

Skills Development, Employment Opportunities & Gender Analysis through a Project Intervention

Md AbdulMojid*

&

MorsalineMojid**

***Resource Management Specialist**

Urban Primary Health Care Services Delivery Project (UPHCSDP)

Local Government Division

Ministry of Local Government, Rural Development & Cooperatives

**** Lecturer, Sociology, Dept. of Arts & Sciences**

Ahshanullah University of Science & Technology

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Abstract ::The development objective of the Project(Skills and Training Enhancement Project (STEP) is to strengthen selected Public and private Training institutions to improve training quality , and employability of trainees , including those from disadvantaged socio economic backgrounds .To support above objectives the GOB has mobilized the key development partners to assist in improving the sector to meet the needs of Bangladesh economy. For this, the project has been implementing with the following components:

Component 1: Improve the Quality and Relevance of training:

Sub-component 1.1: Window-I: Support to Public and Private Institutions Offering Diploma: Stipend Program:

Sub-component 1.2: Window-II: Support to Public and Private Institutions Offering Short-Term Sub

Component 2.2: Strengthening Secondary School Certificate (Vocational) Improving Equitable.Great achievement made by the project to develop the capacity of BMET, 34 TTC principals & 05 mid level official trained on 21 days long procurement financial & project management training.

Component-3: Institutional Capacity Building: There is a provision under the component to strengthen the capacity of DTE, BTEB, and BMET

Component 4: Project Management, Communications, and Monitoring and Evaluation

Program:

The study reviews the following component for skill development , employment generation and gender analysis

Sub-component 1.1: Window-I: Support to Public and Private Institutions Offering Diploma: Stipend Program:

Sub-component 1.2: Window-II: Support to Public and Private Institutions Offering Short-Term Sub Component 1 is being Implemented through Windows (1&I1)It focuses on improving quality and relevance of diploma level technical education in 25public & 5 Private offering Diploma Program

1.Introduction:Skills and Training Enhancement Project (STEP is implementing its four components .will result in with improving the quality, relevance and efficiency of the TVET education and training in Bangladesh with increased employability of the graduates coming out of the system which will help skill development , ultimately reduce poverty and improve the quality of life of the general mass in particular.

Sub-component 1.1: Window-I: Support to Public and Private Institutions Offering Diploma: Stipend Program:

The project is expected to generate positive social impacts through its efforts to improve access of TVET programs to marginalized communities through better targeting and more inclusive processes. The issues of women admission into polytechnic institutes and short course training providers may be analysed through simple projection.

The Report was prepared on the basis of ME Data, .M& E data format was sent to 93 Polytechnic institutes and collected data and STEP operational activities. It has analysed semester wise students. Some data are collected from field levels and from existing sources such as administrative records Analyses are done and involves meaningful links among the facts and where the activities are going on.

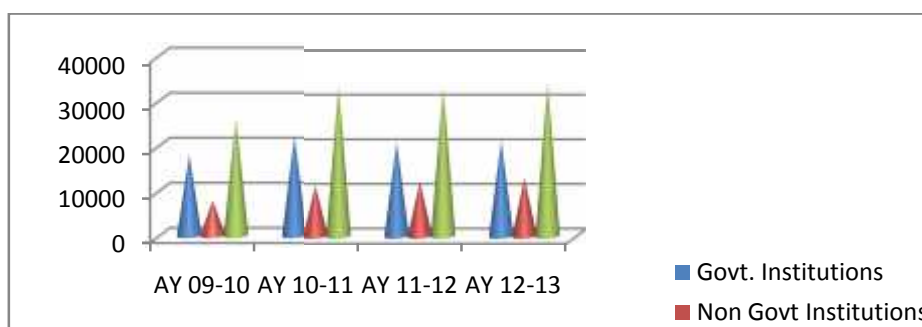
From July-December 2013, all female students in the eligible institutions were supported by

stipend. **Table 3: Year-wise Student Enrollment in Selected 93 institutes**

Institute	AY 2009-10			AY 2010-11			AY 2011-12			AY 2012-13		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Govt. Institutions	15696	2334	18030	19048	3164	22212	18046	3138	21184	18187	3268	21455
Non Govt Institutions	7525	325	7850	10967	466	11433	11675	576	12251	12507	596	13103
Grand Total	23221	2659	25880	30015	3630	33645	29721	3714	33435	30694	3864	34558

▪ *Source: Technical Education Board*

Graphical Representative of Year-Wise Student Enrollment in Selected 93 Institute



Source: Technical Education Board

The Graph and the table 3 show that access to polytechnic education has increased significantly from academic year 2009-10 to 2012-13. About 34% increase of enrollment take place after the stipend was provided. And female student considerably increased .

Table 3: Stipend beneficiaries

Year	2011 Existing	2012 - Intake	2013- Intake	2014 - Intake	2015 - Intake	Total
2011	35670					35670
2012	30828	15380				46208
2013	25649	13484	17776			56909
2014						0
2015						0
Total Student	35670	51050	68826			
Total Student Year	92147	28864	17776	0	0	138787

Source: PIU of STEP

it has selected 93 (Public-43, Private-50) diploma level polytechnic institute for stipend, 30 (Public-25, Private-05) diploma level polytechnic institute for implementation grant and signed performance contract with all of them.

1.a. Employment support offered to students:

The data on employment support offered to students by the institutes reveal that the majority (92%) of institutes have offered counseling & internship, while 38% and 35% has been reported to offer job seminars & partnership with several industries, respectively, and 68% institutes gave Follow-up support after graduation. see Table -3. below:

Type	No. of Institute	% of Institute
Counseling	86	92
Job Seminar	35	38
Job Fair	17	18
Internship	86	92
Partnership with Industry	33	35
Follow-up support after graduation	63	68
Others	16	17

1b. Priorities and Problems:

The institutes are facing numerous problems, which have been outlined in the chart below. A list of priorities is also given. These priorities depend upon the severity of the problems. It is shown in the table that, most severe problem is lack of teachers, second most prioritized problem lack of equipment, others are weak student, lack of operating cost & employment rate. Table 4

Priority	Problems									
	Lack of Teacher	Weak Student	Dropout of students	Lack of equipment	Low employment rate	Low motivation of teachers	Lack of operating cost	Student absenteeism	Others	Total
	1	2	3	4	5	6	7	8	9	
1	30	17	7	20	4	1	2	7	0	88
2	6	19	10	11	9	8	13	11	3	90
3	2	17	10	12	8	6	13	18	3	89

4	8	8	10	12	11	10	18	10	0	87
5	2	15	9	5	18	14	5	13	6	87
6	10	4	11	10	10	13	10	18	4	90
7	12	5	22	11	10	9	8	9	0	86
8	14	3	8	5	10	19	18	2	3	82
9	4	0	0	1	6	5	0	1	34	51
No respo nse	5	5	6	6	7	8	6	4	40	87
Total	93	93	93	93	93	93	93	93	93	

Source Monitoring questionnaire, October ,2013

Student information:

It is shown in the following table that there are 32 technologies have been studying in the 93 institutes. Among them most choice able technology is civil, after that computer and electrical. It is reveal that in the 2nd semester 81% sanctioned seat have been filled-up. Details are shown in the Annex 9 & 10

Result of the Student: From the Semi-annual Institutions Monitoring Questionnaire of STEP (Jan-Jun, 2013) depicts that, 60% of the appeared student passed the final examination (8th Semester). It is one of the Outcome Indicator of the Project, originally it was targeted 56% in this year but in the MTR it was redesigned and target re-fixed is 68%. Pass rate will increase after the outing of the result of the student who got referred. It is also observed that female pass rate (74.14%) is higher than that of the male pass rate (57.99%).Detail.

2.Sub-component 1.2: Window-II: Support to Public and Private Institutions Offering Short-Term Program:

Project achieved a robust success in achieving the target of short courses as more than 23300 trainees completed training up to June, 2013 in 03 (three) cycles through 50 (public-42, private-08) short course (06 month/360 hours) training providing institutes. Each cycle contains 06 (six) month. In 4th cycle 8410 trainees enrolled, their training going on. Rate of participation of female trainees are very encouraging (25% of total trainees). An amount of BDT-354.61 has been disbursed against grant up to June, 2013 and all backlog cleared. Web based interactive data base established and all particulars of trainees are in the web site. More or less 32% of 1st cycle & 33% of 2nd cycle trainees got jobs within 06 (six) months after completion of the training. Great success shows by arranging. Job fair for the short course trainee in collaboration with CAMPE at Bangabandhu Memorial Hall and more than 500 trainees got employment in the fair. Success history of employed trainees collected and published in the web site of the project. It is exciting that employed trainees especially female trainees are very happy to get the trainees & employment. There empowerment possibilities developed, gender discrimination eliminated helping the family members financially as they become the key earning member of the

2a.Key Issues:

- Shortage of reference books in libraries
- Student absenteeism in class
- Shortage of teachers
- the employment of the graduates by the training providers
- efficiency level of utilization of fund
- industry relation and linkage

I besides this is as follows

- Verification of stated record of student in the prescribed stipend application format
- Student absenteeism in classes
- Timely collect the information from the field institutes
- Identify and manage the referred and failed students
- the employment of the graduates

. b.Support to Public and Private Institutions Offering Short-Term Program:

- Selecting of 50 (Public-42, Private-08) short course training providing institutes on competitive basis and signed performance contract with the entire institute in 3 phases.
- Exemplary success shown in trained 23,300 trainees in three cycles among them 17,555 (75%) male and 5745 (25%) female. 31% trainees of 1st cycle and 33% trainee of 2nd cycle got job within 6 months after passing. Data in the following table shows that enrollments of trainee in 4th cycles have been completed (6232 male and 2178 female); ratio of the male female is 74:26. In the 3rd cycle it is shown that 92% of the trainee completed their course. The following table shows summary of short course training; details are shown in table 5.

Table 5: Summary of Short Course Training

Cycle	No. of Institutes	Students Enrolled			Appeared			Examination			Employed			Remarks
		Male (%)	Female (%)	Total	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Pas (%)	Male (%)	Female (%)	Total	
Cycle-1(Jan-Jun 2012)	44	537 2 (77.26)	158 1 (22.74)	69 53	529 5 (80.39)	129 2 (19.61)	658 7 (94.74)	520 8 (83.58)	102 3 (16.42%)	623 1 (94.60)	1512 (80.17)	374 (19.83)	1886 (31)	
Cycle-2(Jul-Dec 2012)	50	595 4 (74.57)	203 0 (25.43)	79 84	559 0 (74.35)	192 8 (25.65)	751 8 (94.16)	533 7 (74.85)	179 3 (25.15)	713 0 (94.83)	1694 (73.11)	641 (27.67)	2317 (33)	
Cycle-3(Jan-Jun 2013)	50	622 9 (74.48)	213 4 (25.52)	83 63	567 9 (74.11)	198 4 (25.89)	766 3 (91.63)							Data collection of passed & employed stu. ongoing
Cycle-4(Jul-Dec 2013)	50	623 2 (74.10)	217 8 (25.90)	84 10										* verification of enrolled students

														nt going on
Total		23, 787 (75. 01)	7,9 23 (24. 99)	31, 71 0	165 64	520 4	217 68	105 45	281 6	133 61	3215	1,01 5	4,20 3	

Source: PIU of STEP

Student of the short course received stipend @ 700.00 per month. 3 cycles of training have

c. The following observation were made by Analyzing the Monitoring Questionnaire

Key Issues:

- Student absenteeism in classes
- Employment of the graduates especially in non industrial/rural area by the training providers
 - Industry relation and linkage
 - Proper monitoring
 - Skilled Teacher
 - Performance of IMC
 - Follow-up support after graduation for employability
 - Quality and standard of the machineries in the related trades
 - Boarding facilities
 - Organizing placement seminar and job fair
 - Social awareness and community mobilization activities

Recommendations:

- Increased field level monitoring
- Strengthening industry linkage
- Providing follow-up support after graduation for employability
- Student teacher ratio (1:10) to be ensured
- Institute should provide boarding facilities
- The quality of the equipment in the related trades should be ensured
- Strength the initiative for job placement of the graduates and keeping liaison with the labor market
 - Increase social awareness and community mobilization activitiel

Component 2: Pilots in TVET

Sub Component 2.2: **Strengthening Secondary School Certificate (Vocational) Improving Equitable**

Component-3: Institutional Capacity Building: There is a provision under the component to strengthen the capacity of DTE, BTEB, and BMET

Component 4: Project Management, Communications, and Monitoring and Evaluation

These component are not discussed.

The Polytechnic institutes provide diploma in various technology and engineering sector. The short course training Institutes offer training program on increasing employment opportunities and raising income of the people. In the project there is a provision for Social Management Framework

(SMF) will support the development of a pro-poor financing strategy that targets support directly to poor and disadvantaged groups. In establishing systematic monitoring mechanisms the results framework under STEP has been designed being .In view of this, there is indicator in the DPP“Share of girl trainees in supported courses“which was monitored.Verification of stated record of student in the prescribed stipend application format

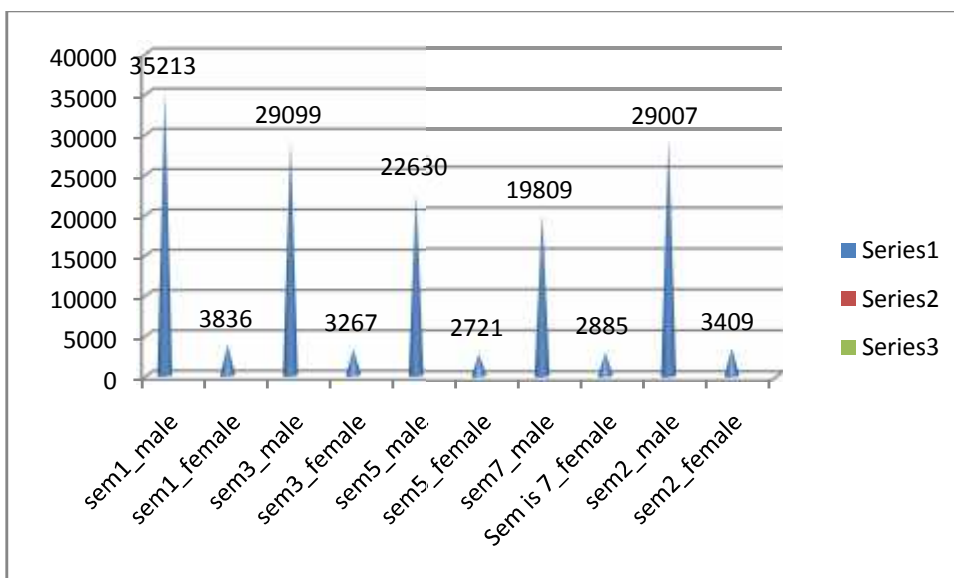
3.Gender Analyses in the Project :

It is used data for 2012 to show the gender **perspective**

There are 93 polytechnicInstitutes under the project all of which provide diploma course.In 2011,39049students were enrolled in semester-1, out of which 3808are female means 10.17 %is female students . In case of semester 2, total student is32416, out of which 3409is female (9.50 % of total student), in 3rd semester male students is 32337where female student is 3267 (10% of the total student). In fifth semester, male students are 22630 and female are 2721, in7th semester, male students is19809 femaleis 2885

It is observed that male and female students intopolytechnic Institutes are shown details in annex-A.In 2011, 37 % female students (1032) had takenin computer technology in first semester as theirfirst preference. Female students entered into computer technology, paying to particular attention to the context of easy task as compared to other technology.13%female students (526) enrolled in architecture and interior design which occupies second position. They got preference Architecturetechnology as their second choice .A Total of 386 female students enrolled in first semester (2011) for civil technologywhich occupies 3rdposition. Sector wise female students(1032) in 1st semester is composed of computer(37%), architecture(526-14%), civil (386,10.14%), electrical (206,5.41%) Garment (107, 3%),Mechanical (118, 3.10%) and others include construction, power, food, automobile etc.) Table 6

sem1_male	sem1_female	sem3_male	sem3_female	sem5_male	sem5_female	sem7_male	Sem is 7_female	sem2_male	sem2_female
35213	3836	29099	3267	22630	2721	19809	2885	29007	3409



b)Short course Training providers : The Government selected 50 short term training institutes to participate in Window II which are supporting training programs of a minimum 360 hours within a duration of six months. The magnitude of female students who took garment industry as subject, found that the potential sector can generate income and employment. For this, Short Term Training in garment sector is found to be a good sign for women which are the prominent sector for employment opportunity. 26% of the female students preferred trade as garment sector mainly because the candidates try to find employment within the short time after course completion. They emphasized the sector due to extreme poverty which drives women into labour market.

Table 7:Students on short course (Jan- June 2012)

Male	Female	Total
5372	1581	6953

Table 2 The data shows that out of 6953 students, 5372 students were male, 1581 students were female (22% of the total students). Details are shown in annex B. A total number of female students 413 (26.12%) enrolled in garment trade in 2013 (January – June cycle) occupies first position and a total number of 187 female students (12%) enrolled in fruit, food processing and preservation trade ranks second position where 164 female students enrolled in architectural drafting stood at 10.37% and occupies 3rd position among the trades. Female students are interested to enroll in garment sector for more employment which can benefit at firm level. Female employment is large in garment sectors as a result, gender segregation in the process may be dismantled. Female students entered into computer trade, paying particular attention to the context of easy task as compared to other trades. It depicts that female student also has given preference for dyeing, printing and block Batik as trade, this occupies fourth position and Refrigerator and Air condition and dress making and tailoring ranks 5th and 6th position respectively.

Table 8 Students on short course (January- June 2012)

b) Student on short course (July- Dec 2012)

Male	Female	Total
5954	2030	7984

Pie chart 1 Student on short course (July- Dec 2012)

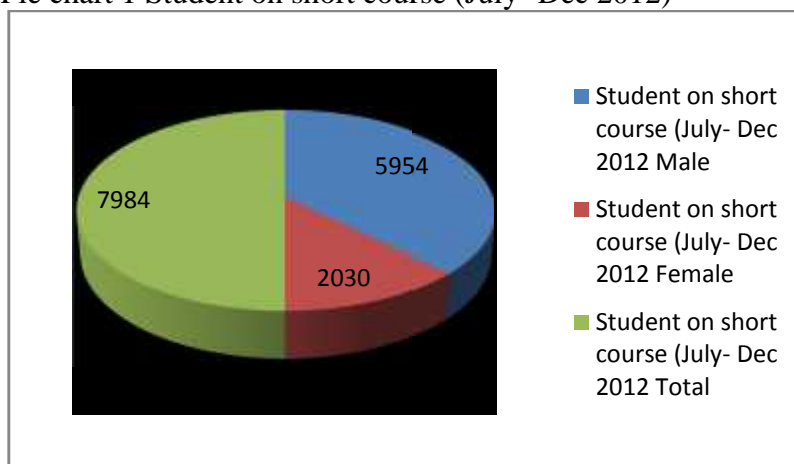


Figure 2 Pie-chart showing the percentage male and female and total students of the short term Courses (July – December 2012)

The total number of students enrolment was 7984 in different trades in 2012 (July – December cycle) under the program. Out of total 7984 students, the female enrolment was 2030 (25.42% of the total).

students in the institutes), an increase of 3.42% as compared to previous cycle (January – June 2012). It shows that the share of the female students under short course increased (from 22 % to 25.42%) during Jan-June 2012 – July – December 2012 which reveals positive response of female students. Sector wise composition of female students are shown who enrolled as per trade as follows

1. Female students (523), in Garment sector 25.91%
2. Female students (210). fruit and food processing 10.34%
3. Female students (185) : Dying, printing and block Batic, 9.11%
4. Female student (170) architectural drafting with auto cad 8.37%
5. Female students (117) Refrigeration and air Condition 5.76%
6. Female students (89) Dress making and Tailoring 4.33%
7. Female students (87) consumer electronic, 4.28%
8. Female students ((84) : General electronic 4.13%
9. Female students (64) : Sewing machine operation 3.15%
10. Female students (47) : Electrical Housewiring 2.31%
11. Female students (35) : Radio and TV mechanics 1.72%
12. Female students (33) : Driving with auto mechanic 1.62%
13. Female students (29) welding and fabrication 1.42%
14. Female student (22) : Auto motive (22, 1%)
15. Female students (22) Plumbing and Pipe fittings 1%
16. Female students (12) Civil construction 0.59%

the rest trade includes industrial sewing machine and Plastic trade, Aminship etc, Machine tools factory practice etc. The majority of the female students entered into Garment sector, Dress making and Tailoring, Dying, printing and block Batic for future opportunity.

Key Issues:

3.c. The Monitoring report was analyzed and observed the following issues

- Enhancing efficiency level of utilization of fund
- Selection trades
- Performance of IMC
- Interest to be accountable and adopt new system
- Motivation, willingness & accountability
- Supporting staff

Recommendations:

- Ensure Proper Training to principal, procurement and finance personals
- Selection trade for employment generation
- IMC should meet at least once a month with maximum attendance by members.
- Introduction of incentive package for good performing principal/officials
- Contractual supporting staff to the institutions.

Conclusion : The Government considers in developing a strategy to expand and modernize Vocational training to meet the market demand and extends greater benefits to poor and women for skill development. There is a need to build the capacity of polytechnic institutes and short term training providers with a view to improve gender equality, gender differences are observed. Women's participation in technical education has traditionally been insignificant. So gender parity has to be achieved which needs to give more attention to attract increased number of female students to polytechnic and short courses. However, a good transition for female students in short courses from 1st cycle to second cycle is observed that the enrolment of female students in short courses have risen than first cycle to second cycle. Women constitutes an important segment of the computer and garment sector if they are engaged in these sectors which will help to enhance personnel and households economic resources and may gain a measure of economic and social independence.

Reference :

- *PIU of Skills and Training Enhancement Project (STEP)* Directorate of Technical Education
- Semi Annual report STEP, Directorate of Technical Education
- Technical Education Board, October 2013