

A Study on Introducing Competency Based Training and Assessment in Technical and Vocational Education and Training Institutions in Bangladesh: Issues and Challenges

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Abstract

The purpose of the study is to identify the Barriers of Implementing the Proposed Competency Based Training Programme in TVET Institutions in Bangladesh. Descriptive survey was used for the study. The simple random and purposive sampling technique was used. The sample size was 200 from the TVET professionals in Bangladesh. Data was collected from the from more than 50 TVET institutions in Bangladesh through questionnaire which was based on a five point Likert scale. They were analyzed by using chi square test at 0.05 significant levels. The study revealed that poor administrative support, lack of CBT trained up teachers, Designing Competency Based Curriculum, Industry-institution linkage, Laboratory facilities, Teachers attitude, Lack of competent and fully impartial assessors, Bureaucratic pressure, Deficiency of budget, and Public Awareness and being used to with traditional curriculum emerged as barriers of implementing the proposed competency based training programme (CBT) in TVET institutions in Bangladesh. Modern digital lab and workshop should be built up for sound teaching learning situation to introduce Competency Based Training and Assessment (CBT&A) in Technical school and college as like as polytechnic and Technical training center. To introduce CBT&A system. Modern and updated tools and equipment should be collected directly from abroad as like as Technical training center. The officials should select from the field level educational institute as an inexperienced official will not able to understand the educational strategy. Existing teachers should update their knowledge skill and attitude through training especially in developed countries on CBT&A system. Public awareness should be increased particularly why CBT&A is important for enhancing employment opportunities.

Key Words: *Competency Based Training, Technical and Vocational Education and Training, Industry Linkage*

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Introduction

Education is acknowledged as a means for transforming and empowering communities. Especially the youth gain skills, knowledge and attitudes to become productive members of the society. Education contributes to sustainable development, and is recognized in Bangladesh as a priority area of development intervention as is reflected in policy documents. The Government of Bangladesh has developed key policy documents over the last ten (10) years; Poverty Reduction Strategy Plan (PRSP) and its successor the Economic Recovery Strategy Programme (ERS), and the Vision 2021 of 2011; they all emphasize the importance of education in development. Technical and Vocational Education and Training (TVET) is broadly defined as “Education which is mainly to lead participants to acquire the practical skills, knowhow and attitude, and necessary for employment in a particular occupation, trade or group of occupations (Rafique, A. 1996). Such practical skills or knowhow can be provided in a wide range of settings by multiple providers both in the public and private sector. The role of TVET in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (ILO, 2009). Developments in the last three decades have made the role of TVET more decisive; the globalization process, technological change, and increased competition due to trade liberalization necessitates requirements of higher skills and productivity among workers in both modern sector firms and Micro and Small Enterprises (MSE). Skills development encompasses a broad range of core skills (entrepreneurial, communication, financial and leadership) so that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities).

The Bonn Resolution of October 2004 noted that TVET is the “Master Key” for alleviation of poverty, promotion of peace, and conservation of the environment, in order to improve the quality of human life and promote sustainable development. Bangladesh can reorient itself towards sustainable development, using TVET as a vehicle for socio-economic and technological transformation. It is critical that Bangladesh, through TVET meets the challenges of increased unemployment, poverty, food insecurity and environmental degradation. Skill development is important for economic growth, poverty alleviation, youth and women’s empowerment and social inclusion. Nevertheless, the role of TVET is absent to a large extent in most policy documents. This gap is particularly ‘puzzling’; Governments and donor countries consistently emphasize the need for concerted efforts to build the human assets of the poor. Yet TVET is accorded limited importance in donor financing schemes and discussions since the late 80s’ (World Bank, 2007).

Several countries; developed and developing, such as Italy, Brazil, China, Sweden and Japan have given more recognition to TVET through adequate funding. As a result, students get exposed to vocational training and to a culture of scientific investigation and application at an early age. In Europe, at least 50 percent of the students in upper secondary education pursue some form of technical or vocational education. In China, India and South East Asia the figure is 35-40 percent, whereas in Africa it is less than 20 percent.

Objectives of the study

The objectives of the study are as follows:

1. To identify the ways of introducing Competency Based Training and Assessment in TVET institutions in Bangladesh.
2. To find out the problems and issues of introducing Competency Based Training and Assessment in TVET institutions of Bangladesh.
3. To find out the impact of Competency Based Training and Assessment adoption on the target socio-economic changes.

Methodology of the study

Study Design: The study was survey type.

Study area: It was conducted in 5 Technical and Vocational Institutes and 5 Industries in Dhaka city.

Sampling Method: Purposive sampling method was used for the study.

Sample Size: 5 Technical School and Colleges were selected for the study. 5 Principal, 5 Vice Principal, 5 industrialist, 25 chief Instructor, 50 Instructor, 50 Junior Instructor and 100 Ex. Student were selected from the study areas. So, the total sample size of the study was 240.

Sources of Data: Data were collected from primary and secondary sources.

Sources of Primary Data: Primary data were collected from the respondents of the study area.

Sources of Secondary Data: Secondary data were collected from the Books, Research Report, Journals, Report of International Labour Organization, Report of World Bank, Directorate of Technical Education, Technical Education Board, and Internet etc.

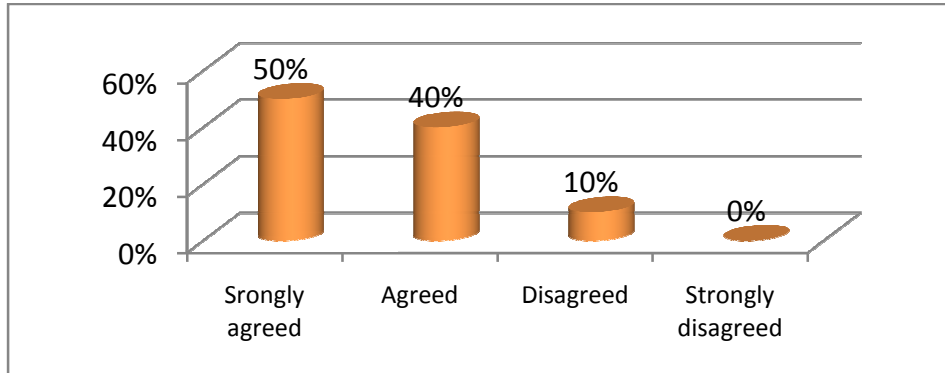
Method of data collection: Data were collected from the study area by face to face interview with the respondents.

Tools for data collection: Questionnaire was used for data collection.

Data Analysis: Collected data were analyzed by using computer Program Microsoft Excel.

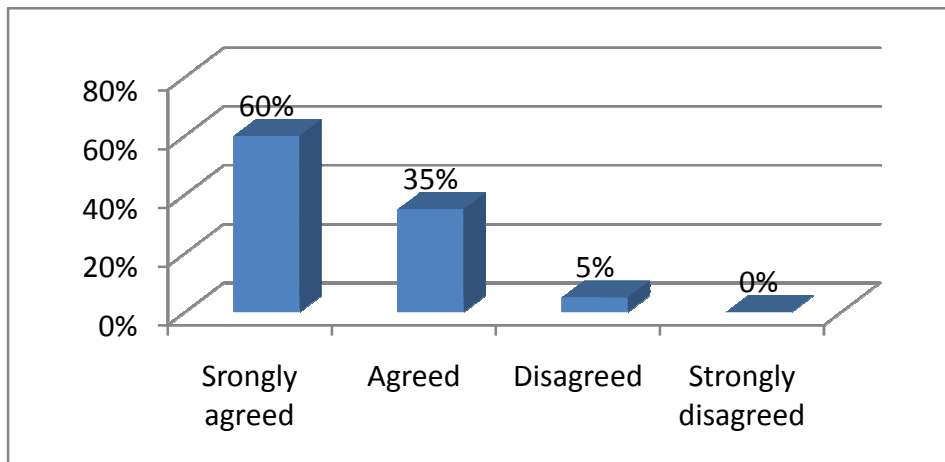
Results

Figure 1: Whether existing TVET system can fulfill the demand of the job market's need.



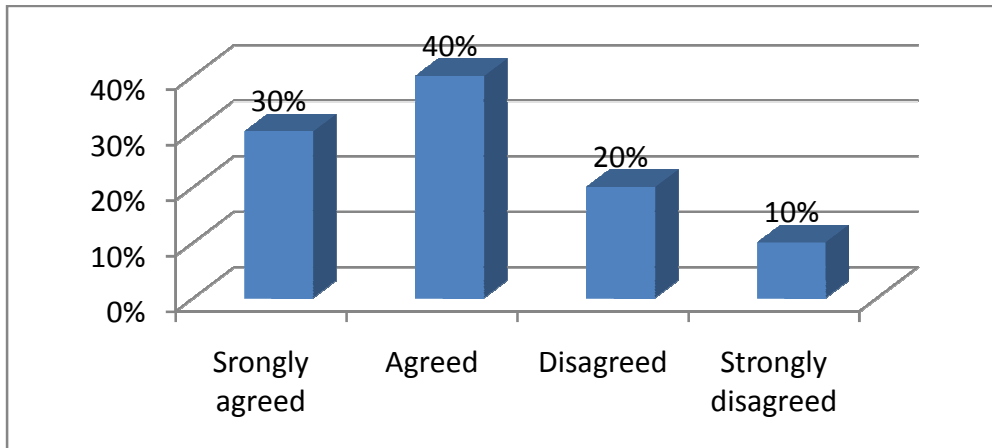
Respondents' opinions have shown in the above graph. Respondents were asked whether they thought existing TVET system can't fulfill the demand of the job market's need. From the result it was found that 50% respondents were strongly agreed, 40% respondents were agreed, 10% respondents were disagreed and 0% respondents were strongly disagreed.

Figure 2: Whether Traditional Technical education fails to develop sufficient Human Resource for home and abroad



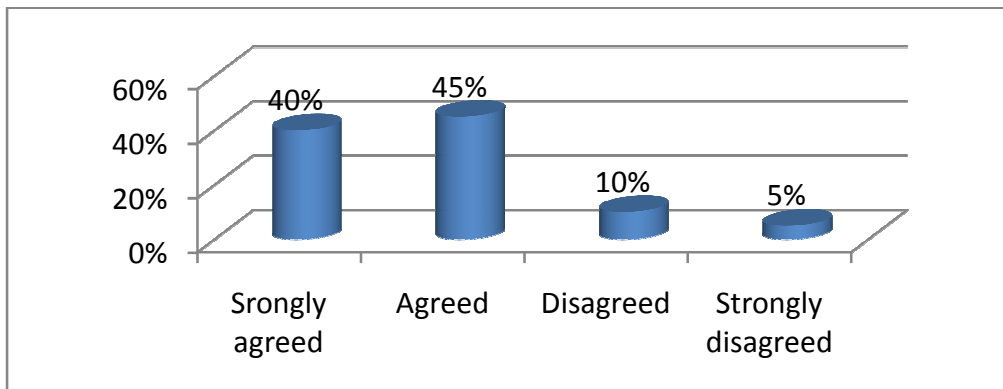
Respondents' opinions have shown in the above graph. Respondents were asked whether they thought traditional technical education fails to develop sufficient human resource for home and abroad. From the result it was found that 60% respondents were strongly agreed, 35% respondents were agreed, 5% respondents were disagreed and 0% respondents were strongly disagreed.

Figure 3: For the development of the country, prevailing TVET system should be changed to CBT & A system.



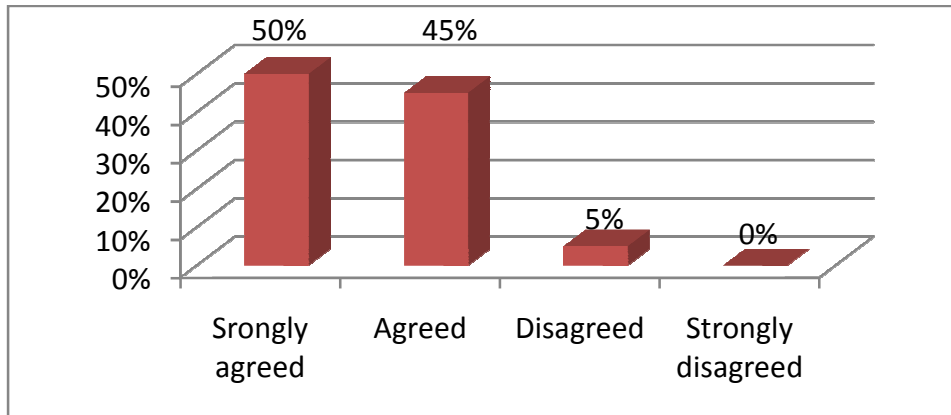
Respondents' opinions have shown in the above graph. Respondents were asked whether they thought for the development of the country Prevailing TVET system should be changed to CBT & A system. From the result it was found that 30 % respondents were strongly agreed, 40% respondents were agreed, 20% respondents were disagreed and 10% respondents were strongly disagreed.

Figure 4: Whether CBT&A system will help the nation to train and employed the drop out student



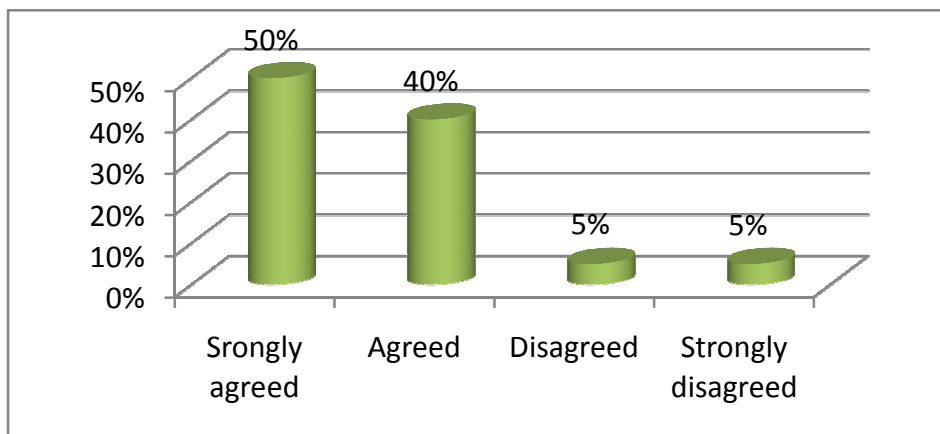
Respondents' opinions have shown in the above graph. Respondents were asked whether they thought CBT will help the nation to train and employed the drop out student. From the result it was found that 40 % respondents were strongly agreed, 45% respondents were agreed, 10% respondents were disagreed and 0% respondents were strongly disagreed.

Figure 5: Whether there is a lack of Teachers and Instructors to introduce CBT& A system



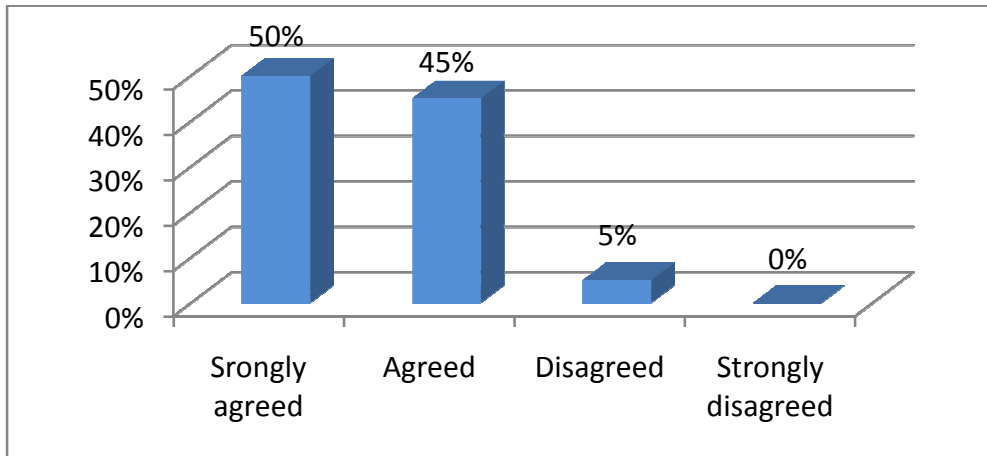
Respondents' opinions have shown in the above graph. Respondents were asked whether they thought there is a lack of Teachers and Instructors to introduce CBT. From the result it was found that 50 % respondents were strongly agreed, 45 % respondents were agreed, 5% respondents were disagreed and 0% respondents were strongly disagreed.

Figure 6: Whether CBT& A system graduated manpower's are more financially sound and solvent then others



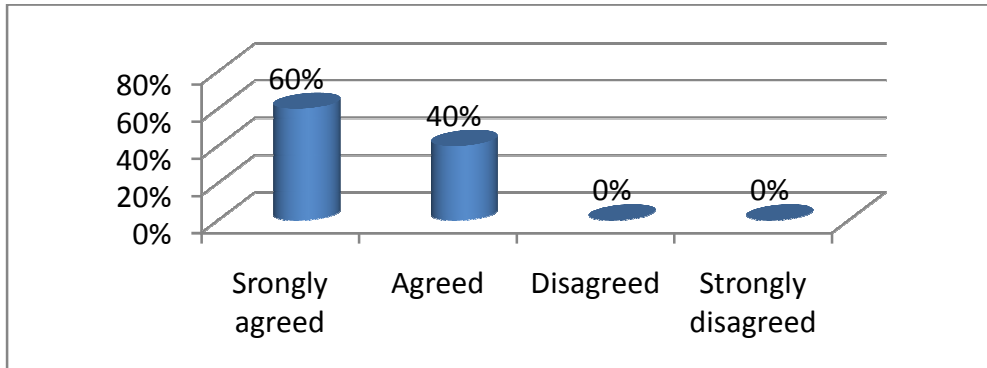
Respondents' opinions have shown in the above graph. Respondents were asked whether they thought CBT& A system graduated manpower's are more financially sound and solvent than others. From the result it was found that 50% respondents were strongly agreed, 40% respondents were agreed, 5% respondents were disagreed and 5% respondents were strongly disagreed.

Figure 7: Instructors ability need to be further improved for introduces CBT& A



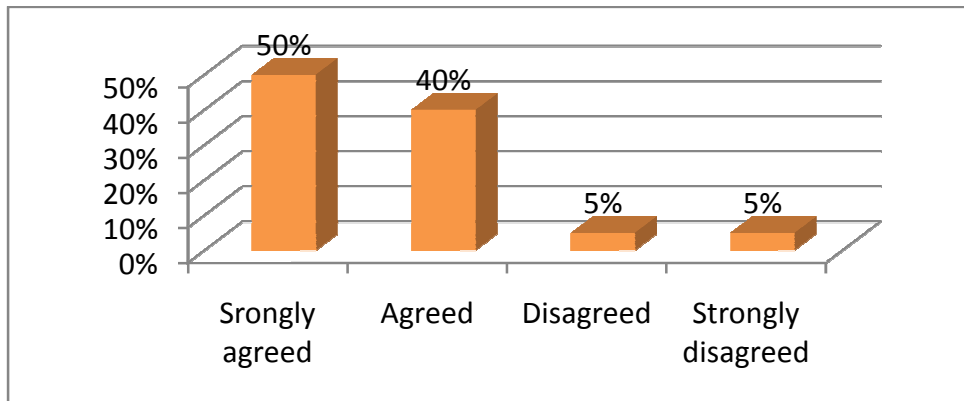
Respondents' opinions have shown in the above graph. Respondents were asked whether they thought instructors ability need to be further improved for introduces CBT. From the result it was found that 50% respondents were strongly agreed, 45% respondents were agreed, 5% respondents were disagreed and 0% respondents were strongly disagreed.

Figure 8: Whether to introduce CBT the Authority should allocate more Budgets



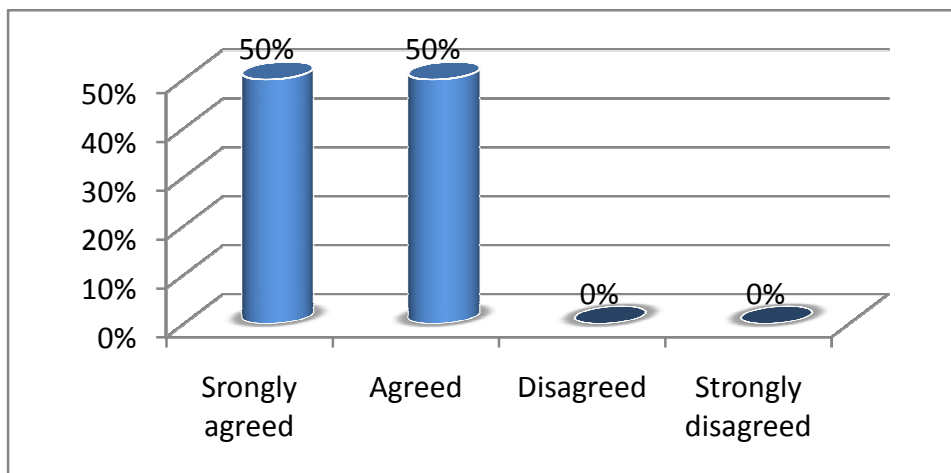
Respondents' opinions have shown in the above graph. Respondents were asked to introduce CBT& A the Authority should allocate more Budgets. From the result it was found that 60% respondents were strongly agreed, 40% respondents were agreed, 0% respondents were disagreed and 0% respondents were strongly disagreed.

Figure 9: Whether fully equipped lab, digital classroom and workshop require for CBT& A system



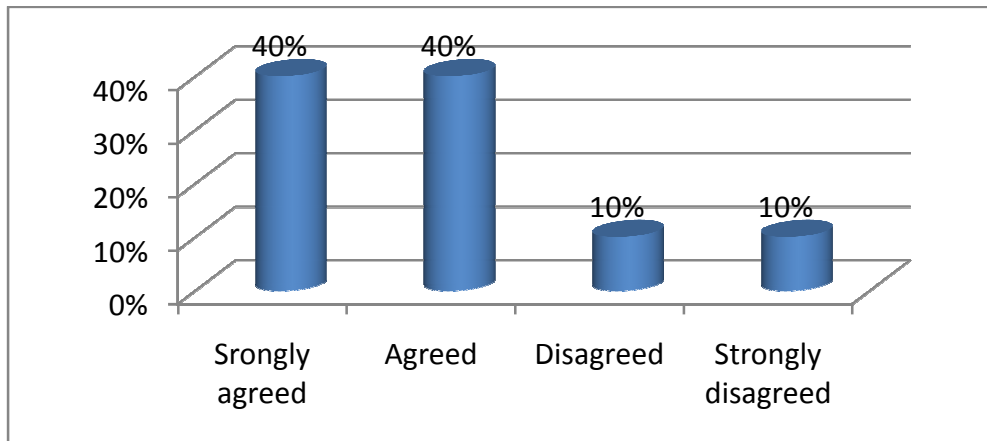
Respondents' opinions have shown in the above graph. Respondents were asked whether they thought fully equipped lab, digital classroom and workshop require for CBT & A system. From the result it was found that 50% respondents were strongly agreed, 40% respondents were agreed, 5% respondents were disagreed and 5% respondents were strongly disagreed.

Figure10: Whether poor Management skill of the personnel is the main problem to introduce CBT & A system



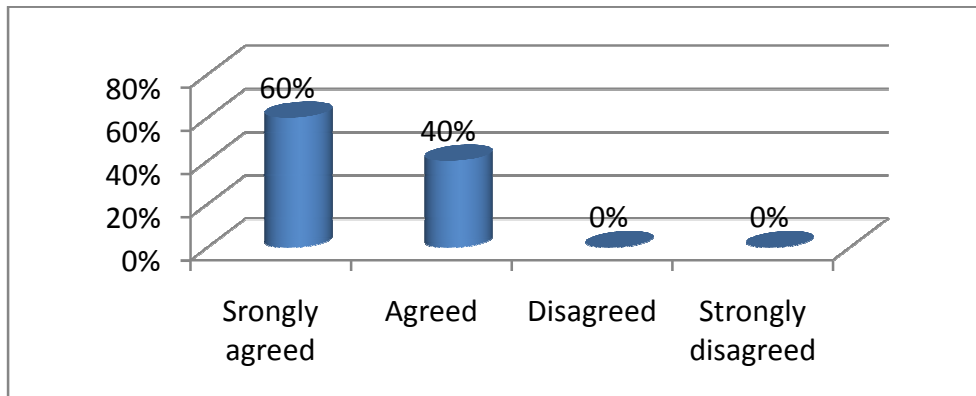
Respondents' opinions have shown in the above graph. Respondents were asked whether they thought the main problem to introduce CBT & A system in poor Management skill of the personnel. From the result it was found that 50% respondents were strongly agreed, 50 % respondents were agreed, 0 % respondents were disagreed and 0 % respondents were strongly disagreed.

Figure 11: Whether Industrialists, Civil society and politicians should realize the importance of CBT& A system



Respondents' opinions have shown in the above graph. Respondents were asked whether they thought industrialists, civil society and politicians should realize the importance of CBT& A. From the result it was found that 40% respondents were strongly agreed, 40% respondents were agreed, 10% respondents were disagreed and 10% respondents were strongly disagreed.

Figure 12: Whether updated Machineries, tools and equipment are require for introduce CBT& A system



Respondents' opinions have shown in the above graph. Respondents were asked whether they thought updated machineries, tools and equipment require for introduce CBT&A system. From the result it was found that 60% respondents were strongly agreed, 40% respondents were agreed, 0% respondents were disagreed and 0% respondents were strongly disagreed.

Issues and Challenges Identified

- 1) Insufficient faculty and staff against student enrollment.
- 2) Only 55% teacher and staffs are existing, 45% posts are vacant. The existing manpower facing problem to run the institution effectively and efficiently. But to provide proper CBT&A Training system the teachers and staff require double of the existing post.
- 3) As technologies are changes rapidly. Teachers of the school can't adopt themselves in the changing technological environment. So the teacher needs to train up with the changing trend of the technology.
- 4) Lack of managerial skill.
- 5) Insufficient monetary support.
- 6) Budget allocation is very low in technical education is only 2.2% of total education budget, whereas the general education is 70.57% and Madrasa education is 27.56%. The policy maker should change their mentality and increase budget in the technical education, which help to earn huge amount of foreign currency. setup industry and employment facility by introduce CBT&A.
- 7) Lack of infrastructure: Most of the institutions do not have sufficient rooms, workshops and labs as required.
- 8) Lack of social awareness.
- 9) The technical education is necessary, but not popular. Because, people are not actually aware about Technical education. They can't feel the necessity of the technical education. That is why they send their kids to the general school, rather than technical school and feel proud to have BA/MA degree.
- 10) Delaying in government policy
- 11) Policy makers are too slow to take necessary action specially in recruiting teachers and staff and budget allocation.
- 12) Political influences on recruiting process and proper posting.
- 13) Lack of meritorious teacher especially in private/ non-Govt. institution: As the technically skilled manpower has enough scope in job market, they are not feeling interest to involve in less paid educational profession.
- 14) Negative values and mindset: In 1980, an international teachers conference in Colombo Sri Lanka, sponsored by World Confederation of Organizations of the Teaching Profession (WCOTP). The statement made during a course there by the Indonesian Teachers Association President Mr. Rindo still reminds the point in the changing values in teaching. Rindo said "Teaching is no more a noble mission' it has evolved as a different type of profession. Where not only syllabus curriculum and good education matter, the keen desire for better living as par with people in other professions with the same qualification, in also very much there. Their better halves along with all the members of the teacher's families are eager to see the teachers treated equally in terms of salary dress, dignity, social status and national esteem

.They would not like to see the teacher lag behind even by an inch" Our policy makers and those are involved in this affairs in education must take note of it and act accordingly.

- 15) Most of the people of our society are indifferent and ignorant about the importance of Technical education. They like to send their meritorious child to general school to acquire MA, BA degree and feel proud. But they should change their mindset and send their bright kids to Technical schools to build up their kids as international standard human capital.
- 16) Poor management skill of the personnel.
- 17) National skill development policy needs to be reformulated.

Conclusion

The participation of the students is increasing in Technical School rapidly. It is a good sign for the development of our country. The Technical school's graduates can be the best weapon and have great impact on the socio- economic development of the country. The policy maker should realize this fact and give priority to introduce CBT&A of the Technical education system. Technical school is producing skilled manpower, which can easily adjust themselves to the job market and have a job. By this way it will help to reduce unemployment, poverty, Malnutrition, and backwardness as a whole. On the other hand, it will increase remittance and uphold our economy. It also help to reduce tourism, dowry, child mortality and others social evil. Thus Technical school will have great impact on the socio-economic development of Bangladesh.

The government is in right way to giving more emphasis on this Technical School and allocate more budget to introduce CBT&A of the Technical school and college.

Recommendations:

A. The recommendations of the study are as follows:

1. Modern digital lab and workshop should be set up for sound teaching learning situation to introduce CBT&A in Technical school and college as like as polytechnic and Technical training center.
2. To introduce CBT & A. Modern and updated tools and equipment should be collected directly from abroad as like as Technical training center.
3. The education ministry officials should not be transferred to other ministry or place. The officials should select from the field level educational institute, as an inexperienced official will not able to understand the educational strategy.

If not possible at least those people who join as an assistant secretary in the education ministry should not be transferred to other ministry.

4. Existing teachers should update their knowledge skill and attitude through training in developed countries on CBT&A system.

5. To solve the shortage of skilled teachers recruit sufficient skilled teachers according to institutional demand and train them in CBT&A to update their knowledge skill and attitude to provide effective training and education.

6. Meritorious teachers should be recruited by offering attractive salaries and benefits should be given, as technically skilled manpower has huge demand in public and private sector and they are given hand some salaries and benefit.

That is why skilled manpower is not eager to come to Technical schools as teachers. So, attractive salaries should be provided to them as incentives to introduce CBT&A to attract the meritorious student as teacher.

7. This is the age of Technology and Technical education imparts technological skill and knowledge to the student's. The new generation should be equipped with modern technologically through train up in developed world to introduce CBT&A.

8. Government should train-up administrative people for effective CBT and Assessment programme.

9. Development of National occupational standards, curricula, training materials.

10. Train-up sufficient number of teachers in CBT and Assessment system

11. Training facilities of institutes should be increased

12. Public awareness should be increased particularly why CBT& A is important for enhancing employment opportunities

13. Job market requirements should be scanned regularly to improve the linkage between industries and TVET institutions.

14. Every TVET institutions should have enough laboratory/workshop equipment.

B. Since private tuition is not consistent with the professional honor of a teacher, I would like to place the following suggestions for active consideration of the government, guardians, teachers and all concerned with education:

1. Surprise visits (by a team of academicians and educationists and guardians) in each and every institution to observe and monitor the performance of teachers in the class room and workshop.

2. Establish teacher right and honor for quality education. Ensure free residence facility, transport and medical treatment of teacher and employee.

3. Introduce an unbiased education policy only for the betterment of future generation.

4. Introduce stipend for poor and meritorious student.

5. Recruiting subject wise teacher and providing Technical/Vocational education/ training facilities at every institution.

6. Co-curriculum activities, boy scouts, girls guide should well functioned.

7. Recruitment of meritorious student as teacher through transparent process. Train them CBT&A system from Philippine, Australia and Sweden

8. Provision of attractive salary and ensuring social status to the teachers, in conformity with the recommendations made by ILO and UNESCO.
9. Teachers' salary should (a) Compare favorably with salaries paid in other occupation requiring similar or equivalent qualifications; (b) Teachers should be provided with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education thus enhancing their professional qualifications.
10. To ensure teachers accountability joint efforts of teacher's representatives/organizations should be there.
11. Provide Regular training for teachers to improve his/her teaching quality in the subjects and areas concerned.
12. Provide Incentive to teachers so that they feel encouraged engaging in research and further study on CBT&A also, can develop of innovative and attractive method of teachings.
13. Provide special salary structure for teachers and also special allowance for technical teachers. Those who involves in CBT&A system.
14. The govt. of Bangladesh education should take initiatives so that the skilled man power can feel eagerness to take their profession as teachers. For Example, Govt. may offer them extraordinary salary structure especially for technical teachers. Who involve in CBT&A system.
15. The authority should encourage the brilliant students to enroll in these Technical schools for having better job after completing the CBT&A course.

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