

EDUCATION FOR ALL
EFA MID-DECADE ASSESSMENT, 2007

GOAL 3

LIFE SKILLS AND LIFELONG LEARNING

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BANGLADESH EFA MID-DECADE ASSESSMENT, 2007

MEASURING PROGRESS TOWARDS EFA GOAL 3: LIFE SKILLS AND LIFELONG LEARNING

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Goal Statement

Measuring progress towards EFA Goal-3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

A growth in the number of young people completing primary education and seeking to develop practical skill for employment has led to a renewed interest in Technical and Vocational Education and Training (TVET) across over populated under developed countries. This has also necessitated formulation and adoption of national framework for TVET, highlighting government policies and commitment towards this sector. Such government policies and commitments have to specify the manner by which TVET is made accessible to all young people, including those most disadvantaged. In order to ensure the relevance of the TVET curriculum, it is important that this is based on firm understanding of the skills shortages within a country and overseas as well as the future market trends.

EFA Goal-3: Life Skills and Lifelong Learning has evolved from the Global Conferences of the 1990 decade, for furthering human development of all nations. The Jomtien Declaration (1990) denoted life skills as 'essential learning tools and basic learning content required by human beings to be able to survive to develop their full capacities and to improve the quality of their lives'. The Dakar Framework for Action (2000) encompasses, in addition, acquisition of knowledge, values, attitudes and skills.

Thus, goal 3 deals with an expanded vision of the learning and skill needs of young people and adults and how the four pillars of learning, *that is, learning to know, learning to do, learning to live together and with others, and learning to be*, relates to the Bangladesh EFA Plan. Skills have been further refined and categorized into three typologies namely, *basic skills* (literacy, numeracy, etc), *psycho-social skills* (reflective, personal and interpersonal skills including problem solving, agency, communication, team work etc) and *practical/ functional skills* (manual skills relating to specific vocations or for a specific behavior such as health).

Definition of Life Skills and Lifelong Learning

Globally, life skills can be described as a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, build healthy relationships, empathize with others and cope with and manage their lives in a healthy and productive manner (WHO, 2003). The inter-agency Working Group on Life Skills in EFA arrived at a minimum consensus that life skills are not a domain or subject, but cross-cutting applications of knowledge, values, attitudes and skills that are important in the process of individual development and in lifelong learning (UNESCO, 2004).

In Bangladesh, life skills and lifelong learning is defined as the development of individual capacities to cope with one's needs at social, mental, physical levels and to achieve established and

recognized rights. It also encompasses the enhancement of individual negotiation capacity through training, in problem solving and in development of expertise and capabilities to tackle various circumstances and handle core responsibilities.

Implications of Definition

From the definition of life skills and lifelong learning, it becomes apparent that there must be emphasis upon indicators concerning the development of psycho-social and practical/ functional skills among young people and adults, because the concept of lifelong learning underpins Goal 3. It pays importance to continuous learning for improved knowledge, skills and competencies within personal, civic, social or employment related perspectives. It impinges upon all areas and phases of life and helps young people and adults to acquire new skills and knowledge in the globalized dynamic world.

There are some basic features of learning and life skills programs, like (i) the type of learners that may comprise young people, school leavers, learners with special needs, women, adults, rural/ migrant population, (ii) the type of learning activities that may involve adult basic education, life skills programs, livelihood skills/ skills development or other nationally defined non-formal learning activities, (iii) type of providers, which may be community/ mobile learning centers, schools, workplaces, media, libraries, private industries, social partners, civil society, international non-governmental organizations, (iv) the type of monitoring assessment, and (v) the type of management, Management Information System, inspection, self-monitoring/ peer review, external evaluation, national/regional qualification systems and national evaluation.

It is a challenge to monitor EFA goal 3 and the last part of Goal 4. These two goals (particularly Goal 3) and specific sections of Goal 4, advocate the equitable access to learning programs for youth and adults. Yet, there is negligible knowledge of the types of structured learning activities that come under the scope of learning and life-skills programs. With the approach of the 2015 target year, it is imperative to delineate clearly the learning and life-skills programs that are available to young people and adults. An opportunity emerges to gather the related information and understand the nexus between the various formal and non-formal agencies' role in catering to the learning needs, skills, competencies and efficacy (of education and skills training) for all young people and adults. In the context of Bangladesh, the initial exercise leading to monitoring learning and life-skills programs is to delineate elements of provision, participation and access to formal and non-formal learning activities at national or sub-national level. Conceptually (UNESCO, 2006:56), the expanded commentary of the Dakar Framework for Action (Paragraph 36) may be cited. It observes that ideally all young people should be given the opportunity for ongoing education. For those who drop out of school without acquiring the literacy, numeracy and life skills they need, there must be a range of options for continuing their learning. Such opportunities should be both meaningful and relevant to their future and develop useful work – related skills' (UNESCO, 2000). The 2003-2004 EFA Global Monitoring Report opted to identify and describe learning programs for youth and adults in a more qualitative way, combining goals 3 and 4 (UNESCO, 2003).

Systematic monitoring at country level is required to document youth and adult learning from the perspective of provision, participation and access, and should pose fundamental questions, such as what the learning outcomes are and what actions countries are taking to include the excluded.

Learners may be adults or out-of-school youth re-entering basic education, life-skills or livelihood skills. What characterizes the structured learning activities involved is a large diversity of provision and providers, including the public, private and civil society sectors as sole providers or in partnership.

In case of young children and youths without adequate life experience, development of life skills increases their ability to understand, evaluate and assess their societal status, so much so that they acquire an informed voice and ability to articulate their basic needs.

Status of TVET, 2005

Up until 2005, approximately 2,728 TVET institutions existed in Bangladesh (BANBEIS 2006). The same source indicates that total enrollment was 241,336 of which 48,267 students enrolled in public institutions. Private institutions, which were numbering 2,548, had enrolled 193,069 students, i.e. 80 %. Private TVET institutions are characteristically small with around 78 students taught by 6 teachers on an average, while public institutions, which accounted for around 20 % of the total institutions, catered to 272 students managed by 16 trained teachers approximately. An anomalous situation exists as there is an increasing demand for TVET and skill development juxtaposed over a structure which is limited in logistics. Majority of the erstwhile TVET institutions suffer from poorly equipped workshops and laboratories, lack of teaching and training materials, inadequate classrooms and libraries, lack of qualified teachers, presence of untrained managers and administrators. The quality of training, equipment, updated knowledge, employment linkage and the internal and external efficiency in both public and private institutes require improvement and pose major challenges for sustained progress. At the moment, vocational training in Bangladesh is incapable of meeting the skill needs of the labor market, both in quantity and quality. The main problem with formal-informal training and education is the lack of linkage to the employers in the job market. This absence of linkage between the training institute and the employing establishments and inadequate policy level support to the skilled training programs has proved to be the main impediment.

The Gross Enrollment Rate in Technical, and Vocational Education and Training (TVET) is 0.25 million (2005), of which 0.048 million were from public institutions and 0.19 million were from private institutions. The courses offered therein, usually cater to students (overwhelmingly boys; almost 90 percent) who have completed class VIII (BANBEIS, 2003). The number of graduates who procure jobs on completion of their training was about 40 (VTI) and 60 to 65 percent Teachers Training Center (TTC). For poverty eradication, the number of successfully employed must be increased and equity must be maintained so that more girls can acquire skills for the job market. It calls for more quality literacy and skills training programs and an educational environment conducive to female participation. In the context of Bangladesh, women's contribution to the national GDP is consistently increasing.

Girls are lagging behind in terms of quality education. On completion of grade 8 children become eligible for admission into skill development training institutions. There are different formal and informal types of training centers like Technical and Vocational education and Training Institutes. Courses, offering Technical and Vocational Education and Training (TVET), are conducted by vocational training institutes, polytechnics, mono-technical institutions, technical training centers, commercial institutes, and specialized institutes and have attracted nearly 0.13 million students in 2002, rising to 0.25 million in 2005.

An important indicator for effective utilization of education institutions is the designated curriculum time in education systems to develop children and young people's knowledge, skills and attitudes for health. In Bangladesh, from primary to lower secondary educational level, the designated curriculum time in the education system is 360 hours for all formal education courses.

Another important indicator for gauging the effectiveness of education and allied systems is the transition rates between primary and secondary systems and secondary to higher education systems. For both male and female, the transition rate is 3-5 years at the pre-primary level, 6-10 years at the primary level, 11 to 13 years at the junior secondary level, 14-15 years at the secondary level, 16 to 17 years at the higher secondary level and 8-17 years for technical and vocational education and training.

In the National Plan of Action II (NPA II) some specific strategies and programs exist for the geographically, economically, socially, ethnically and physically disadvantaged children and adults. In addition, in the National Social Welfare Policy of Jan 2006, rehabilitation centers exist for (a) socially disadvantaged, handicapped, anti-social youths, the vulnerable and helpless poor, people in need of security and safety net programs, homeless (b) hard-core poor, orphan, street-children, marginalized women with families etc. Appropriate and needs based training, nursing and care, education, welfare-oriented development have been planned so as to ensure and achieve their optimum requirements.

The NPA II records more than a million primary school children with disabilities (NPA II: 35). Moreover, the NFOWD (National Forum of Organizations Working with the Disabled), where 113 NGOs are included, have limited education programs and introduction of an inclusive education approach has now become imperative.

The NPA II records that child labour is a major problem and a source of deprivation of the child's right to education. Child Labor Survey (CLS) identified 6.3 million child laborers in 1995/96 (BBS, 1996). The number was predicted to grow to two million in urban areas by 2000. A rapid survey found children engaged in more than 300 different types of work, 47 of them were most hazardous (ILO-UNICEF, 1997; NPA II, 2007). CLS 2002 preliminary report states that the number of child labor has increased to 10 million. The NPA II further states that the employment situation remains precarious and is becoming more so with the worldwide recession. Given that the labor force comprises 56 million persons with unemployment rate at more than 30 percent, there is need for an alternate strategy. The demand is increasing for more literate and skilled labor. It calls for more quality literacy and skills training programs. Despite the difficulties some notable progress has been made in the social field during the decade of 1990s.

It is necessary and appropriate to focus upon the barriers to TVET that are currently being faced. These are, constraints with regard to planning resources, management of programs and absence of networking among stakeholders. Partnership strategies between GoB, NGOs/ CBOs would work more efficiently, setting into operation national policy on coordination of work at various levels in the central government and local level government, and adequate articulation of interests by lobbies in favor of the disadvantaged.

It is clear that to improve market relevance of education, and specifically vocational education and training, significant changes will be needed. Here the need would be for attaining life skills and lifelong learning through a coordinated, multi-sectoral Technical, Vocational Education and Training (TVET) where policy is responsive to national and global market trends and opportunities.

Targets of Life Skills and Lifelong Learning Programs

The NPA-II (2001-2015) has not set any targets, in quantitative or in qualitative terms, for Goal-3: Life Skills and Lifelong Learning; but it has enunciated aims to establish a knowledge-based and technologically-oriented competent society, to continue access, improve retention, quality and opportunities to pre-school children, young persons and adults. However, in the National Education

Policy the target population for admission in life skills and lifelong learning programs are 8+ years for non-government organizations and 12-13 years for government organizations. According to the Millennium Development Goals, one of the challenges for Bangladesh to respond is to increase the number of TVET participation from 3 percent to 20 percent of enrolled secondary students by 2020 (PRSP). This means that the GoB would have to develop 'thinking skills' and graduates capable of innovation among students through effective utilization of resources. There is thus an imperative to create a nexus between vocational training and to formulate a guiding policy framework for improving the system, which is unable to relate to the labor market.

3.1 Policy/ System Indicators

3.1.1 A coordinated, multi-sectoral Technical, Vocational Education and Training (TVET) Policy is responsive to national and global market trends and opportunities

Vocational Education (or Vocational Education and Training, also called Career and Technical Education) prepares learners for careers that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learners participate. It is some times referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Generally, vocation and career are used interchangeably. Vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education. Vocational education can be at the secondary or post-secondary level and can interact with the apprenticeship system. Increasingly, vocational education can be recognized in terms of recognition of prior learning and partial academic credit towards tertiary education as credit. Vocational education is related to the age old apprenticeship system of learning.

Up until the end of twentieth century, vocational educations focused on specific trades such as, for example, an automobile mechanic or welder, and was therefore associated with the activities of lower social classes, attracting a sort of social stigma.

The National Education Policy of 1979 introduced Agro-Technical subjects whereby a pre-vocational education program became part of the curriculum in grades 7-8 at Junior Secondary Education level. The Government started expansion of the new curriculum in 500 non-governmental high schools under a new project. At a point of time, 1300 non-government schools and 106 government technical institutes (64 Vocational Training Institutes, 12 Technical Training Centers, and 30 Technical and Vocational institutes) offered this curriculum.

This policy was partially successful, even though there was lack of equipments, laboratories, trained teachers with industrial experience. Students often took TVET subjects as second option, in spite of a sort of social stigma.

However, Bangladesh has a system of education that allows, as a matter of policy, movement of students, from one stream to another to pursue higher education and acquire knowledge up to the highest academic level. Flexibility of this nature made it possible for the Bangladesh Technical Education Board to offer SSC level certificate courses on TVET subjects, thereby linking middle school vocational education and training with that of the high schools. The TVET in Bangladesh is hence responsive to government policy of national and global market for skilled human resources.

3.1.2 Pre-Service Teacher Training Programs promote a skills based approach across the curriculum

The Government has adopted a policy to introduce pre-service and in-service training of teachers for twin purpose of widening the base of skill and improving quality. For the purpose of attaining the two objectives, the GoB is increasing the number of public institutions and at the same time encouraging the private sector for promoting skills.

Introduction of in-service and pre-service training for teachers have been elaborated in the Education Policy of 2003. But there is no program for pre-service training arrangement for TVET teachers. At present teachers in TVET are recruited among graduates of TVET courses. However, training for head teachers in management and academic supervision has been introduced as a recommended course of action from the education policies.

A study shows that male teachers enroll in greater numbers (at least by more than 80%) in all the training courses. Although very few institutes existed at the beginning of this decade, there has been a consistent increase in the number of private institutions since 2001 (Table-1).

Table-1

Number of Public and Private Technical and Vocational, Medical, Nursing and Unani/ Ayurvedic Pre-Service Training Institutes: Teachers and Enrolment by Sex 2001-2005

		<i>Polytechnic Institute</i>	Total Teachers	Female	Male	<i>Vocational Institutes</i>	Total Teachers	Female	Male	<i>All Technical and Vocational Institutes</i>	Total Teachers	Female	Male
2001	Public	20	816	124	692	51	463	47	416	144	2303	299	2004
	Private	7	30	None	30					1272	5258	1295	3963
	Total	27	846	124	722					1416	7561	1594	5967
2002	Public	20	1089	166	923	64	792	75	717	157	2912	368	2544
	Private	56	230	10	220					1405	5711	1362	4349
	Total	76	1319	176	1143					1562	8623	1730	6893
2003	Public	20	1078	162	916	64	835	81	754	163	2866	345	2521
	Private	87	327	13	314					2154	7461	1545	5916
	Total	107	1405	175	1230					2317	10327	1890	8437
2004	Public	37	1146	185	961	64	842	82	758	180	2939	372	2567
	Private	97	340	15	325					2412	7864	1274	6590
	Total	134	1486	200	1286					2592	10803	1646	9157
2005	Public	37	1189	166	1023	64	792	75	717	180	2039	346	1693
	Private	97	465	15	450					2548	14245	2877	11368
	Total	134	1654	181	1473					2728	17185	3223	13962
		<i>Medical College</i>	Total Teachers	Female	Male	<i>Nursing Training Institute</i>	Total Teachers	Female	Male	<i>Unani/Ayurvedic College</i>	Total Teachers	Female	Male
2001	Public	13	1144	207	937	38	222	156	66	02	28	02	26
	Private	12	634	115	519	06	35	24	11	16	94	16	78
	Total	25	1778	322	1456	44	257	180	77	18	122	18	104
2002	Public	13	1173	205	968	38	226	159	67	02	30	02	28
	Private	12	634	115	519	06	35	24	11	16	124	20	104
	Total	25	1807	320	1487	44	261	183	78	18	154	22	132
2003	Public	13	1214	238	976	39	232	161	71	02	31	02	29
	Private	14	728	121	607	05	29	24	05	16	126	16	110
	Total	27	1942	359	1583	44	261	185	76	18	157	18	139
2004	Public	13	1215	240	975	39	234	166	68	02	32	02	30
	Private	14	740	123	617	05	30	25	05	16	124	21	103
	Total	27	1955	363	1592	44	264	191	73	18	156	23	133
2005	Public	15	1218	240	978	39	232	159	73	02	32	02	30
	Private	27	1037	123	914	05	29	24	05	16	124	20	104
	Total	42	2255	363	1892	44	261	183	78	18	156	22	134

Source: Compiled from, Bangladesh Educational Statistics 2006. Bangladesh Bureau of Educational Information and Statistics (BANBEIS), pp. 63 to 70.

Private Polytechnic Institutes did not possess any female teachers in 2001, which significantly increased to 53 by 2005, while male teachers numbered 1339 by 2005. Vocational Institutes within this period seem to be solely run under Public Sector and the male-female participation is tilted in favor of the former (almost 90%). This situation is further sustained until 2005, when male teachers' involvement is above 90%. For all Technical and Vocational Institutes, Male teachers account for 87%, while female teachers account for 13%, a figure that shows marked improvement in 2005, accounting for almost 19% in the terminal year. This improved participation of female teachers seems true for all the courses with one exception, i.e., the Survey Institute enrollment which is predominantly managed by the public sector. Female participation has to be improved as the increased involvement of women would allow the PRSP target to be achieved. In contrast, male participation in all the colleges and institutes have been quite high, in the range of 75% to 85% with a consistently improving number between the years 2001 and 2005. The numbers of private colleges and institutes have also kept up high pace.

There is also a felt need among guardians that discontinuation of studies should be arrested in the case of dropout girls at the Secondary level. Both female students and their parents are in favor of enabling dropout girls to equip themselves with technical and vocational education as a livelihood strategy and a meaningful way of culminating their educational career (Source: SESIP, 2005).

The survey institutes are mainly established by public financing while HSC Business Management Institutes, by private financing. Although the number of HSC Business Management Institutes increased by almost 40% from the year 2001, the participation of women teachers has decreased by 6% (Table-2).

Table-2
Number of Public and Private Dental College, Homeopathic College, Survey and HSC Business Management Pre-Service Training Institutes: Teachers and Enrolment by Sex 2001-2005

	<i>Dental College</i>	Number of College	Total Teachers	Female	Male	<i>Homeopathic College</i>	Total Teachers	Female	Male
2001	Public	01	54	12	42	01	25	02	23
	Private	02	115	30	85	30	470	62	408
	Total	03	169	42	127	31	495	64	431
2002	Public	01	56	12	44	01	23	02	21
	Private	04	132	26	106	28	442	62	380
	Total	05	188	38	150	29	465	64	401
2003	Public	01	54	14	40	01	25	04	21
	Private	06	172	38	134	29	438	54	384
	Total	07	226	52	174	30	463	58	405
2004	Public	01	56	15	41	01	27	05	22
	Private	06	198	40	158	29	442	62	380
	Total	07	254	55	199	30	469	67	402
2005	Public	01	56	15	41	01	27	05	22
	Private	08	198	40	158	29	442	62	380
	Total	09	254	55	199	30	469	67	402
	<i>Survey Institute</i>	Number of College	Total Teachers	Female	Male	<i>HSC Business Management Institute</i>	Total Teachers	Female	Male
2001	Public	02	17	1	16				
	Private					455	2117	455	1662
	Total								
2002	Public	02	17	1	16				
	Private					475	2222	475	1747
	Total								
2003	Public	02	16	1	15				
	Private					828	3420	566	2854
	Total								
2004	Public	02	16	1	15				
	Private					955	3822	432	3390

	Total								
2005	Public	02	17	1	16				
	Private					1180	6120	975	5145
	Total								

Source: Compiled from, Bangladesh Educational Statistics 2006. Bangladesh Bureau of Educational Information and Statistics (BANBEIS), pp. 63 to 70.

In case of Leather Technology College, Textile Technology College, Law College and other professional institutions, the participation of female teachers is on the lower side (approximately 8%) as compared to the male teachers (Table-3).

Table-3
Number of Public and Private Leather Technology College, Textile Technology College, Law College, and All Professional Institutions: Teachers and Enrolment by Sex 2001-2005

	<i>Leather T College</i>	Number of College	Total Teachers	Female	Male	<i>Textile T College</i>	Total Teachers	Female	Male
2001	Public	01	36	06	30	01	24	02	22
	Private								
	Total								
2002	Public	01	15	03	12	01	31	02	29
	Private								
	Total								
2003	Public	01	09	01	08	01	24	02	22
	Private								
	Total								
2004	Public	01	09	01	08	01	30	02	28
	Private								
	Total								
2005	Public	01	15	03	12	01	31	02	29
	Private								
	Total								
	<i>Law College</i>	Number of College	Total Teachers	Female	Male	<i>All Professional Institutes</i>	Total Teachers	Female	Male
2001	Public					62	1836	412	1424
	Private	59	546	08	538	125	1894	255	1639
	Total					187	3730	667	3063
2002	Public					62	1852	414	1438
	Private	59	564	08	556	128	1963	259	1704
	Total					190	3815	673	3142
2003	Public					59	1600	433	1167
	Private	63	558	12	546	140	2109	277	1832
	Total					199	3709	710	2999
2004	Public					59	1614	451	1163
	Private	63	564	08	556	140	2157	292	1865
	Total					199	3771	743	3028
2005	Public					61	1629	444	1185
	Private	70	625	08	617	153	2455	277	2178
	Total					214	4084	721	3363

Source: Compiled from, Bangladesh Educational Statistics 2006. Bangladesh Bureau of Educational Information and Statistics (BANBEIS), pp. 63 to 70.

During the period 2001-2005 pre-service trainings have been imparted to teachers to promote skills based approach across the curriculum in Public Technical Training Centers (TTC), Public Commercial Institutes, Private Agricultural Training Institutes, Public Glass and Ceramic Institutes and Primary Teachers Training Institutes.

During this period (2001-2005), a total number of 1795 teachers have been trained in 13 Public Technical Training Centers as against an enrollment of 24370 teachers (Table-4).

Table -4
Number of Public Technical Training Centre: Teachers and Enrolment 2001-2005

Year	Management	No of Centre	Teachers	Enrolment
2001	Public	13	356	4857
2002	Public	13	359	4867
2003	Public	13	362	4912
2004	Public	13	359	4867
2005	Public	13	359	4867

Source: Bangladesh Educational Statistics 2006. Bangladesh Bureau of Educational Information and Statistics (BANBEIS).

The status of training of teachers in commercial institutes, where skills in trade are developed among students, shows that 579 teachers have been trained in 16 Institutes from an enrollment of 18537 teachers. The percent of teachers trained is 3.12 (Table-5).

Table -5
Number of Commercial Institute: Teachers and Enrolment from 2001 to 2005

Year	Management	No of Institute	Teachers	Enrolment
2001	Public	16	189	3703
2002	Public	16	186	3683
2003	Public	16	68	3720
2004	Public	16	68	3748
2005	Public	16	68	3683

Source: Bangladesh Educational Statistics 2006. Bangladesh Bureau of Educational Information and Statistics (BANBEIS).

In trades related to agriculture, training to teachers has been provided during the period 2001-2005 in both public and private sectors Agricultural Training Institutes (ATI). A study of Table-6 shows that in 12 public ATIs 456 teachers have been trained from an enrollment of 33422 teachers.

In the private sector the number of ATIs had been 9 in 2001 and 12 in 2002; but the number increased to 47 in 2005 suggesting greater participation of the private sector in human resource development. From Table-3 it can be seen that the number of teachers trained is 147 out of an enrollment of 3520. It is interesting to note that no enrollment has been made during 2003-2005, and hence no training of teachers.

Table-6: Number of Private Agricultural Training Institute: Teachers and Enrollment from 2001-2005

Year	Management	No of Institute	Teachers	Enrolment	Management	No of Institute	Teachers	Enrolment
2001	Public	12	108	6975	Private	9	63	1660
2002	Public	12	112	6170	Private	12	84	1860
2003	Public	12	112	6572	Private	47	none	none
2004	Public	12	112	6602	Private	47	none	none
2005	Public	12	112	7103	Private	47	none	

Source: Bangladesh Educational Statistics 2006. Bangladesh Bureau of Educational Information and Statistics (BANBEIS).

Table-7 shows that the demand for public institutional support is high. Enrollment of teachers has increased to 969 between 2001-2005. Compared to the base year 2000, when enrollment was 584 teachers in the Glass and Ceramic Institute, there has been 60.27% improvement.

Table -7: Number of Public Glass and Ceramic Institute: Teachers and Enrolment from 2001-2005

Year	Management	No of Institute	Teachers	Enrolment
2001	Public	1	10	168
2002	Public	1	10	174
2003	Public	1	10	225
2004	Public	1	10	228
2005	Public	1	10	174

Source: Bangladesh Educational Statistics 2006. Bangladesh Bureau of Educational Information and Statistics (BANBEIS).

Towards the aim of attaining Teacher Training Institution up gradation, GoB has planned to support the upgrading of the VTTI and make it the central venue for the Teacher's In-service Training Program, preferably on an out-reach basis. It will provide for additional development of in-service teachers (including pre-service certificate and diploma training; full-time and part-time basis). For the in-service teachers, teaching methodology, technology skills (e.g. use of equipment), learning new-curricula, standards, training materials etc, certificates and diplomas in vocational and technical education will be offered. A continuous monitoring of the program responsiveness, training needs from the field-level, coordination of services at all levels and development of curricula (through close liaison with BTEB) and training materials are planned to be executed.

Table-8 shows an overall information related to Public and Private ownership of Institutions, Teachers and Enrolment for 2005.

**Table-8
Type of Institution, Teachers and Enrolment in Technical and Vocational Education by Type of Management and Number of Institutions 2005**

Type of Institution	Management	Institution		Teachers		Enrolment	
		Total	Female	Both Sex	Female	Both Sex	Female
Primary Training Institute	Public	54		517	179	13025	5176
	Private						
	Total	54		517	179	13025	5176
Teachers Training College (TTC)	Public	14	1	247	74	6518	2885
	Private	85		988	220	11638	4352
	Total	99		1235	294	18156	7237
Technical Teachers Training College (TTTC)	Public	1		15	2	72	22
	Private						
	Total	1		15	2	72	22
Vocational Teachers Training Institute (VTTI)	Public	1		6	1	120	
	Private						
	Total	1		6	1	120	
Physical	Public	4		49	7	668	142

Education College	Private	23		227	22	2734	902
	Total	27		276	29	3402	1044
HSTTI	Public	5		66	19	542	46
	Private						
	Total	5		66	19	542	46
Total (Teachers Education)	Public	80	1	917	283	21893	8271
	Private	108	-	1215	242	14372	5254
	Total	188	1	2132	525	36265	13525
<i>Source: Bangladesh Educational Statistics 2006. Bangladesh Bureau of Educational Information and Statistics (BANBEIS).</i>							

Teacher Recruitment Reforms Introduced by MoE in Bangladesh

To ensure that standardized and transparent criteria are adhered to in the recruitment of teachers at the secondary level, MoE has established an autonomous National Teacher Registration and Certification Authority (NTRCA). The main function of this authority is to screen and certify a pool of qualified teachers. All schools that receive a subvention have to recruit new teachers from the pool selected by the authority. The certification will be based on academic qualifications and a standardized examination conducted on an annual basis. The list of certified teachers will be published and flexibility to recruit teachers will have to be selected from the pre-qualified pool.

This reform is expected to lead to teachers meeting basic entry standards, and will also significantly reduce the scope for corruption and nepotism in the selection of teachers.

3.1.3 Strategies for student participation in school affairs are elaborated within national education policy frameworks

In Bangladesh the pattern of education in the ladder is 5+3+2+2, that is, 5 years in primary, 3 years in junior secondary, 2 years in secondary and 2 years in higher secondary, with compulsory schooling for the first five years. After completing three years pre-secondary level students may join formal or vocational courses. Vocational Education in Bangladesh comprises Secondary School Certificate (Vocational), National Skill Standard-III (SS-III); National Skill Standard-II (SS-II); National Skill Standard (SS-I: with University affiliation from abroad); Higher Secondary Certificate (Vocational), HSC (Voc) - (NSSI); and Basic Trades (360 Hours) and such.

Formal courses have 1 year to 4 years' duration while informal courses range from duration of a few months (6 months or 200 hours) to 1 year. Vocational education courses accept students who do not possess formal certificates on completion of education.

However, before starting of SSC (Voc) curriculum, there are trade level training courses in Vocational training courses in Vocational Training Institutes (VTI) and Technical Training Centers (TTC) and mobile trade courses under Textile Vocational Institute (TVI) like NSS-III, NSS-II. BTEB has conducted a series of studies involving internal and overseas job markets for skilled manpower and their training.

The SSC (Voc) program has started with 15 engineering trades (automotive, carpentry, civil construction (civil), drafting (mechanical), electrical, farm machinery, foundry and pattern making, general mechanics, machinist, plumbing and pipe fitting, radio TV, Refrigeration and air conditioning, turner and welding in 64 (51 TVIS, 11TTCS and 2 NGO) institute from 1995.

3.2 Core Indicators

3.2.1 Youth Literacy Rate 15-24 years

Among the youths (15-24 years) the literacy rate has been found to be 72.73% with males at 75.03% and the females at 70.36%. The Gender Parity Index is 0.94. It has also been found by the survey that young women were behind in all cases, but close, right on the heels. The stipend program, both at primary and secondary levels in cash or kind, extensive NFE interventions by both Government and NGOs seemed to have had a positive impact.

3.2.2 Gross Enrolment Rate in Technical, and Vocational Education and Training (TVET)

Eligibility for admission in non-government TVET is population of 8+ years, and in government TVET it is 12-13 years. Gross enrolment in TVET institutes was 241336 with a break-up of different kinds of institutes of admission (Table-9).

It appears that enrolment in technical and vocational education institutions across the country is highest in Rajshahi division with 66934 (27.6 percent) followed by Dhaka division with 64477 (27.3 percent), while Sylhet division records the lowest number of 6292 (2.7 percent) students. The distribution of students by type of institutions reveals that the highest number of polytechnic students is in Dhaka division with 9870 (35.9%) out of the total of 27518 followed by Rajshahi with 7225 (26.3 percent) and again Sylhet appears to have the lowest enrolment with only 972 (3.5 percent). The total number of students enrolled in technical schools and colleges is 8548. Dhaka reported the highest enrolment with 2610 (30.5 percent) students, Rajshahi follows with 1981 (23.2 percent) and the lowest enrolment enrollment is reported in Sylhet division with 660 (7.7%) students (Table-9).

The total enrolment in textile vocational institute is 5097. The highest number of students are in Dhaka with 1326 (26.01 percent) followed by Rajshahi with 1232 (24.17 percent), while Sylhet division has no students. Out of the total enrolment in textile institute, Chittagong division reported the highest number with 344 (40.19 percent) students. This is followed by Rajshahi and Dhaka with 225 (26.28 percent) and 175 (20.44 percent) students, respectively while Khulna and Sylhet divisions have no students (Table-9).

With regard to enrolment SSC (vocational) the total enrolment is 95458 with Rajshahi division showing the highest number of students with 24490 (25.7 percent). Dhaka division follows this with 21233 (22.2%) students while Sylhet division has the lowest enrolment with 2104 (2.2 percent). In case of business management education at higher secondary level attached to the school and colleges, intermediate colleges, degree colleges of the general education stream and some are independent, the total enrolment stands at 79935; Rajshahi division has the highest number of students with 24319 (30.%). This is followed by Dhaka division with 22059 (27.6%) while Sylhet division has the lowest enrolment with 1843 (2.3%).

Table-9
Number and Percentage of Students in Technical Vocational Education Institutions by Type and Division, 2005

Number of Students by Division

Type of Institutions		Barisal	Chittagon g	Dhaka	Khulna	Rajshahi	Sylhet	Total
Polytechnic Institute	Number	1247	4516	9870	3688	7225	972	27518
	Percentage	4.5	16.4	35.9	13.4	26.3	3.5	100
Technical School & College	Number	792	1220	2610	1285	1981	660	8548
	Percentage	9.3	14.3	30.5	15.0	23.2	7.7	100
Textile Vocational Institute	Number	753	1040	1326	746	1232	-	5097
	Percentage	14.77	20.40	26.01	14.64	24.17	-	100
Textile Institute	Number	112	344	175	-	225	-	856
	Percentage	13.08	40.19	20.44	-	26.18	-	100
Technical Training Center	Number	480	1878	1853	148	508	-	4867
	Percentage	9.9	38.6	38.1	3.0	10.4	-	100
Survey Institute	Number	-	250	-	-	307	-	557
	Percentage	-	44.9	-	-	55.1	-	100
SSC (Vocational) Institute	Number	14350	14644	21233	18637	24490	2104	95458
	Percentage	15.0	15.4	22.2	19.5	25.7	2.2	100
HSC (B.M) Institute	Number	7470	11675	22059	12569	24319	1843	79935
	Percentage	9.4	14.6	27.6	15.7	30.4	2.3	100
Commercial Training Institute	Number	554	709	776	528	815	301	3683
	Percentage	15.0	19.3	21.1	14.3	22.1	8.2	100
Agriculture Training Institute	Number	1369	1082	4146	1567	5767	457	14388
	Percentage	9.5	7.5	28.8	10.9	40.1	3.2	100
Glass and Ceramic & Graphic Arts Inst.	Number	-	-	429	-	-	-	429
	Percentage	-	-	100	-	-	-	100
Total	Number	27127	37358	64477	39168	66934	6292	241336
	Percentage	10.8	15.6	27.3	15.8	27.6	2.7	100

The students enrolled in all professional educational institutions are distributed across the country as shown in Table 10. The highest number of students are found in Dhaka division with 32360 (53.9 %) followed by Rajshahi with Sylhet division recorded the lowest number of 2570 (4.3%) students. Moreover, it can be seen from Table-9, that the highest number of medical students are in Dhaka with 10730 (57.4%) out of the total 18685 followed by Rajshahi division with 2492 (13.3%) students while Khulna division recorded the lowest number with only 200 (1.10%) students. Total enrolment in dental colleges is 1140. The highest number of students in homeopathic college is found in Dhaka division with 7803 (51.43 %) students while Sylhet division recorded the lowest number with 355 (2.34%) students (BANBEIS, 2006: 32-34).

Table-10
Number and Percentage of Students in Professional Education Institutions by Type and Division, 2005

Number of Students by Division

Type of Institutions		Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Total
Medical College	Number	1692	2323	10730	200	2492	1248	18685
	Percentage	9.1	12.4	57.4	1.1	13.3	6.7	100
Dental College	Number	-	60	1030	-	50	-	1140
	Percentage	-	5.2	90.4	-	4.4	-	100
Homeopathic College	Number	709	2302	7803	1553	2448	355	15170
	Percentage	4.67	15.77	51.43	10.23	16.14	2.34	100
Unani and Ayurvedic College	Number	34	207	980	82	100	177	1580
	Percentage	2.15	13.10	62.03	5.19	6.33	11.20	100
Nurses' Training Institute	Number	280	617	1463	403	810	266	3839
	Percentage	7.29	16.07	38.11	10.50	21.10	6.93	100
Nursing College	Number	-	-	252	-	-	-	252
	Percentage	-	-	100	-	-	-	100
Leather Technology	Number	-	-	435	-	-	-	435
	Percentage	-	-	100	-	-	-	100
Textile Technology College	Number	-	-	628	-	-	-	628
	Percentage	-	-	100	-	-	-	100
Law College	Number	840	3020	8907	2524	1972	524	17787
	Percentage	4.7	17.0	50.0	14.2	11.1	3.0	100
Art College	Number	-	129	132	130	145	-	536
	Percentage	-	24.1	24.6	24.2	27.1	-	100
Total	Number	3555	8658	32360	4892	8017	2570	60052
	Percentage	5.9	14.4	53.9	8.1	13.4	4.3	100

Source: Bangladesh Educational Statistics 2007. Bangladesh Bureau of Educational Information and Statistics (BANBEIS).

Table-11 shows the Gross and Net Enrollment Ratio at the Secondary Education level. At the Junior Secondary level, the Gross Enrollment Ratio for female is highest. It decreases for female students as the years of schooling progresses, tapering off when girls reach their teens. Many students especially female students, drop-out of school for various reasons.

For the school age population, between Grade 6-8, males account for 5591636, i.e. 53%. In Grade 9-10, 3639126 male students amount to slightly over 53% of the total. For Higher Secondary level, males number 3482264 which stand at approximately 50%. Of the School age population, 59% at the Junior Secondary level, 42 % at the Secondary level, and 15% at the Higher Secondary level, actually enroll.

Gross enrollment between Grades 6 and 8, 2994543 male students amount to slightly over 48% and females, 52% of the total. For Secondary level, gross enrollment of males show 1408468 which stands at approximately 49% for males. At the Higher Secondary level gross enrollment of 633337 male students occur, which is 61% males. At the higher level of education, more male students enroll.

Table-11: Gross and Net Enrolment Ratio by Level in Secondary Education, 2005

Level	Sex	School age Population	Gross Enrollment	Net Enrollment	Gross Enrollment Ratio
Junior Secondary (Grade 6-8)	Both Sex	10531392	6232512	5685494	59.18
	Female	4939756	3237969	2946569	65.55
Secondary (Grade 9-10)	Both Sex	6810496	2865863	2614331	42.08
	Female	3171370	1457395	1326237	45.95
Higher Secondary (11-12)	Both Sex	6909234	1036502	841733	15.00
	Female	3426970	403165	327512	11.76
<i>Source: Bangladesh Educational Statistics 2006. Bangladesh Bureau of Educational Information and Statistics (BANBEIS).</i>					

3.2.3 Designated Curriculum time in education systems to develop children and young people's knowledge, skills and attitudes for health.

From primary to lower secondary educational level, the designated curriculum time in the education system is 360 hours for all formal education courses. From higher secondary to technician/craftsman, the designated time is 141 hours (for 160 to 170 credits) with additional 900 hours of practical classes (150 minutes each) for technical courses.

3.2.4 Transition Rates between primary and secondary systems and secondary to higher education systems

Transition Rates from pre-primary education (3-5 years age-group) to primary grade-1, has been found nationally to be 15% in 2005; but in CHT within coverage of ICDP the Transition Rate has been as high as 66% (DPE/ Muhammad Sirajuddin).

The number of students studying in grade-5 of primary level institutions has been enumerated at 16.2 million in 2005, while enrolment in 2006 in Junior Secondary Schools in grade-6 in 2006 has been found to 0.9 million. This suggests a Transition Rate of 5.61% (BANBEIS, 2006).

The number of enrolled students in Junior Secondary Schools in grade-8 in 2005 has been found to be 910914 in 2005 and that in Secondary Schools in grade-9 in 2006 has been found to be 221887. This suggests a Transition Rate of 24.36%.

In Junior Secondary Schools (up to 8th grade), Secondary Schools up to 10th grade, and Secondary Schools and Colleges up to 12th grade, the total number of students has been found to be 7.4 million in 2005, with a cumulative Transition Rate of 45.6%.

3.3 Additional EFA Indicators

3.3.1 Youth Unemployment Rate

Bangladesh's economy suffers from a high rate of unemployment, particularly among the youth and warrants more emphasis in this type of education. Unemployed labor force of Bangladesh is estimated to be about 15 million. Formal training programs in the country are carried out mainly by Ministries of Education and Labour and Manpower. Also, a significant number of training programs are operated outside the formal structure by numerous government, semi-government and non-government agencies. Different estimates show that total annual requirement of skilled and

semi-skilled manpower is approximately 1.5 lacs. But through different formal and informal training arrangements, only about one-fifth of the above demand is met.

3.3.2 Availability and utilization of school and community based counseling services for young people

Community based counseling services are available, more or less in Secondary and Higher Secondary educational institutions. It has been found higher in Dhaka and Chittagong than in Mymensingh and Rangpur districts.

3.3.3 National education standards/ benchmarks explicitly identifying social, emotional, behavioral, skills

In Bangladesh, national education standards reflect societal norms which may vary from region to region; but such norms as good behavior, correct attitude towards teachers and fellow students, restrained emotional conduct, keeping with school environment are mentioned worthy.

3.3.4 Number of incidences of reported violence in schools

School level bullying, physical assault, teasing, ragging, discrimination, etc. are common in both rural and urban educational institutions; but specific figures/ information are not included in the database.

3.3.5 Participation Rate of young people and adult in accredited in NFE programs

Participation of young people and adult in accredited NFE programs is 72.73% of youth (15-24 years) and 54.8% for adults (15-45 years) (BBS, 2006).

Such participation is 90% for ethnic minorities and 10% for the disabled (Literacy Bulletin 162, 2007).

3.3.6 Incidence of substance abuse among young people

Incidence of substance abuse is nationally 8% among the males and 0.04% among females. Such incidences are 10% among urban males and 6% among rural males.

Substance use is also correlated to risky sexual behavior. It has been found that 56% of unmarried males did have pre-marital sexual experience.

Prevalence of substance use is five times more among males having extra marital affairs. Among the young Dhaka youths are larger in number as compared to those of Barisal and Sylhet.

Condom use has been found to be low among substance users (Baseline HIV/AIDS Survey among Youths in Bangladesh, 2005).

3.3.7 Knowledge of HIV prevention practice among young people and adults

The mean age for male and female respondents was 20.2 and 18.4 years respectively for the Baseline HIV/AIDS Survey among Youths in Bangladesh 2005. Although a quarter of the youths were not formally educated (more in the rural than in the urban) seventy-two percent were employed. About half of the youths (54 percent urban and 46 percent rural) had secondary or higher level of education (Baseline HIV/AIDS Survey 2005:13). Ninety three percent of males and 85 percent of females were aware of HIV/AIDS with awareness being higher among urban youth. Knowledge of HIV/AIDS prevention was 23 percent male and 22 percent female, being higher

among those with secondary or higher education. This figure is lower than that quoted from the UNFPA study of 2006, probably because of the sample size and selection. Youths from Dhaka division were significantly more knowledgeable about this syndrome-infection, compared to Sylhet division.

General Observations

All young and adult persons have a right to work, to earn and to live. This is a basic human right. In order to develop individual capacities to cope with life needs at social, mental and physical levels and to achieve established and recognized rights, life skills and lifelong learning has been considered important. Training and re-training, life-long learning, re-orientation are needed by individuals to enhance negotiation capacity in problem solving. Vocational education alludes to the age-old apprenticeship of learning, which is also prevalent in Bangladesh, given the informal character of the employment and labor sectors.

In the policy on Non-Formal Education, a Sub-System “life skills” development, has been designed, as an educational program for children and adults age-groups 15+ years covering literacy, numeracy, life skills for youths and adults, vocational education, livelihood skills training program, equivalency program, quality of life promotion program, and special work skills at basic, middle, and self learning levels. The age-group includes the disadvantaged young and adults who may not necessarily follow the “ladder” system of education but can pursue courses of varying duration for self or wage employment within country or abroad. Eight years and above for the non-government organizations and 12 to 13 years for the government organizations.

Specific strategies and programs for the provision of life skills education, NFE, and TVET for disadvantaged groups exist in the National Plan of Action-II (NPA-II). Moreover, specific strategies and programs exist for the geographically, economically, socially, ethnically and physically disadvantaged children and adults. In addition, under the National Social Welfare Policy (2006), rehabilitation centers have been established for (a) socially disadvantaged, handicapped, anti-social youths, the vulnerable and helpless poor, people in need of security and safety net programs, homeless (b) hard-core-poor, orphan, street-children, marginalized women with families etc. Appropriate and needs based training, nursing and care, education, welfare- oriented development have been designed to ensure and achieve optimum benefits.

The current policies and programs have been taken, keeping in mind the equitable provision of quality NFE, by most of the agencies working on it, including the GoB. With regard to TVET education, progressive trends towards a more relevant and appropriate curriculums are in position and will be taken up in due course. In rural Bangladesh, there is a dearth of training institutions and lack of electricity which hinders progress in this sector. There are approximately 450 training institutions offering 6 months’ courses in IT.

Some progress has been made for achieving the goals, of which the increase in allocation from Education Budget to TVET institutions needs special mention. The allocation per student is now Taka 6 - 7 per day. This is almost half of the stipulated requirement of Taka 16 - 18 per day. There is scope for further improvements not only in the budgetary allocations but also in the number of courses/credits (160 to 170 credits with 50 minutes of class in each, excluding practical classes which are 150 minutes for each class) taken by students. More practical classes with updated machines and tools would be required.

There are group-specific problems where dearth of authentic data exists. In some regional contexts, actual number of people requiring such life skills and life-long learning cannot be ascertained. This is more pronounced among the disadvantaged, people in ecologically vulnerable areas like the chars and hoars, ethnic groups and minorities. Moreover, poverty stricken vulnerable groups require welfare oriented development programs and planning for them is difficult in the context where data is limited, resource constrained, governance weak and allocation, faulty.

Given the lack of hard evidence on skills shortages, limited supply of VET graduates for government institutions, and concerns about quality, there is ample scope for reorienting and revitalizing the vocational system. There are grounds for investing and scaling-up of the system, due to the escalating demand for training worldwide and the queue for private training institutes within Bangladesh. There are several reasons for the comparatively anomalous stagnation and lacunae within the VET system namely; (a) There is evidence that there is a skills mismatch. Employers perceive that the graduates coming out of the vocational system are not meeting their needs. They feel that the system is continuing to produce graduates for old and marginal trades, which have no market demand, while newer trades with substantial needs for skilled labor have been left unmet (b) increasing overseas employment, and the possible market for skilled Bangladeshi workers abroad also offer some justification for investing in the system; and there is an urgent need to increase the levels of in-service training, and a well designed VET system can also help in addressing this shortcoming. Moreover, programs for the ultra-poor, SME/ Trade programs in the remote areas, mobile skill training programs for the Hard-to-Reach people, in-service TVET teacher Training System, short modular trade courses, Demand driven curricula formulation, Refocused VTIs and TTCs, TOT courses for local trainers, etc. might be useful. Courses in TVET, for drop-out students, are in demand by both students and their guardians. It is clear that to improve market relevance of education, and specifically vocational education and training, significant changes will be needed. This is also one strategy to foster a built-in inclusive process for the marginalized, ethnic and disabled population; thereby making them part of the productive force, capable of actively contributing to the economy.

An immediate priority should be the development of a clear policy statement on how the VET sector should be developed or even what it encompasses. It should clarify the role and responsibilities of the different government institutions (e.g. DTE, BTEB) and ministries in the management and implementation of the system, as well as public and private training institution's role. TVET is to some extent, responsive to government policy of national/global market. However, there is no approved government policy for the above.

Campaigns on HIV intervention and thereby effective prevention, should specifically focus on sexual transmission of HIV. This heightened awareness may help in increasing condom use (NASP, Baseline HIV/AIDS Survey 2005). Evidently, more than one-third of youth do not know how to prevent HIV/AIDS. Windows for discussion of Sexual and Reproductive Health (SRH) issues should be discussed in school. Including SRH issues in school curriculum might be considered (NASP, Baseline HIV/AIDS Survey 2005:26).

Education as a tool for employment has been somewhat peripherally articulated in the Bangladesh PRSP. The assessment of primary education and the test of quality improvement (through indicator on quality education) enunciated in the document, has not taken cognizance, the applicability and job prospects of a successful primary or secondary level student. Rather, it would be practical to formulate the curriculum of primary and secondary education in such a manner so that, in case of discontinuation of studies (in the transition phase), students can still involve themselves in productive and remunerated work. This need has been articulated in monitoring and evaluation

studies of SESIP, especially among the parents of female students who have discontinued education. In Bangladesh Gross Enrolment Rate in primary education has been 93.7% in 2005 and the Survival Rate to secondary education is 52.9%. In the same year, the Survival Rate from secondary to higher secondary has been 45.6%. Taking to account those who dropped out from formal education at primary and secondary levels and those who will enter these levels it becomes alarming from employment point of view.

It would be pertinent to recognize that the physically challenged, disadvantaged (socially and economically excluded groups), ethnic minorities, tribal and indigenous communities have to be brought within the inclusive and enabling arena, through, if necessary, a policy which elucidates the process and pattern of their inclusion for productive and remunerated activity, given their present educational capacities. Here the need would be for attaining life skills and lifelong learning through a coordinated, multi-sectoral Technical, Vocational Education and Training (TVET) where policy is responsive to national and global market trends and opportunities. Another important input is pre-service teachers' training programs to promote a skills based approach across the curriculum. There is also an imperative need to create a child friendly environment, an enabling skills' enhancement support that contributes efficiently towards retaining students' attention in class. that leads to remunerated employment (Begum Anwara and Salimullah M, The Millennium Needs Assessment Report on Bangladesh, BIDS, 2004).

Summary

In order to support a coordinated, multi-sectoral Technical, Vocational Education and Training (TVET) Policy, that is responsive to national and global market trends and opportunities, some measures were adopted. One of those was to create a nexus between pre-vocational educational program and formal education at the secondary level. The National Education Policy of 1979 introduced Agro-Technical subjects (similar to policy of 1967) whereby a pre-vocational education program became part of the curriculum in classes 7-8. Vocational education courses accept students who do not possess formal certificates on completion of education. After completing three years pre-secondary level, students may join formal or vocational courses. Vocational Education in Bangladesh comprises Secondary School Certificate (Vocational), National Skill Standard-III (SS-III); National Skill Standard-II (SS-II); National Skill Standard (SS-I: with University affiliation from abroad); Higher Secondary Certificate (Vocational), HSC (Voc) - (NSSI); and Basic Trades (360 Hours) and such. Before commencing SSC (Voc) curriculum, there are trade level training courses in Vocational training courses in Vocational Training Institutes (VTI) and Technical Training Centers (TTC) and mobile trade courses under Textile Vocational Institute (TVI) like NSS-III and NSS-II. The positive aspect of the formal education system in Bangladesh is that it allows students from technical institutes to attain the highest degree, that is, the National Skill Standard, albeit with foreign university affiliation. Thus there is scope for improvement in innovation and technology (home-grown and locally conducive) through personnel, with practical hands-on-experience.

On the assumption that pre-service teacher training programs promote a skills based approach across the curriculum, introduction of in-service and pre-service training for teachers have been elaborated in the Education Policy of 2003. Training for head teachers and Upazilla primary education staff in management and academic supervision has been introduced as a recommended course of action in the education policies.

The Compulsory Primary Education Act 1990, in Bangladesh, is a landmark legislation that provides legal guarantee to the child's inalienable right to education. In the policy on non-formal education, a sub-system "life skills" development, has been designed, as an educational program

for children and adults age-groups, 15+ years covering literacy, numeracy, life skills for youths and adults, vocational education, livelihood skills training program, equivalency program, quality of life promotion program, and special work skills at basic, middle, and self-learning levels. Specific strategies and programs for the provision of life skills education, NFE, and TVET for disadvantaged groups exist in the National Plan of Action- II (NPA-II).

Strategies for student participation in school affairs are elaborated within national education policy frameworks. Previous education policies recommended that specific conditions need to be considered for improvement in quality of education, while keeping certain aspects in cognizance. There arises a need to apply quality standards like physical facilities, learning aids, formation of the school management committees, student–teacher ratio, and involvement of the community – in all primary institutions. Moreover, it is important to support modernization and quality improvement of Ebtedayee madrasahs, harmonize regular and madrasah education curriculum by 90 percent, introduce English language teaching from class one, eradicate standard variation between geographical, socio-economic, ethnic-linguistic, gender, physical and mental capabilities and poor achievers within the primary education cycle, improvement in the quality of primary education, means tested school feeding, school based tutoring for the first generation students, and direct provision for education materials and stationeries, instead of transfer of payment of cash, NGO involvement for social entrepreneurship and outreach capacity building and allocation of more resources for the improvement of equipment and teaching aids including increase of budget allocation for TVET students to meet modern requirements. At the secondary level, upazilla level administrative capacity building is needed for effective planning, monitoring, inspection, audit, and academic supervision to improve the quality of secondary education (Begum and Bhuiyan, 2005).

In addition, family circumstances of children–parents’ education, parents’ ability to spend in private tutoring, parents keeping in contact with teachers, and the economic status of the family would need to be considered by policy makers. Also, policies recommended the increase in effective instructional time for students, which is 444 hours in a year in Bangladesh. This is low compared to an average of 1200 hours in other south-Asian countries. Bangladesh is trying to improve this situation by increasing the number of teachers.

GOAL 3: LIFE SKILLS AND LIFELONG LEARNING AT A GLANCE

1. Vocational Education by skill levels	i) Secondary School Certificate (Vocational) (SSC Voc) ii) National Skill Standard-III (SS-III) iii) National Skill Standard-II (SS-II) iv) Higher Secondary Certificate (Vocational) (HSC Voc) v) Basic Trades (36 hours)
2. Types of Vocational Institutions	i) Vocational Training Institutes ii) Polytechnic Institutes iii) Technical Training Centers iv) Commercial Institutes v) Specialized Institutes vi) Private Workshops
3. Enrolment of students (2005)	i) Public Technical Training Centers: 4867 ii) Commercial Institutes: 3683 iii) Public Glass and Ceramic Institutes: 174 iv) SSC Vocational: 95458 v) HSC Vocational: 633337
4. Youth Literacy Rate	Total 72.70% Males 75.03% Females 70.36% GPI 0.94
5. Gross Enrolment in TVET	Total 241336
6. Designated Curriculum time	Theoretical 360 hours Practical 900 hours
7. Transition Rate	Primary to Secondary 83.3%
8. Youth Unemployment Rate	15 million (2004)
9. Availability of counseling services	Limited
10. Participation Rate in NFE Programs	72.73%
11. Incidence of Substance abuse	8%
12. Knowledge of HIV Prevention Practice	National 89% Males 93% Females 85%

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