Recognition of Prior Learning: Practices and Issues in Bangladesh

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<u>Outlines of the Presentation</u>

Introduction

Bangladesh NTVQF

Pathways to Qualifications

Process for RPL

Conclusion and Challenges

Introduction
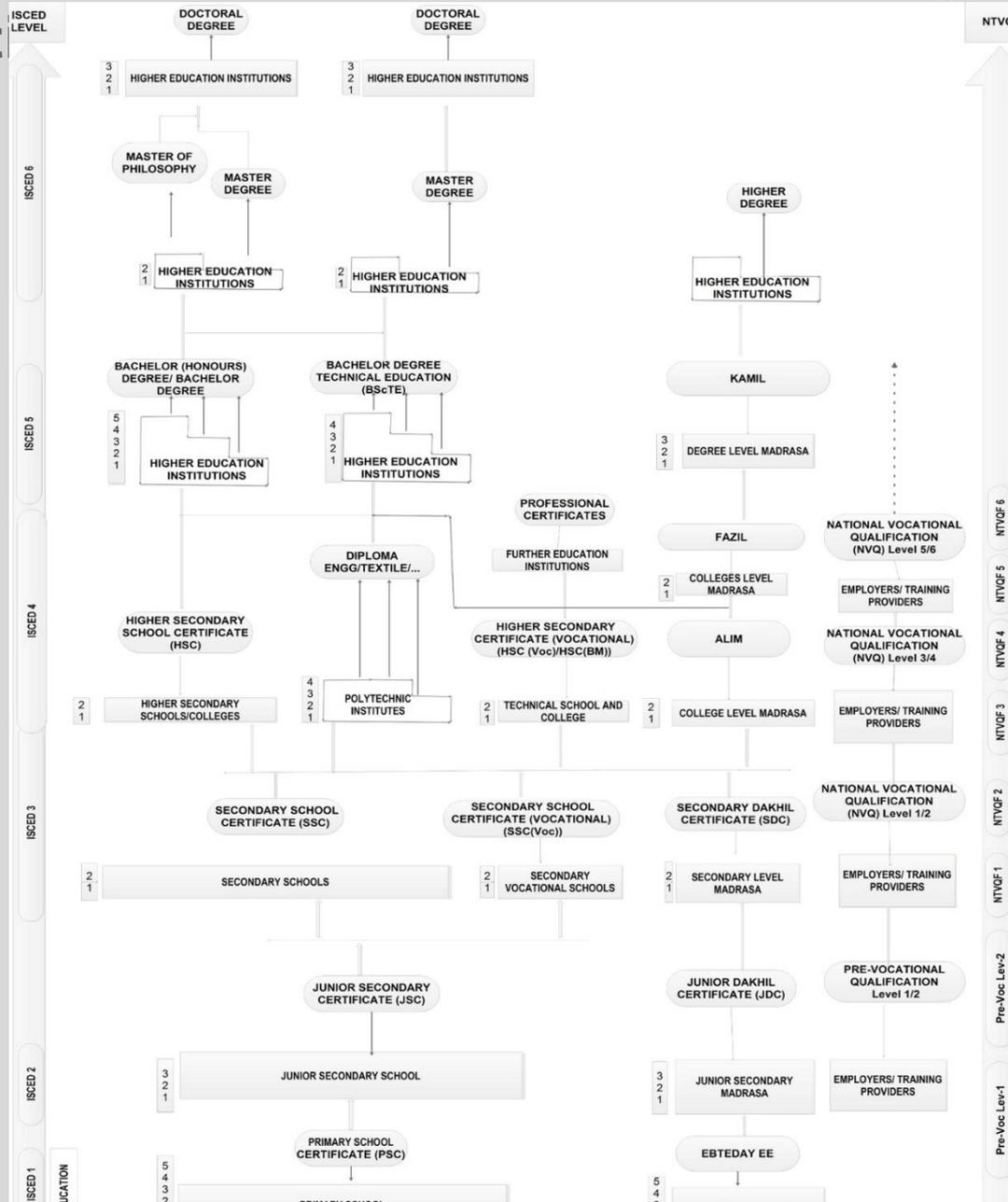

Fig.:Education Structure in Bangladesh

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Bangladesh NTVQF with Job Classification

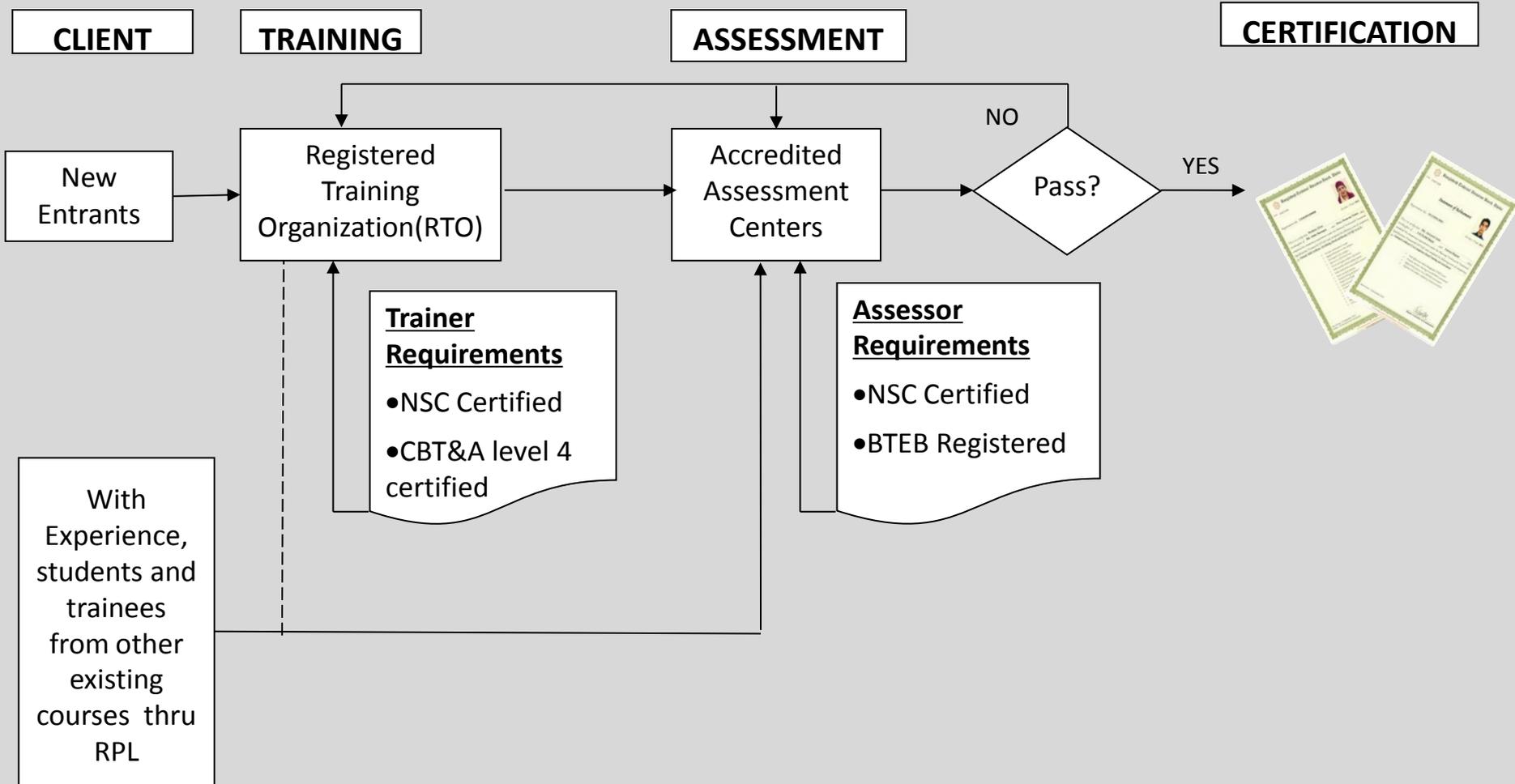| NTVQF Levels	Education Sector			Job Classification
	Pre-Vocational Education	Vocational Education	Technical Education	
NTVQF 6			Diploma in Engineering or equivalent	Middle Level Manager /Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic-Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate NPVC 2			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 NPVC 1			Pre-Vocation Trainee

Occupation (Cook)

Competency Standards

Generic Competencies	Sector Competencies	Occupation Competencies

Packaging Of Qualifications based on the NTVQF Levels (Qualification Standards)

Cook, Level 4

Cook, level 3

Cook, Level 2

Cook, Level 1

Competency Standards is a set of units of competencies which are organized or can be packaged into qualification that describes how an individual would perform a particular job required in a workplace.

Pathways to Qualifications (NTVQF Certificates)

CLIENT | **TRAINING** | **ASSESSMENT** | **CERTIFICATION**

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New Entrants → Registered Training Organization(RTO) → Accredited Assessment Centers → Pass? → YES → [certificates]
                                                                              NO
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Trainer Requirements
- NSC Certified
- CBT&A level 4 certified

Assessor Requirements
- NSC Certified
- BTEB Registered

With Experience, students and trainees from other existing courses thru RPL

Process for RPL

1. Applicant submits the RPL application form to the Assessment Centre, including
   – a self-assessment and necessary fees,
   – supporting evidences with a declaration of their authenticity.

2. Evidences are reviewed by an assessor who then interviews the applicant to verify the legitimacy of the applicant's claims.

3. Assessor makes a decision on the applicant's competency against the units of competency and recommends to BTEB for awarding a qualification.

If the applicant is deemed not yet competent or wishes to gain additional competencies, they can do so through the normal pathways including institutional or workplace training.

RPL: List of the Industry Sector

Sl. No	Industry Sector
1	**Transport Equipment --- Automotive Service**
2	**Agro-food ---- Catering Service**
3	**Information Technology**
4	**Leather & Leather Goods**
5	**Construction**
6	**RMG**
7	**Informal Economy**
8	**Light Engineering**
9	**Tourism & Hospitality --**
10	**Furniture**
11	**Ceramic**
12	**Pharmaceutical (Under Process)**

Accredited RPL Assessment Centre

- **Total Accredited RPL Assessment Centre = 32**
- **Public = 11, Private = 19, NGO =12**

Occupation wise Competent Trainees through RPL System

Sl. No	Occupation	Number of Trainee			
		Pre-Voc-2	Level-1	Level-2	Level-3
1	Sewing Machine Operation	472			
2	Motor Cycle Servicing	572			
3	Beauty Care	08			
4	Block Batik & Screen Printing	268			
5	Tailoring & Dress Making	383			
6	Plumbing	652			
7	Electrical installation & Maintenance (Civil Construction)	1348			
Total =		3703			

Challenges:

➢ Insufficient co-operation between BTEB and ISCs

➢ Shortage of occupation wise industry assessor for effective implementation of CBT&A Programmes

➢ Teacher Training (skills) in CBT&A progrmmes to Implement NTVQF.

➢ Strengthen Capacity of TVET Institutions in terms of infrastructure, tools and equipment to accreditate as RTO

Thank you!

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Current Practices on Greening of Industries & Green Skills Inclusions in Training Programs in Bangladesh

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Outlines of the Presentation

➢Introduction

➢Findings

➢Conclusion

Objectives of the study

➢ **identify environmental friendly practices in selected service and manufacturing sectors;**

➢ identify mechanisms in use to recognize/assess existing competences of employees (RPL);

➢ evaluate a potential for green skills inclusion in RPL based on comparison against countries with a higher standard of green skills inclusion; and

➢ identify factors those contribute to model(s) development for effective inclusion of green skills in RPL.

Scope of the Study

The study was delimited to four sectors:
➢automotive ,
➢catering,
➢waste management, and
➢PVC production .

Convenience sampling was used in which at least eight enterprises - four in the formal and four in the informal settings-
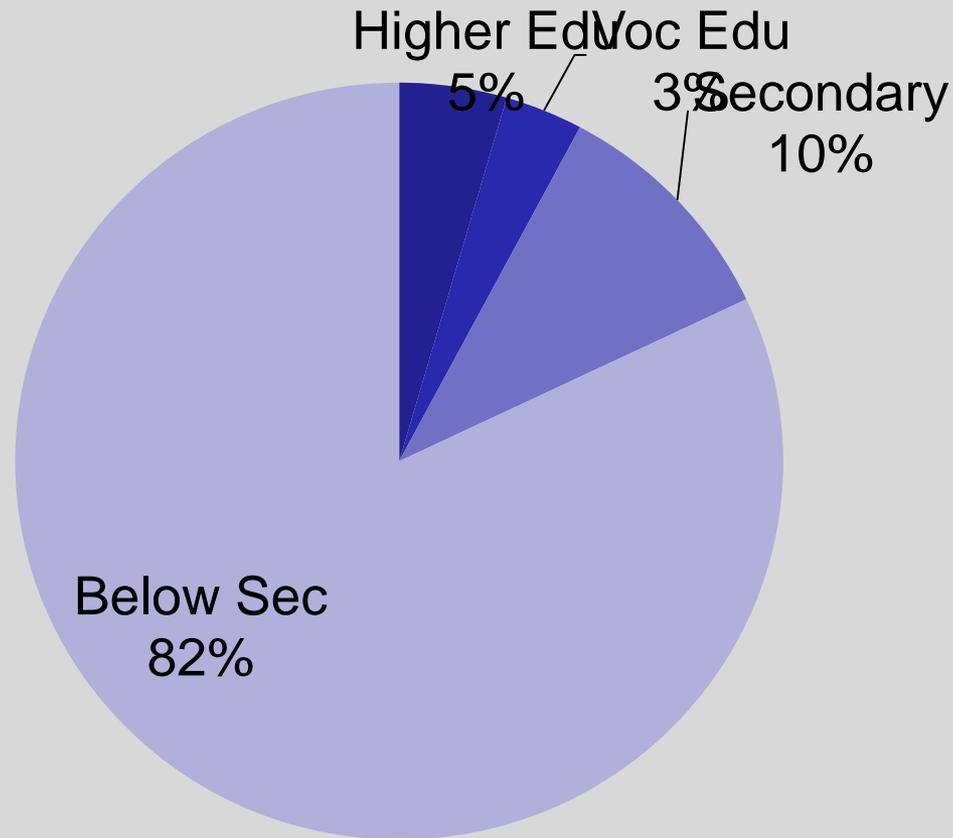in each of the sectors.

Methodology

➢Qualitative and quantitative data were gathered using a self-designed questionnaire.

➢The questionnaire consisted of about 44 items under eight separate sections:

➢general information about the participating company, environmental policy and regulation,

➢respondents' conception about green skills and its need,

➢recognition of prior learning (RPL) and inclusion of green skills in RPL,
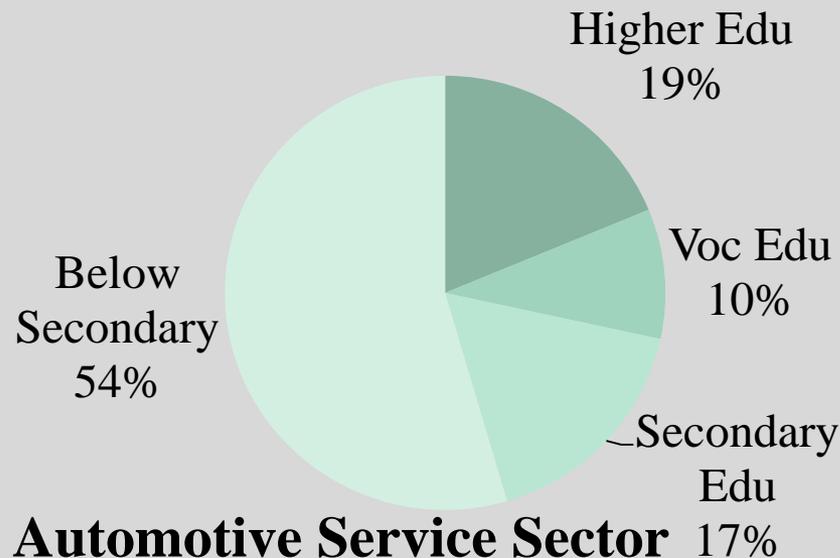
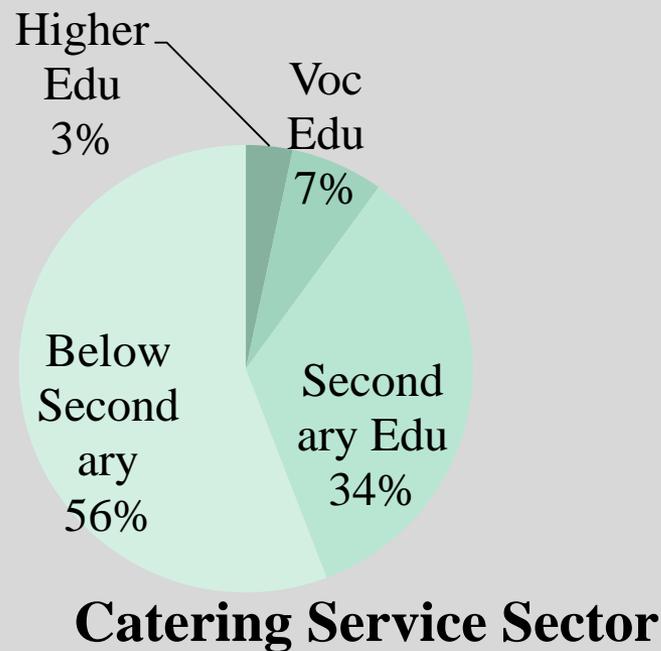➢workplace learning and training programmes, etc.

Findings

Educational levels of employees
(All three Service Sectors Combined

Higher Edu 5% Voc Edu 3% Secondary 10%

Below Sec 82%

Findings

Sector-wise Education Level:

Catering Service Sector

- Higher Edu 3%
- Voc Edu 7%
- Secondary Edu 34%
- Below Secondary 56%

Automotive Service Sector

- Higher Edu 19%
- Voc Edu 10%
- Secondary Edu 17%
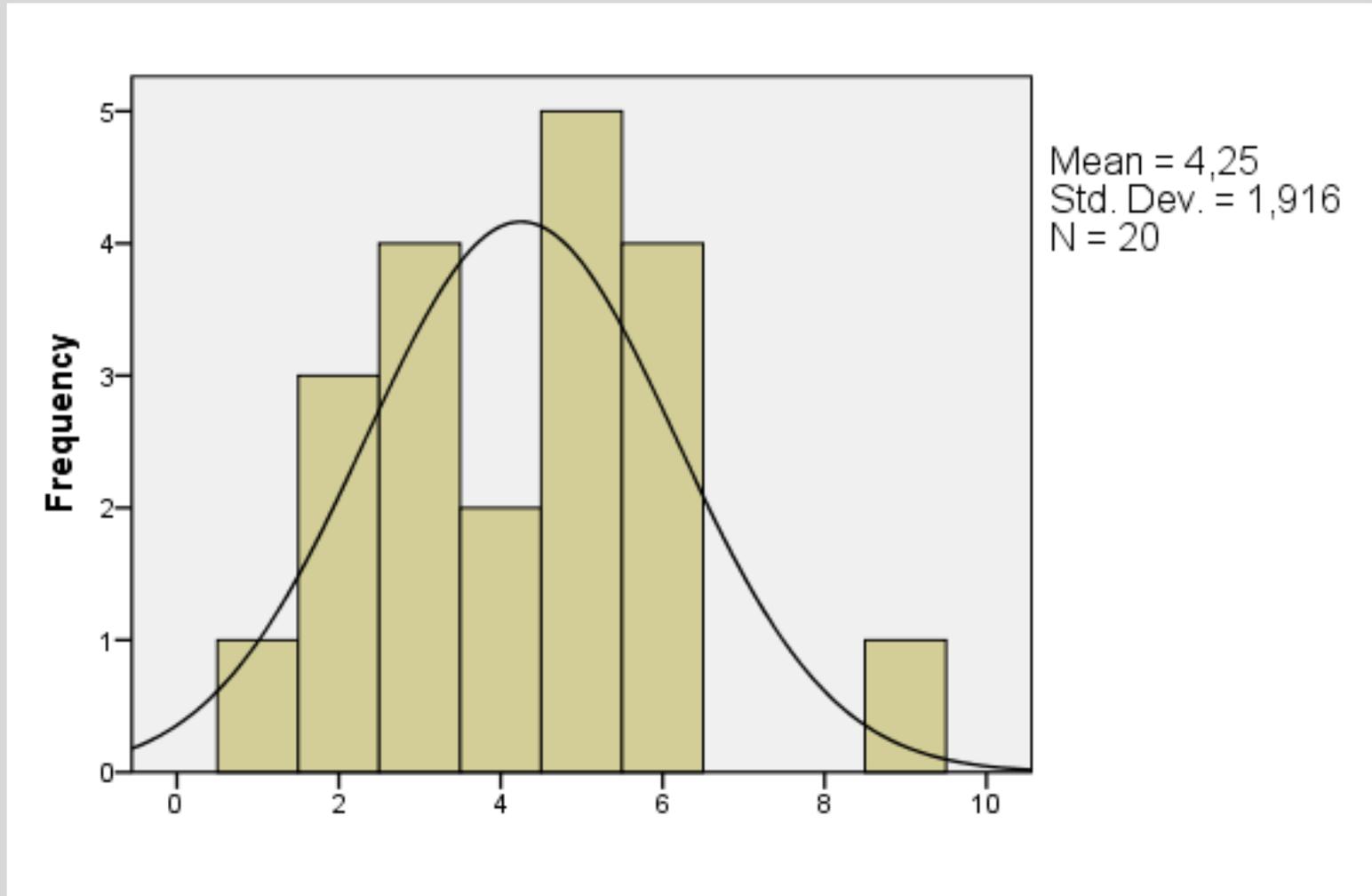- Below Secondary 54%

Findings

Fig 1: Awareness of Environmental policies, Regulations

How much importance is attached to the theme of green skills and environmentally friendly practice
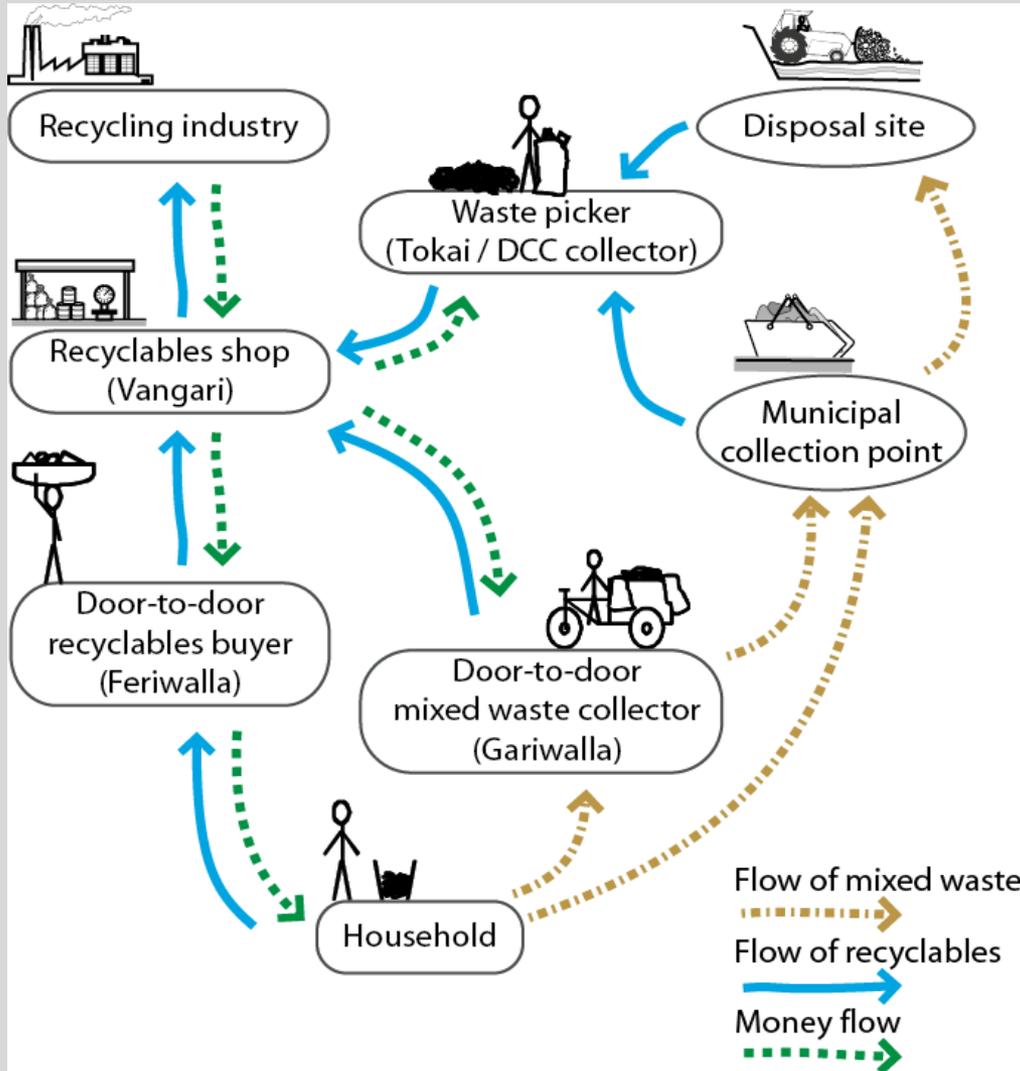
Findings

Environmental friendly practices at the sample enterprises are **not satisfactory** in terms of:

➢obeying the environmental rules and regulations,

➢dissemination of environmental awareness among   the employees,

Waste Management in Pictures

Skill requirements in the enterprises

Cognitive competencies

✓environmental awareness and a willingness to learn about sustainable development;

✓systems and risk analysis skills to assess, interpret, and understand both the need for change and the measures required;

✓innovation skills to identify opportunities and create new strategies to respond to green challenges;

Skill requirements in the enterprises

Interpersonal & technological skills:

✓ strategic and leadership skills to enable policymakers and business executives to set the right incentives and create conditions conducive to cleaner production, cleaner transportation, etc.;

✓ coordination, management and business skills to facilitate holistic and interdisciplinary approaches that encompass economic, social and ecological objectives;

Interpersonal & technological skills:

- ✓ communication and negotiation skills to discuss conflicting interests in complex contexts;

- ✓ marketing skills to promote greener products and services;

- ✓ networking, IT and language skills to enable participation in global markets; consulting skills to advise consumers about green solutions and to spread the use of green technologies;

Intrapersonal competencies:

✓adaptability and transferable skills to enable workers to learn and apply the new technologies and processes required to green their jobs;

✓entrepreneurial skills to seize the opportunities of low-carbon technologies.

✓**attitudes** (e.g. adaptability, environmental, social & cultural sensitivity, enthusiasm).

Conclusion

Thank you!

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