

SKILLS DEVELOPMENT FOR INCLUSIVE GROWTH IN BANGLADESH

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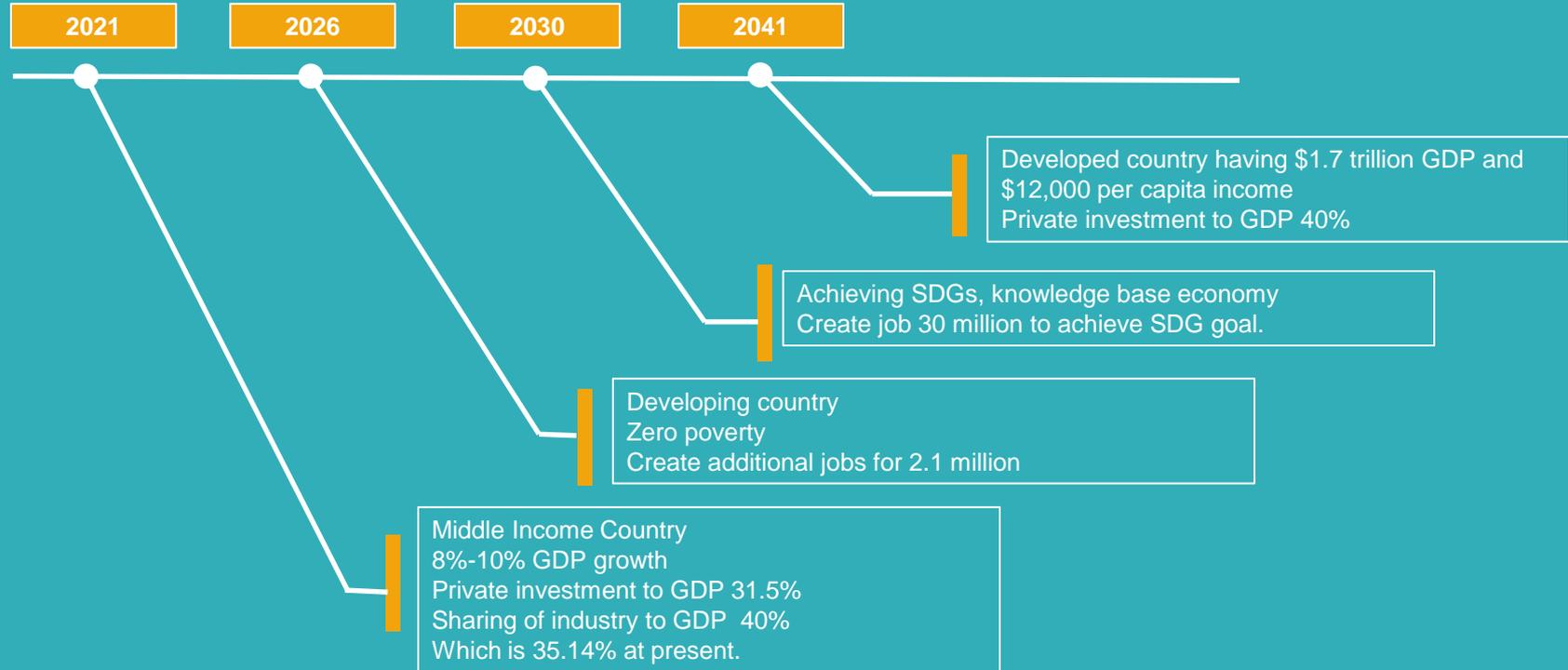
Organized by: National Skills Development Authority (NSDA)

BANGLADESH – AN INDOMITABLE NATION

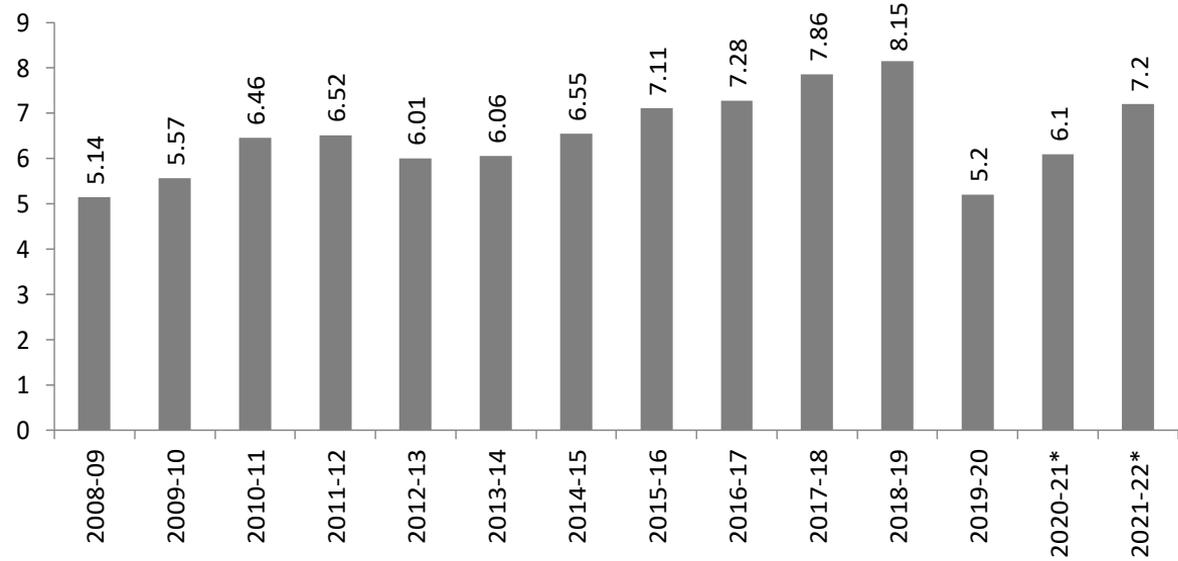
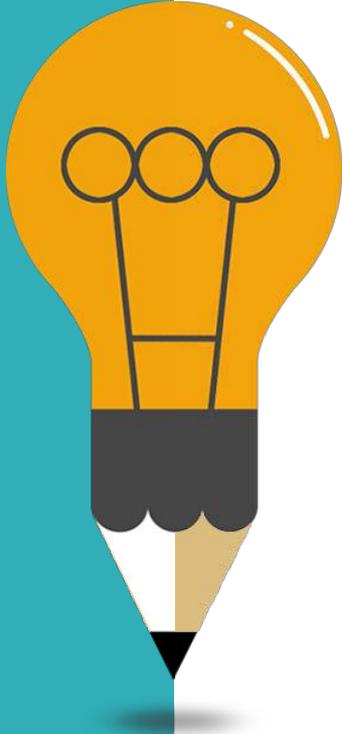


- Father of the nation **Bangabandhu Sheikh Mujibur Rahman** sacrificed his life for the freedom, equitable growth, and well being of the people.
- **Daughter of Bangabandhu**, the **Honorable Prime Minister of Bangladesh, Sheikh Hasina** is now leading the country toward economic freedom.
- Bangladesh is now a '**Role Model of Development**' thorough unprecedented success almost in all socioeconomic indicators.
- Vision to be a **higher middle income country by 2031 and a developed country by 2041.**

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



ROBUST ECONOMIC GROWTH (188% growth in last 10 years)

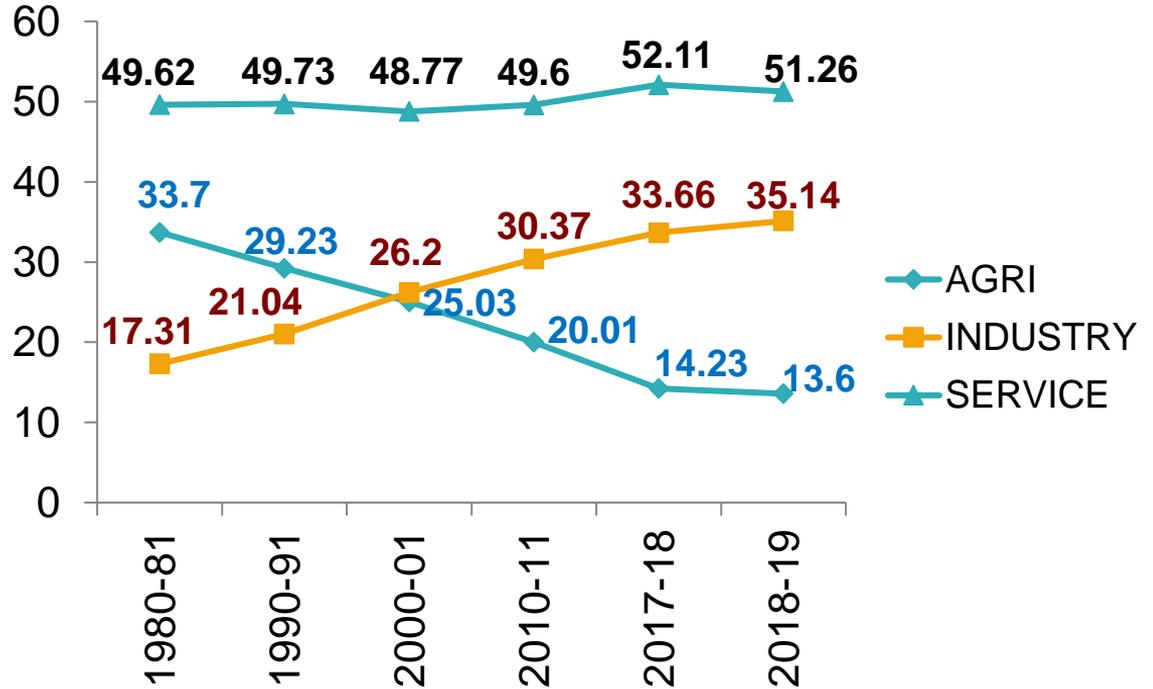


BANGLADESH ECONOMY: TRANSFORM FROM AGRICULTURE TO INDUSTRY


17.31%
in FY1980-81


35.14%
in FY2018-19

Share of Industry to the GDP Growth



THRIVING INDUSTRY & MANUFACTURING

Historical trend of Bangladesh's GDP sectoral share%

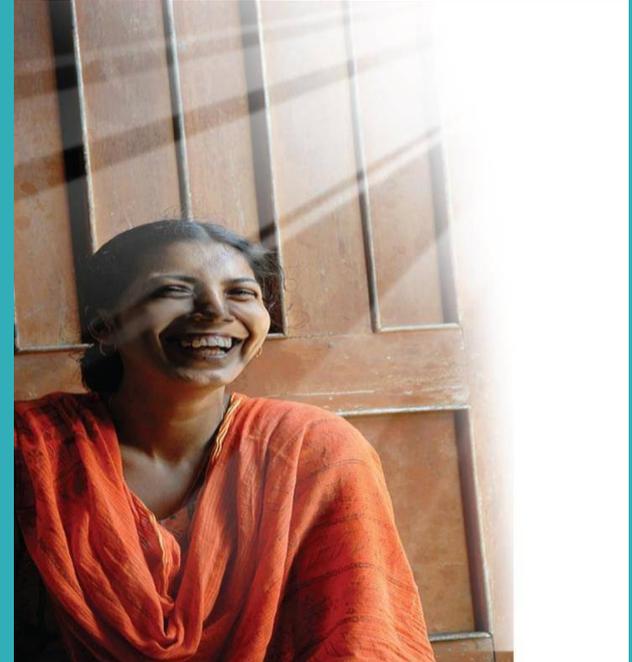
Sectors	2019	2020	FY 21	FY 22	FY 23	FY 24	FY 25
	Growth Rate (Percent)						
Agriculture	3.92	3.11	3.47	3.83	4.10	4.00	3.90
Industry	12.67	6.48	10.29	10.59	10.79	11.20	11.90
o/w Manufacturing	14.20	5.84	10.73	10.99	11.24	12.00	12.60
Services	6.78	5.32	6.74	6.95	7.25	7.30	7.35
GDP	8.15	5.24	7.40	7.70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

In 2020 actual data for share of GDP:

Agriculture – 13.29%
 Industry – 30.91%
 Services – 55.79%

Bangladesh: The Land of Amazing People

- Population 169 million (approx.)
- Around 70% of our people are working population, born after 1971
- By 2030 youth age group (18 – 35 years) will be 60 million with Education & Technological advance.
- People joining labor force per year 2.1 million.
- Working group are quick learner.
- We are not saver but spender.
- Moderate Muslim country – tolerance harmony, co-existence.
- Land fertile.

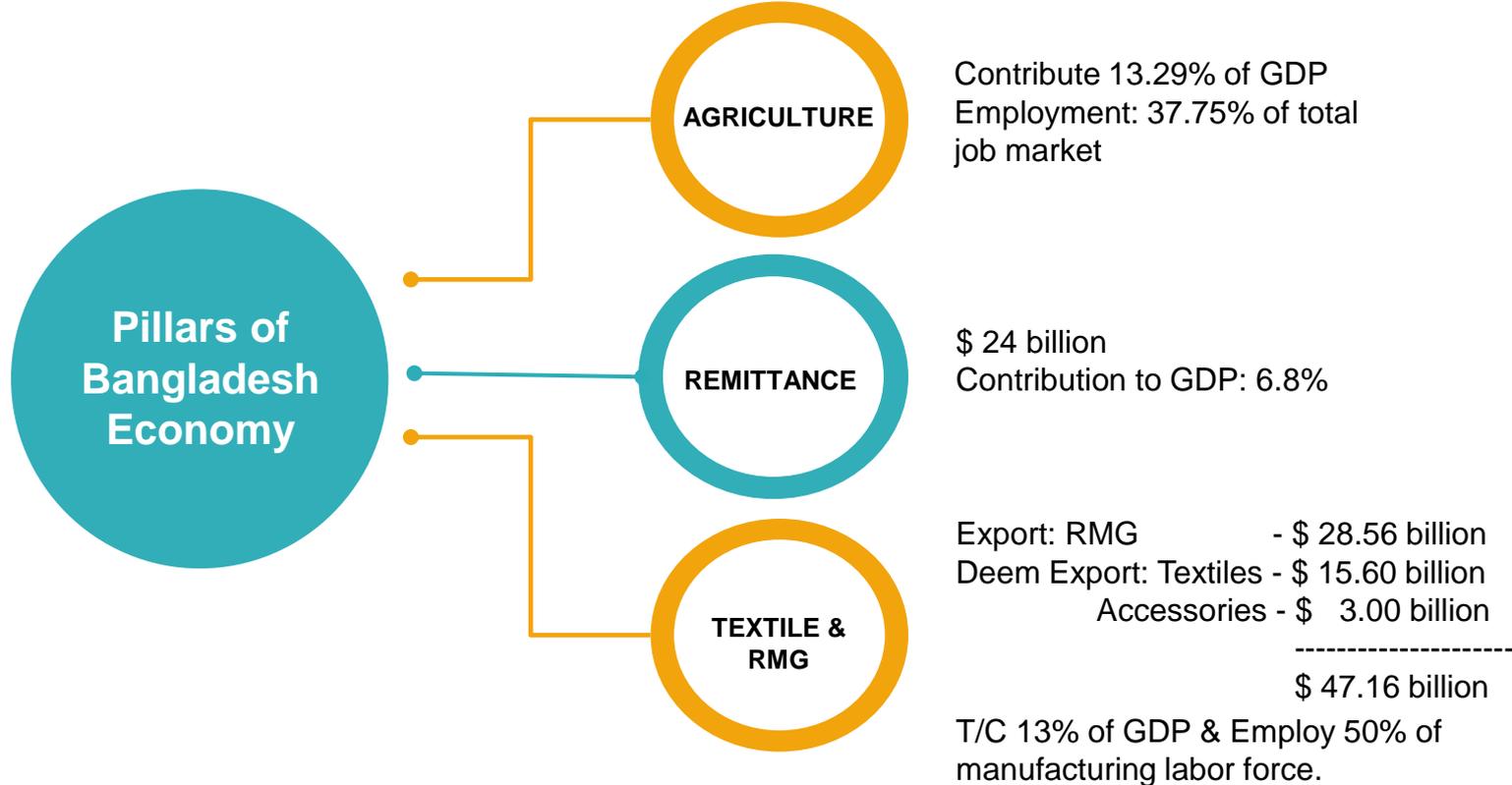


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- 01 Economy stand on three pillars.
 - 02 Distribution of economy growth across the country.
 - 03 Higher growth, fewer job.
 - 04 Shortage of skilled manpower & Professional.



**PRESENT
CHALLENGES**

THREE PILLARS



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 output generate in these two cities.

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.

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 Vocational or Technical training.

1

2

3

4

5

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

According to BIDS

Unemployment are –

Post Graduate – 37%

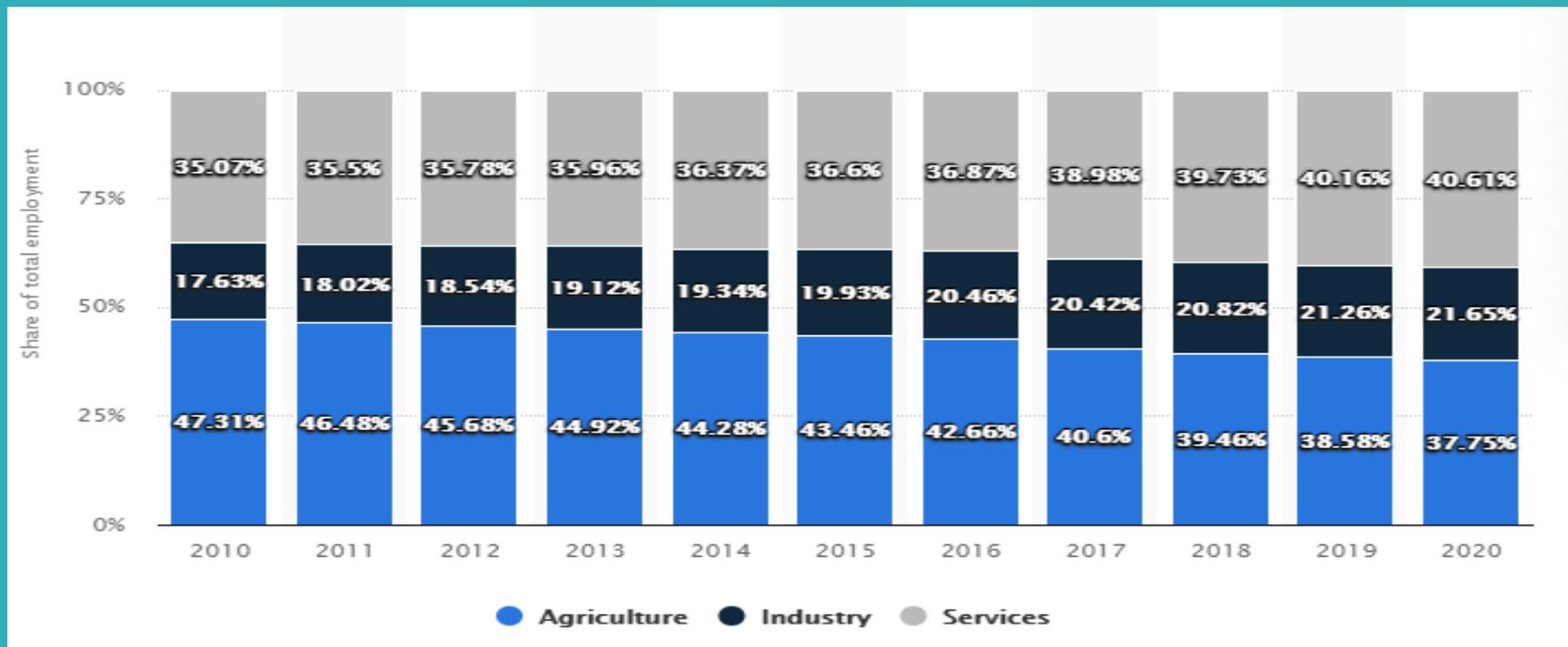
Graduate – 34%

HSC – 28%

SSC – 27%

Every year 2.1 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.

Bangladesh: Distribution of employment by economic sector from 2010 to 2020



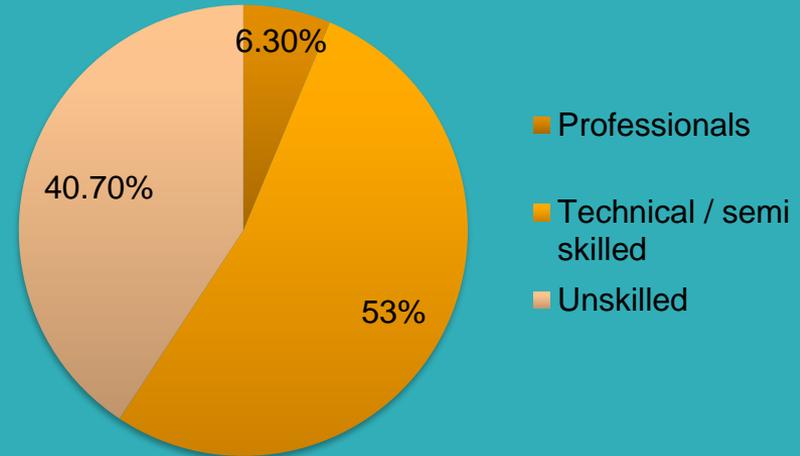
Shortage of Skilled Manpower & Professional

Government targets 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 6th five year plan to 7th five year plan.

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



36% Employers facing the shortage of professional and skill manpower.

What a Contrast !

In one hand we are suffering to address the unemployment other hand organization are crying for human resources. That indicates we have people but not human resources? It's a challenge to convert them into resource.

Skill Needs

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

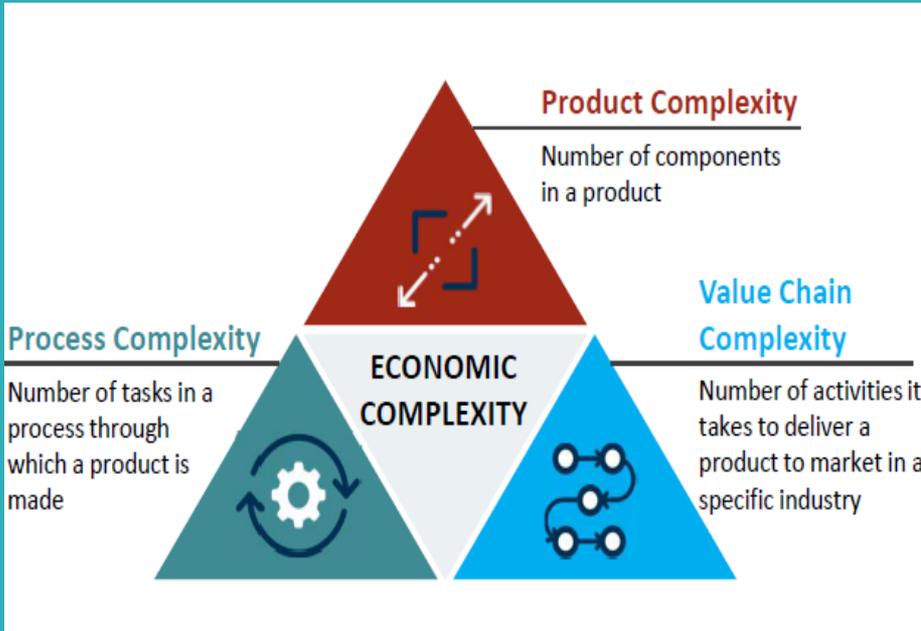
Job specific skills-
(a) skills acquired through higher education,
(b) or technical and vocational and
(c) professional training

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

Automation is likely to erode many conventional professions. In all levels of education, mandatory quantitative literacy, computing skill & basic courses will become a necessity.

GAP

Graduation from primary to secondary industry requires complex skills/ know-how to produce them and the skills complexity can be used to predict the evolution of a country's export structure. Bangladesh falls significantly behind our competitor countries, which also reflects the extent of opportunity we have to develop skills and diversify our economy.



Country	ECI (1995)	ECI (2017)
Bangladesh	96	104
India	66	45
Turkey	58	25
Thailand	52	38

ECI: Economic Complexity Index

We often say we need quality education.
In my language I called “KSA” means
Knowledge Skill Attitude.

Weaknesses

- 01 Dependency on less complex product manufacturing
- 02 Social Stigma on skills training.
- 03 4IR: Lack of technical knowledge and skills keeping our workforce behind in the race of revolution. To make up our human resources master in technology and technically skilled a massive initiative is must.
- 04 Professional courses are required to obtain job for Graduate & Master Degree student.
- 05 Course curriculum are not relate with existing job market neither domestic nor abroad.
- 06 Trainers, Assessors are not trained or acquainted with present & future industry demand.

OPPORTUNITIES

Labour force: Bangladesh still have 12 years in its demographic window of opportunities. The 2016-17 Labour Force Survey shows that the labour force participation rate of the population aged 15 or older is 58.2%. Labour market-oriented training could convert the unemployed or underemployed people into human capital and meet the industry demand.

Diversification: Its high time to diversify our products and sectors. Through technical and technological skill development can contribute in the filled of agro-processing industry, Light Engineering, Blue Economy, Halal goods, IT so on.

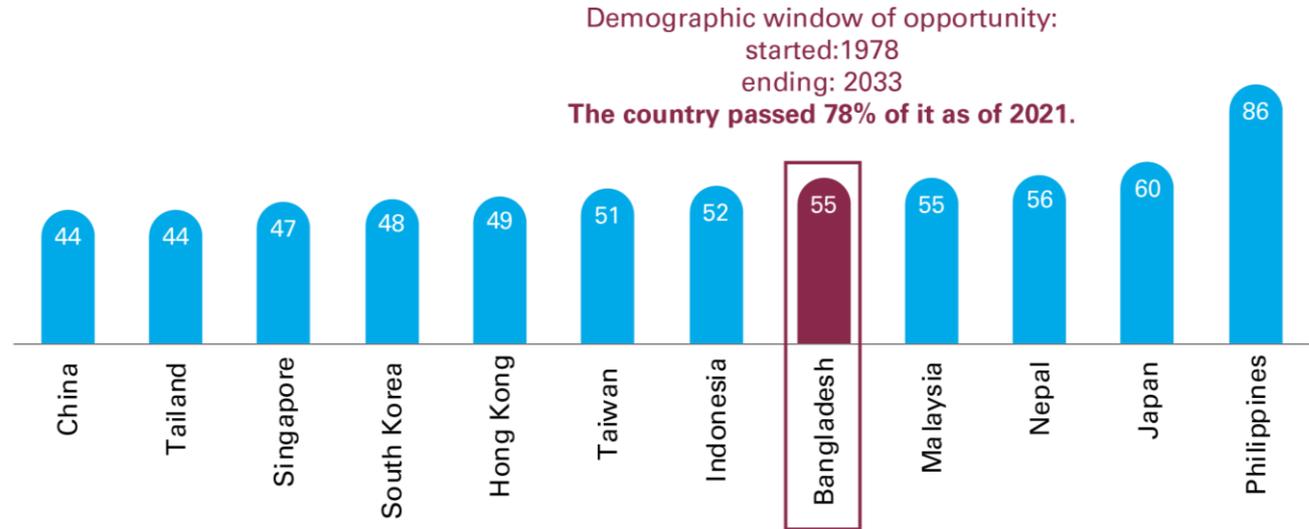
Domestic Market: 169 million people & its consumption is huge. Already 20% population are middle income group, by 2025 it would be 25% and by 2030 it would be 1/3, Import substitute industry & service sector will strengthen our economy.

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

EMERGING CONCERNS

- Eco Environment friendly Business / Industry Atmosphere.
- Master degree and graduate are becoming unemployed.
- Physical challenge population are 18% in Bangladesh & need to bring them in main stream of job.
- If sea level rises by 65 cm by 2050 then country will lose 40% agricultural land.
- Graduation to MIC:
75% of our exports enjoy duty free market access being LDC, which will be withdrawn from Europe 2027
Multilateral loans will be costlier & development assistance may be limited.
- EU-Vietnam FTA will completely eliminate duties in EU within 8 years. 10.96% export will get duty free in first year.
- Diversification of export items & markets.
- 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.

Opportunities Ahead of Bangladesh



Global market
\$ 7 trillion.

In Bangladesh engaged
1 million working class
out of that 86.7% are
unskilled.

Out sourcing market size
\$ 1.01 trillion in 2020 and
annual growth rate
22.9% whereas
Bangladesh export \$ 529
million in FY 2020

Global trade \$ 1.8
trillion in 2018.

Employment drop from
47.31% to 37.75%
from 2010 – 2020

Wastages are 30–35%
from harvesting to the
market. Automation &
food processing
industry are only
choice, export over
\$ 1 billion.

Global market
\$ 394 billion in 2020
Local Market size
\$ 1.90 billion,
Employment 6 lac.

China holds 50% of
shoes market.
Bangladesh have
exported approx.
\$ 1.19 billion.

Global market
\$ 1.2 trillion
growth 17% and
will reach \$ 3
trillion by 2026.

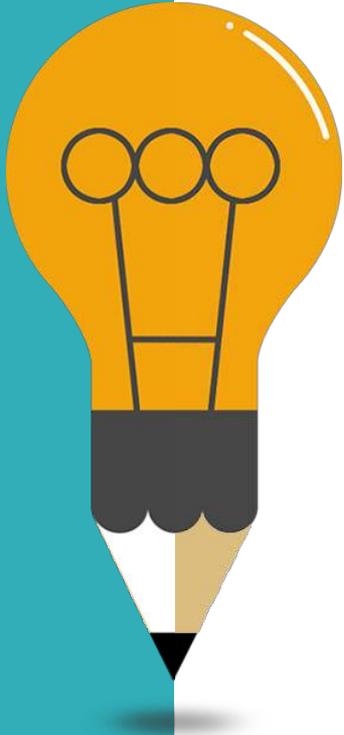
Bangladesh
share is
insignificant

Indian oceans is worth
\$ 25 trillion. Shipping and
Port Facilities, Fisheries,
Aquaculture, Tourism,
Energy, Biotechnology.

Countries bordering the
Indian ocean extracted
\$2.5 tril resources.
Our earning only
\$ 5 billion where as
Bangladesh having
1,18,000 Sq. KM and
length is 668 KM of sea
area but fishery troller can
go up to 70 KM

By 2025 only in
Asian countries
internet market
size would be
\$240 billion

By 2021 - 2024
ICT sector will
create Job
1 million and
target of export
\$ 5 billion.



The paradox of demand and availability of skills

MISMATCH BETWEEN EDUCATION & JOB MARKET

- Perception toward technical education is not favorable, and lack of self-esteem and social status of technical person.
- Right skills are not available for the right job. For example – an MBA works as a bank teller. This is not only a wrong placement, but a misuse of the human resource.
- The lack of technical skills is also a reason behind our limited access to global service sector. Our migrant workers are mostly less skilled, even though they have graduation certificate from universities.
- The future growth of the industry and economy gets challenged due to shortage of skills in demand, which leads to loss of foreign currency to hire expatriates.
- The mismatch in quality of skills produced and the competency required is also a challenge. Authority must have a policy for quality assurance, planning, monitoring those program.

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 also quite low.

- Existing Syllabus and teaching techniques often being criticized for out dated technology and curriculum, leading to greater skill mismatch in the job market.
- TVE is not a popular curriculum. Social recognition is needed. Still people consider them as lower level degree.

LET'S ASK OURSELVES WHY PARTICIPATION IS LOW?

- 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 on those sectors where we would like to 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.

Picture of TVET model in selected countries

Germany

- 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.
- 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.

South Korea

- Korea's vocational training system was introduced through the Vocational Training Act of 1967.
- 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.
- 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.

China

- 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.
- 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.

TVET in Turkey

- Under “Ministry of Science and Technology Industry” they have “Economic Development Department” in every city having expertise, professionals for different sectors.
- Secondary School Certificate students can enter Vocational & Training (VET).
- These institutions have the collaboration with Universities and Chamber of Industries & Association.
- Student after Certificate course, can go directly to job through chamber otherwise can apply to 2 – 3 years Polytechnic College or can apply University.

The establishment of “Teknopark” Istanbul by the Under secretariat for Defense Industries (SSM) and Istanbul Chamber of Commerce enhanced the scope of collaboration among University-Government-Industry partners. The universities supporting the development by constructing their own labs or providing graduate programs. This park is highly engaging graduates in innovation and supporting different start-up programs.

TVET in Turkey

The Turkish Employment Agency (ISKUR) finances vocational courses for unemployed people. Different kinds of TVET model in turkey provides graduates with a grant of TRY 50 thousand and TRY 100 thousand interest-free credit. The activities carried out within this scope provide students with opportunity to apply output-oriented hands-on training and play an important role in gaining permanent skills that the sector demands.

For SME

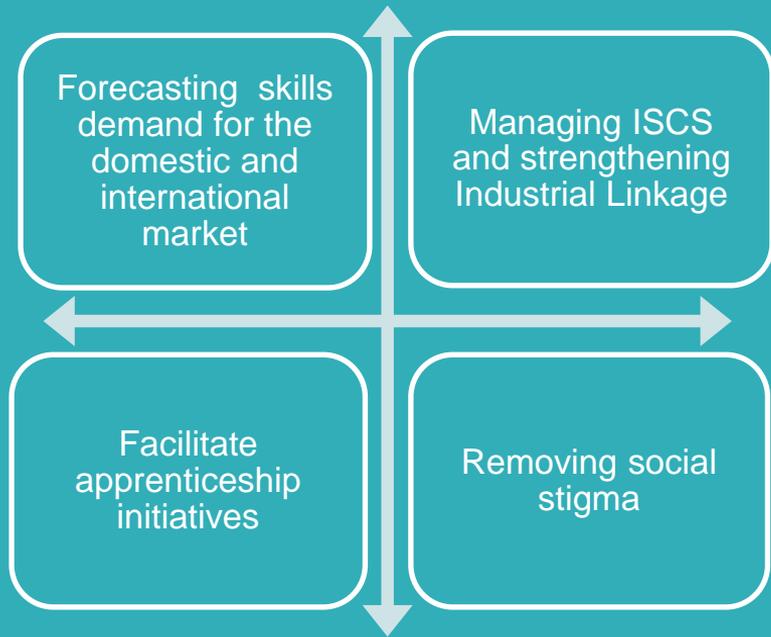
- Institution called 'KSOGE' job is to workout project profile preparation, funding, loan arrangement, consultancy services, training, company set-up, taxation so on.

WHAT LESSON WE CAN LEARN FROM TVET MODEL AROUND THE WORLD

- “Dual” training approach based on theoretical knowledge acquire in vocational school & practical workplace training in the company.
- Strong links between NSDA – TVET – University and industry required.
- Modular, competency-based training collaborated by public private partnership.
- Quality assurance through proper trainings.
- Diverse providers of training.
- Promotion of lifelong learning.
- Building a learning culture.

- ❑ Training are 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 base on future Industrial requirement.

National Skills Development Authority



The National Skills Development Authority established in 2019 under the Prime minister Office.

The NSDA was formed under the National Skills Development Authority Act-2018.

Honorable Prime Minister Sheikh Hasina is the Chairperson of the Governing board.

NSDA has made significant progress in operationalization which includes Formation of Industry Skill council, Competency Standard, Development of Curriculum, Certification of Trainers, Certification of Assessors, Recognition of Assessment Centers and a number of policies and guidelines relating to NSDA mandates.

Skills Training Cycle



- All the 7 steps will be digitally processed through National Skills Portal, which is under implementation.

Future skill strategies for inclusive growth

- Promote job-centric economic growth;
 - Develop skills system that is responsive to 4IR, technological changes, climate change and change of skills demands for the migrant workers
 - Promote apprenticeships ;
 - Integration of general and technical education and skills;
 - Integration of education institution, academia and industries;
 - Recognition of Bangladesh skills in the global market.
 - Integration of Life Skills/Communication Skills
-

In Business perspective we look institution as follows:

Entrepreneur	Top & Mid Management	Production Plant	Product	Market
Education Board Faculty Members.	Teachers Professional Trainers	Faculty Building Equipment Student (Raw material)	Develop Professional & Skill Human Resources.	To fill-up the gap of different sectors Shortage skill Human Resources.



WAY FORWARD

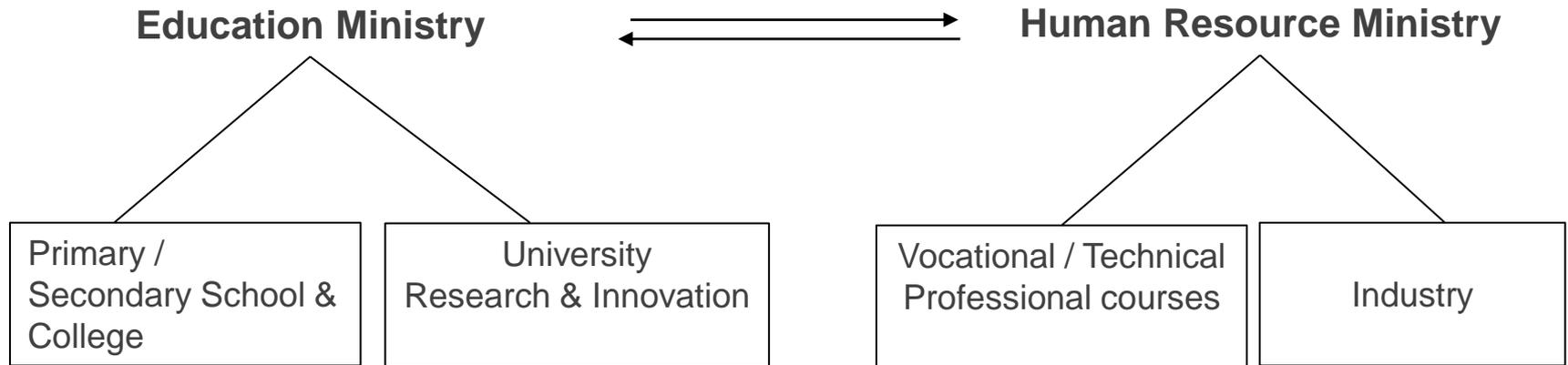
- We have institutions & keep expanding but does not invest on course curriculum & Equipment, training so on.
- Training program / course curriculum should be market driven.
- To prepare course curriculum & capacity build-up for teachers should seek foreign collaboration i.e. hire teachers, faculty members from Germany, Japan, China, Korea or even India and to prepare course, trained our teachers as well as students.
- Popularize the idea of Skill / TVE and with Enhance Market demand driven technical skill up graduation programs.
- Sound management to make the Skill / TVE popular and to ensure due recognize and respect in the society. We must have to have break through the mind set of our society through taking social awareness program.

**EQUITABLE ECONOMIC GROWTH IS ULTIMATE GOAL OF GOVT.
ALONG WITH GDP GROWTH.**

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

A “MINISTRY FOR HUMAN RESOURCES” IS THE NEED OF TIME

The below model may help to meet desire goal.



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. It's 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 in 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 work to establish an efficient and effective institutional structure, and further improve the management and organization of our skills ecosystem through human, financial, physical and technological infrastructure.
- We have to stand on our own foot and should prepare our courses base on our requirement i.e. RBM (Result Base Management) must have some impact. 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 own resources and we can also able to prepare our course/curriculum too what we need intention & commitment. Just like our honorable **Prime Minister Sheikh Hasina**.
- So let's work together to nurture the competent workforce in the occupations and fields required by the business world and to ensure that the education-employment-production link is carried out on a sound basis.



Thank you