Youth Perception on Technical and Vocational Education and Training (TVET) and Subsequent Employment

A Baseline Study conducted in Some Selected Upazilas of Bangladesh

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ACRONYMS

AC	Air Conditioner
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BCC	Behaviour Change Communication
BRAC ASC	BRAC Advocacy for Social Change
BRAC IED	BRAC Institute of Educational Development
BRAC SDP	BRAC Skills Development Programme
BRAC	An NGO, formally Bangladesh Rural Advancement Committee
CEO	Chief Executive Officer
EFA	Education for All
FGD	Focus Group Discussion
GMR	Global Monitoring Report
GoB	Government of Bangladesh
GPA	Grade Point Average
ICT	Information and Communications Technology
IDI	In-depth Interview
ILO	International Labour Organisation
MRP	Maximum Retail Price
NGO	Non-Government Organisation
POS	Point of Sale
PwD	Person with Disability
SDG	Sustainable Development Goal
SPSS	Statistical Package for Social Sciences
SSC	Secondary School Certificate
TV	Television
TVET	Technical and Vocational Education and Training

EXECUTIVE SUMMARY

Background and context

Technical and vocational education, training and skills have been considered as strong driving forces for ensuring economic growth worldwide. Therefore, governments try to involve the youth in skills development activities to build a skilled workforce. It has been observed in Bangladesh that youth participation in Technical and Vocational Education and Training (TVET) is considerably low. It has also been assumed that youth perception towards TVET might be a strong factor behind this scenario. In such a context, the Embassy of Denmark intended to provide a fund to the Skills Development Programme (SDP) of BRAC for implementing a project for changing youth perception on skills training. As a starting point of the project, SDP realised the importance of a baseline survey on the current perception of the youth regarding skills training – this is the inspiration of this study.

Objectives

The study envisioned to- (a) explore youth understanding of TVET, (b) analyse the thoughts of the youth, their parents and entrepreneurs regarding the status, acceptance, and necessity of TVET and its link with employment, (c) examine the factors behind enrolling and not enrolling to TVET, (d) analyse the demand and feasibility of using technology product and digital contents to promote technical and soft skills, and (e) identify the issues for policy-level advocacy from the perspectives of various stakeholders.

Methodology

A mixed-method approach was followed. Quantitative data were collected from 22 Upazilas of 10 districts under three divisions in Bangladesh. They are Dhaka, Chattogram and Sylhet. Youth aged between 18-35 years with the completion of secondary education, and their parents were the respondents for the quantitative part of the study. Using a multi-stage sampling strategy, 1,232 youth was selected. Parents of these youth, available during the data collection period, were also considered as respondents of the study. A questionnaire along with a five-point perception scale was administered on the youth and their parents. Qualitative data were collected from the youth, their parents, business owners, and various stakeholders using in-depth interview and focus group discussion methods.

Key findings

Major findings showed that perception scores of the youth and their parents lied in between a neutral to positive towards TVET, 3.53 and 3.58 respectively in a five-point scale. Majority of the respondents of both the groups perceived TVET as a way of preparing youth for employment – 67% among the youth and 54.2% among the parents. At grade IX, a large proportion of the youth had no idea about the nearest educational institutions offering TVET. Only 11% of the youth reported the scope to study TVET in their own school at the secondary level; however, only 3.2% received such education. Overall, only 8% studied TVET at secondary, higher secondary or diploma level. Thirty percent of the youth received short courses and 34% received informal training on skills development. The opportunity of getting a job shortly was the biggest motivation for those who studied TVET (46.2%). TVET as a stream of education did not come to mind for 43.8% of the youth while selecting the stream of education at grade IX and 23.3% of the youth did not have any idea about this.

Although 72.2% of the sampled youth had access to the internet, only 28.3% of them searched TVET related materials there. To create awareness among the community, the youth and other respondents emphasised on mass campaigning. Majority of the youth identified Facebook as the most effective digital platform for enhancing awareness on TVET. Data revealed that the male respondents had more positive perception on TVET compared to their female counterparts. Qualitative findings showed that the youth thought that skills training contributed to reduced poverty. According to the respondents, it was more applicable to the male youth as well as the rural inhabitants. The respondents also argued that one would have to be sufficiently meritorious to study TVET. Role of teachers had been considered crucial by them for creating a positive image of TVET among the youth.

Major recommendations

Based on the data and the analysis, the study suggested some ways for improvement of youth perception regarding TVET and skills training. These are divided into two parts viz., programme and advocacy. For the programme, the study recommended organising mass campaigns at the community and school levels, adopting special initiatives for enhancing females' perception on TVET and organising training with special focus on ICT use. For advocacy, the study suggested emphasising on the branding and promotion of TVET, increasing access to opportunity on TVET for the students, and ensuring a global standard of the TVET curriculum and training module.

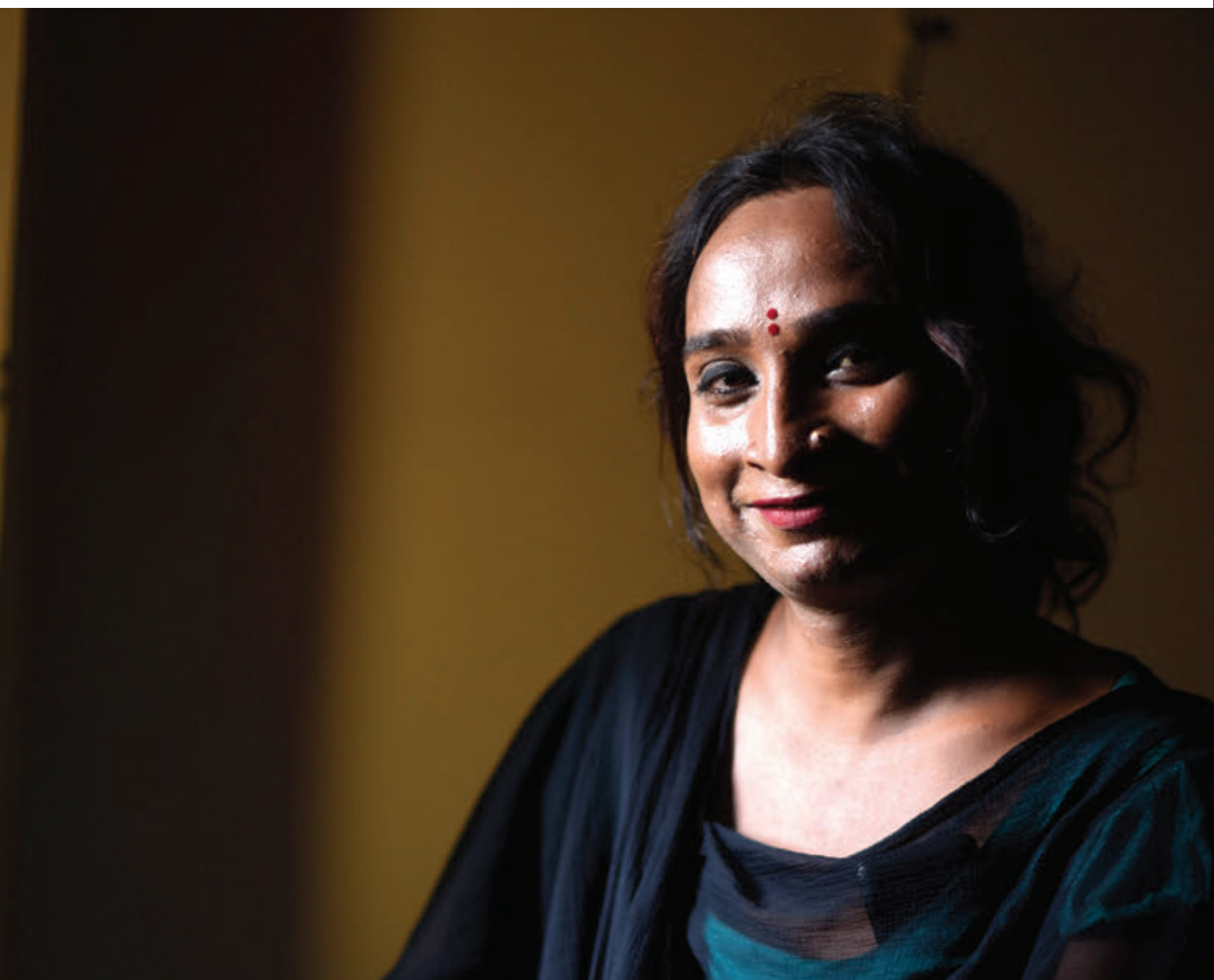
CHAPTER 1

Introduction

A. The context, study and its rationale

Skills, knowledge and innovation are the key driving forces of economic growth and social development in today's world. The Government of Bangladesh also recognises that the countries with quality education and skilled human resources can effectively respond to the challenges and opportunities of the global economy (GoB 2011). Youth are the most creative and enterprising inhabitants. The development of a society or a country therefore highly depends on their contribution. Ensuring fulfilment of youth potential and empowering them in every sphere of life have been considered as a mission in the National Youth Policy of Bangladesh (GoB 2017).

The Education for All Global Monitoring Report (EFA-GMR) 2012 noted that a 'lost generation' of 200 million young people globally leaves basic general education programmes without acquiring the skills and capacities they need to function in the world of work and earn a living wage (UNESCO 2012). The report focusing on life skills and learning skills for youth and adults, which is EFA Goal 3, suggests ways of giving young people a better start in life and enable them to enter the world of work with confidence.



Enhancement of skills development, especially for the youth, has been a point of attention globally and nationally. The Sustainable Development Goal (SDG) on education pointed technical and vocational education in two of its 17 targets. The targets emphasised equal access for all women and men to affordable quality technical and vocational education (target 4.3) and substantial increase of the number of youth having technical and vocational skills for employment, decent jobs, and entrepreneurship (target 4.4) (UNDP 2015). Government of Bangladesh has considered this as a national priority. Therefore, vocational and technical training has been treated as quite crucial aspects of personal and economic development in the current National Skills Development Policy (GoB 2011). This policy refers that skills of the youth that would be enhanced through providing sufficient vocational and technical training so that they can secure decent jobs and can contribute to the overall economic development of the country.

Enhancement of skills development, especially for the youth, has been a point of attention globally and nationally.

The issue of youth skills development got a place in a number of policies in Bangladesh; these include Skills Development Policy 2003, Non-formal Education Policy 2006, National Education Policy 2010, and National Skills Development Policy 2011. Therefore, the skills development agenda got a vital place in the curriculum of formal and non-formal education. The students can enter into the vocational education stream from grade IX through formal schooling, which may lead to tertiary education. Duration of this varies from two to six academic years depending on the type of training provided (GoB 2010, Alam 2010, GoB 2011).

The government, the private sector, NGOs and industries are working for the skills development of the youth in Bangladesh. According to the Bangladesh Bureau of Statistics (BBS), 39.6 million people belong to the youth population (aged 15-29 years) in Bangladesh, which is almost 27.5% of the total population (BBS 2015a). To assist the government in creating skills development training opportunities for such a large number of youth, BRAC – the largest international development organisation, prioritised skills training and employment for the youth in its development programmes.

BRAC Skills Development Programme (BRAC SDP) was launched in 2015 with an aim to create an inclusive and sustainable economic development for the youth in addition to creating decent employment opportunities for them. This programme provides training on various trades to the participants. The theoretical part of the training is discussed in the classrooms and the hands-on experiences on those theories are provided by attaching the participants as apprentices with local informal enterprises (Rahman et al. 2017). Currently, BRAC SDP has over 10 different initiatives in both formal and informal sectors across 46 districts of Bangladesh.

Though various interventions and initiatives are being employed by the government of Bangladesh and other institutions for enhancement of youth skills, expected outcomes did not appear. It is evident that in Bangladesh, over two million young people enter into the labour force every year, but the youth unemployment rate has been rising during the past 25 years – from 4% in 1991 to 10.4% in 2016 (BBS 2017). The informal sector constitutes the major portion of the job opportunities (BBS 2011). The World Bank (2010) marked this sector for its low productivity due to unskilled work-force. Low level of education and skills has been identified as the prime contributor behind low productivity in most sectors of Bangladesh including the informal ones (Titumir & Hossain 2003). One of the keys to a productive and competitive economy is a well-trained and adaptable workforce, as noted by the International Labour Organisation (ILO 1999).

Students in Bangladesh are supposed to be admitted for technical and vocational education and training (TVET) at secondary education level. The scope for such education was very limited in the past, which has started to expand recently with females lagging behind males. The share of TVET students in the Secondary School Certificate (SSC) examination was the lowest among various streams of education over time. It was 1.4% in 2000 which increased to 6.5% in 2010, but was recorded at 5.7% in 2018 (BANBEIS 2019). Whereas the number of SSC examinees doubled during 2000-18, it is about eight times in the case of technical and vocational education. The proportion of secondary students admitted in TVET was reported to be 10.4% globally in 2015 (UNESCO 2017). This figure varies with the economies of the countries. For instance, it is 6.2% in low income, 5.3% in lower middle income, 15.7% in upper middle income, and 14.7% in high-income countries. Women's share in the secondary level TVET enrolment was 43% with not much variation by economies of the countries. South Asia was reported to be the lowest in the regional league table with only 2.2% of secondary students being admitted in TVET. Bangladesh seems to be the third among its regional neighbours after Iran and Sri Lanka (UNESCO 2017).

The Education Watch study of 2016 shows that only 6.5% of the population with at-least nine years of schooling received Technical and Vocational Education with a significantly less proportion of girls attending those (Nath & Chowdhury 2016). A third of those who did not study TVET reported that it did not come to their mind while making a decision about education after passing grade VIII. Over a quarter of them had no idea about the scope of studying TVET at the secondary level. These clearly show that TVET, as a stream of education, did not get a mentionable priority among the youth and the broader community as the other streams of education got.

Working towards the development of the overall skills ecosystem, BRAC SDP realised that room is there for improvement of the image of skills training among the youth and promoting the fact that skills training has the potential to offer them an alternative livelihood option. BRAC SDP felt that to introduce skills training to the masses including the most disadvantaged youth, advocating towards changing the mindset of the people, especially targeting the youth and the larger community is highly necessary. Unless perception on skills training is improved amongst people to understand the benefit of skills training, youth, especially the female learners will not join skills training to improve their livelihood. BRAC realises that an effective movement is required to be in place to promote the overall skills development sector if Bangladesh wants to utilise the full potential of its demographic dividend.

From this realisation, BRAC SDP undertook a project named 'Changing the perception of youth in Bangladesh regarding skills development' to work towards enhancing the perception of people towards skills training and subsequent employment. The project is funded by the Embassy of Denmark. It will cover 22 Upazilas/thanas from 10 districts located in three administrative divisions of Bangladesh (Table 1.1). The project will include those aged 18-35 years with a Secondary School Certificate. At this stage, the need for a baseline study on current perception of the youth in the project area regarding skills training has been felt – this was the inspiration of this study. It is expected that the findings of this study will help in shaping the campaign interventions of the project.

Table 1.1. Project Upazilas/thanas by district and division

Division	District	Upazila/Thana
Chattogram	Chandpur	Chandpur Sadar, Hajiganj, Shahrasti, Matlab
	Cumilla	Cumilla Sadar
	Chattogram	Bayejid Bostami, Khulshi, Pahartali, Bakalia
	Cox's Bazar	Cox's Bazar Sadar, Chakaria
Dhaka	Dhaka	Pallabi, Uttara, Jatrabari, Khilgaon, Ashulia
	Gazipur	Gazipur Sadar, Tongi
	Manikganj	Manikganj Sadar
Sylhet	Sylhet	Sylhet Sadar
	Habiganj	Habiganj Sadar
	Maulvibazar	Sreemangal

Note: Upazila/thana is the lowest administrative unit in Bangladesh. The word Upazila is used in rural areas and thana is used in urban areas

A number of studies on skills development issues had been accomplished which intended to identifying skills gaps (BBS 2015b), constructing youth skills profile (Ahmed et al. 2012), exploring the challenges of skills development initiatives (Newaz et al. 2013), evaluating the impact of skills programmes (Bhattacharjee & Kamruzzaman 2016, Rahman et al. 2017) and so on. Some researchers explored youth skills development status as a part of their bigger studies (Nath & Chowdhury 2016, Graner, Yasmin & Aziz 2012). These studies rarely had any focus on the perception that the youth bear in their minds regarding the skills training. The proposed study was therefore intended to explore the perception and attitude of the youth about the necessity, acceptance and outlook of the technical and vocational skills so that the skills development initiatives can be designed effectively considering the needs and concerns of the youth.

B. Objectives

The general objective of this study is to get an insight into the youth perception regarding skills training and its subsequent employment. To achieve this broad objective, the following specific objectives were formulated.

a. Exploring youth understanding on TVET or skills training and their perception regarding TVET as an alternative to formal education;

b. Investigating the thoughts of the youth, parents/community members and entrepreneurs regarding the status, acceptance and necessity of TVET and the link they might perceive between the skills training and job placement;

c. Examining the factors that influence the youth in deciding whether to enrol in TVET or skills training;

d. Analysing the demand and feasibility of using technology product and digital contents in promoting technical and soft skills training; and

e. Identifying the issues for policy-level advocacy with the government from the stakeholders' point of view.

CHAPTER 2

Research Methodology

A. Nature of the study

This study was conducted using a sequential exploratory strategy of mixed-method research (Creswell 2009). A three-step approach such as gathering and analysing quantitative data, developing qualitative instruments based on the preliminary findings from quantitative data, and administering the qualitative instrument to the desired sample was therefore followed (Creswell et al. 2003).

Quantitative data were collected from the youth and their parents through survey questionnaires. The youth were selected for an interview following a rigorous statistical method of survey, and the parents of these youth were considered for an interview according to their availability. Focus Group Discussions (FGDs) and In-depth Interviews (IDIs) were the methods for qualitative investigation. Informants for these were selected purposively or conveniently. The study was carried out in the community visiting the respondents in their households.

B. Sampling strategy

All the Upazilas/thanas which were planned to implement the perception change project of BRAC SDP were considered as the study area. The population for this study was the youth aged 18-35 years having at least a Secondary School Certificate and living in the project Upazilas/thanas.

Quantitative

In order to determine the sample size for the quantitative part of this study, it was considered that half of the youth would have a positive perception of skills training and subsequent employment opportunities. The other conditions include 5% error of precision and 95% confidence limit. As there was no sampling frame ready to follow a Simple Random Sampling method to choose eligible youth for a survey, a multistage sampling strategy was applied. Again, there was a provision for two separate estimates for males and females. Therefore, the following formula was used to determine the sample size.

Here, n is the sample size to be determined, p is the probability of youth having a positive perception about skills training and subsequent employment opportunities, q is the probability of a youth who does not have a positive perception about skills training and subsequent employment opportunity (i.e., q = 1 - p), z is the area under the standard normal curve within certain confidence limit, e is the error of precision, d is the design effect, and s is the number of strata. Considering p = 0.5, q = 1 – p = 0.5, z = 1.96 at 95% confidence limit, e = 0.05, design effect d = 1.5, and number of strata s = 2, the calculated sample size stood 1,153 for the study. Following is the calculation.

The sample covered each of the 22 Upazilas/thanas. At the first stage, from each Upazila/thana, two unions/wards were selected following a Simple Random Sampling strategy. At the second stage, one village/mahallah was selected following the same strategy from each selected union/ward. At the third stage, 28 youths were selected following a systematic sampling strategy from each selected village/mahallah. Therefore, the study covered 44 villages/mahallahs from 44 unions/wards under 22 Upazilas/thanas. The total number of youth in the sample was, therefore (28 x 44) 1,232.

Reanalysis of Education Watch household survey data 2016 showed that one eligible youth (aged 18-35 years with a Secondary School Certificate) was available in every 3.4 households. In other words, approximately 56 eligible youth would be found if 200 households are surveyed. For this study, 28 youth were taken in the sample surveying 200 households from each village/mahallah. To reduce intra-cluster correlation among the respondents in the estimates, every alternative youth was selected in the sample. Table 2.1 presents the actual sample size for the survey.

Table 2.1. Sample for the youth perception survey

Division	No.of districts	No. of Upazilas/ thanas	No. of unions/ wards	No. of villages/ mahallahs	No. of households	Eligible respondents (youth)
Chattogram	4	11	22	22	4,400	616
Dhaka	3	8	16	16	3,200	448
Sylhet	3	3	6	6	1,200	168
Total	10	22	44	44	8,800	1,232

Of the total youth sample, 508 were males and 724 were females, and 504 came from rural and 724 came from urban areas. In other words, the females constituted 58.8% of the sample and the rural youth constituted 40.9%. Only 663 parents could be interviewed. Of them, 36.2% were fathers and 63.8% were mothers; and 56.2% from Chattogram, 24.3% from Dhaka, and 19.5% from Sylhet Division.

Qualitative

Two data collection methods were employed for the qualitative part of the study. Their detailed description and justification of use is presented in a later part. The participants for Focus Group Discussions (FGDs) with youth and parents were selected through a convenient sampling process. Similar sampling technique was used for selecting business owners and parents for In-depth Interviews (IDIs). A purposive sampling method was used in the case of IDIs with the youth with disability and transgender group. Table 2.2 shows the sample for qualitative investigation at a glance.

Table 2.2. Sample for qualitative investigation

Method	Respondent	Description
Focus Group Discussion	Youth (general)	2 groups; one for males, one for females
Focus Group Discussion	Parents	2 groups; one for fathers and one for mothers
In-depth Interview	Youth (with disabilities)	2 youth; one male, one female
In-depth Interview	Youth (transgender)	2 youth
In-depth Interview	Parents	4 parents; two for male youth and two for female youth
In-depth Interview	Business owner	2 owners; one from the formal sector and one from the informal sector

C. Data collection methods

Quantitative data were collected through a survey questionnaire. On the other hand, In-depth Interview and Focus Group Discussion approaches were adopted to collect qualitative data from two areas viz., Chattogram and Dhaka. The structure and scope of the instruments, objective wise application and the expected respondents are discussed below.

Development of survey questionnaire

The perception survey questionnaire had three parts. The first part focused on the basic socio-economic information of the youth and their understanding of TVET. The second part contained some statements representing perceptions about skills training and its subsequent employment using a five-point scale. The third part contained a section for the parents to collect data on their understanding and perception regarding TVET and subsequent employment. Following are the major subsections in the survey instrument.

- Education and skills training of youth
- Socio-economic information
- Youth understanding of technical and vocational education and training
- Youth access to ICTs and social media
- Youth perception of technical and vocational education and training
- Parental understanding of technical and vocational education and training
- Parental perception of technical and vocational education and training

The questionnaire development process was initiated by analysing the research objectives. The research team critically reviewed the objectives and identified the necessary issues there. Once the issues were sorted out, the research team conducted an extensive literature review on these. The review of literature helped the research team to get ideas on the question pattern and to formulate the draft questions. A good number of questions was adopted from others' works after modifying them as necessary (Nath & Chowdhury 2016, Ahmed et al. 2012, Haney 2002, Ngure 2013).

A five-point Likert scale was an integral part of the questionnaire. The scale was used to explore youth perception towards TVET. Six themes viz. knowledge and understanding on TVET, TVET as an alternative to formal education, determinants of enrolling in TVET, status and acceptance of TVET, the necessity of TVET, and employment opportunity and TVET were considered as the areas of perception in the scale. These were originated from the research objectives. To develop the scale the research team reviewed a number of similar studies and scales (Haney 2002, Ngure 2013, Bappah & Medugu 2013, Chijioke & Shirley 2014).

Those studies were good sources of statements that the research team intended for under each of the six themes. At this stage, 10 statements with equal numbers of positive and negative ones were considered for each of the six themes of the perception scale. This resulted in a combination of 60 items. Majority of the statements were adopted from Haney's (2002) study and a few were developed by the research team, keeping the demand of the objectives in mind.

Through several rounds of discussions among the research team members, the questions and the statements of the perception scale were drafted. These were translated into Bangla- the local language. The research team tried to choose those Bangla words which were assumed to be easily understood by the youth in Bangladesh. Once the draft questionnaire was ready, it was taken to the field for piloting in Mymensingh. The purpose of piloting was to understand the validity, contextual appropriateness, feasibility of administration and duration of administration for the questions and the statements.

Based on the learning from the piloting phase, a thorough revision and modification of the questionnaire were accomplished. Statements that were invalid, irrelevant, ambiguous, and difficult to understand were omitted from the scale. At this stage, the number of statements in the perception scale reduced to 36 – six statements under each theme with an equal number of positive and negative statements. The titles of the sub-themes were finally omitted in the scale for not being biased towards TVET. The revised perception scale was administered again among a group of youth. At this stage, no statements were changed or omitted, but few words and terminologies in some particular statements were replaced with the easier versions on the basis of respondents' feedback.

Once the statements reached the satisfactory level, the inter-correlation among the sub-themes were calculated using SPSS to understand how practically the scale might behave and the result was found satisfactory. At this stage, the questionnaire was revised based on the overall understanding obtained from several rounds of fieldwork.

The latest version of the questionnaire was presented to the experts of BRAC SDP, Advocacy for Social Change (ASC) and Behaviour Change Communication (BCC) experts for their feedback and comments. After accommodating their feedback, the questionnaire was sent back to them to check if their comments were properly addressed. Based on their response and the overall learning obtained throughout the process, the research team finalized the questionnaire. The whole process took over a month. The survey questionnaire is provided in Annex 2.1.

In-depth Interview (IDI)

An In-depth Interview (IDI) guideline was used to collect data from the youth with disability and transgender. The same method was used for the parents and business owners as well. Parental perception plays a vital role in decision making regarding their children's education and choice of the study area. Thus, it was essential to learn how they feel about TVET and how they value this. These interviews were conducted one-to-one basis with an intention to obtain in-depth data after several rounds of deep digging into the responses obtained on various issues. IDIs were intensively used to collect insights related to the first three objectives.

Focus Group Discussion (FGD)

FGDs were conducted with the youth and their parents. Purpose of these FGDs was to understand their perception, feeling, thoughts and valuation regarding skills training. Discussions in FGD attempted to cover all the objectives.

D. Field operation, quality control and ethical consideration

The survey was carried out from 14 to 30 June, 2019. Twenty-two research assistants divided them into 11 equal teams that collected all quantitative data from the sampled villages/mahallahs of Dhaka, Chattogram and Sylhet divisions. Three additional research assistants supervised the whole activities of the survey. The research team members also took part in supervising field activities.

Purpose of these FGDs was to understand their perception, feeling, thoughts and valuation regarding skills training.

The research assistants started their work from the north-west corner of each of the selected villages/mahallahs. They interviewed every alternative eligible youth (aged 18-35 years with a Secondary School Certificate) starting from the first. If any respondent was not available at home at first, visitor was not in a position to give an interview, they were visited at a time suitable to them. A second visit was needed for a good number of cases. If there were more than one eligible youth in a household, one was selected randomly.

The youth was interviewed first, and then his/her parents. Purpose of the survey was clarified to the respondents before interviewing them. The research assistants asked for their written consent regarding the survey. Only the perception scale part of the youth survey was self-administered, the research assistants asked all other parts of the questionnaire to the youth and recorded responses. The research assistants asked every part of the questionnaire to the parents as there was no provision for them to self-administer.

Sufficient time was allocated to the respondents to think about the statements of the perception scale. In the case of the parents, the statements were readout clearly because some parents were illiterate. To ensure a similar kind of administration of the perception scale, the research assistants read out the statements for the literate parents as well. They were also provided with sufficient time to think about the statements and then to express their opinion. Before leaving the respondents' home, the research assistants checked the questionnaire several times to ensure that all questions were asked and responses recorded, and there was no inconsistency among the responses.

Qualitative data were collected from 24 to 31 July, 2019. Four research assistants divided them into two teams collecting data from Dhaka and Chattogram divisions. Prior to conducting the IDI and FGD, the assistants communicated with the respondents with reference to their previous visit in connection with the survey. Here too, the purpose of the activities was clarified to the interviewees and group discussants. After securing the consent of the respondents, they initiated the interviews and discussions in a suitable time proposed by the respondents and recorded their voice upon their permission. The assistants took short notes during the interviews and after coming back home. They wrote the narratives in detail within the earliest possible time.

Both the groups of research assistants were provided with an intensive training of three days prior to sending them to the respective field stations. During the training, the instruments were discussed in detail and the techniques of their administration were demonstrated. The assistants participated in a number of role plays to get practical experience of administering these. The SDP team also participated with the research team in training. They also conducted a number of qualitative interviews.

E. Scoring of perception scale

The respondents provided their perception on a five-point scale against each of the statements. The points in the scale include strongly agreed, agreed, no comment, disagreed, and strongly disagreed. The scores for the positive statements were: 5 for strongly agreed, 4 for agreed, 3 for no comment, 2 for disagreed, and 1 for strongly disagreed. A reverse score was assigned for the negative statements. The scores were then added at sub-scale and whole scale levels. Therefore, the youth had the possibility of getting a score from 6–30 in each sub-scale and from 36–180 on the whole scale. These primary scores in each sub-scale were then divided by 6 to fit those into a range of 1–5. Similarly, the primary scores for the whole scale were divided by 36 to fit it into a range of 1–5. Such a mathematical operation made the sub-scales and the whole scale comparable to the original five-point scale.

The perception scale for the parents contained 12 statements. These were also scored in a similar fashion to that of the youth. There was no sub-scale for the parents. The added primary scores for the parents ranged from 12–60. These were then divided by 12 to fit them into a range of 1–5.

F. Data analysis

Quantitative data were analysed using descriptive statistics like frequency, mean and percentage. For analysing qualitative data, the researchers adopted Patton (1990)'s three steps process. These include organizing the data, generating descriptions based on data and interpretation of data. Both kinds of data were compared to secure the triangulation purpose and to identify the similarities and differences there. These helped to draw a meaningful conclusion from the study findings.

CHAPTER 3

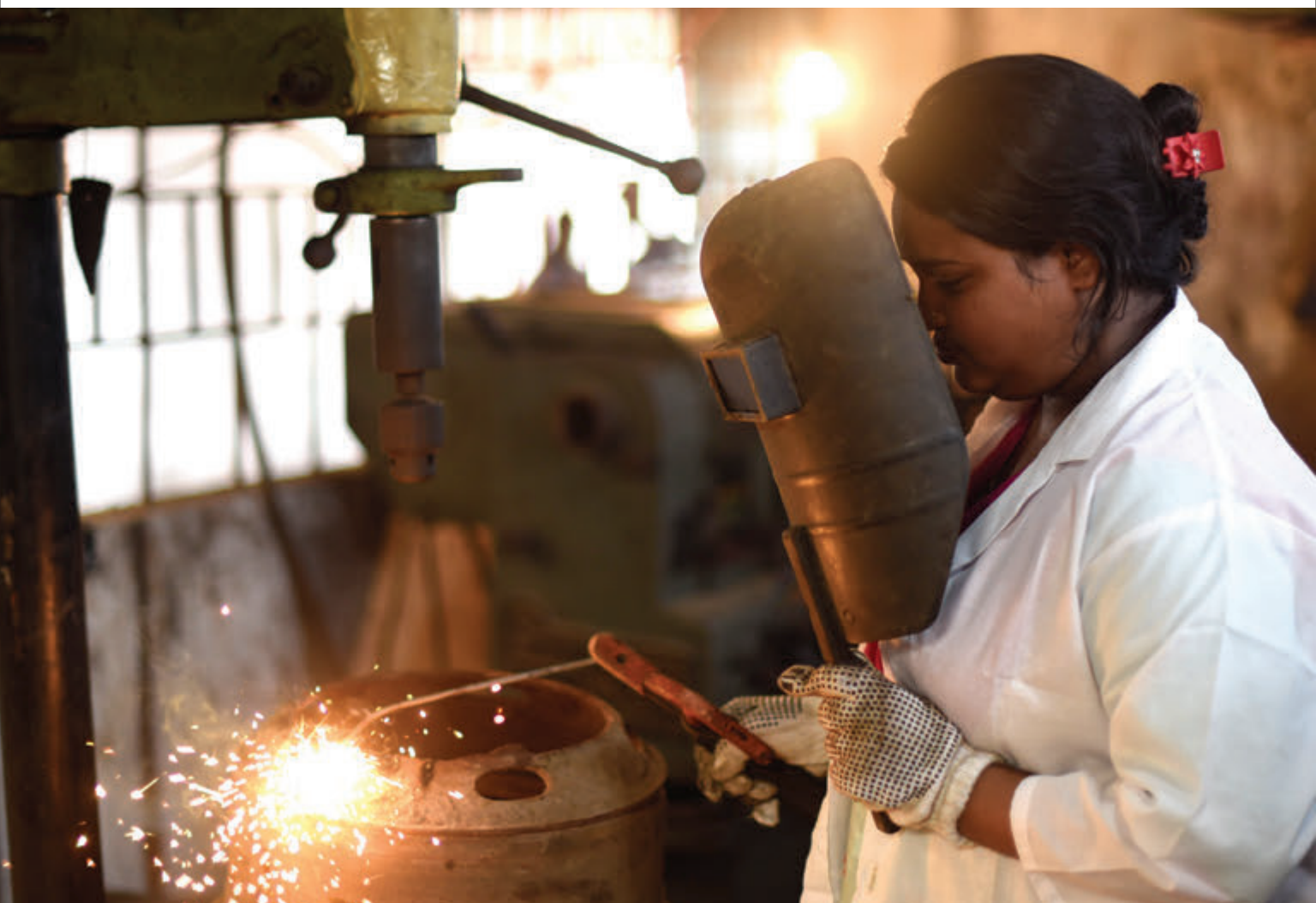
The Youth under Study

A. Socio-economic background

Socio-economic background of all the youth together and dividing them by gender, area and division are analysed and presented in this section. The information includes age, marital status, ethnicity and religion; parental education; and youth occupation and household economy. Information of all youth is provided in Table 3.1 and by gender, area and division in Annexes 3.1 and 3.2.

Demography, ethnicity and religion

Age of the youth understudy was 18-35 years with a mean 22.7 years and median 21 years. No statistically significant difference was observed in the mean age of them with regard to gender or area of residence. The youth of Dhaka division was a bit older than those of the other two divisions. Majority of the respondents were unmarried (63.6%); however, 36.1% were married, and 0.3% had other status. Proportionately more married respondents were observed among the females than males (51.1% versus 14.2%), and among those of urban areas than their rural counterparts (39.1% versus 31.7%). Whereas more than half of the youth in Dhaka division were married, it was 29.2% among those of Chattogram and 18.5% among those of Sylhet division. All the respondents were Bangali in terms of ethnicity. A vast majority of the respondents belonged to the Muslim community (92.2%). The non-Muslims comprised mostly with the Hindus (7.7%). The proportion of non-Muslims was 10% in urban areas and 4.6% in rural areas. This was 4.7% in Dhaka, 7.3% in Chattogram, and 17.9% in Sylhet division.



Parental education

The fathers of the respondents were more educated than their mothers. Of the fathers, 18.2% had no schooling, 13.6% admitted in school but dropped out before completing primary education, 33.9% completed primary education but kept secondary education incomplete, and 34.3% had secondary or more education. These rates were 19.4, 12.8, 48.2 and 19.6%, respectively among the mothers. Further analysis of data shows that 11.2% of the youth were first-generation learners – meaning that none of their parents had a single year of schooling. Both the parents of 21.6% of the youth had an education below primary level and both the parents of 16.6% of the youth have completed secondary education. The proportion of first-generation learners was more among the youth in rural areas than in urban areas (16% versus 7.9%). Division wise analysis shows 13.6% of the youth in Dhaka, 11.3% of those in Sylhet, and 9.3% of those in Chattogram were the first generation learners.

Occupation and household economy

The youth understudy had multiple occupations. Overall, 43.7% of the youth were engaged in work only, 34.3% were students, and 22% were engaged in both work and studies. Therefore, the proportion of students was 56.3%; about two-fifths of which were engaged in some income-generating activities as their second occupation. The gender difference was not observed in the proportion of doing both, but the females were more likely to engage in work and the males in studies. Of the total youth, 29.7% were engaged in household activities, 14.3% were service holders, 14.2% were private supplementary tutoring providers, 6.1% were doing business, and 5.3% had any other occupation. Overall, 3.4% of the youth reported them as unemployed. Proportionately, more youth in urban areas were engaged in service, private supplementary tutoring or household activities than their rural counterparts, but it was the rural youth who were ahead of those in urban areas in studentship. The females were ahead of the males in private supplementary tutoring (16.3% versus 11.2%) and household activities (50.3% versus 0.4%). The males were ahead of the females in service (23.8% versus 7.6%), business (12.4% versus 1.7%) and studentship (63.8% versus 51.3%). The proportion of unemployed youth was also higher among the males (6.7% versus 1.1%). Division wise analysis shows that the youth of Dhaka were ahead of their counterparts in other two divisions in service, business, and household activities. The youth of these two divisions surpassed those of Dhaka in providing private supplementary tutoring.

With regard to household food security status, 1.9% of the youth came from always in deficit households, 15.7% came from sometimes in deficit households, 43.7% came from breakeven households, and 38.7% came from surplus households. The status was better among urban youth than those in rural areas. Proportionately, more deficit households were observed in Chattogram division (21.1%) followed by Sylhet (17.3%) and Dhaka (14.3%) divisions, respectively.

Table 3.1. Percentage distribution of youth by background characteristics

Characteristics	Percent	Characteristics	Percent
Age (in year)		Fathers' education	
18–20	43.0	Nil	18.2
21–24	28.4	Grades I–IV	13.6
25–29	16.8	Grades V–IX	33.9
30–35	11.8	Grades X+	34.3
Mean	22.7	Mothers' education	
Median	21.0	Nil	19.4
Marital status		Grades I–IV	12.8
Unmarried	63.6	Grades V–IX	48.2
Married	36.1	Grades X+	19.6
Others	0.3	Household food security status	
Religion		Always in deficit	1.9
Muslim	92.2	Sometimes in deficit	15.7
Non-Muslim	7.8	Breakeven	43.7
Ethnicity		Surplus	38.7
Bangali	100.0	Occupation	
Small ethnic groups	0.0	Work	43.7
		Student	34.3
		Both	22.0

B. Educational qualification

As per the study plan, the minimum educational qualification of the youth was completion of secondary schooling. Table 3.2 shows that the highest educational qualification of 46.9% of the youth was Secondary School Certificate (SSC). It was Higher Secondary School Certificate (HSC) for 35.7% of the youth, Diploma for 1.7%, Bachelor's degree for 8.7%, and Master's degree for 7% of the youth. The urban youth were more educated than their rural counterparts and the males were slightly ahead of the females in educational qualifications. Whereas, over a fifth of the urban youth had a Bachelor's or a Master's degree, it was 8.4% among the rural youth. These figures were 16% among the males and 15.4% among the females.

Table 3.2. Percentage distribution of youth by educational qualifications, area and gender

Educational qualifications	Area		Gender		All
	Rural	Urban	Male	Female	
Secondary	57.5	39.6	44.5	48.7	46.9
Higher secondary	33.7	37.1	35.6	35.8	35.7
Diploma	0.4	2.6	3.9	0.1	1.7
Bachelor's	6.2	10.4	8.5	8.8	8.7
Master's	2.2	10.3	7.5	6.6	7.0
Total	100.0	100.0	100.0	100.0	100.0

Division wise analysis shows that the youth of Dhaka division were ahead of the others with regard to educational qualifications (Table 3.3). They were followed by those in Sylhet and Chattogram divisions, respectively. For instance, the proportion of youth with minimum qualification only (i.e., secondary completion) was 51.5% in Chattogram, 46.4% in Sylhet and 40.8% in Dhaka. Again, a fifth of the youth in Dhaka, about 15% of those in Sylhet, and 12.6% of those in Chattogram division had a Bachelor's or a Master's degree.

Table 3.3. Percentage distribution of youth by educational qualifications and division

Educational qualifications	Division		
	Chattogram	Dhaka	Sylhet
Secondary	51.5	40.8	46.4
Higher secondary	34.6	36.2	38.7
Diploma	1.3	2.9	0.0
Bachelor's	8.1	9.2	9.5
Master's	4.5	10.9	5.4
Total	100.0	100.0	100.0

Of the respondents, 56.3% were still students at the time of interview. It was the first occupation for the majority of them (50.6%), but second for the remaining (5.9%). The proportion of students was more among the males than the females (63.8% versus 51.4%; p<0.001), but no such difference was observed between the youth of urban and rural areas (55.1% versus 58.5%; ns). The proportion of current students was 77.4% in Sylhet, 62.2% in Chattogram, and 40.4% in Dhaka division (p<0.001).

C. Technical and vocational skills of youth

Three categories of technical and vocational education and skills were explored. These include formal education of long duration providing certificates, diplomas or degrees; short courses providing certificates; and informal learning beyond the scope of certification. Overall, 8% of the youth pursued any kind of formal technical and vocational education during their educational life – 3.2% during secondary education, 3.1% during higher secondary education, and 3.2% did some kind of diploma (Table 3.4). Overall, 5.4% of rural and 9.9% of urban youth pursued such education (p<0.01). This was 12.4% among the males and 5% among the females (p<0.001).

Table 3.4. Percentage of youth receiving TVET by educational level, area and gender

Educational level	Area		Level of significance	Gender		Level of significance	All
	Rural	Urban		Male	Female		
Secondary	2.6	3.6	ns	3.5	2.9	ns	3.2
Higher secondary	2.8	3.3	ns	4.5	2.1	p<0.01	3.1
Diploma	1.0	4.7	p<0.001	6.1	1.1	p<0.001	3.2
Any	5.4	9.9	p<0.01	12.4	5.0	p<0.001	8.0

Note: ns = not significant at p = 0.05

No statistically significant difference was observed in the proportion of youth pursuing technical education at the secondary level by their area of residence or gender (Table 3.4). It was the same in terms of area of residence at higher secondary level, but not by gender – males were ahead of females in pursuing technical education at this level (4.5% versus 2.1%; p<0.01). Proportionately, more urban youth received Diploma in technical education than their rural counterparts (4.7% versus 1%; p<0.001). The males were also ahead of the females with this regard (6.1% versus 1.1%; p<0.001).

Although no significant difference was observed among the youth of three divisions when the issue was observed with regard to level of education, it was the other way around at the aggregated level (Table 3.5). Overall, 10.2% of the youth in Chattogram, 6.9% of those in Dhaka, and 3% of those in Sylhet division received technical and vocational education at any level of their studies (p<0.01). All these proportions were more for the males than the females (Annex 3.3).

Table 3.5. Percentage of youth receiving TVET by educational level and division

Educational qualifications	Division			Level of significance
	Chattogram	Dhaka	Sylhet	
Secondary	4.5	2.0	1.2	Ns
Higher secondary	4.1	2.5	1.2	Ns
Diploma	3.1	3.8	1.8	Ns
Any	10.2	6.9	3.0	p<0.01

Note: ns = not significant at p = 0.05

Overall, 30.1% of the youth received any kind of short courses on technical and vocational issues and 34% received informal lessons on these (Table 3.6). Area wise, 28.6% of rural and 31.2% of urban youth pursued short courses (ns), and 37.9% of rural and 31.3% of urban youth pursued informal lessons (p<0.05). The males were ahead of the females in pursuing short courses (36.6% versus 25.6%; p<0.001), but no gender difference was observed in pursuing informal lessons in technical and vocational issues.

Table 3.6. Percentage of youth receiving short course or informal learning by area and gender

Training type	Area		Level of significance	Gender		Level of significance	All
	Rural	Urban		Male	Female		
Short courses	28.6	31.2	ns	36.6	25.6	p<0.001	30.1
Informal learning	37.9	31.3	p<0.05	33.3	34.5	ns	34.0

Note: ns = not significant at p = 0.05

The youth of Sylhet division were at the top with 44.6% of them pursuing short courses in technical and vocational issues (Table 3.7). They were followed by those of Dhaka (29.9%) and Chattogram (26.3%) divisions, respectively. On the other hand, Dhaka topped in informal vocational training with 47.1% of its youth pursuing this. They were followed by those of Sylhet (31.5%) and Chattogram (25.2%) divisions, respectively.

Table 3.7. Percentage of youth receiving short course or informal learning by division

Training type	Division			Level of significance
	Chattogram	Dhaka	Sylhet	
Short courses	26.3	29.9	44.6	p<0.001
Informal learning	25.2	47.1	31.5	p<0.001

Note: ns = not significant at p = 0.05

No statistically significant variation was observed between those who received formal TVET and those who did not receive it in getting short training on technical issues or learning those informally. However, a statistically significant relationship existed in receipt of short courses and informal learning.

Upazila wise analysis of youth having various categories of training is provided in Annex 3.4. A wide variation was observed in each of the three categories of training. For instance, the proportion of youth having formal TVET was highest in Hajiganj Upazila (25%) and lowest in Chandpur Sadar and Sreemangal Upazilas (1.8% each). These were Khilgaon (55.4%) and Tongi (7.1%) Upazilas respectively, in the case of short training courses; and Manikganj Sadar (80.4%) and Bakalia (14.3%) Upazilas respectively, in the case of informal learning.

Computer operating was found to be the most popular short training courses that the youth received. Nearly three-quarters of those who pursued short courses received it on computer operating. The two other courses were on tailoring and electrical works. About a fifth of them pursued training on tailoring, and 6.1% on electrical works. On the other hand, tailoring was found to be the most popular issue on which the youth received informal lessons which were followed by computer operating. Of those who received informal lessons, 40% pursued it on tailoring and a third on computer operating. Among others, 14.1% of the youth received informal lessons on handicrafts, 13.4% on electrical works, 5% on cow rearing, 4.8% on agriculture, and 4.1% on driving.

Those who received formal technical and vocational education for a certificate, diploma or degree, were asked to cite the reasons for taking TVET. Majority of these youth reported that they pursued such education to get a job shortly on completion of studies (46.2%), followed by nearly a fifth who took it to gain technical knowledge (Table 3.8). Among others, 12.6% of the youth took it with an intention to self-employment, 10.2% of the youth took it because they wished to do so, and 5% thought TVET was easier to go through than general education. Not much variation was observed in the responses of the youth by gender or area of residence.

Table 3.8. Percentage distribution of youth by reason of taking TVET, area and gender

Reasons	Area		Gender		All
	Rural	Urban	Male	Female	
To get a job shortly	48.6	45.2	41.6	53.2	46.2
To earn some technical knowledge	20.3	19.0	16.7	23.4	19.3
With an intention to self-employment	8.6	14.3	19.4	2.1	12.6
I wished to do so	11.4	9.5	9.7	10.6	10.2
This is easier than general education	2.9	6.0	5.6	4.3	5.0
It is a low-cost education	2.9	2.4	1.4	4.3	2.5
It has prospect for employment abroad	2.9	1.2	2.8	0.0	1.7
Others	2.9	2.4	2.8	2.1	2.5
Total	100.0	100.0	100.0	100.0	100.0

On the other hand, those who did not receive TVET cited five major reasons for not pursuing this. Such an education did not come in mind of 43.7% of the youth while making a decision on stream of education at grade IX, another 23.3% reported that they did not know anything about such education, and 14.7% said that none of the family members or the teachers suggested them to pursue TVET (Table 3.9). About 8% of the respondents reported that there was no opportunity to take TVET nearby and 4.6% said that their families did not allow taking TVET.

Table 3.9. Percentage distribution of youth by reason of not taking TVET by area and gender

Reasons	Area		Gender		All
	Rural	Urban	Male	Female	
It did not come to my mind	37.3	48.6	47.7	41.3	43.7
Did knew nothing about this	21.5	24.7	21.1	24.8	23.3
None in the family suggested it	17.3	10.7	12.8	13.9	13.5
No opportunity to study TVET nearby	9.4	6.8	5.5	9.4	7.9
Family did not allow	6.2	3.4	4.6	4.6	4.6
This is expensive	3.6	1.2	2.8	1.9	2.2
Less social respect on it	1.3	2.3	2.1	1.8	1.9
Less opportunity for employment	1.3	1.2	2.1	0.7	1.3
No teacher suggested it	1.5	0.9	1.1	1.2	1.2
Others	0.6	0.2	0.2	0.4	0.4
Total	100.0	100.0	100.0	100.0	100.0

D. Background and skills training

A negative relationship was observed between the level of education and youth having formal TVET ($p<0.001$). This means that Bachelor's and Master's degree-holders were less likely to have formal TVET than those completing secondary or higher secondary education (Annex 3.5). The proportion of youth having short training in technical issues significantly increased with the increase in their level of education. About a fifth of the secondary education completers, a third of the higher secondary education completers, 41.1% of the Bachelor's degree holders, and 61.6% of the Master's degree holders had short training ($p<0.001$). No relationship was observed in youth's informal learning of technology and their level of education.

Annex 3.6 shows that youth having formal TVET had no significant relationship with their age, but an increasing trend was observed in the proportion of youth having short courses and informal learning with the increase in their age ($p<0.001$ for both). The proportion of youth receiving short training courses significantly increased with the increase of their parental education (both father and mother). No such relationship was observed between the remaining two categories of skills training and any of the parent's education (Annexes 3.7 and 3.8). Household food security status also had no relationship with receipt of any of the categories of training (Annex 3.9).

The proportion of youth having short training in technical issues significantly increased with the increase in their level of education.

CHAPTER 4

Youth Understanding and Perception of TVET

A. Youth understanding of TVET

In order to know their understanding of technical and vocational education and training (TVET), the youth were asked what it actually means to them by TVET. Although only 1.5% of the youth did not provide any answer to this question, the others provided 12 different answers (Table 4.1). They provided multiple responses. In response to the question, over two-thirds of the youth said that it is a way to prepare the youth for employment and about 63% said that it is a scope for the youth to acquire technical skills. To about 38% of the youth, it is nothing but a line of study on technical issues. The other responses of the youth were such skills create scope for employment abroad (22.1%), it is to be certified in technical subjects (17.9%), it is a stream of education like Science, Humanities or Business (16.7%).

Table 4.1 provides gender and area wise analysis of this. No statistically significant difference was observed by gender or area in the majority of the opinions. More males than females viewed TVET as a stream of education like Science, Humanities or Business. Significantly more rural youth than their urban counterparts opined that TVET is an opportunity for the meritorious students and it is a way to prepare the youth for employment.

Table 4.1. Percentage of youth by their responses on understanding of TVET, area and gender

Responses	Gender		Area		All
	Male	Female	Rural	Urban	
A way to prepare the youth for employment	66.5	67.3	70.4	64.6	67.0
Acquiring knowledge in technical skills	61.6	63.8	65.3	61.3	62.9
A kind of technical line	40.7	35.5	36.1	38.7	37.7
Such skills create scope for employment abroad	23.4	21.1	21.8	22.3	22.1
To gain a certificate in technical subjects	18.1	17.7	16.7	18.7	17.9
A stream of education like Science, Humanities or Business	19.9	14.5	14.9	18.0	16.7
An opportunity for the students of poor families	6.7	8.4	6.5	8.5	7.7
An education for those who dropout from general education	7.3	7.7	8.3	7.0	7.5
An opportunity for the less meritorious students	8.3	5.7	7.9	5.9	6.7
An opportunity for the meritorious students	5.7	5.0	7.5	3.7	5.3
An opportunity to engage in jobs having less social recognition	4.3	4.8	3.8	5.2	4.6
An education for those who are not eligible to enrol in higher education	2.2	2.9	3.0	2.3	2.6
Not known	0.4	2.3	1.8	1.4	1.5

Age-wise variation was observed in three of these opinions. These are: an opportunity for the less meritorious students, an opportunity to engage in those jobs which have less social recognition, and a kind of technical line. The proportion of youth opined the first two has increased with their age, but a u-shape relationship of age was observed with the third opinion.

Youth experience in TVET had little relationship with their opinion. The top three opinions mentioned earlier viz., a way to prepare the youth for employment, acquiring knowledge in technical skills, and a kind of technical line, came out as the three top opinions with the chronology of importance irrespective of the type of TVET the youth experienced. To gain a certificate in technical subjects – was the fourth and such skills create scope for employment abroad – was the fifth opinion of those who experienced formal TVET. These latter two opinions changed their chronology for those who received short courses or informal training related to TVET. No difference was observed when these data were analysed for males and females separately.

B. Overall perception

The youth understudy, on average, scored 3.53 in the perception scale administered on them (Table 4.2). This means that they perceived the issue of technical and vocational education in a slightly positive way. More specifically, their average opinion score was just in-between 'having no opinion' and 'agreed in favour of TVET'. Although the mean score was found in-between 'having no opinion' and 'agreed in favour of TVET' for each sub-group of youth when data were disaggregated by their area of residence and gender; a statistically significant difference was observed in some cases. For instance, the rural youth perceived TVET in a more positive way than the urban youth (mean score: 3.57 versus 3.50; $p<0.01$) and the males were more positive to TVET than the females (mean score: 3.57 versus 3.50; $p<0.01$). Gender difference in the same direction was observed among the rural youth only. No gender difference was found among the urban youth. Area wise difference was observed only among the males.

Table 4.2. Mean score of youth perception of TVET by area and gender

Area	Gender		Both	Level of significance
	Male	Female		
Rural	3.62 (0.35)	3.53 (0.37)	3.57 (0.36)	p<0.01
Urban	3.53 (0.35)	3.49 (0.36)	3.50 (0.36)	ns
All	3.57 (0.35)	3.50 (0.37)	3.53 (0.36)	p<0.01
Level of significance	p<0.01	ns	p<0.01	

Notes: Figures in the parenthesis indicate standard deviation

ns = not significant at p = 0.05

The youth participating in FGDs in both rural and urban areas also said in the same line regarding area wise variation in perception. Both groups of respondents observed that the rural youth take family responsibility much earlier than their urban counterparts. To meet their family needs, they are required to be more practical in terms of earning a wage than the city dwellers. Therefore, rural youth perceived TVET as a gateway to enter into the job market early. A female in Dhaka city found the rural youth more conscious about skills training and said, 'The city dwellers are idle, thus reluctant about this.' The other issue that the FGD participants mentioned was related to the quality of general education. According to them, it was much better in urban areas; therefore, rural students need to find an alternative. A male youth in Chattogram said, 'People in towns love to do tasks by pen, but in villages, the tasks done by hands carry more values.' According to the youth, NGO activities in rural areas also helped the youth there to go for skills training and to have more positive perception than those in cities.

Analysing the socio-cultural environment of the country, the youth of both genders expressed a common understanding that TVET is less appropriate for the females. They said that the existing social structure does not allow the girls to flourish their potential; also the patriarchal family culture does not value the girls' choice as it does for the boys. The participants also analysed the economic structure of the families and the expectations of the parents. They came to the conclusion that the families want males to earn and females to stay at home. Therefore, the destination of a male student is, in general, a financially sound occupation, which is mostly not the case for the female students. A female youth said the following in FGD.

Profession related to TVET is more applicable for the males. What would the females do with higher education if they get married soon? The males have to take the responsibility of the families. So if they are educated in TVET it would be more helpful for the family. Moreover, a number of work opportunities are there for the males even outside the country. Such scope is limited for the females.

The above represents not only the societal norms, but also the individual who made these. It seems that she had no confidence in her ability, rather she argued that as the male took the family responsibility, they would utilise the skills training better. Therefore, females were found comparatively less positive towards TVET due to lack of confidence, understanding and social barriers.

Gender constructs, how they view and portray themselves, of the female related to physical ability might have implications in their perception of TVET. For instance, one mother in IDI mentioned that the females cannot do many TVET related works, such as pipe fitting, electrical work, mechanical work, welding etc. which the males can do. Mentioning particular work of pipe fitting she said, 'I cannot climb up to the pipe in order to fit it in the house.'

Limited exposure of females in the outer world resulting in lack of knowledge and negative perception on TVET was mentioned by a group of males in Chattogram. Another group of males mentioned that females usually do well in the theoretical part of TVET, but they struggle with practical and sometimes depend on their male classmates. They saw this as a reason for losing their interest in TVET.

A statistically significant variation was observed in the mean perception score by division (Figure 4.1). The youth of Sylhet division topped with mean 3.64 (and standard deviation 0.31) followed by those in Chattogram (mean 3.58 and standard deviation 0.36) and Dhaka (mean 3.43 and standard deviation 0.35) divisions, respectively. Although the difference between Chattogram and Sylhet was at a lower level ($p<0.05$), it was much higher between Chattogram and Dhaka ($p<0.001$) and between Dhaka and Sylhet ($p<0.001$).

C. Component wise analysis

The component-wise analysis also shows that each of the mean scores were in-between 'having no opinion' and 'agreed in favour of TVET', but a statistically significant difference was observed among them. The means varied from 3.12 to 3.99 (Figure 4.2). For instance, it was slightly above 'having no opinion' in the cases of 'TVET as an alternative to general education' and 'determinants of TVET'. On the other hand, the youth opined very close to 'agreed in favour of TVET' in the component 'necessity of TVET'. The youth scored top in this component of the perception scale. This was followed with a statistically significant distance by two other close-scoring components such as 'respect to and acceptability of TVET' and 'employment scope'. The mean score in 'knowledge and understanding' of TVET was again significantly lower than the means of the above two components, but significantly higher of the two lowest components.

A statistically significant gender difference was observed in five of the six components of perception scale (Table 4.3). The males had more positive perception than the females in each. No gender difference was observed in 'respect to and acceptability of TVET' component. On the other hand, area wise statistically significant difference was observed in two components viz., 'determinants of TVET' and 'respect to and acceptability of TVET' (Table 4.4). The rural youth perceived more positively in both of them than their urban counterparts.

Table 4.3. Mean score of youth in various components of TVET perception scale by gender

Components	Gender		Level of significance
	Male	Female	
Knowledge and understanding	3.51 (0.48)	3.44 (0.48)	p<0.01
Alternative to general education	3.18 (0.48)	3.11 (0.48)	p<0.02
Determinants of TVET	3.16 (0.66)	3.09 (0.66)	p<0.05
Respect and acceptability	3.73 (0.68)	3.73 (0.67)	ns
Necessity of TVET	4.03 (0.51)	3.95 (0.56)	p<0.01
Employment scope	3.79 (0.55)	3.70 (0.56)	p<0.01

Notes: Figures in the parenthesis indicate standard deviation

ns = not significant at p = 0.05

Table 4.4. Mean score of youth in various components of TVET perception scale by area

Components	Area		Level of significance
	Rural	Urban	
Knowledge and understanding	3.46 (0.48)	3.48 (0.48)	ns
Alternative to general education	3.13 (0.50)	3.15 (0.46)	ns
Determinants of TVET	3.25(0.65)	3.03 (0.66)	p<0.01
Respect and acceptability	3.84 (0.64)	3.65 (0.68)	p<0.01
Necessity of TVET	3.97(0.56)	4.00 (0.53)	ns
Employment scope	3.77 (0.57)	3.71 (0.55)	ns

Notes: Figures in the parenthesis indicate standard deviation

ns = not significant at p = 0.05

Division wise statistically significant variation in mean score was observed in five of the six components of the perception scale (Table 4.5). No such variation was observed in the component titled 'knowledge and understanding of TVET'. Two different phenomena were observed regarding variation in the remaining five components. One of them is that Chattogram and Sylhet divisions had equal scores, but Dhaka division scored significantly lower than them. These components are 'TVET as an alternative to general education' and 'employment scope'. The other phenomenon is that the youth of Sylhet division scored the top followed by those of Chattogram and Dhaka, respectively. The components with this phenomenon are 'determinants of TVET', 'respect to and acceptability of TVET', and 'need of TVET'. The lowest mean score of the youth in Dhaka division was observed in each of these five components. Therefore, they scored lowest at aggregated level (Figure 4.1).

Table 4.5. Mean score of youth in various components of TVET perception scale by division

Components	Division			Level of significance
	Chattogram	Dhaka	Sylhet	
Knowledge and understanding	3.48 (0.49)	3.45 (0.48)	3.47 (0.42)	ns
Alternative to general education	3.18 (0.49)	3.07 (0.48)	3.19 (0.41)	p<0.001
Determinants of TVET	3.19 (0.66)	2.94 (0.63)	3.33 (0.64)	p<0.001
Respect and acceptability	3.79 (0.66)	3.55 (0.68)	3.97 (0.60)	p<0.001
Necessity of TVET	4.01 (0.51)	3.93 (0.60)	4.07 (0.47)	p<0.01
Employment scope	3.81 (0.53)	3.62 (0.58)	3.80 (0.52)	p<0.001

Notes: Figures in the parenthesis indicate standard deviation

ns = not significant at p = 0.05

Majority of the respondents participating in FGDs and interviews expressed their views in favour of TVET. They mostly liked life and necessity oriented characteristics of it and its economic aspect as well. Referring to the economic aspect, a female in Dhaka city said, 'If I knew earlier, I would have been admitted to TVET. I could earn alongside my husband and surely improve our economic condition.' This shows lack of information on TVET at the right time. She was not alone, a good number of the youth, both male and female, expressed a similar view. They also saw a strong link between lack of knowledge of the youth and their parents and devaluation of TVET by the society. The family members were not alone, the relatives and neighbours also played a role in discouragement. It was surprising to know from a male youth of Chattogram that the TVET graduates sometimes discourage others to get TVET. He made the following statement from his own experience.

My father was happy when I got admitted to the technical institute, but one of my cousins who was also a TVET graduate, asked my father why he allowed me to be admitted in TVET. Referring to a low-paid TVET graduate, he advised my father to shift me to a college to prepare for university admission.

Therefore, to make TVET more acceptable, the society in general needs to know its value, scope and potential. Another reason for underestimating TVET was related to the seldom presence of its graduates in higher studies. Referring to his own example, one of the male participants of an FGD said that the families and neighbours underestimated him by comparing him with a similar-aged neighbour who got admitted in a university. With this regard, the youth suggested creating a scope of higher education for the TVET graduates. They argued, 'Our society values university graduates most.' Therefore, the above discussion gives an impression that to increase acceptance of TVET, it is essential to aware people about it, create opportunities for higher education in TVET and relevant jobs.

The youth, in general, were found convinced about the contribution of TVET graduates in national development. Therefore, they thought TVET was necessary for the development of Bangladesh. The most significant contribution of TVET as mentioned by the respondents in FGDs was that it allows the youth to enter into the job market timely. Compared with the graduates of general education, they said that the 'TVET graduates start earning much earlier than others'. Supporting the above, a male respondent of Chattogram stated that 'I got GPA 4.94 in SSC and my friend got 4.17. He got admitted in technical stream and I did so in general stream. Now he is doing a job and I strive for tuition.'

The youth, in general, were found convinced about the contribution of TVET graduates in national development.

Emphasising on the specific characteristics of TVET regarding skills development, a female in Dhaka city reported that only theoretical knowledge is not sufficient for the current job market. With this regard, she spoke about subject-specific skills and expressed her views by saying that the requirement of hands-on skills will increase in future.

While discussing the necessity of TVET, the respondents brought issues like reduction of unemployment rate and poverty. They argued that youth, in general, can contribute to Bangladesh's economy by taking technical education. Some of them stressed on compulsory TVET contents in the curriculum. A female respondent argued that compulsory TVET content at secondary level would help students understand about this stream of education which will ultimately help increase the number of students. She specifically suggested two hours of compulsory TVET lessons every day for each student at secondary level.

Technically skilled people's ability to address the immediate needs of the society was also lauded by the respondents. Referring to the electricians and refrigerator repairers, a father of a youth in Mymensingh said that 'these people are always ready to serve us, and it is hard to live these days, especially in summer without their services'. Referring to a wood carpenter of the community, he said that the villagers call him ustad which means master. This father seemed to be happy as the carpenter was well known to the villagers and to him calling someone ustad is an honour. He also argued that society felt his necessity and therefore respected him accordingly. To provide a practical example regarding the necessity of TVET and its remuneration, he uttered the following experience.

Once, a bus on Dhaka-Mymensingh highway got damaged. Therefore, the bus owner hired a mechanic in our area and sent a microbus to carry him to the spot. After the engine got fixed, the owner paid him a handsome amount. See, how much respect he received for his skill!

However, at the end, all the respondents came to a common thought that only those TVET graduates might get value in society who have some institutional certification regarding skills training. Learning skills informally or following some experts cannot ensure acceptance in society – they added.

A smooth connection between pursuing technical and vocational education and employment was observed by some of the respondents. As they observed, TVET helps getting the job faster. Giving an example of her niece, a female in FGD in Dhaka informed that 'after completing secondary education my niece attended a pathology course of four years duration. Now she is in service. Look, she could save both her money and time and started earning faster than the graduates of general education.' The other issue that the youth discussed was the possibility of self-employability and/or being an entrepreneur. They thought that a graduate in general stream is only dependent on the employers, but a TVET graduate can make him/her an employer. S/he can make others (graduates of general stream) dependent on him/her. Computer services, electric works, repairing television and refrigerators were frequently uttered by the respondents as examples. Some of the youth put a request to their youngsters to get admitted in TVET courses at secondary level so that they can meet the needs of their own and as well as their families.

The issue of disability also came in discussion. The FGD participants and the persons with disability (PwD) who were interviewed opined that the persons with disability require special attention while receiving skills training. According to them, skills training may be categorised according to the types of disability of the trainees. Showing an example of persons with physical disabilities, they said, repairing of heavy machinery, constructions and similar activities might not be appropriate for them. Instead something based on computers and the internet might be suitable for them. Some of them, however, suggested customising training programmes as per the conditions of the persons with disability. Like any other youth, the interviewed persons with disabilities felt that mastering a specific skill would help her overcome the shortcomings she had while competing for a job. She said, 'If I am trained in TVET I must get a job because I will be skilled in a particular area. My disability would not be a barrier then.' The respondents also observed that in Bangladesh, people, in general, have to offer bribes directly or indirectly while seeking a job. As they said, this is mostly for those who seek traditional jobs, but employment in skills related areas do not need such activities.

D. Upazila wise analysis

Upazila wise analysis was also performed. The lowest mean perception score was observed in Gazipur Sadar (3.25) and highest in Habiganj Sadar (3.73). Therefore, the score difference between the highest and the lowest Upazilas was 0.48. The mean score was below 3.5 in eight Upazilas and more than 3.5 in the remaining 14 Upazilas. List of the Upazilas arranging them in descending order in terms of youth perception score is provided in Table 4.6. This shows that likely to aggregate score, the mean score was in between 'having no opinion' and 'agreed in favour of TVET' in each of the Upazilas under study.

Table 4.6. Mean perception score of youth by Upazila/thana

Upazila/thana	Score	Upazila/thana	Score	Upazila/thana	Score
1. Habiganj Sadar	3.73	8. Cox's Bazar Sadar	3.59	15. Pahartali	3.48
2. Bayejid Bostami	3.66	9. Shahrasti	3.58	16. Cumilla Sadar	3.48
3. Matlab	3.63	10. Sylhet Sadar	3.57	17. Uttara	3.47
4. Hajiganj	3.63	11. Manikganj Sadar	3.55	18. Jatrabari	3.46
5. Sreemangal	3.62	12. Chandpur Sadar	3.53	19. Pallabi	3.43
6. Chakaria	3.62	13. Ashulia	3.53	20. Khilgaon	3.39
7. Khulshi	3.61	14. Bakalia	3.52	21. Tongi	3.32
				22. Gazipur Sadar	3.25

A similar analysis for each of the components of perception scale is provided in Annex 4.1. Gazipur Sadar Upazila scored the lowest in four of the six components (Table 4.7). These are 'TVET as alternative to general education', 'respect to and acceptability of TVET', 'necessity of TVET', and 'employment scope'. Among others, Tongi Upazila was the lowest in 'determinants of TVET', and Pahartali Upazila in 'knowledge and understanding' component. On the other hand, Habiganj Upazila scored top in two components viz., 'respect to and acceptability of TVET' and 'employment scope'. Among others, Matlab Upazila topped in 'knowledge and understanding', Khulshi Upazila topped in 'TVET as alternative to general education', Sreemangal Upazila topped in 'determinants of TVET', and Uttara Upazila topped in 'necessity of TVET'.

Table 4.7. Highest and lowest scoring Upazilas/thanas in various components of perception scale

Components	Name of Upazilas/thanas	
	Highest	Lowest
Knowledge and understanding	Matlab (3.61)	Pahartali (3.33)
Alternative to general education	Khulshi (3.34)	Gazipur Sadar (2.94)
Determinants of TVET	Sreemangal (3.44)	Tongi (2.71)
Respect and acceptability	Habiganj Sadar (4.10)	Gazipur Sadar (3.32)
Necessity of TVET	Uttara (4.17)	Gazipur Sadar (3.63)
Employment scope	Habiganj Sadar (3.97)	Gazipur Sadar (3.35)

The mean score of the youth of each of the Upazilas was in between three and four in two components viz., 'knowledge and understanding' and 'employment scope'. Two Upazilas got less than three in 'TVET as alternative to general education' (Ashulia and Gazipur Sadar), and five Upazilas got the same in 'determinants of TVET' (Uttara, Jatrabari, Khilgaon, Gazipur Sadar and Tongi). On the other hand, 13 Upazilas scored more than four in 'necessity of TVET' (Pallabi, Uttara, Jatrabari, Ashulia, Chandpur Sadar, Hajiganj, Matlab, Khulshi, Bakalia, Chakaria, Sylhet Sadar, Habiganj Sadar and Sreemangal) and two Upazilas did the same in 'respect to and acceptability of TVET' (Habiganj Sadar and Sreemangal).

E. Correlation among components

Pairwise correlation matrix among various components of the youth perception scale is provided in Table 4.8. The relationships between each pair of components were positive; however, at lower ($\rho<0.25$) or moderate ($0.25<\rho<0.75$) level. Lower level positive correlation was observed between 'knowledge and understanding' and each of the other components, between 'alternative to general education' and all other components, and between 'determinants of TVET' and 'necessity of TVET'. A moderately positive relationship was observed among each pair of 'respect and acceptability', 'necessity of TVET' and 'employment scope'. This was also observed between 'determinants of TVET' and 'respect and acceptability' ($\rho=0.54$), and between 'determinants of TVET' and 'employment scope'.

Table 4.8. Correlation coefficients among the components of the youth perception scale

	KU	AGE	DT	RA	NT	ES
KU						
AGE	0.17					
DT	0.09	0.21				
RA	0.21	0.21	0.54			
NT	0.22	0.17	0.19	0.35		
ES	0.22	0.24	0.29	0.43	0.55	

KU = Knowledge and understanding, AGE = Alternative to general education,

DT = Determinants of TVET, RA = Respect and acceptability, NT = Necessity of TVET,

ES = Employment scope

F. Statement wise analysis

In none of the statements, more than 15% of the students kept them neutral by saying that they had no opinion. It was 5% or less in the case of eight statements, 6-10% in the case of 21 statements, and 11-15% in the case of seven statements. This means that the majority of the youth took a side (positive or negative towards TVET) regarding the statements presented to them.

On average, a positive perception of the youth towards TVET was observed in 30 of the 36 statements, 11 of which can be treated as highly positive. A positive perception was defined if at least a half of the youth 'strongly agreed' or 'agreed' with any positive statement or 'disagreed' or 'strongly disagreed' with any negative statement. If three-quarters or more of the youth did so it was considered as highly positive. Following are the statements through which the youth showed their highly positive perception towards TVET.

1. Technical and vocational education is a branch of education likely to Science, Humanities and Business studies.
2. The main aim of technical and vocational education is to prepare students for employment.
3. Technical and vocational education is important for society.
4. School teachers value much of technical and vocational education.
5. Technical and vocational education helps to get a job quickly.

6. Every student should take a technical/vocational course as part of undergraduate education.

7. Technical education is only for those who want to go abroad. [-ve]

8. Students can be made employable at the right age through technical and vocational education.

9. It is possible to establish oneself in society through technical and vocational education.

10. Technical and vocational education cannot eradicate unemployment. [-ve]

11. It is not possible to move for respectable positions in the job through technical and vocational education. [-ve]

A negative perception was observed in four statements. Here, at least a half of the youth 'strongly agreed' or 'agreed' with any negative statement or 'disagreed' or 'strongly disagreed' with any positive statement. Following are the statements.

1. It is not required to be too meritorious to take technical and vocational education. [-ve]

2. General education is less important than technical and vocational education.

3. General education is more important than technical and vocational education. [-ve]

4. If anybody takes technical and vocational education, s/he is known as meritorious to the masses.

A mixed perception was observed in only two statements. Here, below than half of the youth at least 'agreed' as well as 'disagreed' with any statement. The statements are as follows.

1. As the masses perceive that technical and vocational education receivers are weak students, they are not interested in studying them. [-ve]

2. As the relatives do not value technical and vocational education, the students do not want to take it. [-ve]

The youth had 'positive' or 'highly positive' perception in all the statements belonging to 'respect and acceptability', 'necessity of TVET', and 'employment scope' components. The two mixed perceived statements belonged to the 'determinant of TVET' component. Of the negatively perceived statements, two belonged to 'TVET as alternative to general education', and one each to 'knowledge and understanding' and 'determinants of TVET' components.

G. Background and perception score

A number of background characteristics of the youth were considered and appropriate statistical tests were performed to find out whether there is any variation in the mean perception score. No statistically significant variation was observed in the mean score with regard to age of the youth, their educational qualifications, and household food security status (Table 4.9). The youth who received formal training on technical and vocational issues were likely to have higher perception scores than those who did not receive such training (mean 3.62 versus 3.52; $p<0.01$). No such difference was observed in the case of short training courses or informal learning.

A statistically significant variation in mean score was observed with regard to parental education. The mean perception score of the youth decreased with increase in their parental education. Youth with parents having secondary or more education got the lowest score than those with lower educational background of parents.

Table 4.9. Mean and standard deviation of perception score by background characteristics of youth

Characteristics	Mean (Sd) score	Characteristics	Mean (Sd) score
Age (in years)		Informal training	
18–20	3.54 (0.35)	Received	3.55 (0.35)
21–24	3.54 (0.38)	Did not receive	3.52 (0.36)
25–29	3.52 (0.36)	Level of significance	ns
30–35	3.49 (0.37)	Fathers' education	
Level of significance	ns	Nil	3.52 (0.37)
Education of youth		Grades 1-4	3.59 (0.34)
Secondary (SSC)	3.53 (0.35)	Grades 5-9	3.54 (0.35)
Higher secondary (HSC)	3.54 (0.37)	Grades 10+	3.50 (0.37)
Diploma	3.60 (0.41)	Level of significance	$p<0.05$
Bachelor's	3.51 (0.38)	Mothers' education	

Note: ns = not significant at p = 0.05

CHAPTER 5

Youth Access to TVET and their Suggestions for Improvement

A. Youth knowledge on institutes of skills training

The youth were asked whether they knew about the sources of receiving technical and vocational education and training (TVET). Although 1% of the respondents could not say anything in response to this question or reported that they did not know anything on this, the others provided one or multiple responses. Findings obtained from a multiple response analysis are provided in Figure 5.1. A vast majority of the respondents mentioned government organisations as the sources of getting technical and vocational skills training (72.5%), followed by those who mentioned educational institutions (70.9%) and private organisations (61.1%), respectively. The other responses of the youth include NGOs or development partners (38.3%), experts (24.2%), and family members or relatives (4.9%). Seven percent of the youth, however, reported that technical training was subject to self-learning.

Note: Multiple responses counted

A statistically significant variation was observed between the youth of rural and urban areas in each of the seven responses (Table 5.1). Proportionately, more rural youth mentioned five of the sources than their urban counterparts. These include educational institutions, NGOs or development partners, experts, family members or relatives, and by their own initiative. On the other hand, the urban youth cited more frequently than the rural youth the remaining two sources. These are government organisations and private organisations.

A gender difference was observed in three of the seven sources. Proportionately more males than the females knew that educational institutions and private organisations were the sources of technical and vocational skills training. An opposite scenario was observed in the case of knowing family members and relatives as sources of gaining technical skills.

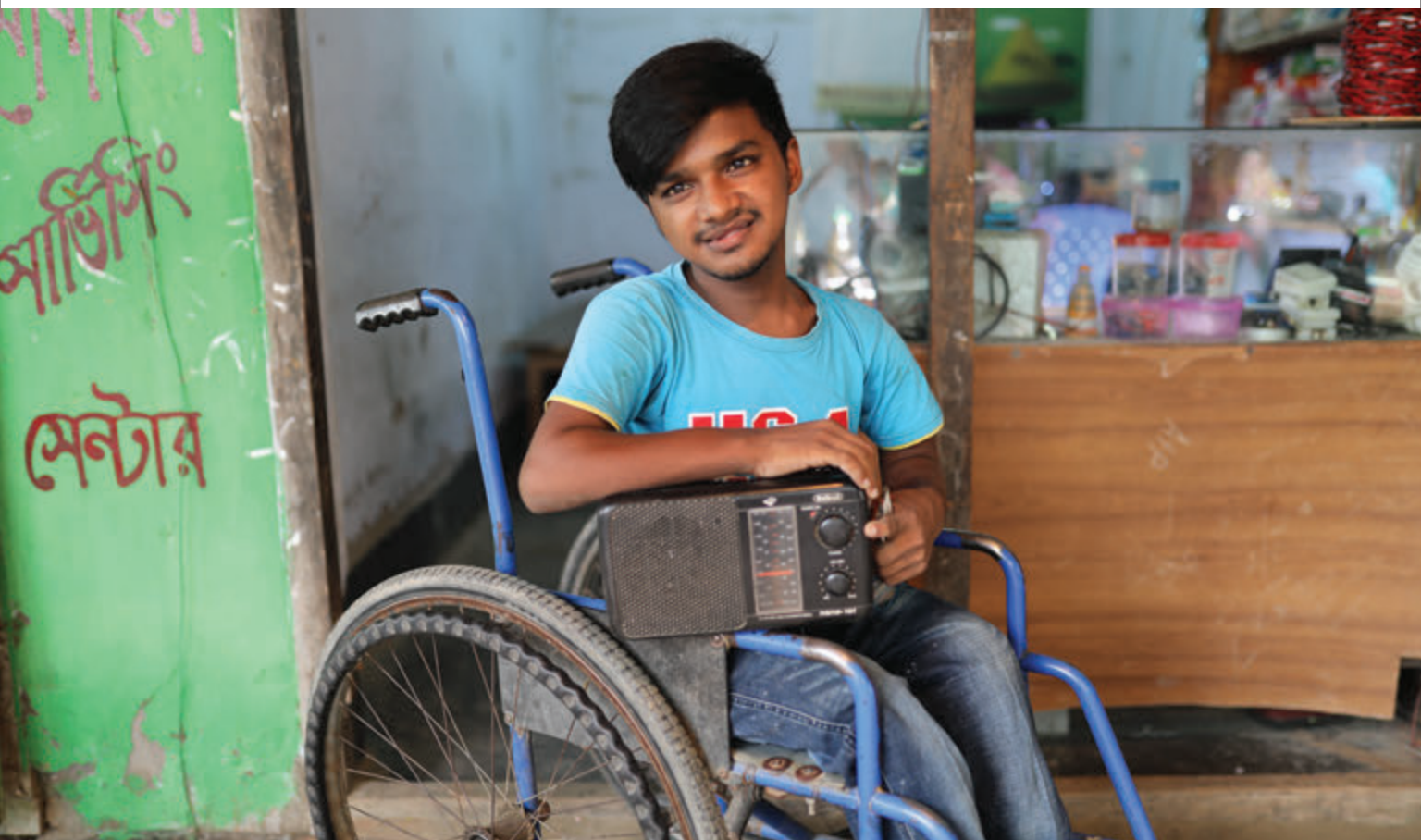


Table 5.1. Percentage of youth knowing sources of technical training by source, area and gender

Sources	Area		Level of significance	Gender		Level of significance
	Rural	Urban		Male	Female	
Educational institutions	79.0	65.2	p<0.001	74.0	68.6	p<0.05
Government organisations	67.9	75.7	p<0.01	74.6	71.0	ns
Private organisations	54.8	65.5	p<0.001	64.4	58.8	p<0.05
NGO/development partners	42.2	35.8	p<0.05	38.6	38.1	ns
Experts	29.6	20.5	p<0.001	25.6	23.2	ns
Family members, relatives	7.9	2.7	p<0.001	2.0	6.9	p<0.001
By self	12.1	3.4	p<0.001	6.5	7.3	ns

Notes: Multiple responses counted; ns = not significant at p = 0.05

Division wise analysis is provided in Annex 5.1. The youth of the three divisions had no difference in knowing that the government organisations provide technical training. Proportionately more youth of Dhaka division than those in two other divisions knew that private organisations, experts, family members and relatives, and self-initiative are the sources of technical training. The youth of Chattogram also joined with them in saying that the experts were the sources. The Chattogram youth were also ahead of the other two divisions in knowing about educational institutions as sources of technical training. The proportion of youth in Sylhet divisions was more than others in knowing NGOs and development partners as sources of technical training.

B. Knowledge on the provision of formal TVET

Of the youth under study, 68.5% reported that technical and vocational education (TVET) can be obtained from secondary educational institutions in Bangladesh. However, they varied in terms of grade in which such education is started. Of these youth, 61.7% reported that it was grade IX, 15.8% reported grade VIII, 13% reported grade VI or VII, and 1.7% reported grade X. The remaining youth (7.8%) reported that they had no idea about the grade of starting TVET in secondary educational institutions.

Combining the above two information, it can be said that 42.3% of the youth under study knew that Bangladesh has a provision of TVET which starts lesson from grade IX, 19.8% knew that it starts from below than this grade, 1.1% knew that it starts from grade X, and 5.4% had a partial knowledge on this (they knew about level of education, but not the exact grade of start). Overall, 31.5% of the youth had no idea on this issue.

Therefore, 42.3% of the youth had correct knowledge on both level of education and grade of starting TVET (Table 5.2). Such information was known to 47.8% of the youth in urban areas and 34.3% of those in rural areas ($p<0.001$). Gender wise analysis shows that proportionately, more males knew this than the females (48.8% versus 37.7%; $p<0.001$). This was 43.3% of the males and 27.9% of the females in rural areas ($p<0.001$), and 52.7% of the males and 44.4% of the females in urban areas ($p<0.05$). A statistically significant area wise difference was also observed among both males and females separately. The gender gap was more among rural youth and area wise gap was more among the females.

Table 5.2. Percentage of youth having correct knowledge on the provision of formal TVET by area and gender

Area	Gender		Both	Level of significance
	Male	Female		
Rural	43.3	27.9	34.3	p<0.001
Urban	52.7	44.4	47.8	p<0.05
All	48.8	37.7	42.3	p<0.001
Level of significance	p<0.05	p<0.001	p<0.001	

Overall, 26.2% of the youth knew that formal TVET can be pursued at secondary level of education, but they did not know exactly at which grade it starts or knew incorrect information. They constitute 26.7% of urban and 25.6% of rural youth, and 28% of females and 23.6% of males.

Division wise analysis shows a very high level of difference among the youth (Table 5.3). Whereas, about a half of the youth in Chattogram division had correct knowledge on the provision of formal TVET; 38.2% of the youth of Dhaka division and 26.8% of those in Sylhet division knew this ($p<0.001$). Such a variation was observed for the youth of both genders when data were analysed separately. The proportion of youth partially knowing this (knowing the level of education, but not the exact grade) was 18.2% in Chattogram, 25% in Sylhet, and 37.7% in Dhaka division.

Table 5.3. Percentage of youth having correct knowledge on the provision of formal TVET by division

Division	Issues		Difference
	Level of education	Grade	
Chattogram	75.9	49.5	18.2
Dhaka	75.9	38.2	37.7
Sylhet	51.8	26.8	25.0
All	68.5	42.3	26.2
Level of significance	p<0.001	p<0.001	p<0.001

A statistically significant increase in the proportion of youth knowing about the provision of formal TVET was observed with the increase in their educational qualifications (Table 5.4). For instance, whereas 37.7% of the youth with secondary education had the correct knowledge, it was 45.9% among those with higher secondary education, 44.9% among those with a Bachelor's degree, and 47.7% among those with a Master's degree. Two-thirds of the youth with a Diploma had the correct knowledge. The gap between the proportions of youth knowing the level of education and the exact grade was the lowest among those who had a Diploma (19 percentage points) and it was mostly equal to the average for those who had secondary or higher secondary education (over 25 percentage points). The gap was much higher among the youth with a Bachelor's or a Master's degree (33 and 30.2 percentage points, respectively). It can be remembered that Bachelor's or Master's degree holders were least likely to have studied or earned any technical education (Table 5.4).

Table 5.4. Percentage of youth having correct knowledge on the provision of formal TVET by educational qualification of youth

Educational qualification	Issues		Difference
	Level of education	Grade	
Secondary	62.8	37.7	25.1
Higher Secondary	71.1	45.9	25.2
Diploma	85.7	66.7	19.0
Bachelor's	77.6	44.9	33.0
Master's	77.9	47.7	30.2
Level of significance	p<0.001	p<0.01	p<0.001

Youth experience of vocational education and training was cross-tabulated with their knowledge on the provision of formal TVET. The youth having formal education in TVET or those who possessed a short course on technical issues were significantly more likely to know the provision of formal TVET in the country's education system, but no such difference was observed with regard to informal training of the youth on vocational issues (Figure 5.2). It was surprising to know that 34.3% of the youth with formal TVET at secondary or higher secondary level did not correctly know about the provision of formal TVET.

Percentage of youth correctly knowing about the provision of formal TVET significantly increased with increase of their parental education, and household food security status. For instance, it was 33% if the fathers had no education, which increased to 43.7% with fathers completing grades I-IV, 42.1% with fathers completing grades V-IX and to 47.3% with fathers having grade X or more education ($p<0.01$). The rates were 37.2, 37.3, 43.2 and 48.5%, respectively with regard to similar levels of mothers education ($p<0.05$). Only 17.4% of the youth with always in deficit households, 35.6% of those of sometimes in deficit households, 44.8% of those of breakeven households, and 43.4% of those of surplus households knew the exact grade of starting formal TVET ($p<0.01$). The proportion of youth knowing about the provision of formal TVET had no significant relationship with their age.

Percentage of youth correctly knowing about the provision of formal TVET significantly increased with increase of their parental education, and household food security status.

C. Opportunity of studying TVET in own school

The youth were asked to report whether there was any provision of TVET in the educational institutions in which they possessed their secondary education. On average, 11% of them reported positively (Table 5.5). No difference in this was observed with regard to gender or area of residence of the youth.

Table 5.5. Percentage of youth having TVET stream in their schools by area and gender

Area	Gender		Both	Level of significance
	Male	Female		
Rural	9.0	10.9	10.1	ns
Urban	12.1	11.2	11.5	ns
All	10.8	11.0	11.0	ns
Level of significance	ns	ns	ns	

Note: ns = not significant at p = 0.05

Division wise analysis shows a statistically significant variation (Figure 5.3). The proportion of youth having TVET stream in their secondary educational institution was 13.3% in Chattogram division, 10% in Dhaka division, and 4.8% in Sylhet division ($p<0.01$).

Both males and females participating in FGDs identified a lack of opportunity for studying TVET in their own school as one of the major reasons for not studying in this stream. A female in FGD said, 'I did not possess technical and vocational education because my school had no provision of this. I would have studied if my school offered this.' The FGD participants also mentioned that at the time of selecting stream of education at grade IX, TVET rarely came in discussion. It did not even come to the minds of the students when they were chatting on this on school premises. The teachers usually did not talk about this stream. Those who spoke on this failed to provide any clear image of it to the students. Therefore, the students had lack of knowledge regarding TVET and space for this was too narrow in their mind which ultimately stopped them to think of studying TVET. A male youth in Chattogram stated in FGD, 'When any of us could not perform satisfactorily in the examination then our teachers used to tell us to go out of school and study in a technical line. They also said with emphasis, you have no future in general education.'

D. Distance between home and nearest school with TVET

The following question to the youth was whether they had any idea about the nearest secondary educational institution from their homes in which TVET was provided. The distance of such institutions from their homes was also asked. The response of the youth varied from 0.5 km to 35 km. Over a quarter of the youth reported that the distance between their homes and the nearest educational institutions was in between 0.5 to 2.0 km. It was from 2.5 to 10 km for 26.2% of the youth and more than 10 km for 5.7% of the youth. Proportionately, more youth of urban areas than their rural counterparts knew the distance. The same was observed among the males than the females.

Nearly 43% of the youth had no idea about the nearest educational institution with the provision of TVET (Table 5.6). They were 52.8% among the youth of rural areas and 36% among those of urban areas ($p<0.001$), and 36% among the males and 47.8% among the females ($p<0.001$).

Table 5.6. Percentage of youth by the distance between home and nearest secondary school with TVET, area and gender

Distance (km)	Area		Gender		All
	Rural	Urban	Male	Female	
0.5 - 2.0	13.9	33.1	28.3	23.0	25.2
2.5 – 10.0	24.5	27.3	29.1	24.1	26.2
11.0 – 35.0	8.8	3.6	6.6	5.1	5.7
No idea	52.8	36.0	36.0	47.8	42.9
Total	100.0	100.0	100.0	100.0	100.0

Division wise analysis shows that proportionately, more youth of Dhaka division knew the distance between home and the nearest educational institution with TVET, followed by those in Chattogram and Sylhet divisions, respectively (Table 5.7). Mostly, an equal proportion of the youth of Chattogram and Dhaka divisions had such institutions within two kilometres of their homes. The proportion of youth with similar distance was lesser in Sylhet division. Fifty-eight percent of the youth in Sylhet division had no idea about the distance between home and nearest TVET institution, which was 43.3% among the youth in Chattogram division, and 38.7% among those in Dhaka division ($p<0.001$).

Table 5.7. Percentage of youth by the distance between home and nearest secondary school with TVET and division

Distance (km)	Division		
	Chattogram	Dhaka	Sylhet
0.5 - 2.0	26.0	26.8	18.1
2.5 – 10.0	24.5	28.8	25.0
11.0 – 35.0	6.2	5.7	4.4
No idea	43.3	38.7	58.0
Total	100.0	100.0	100.0

A small section of the respondents said that cost implication for the study of TVET came in their minds when they gave a thought on this at grade IX. They highlighted the long distance between their homes and the schools with the provision of TVET. A male in FGD said, 'I had to pay at least BDT 130 per day for commuting from my home to school if I wanted to study TVET. It was costly for me.' The females in FGDs highlighted security issues in connection with the distance between home and school. They said, studying TVET is a challenging task for the females because of the socio-cultural situation of the country. Mentioning lack of security, one of them argued that TVET was more applicable for the males as they can win the barrier of long distance between home and school. According to her families, in general, do not allow a female to travel long for studies. Referring to the current state of girls harassment, rape and eve-teasing, she opined that establishment of TVET institution nearby may solve this problem.

E. Demand and opportunity for skills training

When the respondents were asked to state the names of skills training which were more demanding to the youth in general; they mentioned about a number of training, but their prime concern was on three. Computer training came out as the most demanding skills training for the youth with about two-thirds of them mentioning it (Table 5.8). This was followed by tailoring (45.5%) and electrical works (31.7%), respectively. Training on driving and mobile servicing came out as the fourth and the fifth demanding training courses. The others included refrigeration and AC repairing, radio and TV repairing, block and screen printing, beautician and hairdressing, and car repairing. Some other training demands include Thai aluminium fittings, welding, tiles fittings, hand and brush painting, garments machine operation, fisheries, cooking, lab technician and so on. These were not put in the table because of very small frequency. Note that about 11% of the youth could not mention any.

Table 5.8. Percentage of youth by the names of skills training having demand in the community

Training issues	Gender		Area		All
	Male	Female	Rural	Urban	
Computer operation	68.7	65.7	64.9	68.4	67.0
Tailoring	27.8	58.0	46.0	45.2	45.5
Electrical works	43.5	23.3	30.2	32.7	31.7
Driving	20.3	9.9	7.3	19.0	14.2
Mobile servicing	15.2	9.8	11.9	12.1	12.0
Electronics such as Freeze/AC repairing	11.6	8.0	9.7	9.3	9.5
Electronics such as radio/TV repairing	8.9	7.9	8.1	8.4	8.3
Block and screen printing	2.8	8.8	7.7	5.4	6.3
Beautician/hairdressing	1.2	9.3	1.6	8.9	5.9
Car repairing	6.7	3.6	3.2	6.0	4.9
Could not mention any	11.0	10.8	13.7	8.9	10.9

Note: Multiple responses counted

Gender differences persisted in a number of these training. The males were more likely to demand for electrical works, refrigeration and AC repairing, mobile servicing, car repairing, and driving than the females. An opposite scenario was observed in tailoring, beautician and hairdressing, and block and screen printing. Training on car repairing, driving, and beautician and hairdressing seem to be urban phenomena; and block and screen printing seems to be a rural phenomenon.

In response to a question regarding the opportunity of skills training in their community, the youth replied mostly similar to their response in the previous question. With this regard, the majority of the youth mentioned computer operation, followed by tailoring, electrical works, driving, mobile servicing, radio and TV repairing, refrigeration and AC repairing, car repairing, beautician and hairdressing, block and screen printing, etc. In response to this question, 14.4% of the youth kept them silent or said that they have no idea about this. Although no gender difference was observed in this, 19.4% of rural and 11% of urban youth did not provide any answer to this question.

F. Youth expectation in TVET

Questions were asked to know youth expectations in TVET courses. A total of 11 issues were placed to them to reply on a five-point scale. The points in the scale are fully agreed, agreed, no comment, disagreed, and fully disagreed. The first two points in the scale were considered as their consent for adding the issues in the TVET course.

Computer operating and repairing came at the top of the list of youth with about 98% of them making consent (Figure 5.4). This was followed by English language skills, internet trading, and basic computer skills. Ninety percent or more of the youth made their consent to include these in TVET courses. The second layer of the list includes skills for linking with various TVET institutions, motor mechanics, and creating a positive attitude towards TVET. More than 80% but less than 90% of the youth made their consent in favour of these. Among others, 78.7% of the youth made their consent in favour of small and medium enterprises, 74.7% in favour of trading and customer service skills, 73.1% in favour of world trade, and 64.2% in favour of tourism.

Gender and area wise variation was observed in motor mechanics and trading and customer care services – proportionately, more males than females and more rural youth than those of urban areas were in favour of these issues (Annexes 5.2 and 5.3). Proportionately, more rural youth than their urban counterparts also made their consent in favour of communication with TVET institutions. Proportionately, more males than females also made their consent in favour of basic computer skills and tourism. Over 96% of the youth demanded that hands-on training should be a must for any TVET related activities.

Over four-fifths of the youth mentioned that creating a positive attitude towards TVET as a priority topic in TVET courses with no significant difference by gender or area of residence. Both males and females strongly emphasised on this area during FGDs. They also argued that to create an acceptable image regarding TVET, some good examples should be presented to the society especially through the media. They suggested telecasting some drama with heroes being successful TVET graduates and living in the society with dignity and solvency.

G. Measures to expand TVET and enhance popularity

Youth had various ideas for expansion of TVET in Bangladesh. Each of the respondents made one or more suggestions. Therefore, a multiple response analysis was carried out and presented in Figure 5.5 and Annex 5.4.

Over three-fifths of the respondents suggested mass campaign programmes to let people know about the importance of TVET. The urban youth felt this need more than the rural youth (63.3% versus 57.0%). Compared to the females, the males were more demanding for awareness building campaigns (65.5% versus 57.4%). Arrangement of technical and vocational training programmes at union and village levels was the second important suggestion of the youth with regard to creating popularity of TVET in society. About 55% of the youth expressed their opinion on this. Sixty-five percent of the youth in rural areas and about 48% of those in urban areas suggested for such training. Increase of the number of TVET institutions was another suggested way of increasing awareness towards TVET – 35.5% of the youth mentioned this. The proportion of youth suggesting this was higher in rural areas than their urban counterparts (41.2% versus 31.5%). About 32% of the youth thought that expansion of TVET courses to all secondary educational institutions would help raise awareness for TVET in society. Proportionately more males suggested this than the females (34.7% versus 29.6%). Inclusion of a TVET course at secondary level was another way of popularising TVET in society as mentioned by over a fifth of the youth. This was suggested by more urban youth than those in rural areas (25.0% versus 14.8%).

Mass media campaign for popularising TVET was highly stressed in FGDs with youth and interviews with parents. Along with small and large meetings with the people in general, a door to door campaign was also suggested by the male participants in an FGD in Chattogram. A participant in this regard said,

> As like the population census, there should be a TVET census. Aim of this should be to find eligible youth for participating in TVET. On identification, they should bring motivational sessions and provide them with necessary facilities so that they continue their journey with TVET.

The persons participating in campaign programmes and responsible to manage such events are important with regard to creating a positive impact – highlighted by a father in Chattogram. He argued that if such initiatives are backed by the local administration, general people would value them. Involvement of local government in campaign and small courtyard meetings on a regular basis to aware the mass people, was also suggested by others.

With regard to organising training on technical and vocational issues, the youth in Chattogram mentioned that the training should be timely and contextually appropriate. They argued that organising training in this way would be helpful for society which would ultimately boost up the community's positive perception towards training.

Role of the local TVET institute in creating awareness on TVET was discussed in FGDs and IDIs. In this connection, the female FGD participants in Dhaka added that none of the teachers in their schools or those in the local TVET institutions had any initiative to let them know about TVET. With this regard, they emphasised on the more active role of the teachers of TVET institutions. Some of the participants specifically said that while choosing a stream of education at grade IX, they came to know only about three streams viz., Humanities, Science and Business Studies. It was also known that if the schools had no option of any of these three, it was also not discussed at that time. They suggested TVET teachers visit general stream schools to meet the prospective students and/or publicity of TVET through various media. A section of the respondents, however, thought that there is an understanding among the masses that TVET is for those who are not that much meritorious. They added, 'teachers of both general and vocational streams schools may have such understanding.'

The above clearly indicates that TVET was not well honoured in society. The FGD participants strongly emphasised on programmes for eradicating negative perception of masses. Their suggestion with this regard includes free training and utilisation of media.

Role of government and non-government organisations (NGOs) was also discussed. Mentioning it as a huge task, the youth assumed a bigger role in the government through building sufficient number of TVET institutions throughout the country with qualified teachers and providing soft loans to the trainees after training. They sought NGOs establishing few training centres of good quality in marginalised areas and supporting the trained youth in income-generating activities. Some of them specifically mentioned financial support in terms of soft loan. They also sought a strong role of NGOs in monitoring quality from a neutral point of view and research in this sub-sector of education.

The youth also felt the need of creating a role model in this sub-sector. They suggested telecasting drama on television and featuring success stories of TVET graduates. According to a person with a disability, in Chattogram, this approach would definitely help in growing a positive attitude in the society.

CHAPTER 6

Role of ICT for Enhancement of TVET

A. Youth access to ICT devices and internet

Mentioning five specific ICT devices, the youth were asked whether they have access to these devices. The respondents provided their answers one by one. The devices are ordinary mobile phones, smartphones, tablet computers, desktop computers, and laptop computers.

Smartphones were observed as the most popular ICT device among the youth with 86% of them having access to it (Figure 6.1). Ordinary mobile phones were the second highest device in terms of youth access. About 81% of the youth reported having access to it. Among others, a third of the youth reported to have access to desktop computers, nearly a quarter reported to have access to laptop computers, and a fifth reported to have access to tablet computers. Urban youth were significantly ahead of the rural youth in using each of the ICT devices (Table 6.1). Although no gender variation was observed in use of ordinary mobile phones, the males were significantly ahead of their female counterparts in using other devices. Overall, 5.4% of the youth did not have access to any of the above mentioned ICT devices. Youth belonging to such a category were mostly from the females and from rural are v v as.

Table 6.1. Percentage of youth having access to various ICT devices by area and gender

Devices	Area		Level of significance	Gender		Level of significance
	Rural	Urban		Male	Female	
Ordinary mobile phone	68.8	89.0	p<0.001	82.1	79.8	ns
Smart phone	76.6	92.4	p<0.001	94.5	80.0	p<0.001
Tablet computer	11.9	26.6	p<0.001	30.7	13.5	p<0.001
Desktop computer	21.4	41.6	p<0.001	48.0	23.1	p<0.001
Laptop computer	11.7	32.7	p<0.001	36.2	15.6	p<0.001
None	11.1	1.5	p<0.001	1.2	8.4	p<0.001

Note: Multiple responses counted

Overall, 72.2% of the youth reported to use the internet, 22.4% had access to ICT devices but did not use the internet, and 5.4% had no access to ICT devices. Table 6.2 shows that the internet users were 90.2% among the males and 59.7% among the females (p<0.001). The proportion of internet users was significantly more among the urban youth than their rural counterpart (78.7% versus 62.9%; p<0.001). Statistically, significant gender difference in favour of the males was observed in both rural and urban areas. Area wise difference was also persisted among males and females separately. Whereas 94% of the urban males used the internet, it was only 47.3% among the rural females. Division wise analysis shows that three-quarters of the youth in Dhaka division, 71.3% among those in Chattogram division, and 68.5% of those in Sylhet division used the internet. Division wise difference was not statistically significant.

Table 6.2. Percentage of youth using internet by area and gender

Area	Gender		Both	Level of significance
	Male	Female		
Rural	84.8	47.3	62.9	p<0.001
Urban	94.0	68.1	78.7	p<0.05
All	90.2	59.7	72.2	p<0.001
Level of significance	p<0.05	p<0.001	p<0.001	

A statistically significant increase in the proportion of youth using the internet was observed with an increase in their level of education. Over 63% of the youth completing secondary education used the internet, which increased to 77.5% among those completing higher secondary education, 83.2% among those having a Bachelor's degree and 86% among those having a Master's degree ($p<0.001$). The figure was much higher among those who had a Diploma level of education (95.2%). The males were ahead of the females in using the internet regardless of level of education.

B. Use of internet to learn about TVET

Although over 72% of the youth under study used the internet, only 28.3% reported taking its benefit to learn about TVET (Table 6.3). Gender wise analysis shows that proportionately more males than females used the internet to learn about TVET (35% versus 23.6%; $p<0.001$). Area wise, this figure was 28% among the rural youth and 28.6% among the urban youth with no statistical difference. Statistically, significant gender difference was observed among the youth in both the areas. Proportionately, more males used the internet to learn about TVET than the females in each of the areas.

Table 6.3. Percentage of youth used internet to know about TVET by area and gender

Area	Gender		Both	Level of significance
	Male	Female		
Rural	36.2	22.1	28.0	p<0.001
Urban	34.2	24.7	28.6	p<0.05
All	35.0	23.6	28.3	p<0.001
Level of significance	ns	ns	ns	

Note: ns = not significant at p = 0.05

Division wise analysis shows that the youth in Sylhet and Dhaka divisions were close to each other in using the internet for learning about TVET. Whereas 35.1% of the youth in Sylhet division used the internet for this purpose, it was 38.4% in Dhaka division. The youth in Chattogram division were much behind the above two with this regard ($p<0.001$). Less than a fifth of the youth in this division used the internet for knowing about TVET.

Annex 6.1 presents a proportion of youth using the internet to know about TVET in terms of their level of education. As usual, the Diploma holder youth were much ahead of others with over three-quarters of them using the internet to know about TVET. The proportion of youth using internet to know about TVET was 21.1% among those who had secondary level education, it increased to 32.3% among those who had higher secondary level of education, 34.6% among those who had a Bachelor's degree, and 37.2% among those who had a Master's degree ($p<0.001$).

The proportion of youth using the internet to know TVET has increased with a statistical margin with an increase in their parental education ($p<0.001$). Only 17% of the youth with never schooled fathers used the internet for this purpose. The figure increased to 24.6% for those youth who had fathers with incomplete primary education, 27.9% for those who had fathers completing grades V to IX, and 36.6% for those who had fathers having education from grade X to above. These figures were 19.7, 19.6, 30.9 and 36.5%, respectively for similar levels of mothers' education (Annexes 6.2).

C. Youth access to Social Media

The youth were asked which of the social media they have access to. It was observed that all of those who used the internet had access to social media. Majority of them used multiple social media. Top of all was Facebook with over 65% of the youth using it (Figure 6.2). After Facebook, YouTube was the most popular social media among the youth, followed by Imo. Over 57% of the youth were using YouTube and 55.4% were using Imo. The other social media includes Twitter, Viber and WhatsApp. Over 23% of the youth were using WhatsApp, 9.7% were using Twitter, and 7.4% were using Viber. One-and-a-half percent of the youth were using other social media.

Area and gender-wise analyses of access to social media are provided in Table 6.4. A statistically significant difference between the urban and rural youth was observed in the use of Facebook, YouTube, WhatsApp, Twitter and Viber. The youth of urban areas were ahead of those of rural areas in each. No area wise difference was observed in the access to Imo and other social media. Except the social media categorised as 'others', proportionately more males had access to all the social media than the females.

Table 6.4. Percentage of youth using various social media by area and gender

Social media	Area		Level of significance	Gender		Level of significance
	Rural	Urban		Male	Female	
Facebook	55.2	72.3	$p<0.001$	86.2	50.6	$p<0.001$
YouTube	48.0	63.9	$p<0.01$	78.7	42.4	$p<0.001$
Imo	53.4	57.1	ns	73.0	43.4	$p<0.001$
WhatsApp	15.5	28.4	$p<0.05$	35.2	14.6	$p<0.001$
Twitter	6.9	11.5	$p<0.001$	15.0	5.9	$p<0.001$
Viber	3.4	10.2	$p<0.001$	10.4	5.2	$p<0.001$
Others	1.8	1.2	ns	1.6	1.4	ns

Note: ns = not significant at p = 0.05

D. Use of social media to know about TVET

The respondents mentioned six social media which they used to know about TVET. These were Facebook, Twitter, YouTube, Viber, Imo and WhatsApp. Among these, YouTube was the most popular social media for knowing about TVET which was used by about a quarter of the youth (Figure 6.3). Among others, 6.3% of the youth used Facebook, 3.2% of them used Imo, and less than 1% of them used Twitter, Viber or WhatsApp.

The respondents mentioned six social media which they used to know about TVET. These were Facebook, Twitter, YouTube, Viber, Imo and WhatsApp.

Area wise variation was observed in two – Facebook and Imo. Proportionately, more rural youth used these media to know about TVET than those in urban areas (Table 6.5). Gender difference was observed only in the case of YouTube. The males were significantly ahead of the females in using YouTube for knowing about TVET.

Table 6.5. Percentage of youth using various social media to know about TVET by area and gender

Social media	Area		Level of significance	Gender		Level of significance
	Rural	Urban		Male	Female	
Facebook	7.9	5.2	p<0.05	7.7	5.4	ns
YouTube	23.6	25.7	ns	31.7	20.0	p<0.001
Imo	5.4	1.8	p<0.001	3.0	3.5	ns
Twitter	0.6	0.5	ns	0.8	0.4	ns
Viber	0.2	0.4	ns	0.4	0.3	ns
WhatsApp	0.2	0.1	ns	0.2	0.1	ns

Note: ns = not significant at p = 0.05

E. Most effective digital media for enhancement of TVET

The youth mentioned ten digital media which they perceived as the most effective means for building awareness for enhancement of TVET in the society. Facebook came out at the top of the list. More than half of the youth nominated this as an effective means (Table 6.6). This was followed by Television and short message service (SMS), respectively. A fifth of the respondents mentioned Television as a means of awareness building and another 11% mentioned SMS. Another 7% of the youth were concerned about YouTube. The urban youth were more likely to mention Facebook and the rural youth Television. No difference was observed in the remaining

two media. The females were more concerned about SMS and Television, but the males were more concerned about Facebook and YouTube.

The other means of awareness building include radio, local TV channel, Mobile apps, electronic billboard, mobile documentary, and multimedia in school. The youth did not perceive any of these as that much important as a very small section of them mentioned these.

Table 6.6. Percentage of youth by their response on most effective digital media to build awareness on TVET and for its expansion, area and gender

Digital media	Area		Gender		All
	Rural	Urban	Male	Female	
Facebook	46.0	55.6	59.1	46.5	51.7
Television	22.6	19.8	18.7	22.5	20.9
Short Message Service	11.5	10.6	5.9	14.5	11.0
YouTube	7.1	6.9	8.7	5.8	7.0
Multimedia use at school	3.0	2.7	3.1	2.6	2.8
Mobile documentary	2.6	1.5	2.0	1.9	1.9
Electronic billboard	2.4	1.2	1.0	2.1	1.7
Local TV channel	1.8	0.5	0.4	1.5	1.1
Mobile Apps	1.4	0.8	1.0	1.1	1.1
Radio	0.4	0.3	0.2	0.4	0.3
No idea	1.2	0.0	0.0	0.8	0.5
Total	100.0	100.0	100.0	100.0	100.0

The above issue was discussed with the youth in FGDs. The youth in FGDs also highlighted Facebook as the most effective digital media to popularise TVET. They argued that Facebook is more popular media than any others. Mass people also use Facebook and spend a considerable amount of time there compared to other media like television, YouTube and so on. The second point that they brought in front is that Facebook has been a wonderful platform for discussion as well. One female respondent of Chattogram in this regard said,

> You can create a group on Facebook. If a group is created with like-minded people, they can start discussion on TVET. This process can be more effective and influential through discussion. Posting pictures on TVET activities can also attract people. Moreover, people can access Facebook whenever they wish. So they can remain in touch with TVET better.

The youth in FGDs perceived TV channels and YouTube as means of entertainment. They emphasised on the scope of discussion and opportunity to ask questions. Some of them said that if anybody has a question on TVET s/he can post it on Facebook. Any of the group members who knows the answer can reply. The youth also raised the issue of YouTube. According to them, educated people use this media more than others. Some of them, however, said that a well-made video on TVET with necessary information can be posted to YouTube. To them, such an attempt can be more effective than Facebook discussion. Another section of the FGD participants thought that such a video can be a starting point of a Facebook discussion.

CHAPTER 7

Parents' and Employers' Perception of TVET

A. Parental understanding of TVET

Parents of the youth under survey were asked, 'What did they understand by TVET?' Fourteen percent of the available respondents kept them silent or reported that they did not know anything about this. The remaining respondents came up with one or multiple answers. The dominant constructs appeared from parental understanding of TVET were as follows: a way to prepare youth for employment, acquiring knowledge on technical skills, a kind of technical line, an opportunity to be employed abroad, a separate stream like Science, Humanities or Business, to gain certificate on technical subjects, and an opportunity for the students of poor families (Table 7.1). More than half (54.2%) of the parents understood TVET as a way to prepare youth for employment, about 48% of the respondents thought TVET is for gaining knowledge on technical issues, 27.3% saw it as a technical line, 17.5% saw it as an opportunity to be employed abroad, about 9% saw it as a separate stream of education like as Science, Humanities or Business, about 8% as gaining certificate on technical subjects, and about 7% as an opportunity of education and training for the students from poor families. The above analysis shows that the majority of the parents understood TVET as a way to gain technical knowledge to prepare youth for employment at home or abroad.

The above analysis shows that the majority of the parents understood TVET as a way to gain technical knowledge to prepare youth for employment at home or abroad.

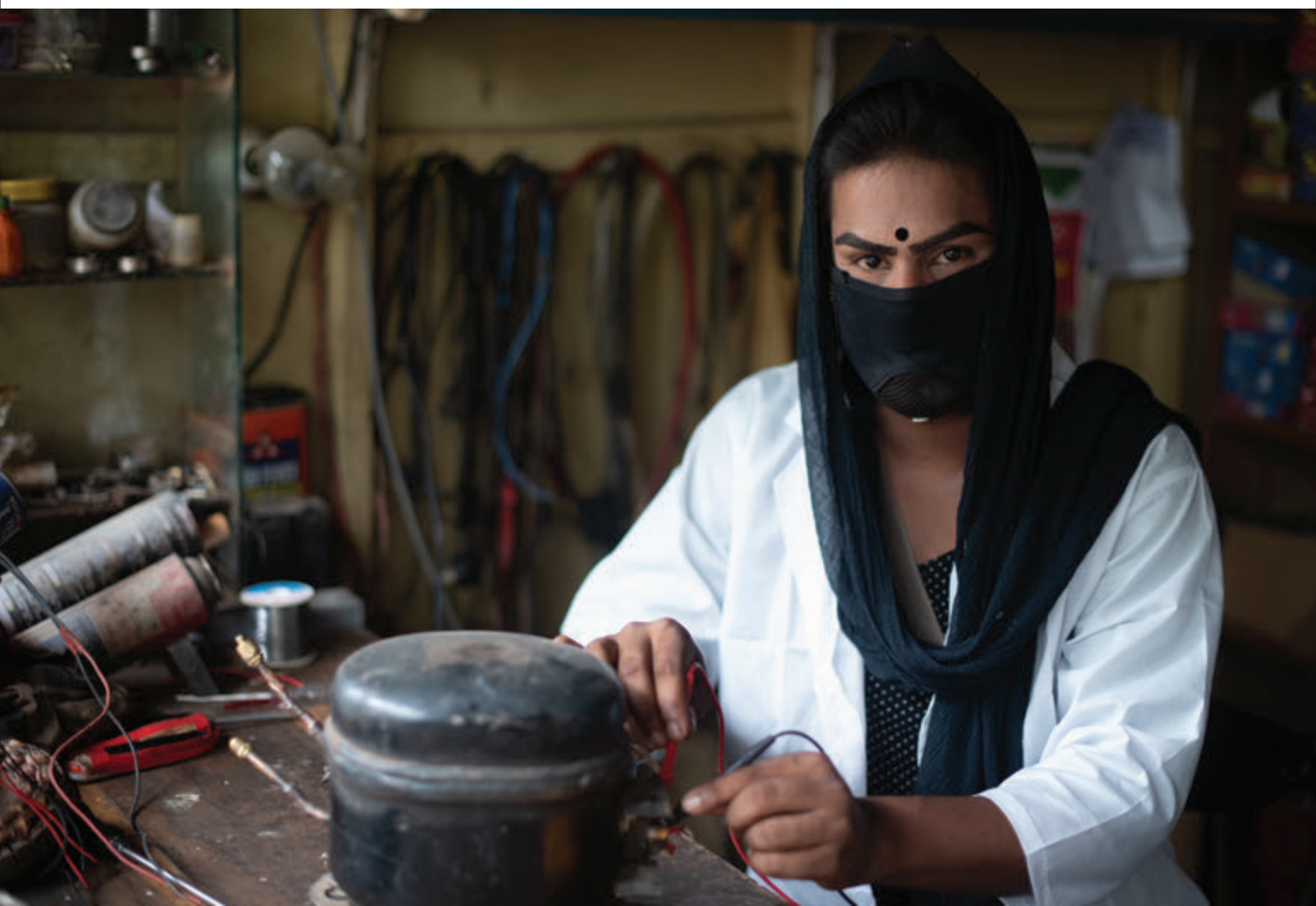


Table 7.1. Percentage of the parents by their response on understanding of TVET, area and gender

Responses	Gender		Area		Both
	Father	Mother	Rural	Urban	
A way to prepare the youth for employment	58.3	51.8	56.8	51.6	54.2
Acquiring knowledge on technical skills	50.4	46.1	47.8	47.5	47.7
A kind of technical line	27.1	27.4	23.1	31.3	27.3
Such skills create scope for employment abroad	18.8	16.8	14.5	20.4	17.5
A stream of education like Science, Humanities or Business	9.2	8.8	8.3	9.4	8.9
To gain a certificate in technical subjects	10.8	5.9	5.9	9.4	7.7
An opportunity for students from poor families	15.8	8.1	7.1	7.4	7.2
An opportunity for the less meritorious students	5.4	4.5	4.6	5.0	4.8
An education for those who dropout from general education	3.8	2.6	4.6	1.5	3.0
An opportunity for the meritorious students	2.1	3.3	2.8	2.9	2.9
An opportunity to engage in jobs having less social recognition	1.7	1.4	1.5	1.5	1.5
An education for those who are not eligible to enrol in higher education	2.1	1.0	1.5	1.2	1.4
Not known	13.3	14.4	14.5	13.6	14.0

No statistically significant difference was observed in most of the responses by gender or area. Annex 7.1 shows that proportionately, more fathers saw TVET as a way to gain certificate in technical subjects than the mothers (10.8% versus 5.9%; $p<0.02$). The urban parents were more likely to view TVET as a kind of technical line (31.3% versus 23.1%; $p<0.02$) or an opportunity to be employed abroad (20.4% versus 14.5%; $p<0.05$) than their counterparts in rural areas. An opposite scenario was observed among those who viewed TVET as an education for those who dropout from general education (Annex 7.2).

It came from the IDIs and FGDs with the parents that they had varying levels of knowledge and understanding of TVET as reflected in the survey. Some of the parents viewed TVET as a process of learning hands-on work along with general education that would secure a job in future. A mother in IDI said that 'in these days, I saw youth struggling in getting a job after having university degrees, but I liked those who had technical training and doing work along with general education.' A father, who is a driver, mentioned the following in IDI.

> A person would not die for food if s/he knows any technical work. I previously used to drive large vehicles, but now I cannot do so due to age. But I can drive cars; so took a job to drive a private car to take madam to her office and her kids to school. Everyone should have technical training along with general education. One cannot be valued without education.

Knowledge and understanding on TVET is also influenced by the proximity of the facilities on TVET available in the locality. A father in IDI, from Chattogram who lives in a locality having technical school nearby, mentioned that children from poor families were trained in technical trades after grade VIII and children from richer families studied diploma after SSC. He also perceived that the diploma was better among these two.

On the other hand, upon asking about TVET the FGD participants (fathers) in Gazipur mentioned that they have heard about technical lines quite often. Technical training meant computer-related skills, graphics skills or tailoring and handicrafts to this group of fathers. Most of them had no idea that tasks like refrigeration and welding, repair and maintenance work or mobile phone servicing can be technical trades. It was quite evident that these fathers had much less idea on the informal training sector and had no idea that the trades offered in the informal sector are also considered as technical training. One of them responded that his son received training on mobile phone servicing and has been working for one-and-a-half years, but he had no idea that these fall under 'technical work' until he came to this group discussion. They also mentioned that educated youth go for computer training, graphics design but the dropout students opt for working as mechanics or tailoring or other trades which are easier according to them. They perceived computer skills and graphic skills needed some basic idea and knowledge and everyone cannot enrol in these trades if they do not have that knowledge.

B. Knowing the sources of TVET

The following question to the parents was whether they are aware of the sources of technical and vocational education and training (TVET). Eight percent of them had no answer or they kept them silent in response to this question (Figure 7.1). They were 7.1% among the fathers and 8.5% among the mothers, and 12.7% of rural and 3.5% of urban parents (Table 7.2). The remaining parents came up with one or multiple sources. About 54% of the parents knew educational institutions as the sources of TVET while 47.8% knew government organisations were the sources of technical training (Figure 7.1). It was private organisations to about two-fifths of the parents, NGOs or development partners to 28.5% of them, and individual experts to 26.1% of the parents. Less than 5% of the parents mentioned family members or relatives were the sources, and another 5% emphasised on individuals own effort.

Statistically, significant gender difference was observed in two cases and area wise variation was observed in four cases (Table 7.2). Proportionately, more fathers than mothers mentioned government or private organisations as the sources of TVET. The urban parents were also more likely to mention these than the rural parents; however, an opposite scenario was observed by area in mentioning family members or relatives or self-initiative of youth.

Table 7.2. Percentage of parents knowing sources of technical training by source, area and gender

Sources	Gender		Level of significance	Area		Level of significance
	Father	Mother		Rural	Urban	
Educational institution	52.9	54.1	ns	50.0	57.2	ns
Government organizations	54.2	44.2	p<0.02	42.3	53.1	p<0.005
Private organizations	45.8	35.2	p<0.01	30.9	46.9	p<0.000
NGOs/development partners	29.2	28.1	ns	29.0	28.0	ns
Experts	25.0	26.7	ns	27.2	25.1	ns
Family members, relatives	2.5	5.0	ns	6.2	2.1	p<0.007
Own effort	3.3	5.0	ns	7.1	1.8	p<0.001
Not known	7.1	8.5	ns	12.7	3.5	p<0.000

Note: ns = not significant at p = 0.05

Division wise analysis is provided in Table 7.3. This shows that the proportion of parents not knowing the sources of TVET concentrated mostly in the Chattogram division. About 14% of the parents of this division had no answer to this question or they kept them silent, which was less than 1% in Sylhet division. None of the parents of Dhaka division fell in this category.

Table 7.3 shows a much higher proportion of the parents of Dhaka division (64%) knew that government organisations were the sources of TVET, which was known to a half of those in Sylhet division and about two-fifths of those in Chattogram division ($p<0.001$). Around 35% of the parents of Chattogram and Sylhet divisions knew that private organisations were the sources of TVET, which was mentioned by 52.8% of the parents of Dhaka division ($p<0.001$). Whereas, 30-31% of the parents of Dhaka and Sylhet divisions knew NGOs or development partners were the sources of TVET, which was said by 24.1% of those in Dhaka division ($p<0.01$).

Table 7.3. Percentage of parents knowing sources of technical training by source and division

Type of providers	Division			Level of significance
	Chattogram	Dhaka	Sylhet	
Educational institution	54.2	54.7	51.2	ns
Government organizations	39.9	64.0	50.4	p<0.001
Private organizations	34.3	52.8	35.7	p<0.001
NGOs/development partners	24.1	31.1	30.0	p<0.01
Experts	29.5	23.0	20.2	ns
Family members, relatives	2.4	8.7	3.1	p<0.01
Own effort	5.6	5.0	0.0	p<0.02
Don't know	13.9	0.0	0.8	p<0.001

Note: ns = not significant at p = 0.05

C. Parental perception of TVET

Twelve of the 36 statements of youth perception scale were placed to the parents and their responses were recorded in a five-point scale. The points in the scale were strongly agreed, agreed, no opinion, disagreed, and strongly disagreed. The parental responses against each of the statements were coded and recorded as those of the youth – 5 for strongly agreed and 1 for strongly disagreed for the positive statements, and reverse for negative statements. Therefore, a mean score more than 3 for an individual or a group indicates positive perception towards TVET.

The parents, on average, scored 3.58 in the perception scale (Table 7.4). This means that likely to the youth, the parents had somewhat positive perception towards TVET – in-between 'having no opinion' and 'agreed in favour of TVET'; however, their mean was slightly higher than that of the youth. The mean score was 3.60 for the fathers and 3.58 for the mothers. It was 3.58 for the rural parents and 3.59 for the urban parents. No statistically significant variation was observed in the mean score by area or gender.

Table 7.4. Mean score of parental perception of TVET by area and gender

Area	Gender		Both	Level of significance
	Father	Mother		
Rural	3.59 (0.34)	3.57 (0.34)	3.58 (0.34)	ns
Urban	3.60 (0.40)	3.58 (0.43)	3.59 (0.42)	ns
Both	3.60 (0.37)	3.58 (0.39)	3.58 (0.38)	ns
Level of significance	ns	ns	ns	

Notes: Numbers in the parenthesis indicate standard deviation

ns = not significant at p = 0.05

Parental perception score of TVET by geographical divisions and gender is provided in Figure 7.2 and Annex 7.3. The mean score was 3.66 among the parents of Chattogram division, 3.52 among those of Dhaka division, and 3.45 among those of Sylhet division. The overall difference in perception score of the parents of three divisions was found to be statistically significant at $p<0.001$. Division wise, the difference between the scores of the parents of Dhaka and Sylhet divisions was statistically insignificant, but both of them were significantly lower than that of the parents of the Chattogram division. The fathers scored significantly higher than the mothers in Sylhet division (mean 3.50 and 3.40, respectively; $p<0.02$). No gender difference was observed in any of the other two divisions.

Mean scores of parental perception of TVET by Upazila and gender is provided in Annex 7.4. The highest score was obtained from the parents of Uttara with a mean 3.89 and the lowest score was from the parents of Gazipur Sadar with a mean 3.20. The difference between these two figures was 0.69. This gap was more than that of the youth. Again, Gazipur Sadar had the lowest score in the case of youth, but it was the other Upazila in the case of highest score. The mean score was 3.5 or more in 13 Upazilas and below 3.5 in nine Upazilas. The top five Upazilas in terms of mean score are Uttara (3.89), Chandpur Sadar (3.85), Hajiganj (3.85), Pallabi (3.84), and Cumilla Sadar (3.82). The bottom five Upazilas are Gazipur Sadar (3.20), Tongi (3.23), Khilgaon (3.42), Sylhet Sadar (3.43), and Sreemangal and Ashulia (3.44). Statistically, significant gender difference was observed only in two Upazilas – Manikganj Sadar and Cumilla Sadar; the fathers scored higher than the mothers in both the Upazilas.

D. Socio-economic differentials of perception score

Somewhat positive relationship was observed between youth receiving technical and vocational training and parental perception of TVET. Table 7.5 shows that if the youth had any sort of vocational training, their parents scored significantly higher than those parents who had no such offspring (means 3.63 and 3.54; $p<0.01$). The youth who received formal TVET – their parents had more positive perception towards TVET than those who had no such training (means 3.69 and 3.57; $p<0.05$). No such relationship was observed in the cases of short training courses and informal training.

Table 7.5. Mean score of parental perception of TVET by having their children (youth) with various TVET

Training typea	Youth training		Level of significance
	Trained	Non-trained	
Formal TVET	3.69 (0.43)	3.57 (0.38)	p<0.05
Short courses	3.59 (0.36)	3.58 (0.39)	ns
Informal training	3.62 (0.38)	3.57 (0.39)	ns
Any of above	3.63 (0.38)	3.54 (0.39)	p<0.01

Notes: Numbers in the parenthesis indicate standard deviation

ns = not significant at p = 0.05

No statistically significant variation was observed in the mean perception score of the fathers with the variation in their educational level (Table 7.6). This was not the case for the mothers. The mothers with no education scored 3.47, which increased to 3.64 among those who had completed grades I-V and grades X+ as well ($p<0.01$). The mean was 3.57 for those who completed grades V-IX. Parental perception score had no relationship with household food security status (Table 7.7).

Table 7.6. Mean score of parental perception of TVET by their education and gender

Educational level	Gender	
	Father	Mother
Nil	3.56 (0.33)	3.47 (0.35)
Grades I – IV	3.56 (0.42)	3.64 (0.35)
Grades V – IX	3.54 (0.36)	3.57 (0.40)
Grade X+	3.71 (0.36)	3.64 (0.41)
Level of significance	ns	$p<0.01$

Notes: Numbers in the parenthesis indicate standard deviation

ns = not significant at p = 0.05

Table 7.7. Mean score of parental perception of TVET by household food security status

Household food security status	Mean score of perception about TVET
Always in deficit	3.63 (0.25)
Sometimes in deficit	3.58 (0.39)
Breakeven	3.57 (0.35)
Surplus	3.61 (0.42)
All	3.58 (0.38)
Level of significance	ns

Notes: Numbers in the parenthesis indicate standard deviation

ns = not significant at p = 0.05

E. Employers' perspective of TVET

Two business owners were interviewed to know their perspectives in terms of knowledge and understanding of TVET, its importance and demand in the society, preference of trained personnel, availability of TVET graduates, quality of training and role of different stakeholders in expansion of TVET in the country. Of them, one was CEO of an organisation mostly known for their renowned retail chain outlet (formal sector) and the other one was owner of a local beauty parlour (informal sector). It was evident that most of the views and opinions given by them on the issues discussed with them came out very specific to their own sectors.

Knowledge and understanding of TVET

The CEO of retail outlets understood TVET as skills training for employment, which can be formal or informal kind of expertise that helps someone to engage in the job market. He also added that training is a must to be skilled and it is very much essential for sustainable development. As a person previously engaged in the hospitality sector, he mentioned how important it is to get a skilled workforce who is up to date with modern operations. On the other hand, the owner of beauty parlour gave some examples of technical sector's work including beautician's work, handicraft, singing, computer operating, tailoring etc.

Importance and demand of TVET

Both the respondents felt that there is a need of a skilled/trained workforce in the market. They said that vocational skills can be an asset for those who are school graduates and even for those who dropped out of schools. According to them, TVET is not only restricted to a few trades rather it encompasses a wide array of professions which requires subject matter knowledge and both institutional and non-institutional training.

Giving some statistics on the retail sales sector of Bangladesh, the CEO opined that the market is in high demand for skilled workers in his sector. He also added that the youth coming to this sector may not see career progression shortly, because the scope is still pretty new and there are very few market giants. However, he said that if trained youth with strong determination join in his sector, they would see a career path because of the growing nature of the sector. The beauty parlour owner also talked about the huge demand for technical line education in her community. She knew a lot of girls who learned many types of work such as tailoring, batik, cutting, fitting etc. just behind her parlour. Many came to her or reached out to other parlours for learning beautification courses and for employment. She also said that the market demand for this section is also very high. Whenever she goes to markets, the shop owners ask her if there's any skilled person in her contact especially women whom they can appoint immediately.

Preference of training in skills

The respondents opined that TVET training is very important in the current market due to increased competition. They also said that a trained employee gets opportunities and career advancement avenues quickly than others. The CEO of retail outlets drew a very clear line between a skilled and an unskilled worker. He said that expertise and prior knowledge are required for certain level of skills, for example, supply chain, procurement jobs. Though his organisation has a full-fledged training unit to train the employees, it always expects trained employees because it reduces operational cost and takes less time to groom the workers as well. Since the job requires a lot of interaction with the customers from a very diverse background, language skills, behavioural skills and product knowledge are mandatory if they want to excel in their careers.

The biggest difference they observed between a skilled and an unskilled worker is the training tenure that is required to groom them. People who have industry-related skills can dive into the job very quickly and can be a part of experiential learning as they already have the basic knowledge. However, for an unskilled worker, they have to start from scratch which often takes more time and a pretty good amount of investment per trainee. They added that skilled workers take less time to understand something where on the other hand unskilled workers take more time than the average. That's why they prefer recruiting someone who is already trained and has some basic idea of the tasks that s/he is supposed to do.

Minimum educational requirement and TVET

The respondents shared their personal experiences and views on the issue. The CEO of retail outlets initially started with the minimum requirement criteria that his company has in terms of recruiting staff which is having a secondary school certificate for the people who are responsible for outlet management, customer management and other tasks for which they do not need any specialised education. However, he also pointed out that for some specialised tasks, they look for people who have an understanding of the knowledge economy, people who mostly belong to the field of supply chain management, procurement, inventory management etc.

Again, sometimes the entry-level criteria are often relaxed based on the persons' English speaking skills along with other behavioural traits. Also, the biggest problem he mentioned over

here was that in our country, these jobs are usually filled with youths from rural and suburban areas which impose a challenge in terms of retail sales jobs because the youths do not have any product knowledge as they are not the consumers of these products mostly because of their socio-economic background. So it gets hard for them to train the youths on the products which is a must nowadays as the customer segment has now become overly demanding.

Giving an example, he said that previously, customers used to ask about the expiry date or the MRP of a product and used to search for a particular item which was somehow manageable. At present, they ask if the products are gluten-free, if they have preservatives or if they are vegan products. Such detailed queries need to be answered by the floor attendants for which they have to have an in-depth idea of every item. This often creates a problem if the workers are not educated enough and if they are not used to the items themselves because they cannot guide the customers in a proper manner then. This was not the same in case of beauty parlour as the owner of the beauty parlour said, 'As for education, yes it is important to have at least some sort of education but it's not like that she must have to complete secondary schooling or have any particular degree. The most important thing to me is her ability to work.' In the discussion, she said that the staff who have been working for her, the highest educational qualification of a girl was grade IX who discontinued her education afterwards. It was not a problem for the parlour to continue with her even after her marriage. The other girl who was comparatively less educated than the previous one took some time in learning all the basics. She said that all of her staff are working really well but she still thinks that education is a plus point as it helps in dealing with customers. She added, 'Educated girls take less time to learn and can serve the customers better.'

On the other hand, the CEO of retail outlets also talked about the acceptance of these jobs worldwide where good students from better socio-economic background often work as retailers, but since these jobs are seen in a negative way in our country, it's not possible to attract such students to this sector even with benefit package of industry standard.

Gender preference in recruitment

The CEO of retail outlets highly emphasised on the fact that they always tend to maintain a satisfactory male-female ratio in terms of recruitment. However, sometimes they prefer recruiting male employees for certain jobs because of the nature of the job and some other factors for which they cannot hire female employees even if they wanted to. Again, in some positions, they hire more females to balance the ratio. Following are some examples of gender-based recruitment

- Males are employed for floor and inventory management as these tasks require unloading and reloading heavy inventory goods and items which require tremendous physical labour.
- Certain positions requiring heavy-duty travelling across the city outlets at night; so the females cannot be hired for this since the company cannot address safeguarding issues.
- Females are always preferred to work in the front end (ex: cashier, POS machine) and stores to release them from any sort of physical labour.

The parlour owner was of the view that in Gazipur, male beauticians were not so common like Dhaka city thus it's quite non-conventional for having male beauticians there. However, she has been training a transgender beautician to do bridal makeovers. Men and transgender community is not well accepted by the customers and thus the owner had to face lots of challenges. The customers were not willing to have their services done by her, but whenever they did the next time they came to the parlour, they looked for her because her work is so good, especially the bridal makeovers.

Availability of skilled worker as required

The respondents informed that they got very few trained female applicants in comparison to the male applicants against any vacancy announcement. There was also scarcity of trained applicants of both genders. One reason they identified was the size of the industries. As they said these were not much big. The untrained employees, after serving for some time or gaining some experiences, leave from one company to another. Sometimes, the companies get trained employees, but observed that the training institutes did not provide product knowledge which is market-specific.

The respondents also blamed society's perception towards these jobs which often pull youth backward from skills training. Giving an example, the CEO said, one of his promising employees had to leave the job of a retail salesman otherwise he was not being able to get married as his parents and in-laws considered this job to be very derogatory. He also added, nowadays youth often prefer sitting idle at home doing absolutely nothing or not admitting in skills training. According to him, overall perception of the urban youth would have been changed if the top private universities offer a degree in retail sales.

Grooming of general education graduate versus TVET graduate

Comparing general education with TVET, the CEO saw that youth coming from general education can often catch things more easily than those coming from TVET. The TVET students often struggle with communication and analysis. He added that this varies from one person to another and is not something that cannot be mitigated. Mentioning the provision of in house training, he said that this often becomes less of a problem.

Extra benefit for technical knowledge

The CEO stated that people who already have TVET training are hired in senior positions if available which automatically exposes them to higher pay scales. Otherwise, everybody gets equal payment. 'If I find someone who has already learned the work or at least the basics from anywhere and if s/he can satisfy me with his/her work, I don't have any problem paying that person more. I'll keep him/her with maximum salary even if the person is new', said owner of the parlour.

Quality of training and TVET training institution

Not providing market-specific knowledge to the students was the most prominent comment of the CEO regarding quality of skills training. With this regard, he cited an example of some employees of a fashion industry who had to retrain these employees of its own. The parlour owner also said in the same line. She specifically mentioned that her works include usage of chemicals; if someone doesn't learn the steps of using these chemicals would surely make mistakes which affects badly on the customers as well as on the reputation of the business.

Role of Government, schools, NGOs, other organizations and mass media

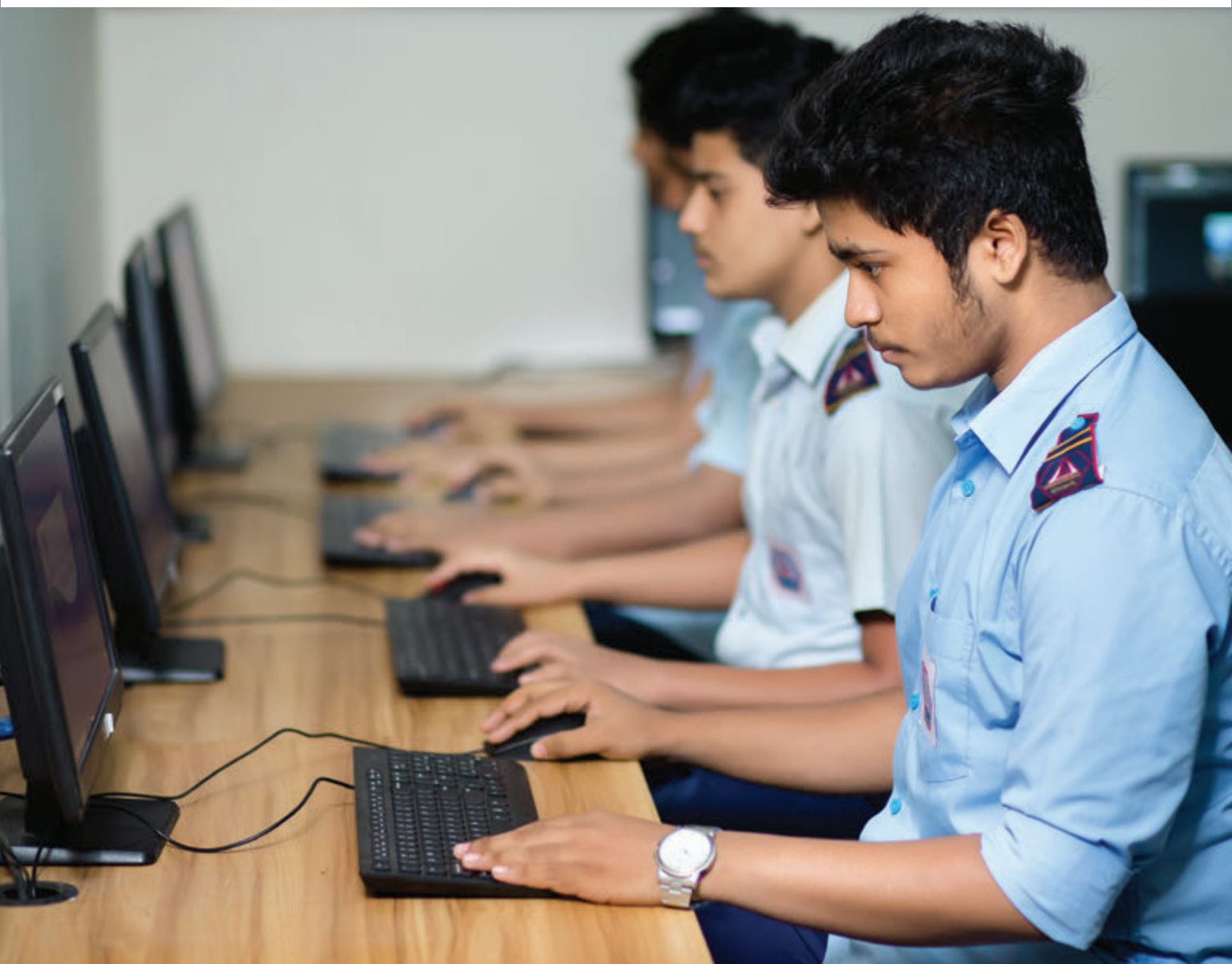
The CEO of the retail outlet provided a number of suggestions for further development of TVET in Bangladesh. He emphasised that a positive perception build-up should start from schools where the students would get an overall idea and exposure on skills training so that they do not breed any negative perception on this. Families should focus on the behaviour change aspect and the schools can introduce practical learning. With this regard, he added that the government, educational institutions and NGOs can play a vital role in changing the society's perception. Recognising that the society is not fully prepared to accommodate the people with disabilities and those who are transgender, the CEO suggested a two-way process where the government, as well as, the other institutions work towards sensitising the society as well as work together with these people. Drawing examples of international product advertisements, he suggested focusing on heavy campaigns involving traditional methods and digital media emphasising television advertisements and Facebook contents. According to him, the government and other organisations should take this as an agenda like they did for promoting sanitation and family planning.

CHAPTER 8

Multi-stakeholders' Perspective on Future Policy Formulation on TVET

This chapter presents multiple stakeholders' perspectives on future policy formulation for the enhancement of TVET in Bangladesh. A workshop was jointly organised by Skills Development and Advocacy for Social Change programmes of BRAC (BRAC SDP and BRAC ASC) where relevant representatives from the National Skills Development Authority, Skills for Employment Investment Programme, Technical Training Centre, Directorate of Secondary and Higher Education, Bangladesh Technical Education Board, International Labour Organisation (ILO), and national media participated. The research team presented the study findings before them. The participants then took part in an open discussion where they asked questions to the research team, shared their views on the findings and talked about future policy implications on TVET. They broadly emphasised on five major areas. These are presented below.

> Referring to the era of globalisation the participants argued that progressing with the local standard only would not be sufficient for the survival of technical and vocational stream in Bangladesh.



Global standard and partnership to achieve common goal

Referring to the era of globalisation the participants argued that progressing with the local standard only would not be sufficient for the survival of technical and vocational stream in Bangladesh. Keeping the demand of the ever-changing world in mind, TVET curriculum would

have to be revised with appropriate contents and skills' components. Moreover, the participants put stress on the aspect of partnership and collaboration among local, national and international bodies dealing with TVET for the purpose of its universalisation. Mentioning about mass interventions on TVET by a number of organisations, the participants suggested that they should share the same message to the communities regarding TVET for minimising any kind of misconception about it even though they might have different modalities. For this purpose, a collaborative approach of work and networking would have to be built among various organisations.

Branding and promotional activities

This study identified a huge knowledge gap among the communities regarding skills training. In this aspect, the participants criticised existing TVET initiatives mentioning that these only deliver skills, but do not do anything for its branding and promotion. Therefore, in society, TVET or skills training could not gain the popularity it deserved. Referring to the current practice of skills training, the participants also argued that a number of initiatives were there, but these were not properly communicated with the desired participants as the advertisement or awareness-building initiatives regarding TVET was not adequate. So, they emphasised on branding and promotional activities for mainstreaming TVET in the society through various methods e.g. campaigning, telecasting TV programmes such as drama highlighting the contribution of TVET for people, sharing success stories and so on. As part of TVET's promotional activities, the participants emphasised on the role of social leaders as well e.g. teachers and so on because they were the most convenient sources to the community from where TVET related knowledge and information could be obtained. Moreover, the role of social media like Facebook was mentioned with importance for branding and promoting TVET. As per their thoughts, a blended role of mass media and social media would create TVET awareness among the community and then even the educated parents would send their children to this stream.

Knowledge and information sharing

Both the government and NGOs are working on TVET, but among them, a gap in terms of sharing of knowledge and information was identified by the participants. The government does not enlist any data on TVET in the national statistics without an assessment. For example, BRAC has a number of activities on skills training but these are not enlisted in government documents as they do not know about it. Thus the participants reported that because of the communication gap, TVET related actual information was also missing. Therefore, to obtain a holistic idea about skills training, the participants concluded that the government would have to track NGOs' activities on skills training on a regular basis.

Innovation in training design

Emphasising upon the necessity of skills acquisition for securing a dignified employment, the participants heavily prioritized on the revamp of existing training programmes on skills development. They first of all argued that training should be need based and aligned to the global and local industry demand. Therefore, for aligning training with industrial needs, the participants suggested to include respective industrial representatives while designing and organising any specific training programme. Moreover, they proposed to introduce a dual training approach i.e. training and apprenticeship simultaneously as much as possible. Criticising traditional trainings'

over emphasis on the hard skills, the participants stressed on inclusion of soft skills training in TVET. They especially talked about communication skills where most of the youth struggled while dealing with customers. In addition to communication skills, computer and numeracy skills were the other areas that the participants emphasised.

Inclusiveness in TVET

The participants argued that necessary opportunities should be there for everybody to get involved in TVET related professions regardless of gender identity and disabilities. Acknowledging the cultural norms and values of Bangladesh, they agreed that females are still not considered appropriate for acquiring some particular skills. Therefore, even though they mastered those, they would not be properly valued and ultimately would be demotivated. Therefore, instead of pushing them towards the non-conventional trades, the participants suggested building some business model that practically would work in the Bangladeshi context. There are a number of persons in society who live with disabilities therefore they could not be excluded as well while planning for development- said the participants. To include them in skills training and further employment, they emphasised on two particular areas such as changing societal perception and creating such employment opportunities where persons with disabilities would be able to take part as per their capacity and skills. To ease access of the females and the persons with disabilities to the industries, the government could play an important role by incentivising such industries through rebating yearly tax or any form of rewards which recruit females and persons with disabilities more - the participants perceived.

CHAPTER 9

Conclusions and Action Points

A. Conclusions

Exploration of youth perception on TVET was the core task of this study. Although youth aged 18-35 years with a Secondary School Certificate were the main respondents, insights were obtained from their parents and business owners as well – because they are closely related to the youth for TVET related decision making and employment. It was understood from the findings that the participants had a narrow concept regarding TVET or skills training. Therefore, they dominantly perceived this as a tool for livelihood and did not think beyond. Lack of information on TVET among the youth, their parents and community, in general, came out as one of the major reasons for constructing such a narrow concept about TVET in society. In the era of globalisation, a good number of youth in Bangladesh had been accessing the internet regularly, but they seldom browsed it for TVET related information rather passed a considerable amount of time for social communication via Facebook or others. This means that they could not use digital platforms for learning about TVET even though these were affordable to them. Less than one-tenth of the youth had exposure to formal TVET. So it is easily understandable that TVET was not popular among the youth as well as to the community like the other streams of education. Moreover, a need for reviewing the existing TVET curriculum and upbringing it at the global

standard was felt urgent by the respondents to meet the demands of employers and the industries. Though the youth, in general, perceived that with TVET, one would be better prepared for job market and would get a job without much hassle; the perception was slightly different among the youth with disability and different gender identity such as the transgender. They often struggled with their conditions while approaching for employment even though they had adequate skills and qualifications. Therefore, it is essential to address the issue of social inclusion in TVET. All these aspects collectively contributed to creating a mixed perception regarding understanding, necessity, acceptance, demand and future employability of TVET graduates among the youth and community. The overall perception of the youth as well as their parents on TVET was therefore neither highly positive nor severely negative. Instead, it lies in between a neutral to positive perception on TVET. A lot of tasks, therefore, can be accomplished to enhance youth perception on TVET, increase popularity of TVET among the youth and community, and raise awareness regarding this. Based on the findings, the following action points are proposed separately for the programme and advocacy.

Though the youth, in general, perceived that with TVET, one would be better prepared for job market and would get a job without much hassle; the perception was slightly different among the youth with disability and different gender identity such as the transgender.

B. Action points for programme

Following are the action points for the programme in order to increase positive perception of youth and the community in general.

1. Organise mass campaign for creating positive perception on TVET: This study broadly identified that the youth and the community had limited understanding of TVET. Though they were somewhat aware about the necessity of TVET, their perception score was much lower in the question of its acceptance. Therefore, to build a positive perception on TVET among the youth and community, programmes can organise community-based workshops with the help of local social leaders and government officials to inform them about the value, scope, necessity and future employment opportunity of TVET.

2. Initiate school based campaign to attract the youth: The most vital reason for the youth for not considering technical and vocational stream of education was that the option did not come to their mind while selecting stream of education at grade IX. Surprisingly, their teachers hardly informed them about this stream of secondary education. Therefore, the youth suffered from an acute information gap on TVET. Many of them reported that if they knew about TVET they would have studied it. Thus, programmes can arrange school based campaigns in the form of seminar or workshop to inform and aware the students about TVET and to motivate the teachers to encourage students for studying TVET.

3. Arrange training programme for the youth in general with special focus on use of ICT: Majority of the youth had smart devices and internet access, but a few of them used those to know about TVET. Therefore, while delivering any particular skills related training, the youth should be taught how they can learn about use of online sources through Google, Facebook, YouTube, and so on.

4. Initiate special programmes for the girls to improve their perception and access: The findings revealed that female youth and mothers' perception on TVET was comparatively less

positive than their respective male counterparts. Therefore, to improve their perception on TVET, special initiatives can be undertaken to aware them about the importance, necessity and employment opportunity of TVET. Awareness building programmes regarding female participation in TVET can also be arranged.

5. Offer soft skills training especially for the youth with disabilities: Over-emphasis on hard skills and omitting the soft skills from the training programmes was a common complaint of multiple stakeholders and the business owners. Youth with disabilities also argued that training demanding hard physical labour was not always appropriate for them. Therefore, to enhance their participation in TVET, soft skills training that suits them can be offered. Inclusion of such training might meet many employment requirements as well.

C. Action points for advocacy

Following are the action points for advocacy in order to increase positive perception of youth and the community in general.

1. Create mass awareness on TVET using mass media and online platforms for a proper branding and promotion of TVET: Showcasing success stories of TVET graduates and exhibiting them as role models may help to enhance community perception on TVET. Various mass media and online platforms were suggested by the respondents considering them as effective means towards these. Therefore, to promote skills training with special emphasis on its contents, necessity and scope of work mass media and online platforms should be used properly.

2. Ensure information sharing on TVET: Majority of the students had no information about TVET while they were in secondary schools. Community people also had a lack of information. Many organisations and institutions work on TVET, but they do not share activities and information with each other. Such practices create a knowledge gap, misconception and confusion. Therefore, it is essential to ensure that everybody gets common, correct and adequate information on TVET to help the youth and communities to view TVET more positively.

3. Extend access opportunity to TVET and quality enhancement of the TVET institutes: Findings showed that the youth hardly had scope of taking technical and vocational streams in their own secondary schools and a large portion of youth did not know about the nearest school providing TVET. Those who wanted to take technical and vocational education had to commute a long way which stopped specifically the girls from studying TVET. In this situation, it is necessary to offer TVET in more secondary schools and to build more TVET institutes in various locations. Many youth had a negative perception of TVET because of the quality of teachers and facilities offered there. Therefore, ensuring the quality of TVET education is equally important for enhancing the acceptance of TVET in society.

4. Ensure a global standard for TVET curriculum and training module through partnership: Keeping the global demands and local industrial needs in consideration, both the curriculum and training module of TVET need to be revised to reach a global standard. For this purpose, partnership and collaboration among the curriculum developers, training providers, employers and industrialists at home and abroad is necessary. This will help all concerned to know each other's needs and demands and can design the activities accordingly. Collaboration among TVET institutes and industries should be there so that the TVET learners can enjoy internship opportunities during their study.

Finally, the action points made above, though presented separately for programme and advocacy, are overlapping or one cannot be done without support from the other. This was because of the nature of the issue. Both need to work together for better output from the initiative.

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ANNEXES

Annex 2.1. The youth perception survey questionnaire

ব্র্যাক শিক্ষা উন্নয়ন ইনস্টিটিউট, ব্র্যাক বিশ্ববিদ্যালয়
কারিগরি ও বৃত্তিমূলক শিক্ষা, প্রশিক্ষণ ও তৎপরবর্তী কর্মসুযোগ সম্পর্কে যুবধারণা জরিপ ২০১৯

তথ্যদাতার সম্মতিপত্র

সম্মানিত তথ্যদাতা,

আমাদের শুভেচ্ছা জানবেন!

ব্র্যাক বিশ্ববিদ্যালয়ের অধীন ব্র্যাক শিক্ষা উন্নয়ন ইনস্টিটিউট "কারিগরি ও বৃত্তিমূলক শিক্ষা, প্রশিক্ষণ ও তৎপরবর্তী কর্মসুযোগ সম্পর্কে যুবধারণা জরিপ" শীর্ষক একটি গবেষণা প্রকল্প হাতে নিয়েছে। গবেষণাটির প্রধান উদ্দেশ্য হচ্ছে, এদেশের যুবসমাজ কারিগরি প্রশিক্ষণ ও বৃত্তিমূলক শিক্ষাকে কীভাবে দেখেন এবং এ বিষয়ে কী চিন্তা-ভাবনা করেন তা জানা ও বুঝা। যুবসমাজ দেশের ভবিষ্যৎ এবং তাদের কর্মসংস্থান বাংলাদেশের জন্য এক বড় চ্যালেঞ্জ। সে কারণেই শিক্ষা ও কর্মসংস্থানবিষয়ক কোনো সিদ্ধান্তগ্রহণের আগে যুবসমাজের মতামত জানা প্রয়োজন। গবেষণাটির মৌলিক বৈশিষ্ট্য এখানেই। এ গবেষণায় আমরা গবেষণার নিয়ম অনুসরণ করে নির্বাচিত ১৮-৩৫ বছর বয়সী ১২৩২ জন যুবক-যুবমহিলার কাছ থেকে তথ্য সংগ্রহ করবো।

গবেষণার একজন তথ্যদাতা হিসেবে আপনি নির্বাচিত হয়েছেন। আমরা আপনার কাছ থেকে আপনার শিক্ষা ও কর্মজীবন সম্পর্কে কিছু তথ্য জানতে চাইবো। আর জানতে চাইবো সাধারণ এবং কারিগরি ও বৃত্তিমূলক শিক্ষা সম্পর্কে আপনার মূল্যবান মতামত। এ জন্য আমরা একটি প্রশ্নপত্র তৈরি করেছি। আমরা আশা করি, আপনি প্রতিটি প্রশ্ন মনোযোগ দিয়ে শুনবেন/পড়বেন এবং পর্যাপ্ত চিন্তা-ভাবনা করে আপনার মূল্যবান মতামত দেবেন। আপনার দেয়া তথ্য শুধু গবেষণার কাজেই ব্যবহার করা হবে। গবেষণা প্রতিবেদনের কোথাও আপনার নাম বা পরিচয় উল্লেখ করা হবে না। আমরা আপনাকে নিশ্চিত করছি যে, তথ্য প্রদানের কারণে আপনার কোনো ক্ষতি হবার সম্ভাবনা নেই, উপরন্তু এদেশের শিক্ষা গবেষণা এবং যুবসমাজের শিক্ষা ও কর্মসংস্থানের ক্ষেত্রে আপনার দেয়া তথ্য মূল্যবান অবদান রাখবে। আপনি যদি আমাদের প্রস্তাবে সাড়া দিয়ে প্রয়োজনীয় তথ্য প্রদান করতে সম্মত থাকেন তবে নিচে আপনার সম্মতিসূচক স্বাক্ষর প্রদান করুন।

নিবেদক

ব্র্যাক শিক্ষা উন্নয়ন ইনস্টিটিউটের গবেষণা দল

আমি ব্র্যাক শিক্ষা উন্নয়ন ইনস্টিটিউট পরিচালিত "কারিগরি ও বৃত্তিমূলক শিক্ষা, প্রশিক্ষণ ও তৎপরবর্তী কর্মসুযোগ সম্পর্কে যুবধারণা জরিপ" শীর্ষক গবেষণায় প্রয়োজনীয় তথ্য দিয়ে সহায়তা করতে সম্মত আছি।

স্বাক্ষর: .....
নাম: ..... তারিখ: .....

আপনাকে অশেষ ধন্যবাদ।

সনাক্তকরণ

উপজেলা:	পল্লবী = ১	টঙ্গী = ৭	কুমিল্লা সদর = ১৩	চকরিয়া = ১৯
	উত্তরা = ২	মানিকগঞ্জ সদর = ৮	বায়েজিদ = ১৪	সিলেট সদর = ২০
	যাত্রাবাড়ি = ৩	চাঁদপুর সদর = ৯	খুলশি = ১৫	হবিগঞ্জ সদর = ২১
	খিলগাঁও = ৪	হাজিগঞ্জ = ১০	পাহাড়তলি = ১৬	শ্রীমঙ্গল = ২২
	আশুলিয়া = ৫	শাহারাস্তি = ১১	বাকলিয়া = ১৭	
	গাজীপুর সদর = ৬	মতলব = ১২	কক্সবাজার সদর = ১৮	
গ্রাম/মহল্লা:		**কোড:**		**খানা নম্বর:**
বাড়ি/পাড়া:		**ইউনিয়ন/ওয়ার্ড:**		**এলাকা:** গ্রাম = ১ শহর (পৌরসভা/সিটি কর্পোরেশন) = ২
লিঙ্গ:	পুরুষ = ১, নারী = ২, তৃতীয় লিঙ্গ = ৩		**আপনার বয়স?**	বছর: মাস:
প্রতিবন্ধী হলে ধরন:	সমস্যা নাই = ১	বাক = ২	শ্রবণ = ৩	দৃষ্টি = ৪
	শারীরিক = ৫	মানসিক = ৬	অন্যান্য = ৭	জানা নাই = ৮
মোবাইল নম্বর:				

অ. শিক্ষা, প্রশিক্ষণ, দক্ষতা

ক্রমিক	প্রশ্ন	উত্তর/কোড	
১	আপনি বর্তমানে কোনো শিক্ষাপ্রতিষ্ঠানে পড়ালেখা করছেন কি? উত্তর কোড ১ হলে, ২ নং প্রশ্ন জিজ্ঞেস করে ৪ নং প্রশ্নে চলে যান উত্তর কোড ২ হলে, ৩ নং প্রশ্নে চলে যান	হ্যাঁ	১
		না	২
২	হ্যাঁ হলে, আপনি বর্তমানে কোন শ্রেণিতে পড়ছেন? কোড: এসএসসি/দাখিল = ১০, এইচএসসি/আলিম = ১২, ডিপ্লোমা = ১৩, বিএ/ফাজিল = ১৪, এমএ/কামিল = ১৬, ভর্তি ইচ্ছুক = ৭৭		
৩	না হলে, সর্বশেষ কোন শ্রেণিতে পড়েছেন? (শ্রেণি কোড দেখুন)		
৪	আপনার সর্বোচ্চ শিক্ষাগত যোগ্যতা কী (কোন শ্রেণি পাশ করেছেন)? (শ্রেণি কোড দেখুন)		

৫. আপনার শিক্ষাজীবনের বিভিন্নস্তরে যে ধরনের শিক্ষালাভ করেছেন বা বর্তমানে করছেন তা জানিয়ে নিচের তথ্যগুলো দিন

ক্রমিক	শিক্ষাস্তর	শিক্ষা প্রতিষ্ঠানের ধরন কী?	প্রতিষ্ঠানের পরিচালনার ধরন কী?	কোন বিভাগে পড়েছেন?	বিভাগ নির্বাচনে কার ভূমিকা প্রধান ছিল?	প্রধান ভূমিকা পালনকারীর লিঙ্গ কী?	পরীক্ষার ফলাফল কী?
১	২	৩	৪	৫	৬	৭	৮
১	মাধ্যমিক						
২	উচ্চ মাধ্যমিক						
৩	ডিপ্লোমা						
৪	স্নাতক						
৫	স্নাতকোত্তর						

৩. প্রতিষ্ঠানের ধরন:	৪. পরিচালনার ধরন:	৫. বিভাগ:	৬. বিভাগ নির্বাচনে কার ভূমিকা প্রধান ছিল:	৮. পরীক্ষার ফলাফল:
মাধ্যমিক বিদ্যালয় = ১ দাখিল মাদ্রাসা = ৭	সরকারি = ১	মানবিক/সাধারণ = ১	নিজের = ১	জিপিএ হলে সরাসরি লিখুন
উচ্চ মাধ্যমিক বিদ্যালয়/ আলিম মাদ্রাসা = ৮	বেসরকারি = ২	বিজ্ঞান = ২	বাবা/মা = ২	
স্কুল ও কলেজ = ২ ফাজিল মাদ্রাসা = ৯	মুজাব্বিদ = ৪	বাণিজ্য = ৩	প্রথম বিভাগ = ৬	
কলেজ/বিশ্ববিদ্যালয় কলেজ = ৩ কামিল মাদ্রাসা=১০		বড় ভাই/বোন = ৩	শিক্ষক = ৪	দ্বিতীয় বিভাগ = ৭
বিশ্ববিদ্যালয় = ৪ অনান্য (লিখুন) = ১১		হিফজুল কুরআন = ৫	বন্ধু = ৫	তৃতীয় বিভাগ = ৮
কিন্ডারগার্টেন = ৫ প্রযোজ্য নয় (পড়েনি)		কারিগরি = ৬	আত্মীয়/প্রতিবেশি=৬	জানা নাই = ৮৮
কারিগরি শিক্ষাপ্রতিষ্ঠান = ৬ = ৯৯		৭. লিঙ্গ:	জানা নাই = ৮	অকৃতকার্য/ফেল = ০
		পুরুষ= ১, নারী= ২,		প্রযোজ্য নয় (বর্তমানে পড়ছে)=৯৯
		তৃতীয় লিঙ্গ= ৩		

ক্রমিক	প্রশ্ন	উত্তর/কোড	
৬	মাধ্যমিক বা মাধ্যমিক পরবর্তী স্তরে আপনি কখনো কারিগরি বা বৃত্তিমূলক শিক্ষা গ্রহণ করেছিলেন/করছেন কি? উত্তর কোড ১ হলে, ৭ ও ৮ নং প্রশ্ন জিজ্ঞেস করে ১০ নং প্রশ্নে চলে যান উত্তর কোড ২ হলে, ৯ নং প্রশ্নে চলে যান	হ্যাঁ	১
		না	২

ক্রমিক	প্রশ্ন		
৭	হ্যাঁ হলে, কোন কোন পর্যায়ে গ্রহণ করেছিলেন/করছেন?	মাধ্যমিক	হ্যাঁ = ১ না = ২
		উচ্চ মাধ্যমিক	হ্যাঁ = ১ না = ২
		ডিপ্লোমা	হ্যাঁ = ১ না = ২

ক্রমিক	প্রশ্ন		
৮	আপনি কেন এই শিক্ষা গ্রহণ করেছিলেন/করছেন? (কারিগরি বা বৃত্তিমূলক শিক্ষা নেয়ার ব্যাপারে যিনিই ভূমিকা রাখুন না কেন- এর পিছনে কী কারণ ছিল?) (প্রধান কারণটি বলুন)	এ শিক্ষায় পড়ালেখা সহজ/সাধারণ শিক্ষা কঠিন মনে হওয়ায়	১
		বিদেশে কর্মসংস্থানের সুযোগ হয়	২
		ব্যবসা/স্ব-কর্মসংস্থান শুরুর লক্ষ্যে	৩
		চাকরি/কাজ পাওয়ার জন্য	৪
		শখের বসে	৫
		টাকার অভাবে/এ শিক্ষায় খরচ কম	৬
		কারিগরি বিষয়ে জ্ঞান অর্জন করার জন্য	৭
		অন্যান্য (লিখুন)	৮
		জানা নাই	৮৮

ক্রমিক	প্রশ্ন	উত্তর/কোড	
৯	মাধ্যমিক বা মাধ্যমিক পরবর্তী শিক্ষায় কখনো কারিগরি বা বৃত্তিমূলক শিক্ষা না নিলে তার প্রধান কারণ কী? (প্রধান কারণটি বলুন)	এ বিষয়ে কোনো ধারণাই ছিল না/জানতাম না	১
		কখনো এ বিষয়ে পড়ার কথা চিন্তায় আসেনি	২
		পরিবারের কেউ এ বিষয়ে পড়ার কোনো পরামর্শ দেয়নি	৩
		শিক্ষকরা এ বিষয়ে পড়ার কোনো পরামর্শ দেয়নি	৪
		নিকটতম কোনো বিদ্যালয়ে এ বিষয়ে পড়ার সুযোগ ছিল না	৫
		সামাজিক মান-মর্যাদা কম	৬
		চাকরির সুযোগ কম/চাহিদা কম	৭
		মজুরি/বেতন কম	৮
		পরিবারের পক্ষ থেকে সম্মতি না পাওয়ায়	৯
		কারিগরি বা বৃত্তিমূলক শিক্ষায় পড়ালেখার খরচ বেশি	১০
		অন্যান্য (লিখুন)	১১
		জানা নাই	৮৮
১০	আপনি কখনো কারিগরি বা বৃত্তিমূলক কোনো সংক্ষিপ্ত/মৌলিক কোর্স (অনানুষ্ঠানিক) সম্পন্ন করেছিলেন (এক বছরের নিচে) কি? উত্তর কোড ২ হলে, ১২ নং প্রশ্নে চলে যান	হ্যাঁ	১
		না	২
১১	সম্পন্ন করে থাকলে সংক্ষিপ্ত/মৌলিক কোর্সগুলো কী কী? (সংক্ষিপ্ত/মৌলিক কোর্স/দক্ষতা কোড লিস্ট দেখুন)		
১২	জীবিকা/আয়-উপার্জনে সহায়ক এমন দক্ষতা (অপ্রাতিষ্ঠানিক) যা অর্জন করতে ওস্তাদ/ব্যক্তি বিশেষের কাছ থেকে প্রশিক্ষণ নিতে হয় বা নিজ প্রচেষ্টায়ও শেখা যায়, তার কোনোটি আপনার জানা আছে কি? উত্তর কোড ২ হলে, ই সেকশনে চলে যান	হ্যাঁ	১
		না	২
১৩	প্রশিক্ষণ নিয়ে থাকলে, দক্ষতাগুলো কী কী? (সংক্ষিপ্ত/মৌলিক কোর্স/দক্ষতা কোড লিস্ট দেখুন)		

সংক্ষিপ্ত/মৌলিক কোর্স/দক্ষতা কোড লিস্ট
(প্রশ্ন নং অ১১, অ১৩, ঈ৭ এবং ঈ৮ এর জন্য প্রযোজ্য)

ইলেকট্রিক্যাল/ইলেক্ট্রনিক্স

ইলেকট্রিক্যাল/বৈদ্যুতিক কাজ = ১

বেসিক ইলেক্ট্রনিক্স (রেডিও/টিভি...) = ২

ফ্রিজ/এসি রিপেয়ার = ৩

গৃহ নির্মাণ

কার্পেন্টার/কাঠ মিস্ত্রি = ৪

থাই এ্যালুমিনিয়াম ফিটিংস = ৫

ওয়েলডিং = ৬

মোজাইক/টাইল্স = ৭

রাজ মিস্ত্রি = ৮

হ্যান্ড এন্ড ব্রাশ পেইন্টার = ৯

পোষাক-পরিচ্ছদ

টেইলারিং/ড্রেস-মেকিং = ১০

এমব্রয়ডারি = ১১

গার্মেন্টস মেশিন অপারেটর = ১২

ব্লক/বাটিক/স্ক্রিন প্রিন্ট = ১৩

চিকিৎসা

হোমিওপ্যাথিক চিকিৎসা = ১৪

পল্লী চিকিৎসা = ১৫

কবিরাজী = ১৬

কৃষি ও খাদ্য

ফিশারিজ/মৎস্য চাষ = ১৭

পোল্ট্রি = ১৮

গবাদি পশু পালন = ১৯

কৃষি কাজ = ২০

ফুড প্রসেসিং = ২১

কুক/বাবুর্চি = ২২

গ্রামীণ শিল্প

হস্তশিল্প/কুটির শিল্প = ২৩

কামার = ২৪

কুমোর = ২৫

তাঁতী = ২৬

অন্যান্য

কম্পিউটার অপারেটিং = ২৭

মোবাইল সার্ভিসিং = ২৮

মোটর সাইকেল/গাড়ির মেকানিক = ২৯

ড্রাইভিং = ৩০

ল্যাব টেকনিশিয়ান = ৩১

বিউটিশিয়ান/হেয়ার ড্রেসার = ৩২

ফটোগ্রাফি = ৩৩

বৈদেশিক ভাষা = ৩৪

আমিন = ৩৫

চর্মকার = ৩৬

গহনা তৈরি = ৩৭

লেদ মেশিন অপারেটর = ৩৮

নার্সিং = ৩৯

ট্যুরিজম = ৪০

অন্যান্য (লিখুন) = ৪১ .....

জানা নাই = ৮৮

ই. খানার আর্থ-সামাজিক তথ্য ও পিতা-মাতার শ্রেণি পাশ

ক্রমিক	প্রশ্ন	উত্তর/কোড
১	আপনার বৈবাহিক অবস্থা কী? কোড: অবিবাহিত = ১, বিবাহিত = ২, বিধবা/বিপত্নীক/বিবাহ-বিচ্ছেদ = ৩ উত্তর কোড ১ হলে, ৩ নং প্রশ্নে চলে যান	
২	বিবাহিত হয়ে থাকলে সন্তান সংখ্যা কত?	
৩	আপনার জাতি পরিচয় কী? কোড: বাঙালি = ১, আদিবাসী = ২	
৪	আপনি কোন ধর্মাবলম্বী? কোড: মুসলিম = ১, হিন্দু = ২, বৌদ্ধ = ৩, খ্রিস্টান = ৪, অন্যান্য = ৫	
৫	আপনার পিতা কোন শ্রেণি পাশ করেছেন? কোড: স্কুলে গিয়েছে কিন্তু কোনো শ্রেণি পাশ করেনি = ০, প্লে গ্রুপ/নার্সারি/শিশু শ্রেণি = ৩৩, প্রথম শ্রেণি = ১, দ্বিতীয় শ্রেণি = ২ .....এসএসসি/দাখিল = ১০, এইচএসসি/আলিম = ১২, ডিপ্লোমা = ১৩, বিএ/ফাজিল = ১৪, এমএ/কামিল = ১৬, ধর্মীয় শিক্ষা = ৫০, জানা নাই = ৮৮, কখনো স্কুলে যায়নি = ৯৯	
৬	আপনার মাতা কোন শ্রেণি পাশ করেছেন? (৫ নং প্রশ্নের শ্রেণি কোড দেখুন)	

৭	আপনার বড় ভাইবোনদের কেউ কি কারিগরি বা বৃত্তিমূলক শিক্ষায় পড়েছিলেন বা কোনো দক্ষতা অর্জন করেছিলেন? (একাধিক কোড হতে পারে)	প্রাতিষ্ঠানিক পর্যায়ে সার্টিফিকেট কোর্স (দীর্ঘ মেয়াদী)	১
		অনানুষ্ঠানিক পর্যায়ে সংক্ষিপ্ত/মৌলিক কোর্স (স্বল্প মেয়াদী)	২
		অপ্রাতিষ্ঠানিক প্রশিক্ষণ (নিজে, ওস্তাদ/ব্যক্তিবিশেষের কাছ থেকে)	৩
		এ লাইনে কখনো পড়েনি	৪
		প্রযোজ্য নয় (বড় ভাই/বোন নেই)	৯

৮	আপনার বর্তমান পেশা কি? (যে কাজে বেশি সময় ব্যয় করেন) কোড: কৃষি/বর্গা চাষ = ১, দিনমজুর (কৃষি/অকৃষি) = ২, চাকরি = ৩, ব্যবসা = ৪, ড্রাইভার = ৫, রিক্সা/ভ্যান/নৌকা চালনা (নিজের) = ৬, স্ব-নিয়োজিত পেশা (কাঠমিস্ত্রী/ রাজমিস্ত্রী/ইলেকট্রিশিয়ান ইত্যাদি)= ৭, মাছ ধরা= ৮, হস্তশিল্প= ৯, গৃহ শিক্ষকতা= ১০, গৃহকর্ম= ১১, শিক্ষার্থী= ১২, কিছু করে না= ১৩, বেকার= ১৪, অক্ষম= ১৫, অন্যান্য (লিখুন) = ১৬ ....., জানা নাই = ৮৮, প্রযোজ্য নয় = ৯৯	১ম	
		২য়	
		৩য়	
৯	আপনার পিতা বর্তমানে জীবিত আছেন কি?	হ্যাঁ	১
		না	২
১০	আপনার পিতার প্রধান পেশা কি? (৮ নং প্রশ্নের পেশা কোড দেখুন) (পিতা বর্তমানে অবসরপ্রাপ্ত/বৃদ্ধ/অক্ষম বা মৃত হলে, তিনি তার কর্মজীবনে বেশিরভাগ সময় যে পেশায় নিয়োজিত ছিলেন, সে পেশার কোড লিখুন)		

১১	আপনার খানার আয়ের খাতগুলো কী কী এবং কোন খাতে গড়ে মাসে কত টাকা আয় হয়? কোড: কৃষি/বর্গা চাষ = ১, দিনমজুর (কৃষি/অকৃষি) = ২, চাকরি = ৩, ব্যবসা = ৪, ড্রাইভার = ৫, রিক্সা/ভ্যান/নৌকা চালনা (নিজের) = ৬, স্ব-নিয়োজিত পেশা (কাঠমিস্ত্রী/রাজমিস্ত্রী/ইলেকট্রিশিয়ান ইত্যাদি) = ৭, মাছ ধরা = ৮, হস্তশিল্প = ৯, গৃহ শিক্ষকতা = ১০, বিদেশ থেকে প্রেরিত অর্থ = ১১, আত্মীয়-স্বজন কর্তৃক দেয়া অর্থ (দেশর ভেতর) = ১২, অন্যান্য (লিখুন) = ১৩ ..... প্রযোজ্য নয় = ৯৯	নং	আয়ের খাত	আয়ের পরিমাণ (টাকা)
		১		
		২		
		৩		
		৪		

১২	গত এক বছরে, এই খানার আর্থিক অবস্থা কী রকম ছিল? (বিভিন্ন খাত থেকে এই খানায় যত টাকা আয় হয়েছে এবং বিভিন্ন খাতে যত টাকা ব্যয় হয়েছে তার তারতম্যের ভিত্তিতে জিজ্ঞেস করুন, গত এক বছর খানার আর্থিক অবস্থা কী রকম ছিল?)	সবসময় ঘাটতি	১
		মাঝে মাঝে ঘাটতি	২
		সমান	৩
		উদ্বৃত্ত	৪

ঈ. কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ সম্পর্কে যুবাদের ধারণা

ক্রমিক	প্রশ্ন	উত্তর/কোড	
১	আপনি কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ বলতে কী বুঝেন? (একাধিক কোড হতে পারে)	বিজ্ঞান, মানবিক বা বাণিজ্য বিভাগের মতই আলাদা একটা বিভাগ	১
		কম মেধাবী শিক্ষার্থীদের জন্য শিক্ষা ও প্রশিক্ষণের একটা সুযোগ	২
		মেধাবী শিক্ষার্থীদের জন্য শিক্ষা ও প্রশিক্ষণের একটা সুযোগ	৩
		দরিদ্র পরিবারের শিক্ষার্থীদের শিক্ষা ও প্রশিক্ষণের একটা সুযোগ	৪
		কম সামাজিক মর্যাদা সম্পন্ন কাজের প্রস্তুতির জন্য এটা একটা সুযোগ	৫
		যারা সাধারণ শিক্ষা থেকে ঝরে পড়ে যায় তাদের জন্য এই শিক্ষা ও প্রশিক্ষণ	৬
		যারা উচ্চ শিক্ষায় যেতে পারে না তাদের জন্যই এই শিক্ষা ও প্রশিক্ষণ	৭
		টেকনিক্যাল লাইন হিসেবে বুঝি	৮
		যুব সমাজকে চাকরি/কর্মসংস্থানের জন্য প্রস্তুত করা	৯
		এ দক্ষতা অর্জনকারীদের বিদেশে কর্মসংস্থানের সুযোগ হয়	১০
		কারিগরি দক্ষতা বিষয়ে জ্ঞান অর্জন করা	১১
		কারিগরি বিষয়ে সার্টিফিকেট অর্জন করা	১২
		অন্যান্য (লিখুন)	১৩
		জানা নাই/কোনো ধারণা নেই	৮৮
২	কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ বা এ সংক্রান্ত দক্ষতা কোথা থেকে অর্জন করা যায় বা কার কাছ থেকে শেখা যায়? (একাধিক কোড হতে পারে) কোড: শিক্ষাপ্রতিষ্ঠান = ১, সরকারি সংস্থা = ২, বেসরকারি সংস্থা = ৩, এনজিও/দাতা সংস্থা = ৪, ওস্তাদ/ব্যক্তি বিশেষ = ৫, পরিবার/আত্মীয়-স্বজন = ৬, নিজে চেষ্টা করে = ৭, অন্যান্য (লিখুন) = ৮ ....., জানা নাই= ৮৮		
৩	বাংলাদেশের মাধ্যমিক স্তরের শিক্ষাপ্রতিষ্ঠানে কারিগরি শিক্ষার ব্যবস্থা আছে বলে আপনি জানেন কি? উত্তর কোড ২ হলে, ৫ নং প্রশ্নে চলে যান	হ্যাঁ	১
		না	২

৪	হ্যাঁ হলে, কোন শ্রেণি থেকে এ শিক্ষার ব্যবস্থা আছে? (শ্রেণি কোড দেখুন, জানা নাই= ৮৮)		
৫	মাধ্যমিক স্তরে আপনার শিক্ষাপ্রতিষ্ঠানে কারিগরি বিভাগ ছিল কি? উত্তর কোড ১ হলে, ৭ নং প্রশ্নে চলে যান	হ্যাঁ	১
		না	২
৬	না হলে, কারিগরি বিভাগ আছে এরূপ নিকটতম মাধ্যমিক বিদ্যালয়ের দূরত্ব কত কি.মি. ছিল? কোড: জানা নাই = ৮৮		
৭	আপনার উপজেলায়/থানায় কোন কোন দক্ষতা প্রশিক্ষণের চাহিদা আছে বলে আপনি মনে করেন? (সংক্ষিপ্ত/মৌলিক কোর্স/দক্ষতা কোড লিস্ট দেখুন)		
৮	আপনার উপজেলায়/থানায় কোন কোন দক্ষতা প্রশিক্ষণের ব্যবস্থা আছে বলে আপনি মনে করেন? (সংক্ষিপ্ত/মৌলিক কোর্স/দক্ষতা কোড লিস্ট দেখুন)		
৯	সমাজে/দেশে কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণের প্রসারের জন্য কী কী করা যেতে পারে?	এর গুরুত্ব সম্পর্কে সমাজে ব্যাপক সচেতনতামূলক প্রচারণা (সভা/সমাবেশ/মাইকিং/পোস্টারিং) চালানো	১
		মাধ্যমিক স্কুলগুলোতে ক্যারিয়ার পরামর্শদানের ব্যবস্থা করা	২
		কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণের যুগোপযোগীতা নিশ্চিত করা	৩
		গ্রাম/ইউনিয়ন পর্যায়ে এ প্রশিক্ষণের ব্যবস্থা করা	৪
		সকল শিক্ষাপ্রতিষ্ঠানে কারিগরি শিক্ষার ব্যবস্থা নিশ্চিত করা	৫
		কারিগরি ও বৃত্তিমূলক শিক্ষা প্রতিষ্ঠান সংখ্যা বাড়ানো	৬
		মাধ্যমিক স্তরে সকল শিক্ষার্থীর জন্য একটি কারিগরি কোর্স বাধ্যতামূলক করা	৭
		অন্যান্য (লিখুন)	৮
		জানা নাই	৮৮
১০	আপনি নিম্নের কোন কোন তথ্যপ্রযুক্তি সামগ্রী ব্যবহার করতে জানেন? কোড: সাধারণ মোবাইল ফোন = ১, স্মার্ট ফোন = ২, ট্যাবলেট/ট্যাব = ৩, কম্পিউটার = ৪, ল্যাপটপ = ৫, কোনোটিই নয় = ৬ কোড ৬ হলে, ১৫ নং প্রশ্নে চলে যান		
১১	আপনি ইন্টারনেট ব্যবহার করেন কি? উত্তর কোড ২ হলে, ১৩ নং প্রশ্নে চলে যান	হ্যাঁ	১
		না	২
১২	হ্যাঁ হলে, আপনি কোনো সামাজিক যোগাযোগ মাধ্যম ব্যবহার করলে সেগুলো কী? কোড: ফেসবুক = ১, টুইটার = ২, ইউটিউব = ৩, ভাইবার = ৪, ইমো = ৫, হোয়াটস আপ = ৬, অন্যান্য (লিখুন) = ৭....., ব্যবহার করি না = ৮		
১৩	কারিগরি শিক্ষা বিষয়ে জানতে আপনি ইন্টারনেট ব্যবহার করেন কি? উত্তর কোড ২ হলে, ১৫ নং প্রশ্নে চলে যান	হ্যাঁ	১
		না	২

ক্রমিক	প্রশ্ন	উত্তর/কোড
১৪	কোন কোন সামাজিক যোগাযোগ মাধ্যম ব্যবহার করেন? কোড: ফেসবুক = ১, টুইটার = ২, ইউটিউব = ৩, ভাইবার = ৪, ইমো = ৫, হোয়াটস আপ = ৬, বিবিসি জানালা = ৭, অন্যান্য (লিখুন) = ৮,	
১৫	সমাজে/দেশে কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণের প্রসারের নিমিত্তে সমাজে ব্যাপক সচেতনতামূলক প্রচারের জন্য কোন ডিজিটাল মাধ্যম সবচেয়ে কার্যকর হবে বলে আপনি মনে করেন? কোড: মোবাইল ফোনে ক্ষুদেবার্তা প্রেরণের মাধ্যমে = ১, ফেসবুক = ২, টিভি = ৩, রেডিও = ৪, ইউটিউব = ৫, স্থানীয় ডিশ চ্যানেল = ৬, মোবাইল এ্যাপস = ৭, ইলেকট্রনিক বিলবোর্ড = ৮, ভ্রাম্যমান তথ্যচিত্র প্রর্দশনী = ৯, শিক্ষাপ্রতিষ্ঠানে মাল্টিমিডিয়া ব্যবহারের মাধ্যমে প্রচারণা = ১০, অন্যান্য (লিখুন) = ১১ ....., জানা নাই= ৮৮	

উ. কারিগরি প্রশিক্ষণ ও বৃত্তিমূলক শিক্ষার প্রতি যুবাদের দৃষ্টিভঙ্গি

আমরা এ অংশে কারিগরি প্রশিক্ষণ ও বৃত্তিমূলক শি ক্ষা সম্পর্কিত কিছু বিবৃতি আপনার সামনে তুলে ধরব। বিবৃতিগুলো পড়ে এবং চিন্তা করে সেগুলোর সাথে আপনি কতটা একমত বা একমত নন তা আমাদের জানাবেন। এখানে 'শুদ্ধ' বা 'ভুল' বলে কিছু নেই। একেক জনের মতামত একেক রকম হবে তা-ই স্বাভাবিক। যে বিবৃতির সাথে আপনি সম্পূর্ণ একমত হবেন তার জন্য নির্দিষ্ট ঘরে ১ বৃত্তায়িত করবেন। অনুরূপভাবে একমত, মতামত নেই, একমত নই এবং মোটেই একমত নই এর জন্য যথাক্রমে ২, ৩, ৪ এবং ৫ কে বৃত্তায়িত করবেন। প্রতিটি বিবৃতির জন্য কেবল একটি মতামতই দেবেন। আপনার সুবিধার্থে নিম্নে একটি উদাহরণ উপস্থাপন করা হল,

নং	বিবৃতি	সম্পূর্ণ একমত	একমত	মতামত নেই	একমত নই	মোটেই একমত নই
১	অধিক হারে গাছ নিধনের ফলে বৈশ্বিক উষ্ণতা বাড়ছে।	১	২	৩	৪	৫

একইভাবে নিম্নের ১-৩৬ নং বিবৃতিগুলোতে প্রয়োজনীয় সময় নিয়ে আপনার সুচিন্তিত মতামত দিন

নং	বিবৃতি	সম্পূর্ণ একমত	একমত	মতামত নেই	একমত নই	মোটেই একমত নই
১	কারিগরি ও বৃত্তিমূলক শিক্ষা বিজ্ঞান, মানবিক বা বাণিজ্য বিভাগের মতই আলাদা একটা বিভাগ।	১	২	৩	৪	৫
২	নবম শ্রেণিতে বিভাগ নির্বাচনের সময় কারিগরি ও বৃত্তিমূলক শিক্ষায়ও যে পড়া যায় তা আমি জানতাম।	১	২	৩	৪	৫
৩	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়ার জন্য বেশি মেধাবী বা শিক্ষিত হতে হয় না।	১	২	৩	৪	৫
৪	যারা ড্রপ-আউট হয়ে যায় মূলত তাদের জন্যই কারিগরি ও বৃত্তিমূলক শিক্ষা প্রযোজ্য।	১	২	৩	৪	৫
৫	কারিগরি ও বৃত্তিমূলক শিক্ষার মূল উদ্দেশ্য শিক্ষার্থীদের চাকরি/কর্মসংস্থানের জন্য প্রস্তুত করা।	১	২	৩	৪	৫
৬	যারা উচ্চ শিক্ষায় যেতে চায় তাদের জন্য কারিগরি ও বৃত্তিমূলক শিক্ষা নয়।	১	২	৩	৪	৫

নং	বিবৃতি	সম্পূর্ণ একমত	একমত	মতামত নেই	একমত নই	মোটেই একমত নই
৭	সাধারণ শিক্ষার পড়াশুনা কারিগরি ও বৃত্তিমূলক শিক্ষার পড়াশুনার চেয়ে কঠিন।	১	২	৩	৪	৫
৮	সাধারণ শিক্ষা কারিগরি ও বৃত্তিমূলক শিক্ষার চেয়ে কম গুরুত্বপূর্ণ শিক্ষাব্যবস্থা।	১	২	৩	৪	৫
৯	সাধারণ শিক্ষা কারিগরি ও বৃত্তিমূলক শিক্ষার ১ চেয়ে অধিক মর্যাদাপূর্ণ শিক্ষাব্যবস্থা।	২	৩	৪	৫	
১০	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়ানোর জন্য শিক্ষকদের বেশি যোগ্যতাসম্পন্ন হওয়ার দরকার।	১	২	৩	৪	৫
১১	কারিগরি ও বৃত্তিমূলক শিক্ষা সাধারণ শিক্ষা অপেক্ষা উন্নততর শিক্ষাব্যবস্থা।	১	২	৩	৪	৫
১২	যারা সাধারণ শিক্ষার জন্য যথেষ্ট মেধাবী নয় তারাই কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়তে যায়।	১	২	৩	৪	৫
১৩	কারিগরি ও বৃত্তিমূলক শিক্ষায় কেউ ডিগ্রি নিলে লোকে তাকে বেশি মেধাবী বলবে।	১	২	৩	৪	৫
১৪	কারিগরি ও বৃত্তিমূলক শিক্ষায় অনেকে পড়তে চায় না কারণ সমাজে এর মূল্যায়ন নেই।	১	২	৩	৪	৫
১৫	শুধু দরিদ্র পরিবারের শিক্ষার্থীদের জন্যই কারিগরি ও বৃত্তিমূলক শিক্ষা নয়।	১	২	৩	৪	৫
১৬	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়লে মানুষ দুর্বল শিক্ষার্থী ভাবে, তাই অনেকে পড়তে চায় না।	১	২	৩	৪	৫
১৭	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়লে, সমবয়সী বন্ধু-বান্ধব যারা সাধারণ শিক্ষায় পড়ে তারা প্রশংসা করে।	১	২	৩	৪	৫
১৮	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়লে আত্মীয়রা তেমন মূল্যায়ন করে না, তাই অনেকে পড়তে চায় না।	১	২	৩	৪	৫
১৯	সমাজ কারিগরি ও বৃত্তিমূলক শিক্ষাকে যথেষ্ট মূল্যায়ন করে।	১	২	৩	৪	৫
২০	কারিগরি ও বৃত্তিমূলক শিক্ষায় শিক্ষিত ব্যক্তি সমাজের সকলস্তরে গ্রহণযোগ্যতা পান না।	১	২	৩	৪	৫
২১	সমাজের জন্য কারিগরি ও বৃত্তিমূলক শিক্ষা গুরুত্বপূর্ণ।	১	২	৩	৪	৫
২২	সন্তান কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়াশুনা করলে পিতা-মাতা/অভিভাবক নিজেদের ছোট মনে করেন।	১	২	৩	৪	৫

নং	বিবৃতি	সম্পূর্ণ একমত	একমত	মতামত নেই	একমত নই	মোটেই একমত নই
২৩	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়াশুনা করলে মানুষের কাছে আত্মবিশ্বাস নিয়ে তা বলা যায় না।	১	২	৩	৪	৫
২৪	বিদ্যালয়ের শিক্ষকগণ কারিগরি ও বৃত্তিমূলক শিক্ষাকে যথেষ্ট মূল্যায়ন করেন।	১	২	৩	৪	৫
২৫	যারা দ্রুত চাকরি পেতে চায় তাদের জন্য কারিগরি ও বৃত্তিমূলক শিক্ষাই অধিক সহায়ক।	১	২	৩	৪	৫
২৬	প্রত্যেক প্রকার বিদ্যালয়ে কারিগরি ও বৃত্তিমূলক শিক্ষার ব্যবস্থা থাকার কোনো প্রয়োজন নেই।	১	২	৩	৪	৫
২৭	স্নাতক পাশ করার শর্ত হিসেবে প্রত্যেক শিক্ষার্থীর অন্তত একটি বৃত্তিমূলক কোর্স সম্পন্ন করা উচিত।	১	২	৩	৪	৫
২৮	দেশের অর্থনৈতিক উন্নয়নের লক্ষ্যে কারিগরি প্রশিক্ষণ ও বৃত্তিমূলক শিক্ষার ভূমিকা সামান্য।	১	২	৩	৪	৫
২৯	কারিগরি প্রশিক্ষণ শুধু তাদেরই দরকার যারা বিদেশে যেতে চায়।	১	২	৩	৪	৫
৩০	কারিগরি প্রশিক্ষণ ও বৃত্তিমূলক শিক্ষার মাধ্যমে মানুষ সঠিক সময়ে উপার্জনক্ষম হয়।	১	২	৩	৪	৫
৩১	কারিগরি ও বৃত্তিমূলক শিক্ষায় প্রশিক্ষিত ব্যক্তিরা সবচেয়ে ভাল চাকরি পেয়ে থাকে।	১	২	৩	৪	৫
৩২	যারা সাধারণ শিক্ষায় পড়ে তাদের চাকরি পাবার সম্ভাবনা অন্যদের চেয়ে বেশি।	১	২	৩	৪	৫
৩৩	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়ে সামাজিকভাবে প্রতিষ্ঠিত হওয়া সম্ভব।	১	২	৩	৪	৫
৩৪	কারিগরি ও বৃত্তিমূলক শিক্ষা বেকারত্ব দূর করতে সহায়তা করতে পারে না।	১	২	৩	৪	৫
৩৫	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়ে সম্মানজনক চাকরি বা পেশায় যাওয়া যায় না।	১	২	৩	৪	৫
৩৬	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়লে চাকরির অভাব হয় না।	১	২	৩	৪	৫

ঊ. নিম্নোক্ত বিষয়গুলো কারিগরি ও বৃত্তিমূলক শিক্ষার গুরুত্বপূর্ণ অংশ হওয়া উচিত

নং	বিষয়	সম্পূর্ণ একমত	একমত	মতামত নেই	একমত নই	মোটেই একমত নই
১	মোটর মেকানিক কোর্স	১	২	৩	৪	৫
২	কম্পিউটার টেকনিশিয়ান কোর্স	১	২	৩	৪	৫
৩	বিশ্ববাণিজ্য	১	২	৩	৪	৫
৪	ইন্টারনেট বাণিজ্য	১	২	৩	৪	৫
৫	হাতে-কলমে প্রশিক্ষণ	১	২	৩	৪	৫
৬	বেসিক কম্পিউটার স্কিল	১	২	৩	৪	৫
৭	ইংরেজি ভাষায় দক্ষতা	১	২	৩	৪	৫
৮	ক্রয়, বিক্রয় ও গ্রাহক সেবা দক্ষতা	১	২	৩	৪	৫
৯	বিভিন্ন কারিগরি ও বৃত্তিমূলক প্রতিষ্ঠানের সাথে যোগাযোগ	১	২	৩	৪	৫
১০	বৃত্তিমূলক শিক্ষার প্রতি ইতিবাচক মনোভাব তৈরি	১	২	৩	৪	৫
১১	ক্ষুদ্র ব্যবসা	১	২	৩	৪	৫
১২	ট্যুরিজম	১	২	৩	৪	৫

তথ্য দিয়ে সহায়তা করার জন্য আপনাকে অনেক ধন্যবাদ!

কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ সম্পর্কে পিতা/মাতার ধারণা ও দৃষ্টিভঙ্গি

উত্তরদাতার পরিচয়: পিতা = ১, মাতা = ২, প্রযোজ্য নয় = ৯ উত্তরদাতার নাম: .....বয়স: .....মোবাইল নম্বর: .....

ঋ. কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ সম্পর্কে পিতা/মাতার ধারণা

ক্রমিক	প্রশ্ন	উত্তর/কোড	
১	আপনি কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ বলতে কী বুঝেন? (একাধিক কোড হতে পারে)	বিজ্ঞান, মানবিক বা বাণিজ্য বিভাগের মতই আলাদা একটা বিভাগ	১
		কম মেধাবী শিক্ষার্থীদের জন্য শিক্ষা ও প্রশিক্ষণের একটা সুযোগ	২
		মেধাবী শিক্ষার্থীদের জন্য শিক্ষা ও প্রশিক্ষণের একটা সুযোগ	৩
		দরিদ্র পরিবারের শিক্ষার্থীদের শিক্ষা ও প্রশিক্ষণের একটা সুযোগ	৪
		কম সামাজিক মর্যাদা সম্পন্ন কাজের প্রস্তুতির জন্য এটা একটা সুযোগ	৫
		যারা সাধারণ শিক্ষা থেকে ঝরে পড়ে যায় তাদের জন্য এই শিক্ষা ও প্রশিক্ষণ	৬
		যারা উচ্চ শিক্ষায় যেতে পারে না তাদের জন্যই এই শিক্ষা ও প্রশিক্ষণ	৭
		টেকনিক্যাল লাইন হিসেবে বুঝি	৮
		যুব সমাজকে চাকরি/কর্মসংস্থানের জন্য প্রস্তুত করা	৯
		এ দক্ষতা অর্জনকারীদের বিদেশে কর্মসংস্থানের সুযোগ হয়	১০
		কারিগরি দক্ষতা বিষয়ে জ্ঞান অর্জন করা	১১
		কারিগরি বিষয়ে সার্টিফিকেট অর্জন করা	১২
		অন্যান্য (লিখুন)	১৩
		জানা নাই/কোনো ধারণা নেই	৮৮
২	কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ বা এ সংক্রান্ত দক্ষতা কোথা থেকে অর্জন করা যায় বা কার কাছ থেকে শেখা যায়? (একাধিক কোড হতে পারে) কোড: শিক্ষাপ্রতিষ্ঠান = ১, সরকারি সংস্থা = ২, বেসরকারি সংস্থা = ৩, এনজিও/দাতা সংস্থা = ৪, ওস্তাদ/ব্যক্তি বিশেষ = ৫, পরিবার/আত্মীয়-স্বজন = ৬, নিজে চেষ্টা করে = ৭, অন্যান্য (লিখুন) = ৮		

এ. কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ সম্পর্কে পিতা/মাতার দৃষ্টিভঙ্গি

আমরা এ অংশে কারিগরি প্রশিক্ষণ ও বৃত্তিমূলক শিক্ষা সম্পর্কিত কিছু বিবৃতি আপনার সামনে তুলে ধরব। বিবৃতিগুলো পড়ে এবং চিন্তা করে সেগুলোর সাথে আপনি কতটা একমত বা একমত নন তা আমাদের জানাবেন। এখানে 'শুদ্ধ' বা 'ভুল' বলে কিছু নেই। একেক জনের মতামত একেক রকম হবে তা-ই স্বাভাবিক। এ মতামতকে আপনি পাঁচ ভাগে প্রকাশ করতে পারেন, যথা: সম্পূর্ণ একমত, একমত, মতামত নেই, একমত নই এবং মোটেই একমত নই।

নং	বিবৃতি	সম্পূর্ণ একমত	একমত	মতামত নেই	একমত নই	মোটেই একমত নই
১	কারিগরি ও বৃত্তিমূলক শিক্ষা বিজ্ঞান, মানবিক বা বাণিজ্য বিভাগের মতই আলাদা একটা বিভাগ।	১	২	৩	৪	৫
২	যারা উচ্চ শিক্ষায় যেতে চায় তাদের জন্য কারিগরি ও বৃত্তিমূলক শিক্ষা নয়।	১	২	৩	৪	৫
৩	সাধারণ শিক্ষার পড়াশুনা কারিগরি ও বৃত্তিমূলক শিক্ষার পড়াশুনার চেয়ে কঠিন।	১	২	৩	৪	৫
৪	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়ানোর জন্য শিক্ষকদের বেশি যোগ্যতাসম্পন্ন হওয়ার দরকার।	১	২	৩	৪	৫
৫	শুধু দরিদ্র পরিবারের শিক্ষার্থীদের জন্যই কারিগরি ও বৃত্তিমূলক শিক্ষা নয়।	১	২	৩	৪	৫
৬	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়লে সন্তানের সমবয়সী বন্ধু-বান্ধব যারা সাধারণ শিক্ষায় পড়ে তারা প্রশংসা করে।	১	২	৩	৪	৫
৭	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়াশুনা করলে মানুষের কাছে আত্মবিশ্বাস নিয়ে তা বলা যায় না।	১	২	৩	৪	৫
৮	সমাজের জন্য কারিগরি ও বৃত্তিমূলক শিক্ষা গুরুত্বপূর্ণ	১	২	৩	৪	৫
৯	স্নাতক পাশ করার শর্ত হিসেবে প্রত্যেক শিক্ষার্থীর অন্তত একটি বৃত্তিমূলক কোর্স সম্পন্ন করা উচিত।	১	২	৩	৪	৫
১০	দেশের অর্থনৈতিক উন্নয়নের লক্ষ্যে কারিগরি প্রশিক্ষণ ও বৃত্তিমূলক শিক্ষার ভূমিকা সামান্য।	১	২	৩	৪	৫
১১	যারা সাধারণ শিক্ষায় পড়ে তাদের চাকরি পাবার সম্ভাবনা অন্যদের চেয়ে বেশি।	১	২	৩	৪	৫
১২	কারিগরি ও বৃত্তিমূলক শিক্ষায় পড়লে চাকরির অভাব হয় না।	১	২	৩	৪	৫

তথ্য দিয়ে সহায়তা করার জন্য আপনাকে অনেক ধন্যবাদ

তথ্যসংগ্রহকারীর নাম: ..... তারিখ: ..... তত্ত্বাবধায়কের নাম: ..... তারিখ: .....

Annex 3.1. Percentage distribution of youth by background characteristics, area and gender

Characteristics	Area		Gender	
	Rural	Urban	Male	Female
Age (in years)				
18–20	49.8	38.3	44.1	42.3
21–24	27.6	29.0	29.5	27.6
25–29	15.3	17.9	18.1	15.9
30–35	7.3	14.8	8.3	14.2
Mean	21.9	23.3	22.4	22.9
Median	21.0	22.0	21.0	22.0
Marital status				
Unmarried	67.9	60.9	85.8	47.9
Married	31.7	39.1	14.2	51.5
Others	0.4	0.3	0.0	0.6
Religion				
Muslim	95.4	90.0	92.7	91.9
Non-Muslim	4.6	10.0	7.3	8.1
Ethnicity				
Bangali	100.0	100.0	100.0	100.0
Small ethnic groups	0.0	0.0	0.0	0.0
Fathers' education				
Nil	25.0	13.6	17.0	19.1
Grades I–IV	17.2	11.1	13.6	13.6
Grades V–IX	36.1	32.3	33.8	33.9
Grades X+	21.8	42.9	35.6	33.4
Mothers' education				

Characteristics	Area		Gender	
	Rural	Urban	Male	Female
Nil	25.6	15.1	16.6	21.4
Grades I–IV	14.7	11.6	13.4	12.4
Grades V–IX	52.2	45.4	47.7	48.5
Grades X+	7.5	27.9	22.3	17.7
Household food security status				
Always in deficit	3.2	1.0	1.6	2.1
Sometimes in deficit	22.2	11.3	17.7	14.4
Breakeven	38.3	47.4	41.5	45.2
Surplus	36.3	40.4	39.2	38.4
Occupation				
Work	41.7	45.1	36.2	48.9
Student	38.5	31.5	42.3	28.7
Both	19.8	23.5	21.5	22.4

Annex 3.2. Percentage distribution of youth by background characteristics and division

Characteristics	Division		
	Chattogram	Dhaka	Sylhet
Age (in years)			
18–20	47.2	33.5	53.0
21–24	27.4	29.5	29.2
25–29	16.6	18.5	13.1
30–35	8.8	18.5	4.8

Characteristics	Division		
	Chattogram	Dhaka	Sylhet
Mean	22.1	24.0	21.3
Median	21.0	23.0	20.0
Marital status			
Unmarried	70.3	47.5	81.5
Married	29.2	52.2	18.5
Others	0.5	0.2	0.0
Religion			
Muslim	92.7	95.3	82.1
Non-Muslim	7.3	4.7	17.9
Ethnicity			
Bangali	100.0	100.0	100.0
Small ethnic groups	0.0	0.0	0.0
Fathers' education			
Nil	17.0	19.2	20.2
Grades I–IV	16.0	9.6	15.5
Grades V–IX	35.5	29.7	39.3
Grades X+	31.5	41.5	25.0

Characteristics	Division		
	Chattogram	Dhaka	Sylhet
Mothers' education			
Nil	16.9	23.0	19.0
Grades I–IV	15.6	9.4	11.9
Grades V–IX	50.6	41.8	56.0
Grades X+	16.9	25.7	13.1
Household food security status			
Always in deficit	1.3	2.9	1.2
Sometimes in deficit	18.8	11.4	16.1
Breakeven	42.2	48.7	35.7
Surplus	37.7	37.1	47.0
Occupation			
Work	37.8	59.6	22.6
Student	41.2	19.4	48.8
Both	20.9	21.0	28.6

Annex 3.3. Percentage of youth receiving TVET by educational level, division and gender

Educational level	Division			Level of significance
	Chattogram	Dhaka	Sylhet	
Males				
Secondary	4.8	2.5	1.3	ns
Higher secondary	5.2	5.0	1.3	ns
Diploma	5.9	8.1	2.6	ns
Any	14.8	12.4	3.9	p<0.05
Females				
Secondary	4.3	1.7	1.1	ns
Higher secondary	3.2	1.0	1.1	ns
Diploma	0.9	1.4	1.1	ns
Any	6.6	3.8	2.2	ns

Note: ns = not significant at p = 0.05

Annex 3.4. Percentage of youth having various categories of technical and vocational education by Upazila

Upazila	Various categories of technical and vocational education			
	Formal TVET	Short courses	Informal learning	Any
Pallabi	5.4	32.1	21.4	51.8
Uttara	17.9	26.8	35.7	67.9
Jatrabari	3.6	41.1	58.9	73.2
Khilgaon	5.4	55.4	64.3	73.2
Ashulia	7.1	30.4	76.8	82.1
Gazipur Sadar	5.4	10.7	21.4	33.9

Upazila	Various categories of technical and vocational education			
	Formal TVET	Short courses	Informal learning	Any
Tongi	5.4	7.1	17.9	26.8
Manikganj Sadar	5.4	35.7	80.4	85.7
Chandpur Sadar	1.8	32.1	25.0	53.6
Hajiganj	25.0	12.5	25.0	58.9
Shahrasti	3.6	35.7	26.8	46.4
Matlab	5.4	19.6	23.2	28.6
Cumilla Sadar	12.5	21.4	55.4	67.9
Bayejid Bostami	14.3	17.9	23.2	46.4
Khulshi	21.4	21.4	17.9	50.0
Pahartali	3.6	32.4	25.0	48.2
Bakalia	3.6	41.1	14.3	57.1
Cox’s Bazar Sadar	7.1	41.1	23.2	58.9
Chakaria	14.3	14.3	17.9	39.3
Sylhet Sadar	3.6	44.6	35.7	62.5
Habiganj Sadar	3.6	42.9	35.7	58.9
Sreemangal	1.8	46.4	23.2	60.7
All	8.0	30.1	34.0	56.0

Annex 3.5. Percentage of youth having various categories of skills training by educational qualifications

Categories of training	Educational qualifications					Level of significance
	Secondary	Higher secondary	Diploma	Baachelor's	Master's	
Formal TVET	6.9	6.6	100.0	4.7	4.7	p<0.001
Short training courses	19.4	33.4	61.9	41.1	61.6	p<0.001
Informal learning	31.5	35.2	28.6	41.1	37.2	ns
Any	47.1	59.5	100.0	65.4	75.6	p<0.001

Note: ns = not significant at p = 0.05

Annex 3.6. Percentage of youth having various categories of skills training by age

Categories of training	Age (in years)				Level of significance
	18–20	21–24	25–29	30–35	
Formal TVET	7.0	10.6	8.2	5.5	ns
Short training courses	23.0	35.1	38.6	31.7	p<0.001
Informal learning	26.2	39.4	39.6	41.4	p<0.001
Any	45.7	64.6	65.2	60.0	p<0.001

Note: ns = not significant at p = 0.05

Annex 3.7. Percentage of youth having various categories of skills training by fathers' education

Categories of training	Fathers' education				Level of significance
	Nil	Grades I-IV	Grades V-IX	Grades X+	
Formal TVET	6.2	7.8	9.1	8.1	ns
Short training courses	22.3	25.1	31.0	34.9	p<0.01
Informal learning	38.4	29.3	33.4	33.7	ns
Any	51.3	49.1	58.2	58.7	ns

Note: ns = not significant at p = 0.05

Annex 3.8. Percentage of youth having various categories of skills training by mothers' education

Categories of training	Mothers' education				Level of significance
	Nil	Grades I-IV	Grades V-IX	Grades X+	
Formal TVET	6.3	5.7	9.6	7.5	ns
Short training courses	24.7	25.9	30.7	36.9	p<0.05
Informal learning	40.2	31.0	32.9	32.8	ns
Any	56.9	49.4	56.2	59.3	ns

Note: ns = not significant at p = 0.05

Annex 3.9. Percentage of youth having various categories of skills training by household food security status

Categories of training	Household food security status				Level of significance
	Always in deficit	Sometimes in deficit	Breakeven	Surplus	
Formal TVET	0.0	8.2	9.7	6.5	ns
Short training courses	34.8	26.8	31.0	30.2	ns
Informal learning	34.8	31.4	37.4	31.2	ns
Any	56.5	53.6	58.6	54.1	ns

Note: ns = not significant at p = 0.05

Annex 4.1. Mean score of youth in various components of TVET perception scale by Upazila/thana

Upazila/thana	Knowledge & under-standing	Alternative to general education	Determi-nants	Respect and acceptability	Necessity	Employment scope
Pallabi	3.38	3.00	3.05	3.49	4.01	3.67
Uttara	3.54	3.11	2.82	3.48	4.17	3.71
Jatrabari	3.47	3.23	2.83	3.56	4.03	3.66
Khilgaon	3.57	3.05	2.80	3.46	3.87	3.58
Ashulia	3.40	2.96	3.20	3.85	4.07	3.70

Upazila/thana	Knowledge & under-standing	Alternative to general education	Determi-nants	Respect and acceptability	Necessity	Employment scope
Gazipur sadar	3.40	2.94	2.88	3.32	3.63	3.35
Tongi	3.51	3.12	2.71	3.42	3.67	3.46
Manikganj sadar	3.37	3.10	3.22	3.83	3.95	3.81
Chandpur sadar	3.36	3.13	3.05	3.79	4.05	3.80
Hajiganj	3.57	3.19	3.07	3.88	4.09	3.97
Shahrasti	3.48	3.29	3.28	3.78	3.88	3.79
Matlab	3.61	3.20	3.24	3.96	4.01	3.79
Cumilla sadar	3.35	3.08	3.09	3.68	3.93	3.75
Bayejid Bostami	3.52	3.30	3.42	3.87	3.98	3.86
Khulshi	3.47	3.34	3.20	3.75	4.07	3.82
Pahartali	3.33	3.14	3.10	3.71	3.95	3.66
Bakalia	3.45	3.07	3.17	3.69	3.96	3.77
Cox's Bazar sadar	3.57	3.22	3.12	3.64	4.14	3.85
Chakaria	3.54	3.04	3.40	3.91	4.03	3.79
Sylhet sadar	3.43	3.16	3.23	3.78	4.08	3.74
Habiganj sadar	3.59	3.29	3.32	4.10	4.09	3.97
Sreemangal	3.40	3.11	3.44	4.04	4.03	3.69

Annex 5.1. Percentage of youth knowing the sources of technical training by sources and division

Sources	Division			Level of significance
	Chattogram	Dhaka	Sylhet	
Educational institutions	75.3	66.5	66.1	p<0.01
Government organisations	69.6	75.9	73.8	ns
Private organisations	60.9	66.7	47.0	p<0.001
NGO/development partners	33.0	42.0	48.2	p<0.001
Experts	25.3	27.5	11.3	p<0.001
Family members, relatives	1.8	9.6	3.6	p<0.001
By self	2.4	15.4	1.2	p<0.001

Note: ns = not significant at p = 0.05

Annex 5.2. Percentage of youth response on issues to be included in TVET by area

Issues	Area		All	Level of significance
	Rural	Urban		
Computer operating and repairing	97.8	97.9	97.9	ns
English language skills	92.5	94.8	93.8	ns
Internet trade	89.7	91.5	90.7	ns
Basic computer skills	89.5	90.2	89.9	ns
Skills for linking with TVET institutions	87.9	80.5	83.5	p<0.001
Motor mechanic	86.1	80.1	82.5	p<0.01
Create positive attitude towards TVET	82.9	80.9	81.7	ns
Small and medium enterprises	80.6	77.5	78.7	ns
Trading and customer care services	79.0	71.7	74.7	p<0.01
World trade	73.6	72.7	73.1	ns
Tourism	66.1	62.9	64.2	ns

Note: ns = not significant at p = 0.05

Annex 5.3. Percentage of youth response on issues to be included in TVET by gender

Issues	Gender		All	Level of significance
	Male	Female		
Computer operating and repairing	98.6	97.4	97.9	ns
English language skills	94.3	93.5	93.8	ns
Internet trade	90.9	91.3	90.7	ns
Basic computer skills	92.5	88.1	89.9	p<0.05
Skills for linking with TVET institutions	85.0	82.5	83.5	ns
Motor mechanic	85.4	80.5	82.5	p<0.05
Create positive attitude towards TVET	83.3	80.7	81.7	ns
Small and medium enterprises	78.5	78.9	78.7	ns
Trading and customer care services	78.1	72.2	74.7	p<0.05
World trade	75.0	71.7	73.1	ns
Tourism	67.7	61.7	64.2	p<0.05

Note: ns = not significant at p = 0.05

Annex 5.4. Percentage of youth responses on ways of expansion of TVET in country by area and gender

Opinion	Area		Gender	
	Rural	Urban	Male	Female
Mass campaign for awareness building	57.0	63.3	65.5	57.4
Arrange technical and vocational training at village/union level	65.0	47.9	53.5	55.8
Increase number of TVET institution	41.2	31.5	36.9	34.4
Expand TVET to all educational institutions	32.8	30.9	34.7	29.6
Make TVET course mandatory at secondary level	14.8	25.0	21.9	20.0
Career counselling at secondary schools	9.0	13.2	12.2	11.0
Make TVET consistent with present demand	6.4	6.9	7.5	6.1
Others	-	0.3	0.2	0.1

Annex 6.1. Percentage of youth using internet for knowing about TVET by level of education

Level of education	Percentage of students
Secondary	21.1
Higher secondary	32.3
Diploma	76.2
Bachelor's	34.6
Master's	37.2
Level of significance	p<0.001

Annex 6.2. Percentage of youth using internet for knowing about TVET by parental education

Level of education	Fathers'	Mothers'
Nil	17.0	19.7
Grades I – IV	24.6	19.6
Grades V – IX	27.9	30.9
Grades X+	36.6	36.5
Level of significance	p<0.001	p<0.001

Annex 7.1. Percentage of the parents by their response on understanding of TVET and gender

Responses	Gender		Level of significance
	Father (n = 240)	Mother (n = 423)	
A way to prepare the youth for employment	58.3	51.8	ns
Acquiring knowledge in technical skills	50.4	46.1	ns
A kind of technical line	27.1	27.4	ns
Such skills create scope for employment abroad	18.8	16.8	ns
A stream of education like as Science, Humanities or Business	9.2	8.8	ns
To gain a certificate in technical subjects	10.8	5.9	p<0.02
An opportunity for the students from poor families	15.8	8.1	ns
An opportunity for the less meritorious students	5.4	4.5	ns
An education for those who dropout from general education	3.8	2.6	ns
An opportunity for the meritorious students	2.1	3.3	ns
An opportunity to engage in jobs having less social recognition	1.7	1.4	ns
An education for those who are not eligible to enrol in higher education	2.1	1.0	ns
Not known	13.3	14.4	ns

Note: ns = not significant at p = 0.05

Annex 7.2. Percentage of the parents by their response on understanding of TVET and area

Responses	Gender		Level of significance
	Rural (n = 324)	Urban (n = 339)	
A way to prepare the youth for employment	56.8	51.6	ns
Acquiring knowledge in technical skills	47.8	47.5	ns
A kind of technical line	23.1	31.3	p<0.02
Such skills create scope for employment abroad	14.5	20.4	p<0.05
A stream of education like as Science, Humanities or Business	8.3	9.4	ns
To gain a certificate in technical subjects	5.9	9.4	ns
An opportunity for the students from poor families	7.1	7.4	ns
An opportunity for the less meritorious students	4.6	5.0	ns
An education for those who dropout from general education	4.6	1.5	p<0.02
An opportunity for the meritorious students	2.8	2.9	ns
An opportunity to engage in jobs having less social recognition	1.5	1.5	ns
An education for those who are not eligible to enrol in higher education	1.5	1.2	ns
Not known	14.5	13.6	ns

Note: ns = not significant at p = 0.05

Annex 7.3. Mean score of parental perception of TVET by division and gender

Division	Gender		Both	Level of significance
	Father	Mother		
Chattogram	3.66 (0.39)	3.65 (0.38)	3.66 (0.38)	ns
Dhaka	3.52 (0.42)	3.53 (0.44)	3.52 (0.44)	ns
Sylhet	3.50 (0.25)	3.40 (0.24)	3.45 (0.25)	p<0.02
All	3.60 (0.37)	3.58 (0.39)	3.58 (0.38)	ns

Notes: Numbers in the parenthesis indicate standard deviation
In the case of both: Chattogram vs Dhaka, p<0.001; Chattogram vs Sylhet, p<0.001; Dhaka vs Sylhet, ns;
ns = not significant at p = 0.05

Annex 7.4. Mean score of parental perception of TVET by Upazila/thana and gender

Upazila/thana	Gender		Both	Level of significance
	Male/Father	Female/Mother		
Pallabi	4.30 (0.42)	3.78 (0.50)	3.83 (0.51)	ns
Uttara	3.92 (0.38)	3.88 (0.58)	3.89 (0.53)	ns
Jatrabari	3.77 (0.31)	3.58 (0.34)	3.64 (0.34)	ns
Khilgaon	3.44 (0.36)	3.40 (0.33)	3.42 (0.32)	ns
Ashulia	3.54 (0.18)	3.42 (0.31)	3.44 (0.29)	ns
Gazipur Sadar	3.29 (0.30)	3.14 (0.29)	3.20 (0.30)	ns
Tongi	3.25 (0.22)	3.20 (0.34)	3.23 (0.26)	ns
Manikganj Sadar	3.86 (0.31)	3.49 (0.26)	3.53 (0.28)	p<0.03

Upazila/thana	Gender		Both	Level of significance
	Male/Father	Female/Mother		
Chandpur Sadar	3.93 (0.36)	3.82 (0.40)	3.85 (0.39)	ns
Hajiganj	3.86 (0.24)	3.85 (0.31)	3.85 (0.30)	ns
Shahrasti	3.56 (0.29)	3.59 (0.28)	3.57 (0.28)	ns
Matlab	3.76 (0.68)	3.74 (0.61)	3.75 (0.63)	ns
Cumilla Sadar	4.05 (0.21)	3.73 (0.27)	3.81 (0.29)	$p<0.01$
Bayejid Bostami	3.63 (0.36)	3.63 (0.21)	3.63 (0.30)	ns
Khulshi	3.57 (0.31)	3.64 (0.35)	3.62 (0.34)	ns
Pahartali	3.39 (0.30)	3.47 (0.44)	3.44 (0.39)	ns
Bakalia	3.55 (0.42)	3.47 (0.22)	3.49 (0.29)	ns
Cox's Bazar Sadar	3.66 (0.26)	3.48 (0.32)	3.57 (0.30)	ns
Chakaria	3.55 (0.14)	3.51 (0.27)	3.53 (0.22)	ns
Sylhet Sadar	3.50 (0.34)	3.38 (0.24)	3.43 (0.29)	ns
Habiganj Sadar	3.58 (0.26)	3.42 (0.29)	3.49 (0.29)	ns
Sreemangal	3.46 (0.17)	3.40 (0.17)	3.43 (0.17)	ns
All	3.60 (0.37)	3.58 (0.39)	3.58 (0.38)	ns

Notes: Numbers in the parenthesis indicate standard deviation; ns = not significant at p = 0.05

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