



**Bangladesh Water Development Board (BWDB)**



Kingdom of the Netherlands

**Embassy of the Kingdom of the Netherlands (EKN) Dhaka, Bangladesh**



**Department of Agricultural Extension (DAE)**



## Working Paper 4

# Vocational Training Opportunities: A Needs Assessment Report

August 2016



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August 2016

Blue Gold Program

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# Issue and revision record

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**Working Papers** are intended to explore the issues surrounding a particular aspect of the project (eg gender, BGP exit strategy, polder development planning, roles and functions of WMO organisations, water management, communications) in a form which allows discussion and comment within the project whilst remaining as a working draft - but with the eventual aim of issuing as a Technical or Thematic Report when the process of internal interrogation and refinement has resulted in a product which has wider application. A WP is not intended to be an action plan or progress report, but a discussion of issues and processes and the reasons behind what we are doing in the project.

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# List of Abbreviations

BDP 2100	Bangladesh Delta Plan 2100
BGP	Blue Gold Program
BWDB	Bangladesh Water Development Board
CMES	Centre for Mass Education in Science
DAE	Department of Agriculture Extension
IOB	Policy and Operations Evaluation Department, Inter-Ministerial Policy Review (Government of Netherlands)
MAWTS	Mirpur Agricultural Workshop and Training School
M&E	Monitoring and Evaluation
MTR	Mid-Term Review
O&M	Operation and Maintenance
SW/SC	South West /South Central
SRHR	Sexual Reproductive Health Rights
UP	Union Parishad
WASH	Water, Sanitation and Hygiene
WM	Water Management
WMO	Water Management Organization
WMG	Water Management Group

# Executive Summary

Bangladesh is the eighth most populous country in the world which presents an immense opportunity in terms of labour force. Vocational Education<sup>1</sup> and Training (VET) is therefore seen as essential in ensuring the country's competitiveness in the global labour market and ensuring decent work for all. In this context, Vocational Training (VT)<sup>2</sup> is one of the interventions foreseen in the Blue Gold Program Document. The vocational training intervention aims to understand the labour market context and to enhance the capacity of polder dwellers for the improvement of their livelihood.

Main objective of the vocational training intervention under the Blue Gold Programme is to contribute to poverty reduction and economic development in the Blue Gold Polders by enhancing access to vocational training and employment for disadvantaged children/youths of the families in the WMGs. The specific objectives are:

1. To provide vocational skills training to youth (50% boys and 50% girls) of Blue Gold polder areas of Patuakhali, Satkhira and Khulna.
2. To assist training receivers in finding wage-employment and self-employment through information sharing and training.
3. To increase knowledge of soft employability skills including occupational health and safety among the trainees.

The total budget for this intervention is €0.5 million.

UCEP was originally chosen to provide the required vocational training services under the Blue Gold Programme and requested to submit a proposal. A thorough review of the proposal and budget highlighted some key mismatches between BG's requirements and priorities and UCEP's proposed strategies and actions. These mismatches were in the area of -

- a. *flexibility to offer courses at polder level and not just at divisional head quarters*
- b. *focused strategies and actions to attract and retain girls for trade courses*
- c. *flexibility to introduce new courses relevant to BG programme*
- d. *per student training cost*

In this context, the BG team in consultation with the Embassy of the Netherlands decided to explore alternative service providers in the polder areas. As part of the exploration, the Programme felt the need to conduct a situation analysis in the polder areas to assess community interest in skills development training and available options and opportunities for such training services.

Through FGDs and individual discussions/interviews information about the situation, needs, opportunities and challenges regarding vocational training in the polder areas were collected. Stakeholders consulted for this assessment included representatives from the BG team (both at headquarter and field level), WMGs, unemployed and drop out youths (14-20 years of age) and service providers. A total of 148 participants from the community attended the FGDs and four service providers visited through this exercise. Key findings from the discussions indicate that:

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<sup>1</sup> Vocational education here refers to technical education provided over a period of several years by an educational institution.

<sup>2</sup> Vocational training refers to short training courses focused on specific skills/trades with high emphasis on practice and on the job training.

- There is a need for a further study on local job market, looking into the demand and supply of trade based technical skills. This will inform decision making on suitable trades more with concrete evidence.
- More technological advancement happened in the area of agriculture and communication over the past five years. But the technical services are only sufficiently available in the market areas and often low quality and expensive
- Most of the technicians providing trade specific technical services in the market are trained through informal on the job training. Dissatisfaction expressed about the quality of learning and skills development from such informal training.
- Clear preference expressed towards short courses (Max. 1 year) and venue close to their area (preferably within 5 km radius). Some also requested for a tool box for the students so that they can use it easily to provide services in their locality.
- Trades directly relevant to the BG programme must be given priority while selecting trade courses. However, specific needs of women, for those who have higher educational background and those training that will improve the overall quality of life (such as – paramedics/nursing) also needs to be considered while selecting the courses. Trainings that are already being provided by BGP must not be included under this VT intervention.
- Both models of implementation (ustad model and conventional classroom model) can be tested simultaneously. In that case, selection of trades for both the models will be important.
- Options for and access to economic activities for women are very limited. BG can support in designing a focused intervention to encourage, engage and sustain girls in a wide range of technical training (both traditional and non-traditional) and eventually be in the job market. An advocacy campaign to raise awareness about how families can be benefitted from girls' technical education can be very effective to bring more girls under this initiative.
- WMG can play a vital role in ensuring that the services are also available within the community and not in the market alone.



# 1. Introduction

Main objective of the vocational training intervention under the Blue Gold Programme is to contribute to poverty reduction and economic development in the Blue Gold Polders by enhancing access to vocational training and employment for disadvantaged children/youths of the families in the WMGs. The specific objectives are:

1. To provide vocational skills training to youth (50% boys and 50% girls) of Blue Gold polder areas of Patuakhali, Satkhira and Khulna.
2. To assist training receivers in finding wage-employment and self-employment through information sharing and training.
3. To increase knowledge of soft employability skills including occupational health and safety among the trainees.

The total budget for this intervention is €0.5 million.

The project document of August 2012 for the Blue Gold Program suggested UCEP as the potential vocational training provider. In 2014, UCEP submitted a proposal to Blue Gold for this purpose, which was reviewed by national and international experts of the Blue Gold team and a number of limitations/concerns were identified and expressed:

- a. Lack of flexibility to offer courses at polder level. The proposal only talked about providing training from the divisional head quarters
- b. Lack of focused strategies and actions to attract and retain girls for trade courses
- c. Flexibility around introducing new courses relevant to BG programme were not demonstrated in the proposal
- d. High per student training cost proposed due to increased accommodation and transportation expenses.

In this context, a situation analysis/needs analysis was planned in the BG intervention areas to understand community interest about vocational training and look into alternative service providers (other than UCEP) in the area and their offered courses. This situation analysis activity was seen as part of the preparation before implementing the VT activities in the field.

## 1.1 Objective of the needs assessment assignment:

Objectives of this assignment was to –

- *understand community needs and interest in vocational training*
- *explore alternative VT service providers (alternative to UCEP) in the area*
- *make recommendations on the design and strategies for VT intervention*

## 2. Vocational Education and Training: The broader picture

The constitution of the Republic states that “The state is responsible for development of human resources of the country irrespective of gender, and to assist in employment as per the capabilities of every citizen.” In the National Strategy for Accelerated Poverty Reduction (2005) the emphasis is given to the enhancement of workers’ skills resulting in the “Improvement of the percentage of vocational and technical graduates obtaining employment both in the domestic and international market.”

There is very limited information available about the Vocational Education and Training (VET) sector as a whole in Bangladesh. Data on Vocational Training (VT) sub-sector which Blue Gold Programme is more interested in is even rarer. For this paper, two key studies - conducted by the World Bank in 2006 and by EU-ILO in 2008 on VET system assessment and availability of VET data were consulted. These two documents highlighted the overall picture of the VET situation in Bangladesh. Some relevant extracts from these two studies suggest that -

The labour force in the country amounts to approximately 60.3 million of which 62% are male and 38% are female.

In terms of employment, most workers work in the informal sector which is about 80% of the total labour force; and 76% of workers are employed outside agriculture, forestry and fisheries.

People with vocational/technical skills are in short supply. The 2002-2003 Labour Force Survey indicated that for every single person in the labour force with a technical/vocational qualification, there are more than 104 others who have completed Secondary School Certificate (SSC) or Higher Secondary School Certificate (HSC) and even 34 others who have gone on to a university degree or higher.

Real wages seem to have increased annually by over three percent. However the ratio of wages of skilled workers and unskilled workers have not increased perceptibly for most manufacturing industries

Mismatch between the demand and supply of skills. Quality of graduates is also dissatisfactory. 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 less market demand. Employers also not content with available VET training facilities including machinery, equipment and trainers. They suggested that the government be more proactive in involving them in the management of the system to ensure that VET was responsive to their needs. They also felt that students lacked general business and management skills as a result of which most graduates fail to get promoted.

Employers prefer recruiting apprentices and helpers (untrained) who will develop skills through work practice rather than prior formal training. This comes as a cheaper option and employers can train their workers as per their needs. On the other hand, workers typically also prefer to learn a trade while working because of immediate earning and employment opportunity.

Public VET in Bangladesh is delivered by institutions belonging to 19 different ministries but overall the system is managed by Directorate of Technical Education (DTE) and the Bangladesh Technical Education Board (BTEB). A large number of proprietary institutions also deliver formal training courses for fees. Hundreds of large and small NGOs offer skills training through short courses. Although they maintain records of their activities, but this data was never collected and published.

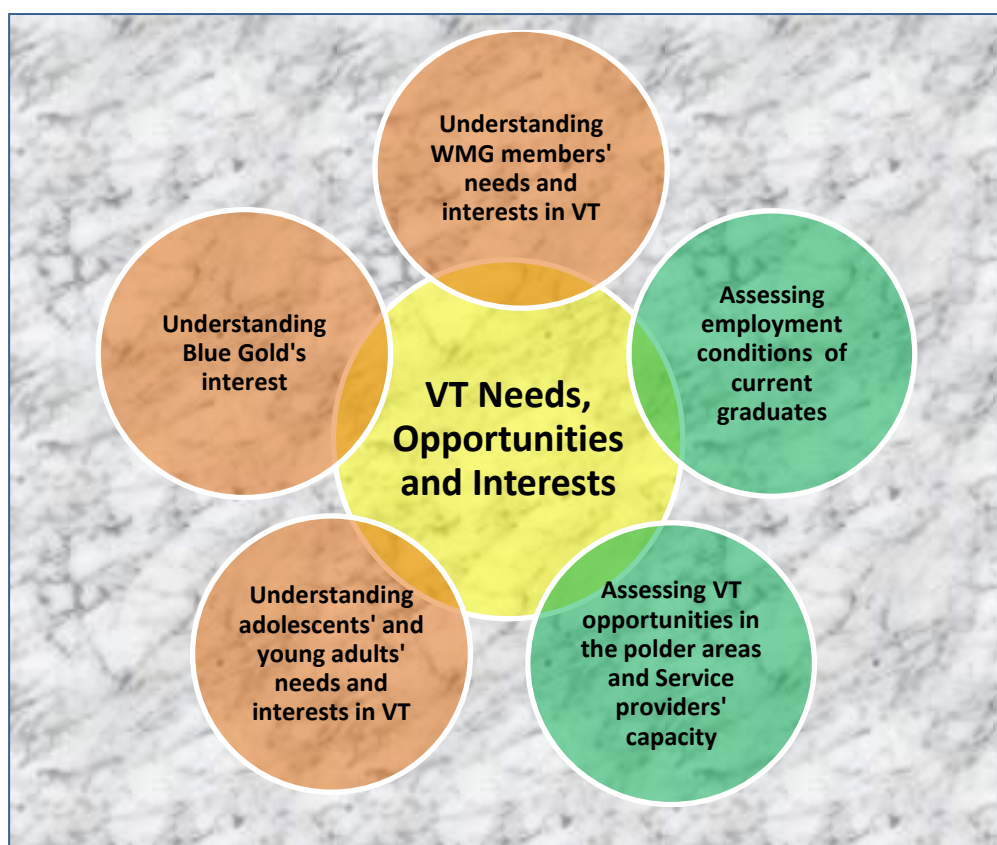
Too little attention is paid to local labour market needs. While 80% of employment continues to be in the informal sector, little thought has been given to enhancing the skills of people working in the sector. Most employment continues to be in the rural sector, non-farm jobs where the economy is also crowded with micro- and small businesses. The formal training system is not designed to offer skills to those in the non-farm sector. But neither are there other providers to fill the gap. Most workers in this sector continue to learn trades on the job through informal apprenticeships at their place of work from other low-skilled craft people.

## 3. Situation Analysis: Plans and Tools

### 3.1 General approach:

We combined two aspects while assessing the situation – 1. Local needs, BG needs and community interests in VT (the pink circles) and; 2. Service provisions and employment conditions in the local area/market (green circles). The diagram below is a visual representation of the same:

*Diagram 1: Approach to needs assessment*



Information about VT needs, opportunities and interests were collected using various tools and methods.

1. Individual and group discussions with Blue Gold team members
2. Focus Group Discussions with WMG members, adolescents and young adults
3. Basic information about the service providers collected through a questionnaire
4. Face to face interviews with VT service providers in the local area
5. Site visit to the VT centres
6. Face to face interviews with the current graduates  
50% female participants were mandatory in the FGD groups. During the discussion, women and girls were continuously encouraged to participate. FGD questions were also designed in a way so that it brings out the specific needs and interests of both boys and girls in Vocational Training.

### **3.2 Selection of participants**

Participants were carefully selected from four categories:

#### **1. Blue Gold team members:**

Team leader, component leads/deputy leads, socio-economists from the field and occasionally other team members contributed in the discussions through one to one and group discussions on Blue Gold's interest and perspective on VET opportunities and needs in the polder areas.

#### **2. Service Providers:**

We emphasized vocational education and training schools in the BG intervention areas. Training centers close to polders were preferred.

#### **3. WMG members for FGDs (adults and adolescent/youths):**

Criteria for selection of FGD participants included –

- a. FGD participants (adults) should represent at least 4 WMGs from the same polder area.
- b. 4 members should be selected from each WMG which included 2 male and 2 female members
- c. Members with children of age 14-20 years who are out of school, members who fall under destitute/ultra poor/landless category (irrespective of executive committee or general members) must be given priority.
- d. Some level of literacy (to be able to read words, sentences and numbers) among at least 4/5 members in the group will be helpful.
- e. Adolescent/youths will be between the age group of 14-20 years and must be school drop outs.
- f. Adolescent/youths will be preferred to be from the families of the same WMG members who participated in our FGDs.
- g. 50% of the adolescent/youths must be female.

#### **4. Current graduates (individual interviews):**

Criteria for selection of current graduates included:

- a. Male and female graduates either self employed or have a job
- b. Diversity of trades must be represented
- c. Willing to give an interview which will be filmed/recorded

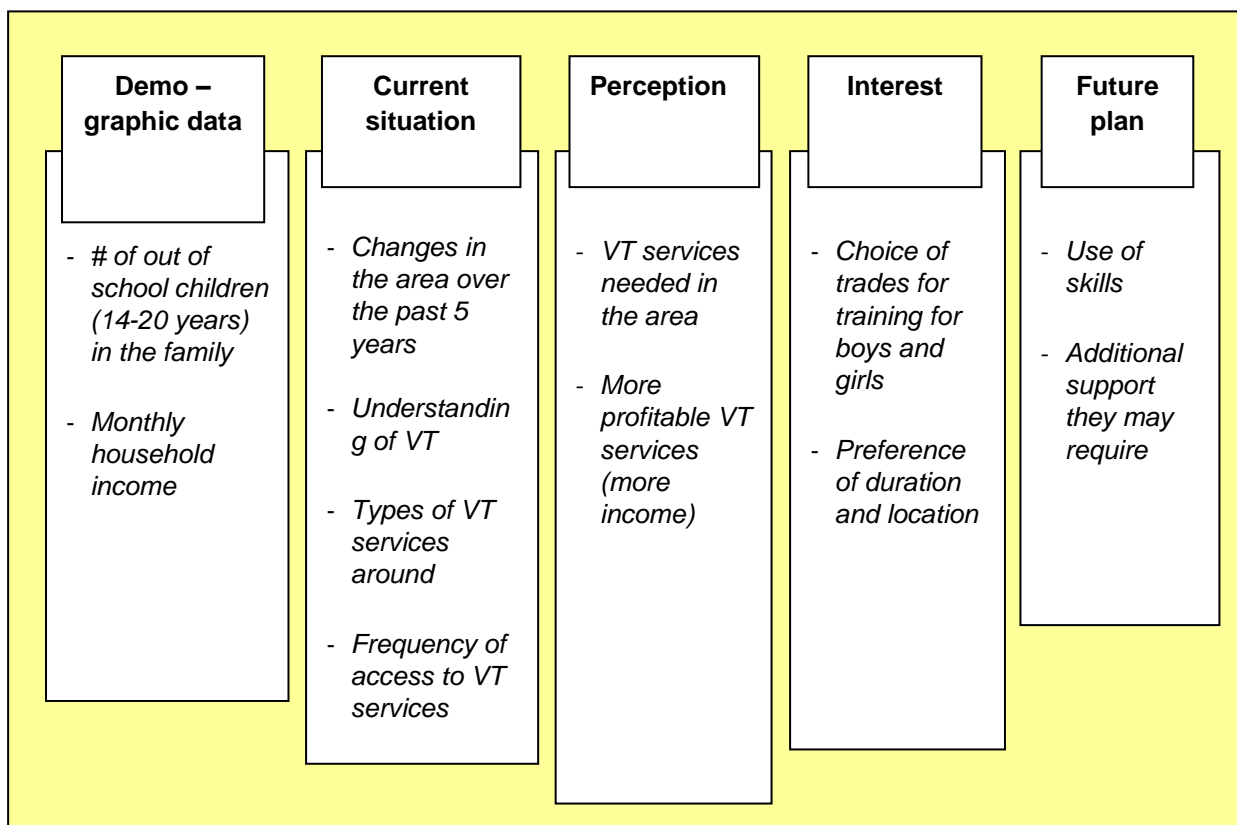
## 4. FGDs with community

### 4.1 Number of FGDs conducted:

A total of six FGDs with WMG members (adults) and three FGDs with adolescent/youth groups covering 148 participants were conducted in the three Blue Gold intervention areas – Patuakhali, Khulna and Satkhira.

### 4.2 FGD tool:

A tool was developed to guide/support the discussion with the groups (Annex A). The key information collected through the discussion covered the following areas –



### 4.3 Attendance:

Attendance in the focus group discussions was remarkably good. In most FGDs more participants attended than invited. Attendance by gender was also 100% in eight out of nine FGDs. Only in one FGD with the adolescent group in Satkhira had very few female participants. Detail participants list given in Annex B.

A summary of male-female participants by region is given below:

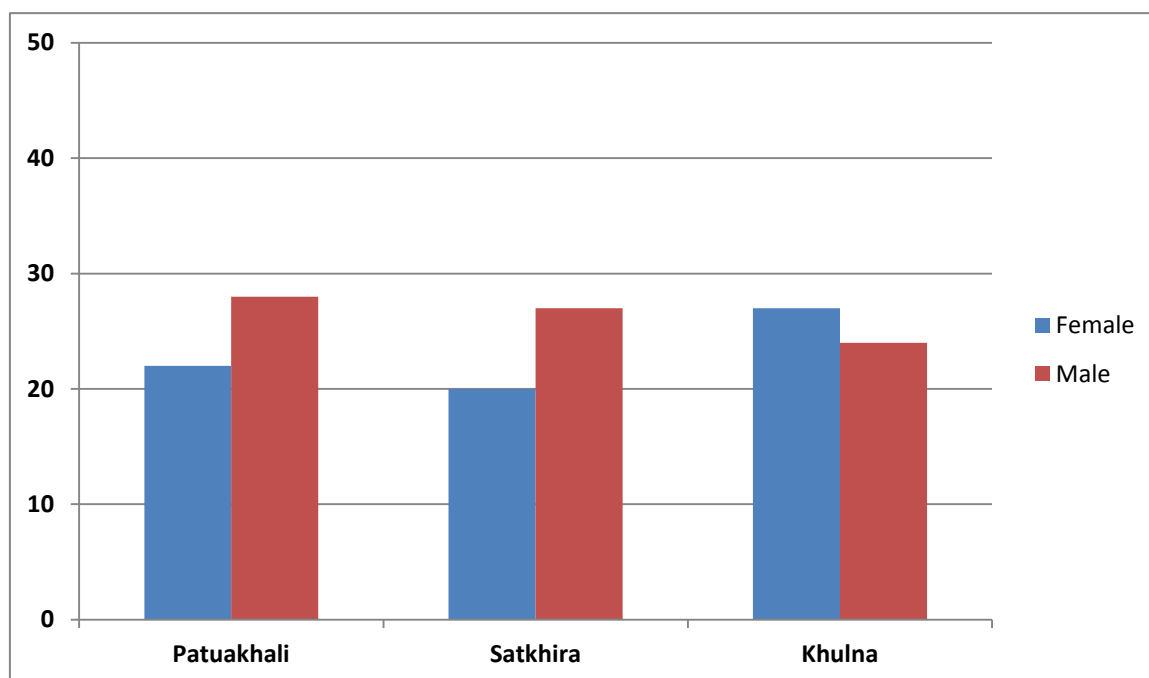


Figure 1: A summary of male female participants by region

### 3.4 Demographic information about the groups:

Approximately, 57% of the total WMG members participated in the focus group discussion reported their average household income below BDT 3000/- per month. Approx. 69% members of this band (and 39% of the total attendees) are females who are the only source of income in their families. 36% reported their household income between BDT 3000 – 6000 per month.

A visual representation of comparable data on household income by different income band (figure 2a) and by gender (figure 2b) is given below:

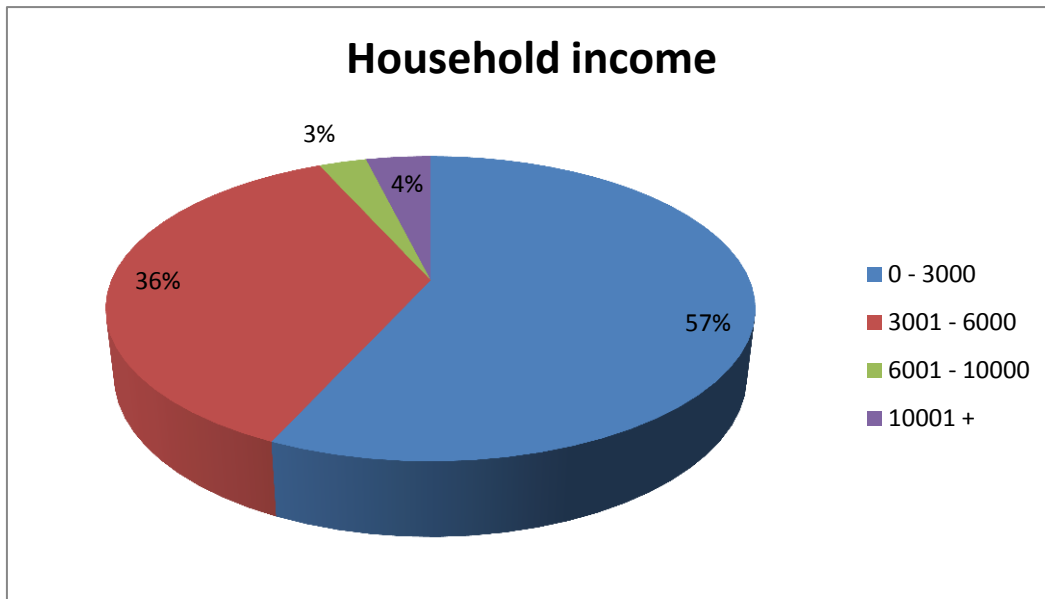


Figure 2a: Household income by band/range

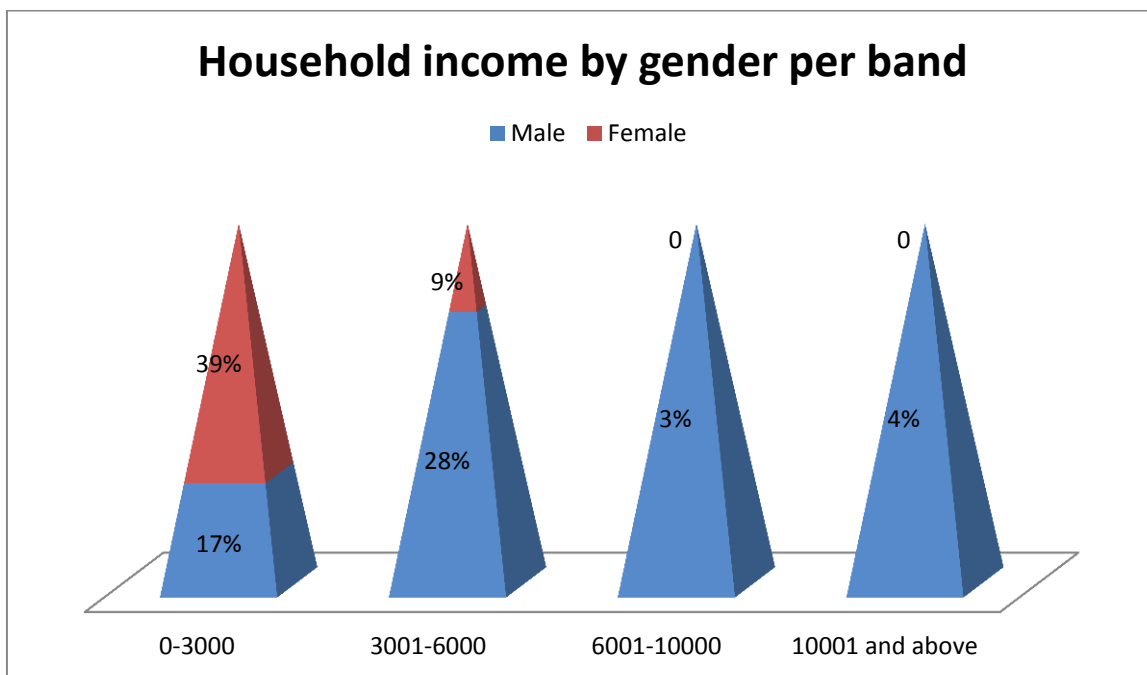


Figure 2b: Household income by gender per band



#### **4.4 Current situation analysis:**

##### ***The waves of change***

The groups were asked - what changes they have noticed in the past few years in their area and how these changes have affected their local job market. The most common changes mentioned by all the groups were around technology. Access to and use of modern technology, such as – mobile phones, tv, radio, shallow pump for irrigation, tractor and power tiller for agriculture and many more have increased significantly in the area over the past few years - reported the community. Power supply to the rural areas played a key role in bringing the above mentioned changes. This has resulted into creation of more jobs, i.e – mobile phone servicing, computer operation and servicing, engine repair and maintenance etc. in the local labour market. However, some also mentioned of reduced job opportunities for manual labour resulting into more poverty in the locality.

Although the discussions indicated increased job opportunities and demands in the local labour market, but there needs to be further study to validate this statement/perception and assess the demand – supply chain in terms of job opportunities especially the ones that are directly linked with the Blue Gold Programme.

##### ***Perception of high demanding services in the area***

The discussion started on this topic by creating a venn diagram that indicated which services are available within the radius of 5 and then 10 kilometers in their area. What came out of the venn diagram and subsequent discussion is that all the professional services, such as – mechanics/ technicians, mills (saw, rice), medical institutes & medicine stores, tailors, electronics sales and service centres, motor workshops etc. are all concentrated around the market area which is called 'bazaars' in local language and nothing is available in the community. Everyone has to go to the market to get any sort of professional service. Sometimes technicians can be called from the market to the house but it can be extremely expensive and time consuming. Participants expressed dire need of such services in their local areas as well because going to market can be expensive and time consuming for those who live far from the bazaars and prices of services in the market are very high too (sometimes they are doing monopoly business and controlling the market).

When asked about the high demanding but less available services in their area, the groups mentioned about general technicians, heavy machinery technicians, building workers, carpenters, paramedics and cattle vaccinators. They also stressed for more computer operators and centers as everything has become internet based now a days, i.e – information about agriculture, market rates for agro products, school/college/ university admission, job adverts etc.

The groups including the youths thought skills like tailoring, computer operation, mobile servicing and general technician (who can do the basics of any fittings, such as – tube well fitting, small electrical work etc.) will earn more than other professions in the area as there are higher needs for such services.

##### ***Community interest in trades***

Participants had limited understanding about 'Vocational Education and Training'. Those who heard about 'Technical Education', could give examples - computer training, electrical and electronics work, tailoring, automobile and poultry, fisheries and livestock. In Patuakhali and Khulna, participants were more aware about technical education than Satkhira. There were very few examples of youths in the polders (where the FGDs were organised) that the groups could cite who have been graduated from technical schools and now working in the area. The few examples were mentioned have migrated to the nearest town with jobs.

The technicians in the local market are mostly trained by the experienced mechanics (ustads) through paid apprenticeships. Quality of work of such technicians who gets informal training were not very well appreciated by the participants.

Community's perception of 'profitable' was vague and more geared towards what has been going on traditionally and what is convenient for them. Although there were a lot of discussions about changes in the locality and the gaps in the job market, it was still difficult for them to realise the concept of 'profitability' when they had to think about trades where they want their children to be trained on. They still preferred to stay in the safe and convenient zone.

There was a clear demarcation created by the groups around suitable trade courses for boys and girls. This demarcation was created based on perception of 'physical strength' (i.e – girls are weaker in physical strength and therefore cannot do heavy machinery works), sense of safety and religious/social boundaries (i.e – girls are vulnerable outside their houses or religion doesn't permit too much mobility of women) and gender roles (i.e – girls are responsible for home making. So the kind of trades that they can do from home will be suitable for girls). The community had lower expectations from girls and was therefore reluctant to express their interest in "non-traditional" works for girls. Tailoring was seen as a skill which a girl can easily do by staying home either as paid or unpaid labour.

The groups including the adolescent & youth group recommended for tailoring training for girls. While probing more on why not any other skills for girls, it was clear that the groups took part in the FGD had very limited exposure to "girls' power" (which professions girls are engaged in and how they are contributing in the family and society), as a result,

For boys, the generally recommended skills were – motor mechanics, electrical and civil work, computer operator, mobile phone technician and paramedic.

Groups preferred the training venue to be within 5 km radius and also duration not more than one year (the shorter the better). And they also mentioned about their dissatisfaction on the informal training style that the current motor workshops do.

## 5. Discussions with the local VET Service Providers

### *Patuakhali:*

#### **Caritas MAWTS:**

In Patuakhali, CARITAS MAWTS (Mirpur Agricultural Workshop and Training School, MAWTS) is situated in Bakerganj. They provide vocational training on different skills. In the area, they are operating one fixed technical school and two mobile technical schools to provide the training to the community adolescent/youth between 16-22 years. The school and training centers are well equipped with relevant machineries, occupational hazard preventive equipments, space and resource persons. Skills they focus on are:

#### **For technical school:**

- *Auto mechanic,*
- *Tailoring & garments machine operation,*
- *Electric & refrigerator,*
- *Welding & fabrication*

#### **Mobile unit 1:**

- *Tailoring and dress making*
- *Automobile*

#### **Mobile unit 2:**

- *Tailoring and dress making*
- *Mobile and electronics*

The fixed training school runs programmes for one year with two semesters. The mobile units are meant for shorter courses (3 – 6 months duration) in specific areas. Selection of areas and trades for mobile units is determined through community demands. Under the broader CARITAS activities, there are community associations who initially assess the needs for skill training from the above list and apply to MAWTS. The applications are then examined and needs validated by MAWTS team and training is offered.

MAWTS have a strong resource pool and are able to provide any training if additional funds are available.

After graduating from the school, MAWT supports every student to either find a job through its internal network with employers or provides counselling and advice to the ones who wants to set up their own business. MAWT also links the successful graduates to NGOs or Government departments for loans. More detail information about MAWT is available in Annex C1.

**CMES:**



**Figure 2: Garments Training in CARITAS MAWTS**



**Figure 3: Electrical Training**



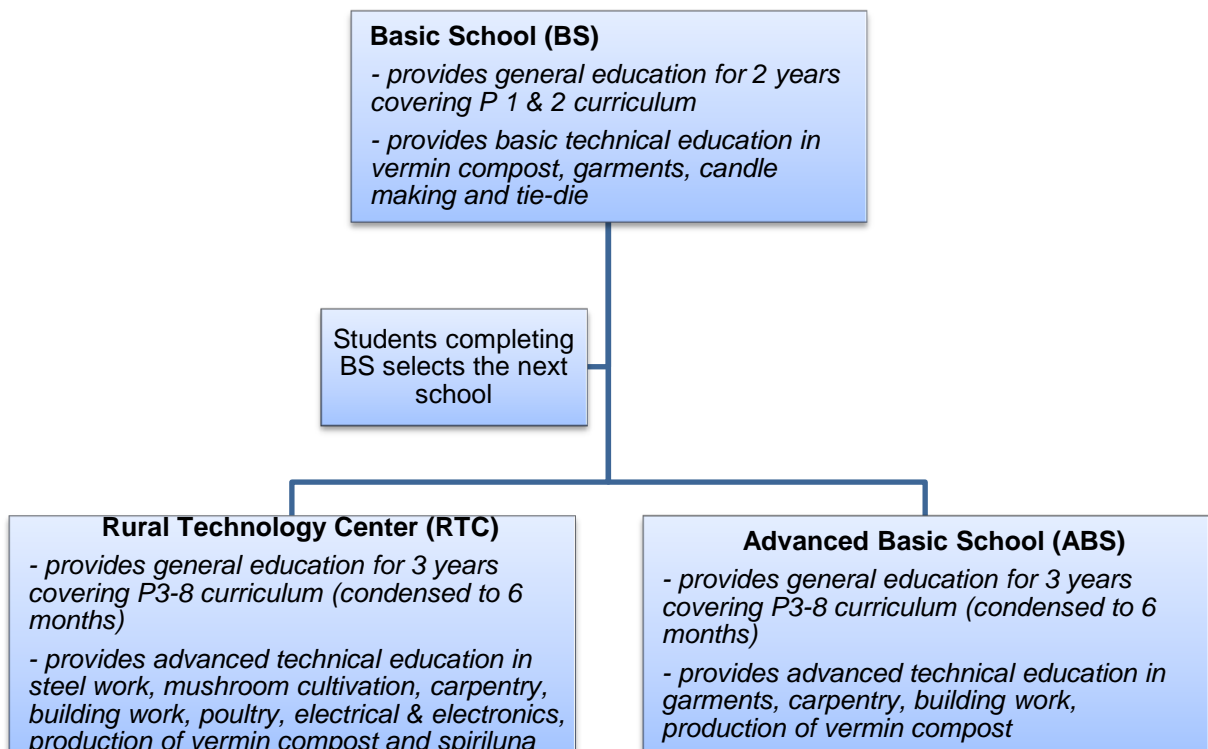
**Figure 4: Tailoring Training in CMES**



**Figure 5: Popular Theatre on social issues in CMES**

CMES stands for Centre for Mass Education in Science, a national NGO of Bangladesh. CMES has been working with disadvantaged adolescents since 1978 with a vision to empower them economically through skill development in different parts of the country.

In Patuakhali, CMES has three types of schools. Following diagram illustrates the structure of the schools.



For the courses, trades are reviewed and selected every year based on a thorough market analysis conducted between November & January. This analysis happens in two areas –



Besides regular schools (BS/ABS/RTC), CMES also organizes short training on skills development (possible duration 3-6 months) upon donor request.

CMES also has focused intervention for adolescent girls. Under the intervention, it organizes awareness raising sessions and skill development & income generating trainings for the disadvantaged adolescent girls in rural areas of Bangladesh. So far, three specific training with six months duration each have been conducted for the adolescent girls. These trainings were – Paramedics, Para veterinary and Garments. Recently, a new demand on mobile phone mechanics has been identified by CMES and work in progress on that.

Graduate follow-up is core in CMES. Not only the organization help the graduates find jobs in the relevant sectors, they also support the graduates who want to start up their own business by giving small loans. Those who are unsuccessful in finding a relevant job or set up their business, they receive upgrading training and other support from the technology management centres of the CMES. More detail information about the organisation is available in Annex C2

**Hope Technical Institute:**





Hope Technical Institute (HTI) is a sister concern of Christian Service Society (CSS) and in operation in Khulna from 1st July 2006. Aim of the institute is to provide technical education to the poor, deprived from education or drop out children of the society and by finding them job placement to support their family towards economic solvency. The facilities the institution have include – a) planned and well established campus; b) all time power supply; c) provision for maximum practical classes; d) extra classes for weaker students; e) air conditioned computer lab with individual computers for every student and internet facilities; and f) sufficient modern equipment, machineries and raw materials for practical classes ensured. The institute offers various long and short courses. Course duration ranges between three months to maximum two years. Short courses (3-6 months) include –



- Motor car driving
- Tig and Mig welding
- Arc welding
- Led, milling and shaper machine operation
- Block, batiks and carchupi
- Dress making and tailoring
- Computer Office application
- Computer graphics (2D & 3D)

Long courses (1-2 years) include:

- General mechanics
- Automobile
- Dress making and tailoring
- Welding and fabrication
- Refrigeration and air conditioning

One of HTI's limitations is that they only target urban population who are served from the one Khulna based training centre. However, they are planning to start mobile training centres to reach out to more remote areas in the region. Next year, HTI also plans to do a job market analysis for the country. Success rate for job placement of the graduates from HTI is 100%. The institute has a job and business service centre which works to find jobs or assist the graduates in setting up businesses.

### PROOFS-VET:

PROOFS is a follow-up of the Gaibandha Food Security for the Ultra-Poor project (FSUP) and aims to improve the sustainability of food security improvements by promoting that all value chain actors –from farmer to market- are motivated to continue the uptake or application of improved practices also after the project has come to an end. In concrete terms this will be achieved by ensuring that all VC actors' profit is increased, resulting in improving food security. The focus of PROOFS is on providing advice on market structures and profit making. Along with the northern districts of Bangladesh, PROOFS has now expanded to three southern districts – Patuakhali, Barisal and Bhola.

PROOFS is being implemented since 2013 by a consortium consisting of ICCO, iDE and BoP Innovation Centre (BoPInc) and funded by EKN Dhaka. Examples of business models promoted by PROOFS are the Farm Business Advisors, providing advice and linking the primary producers to the market (by providing inputs and buying produce) and the JITA Sales Ladies, see box below:

#### **The JITA distribution model through JITA Sales Ladies:**

The JITA distribution model is based on hundreds of small distributor shops in different territories known as JITA Hubs. Hub managers, local entrepreneurs, work as JITA distributors for each hub. A hub manager of a JITA territory collects products from private companies upon a viable distribution commission structure. These multi-company products are then delivered by two JITA delivery

persons to 30-40 local women working as JITA sales ladies known as Aparajita. Aparajita means woman who never accept defeat. Upon a sales commission each of these Aparajitas carry a product basket with goods for health, hygiene, nutrition and agricultural inputs, door to door to 200-300 households in underserved areas.

Source: [www.jitabangladesh.com](http://www.jitabangladesh.com)

JITA Social Business was one of the three recipients of the SEED Gender Equality Awards, supported by UN Women and UNIDO, presented on 10 September 2014 in Nairobi, Kenya. JITA Social Business was presented as an innovative rural distribution network that provides jobs and a regular income for poor women across Bangladesh, who gain a commission for selling products ranging from solar lamps to food and sanitary items door-to-door.

Source: <http://www.unwomen.org/en/news/stories/2014/9/seed-gender-equality-awards-2014#sthash.hONmrC0s.dpuf>

In January 2014, a parliamentary resolution / amendment was adopted (“amendementVoordewind”) in the Dutch Parliament to channel funds from the Dutch Good Growth Fund to alternative related topics as Vocational Education and Training (VET). In this context EKN Dhaka requested PROOFS to add a VET component for a duration of 13 months (13 November 2014-30 November 2015). This has recently expanded with 2 months by EKN until end January 2016. Edukans, a Dutch development organisation focused on education, was added to the PROOFS consortium to implement PROOFS-VET. Apart from Fedde as manager of PROOFS-VET, two other international experts are (part-time) involved in this component addressing curriculum development and management of vocational training.

The parliament resolution requested that VET services be addressed as a business model for students and/or for the VT providers. PROOFS-VET therefore promotes that the provision of vocational training (VT) becomes (gradually) financially self-sustaining, i.e. independent of external subsidies or grants. This could be achieved by students and/or future employers paying for the costs of VT. This approach may be ambitious as parents seem less inclined to pay for vocational education / training for their children than for secondary or higher education.

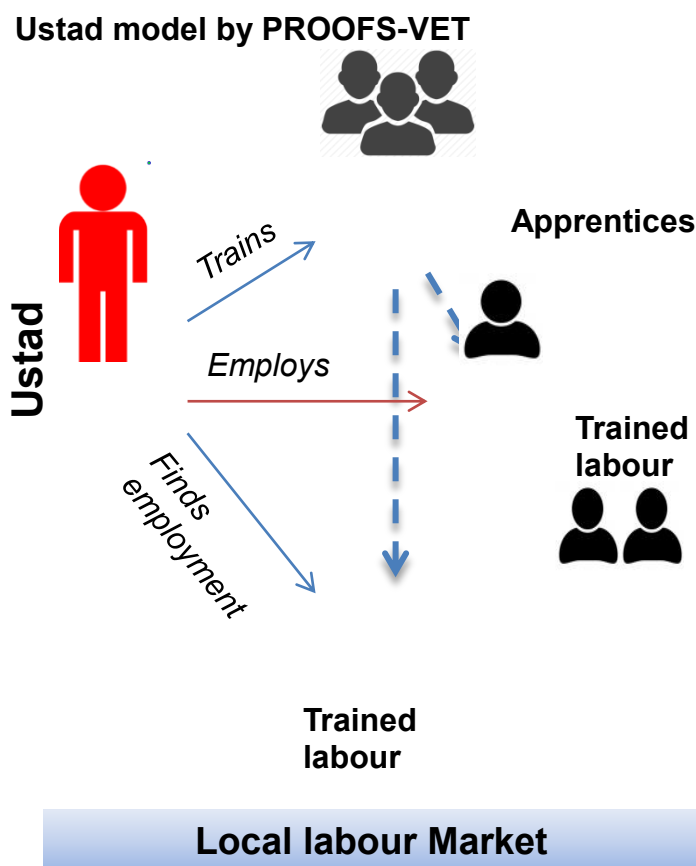
In the Southern districts PROOFS works with the Executive Board of WMGs; PROOFS-VET aims to reach out to the children of the WMG-members, i.e. rural youth, especially school drop-outs between 15 and 22 years of age, including at least 50% girls. Vocational training is expected to focus on food processing skills and suitable off-farm employment through courses of about 4 weeks duration, possibly followed by an internship of several months.

Since its start, PROOFS-VET focused on the collection of information: (1) inventory of vocational skills needed in their rural target areas and (2) identifying suitable VT providers. For inventory making, PROOFS – VET used a 7 step tool for analyzing the labour market and use this assessment to improve the relevance of the training. The tool starts from a community perspective, assessing the needs, demand and existing opportunities for production and services within the community. This then leads to identifying business opportunities and designing necessary training courses to achieve the relevant skills.

After reviewing all the service provisions for VET offered by different institutions, PROOFS-VET planned to test an alternative model of implementation. The alternative model attempts to formalise the local practice of skill training. In this model, there is an ‘ustad’ for every trade who is the lead technician/ experienced worker in a shop/trade in the local area. Usually unemployed adolescent/youth from the locality take apprenticeship either without pay or very low pay and work under direct supervision of the lead technician. The ustads (lead technicians) train and supervise the apprentices. PROOFS-VET is currently piloting the same model in 15 trades with some support and facilitation through identifying and connecting the youths with ustads; establishing a tri-party agreement between the ustad, apprentices and parents based on their roles in the process and orienting the ustads about the activities and responsibilities. The 15 trades PROOFS-VET is working on are:

- Basic Beauty Care
- Basic Computer Work
- Batik
- Carpentry
- Diesel engine servicing
- Electric installation and maintenance
- Karchupi
- Mobile Phone Servicing
- Motorcycle Servicing
- Plumbing
- Refrigeration and air conditioning servicing
- Sewing Machine Operation
- Tailoring & Dress Making
- Television Servicing
- Welding
- Nutrition Sales Agent (draft)

The following diagram is an illustration of the PROOFS-VET model –



Opportunities for Blue Gold – PROOFS-VET cooperation and synergy:

- i. PROOFS-VET and Blue Gold have very similar needs regarding vocational training: cost-efficient VT training, enabling many students to benefit; a high proportion of girls benefiting; and practical VT training based on actual needs for vocational skills in the targeted rural areas. Ideally, also longer term access to VT should be achieved.
- ii. PROOFS-VET and Blue Gold are working in similar areas: coastal areas, reaching out to beneficiaries through WMGs etc. Patuakhali is targeted by both Blue Gold and PROOFS.
- iii. PROOFS-VET has collected (or is still collecting) information on vocational training needs for rural areas and on VT providers which is also relevant for Blue Gold.



- iv. PROOFS-VET can include more trades relevant to BG programme to its' list and pilot the model in Patuakhali

## 6. Discussions with the Blue Gold Team

As part of the internal needs assessment for VET initiative, a series of individual and group discussions were conducted with the BG team leader, the component leads/deputy leads and some other relevant members. The discussions highlighted Blue Gold's preferences, perspectives and concerns. Highlights of these discussions are given below:

- ✓ VET courses should not exceed six months duration
- ✓ Training needs to be provided as closely as possible to the locality. Residential training is not encouraged unless absolutely necessary
- ✓ Trade courses should be relevant to the BG programme and contribute in the polder development as much as possible.
- ✓ Alternative model of implementation can be tested (Conventional technical training model vs PROOFS-VET model)
- ✓ Team's suggestion for VET courses:

- *Agro machinery repair & maintenance*
- *Civil construction – earth work, gate maintenance*
- *Surveying – topographical survey*
- *Irrigation technology*
- *Technology for reducing water salinity/ Pure drinking water production*
- *Electrical and electronics – mobile phones servicing, digital weighing machine production and maintenance etc.*
- *Solar system installation and accessories making*
- *Production of – improved cooking slabs, water pumps, sanitary latrines*
- *Automobile engineering – CNG vehicles, battery led vehicles, motor engine*

### Summary of findings:

- The assessment only looked at community interest in vocational education and training (VET) and the existing VET programmes offered in the closest vicinity. The study does not look into local job market – the supply and demand aspects of the trade specific jobs.
- Almost 100% attendance observed in the FGDs
- 93% of the WMG attendees' household income reported below BDT 6000.  
57% of the total WMG attendees' average household income below BDT 3000/- per month of which 69% are women (39% of the total WMG attendees in the FGD).

This illustrates again the global challenge of unequal access to job opportunities and wages.

- Participants lacked understanding and exposure of wide range of technical trades. They were also mostly unaware of the VET services offered by different technical institutes. In Satkhira, no formal technical training institute is operating at the moment.
- All the groups mentioned about technological advancement in the agriculture sector. More agro machineries are in use in the area. In Patuakhali and Khulna, FAO distributed agro machineries to some families (and not all) which are now being managed by the respective WMGs. Following table indicates zone wise distribution of agro machineries:

Zone	No. of polders	No. of WMG	No. of WMGs received farm machineries
Patuakhali	6	133	96
Khulna	5	129	62

Satkhira remains completely out of this intervention from FAO

- Technical services are only available in the market areas and reported as low quality and expensive
- Most of the technicians providing trade specific technical services in the market are trained through informal on the job training. Dissatisfaction expressed about the quality of learning and skills development from such informal training.
- Lack of exposure to the wide range of VET courses limited the discussion to mostly on traditional trades, i.e – auto mobile course, tailoring course, mobile servicing or computer. These are also often not directly related to Blue Gold activities/needs.
- Among the traditional courses, options discussed for girls were even more limited to only tailoring.
- Clear preference expressed towards short courses (Max. 1 year) and venue close to their area (preferably within 5 km radius). Some also requested for a tool box for the students so that they can use it easily provide services in their locality.
- During this period, four organisations were met and visited to collect information about their services. None of these service providers work in all three BG zones. These service providers with their working areas that are common to BGP are -

PROOFS-VET – Patuakhali

CMES – Patuakhali

MAWT – Patuakhali

HTI - Khulna

- PROOFS VET offers alternative training model to VET while CMES, MAWT and HTI works with a traditional approach of classroom based training (with required practice). PROOFS-VET's model of training is completely on the job through apprenticeship to ustads in different technical trades. Such training follows an informal way of teaching and learning, extremely practical including handling real situation, real clients and also crisis and short in duration. This model is only piloted recently and PROOFS-VET is yet to complete their pilot study findings.
- CMES, MAWT and HTI have required infrastructure and resources (human) to provide the traditional courses. CMES offers girls' focused courses and interventions along with the training on traditional trades. They also run sensitization and advocacy campaigns for girls' empowerment in the community which is unique to this VET sector.
- Most of the VET centres are urban based and are run from one centre. Only MAWT has mobile training units which can be a great way to reach out to the remotest areas of BG polders with the services.
- CMES and HTI showed more enthusiasm and flexibility to offer non-traditional/ customised trade courses if fund is available. HTI is already thinking of mobile training units for their courses.
- All the VET service providers provide post training services for job placement.
- Course fee for the training varied based on service providers, trades and type of training (residential or non-residential). In the table below, the range of per student cost as per the service provider and type of training is provided:

Service provider	Duration of course	Course fee residential	Course fee non-residential
<b>PROOFS-VET</b>	1-3 months		TK. 2000/ – 4000/
<b>MAWTS</b>	3 months	Tk. 16000/	
<b>HTI</b>	2 wks – 3 months	Tk. 6180/ - 18740/	Tk. 2340/ - 14400/
<b>CMES</b>	-	-	-

## 7. Facilitators' observation and recommendations:

### *Programme recommendation*

- A quick study on local job market looking into demand and supply of trade based technical skills will strengthen this working paper and inform decision making more with concrete evidence.
- In trade course selection, priority can be the trades which are directly relevant to the BG programme. However, some other courses can also be considered that cater specific needs of women, for those who have higher educational background and those training that will improve the overall quality of life (such as – paramedics/nursing). Trainings that are already being provided by BGP, can be avoided while selecting the courses.
- Both models of implementation (ustad model and conventional classroom model) can be tested. In that case, selection of trades for both the models will be important.
- A basic tool box can be given to each trainee where necessary so that they can start working immediately within their locality.
- Short training and training venue close to the beneficiary group would be critical to this intervention. So provision for mobile training unit can be very useful
- More focused and robust intervention is needed to encourage, engage and sustain girls in a wide range of technical training (both traditional and non-traditional) and eventually be in the job market. An advocacy campaign to raise awareness about how families can be benefitted from girls' technical education can be very effective to bring more girls under this initiative.
- WMG can play a vital role in ensuring that the services are also available within the community and not in the market alone. The group can maintain a list of trained technician, a standard price list for services (cheaper than the market price) and connect the technician with the customer.

### *Recommendation on organisation and event management*

- Participant selection is critical to such group discussion. Therefore, selection criteria/guideline from the facilitator must be followed.
- Avoid inviting influential elites (i.e – WMG Chairman) to attend/participate in such needs assessment meetings/discussions as they tend to over-influence the discussion and other members do not share their views openly.
- Avoid selecting the FGD venue inside or near a market place as it distracts attention of participants and disturbs the natural discussion. A well ventilated, spacious, well lit, venue should be selected for the FGD that are away from the market place.

## 8. Next steps

- Conduct a study on local job market in the polder areas – the current demand and supply of trained labour in technical field and opportunities
- Development of a ToR on the Vocational Training Services for BGP
- Organise and bidding based on the ToR
- Select appropriate service provider(s) and award contract

# Annex A. FGD Questionnaire

## 1.1 Focus Group Discussion Tool for WMG members

**Group: WMG**

**Number of participants:** M - F -

**Date:**

### Demographic information:

1. Number of out of school children in the specific age-group:

	M	F	Total
14 - 16 years			
17 – 20 years			

2. Monthly household income estimate

Tk. 3000 or less	Tk. 3000 – 6000	Tk. 6000 – 10000	Above Tk. 10000
M	M	M	M
F	F	F	F

### Current situation assessment

- What has changed in your area over the past five years?
- How has it affected the local job market?
- Have you ever heard the word vocational training? What do you understand by this? Do you know of anyone in the polder who received VET training before?
- Types of services you have to get from outside. i.e – machinery maintenance, mobile maintenance, electrical work, poultry feed etc.
- Where do you get these services (through Venn Diagram and distance to be highlighted)?
- Prioritise the services based on frequency of needs (dot matrix)
- Is there any other services you would like to have which is not in the area at all?

### Perception assessment

- Which services/trades you think are less available in the polder but there is a need/demand?
- Which services/trade you think will be more profitable?

### Interest areas

- Which trades would you like your children to be trained in? (specific suggestions boys and girls must be encouraged)?
- Would you be happy for your daughters to join vocational training and start working? Why?

	Numbers
I will be very happy	
I don't encourage much but will be fine	
Not interested	

- What would be your preferred distance for the training school?
- What duration of training would you be comfortable with?

### **Future Plan**

16. How can you use the skills of your children after you are trained on a trade?

For polder management activities –

Beyond polder activities –

17. Any additional support you would like to receive from the programme?

### **1.2 Focus Group Discussion Tool for Youth group**

**Group: Youth Group**

**Number of participants: M - F -**

**Date:**

#### **Demographic information:**

1. Number of out participants in the specific age-group:

	M	F	Total
14 - 16 years			
17 – 20 years			

2. Educational background

Level	M	F	Remarks
Primary incomplete			
Primary complete			
Secondary incomplete			
Secondary complete			
Above Secondary			

3. Current employment status

	M	F	Remarks
Employed			
Unemployed			

4. (If employed) Types of jobs and monthly income (approximate)

Types of jobs/ trades	# of participants engaged		Monthly income (range)
	M	F	

#### **Current situation assessment**

5. What has changed in your area over the past five years?

6. Types of services you have to get from outside. i.e – machinery maintenance, mobile maintenance, electrical work, poultry feed etc.

7. Where do you get these services (through Venn Diagram and distance to be highlighted)?

8. Prioritise the services based on frequency of needs (dot matrix)?

9. Have you ever heard the word vocational training? What do you understand by this? Is there anyone in the polder who received VET training before?

**Perception assessment**

10. Which services/trades are perceived to be less available in the polder but there is a need/demand?
11. Which services/trade are perceived to be more income generating?

**Interest areas**

12. Which trades would you like to be trained in?
13. What duration of training would you be comfortable with?

**Future Plan**

14. How can you use the skills of your children after you are trained on a trade?

*For polder management activities –*

*Beyond polder activities –*

15. Any additional support you would like to receive from the programme?



## Annex B. List of Participants

<b>Patuakhali: Polder 43/1a</b>			
<b>Group – WMG members</b>			
<b>Sl.</b>	<b>Name</b>	<b>WMG</b>	<b>Male/Female</b>
1.	Abdul Hye Hawlader		M
2.	Golenur		F
3.	Zafar Hawlader		M
4.	Alamgir Akond		M
5.	Jobbar Choukidar		M
6.	Milon Hawlader		M
7.	Abdur Rahim		M
8.	Khalil Mia		M
9.	Mahmuda Begum		F
10.	Zulekha		F
11.	Zayeda		F
12.	Asma Begum		F
13.	Abdul Mannan Mridha		M
14.	Shahinur Begum		F
15.	Selim Bishwas		M
16.	Taslina		F
17.	Nurjahan		F

<b>Patuakhali: Polder 43/1a</b>			
<b>Group – WMG members</b>			
<b>Sl.</b>	<b>Name</b>	<b>WMG</b>	<b>Male/Female</b>
1.	Mansura Akhter		F
2.	Chumki Akhter		F
3.	Shahanaj Akhter		F
4.	Jesmine Akhter		F
5.	Afsana Mimi		F
6.	Jesmine Begum		F
7.	Aklima		F
8.	Mst. Ripa Akhter		F
9.	Md. Arif		M
10.	Md. Imran Hossain		M
11.	Md. Shohag		M
12.	Mehedi Hassan		M
13.	Ferdous		M
14.	Quaiyum		M
15.	Miraj		M

<b>Patuakhali: Polder 43/2b</b>			
<b>Group – WMG members</b>			
<b>Sl.</b>	<b>Name</b>	<b>WMG</b>	<b>Male/Female</b>
1.	Helena		F
2.	Nazma		F
3.	Monowara		F
4.	Shahinur		F
5.	Selina		F
6.	Pori		F

7.	Md. Rustom Hawlader		M
8.	Md. Matiur Rahman		M
9.	Md. Nasir uddin		M
10.	Md. Harun Hawlader		M
11.	Shahidul		M
12.	Md. Monir Matbor		M
13.	Motaleb Matbor		M
14.	Habib		M
15.	Nasir		M
16.	Md. Tajuddin		M
17.	Hasina		F
18.	Md. Anwar Hossain Manju		M

### Khulna: Polder 26

#### Group – WMG members

Sl.	Name	WMG	Male/Female
1.	Kakoli Begum	Purbo Shovna Poshchim	F
2.	Md. Habibur Rahman	Purbo Shovna Poshchim	M
3.	Md. Syed Ali Sheikh	Purbo Shovna Poshchim	M
4.	Kulsum Begum	Purbo Shovna Poshchim	F
5.	Razia Begum	Purbo Shovna Poshchim	F
6.	Fazar Ali Haldar	Purbo Shovna Poshchim	M
7.	Md. Nazrul Islam Sheikh	Purbo Shovna Poshchim	M
8.	Tahmina Begum	Purbo Shovna Poshchim	F
9.	Bilkis Begum	Bagmara	F
10.	Md. Afzal Sarder	Bagmara	M
11.	Md. Rasul Sarder	Bagmara	M
12.	Jorina Begum	Bagmara	F
13.	Shahanara Begum	Bagmara	F
14.	Proshanta Sarder	Purbo Shovna Poshchim	M
15.	Mujibor Rahman Haldar	Purbo Shovna Poshchim	M
16.	Ajit Gazi	Bagmara	M
17.	Sharifa Begum	Bagmara	F

### Khulna: Polder 26

#### Group – WMG members

Sl.	Name	WMG	Male/Female
1.	Joyonto Debnath	Uttor Chingra	M
2.	Md. Shahid Sheikh	Molmoliya	M
3.	Md. Shahjahan	Molmoliya	M
4.	Md. Nazrul Islam Bawali	Molmoliya	M
5.	Md. Piryal Gazi	Molmoliya	M
6.	Montaz Morol	Uttor Chingra	M
7.	Abdus Sattar Biswas	Uttor Chingra	M
8.	Md. Islam Sheikh	Uttor Chingra	M
9.	Selina Begum	Molmoliya	F
10.	Shabana Begum	Molmoliya	F
11.	Goljan Begum	Molmoliya	F
12.	Anwara Begum	Uttor Chingra	F
13.	Shirina Begum	Uttor Chingra	F
14.	Rosina Begum	Uttor Chingra	F

15.	Asma Begum	Uttor Chingra	F
16.	Helena Begum	Molmoliya	F
17.	Jahida Begum	Molmoliya	F
18.	Sabina Begum	Molmoliya	F
19.	Afroza Begum	Molmoliya	F

### Khulna: Polder 26

#### Group – Youth / adolescent

Sl.	Name	WMG	Male/Female
1.	Obayedullah Sardar	Purbo Shovna Poshchim	M
2.	Md. Mumin Sheikh	Purbo Shovna Poshchim	M
3.	Md. Kamrul Haldar	Purbo Shovna Poshchim	M
4.	Md. Hossain Sana	Shibpur	M
5.	Md. Mamun Molla	Shibpur	M
6.	Md. Asadul Sardar	Shibpur	M
7.	Sabina Gazi	Shibpur	F
8.	Jui Khatun	Purbo Shovna Poshchim	F
9.	Amena Khatun	Purbo Shovna Poshchim	F
10.	Mafuza Khatun	Shibpur	F
11.	Beauty Khatun	Shibpur	F
12.	Sabina Yeasmin	Purbo Shovna Poshchim	F
13.	Jesmine Khatun	Shibpur	F
14.	Sumaiya Yeasmin	Purbo Shovna Poshchim	F
15.	Mamun	Shibpur	M

### Satkhira: Polder 2

#### Group – WMG members

Sl.	Name	WMG	Male/Female
1.	Aklima Begum	Purbo Kochur Biler Khal	F
2.	China Biswas	Purbo Kochur Biler Khal	F
3.	Ferdousi Khatun	Purbo Kochur Biler Khal	F
4.	Rehana Begum	Purbo Kochur Biler Khal	F
5.	Ashutosh	Purbo Kochur Biler Khal	M
6.	Shadhan Das	Purbo Kochur Biler Khal	M
7.	Abuhar Rahman	Purbo Kochur Biler Khal	M
8.	Md. Nazrul Islam	Purbo Kochur Biler Khal	M
9.	Fatema Khatun	Chelar biler Khal	F
10.	Nur Nahar Khatun	Chelar biler Khal	F
11.	Hasina Khatun	Chelar biler Khal	F
12.	Rahima Khatun	Chelar biler Khal	F
13.	Hafiza Khatun	Chelar biler Khal	F
14.	Md. Majid Sardar	Chelar biler Khal	M
15.	Abdur Rahman Bodi	Chelar biler Khal	M
16.	Md. Mozaffar	Chelar biler Khal	M
17.	Md. Shafiqul Islam	Chelar biler Khal	M

### Satkhira: Polder 2

#### Group – WMG members

Sl.	Name	WMG	Male/Female
1.	Hena Parvin	Dhuliharnath Para	F

2.	Shiuli Aktar Mira	Dhuliharnath Para	F
3.	Nasrin Aktar	Dhuliharnath Para	F
4.	Alema Khatun	Dhuliharnath Para	F
5.	Md. Siddique	Dhuliharnath Para	M
6.	Jogonnath Debnath	Dhuliharnath Para	M
7.	Md. Lutfur Rahman	Dhuliharnath Para	M
8.	Md. Siraj Karigor	Fotiker Biler Khal	M
9.	Md. Alauddin	Fotiker Biler Khal	M
10.	Md. Ajj	Fotiker Biler Khal	M
11.	Momena	Fotiker Biler Khal	F
12.	Selina	Fotiker Biler Khal	F
13.	Hafiza	Fotiker Biler Khal	F
14.	Monira Khatun	Fotiker Biler Khal	F
15.	Rebecca Khatun	Fotiker Biler Khal	F
16.	Md. Hannan	Fotiker Biler Khal	M

## Satkhira: Polder 2

### *Group – Youth / adolescent*

Sl.	Name	WMG	Male/Female
1.	Tanjila Khatun		F
2.	Russel Ali		M
3.	Al- Amin		M
4.	Shohanur Rahman		M
5.	Mizanur Rahman		M
6.	Azizul Islam		M
7.	Md. Jahangir Rahman		M
8.	Abdur Razzak		M
9.	Shamsur Zaman		M
10.	Mofizul Islam		M
11.	Naeem Hossain		M
12.	Shorifa		F
13.	Shohag		M
14.	Shohag Hossain		M

# Annex C.

## 3.1 Service Provider Analysis

Name of the service provider: **MAWTS, Caritas**

### 1. Programme details

VET areas	Entry qualification	Duration of courses	Per head cost in Tk	Age	Trainees QTY
Auto Mechanic	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
Tailoring & Garments Machine Operation	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
Electric & Refrigeration	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
Tailoring & Dress Making	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
Electric & Motor Winding	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
Petrol & Desil Engine Mechanic	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
welding & Steel Fabrication	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
Tailoring & Embroidery	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
Animal Husbandry Poultry Rearing & Cow Fattening	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
Television Repairing & Maintenance	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
Beautification	Class V	360 hr/3 months	16,000	18+	15-20/ Shift
Single Phase Motor Re-winding	Class V	360 hr/3 months	16,000	18+	15-20/ Shift

**NB: Stipend of the trainees (if provided), seed money, etc. is not included in per head cost.**

Note: For VET areas of relevance to BGP, provide curriculum, class sizes, training methodologies, number of trainers, location of courses etc

### 2. Institutional facilities

Sl.	Questions	Responses
Q2.1	<p>How many students can you enroll per year?</p> <p>What ongoing training commitments do you have?</p> <p>What capacity do you have to expand your training program in 2015/16?</p>	<p>This will depends on the agreement and demand of the organisation. Usually, we may provide training to 160 trainees each centre each trade (20 trainees X 2 shift X 4 course).</p> <p>Increase of skilled manpower &amp; create employment for the poor landless, school dropout and underprivileged children &amp; youth is our main focus.</p> <p>We have Fixed training schools with residential facilities, Mobile training centre with movable structure to implement training at remote area. Also we have skilled &amp; devoted manpower, union/ upazila level office structure, good reputation well at all level.</p>
Q2.2	Is it different for different courses/trades?	- There is no major difference in courses/trades.
Q2.3	What facilities (classrooms, machinery/equipments, labs, dormitory/hostel etc.) do you have in your institution?	<p>At Fixed Trade School: We have individual theory &amp; practical class rooms for each trade and residential facilities with reading room, dining room, prayer room, library room and office rooms.</p> <p>At Mobile Trade School: In Mobile schools there are four class rooms, one staff room and kitchen room.</p> <p>Bothe Fixed Trade &amp; Mobile Trade School we have sufficient machineries, tools, furniture, etc. as per requirement.</p>
Q2.4	What trainers do you have in the BGP area?	<p>At present we are working most of the area of Bangladesh. In Khulna &amp; Barisal area we have the following Instructors;</p> <ul style="list-style-type: none"> <li>• Auto Mechanic</li> <li>• Tailoring &amp; Garments Machine Operation</li> <li>• Mobile Phone Servicing</li> <li>• Electric &amp; Refrizaretion</li> <li>• Welding</li> </ul>

		<ul style="list-style-type: none"> <li>• Tailoring &amp; Dress Making</li> <li>• Electric &amp; Motor Winding</li> <li>• Petrol &amp; Diesel Engine.</li> <li>• Welding &amp; Steel Fabrication</li> <li>• Tailoring &amp; Embroidery</li> <li>• Animal Husbandry Poultry Rearing &amp; Cow Fattening</li> </ul>
<b>Q2.5</b>	<p>Where are your training facilities and staff located within the BGP area?</p> <p>Are you able and willing to carry out training outside your facilities ie within the BGP communities or are there constraints which prevent you from doing so?</p>	<p>- Bakerganj (Patuakhali), Boyra (Khulna), Shyamnogor (Shatkira), Boro Baliyatoli (Barguna) and Baniershor (Gopalganj) is our existing training facilities and staff located northern area of BGP.</p> <p>- Yes we are able to provide training at any places of BGP area considering the availability of the trainees &amp; training venue (As we have to rent the venue).</p>

### 3. Funding

Sl.	Questions	Responses
<b>Q3.1</b>	What are the sources of funds to support the programme?	It will depend on the agreement. Usually, we receive advance around 50% during agreement. Remaining 50% we charge in the middle of the training.
<b>Q3.2</b>	What costs for individual students are covered by the programme?	Training materials, machines, tools, Instructors salary, monitoring & supervision, venue rent, electricity & power, furniture & fixture, etc. will covered.
<b>Q3.3</b>	What type of contribution does the student/community make for the programme?	<p>Depends on the community mobilization capacity of the BGP.</p> <p>Our usual practices are as under;</p> <ul style="list-style-type: none"> <li>- Community providing free training venue for Mobile Trade School</li> <li>- Students are paying Tk. 70 per month as tuition fee</li> <li>- Development allies are contributing amount</li> </ul>

### 4. Post-training services

	Questions	Responses
<b>Q4.1</b>	Do you have facilities to track your graduates? If yes, how?	Yes we have Employment Promotion Officer at Regional & Project Office level who follow-up them after three month of completion of the course.
<b>Q4.2</b>	Do you have job placement services?	Yes we have Job placement cell at Project Office (Dhaka) level and Employment promotion officers at Regional Office level who has a good linkage with employers.
<b>Q4.3</b>	If your answer to the previous question is yes, then please answer the following:	
	How do you arrange the job placement for a graduate?	We have good linkage with different mill, factory and Industry. They inform us their requirements. As per their requirement, we linked the graduates with them.
	Who are your current clients?	We have good number of clients. A client list with address is stated last page of the format.
	How many graduates have you placed so far?	Total 32,988 graduates
	What are the major challenges faced?	<ul style="list-style-type: none"> <li>- Graduates are not interested go to outside of their living area for job.</li> <li>- Appropriate trainees selection.</li> <li>- Dropout trainees from training/ employment.</li> <li>- Trainees are depended on NGO or service providers.</li> </ul>
<b>Q4.4</b>	How long do you support each student after they have graduated?	Our existing practice is six months. For BGP, it will depend on the Terms & Condition of the agreement.
<b>Q4.5</b>	Do you have any independent evaluations of your training courses?	<p>Yes we have different type of course evaluation such as;</p> <ul style="list-style-type: none"> <li>• Regular Test: During the training period we conduct daily, fortnightly, monthly, tri-monthly and final evaluation of the course.</li> <li>• Conduct regular evaluation by monitoring department</li> </ul>

#### Others

Q. What influences the selection of trades, e.g. - do you carry out training needs analyses?

During prepare of project proposal, we conduct number of FGDs at community level and industry level to know the market demand.

Q. Any other information you would like to give.

We also provide following facilities to the trainees;

Employment linkage support to all graduates in different Industry, Company & Mill Factory (age above 18 years)

- Extra curriculum activities (Games, Study room, Entertainment etc.)
- Entrepreneurship development sessions to be an entrepreneur.
- Conduct value education classes.
- Certification after completion of training course.

## Client List

1. Square Net & Fashion Ltd, Master Bari, Valuka, Mymensingh, Phone. 01711428935,
2. OTOBI, Mirpur, Dhaka. Phone. 01847088811
3. PARTEX Furniture Industries Ltd. Kuripara, Modonpur, Bondor, Narayangonj. Phone. 0171411433.
4. Parfity Van Mel Bangladesh Private Ltd. Gorgoria Madter Bari, Dukhola Bazar, Sreepur, Gazipur, Ph 01713257825
5. BDC 201-202 Tejgoan R/A, Dhaka.
6. Evar Smart Bangladesh Ltd, Begumpur, Mirzapur, Gazipur,
7. Anowar Group, Matijeel, Dhaka. Ph 01610007300
8. NAVANA Furniture's and Aftab Automobile Ltd. Raj, Fulbaria, Savar, Dhaka. Ph. 01713245446.
9. Ranar Automobile Ltd. 138/1, Tejgoan C/A, Dhaka -1208, Ph. 01730407000.
10. TVS Auto Bangladesh, 239, Auchpara, Tongi, Gazipur-1711. Ph. 01919194282.
11. Skylark, 24/A, Skylark Point, Bijoy Nagar, Dhaka-1000, Ph. 01713375703.
12. Chino Bangla Industries Ltd. Baluakandi, Gojaria, Munchigonj. Ph. 01732658859.
13. D.G.M Factory, Kaji Food Industries Ltd. Ashulia, Savar, Dhaka.
14. Sanofi- Aventies Bangladesh Ltd. Station Road, Tongi Gazipur-1710
15. RB Group Jibon Bima Bhabon (Level-3) 10, Dilkhusa C/A, Dhaka, Ph. 01678028100.
16. Pran Group, Pran RFL Centre, 105, Madha Badda, GPO Box-83, Dhaka- 1212. Ph. 01936013788.
17. Mahatab Centre ( Floor- 11) 177, Shahid Najrul ISLAM Sarani, Bijoy Nagar, Dhaka-1000. Ph. 01713018130.
18. Energy Pack Engineering Ltd. 25, Tejgoan Industries Area, Dhaka-1208, Ph.
19. 20. RFL Group Ltd. Prescription Point, Middle Bhadda, Dhaka.
21. Dutch- Bangla Pack Ltd, Valoakhandi, Vaterchor, Mounshigonj.
22. Sino- Bangla Industries Ltd. Valoakhandi, Vaterchor Mounshigonj.
23. 24. R. B. Group (Walton), Jibon Bima Bhabon, Dhaka.
24. Batelco, Pagar, Tongi, Gazipur
25. Glaxo Smith Bangladesh, Fouzderhat, Chittagong
26. Bengal Group of Industries, Asholia, Savar.

### 3.2 Service Provider Analysis

**Name of the service provider: Hope Technical Institute, Khulna**

#### 1. Program details

VET areas		Entry qualification	Duration of courses	Location	Per head costing
<b>a.</b>	General electrical works (SSC Vocational, <b>Government</b> )	Grade 8 pass	2 years	khulna	30,000 tk (non-resident ) 47,500 tk (resident)
	<b>Non-government</b>				
<b>a.</b>	Automobile	Class six	1 & 2 years	khulna	01 year : 13,000 tk (non-resident) 01 year : 32,000 tk (resident) 02 year: 23,000 tk (non-resident ) 02 year: 41,500 tk (resident )
<b>b.</b>	General Mechanics	Class six	1 & 2 years	khulna	01 year : 13,000 tk (non-resident) 01 year : 32,000 tk (resident) 02 year: 23,000 tk (non-resident )

					02 year: 41,500 tk (resident )
c.	Dress making & tailoring	Class six	1 year	khulna	01 year : 13,000 tk (non-resident) 01 year : 32,000 tk (resident)
d.	Welding & fabrication	Class six	1 year	khulna	01 year : 13,000 tk (non-resident) 01 year : 32,000 tk (resident)
e.	Refrigeration & air conditioning	Class six	1 year	khulna	01 year : 13,000 tk (non-resident) 01 year : 32,000 tk (resident) 02 year: 23,000 tk (non-resident ) 02 year: 41,500 tk (resident )

Short courses						
a	Dress making & Tailoring	At least grade 5 pass or underprivileged people		03 months	khulna	2,340 tk (non-resident ) 11,520 tk (resident)
b	Block Batik	At least grade 5 pass or underprivileged people		01 month	khulna	4,095 tk (non-resident ) 7,155 tk (resident)
c	Carchupy	At least grade 5 pass or underprivileged people		01 month	khulna	3,120 tk (non-resident ) 6,180 tk (resident)
d	Refrigeration and Air Conditioning	At least grade 5 pass or underprivileged people		03 months	khulna	3,900 tk (non-resident ) 13,080 tk (resident)
e	TIG and MIG welding	At least grade 5 pass or underprivileged people		02 weeks	khulna	14,200 tk (non-resident ) 15,628 tk
f	Welding and Fabrication	At least grade 5 pass or underprivileged people		01 month	khulna	6,500 tk (non-resident ) 9,560 tk tk (resident)
g	Machine tool operation	At least grade 5 pass or underprivileged people		03 months	khulna	3,900 tk (non-resident ) 13,080 tk (resident)
h	Motor car driving	At least grade 5 pass or underprivileged people		40 working days	khulna	7,150 tk (without license ) (non-resident ) 11,740 tk (resident)  14,150 tk (with license ) (non-resident ) 18,740 tk (resident)
i	Mobile phone servicing	At least grade 5 pass or underprivileged people		40 working days	khulna	14,400 tk (non-resident ) 18,480 tk (resident)
j	General electric Works	At least grade 5 pass or underprivileged people		40 working days	khulna	4,500 tk (non-resident ) 9,900 tk (resident)
k	Computer Office application	At least grade 5 pass or underprivileged people		03 months	khulna	2500 tk (non-resident ) 11,680 tk (resident)
l	Auto CAD (2D, 3D)	At least grade 8 pass		01 months	khulna	11,000 tk (non-resident ) 14,060 tk (resident)
	Diploma Engineering (04 years)					
i.	Diploma in civil engineering	Grade 10 pass		4 Years	khulna	Non-Resident: 1,09,200 tk Resident: 2,29,200 tk
j.	Diploma in electrical engineering	Grade 10 pass		4 Years	khulna	Non-Resident: 1,09,200 tk Resident: 2,29,200 tk
k.	Diploma in mechanical engineering	Grade 10 pass		4 years	khulna	Non-Resident: 1,09,200 tk Resident: 2,29,200 tk

Note: For VET areas of relevance to BGP, provide curriculum, class sizes, training methodologies, number of trainers, location of courses etc

## 2. Institutional facilities

Sl.	Questions	Responses
Q2.1	How many students can you enroll per year? Is it different for different courses/trades?	In diploma 144 students per year in 3 different courses. In vocational trade 460 students per year in 8 different courses.
Q2.2	What ongoing training commitments do you have? What capacity do you have to expand your training program in 2015/16?	All VET graduate students will get job and can bring new change for their family and own life. We have experienced management and teachers team and if need expand we can do it through the team.
Q2.3	What facilities (classrooms, machinery/equipments, labs, dormitory/hostel	Our classrooms, machinery/equipments, labs, dormitory/hostels etc are equipped with necessary modern



	etc.) do you have in your institution?  Where are your training facilities and staff located within the BGP area?  Are you able and willing to carry out training outside your facilities ie within the BGP communities or are there constraints which prevent you from doing so?	facilities for all our enrolled (now 604 students are studying) students  87 M A BARI ROAD, GOLLAMARI, KHULNA-9100.  Yes we are able and willing to carry out training outside our facilities and There are no constrains.
Q2.4	What trainers do you have in the BGP area?	We have well experienced training instructor in all our trades.

### 3. Funding

Sl.	Questions	Responses
Q3.1	What are the sources of funds to support the programme?	Donation from Wood en Daad (Netherlands)
Q3.2	What costs for individual students are covered by the programme?	For diploma engr. :40% of Total cost is covered by the programme For vocational: 60% of Total cost is covered by the Donner.
Q3.3	What type of contribution does the student/community make for the programme?	Our programme focused on youth from very poor and uneducated community who left school mostly because of financial crisis. After completing their training they engaged themselves in different profession to earn their livelihood which help to improve financial condition of poor people of the community.

### 4. Post-training services

	Questions	Responses
Q4.1	Do you have facilities to track your graduates? If yes, how?	Yes, we preserve the contacts details of all our graduate up to they want by JBS (Job & Business Services who provide job for graduate students). We visit every individual physically and keep in touch with them through email, phone and social media by JBS.
Q4.2	Do you have job placement services? If yes, then please answer the following:	yes
i.	How do you arrange the job placement for a graduate?	we have job placement agreement with different organisation and arrange jobs for them according to their qualification. And we also help them to become self-employed by JBS.
ii.	Who are your current clients?	Jute industries, garments industries, particle board industries and different service industries.
iii.	How many graduates have you placed so far?	Every year we arrange jobs for 84 graduates and help to become self employed for at least 288 graduates.
iv.	What are the major challenges faced?	The major challenge we are facing is that most of our graduates do not want to go outside of Khulna for job.
Q4.3	How long do you support each student after they have graduated?	After gradate immediately (max 6 months) we provide or ensure job for them and keep continue to communicate with them at least 2 Years.
Q4.4	Do you have any independent evaluations of your training courses? Any copy available for sharing?	<b>Please find the attach files for details</b>

### 5. Others

Q. What influences the selection of trades, eg. - do you carry out training needs analyses?

A. Every year we done benchmarking for market driven technology. Through that procedure we select trades.

Q. Any other information you would like to give.

A. We are always innovative to cope with modern technology and demand. Our unique selling point is HONESTY