, planning and monitoring those programs.</li></ul>

## What lesson we can learn from TVET model around the world

- Strong links between schools and industry.
- Effective school management.
- Modular, competency-based training.
- Quality assurance..
- Development of market institutions.
- Diverse providers of training.
- Promotion of lifelong learning.
- Building a learning culture.

# GAPS

- ❑ Training not need based and market driven.
- ❑ Curriculum not competence based
- ❑ Training centers do not have industrial atmosphere
- ❑ No proper evaluation of training quality
- ❑ No connectivity between Education sector & Industry sector.
- ❑ Scarcity of qualified teachers as per Industrial requirement
- ❑ Continuous training needed to upgrade the teachers as per future Industrial requirement.

## WAY FORWARD

- We have institutions & keep expanding but does not invest on course curriculum & Equipment, training so on.
- Training program / course curriculum should be market driven.
- To prepare course curriculum & capacity build-up for teachers should seek foreign collaboration i.e. hire teachers, faculty members from Germany, Japan, China or even India & to prepare courses, trained our teachers as well as students.
- Popularize the idea of TVE and with Enhance Market demand driven technical skill up graduation programs.

# Finally

পড়বেন না শিখাবেন ।

পড়াচ্ছেন কিন্তু শিখাচ্ছেন না ।

- ASKAP (Awareness skill knowledge attitude practice) to grow-up.
- Students want to learn because they need job. Its the teacher who should prepare those students in such a way that they can get the job.
- Student are the raw material; Teachers are the manufacturer who can utilize the raw material into the product & can sell the market i.e. industry. So its very important that the manufacturer are very professional, knowledgeable about market requirement & can produce accordingly to cater the market.
- We have to have stand on our foot and should prepare our courses base on our requirement. ILO, World bank whatever module they are using are not base on our requirements. Hence we couldn't get the result. We can make Padma Bridge at our income and we can also able to prepare our course/curriculum too what we need intention & commitment. Just like our honorable Prime Minister Sheikh Hasina.



Thank you