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Study Report

Communication strategy to build mass
awareness on Technical and Vocational
Education and Training

Conducted by



Management and Resources Development Initiative

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SkillMark

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List of Acronyms:

BCC	Behaviour Change Communication
CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
IEC	Information, Education and Communication
IT	Information Technology
MRDI	Management and Resources Development Initiative
NGO	Non-Government Organization
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training

Executive Summary

More than 20 million young people of Bangladesh are now either unemployed or under employed. On the other hand, studies show that there is a substantial demand for technically skilled workers in the job market, particularly in the industries sector. Technical and vocational training centres are trying to develop skilled workers. But the distance between job providers and seekers is still there. Training providers are probably not being able to supply sufficient number of skilled workers to the job market. This is caused mainly by a gap of communication among job seekers, employers and the skills providers.

MRDI in partnership with SkillMark conducted a study to assess the current perception, knowledge base and attitude of the stakeholders such as unemployed and underemployed youths, employers, training providers and parents towards skills development and TVET system in Bangladesh. The key objective of the study is develop a communication strategy in order to establish a common platform to disseminate the relevant information and build mass awareness regarding the benefits and opportunities of skills development.

In conducting the study, focus group discussion and questionnaire based interview methods were applied. A total of 218 persons of 8 different categories took part in the process of the study.

Findings show that

- Young people need guidance and counseling in planning their career. They need specific information on current and potential job opportunities and skills development facilities.
- Employers are reluctant to invest in training for their workers because of high turn over rate of skilled labourers. Gap of communication exists between the employers and the training providers.
- Parents want their children to develop skills, but many of them don't know exactly what are jobs and occupations available in the labor market for which skills need to be developed. They also lack the information on the suppliers of TVET and the quality of their training delivery.
- Training courses have to be organized in accordance with the job market. Girls are less interested in technical training and their parents have the same view. Side by side with provision of quality training, awareness has to be created on the needs and importance of skills training.
- Policy attention and positive social mindset in favour of technical education are needed. Proper institutional training can best develop skilled workers. Combination of private initiatives and effective operation of government training institutes can build up a technically skilled nation.
- Skills and labour rights are related issues. Existing training facilities have to be utilized properly. Skilled workers also have to be placed in proper places.

Major recommendations include

- Counseling service on education and career planning should be introduced for young people.
- Training facilities need to be expanded to small towns and access to information on jobs and training facilities should be ensured through expansion of internet facilities and by creating job search options in cell phones.
- Road show, job fair and similar events can be organized jointly by employers of different sectors and skills training providers.
- An information network on job vacancies should be created mentioning positions, required qualifications and skills, conditions, facilities and remunerations.
- Community meetings should be organized to create awareness among parents/guardians about the importance of skills training.
- Skills training courses need to be designed and organized in accordance with the job market. Survey has to be done to identify job opportunities.
- Public private partnership approach can be applied in developing technical skills of young people.
- Government should provide more incentives and policy guidance to private sector to come up with more skills training facilities.
- Returnee migrants' skills can be utilized in Bangladesh industries.

Based on the findings and recommendations, interventions have to be designed and implemented.

1. Introduction/background

Unemployment is a big problem and one of the most crucial barriers to our economic development. More than 20 million young people of the country are unemployed or under employed. This is a huge wastage of human resources and potentials. Inclusion of this big number of people in productive and economic activities could bring a great change in the country's economy. But unfortunately this is not happening.

Paradoxically, it is found from studies that there is a substantial demand for technically skilled workers in the job market, particularly in the industries sector. So there are huge number of job seekers and also a good number of job opportunities. These two are not matching due to lack of required skills. It implies that by developing skilled workers we can increase productivity and reduce unemployment simultaneously. Vocational and technical training institutes of the country are trying to address this need.

But a triangular gap of information exists among the job seekers, employers and skills providers. In this regard, MRDI in partnership with SkillMark conducted a study to link prospective trainees, industry stakeholders and policy makers as to establish a common platform to disseminate the relevant information and build mass awareness regarding the benefits and opportunities of skills. The study suggests ways to facilitate access to the required information and bridge the gap between various stakeholders such as prospective trainees, training providers, employers and associations.

2. Objectives

The broad objective of the study is to come up with a communication strategy with a view to establish a common platform to disseminate the relevant information and build mass awareness regarding the benefits and opportunities of skills development in both the context of Bangladesh and international labour market.

The key specific objectives are:

- To understand and assess the current attitude and behaviour of key stakeholders such as unemployed and underemployed youths, parents, employers, training providers and policy makers towards the technical and vocational education and training (TVET) system of Bangladesh.
- To identify the information gap among the stakeholders hindering the expansion of TVET system in Bangladesh.
- To suggest ways and means to minimize the gap of information between job seekers, employers and skills training providers.
- To develop a communication strategy to build mass awareness about the importance of technical and vocational education and training.

3. Methodology

Focus group discussion (FGD)

A total of 15 FGD sessions were conducted involving the following groups.

Youth (Unemployed and employed)	– 6 sessions
Employers	- 4 sessions
Guardians	- 4 sessions
Training providers	- 1 session

All the sessions other than the training providers group and one youth group were conducted outside Dhaka.

In-depth interview

One to one questionnaire based interviews of 55 respondents of 8 categories were taken to derive their views on the skills and employment issue. Respondents include 9 employers, 5 policy makers, 10 young people in job, 7 unemployed youth, 5 guardians, 2 representatives of NGOs working for labor right, 2 representatives of NGOs working with unskilled youth and 3 training providers.

4. Findings from different stakeholders

4.1 *Employed and unemployed youth*

A total of 86 young people were involved in the interview and FGD sessions. Among them 32 are employed and 43 are out of job. Among the youth out of job 60% are students and 40% are looking for job. They are between the age range of 18 to 30 years.

4.1.1 Major findings

- Career focused education is desired. Career plan should be made at an early stage, but it is rarely done in student life.
- Self employment is preferred but salaried job provides security.
- Almost everyone acknowledges the fact that relevant skills is needed for getting a desired job and vocational education and training is the means to obtain the required skills.
- Government's youth development training is not effective. This is a common notion of the young people. One young man from Bogra reported that he had received training on electrical skills, but failed to get any job.
- Skills training is expensive and quality of training is also not satisfactory. There is a common understanding that investment in training might not be useful. Some private training institutes offer technical skills training on different trades. These courses do not maintain level of quality and schedule.
- Government training institutes are poorly managed and maintained due to their beurocratic nature. Private institutes are run with a motive of making more profit without providing sufficient facilities in terms of good trainer, proper curriculum and equipment.
- In some cases, employers are not interested in getting the employees trained, because they fear skilled workers may demand higher wage.
- News reported by a journalist about training facilities and job opportunities is more reliable than an advertisement in the newspaper.
- Parents influence in selecting discipline of education. There is a common trend that they want their children to go for general education. They really lack in knowledge and information about the career opportunity through TVET based education system. However, some parents are now realizing usefulness of vocational education and training seeing some examples in their neighborhoods.
- Information on jobs is sometimes available from relatives and friends.
- 90% of the young people interviewed have access to internet and many of them visit job sites.
- 80% of the young people who are already in job are willing to receive training on technical skills and 50% of the unemployed ones agree to do so.
- 70 % think institutional training is most suitable for skills development.

4.1.2 Summary of findings

Young people feel that they should have a career plan. But hardly have they had any such plan during student life. Some of them think that a good career depends upon opportunities. They believe skills trainings are important to get a good job. They have less confidence in government training facilities. Parents have more or less positive attitude towards getting their children skilled through training. But they need assurance that training would enable their children in getting a good job. Young people rely on newspaper and other media for job search. Pretty good percentage of them has access to internet.

4.2 Employers

A total of 53 employers took part in the FGD sessions and interviews. These people are engaged in businesses like light engineering, printing press, frozen food processing, hotel & tourism etc.

4.2.1 Major findings

- Unemployment is there, but shortage of skilled laborer is also a concern.
- Technical job and self employment are best employment opportunities in the country context.
- Most of the workers get on the job training for getting the required skills to perform their tasks.
- Technical skills and experiences are the most important qualifications for getting a job.
- Young people trained in government training institutes are mostly self employed.
- Quality skills training facilities are very limited. There are some malpractices in the training institutes, like issuing certificate without training.
- Training institute capable of supplying demand driven skilled labourer is very much needed.
- 50% of employers prefer on the job training for skills development of their employees.
- 90% of them are willing to send their employees to a training institute, even pay for the training.
- There is high turn over rate among skilled labourers. Some employers are less interested in training their workers.
- Newspaper reports on training and employment prepared by journalists are more reliable than advertisements.

4.2.2 Summary of findings

There is huge demand of skilled worker in the job market. Employers are reluctant to invest in training for their workers because of high turn over rate of skilled labourers. There is a concern about quality and fairness of some training institutes. Gap of communication exists between the employers and the training providers. These two groups need to be linked together to promote skills development.

4.3 Guardians

58 guardians of young people took part in the process of this study. These respondents belong to lower middle class and low income groups.

4.3.1 Major Findings

- 80% of the guardians think just getting educated is the purpose of education.
- Regarding job priority for children, 50% prefer official job and 50% self employment. In multiple responses, only 10% opted for technical job.
- General education and experience are considered as the most important qualifications for getting a job. Technical skill was also mentioned as an important factor.
- Disparity between standards of education in urban and rural areas is increasing.
- Responding to the question which sector has the best opportunity for employment, highest number of respondents (36%) mentioned job in a private organization. Both government job and self employment have been mentioned by 21%.
- Institutional training is most suitable for skills development.
- They don't know exactly what jobs and occupations are available in the labor market for which skills need to be developed. They also lack the information on the suppliers of TVET and the quality of their training delivery.
- 90% of them know about training facilities from the newspaper.
- All the guardians told that they are willing to pay for skills training of their children.

4.3.2 Summary of findings

Parents are generally concerned about their children's career. Though they want their children to develop skills, many of them feel they cannot afford to pay for training. They want government's help in skills training. Training has to be arranged on the basis of area specific demand and interest. Information on job and training facilities should be easily available.

4.4 Training providers

12 representatives of training institutes got involved in the process of the study. Two came from government institutes and 10 from private institutes.

4.4.1 Major Findings

- Major areas of skills provided are construction, electrical, welding, plumbing, computer, house keeping, driving, security, food and bakery, front office operations and language.
- Potential areas of job market include jobs abroad, construction, electrical, mechanical, welding and catering services.
- Quality of training is very important, particularly for job market outside Bangladesh.
- More skilled trainers and instructors are needed to ensure quality of training.
- Training institutes maintain linkage with industries. But this needs to be strengthened further.
- Women and girls are less interested in attending technical training courses. Their parents have the similar attitude. Publicity, motivation and better dormitory facilities can encourage participation of women.

- Training institutes are now growing like mushroom without necessary equipment and instruments. Government should take care about their quality and facilities before affiliating them.
- Most of the training institutes are located in Dhaka and other big cities. These facilities need to be spread in district and upazilla level to ensure access of greater number of young people to the skills development.
- Women and girls are less interested in attending technical training courses. Their parents have the similar attitude.
- Hotel management and hospitality is a potential area. Two thousand boys and girls passed out in food and beverage production training from the Hotel Management and Hospitality Training Institute, a private organization. All of them are now employed.
- Nursing is another potential area for job in and outside the country.

4.4.2 Summary of findings

Training institutes are coming up, but quality is a great concern. Training courses have to be organized in accordance with the job market. Girls are less interested in technical training and their parents have the same view. Side by side with provision of quality training, awareness has to be created on the needs and importance of skills training.

4.5 Policy makers

5 high profile persons were interviewed. 4 of them are government officials of the status of Director, Joint Secretary and Secretary. The remaining one is a business chamber leader.

4.5.1 Major Findings

- Technical and vocational training lacks social and policy attention.
- Shortage of skilled trainers, equipment and proper curriculum hinder skills improvement.
- Skilled workers sometimes don't know about the right place to find appropriate jobs.
- Government's policy on human resources development is not appropriate and TVET focused.
- Social mindset is in favour of general education.
- Market driven skills development system should be strengthened and both public and private sector should work together in this regard.
- National skill development council is being activated.
- Industries will be encouraged to train people as a CSR activity.
- Government training institutes are not effective to the desired level because of lack of proper guidance and lengthy beurocratic procedure of decision making.
- Proper utilization of existing manpower is crucial for development.

4.5.2 Summary of findings

Policy attention and positive social mindset in favour of technical education are needed. Proper institutional training can best develop skilled workers. Combination of private

initiatives and effective operation of government training institutes can build up a technically skilled nation.

4.6 NGOs working for labour right and skills development

Representatives of 4 organizations were interviewed. 2 of these organizations work for labour rights and two work with unskilled youth.

4.6.1 Major findings

- Ensuring employment rights is the top priority agenda. Workers must be aware about their rights even before getting their skills developed.
- Government's attitude to labour right movement is neutral.
- Garment, electrical, welding, shopping center, financial institutions, textile, tannery, jute, food industry and fisheries are the potential areas of job market.
- Institutional training is considered as the best way to develop technical skills.
- Organizations maintain communications with the potential employers regarding provision of jobs for the trained persons.
- Bangladeshi people are very hard working and intelligent. They need opportunities to develop and apply their skills.

4.6.2 Summary of findings

Job seeking people need support in terms of skills development and job opportunities. Skills and labour rights are related issues. Existing training facilities have to be utilized properly. Skilled workers also have to be placed in proper places.

5. Recommendations of different stakeholders

Some recommendations surfaced from the discussions and responses of the participants of this study. Different respondent groups and individuals put their opinions and suggestions on issues related to employment, skills development, training facilities, policies and job market.

5.1 *Employed and unemployed youth*

- Young people need guidance and counseling on their field of education and career plan. This can be done within the educational institute or separately in a centre. Counseling may also be provided to guardians.
- Training facilities need to be expanded to small towns in stead of confining them within metropolitan cities.
- Government training facilities are not functioning properly. Initiatives may be taken to utilize these infrastructural facilities through public private partnership.
- Easy access to information on jobs and training facilities should be ensured through expansion of internet facilities and by creating job search options in cell phones.
- News and reporting coverage of jobs and skills training facilities over media should be expanded.
- Training institutes should arrange internship facilities for the trained persons in collaboration with firms and companies.

5.2 *Employers*

- Training institutes have to be established ensuring quality of training and addressing needs of the job market.
- An information network on job vacancies should be created mentioning positions, required qualifications and skills, conditions, facilities and remunerations. This will connect employers, job seekers and training providers.
- Abundance in supply of skilled workers will create a competitive job market and reduce the risk of frequent turn over by skilled workers.
- Road show, job fair and similar events can be organized jointly by employers of different sectors and skills training providers.
- TV advertisement and mobile phones may be used for communications.
- Information may be disseminated through interpersonal communication and stakeholder meetings.
- Website on training and jobs will be helpful to employers, training providers and the job seekers.
- Training institutes may contact employers before designing training on a particular trade.

5.3 *Guardians*

- Community meetings should be organized to create awareness among parents/guardians about the importance of skills training.

- An assessment may be conducted in some selected locations including hilly areas to find people's interest and identify job options and training needs.
- Electronic media can be used for dissemination of information on job and training.
- Information can also be disseminated through mobile phones and local cable operators.

5.4 Training providers

- To ensure quality of skills training, the instructors and trainers need to develop their capacity through training of trainers (TOT).
- Proper equipment and instruments have to be procured for technical training.
- Skills training courses need to be designed and organized in accordance with the market demand. Survey has to be done to assess the market needs and skills requirement of different industries.
- Methodical needs assessment has to be conducted before designing training curricula.
- There should be strong linkage between the industries and the training providers to bridge the gap of market driven skills development.
- Pictorial Behaviour Change Communication (BCC) materials can be produced to convince job seekers and their parents about the need for skills in getting a suitable job. Road show on job and job market can also be organized.
- Successful woman professionals and entrepreneurs can be presented as role model to encourage women to come forward to find a suitable career.
- Television and other media can be used for publicity and awareness creation.

5.5 Policy makers

- Training institutes should have upgraded curriculum and equipment to meet the market demand for skilled people.
- Government should provide more incentives and policy guidance to private sector to come up with more skills training facilities.
- Public private partnership approach can be applied in developing technical skills of young people.
- The government can establish an IT based information center for the employers, training institutes and jobseekers.
- Start a website having links of all trained people and employers.

5.6 NGOs working for labour right and skills development

- Existing labour law should be enforced properly to protect rights of workers.
- Training institutions and infrastructures need to be utilized properly to cater to the demands of domestic and overseas job market.
- Returnee migrants' skills can be utilized in Bangladesh industries.

6. Key communication strategies for mass awareness on TVET

It appears from the job market and skills facilities of the country that an effective linkage needs to be established between different stakeholders. Three parties are mainly involved in this process:

- **Employed and unemployed youth:** They are not getting training due to lack of their knowledge and attitude and shortage of facilities. Affordability and attitude of parents and employers are also important barriers. Parents are not sure about the benefits of training.
- **Employers:** They are looking for skilled workers. Again they are reluctant to invest on training of their employees, because trained and skilled workers are more likely to switch to other enterprises.
- **Training providers:** They want to bridge the gap between employers and job seekers. But before that they need to be well connected with the potential trainees and the job providers. They also need to be properly equipped with skilled trainers and logistics.

For optimum utilization of human resources in economic activities, the three groups mentioned above need to come close to each other through a strong chain of communication. Through this process they will benefit from each other. An appropriate strategy can establish this much needed communication.

6.1 Issues and approach of communication

Some issues surfaced from the discussions and interviews taken in conducting the study. Target specific communication issues and their approach of application are mentioned here.

6.1.1 Benefits of technical education and training: This issue needs to be communicated to young people, their parents and the employers. Young people usually tend to go for general education and look for official jobs. But they need to be informed that technical and vocational education and training can also provide them with a plenty of job opportunities. Parents also need to be communicated the same message. The employers have to be convinced that investment in training is beneficial to them.

Target group	Message	Method/media	Remarks
Young people	Technical and vocational education and training opens up more job options.	- Counseling of young people on career planning and skills development. - Debate programme at college, university and technical institutes. - Meeting with organized youth groups. A video	- Counseling may be done at the educational institute or some other set up by qualified counselor.

		documentary will be showed in the meetings. - TV news and discussions involving young people, parents and other stakeholders. - Enter-educate programme over FM Radio. -Produce and display posters on TVET.	
Parents	Do	- Community meetings involving parents, guardians and community leaders. - TV discussions - Produce BCC materials for using in awareness programmes.	TV discussion is a cross cutting programme for all target groups and issues.
Employer	Investment in training brings profit and long term benefits.	- TV discussions - Seminar involving employers, policy makers and academics. - Policy dialogue involving high profile policy makers, employers and other stakeholders.	Do

6.1.2 Information on quality training facilities: Young people, their parents and the employers need specific information on availability of appropriate training courses and training institutions. Information in detail about the course, expenses and potential job opportunities for the trained person will encourage these groups to avail the facilities.

Target group	Info / Message	Method/media	Remarks
Young people	- Detailed information on training course - Information on potential field of work	- TV and radio programmes (Cross cutting) - Use internet in disseminating information on potential field of work. - Mobile phone operators to provide skills training info service. - Create an information network on job vacancies, make it accessible to all and update it regularly	
Parents	Do	Do	

Employer	Information on training and partnership options.	- Network and partnership with training institutes through correspondence and meeting. -TV and radio programmes (Cross cutting) -Establish linkage with print and electronic media. This will help employers reach training providers and job seekers. -Organize road show and fair (Cross cutting)	
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6.1.3 Job opportunities and training needs: Young people, their parents and the training providers need to see an updated picture of the job market and required skills which can be developed through training. This has to be a continuous process because the scenario will change frequently.

Target group	Info / Message	Method/media	Remarks
Young people	-Updated information on job options and vacancies.	- Newspaper - Internet - Mobile phone - Establish information network on job vacancies.	
Parents	Do	Do	
Training provider	Information on job vacancies and required skills.	- Establish network and partnership with employers - Establish linkage with print and electronic media. This will help training providers reach employers and potential trainees. - Organize road show and fair (Cross cutting)	District wise directory of employers may be developed. It will be used by job seekers and training providers.

7. Limitations of the study

- Sample size of the questionnaire based interview was rather small. A total of 55 respondents of 8 categories were interviewed.
- Attendance of training providers in the FGD was not satisfactory. Only 7 persons attended the session. Two out of them came quite late.

8. Conclusion

It appears from the study that despite some limitations, there are initiatives for technical and vocational skills development. These initiatives need to be coordinated and training quality has to

be improved. An effective linkage has to be established between job seekers, employers and training providers. Most of all, a positive mindset of the young people, their parents and the employers in favour of technical education and training is very important. Awareness, counseling and need focused communication programmes are required to bring this positive change in mindset.

Annex-1 Report on Focus Group Discussion (FGD) on Employment and Skills Development

FGD 1

Group: Unemployed youth

Division: Rajshahi

Location: Bogra

Date: 30 November, 2010

Number of participants: 11 (Male 7 and Female 4)

Discussions

Relating academic education and career plan

- Did not think about career during school education.
- Non-technical education is preferred.
- Aimed to get a good job in a government office or a company after finishing education.
- Official jobs are preferred.
- One option is self employment, but initial capital is not available.
- Willing to go abroad, but no opportunities in terms of money and information.

Skills and job

- Qualification for a job means education, skills and training.
- Training is needed
- Girls prefer training on computer skills, tailoring, block-boutique etc.
- All the group members have no idea about training facilities in Bogra.
- One boy of this group received training on electrical works from the youth training centre.
- One girl got embroidery training from TMSS.
- All the boys and girls are interested in receiving skills training. But they lack in information and opportunities. They even don't know that they can receive training from youth training centre without passing SSC.
- There are nursing and medical technology training schools in Bogra.
- NOTRUMS provides training on computer and typing.

Information and media

- Most of the young people do not know how to qualify and look for job. They only know that they are poor and less educated.
- They know job vacancy notice is published in newspaper. But very few of them read newspaper regularly.
- Some of them know about job site in the internet. But they have no access to it.
- Sometimes they find job circulars in photocopy shop.

Guardians and peers

- Guardians want their children to get a suitable job after education. They hardly guide them about their education and career.
- Parents do not know about skills training facilities. But they would definitely be happy to send their children to training centres.
- Guardians often ask their young children to get involved in any job even if they are poorly paid.

FGD 2

Group: Guardians

Division: Rajshahi

Location: Bogra

Date: 30 November, 2010

Number of participants: 11 (Male 9 and Female 2)

Discussions

Education and career of children

- Career focused education is needed.
- Career plan should be made at an early stage.
- Education and technical skills – both are needed.
- Skill for job is more important than higher education.
- Disparity between standards of education in urban and rural areas is increasing.
- System of education has to be modified and modernized.

Skills and job

- School dropout children need skills training.
- Children completing general education also need job skills.
- Training facilities are very limited in Bogra.
- Training at the youth development centre is less effective.
- Even trained youth are not utilizing their skills.
- A government driving school would be helpful.
- People can hardly afford to pay for training of their children.
- Government support is needed for training.

Information and media

- Information about jobs and training facilities can be disseminated through schools and colleges.
- Electronic media can be a good source of information.
- Union Parisad can be helpful in this regard.
- Information can also be disseminated through mobile phones and local cable operators.
- Information current demand in the job market, skills development facilities and alternative job options should be disseminated through different channels.

FGD 3

Group: Employers

Division: Rajshahi

Location: Bogra

Date: 30 November, 2010

Number of participants: 13 (Male 9 and Female 4)

Discussions

Industrial sector and skills

- Bogra has the largest processing zone of light engineering. 70% spare parts are produced locally. Better equipment and testing lab facilities could help the industry flourish further.
- Shortage of skilled labourer is a big problem in this sector.
- Industry owners would happily employ skilled labourers if available.
- Unskilled child labourers are available with low wage. Though child labour is not permissible, it is better for them to work rather than remaining unfed and uncared.

Skills training

- Owners are reluctant to invest on training of the workers, because trained workers are most likely to look for a job elsewhere with higher wage.
- Training facilities are very limited in Bogra.
- Survey needs to be conducted to identify the sectors where training is required.
- Training institutes can develop partnership with employers.
- Government should provide subsidy to expand the scope of training on technical skills.
- Employers are ready to buy in training if it is found effective and useful.
- Quality of training has to be ensured.

Information

- Often employers are not aware about availability of training facilities.
- Media can be more effectively used for disseminating information on employment and training facilities.

FGD 4

Group: Employed and unemployed youth

Division: Khulna

Location: Khulna

Date: 5 December, 2010

Number of participants: 10 (Male 8 and Female 2)

Discussions

Relating academic education and career plan

- Studying with the aim to get a good job.
- Career focused education is desired.
- Career depends upon opportunities.
- Will plan career after finishing academic education.
- Career should be planned side by side with education.
- Self employment is preferred.
- Salaried job provides security.

Skills and job

- Experience is needed for getting a job.
- Training is needed for attaining skills.
- Academic education and technical training both are important.
- Skills training are expensive. Quality of training is not satisfactory.
- There are no good training facilities in Khulna.
- Investment in training may not be useful.
- Employers are not interested in getting the employees trained.
- There are lots of hazards in accessing government training institutes.

Information and media

- Information on jobs and training facilities should be available more easily.
- Young people look for jobs in media including job sites. Very few have access to internet.
- Mobile operators may open up job queries options.

Guardians and peers

- Parents now realize that technical education is useful and more job focused.
- Parents influence in selecting discipline of education.
- Side by side with gossiping, friends also discuss about career during leisure hours.

FGD 5

Group: Employers

Division: Khulna

Location: Khulna

Date: 5 December, 2010

Number of participants: 10 (Male 8 and Female 2)

Discussions

Industrial sector and skills

- Skill is definitely required for good performance. But professionalism, integrity and honesty are also important factors.
- The concept of low labour cost in Bangladesh is not the whole truth. Productivity of our less skilled labourers is also less.
- There is high turnover rate among skilled labourers. Employers are less interested in training their workers.

- Skilled labourers are reluctant to work outside Dhaka.
- Printing business is under threat due to non-availability of skilled worker.

Skills training

- Entrepreneurs are not interested in buying in training.
- A good training institute is needed before setting up an industry.
- There are some malpractices in the training institutes, like issuing certificate without training.

Information

- Information may be disseminated through interpersonal communication and stakeholder meetings.
- Website on training and jobs will be helpful to employers, training providers and the job seekers.
- Training institutes may contact employers before designing training on a particular trade.
- TV advertisement and mobile phones may be used for communications.

FGD 6

Group: Guardians

Division: Chittagong

Location: Bandarban

Date: 27 December, 2010

Number of participants: 11 (Male 11 and Female 0)

Discussions

Education and career of children

- Academic education is for acquiring knowledge. It is not focused on career.
- Career will depend upon availability of job after finishing education.
- Parents need to guide their children for education.
- Sometimes it happens that educated young people do not get job. Whereas, they feel shy to go for Jum cultivation as an educated person.
- Quality of education is very poor.

Skills and job

- Technical training centre and its courses need to be expanded.
- Adivasi people are less interested in receiving training.
- Tourism and hospitality training would be useful.
- Government should create a job bank.
- Skill training should be arranged on area specific demand and interest.
- Government resources are underutilized.
- Hilly people do not feel comfortable with training for a long period. Short courses should be introduced.
- Parents are reluctant to allow their daughters to go away.

- Training curriculum has to be developed according to needs.

Information and media

- Training facilities and job opportunities have to be highlighted over media.
- Talent search can be done for proper placement of job seekers.

FGD 7

Group: Unemployed youth

Division: Chittagong

Location: Chittagong

Date: 28 December, 2010

Number of participants: 10 (Male 9 and Female 1)

Discussions

Relating academic education and career plan

- Dreams of early childhood change later.
- Students are compelled to take less productive field of education.
- Parents influence children in choosing discipline of education.
- Frustration comes up when education related job is not available.

Skills and job

- Self employment and business are preferred as career in Chittagong.
- Some prefer jobs abroad and private job.
- Experience is required to get a job. It is a problem.
- Skill is definitely important. But skill development facilities are rare.
- Skills training are expensive and difficult to afford.
- Training institutes should arrange internship facilities for the trained persons in collaboration with firms and companies.

Information and media

- Interpersonal communication can be a way of disseminating information.
- Advertisement over media would also be effective.
- A skill site can be created in the internet side by side with job site.

FGD 8

Group: Training institutes

Division: Dhaka

Location: Dhaka

Date: 30 December, 2010

Number of participants: 7 (Male 4 and Female 3)

Discussions

Training facilities

- There are 56 government technical training institutes in the country.
- Quality of training is very important, particularly for job market outside Bangladesh.
- Training institutes are now growing like mushroom without necessary equipment and instruments. Government should take care about their quality and facilities before affiliating them.
- Training facilities need to be decentralized.
- Women and girls are less interested in attending technical training courses. Their parents have the similar attitude.
- Publicity, motivation and better dormitory facilities can encourage participation of women.

Potential areas of job

- Hotel management and hospitality is a potential area. Two thousand boys and girls passed out in food and beverage production training from the Hotel Management and Hospitality Training Institute. All of them are now employed.
- Nursing is another potential area for job in and outside the country.
- Skills training courses need to be designed and organized in accordance with the job market. Survey has to be done to identify job opportunities.

Publicity and communications

- Pictorial BCC materials can be produced to convince job seekers and their parents about the need for skills in getting a suitable job.
- Road show on job and job market can be organized.
- Successful woman professionals and entrepreneurs can be presented as role model to encourage women to come forward to find a suitable career.
- Television and other media can be used for publicity and awareness creation.

FGD 9

Group: Employed and unemployed youth

Division: Dhaka

Location: Dhaka

Date: 30 December, 2010

Number of participants: 10 (Male 6 and Female 4)

Relating academic education and career plan

- Young people want to go for higher studies and find a good job.
- Career plan is not done in student life.
- Career is uncertain in our system of education.
- Career should be planned side by side with education.
- Self employment is good if support is given.
- Salaried job provides security.

Skills and job

- Reference is needed for getting a job.
- Training is needed for attaining skills.
- Academic education and technical training both are important.
- Skills training is expensive. Quality of training is not satisfactory.
- Investment in training may not produce desired result.
- Employers are not interested in getting the employees trained.
- Training institutes are not reliable.

Information and media

- Information on training facilities should be available more easily.
- Young people look for jobs in media including job sites. Most of the young people have access to internet.
- Mobile operators may open up job queries options.

Guardians and peers

- Parents now realize that technical education is useful and more job focused.
- Guardians want their children to get a suitable job after education.
- Parents hardly guide them about their education and career.
- Friends discuss about career during leisure hours.

FGD 10

Group: Employers

Division: Rangpur

Location: Rangpur

Date: 7 January, 2011

Number of participants: 9 (Male 9 and Female 0)

Discussions**Skills and labour market**

- There is a shortage of skilled labourer in the market.
- Literacy and education are important for getting better jobs.
- Young people need guidance and skills development facilities.
- Young people trained in government training institutes are mostly self employed.

Skills training

- Skills training facilities are very limited.
- Businessmen of Rangpur are ready to extend their support in establishing training centre as part of their social responsibility.
- Rangpur Chamber of Commerce and Industry runs a school. The school building can be used for skills training in the evening.

- Rangpur chamber will extend support in establishing the proposed garment training centre.

Information and media

- Information on job and training facilities can be established through road show.
- Interactive meetings and visit will help continue communications.

FGD 11

Group: Unemployed youth

Division: Rangpur

Location: Saidpur

Date: 8 January, 2011

Number of participants: 10 (Male 4 and Female 6)

Discussions

Relating academic education and career plan

- Young people desire to go for higher studies and find a good job.
- Computer skill is important for career.
- Hardly there are career plans during secondary education.

Skills and job

- There are demands for technical training.
- Government's youth development training is not effective.
- Young people are ready to pay for good training.

Information and media

- There are gaps of information between employers and job seekers.
- Young people are not properly informed about availability of jobs.
- Training institutes can provides information on jobs.
- Only some of the boys have access to internet.
- Young people have confidence in newspaper.
- News is more reliable than advertisement in the newspaper.
- Mobile phone operators can play an important role in job search.

Guardians and peers

- Parents influence in selecting discipline of education.
- Parents may agree to pay for training. But they need to see good examples.
- Information on jobs is sometimes available from relatives and friends.

FGD 12

Group: Guardians

Division: Barisal

Location: Barisal

Date: 17 January, 2011

Number of participants: 10 (Male 8 and Female 2)

Discussions

Education and career of children

- Children will choose discipline of their academic education according to their interest.
- Guardians definitely think about career of their children.
- At the end of education, it becomes difficult to find a job.
- Income is the prime factor in choosing a career.

Skills and job

- Government is not developing skilled manpower.
- Children can go for skills training even in the middle of their education.
- Different professions are suitable for boys and girls.
- Nursing, corporate job, working in beauty parlour, teaching are suitable for girls.
- Demand for stitching has decreased.
- Many families cannot afford to send their children for skills training.
- No ability to send children abroad for job.
- A marine technology institute is going to be established in Barisal.

Information and media

- Electronic media can be used for dissemination of information on job and training.
- Advertisement in newspaper is less reliable. Report of the journalist is more acceptable and credible.

FGD 13

Group: Employers

Division: Barisal

Location: Barisal

Date: 17 January, 2011

Number of participants: 12 (Male 11 and Female 1)

Discussions

Skills and labour market

- Unemployment is there, but shortage of skilled laborer is also a concern.
- Labourers develop their skills by working in the factory.
- UCEP is a source of skilled labourer in Barisal.

Skills training

- Skills training facilities are very limited.
- On the job training is preferable because trainees are under control of employers.
- Companies are less interested in investing on training, because turn over rate of trained staff is very high.
- A training institute capable of supplying trained labourer is needed in this region.

Information and media

- Information may be disseminated through interpersonal communications and advertisement over media.
- Newspaper reports are more reliable than advertisements.

FGD 14

Group: Young people

Division: Sylhet

Location: Kamolganj, Moulvibazar

Date: 11 February, 2011

Number of participants: 18 (Male 7 and Female 11)

Discussions

Relating academic education and career plan

- Young people desire to go for education to find a good job.
- They want self reliance and status in the society.
- They hardly have any career plan.
- Study for the sake of study only. No link with career plan.

Skills and job

- Young people are hardly concerned about skills.
- They prefer office and secretarial jobs.
- They don't like business and trade.
- There are no skills development facilities.
- Young people desire to go abroad for jobs. But they know nothing about the scopes.
- They have the skills of weaving cloth.
- Little about required skills for job. Computer skills might be helpful.

Information and media

- No information about training facilities.
- Access to BTV only.
- Very few have access to internet.
- Less confidence on newspaper advertisement.
- Reports of the journalists are more reliable.
- Mobile operators can disseminate job information through SMS.

Guardians and peers

- Parents hardly can help in decision making.
- Mindset of guardians needs to be changed.
- Teachers can influence guide young people.

FGD 15

Group: Guardians

Division: Sylhet

Location: Srimangal, Moulvibazar

Date: 11 February, 2011

Number of participants: 19 (Male 17 and Female 2)

Discussions**Education and career of children**

- Parents can hardly afford to get their children education.
- Education is needed to acquire knowledge.
- Formal education is very important.
- More concerned about education than technical skills.

Skills and job

- Not interested in spending money for training.
- There is a government nursing training centre for girls.
- Bribe is to be paid for getting a job.
- Common daily wage in the tea garden is Taka 48. Parents want to bring their children out of this disgraceful work.

Information and media

- Interpersonal communication is most effective in this illiterate community.
- People are often cheated by the manpower traders.

Annex-2 Discussion points for FGD

Group: Unemployed youth

- How do you relate academic education with your career plan?
- Preferred nature of job – technical, official, secretarial, self employment, job abroad
- What kind of skills do you need to get a job?
- Any idea about skills training facilities?
- Ready to pay for training?
- Sources of information for skills training
- Access to print and electronic media
- Access to internet job site
- Attitude and role of guardians
- Peer influence

Group: Youth in job

- How do you relate academic education with your career plan?
- Preferred nature of job – technical, official, secretarial, self employment, job abroad
- Qualifications required for getting a job
- How did you get the job?
- Any idea about skills training facilities?
- Any scope of institutional training during job?
- Ready to pay for training?
- Sources of information for skills training
- Access to print and electronic media
- Access to internet job site
- Attitude and role of guardians
- Peer influence

Group: Guardians

- What do you think about your son's/daughter's education and career?
- What type of job do you prefer for your children?
- Difference between son and daughter regarding job preference
- Any idea about skills training facilities?
- Are you ready to pay for skill development of your job seeking child?
- Sources of information
- Access to media

Group: Employers

- Understanding of skilled labourer
- Sources of skilled labourer

- How do they develop skills?
- Investment on skills development
- Ready to buy in skills training for workers?
- Existing sources of information
- What other sources can be useful?

Group: Training providers

- Types of training provided — skills, trade
- Potential areas of job market
- Qualifications and skills of trainers/instructors
- Duration of training
- Facilities, logistics, accommodation, practical sessions
- Cost of training – affordability
- Concession for poor / meritorious trainees
- Educational qualification / background of trainees
- Trainee quota based on gender or other social segment
- Expansion needed or not
- Any problems / challenges
- Any support needed from the government or from other quarters

Annex-3 Compiled Interview Questionnaires

3.1 Interviewing Employers

Introduction:

Total respondent	Average age	Sex	Type of Institutions	Average qualification
10	32.8 years	9:1	Private	Graduate

Q. What trade are you in?

Response: All of the interviewees represented the private sector.

Q. How many employees do you have in your enterprise? (gender wise)

Male	Female	Total
2215	460	2675

Note : It appears that the male female ratio in the private sector is 4:1.

Q. How do you recruit employees? (Tick more than one if applicable)

Advertisement and interview	Head hunting
01	10

Q. How do you grade the following qualifications for getting a job? (Tick 1 for most important and 4 for least important)

	1	2	3	4
Education	1	6	3	
Technical skills	9		1	
Experience	8	2		
Reference			1	9

Q. How do you grade the following opportunities of employment in Bangladesh? (Tick 1 for the highest and 4 for the lowest)

Opportunities	1	2	3	4
Job in the government office		1	5	2
Job in the non-government/private organization	3	5	1	
Factory based or technical job	5	4		
Self employment	5	4		
Job abroad			7	2

Q. Are you happy with the working skills of your employees?

Happy	Partially happy	Not happy
5	5	-

Q. What, in your opinion, is the best way to develop technical skills?

- a. Through institutional training
- b. On the job training - 05
- c. Learning by working on job without pay basis
- d. Others (Specify)

Q. Are there skills training facilities around?

Response: No– 10

Q. Have you ever sent your employee to a training institute for training?

Response: No – 10

Q. Are you willing to send your employee to a training institute?

Response: Yes – 9 No-1

Why? (Reasons)

Responses:

- For development of the workers
- For gaining experience
- For developing self-confidence and responsibility towards the organization

Q. Are you willing to pay for training of your employee?

Response: Yes – 8 No-2

Why? (Give reasons)

Same as above

Q. Some comments on skills development of workers.

Responses:

- A trained worker delivers better output.
- It helps build confidence in the worker which boosts efficiency and ultimately the company gets benefited
- A trained worker can develop ideas to carry out a work more efficiently
- Training a worker benefits both the worker and the company.
- It upgrades the quality of output.

3.2 Interviewing Policy makers

Introduction:

Five representatives, of deputy secretary and above level, from various government institutions (Bangladesh Secretariat, Ministry of expatriates' welfare, Ministry of labour and employment, standing committee of FBCCI, BMET) were interviewed.

Q. What are the reasons of non-availability of skilled workers despite presence of huge number of job seekers in Bangladesh?

Responses-

- Technical and vocational training lacks social and policy attention.
- Lack of coordination among different stakeholders.
- Shortage of skilled trainers, equipment shortage, curriculums are not up to the mark.
- Skilled workers sometimes don't know exactly where to go to find appropriate jobs.
- Government's wrong policy on human resources development.
- Social mindset is in favour of general education.
- Absence of government policy to focus on technical/vocational institutes.

Q. How this gap between job opportunity and unemployment can be bridged?

Responses-

- More training institutes are required, upgraded training and equipment in the training center and demand based training is important.
- At national level there should be an integrated human resources policy.
- Private sectors have to contribute to skill building.
- Training institutes should be sector wise.
- Teachers' updated training and updating of curriculum are imperative.
- Setting up of vocational institutes at each upazila and having a network between the employers and training institutes are important.

Q. What steps has your office/department taken to reduce this gap?

Responses-

- National skill development council is being activated.
- 38 new technical and marine institutes are being established to train more people.
- The labour ministry has initiated to make an assessment of the skills training institutes' capacity and required trained people in various industries.
- FBCCI has already started working on preparing plan on how much more skills can be developed among the potential work force.
- Industries will be encouraged to train people as a CSR activity.

Q. What is the best way to develop skills of workers?(multiple response)

Institutional training	on the job training	Learning by working	Others (please specify)
05	02	-	Practical training is crucial. Good basic and advanced training on job.

Q. It is generally believed that skills training of many of the government institutes are not effective to the desired level. What are the barriers/limitations?

Responses-

- Lack of trained teachers and updated equipment.
- Lack of proper guidance and supervision on the technical training institutes.
- Lethargic bureaucracy is a barrier. Bureaucrats who are dynamic are not recognized.
- Frequent transfer in administration hampers the policy and implementation of any plan.

Q. What can your office/department do to encourage private sector to come up with more skills training facilities?

Responses-

- Private sector should be provided with more incentives and motivation with logistic and policy guidance.
- Government could provide logistic support to the private sector, for example land or infrastructure to the private sector, flexible and favorable policy for the private sector.
- BMET can partner with the private institutes, but they look more for profit. However there are instances that PPP works. Any cooperation required would be extended for skills training.

Q. What role can your office/department play in linking the job seekers, training providers and the employers?

Responses-

- The government could establish an IT based information center for the employer training institutes and jobseekers.
- A sort of mechanism could be developed where the skilled people's name will be available and employees could choose from then to recruit in their industry. Local government bodies should be utilized here.
- Start a website having links of all trained people and employers.
- Hold job fair at home and abroad.

Q. Your overall comment on employment opportunities and skills training facilities in Bangladesh?

- As Bangladesh has a huge labor force, it can gain huge benefits through skills development. Policy intervention is also crucial.
- Proper utilization of existing manpower is crucial for development.
- There are government efforts to train people but there are somehow mismatches. More investment in skills building is crucial.

- Population being surplus in Bangladesh more and more labor intensive industries will be established here. But an integrated human resources development policy and planning for placement is a necessity.

3.3 Interviewing Young people in job

Introduction:

Total respondent	Average age	Type of Institutions	Average qualification
10	31.1 years	Private sector	Graduate

Q. Which discipline of education are you from?

General	Technical	Religious (Madrasah)
6	7	-

Q. What was the purpose of your education?

Finding a job/career	Just getting educated	Don't know
6	5	-

Q. How did you get the job?

Application & interview	Reference	Offered by the employer	Others
9	1		

Q. How do you grade the following qualifications for getting a job? (Tick 1 for most important and 4 for least important)

	1	2	3	4
Education	7	1	2	
Technical skills	6	1		1
Experience	3	3	2	1
Reference		2		5

Q. How do you grade the following opportunities of employment in Bangladesh? (Tick 1 for the highest and 4 for the lowest)

	1	2	3	4
Job in the government office	2	1	1	5
Job in the non-government/private organization	7	2		
Factory based or technical job	2	3		2
Self employment	3	2	3	
Job abroad		2	3	2

Q. In the past (even now) where did you look for job vacancies?

Newspaper	Internet	personal connections	Others
4	6	5	

Q. Do you have access to internet?

Yes	No
8	2

Q. Do you know about internet job site?

Yes	No
7	3

Q. If yes, have you ever visited a job site?

Yes	No
6	

Q. If yes which site(s)?

Response -

- bdjobs.com
- prothomalojobs.com
- jobs A1.com
- jobs vendor.com

Q. What, in your opinion, is the best way to develop technical skills?

Through institutional training	On the job training	Learning by working on job without pay basis	Others (Specify)
5	4	2	

Q. Are there skills training facilities around?

Yes	No
1	8

Q. If yes, name some of them.

- Ahsanullah Technical Institute
- Dhaka poly-technique institute

Q. How do you know about training facilities/courses? (If applicable)

Newspaper	Friends and neighbors	Others (Specify)
8	4	

Q. What other channel(s) used for disseminating this information?

Responses -

- Internet
- Electronic media
- Publicity
- TV
- Public awareness
- Leaflet
- Invitation/sending letter from training institution to other institution

Q. Are you willing to receive skills training?

Yes	No
8	1

Q. Why? (Give reasons)

Responses-

- Effective and efficient people can do everything
- Me and the country both will be benefited.
- It will help me in the work area
- To build better career

Q. Will your employer allow you to receive training from outside?

Yes	No
7	3

Q. If no, why?

- The company will not permit as there are no such provisions.
- They organize own training as they are public-private organization.

Q. If yes, will your employer agree to pay for your training?

Yes	No
2	6

Q. Why? (Give reasons)

- Common investment. The company provides half, the rest half is covered by me.
- If the company does not provide, I will bear the cost if the training seems to be useful.
- My institute focuses on skill development of its employees.
- It's not their responsibility to train their staff if the training is not relevant to their own business.

3.4 Interviewing Guardians

Total respondent	Average age	Sex	Occupation	Qualification
10	53.4 years	5.5	The males are from a working background but their female counterparts were mostly housewives.	Graduate to Class vii

Q. Which discipline of education do you prefer for your child?

General	Technical	Religious (Madrasah)	Others
05	01	02	Scientific research

Q. Why do you want your child to be educated?

Finding a job/career	Just getting educated	Don't know
3	08	

Q. What type of job do you prefer for your children?

Technical	Official	Self employment	Job abroad	Others
01	05	05	01	

Q. How do you grade the following qualifications for getting a job? (Tick 1 for most important and 4 for least important)

	1	2	3	4
Education	10			
Technical skills	02	08		
Experience	04	02	03	01
Reference		02	01	06

Q. How do you grade the following opportunities of employment in Bangladesh? (Tick 1 for the highest and 4 for the lowest)

	1	2	3	4
Job in the government office	03	02	04	02
Job in the non-government/private organization	05	02	02	
Factory based or technical job	02	03	03	02
Self employment	03	02	04	
Job abroad	01		01	07

Q. Your preference between son and daughter regarding job.

Prefer son to get a job	Prefer daughter to get a job	Treat equally
01	01	08

Q. Regarding choice of career

Your child takes the decision	You impose decision	Decide through discussions
03		07

Q. What, in your opinion, is the best way to develop technical skills?

Through institutional training	On the job training	Learning by working on job without pay basis	Others (Specify)
07	01	01	1 Technical education must

Q. Are there skills training facilities around?

Yes	No
04	06

Q. If yes, name some of them.

Responses –

- Youth Welfare Institute
- Bangladesh Technical training center
- Manab Kallan Training Center
- Engineering University
- Polytechnic Institution
- Non-govt institute
- SRGP training center

Q. How do you know about training facilities/courses? (If applicable)

Newspaper	Friends and neighbor	Others (specify)
09	04	

Q. What other channel(s) can be used for disseminating this information?

- Radio, TV, Mass media
- leaflet, billboard
- Website
- Internet
- Mobile phone
- Advertisement
- Mobile sms
- Wall advertisement

Q. Are you willing to pay for skills training of your child?

Yes	No
10	

Q. Why? (Give reasons)

- I feel training is a investment, through this investment individual and nation will be benefited
- For ensuring better job
- For facilitating his/her future planning
- For gaining skills

3.5 Interviewing skills training providers

Introduction-

Total respondent	Average age	Type of Institutions	Average qualification
5	53 years	Private sector One govt institution	Graduate

Q. When was this institute established?

Bangladesh korea technical training institute, Mirpur	1963
Bluestar services	1990
Greenland training center, Demra	2007
Initstitute if Hotel Managerment and Hospitality, Dhaka	2004
Boshundhara Technical Institute	2010

Q. What are the major areas in which you offer training?

- 2 years certificate course
- 1 years certificate course
- 2-months certificate course
- Civil construction
- Electrical works
- Welding, plumbing
- Computer education
- Bakers, Hygine, Nutrition,
- Safety at works

Q. What, according to you are the potential areas of job market?

- Foreign employment
- Govt and private sector engineering works
- Sole entrepreneurship
- Civil Construction
- Electro Mechanical
- Welding & Pipe fitting
- Hotels and restaurants/catering services

Q. Do all the trainers / instructors have required qualifications and training?

Yes	No
05	

Q. Do you have sufficient technical and logistical facilities in your institute?

Yes	No
05	

Q. How do people know about your institute/centre?

Newspaper	Internet	Personal communications	Others
04	05	05	Telephone, Mobile phone, TV, through agent, partnership program with different educational institute, leaflet, poster, seminar, participation in different symposium, migration fair, opinion sharing meeting, miking, banner, billboard.

Q. What channel do you use for course announcement?

Newspaper	Internet	Educational institutes	Others
03	04	03	Recruiting agency, telephone, mobile phone, TV, through agent, partnership program with different educational institute, leaflet, poster, seminar, participation in different symposium, migration fair, opinion sharing meeting,

Q. Do you have any trainee quota based on gender or other social segment?

Yes	No
03	02

Q. Do you have any employment cell?

Yes	No
05	

Q. If, yes how many persons are working in this position?

Responses - .11persons.

Q. Do you maintain any communications with the potential employers regarding provision of jobs for the trained persons?

Yes	No
05	

Q. If yes, how is their response?

Very positive	Positive	Negative
02	03	

Q. If no, do you feel the need for communicating with them?

Yes	No
02	

Q. Why and how? (Please explain)

Responses-

- If work possibilities are opened for skilled-labors of our country, it will have a chain effect as well. Their relatives and freinds will become enthusiastic on joining the workforce through gaining training. It will have a mass impact.
- We have our own team of experts who communicate with various organizations both at home and abroad. We have our own recruiting agents as well.

Q. Are there any financial or other incentives for poor/meritorious trainees?

Yes	No
05	

Q. Do you organize any special course on demand by a company?

Yes	No
05	

Q. Your comment on skills training needs and facilities in Bangladesh.

Responses -

Now-a-days, skill is the only answer to perfect employment. Most of the employers are looking for highly skilled workers only. There are extreme demands for skilled workers and if the skills can be developed to its perfect requirement then there will be no shortage of employment.

In order to develop the right skilled person there should be a monitoring authority to see the standard of training kept otherwise there is a mushroom growth of training center who does not maintain a minimum standard. This is affecting a balance in the country of employment.

Our govt. may also approach different employing country to select good training school whose certification will be recognized for employment like we did for Singapore market.

Un-skilled and semi-skilled labors are flooding the market but there are less job-opening. Henceforth, crime-rates are rising as well because this generation of unemployed youths needs to support themselves along with the ones relying on them. The government can have a strong intervention to solve this crisis. Providing trainings on generating self employment through poultry farming and other areas can be a strategy for the government.

Only opening training centers will not end the responsibility. Providing the right trainers who are skilled enough to carry out the task, along with proper training facilities ranging from logistics to proper training venue is vital.

An important prerequisite to increasing and income opportunities in Bangladesh is the existence of modern and market oriented technical training system.

The necessity of skill development training is not only for the job market (home and abroad) but also for self employment at home.

3.6 Interviewing NGOs who are working for unskilled youth

NGO figures from Dhaka were interviewed.

Q. When was this NGO established?

Name of NGO	Year of establishment
UCEP Bangladesh	1972
SHISHUK	1992
BOMSA	--

Q. As part of skill development initiative what are the major areas in which you provide training?

- Vocational and technical education, English, Financial Education, Nursing
- Fisheries and livestock, weaving, Market linkage, Internship

Q. What, according to you are the potential areas of job market?

- Garment, Electrical and education, welding, garment management level.
- Shopping center, financial institutions, Textile, Tannery, Jute, Food industry, Fisheries.

Q. How do you grade the following opportunities of employment in Bangladesh? (Tick 1 for the highest and 4 for the lowest)

	1	2	3	4
Job in the government office		1	1	1
Job in the non-government/private organization	1		2	
Factory based or technical job	1	1	1	

Q. What, in your opinion, is the best way to develop technical skills?

Through institutional training	On the job training	Learning by working on job without pay basis	Others (Specify)
02	02		a. Need efforts/ initiative from private institution besides government efforts b. Strengthen technical and vocational institution

Q. How do people know about your organisation?

Newspaper	Internet	Personal communications	Others
01			a. Through our goodwill b. GO/NGO linkage c. Through other government organisation

Q. Do you have any employment cell?

Yes	No
02	01

Q. Do you provide any special course on demand by a company?

Yes	No
02	01

Q. Do you maintain any communications with the potential employers regarding provision of jobs for the trained persons?

Yes	No
03	

Q. If yes, how is their response?

Very positive	Positive	Negative
01	01	

Q. If no, do you feel the need for communicating with them?

Yes	No

Q. Are there any financial or other incentives for poor/meritorious trainees?

Yes	No
02	01

Q. What are the sources of fund to operate this skills training program?

- Self-earned by the community enterprises.
- Donors/consortiums are some sources

Q. Is the government supportive to your work? How?

- The government is very much appreciative of our programme.
- Government is a partner. It scales up and is replicating in many other areas fishing,

Q. Your comment on skills training needs and facilities in Bangladesh.

- Bangladeshi people are very hard working, intelligent but there are lacks of opportunities. We can do more than what are expected.
- Needs are very crucial for both domestic and overseas as Bangladesh is a labor surplus country. We have lot of infrastructure which is not appropriate. But their training institutions if utilized properly could create a lot of skills/employments. Agro and raw-material based are available here in Bangladesh to absorb such labors.
- Returnee migrant's skills could be utilized in Bangladesh industries.
- EPZ for Textile mills
- Bangladesh is the vast field for food processing.

3.7 Interviewing NGOs who are working for labor rights

Q. When was this NGO established?

Name of NGO	Year of establishment
BILS	1995
Ain O Shalish Kendra	1986

Q. What are your priority rights issues to establish labor rights?

Ensure employment rights	Working hour	Abolish wage discrimination	Others (specify)
02	01	01	

All international conventions as well as the local ones should be effectively put to use.

Q. Comments on skills from the perspective of labor rights?

Responses –

Before specializing, a worker must focus on his/her rights and whether it's getting violated by unfair means or not. Once aware, they will be able to address the shortcomings of the industry.

Q. Lack of skills is a main barrier to enjoy labor rights – do you support this comments?

Yes	No
01	01

If not, what are the causes of violation labor rights?

- Law not properly implemented.
- No monitoring.
- Violation of rights from authority's who are favorites of the government, so no fair action is taken.

Q. How do you grade the following opportunities of employment in Bangladesh? (Tick 1 for the highest and 4 for the lowest)

	1	2	3	4
Job in the government office				02
Job in the non-government/private organization	01	01		
Factory based or technical job	01	01		
Self employment		01		01
Job abroad			01	01

Q. How do people know about your organisation?

News paper	Internet	Personal communications	Others
01	01	01	Through other activities of the organization

7. What are the main activities for labor rights?

Responses-

- Human Chain
- Legal aid support
- Supporting trade union, policy analysis, lobbying
- Seminar/workshop
- Campaign

Q. What are the sources of fund to implement the program?

- Norad
- Mpvol
- Dutch
- Care
- and the trade unions.

Q. Is the government supportivf to your work? How?

- The government neither objects nor helps.

Q. Your comment on skills training needs and facilities in Bangladesh.

Responses –

- Capacity building in the context of Bangladesh is very limited and poor. Seldom, its necessity is felt by the authorities. Especially, in the rural regions, there are no facilities of training but that's the zone full of unskilled labors.
- There should be more options open.

3.8 Interviewing Unemployed young people

Introduction

Total respondent	Average age	Sex	Educational qualification
10	26.6 years	Male 6: Female 4	Hiest – MA Lowest- HSC

Q. Which discipline of education do you prefer?

General	Technical	Religious (Madrasah)
8	2	

Q. What is the purpose of your education?

Finding a job/career	Just getting educated	Don't know
6	4	

Q. What nature of job do you prefer?

Official	Technical	Self-employment	Job abraod	Others
4	1	2	2	1

Q. How do you grade the following qualifications for getting a job? (Tick 1 for most important and 4 for least important)

	1	2	3	4
Education	8			2
Technical skills	3	6		1
Experience	4	1	1	4
Reference			1	9

Q. How do you grade the following opportunities of employment in Bangladesh? (Tick 1 for the highest and 4 for the lowest)

	1	2	3	4
Job in the government office	4	2	2	1
Job in the non-government/private organization	7	1		1
Factory based or technical job	2	1	5	
Self employment		4	4	1
Job abroad			1	7

Q. Where do you look for job vacancies?

Newspaper	Internet	personal connections	Others
8	3	4	

Q. Do you have access to internet?

Yes	No
9	1

Q. Do you know about internet job site?

Yes	No
7	3

Q. If yes, have you ever visited a job site?

Yes	No
6	4

Q. If yes which site(s)?

- BD jobs.com
- Prothom alo jobs.com
- jobs A1.com, chakuri.com
- jobs online

Q. What, in your opinion, is the best way to develop technical skills?

Through institutional training	On the job training	Learning by working on job without pay basis	Others (Specify)
7	3		

Q. Are there skills training facilities around?

Yes	No
02	09

Q. If yes, names some of them.

Resposne-

- Bangladesh Managament Institute

Q. How do you know about training facilities/courses? (If applicable)

Newspaper	Friends and neighbors	Others (Specify)
9	3	Media, Educational institute, BU, BU,

Q. What other channel(s) used for disseminating this information?

- Tv
- Internet
- Billboard
- Regional institution
- Newspaper, Radio

Q. Are you willing to pay for receiving skills training?

Yes	No
4	5

17. Why (specify)

Response-

- Financial crisis
- For gaining expertise
- For a good career

Q. Will your parents/guardians agree to pay for training?

Yes	No
4	6

Q. Why? (Give reasons)

Responses-

- Financial crisis
- For immigrating abroad this will be an addition to the curriculum vitae
- For gaining expertise
- For a good career

Annex-4 Interview Questionnaires in Bangla/English

কর্মরত যুব সমাজ

এই প্রশ্নমালা কর্মক্ষম যুব সমাজের ভাবনার প্রেক্ষিতে তাদের শিক্ষা, দক্ষতা, চাকুরীর সুবিধা ও প্রশিক্ষনের প্রয়োজনীয়তা সম্পর্কে তথ্য সংগ্রহ করবে। এটি কর্মী নিয়োগ যোগাযোগ জরীপের একটি অংশ।

ক্রমিক নং -----

সাক্ষাতকার দাতার নাম: (ঐচ্ছিক) _____

বয়স: _____ লিঙ্গ: _____

পদবী : _____ শিক্ষা: _____

প্রতিষ্ঠানের ঠিকানা: _____

সঠিক স্থানে টিক (✓) চিহ্ন দিন/খালি জায়গায় লিখুন

১. আপনি কোন্ ধরনের শিক্ষা গ্রহণ করেছেন?

সাধারণ	কারিগরি	ধর্মীয় (মাদ্রাসা)
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২. আপনার শিক্ষার উদ্দেশ্য কি?

চাকুরী অন্বেষণ/পেশা নির্বাচন	শিক্ষিত হওয়া	জানেন না
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৩. আপনি কি ভাবে চাকুরী পেয়েছেন?

দরখাস্ত ও সাক্ষাতকার	সুপারিশ	নিয়োগকর্তার প্রস্তুতি	অন্যান্য (উল্লেখ করুন)
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৪. চাকুরী পাওয়ার ক্ষেত্রে নিচের যোগ্যতাগুলোকে গুরুত্ব অনুযায়ী মূল্যায়ন করুন? (অধিক গুরুত্বপূর্ণটির ক্ষেত্রে ১ এ ও কম গুরুত্বপূর্ণটির ক্ষেত্রে ৪ এ টিক চিহ্ন দিন)

	১	২	৩	৪
শিক্ষা				
কারিগরি দক্ষতা				
অভিজ্ঞতা				
সুপারিশ				

৫. বাংলাদেশে চাকুরী পাওয়ার ক্ষেত্রে নিচের সুযোগগুলোকে মূল্যায়ন করুন? (অধিক সুযোগের ক্ষেত্রে ১ এ ও কম সুযোগের ক্ষেত্রে ৪ এ টিক চিহ্ন দিন)

সুযোগসমূহ	১	২	৩	৪
সরকারী অফিসে চাকুরী				
বেসরকারী/ব্যক্তিমালিকানাধীন সংস্থায় চাকুরী				
কারখানা কেন্দ্রিক বা কারিগরি চাকুরী				
আত্মকর্মসংস্থান				
বৈদেশিক চাকুরী				

৬. অতীতে (বা এখনও) আপনি কোথায় চাকুরী খুজেছেন?

পত্রিকা	ইন্টারনেট	ব্যক্তিগত সম্পর্ক	অন্যান্য (উল্লেখ করুন)
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৭. আপনার কি ইন্টারনেট ব্যবহারের সুযোগ আছে?

হ্যাঁ	না
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৮. আপনি ইন্টারনেটে চাকুরীর বিজ্ঞাপন সম্পর্কে জানেন কি?

হ্যাঁ	না
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যদি না হয় তবে ৯ ও ১০ নং প্রশ্নটি বাদ দিয়ে যান।

৯. যদি হ্যাঁ হয়, তাহলে আপনি কি কখনো জব সাইটে প্রবেশ করেছেন?

হ্যাঁ	না
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যদি না হয়, তাহলে ১০ নম্বর প্রশ্নটি বাদ দিয়ে যান।

১০. যদি হ্যাঁ হয়ে থাকে তবে কোন্ কোন্ বিজ্ঞাপন?

১১. আপনার মতে, কারিগরি দক্ষতা বৃদ্ধির সর্বোত্তম পন্থা কি?

ক. প্রাতিষ্ঠানিক প্রশিক্ষণের মাধ্যমে

খ. চাকুরীর প্রশিক্ষণের মাধ্যমে

গ. বিনা বেতনে চাকুরীর কাজের মাধ্যমে শিক্ষণ

ঘ. অন্যান্য (সুনির্দিষ্টভাবে উল্লেখ করুন)

১২. আপনার আশেপাশে কোনো দক্ষতা প্রশিক্ষণ প্রতিষ্ঠান সম্পর্কে আপনি জানেন কি?

হ্যাঁ

না

যদি না হয় তবে ১৩ নম্বর প্রশ্নটি বাদ দিয়ে যান।

১৩. যদি হ্যাঁ হয় তবে কয়েকটি প্রশিক্ষণ প্রতিষ্ঠানের নাম লিখুন।

১৪. আপনি প্রশিক্ষণ সুবিধা/প্রক্রিয়া সম্পর্কে কি ভাবে জানবেন? (প্রযোজ্য হলে)

পত্রিকা

বন্ধু ও প্রতিবেশী

অন্যান্য (নির্দিষ্টভাবে)

১৫. এই তথ্যের বিস্তারে আর কোন্ কোন্ মাধ্যম ব্যবহার করা যেতে পারে?

১৬. আপনি কি দক্ষতা বৃদ্ধির প্রশিক্ষণ গ্রহণ করতে আগ্রহী?

হ্যাঁ

না

১৭. কেন? (কারণ উল্লেখ করুন)

১৮. আপনার নিয়োগ কর্তা আপনাকে বাইরে থেকে প্রশিক্ষণ নিতে অনুমতি দিবেন কি?

হ্যাঁ

না

যদি না হয়, কেন?

১৯. যদি হ্যাঁ হয়, তাহলে আপনার নিয়োগকর্তা প্রশিক্ষণের জন্য অর্থ ব্যয় করতে প্রস্তুত আছেন কি?

হ্যাঁ	না
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২০. কেন? (কারণ উল্লেখ করুন)

নিয়োগকর্তা

এই প্রশ্নমালা নিয়োগকর্তাদের ভাবনার প্রেক্ষিতে ও তাদের দক্ষ কর্মী, দক্ষতা বৃদ্ধির আওতা এবং প্রশিক্ষণের প্রয়োজনীয়তা সম্পর্কে তথ্য সংগ্রহ করবে। এটি কর্মী নিয়োগ যোগাযোগ জরীপের একটি অংশ।

ক্রমিক নং -----

সাক্ষাতকার দাতার নাম: (ঐচ্ছিক) _____

বয়স: _____ লিঙ্গ: _____

প্রতিষ্ঠান: _____ শিক্ষা: _____

ঠিকানা: _____

সঠিক স্থানে টিক (✓) চিহ্ন দিন/খালি জায়গায় লিখুন

১. আপনি কি ধরনের ব্যবসায় নিয়োজিত?

২. আপনার প্রতিষ্ঠানে কতজন কর্মী নিয়োজিত আছেন? (লিঙ্গ ভিত্তিক)

পুরুষ মহিলা মোট

৩. আপনি কর্মীদের কি ভাবে নিয়োগ দেন? (প্রযোজ্য হলে একাধিক টিক দিন)

বিজ্ঞাপন ও সাক্ষাতকার	মেধা অন্বেষণ	অন্যান্য (উল্লেখ করুন)
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৪. চাকুরী দেয়ার ক্ষেত্রে নিচের যোগ্যতাগুলোকে গুরুত্ব অনুযায়ী মূল্যায়ন করুন? (অধিক গুরুত্বপূর্ণটির ক্ষেত্রে ১ এ ও কম গুরুত্বপূর্ণটির ক্ষেত্রে ৪ এ টিক দিন)

	১	২	৩	৪
শিক্ষা				
কারিগরি দক্ষতা				
অভিজ্ঞতা				
সুপারিশ				

৫. বাংলাদেশে চাকুরী পাওয়ার ক্ষেত্রে নিচের সুযোগগুলোকে মূল্যায়ন করুন? (অধিক সুযোগের ক্ষেত্রে ১ এ ও কম সুযোগের ক্ষেত্রে ৪ এ টিক চিহ্ন দিন)

সুযোগসমূহ	১	২	৩	৪
সরকারী অফিসে চাকুরী				
বেসরকারী/ব্যক্তিমালিকানাধীন সংস্থায় চাকুরী				
কারখানা কেন্দ্রিক বা কারিগরি চাকুরী				
আত্মকর্মসংস্থান				
বিদেশে চাকুরী				

৬. আপনি কি আপনার কর্মীদের দক্ষতা বিষয়ে সন্তুষ্ট?

ক. সন্তুষ্ট	খ. আংশিক সন্তুষ্ট	গ. অসন্তুষ্ট
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আপনার প্রতিক্রিয়া যদি ক হয় তবে ৭ নং প্রশ্নটি বাদ দিয়ে যান।

৭. আপনার মতে, কারিগরি দক্ষতা বৃদ্ধির সর্বোত্তম পন্থা কি?

- ক. প্রাতিষ্ঠানিক প্রশিক্ষণের মাধ্যমে
- খ. চাকুরীরত অবস্থায় প্রশিক্ষণের মাধ্যমে
- গ. বিনা বেতনে চাকুরীর কাজের মাধ্যমে শিখন
- ঘ. অন্যান্য (সুনির্দিষ্টভাবে উল্লেখ করুন)

৮. আপনার আশেপাশে কোনো দক্ষতা প্রশিক্ষণ প্রতিষ্ঠান সম্পর্কে আপনি জানেন কি? (যদি না হয় তবে ৯ নম্বর প্রশ্নটি বাদ দিয়ে যান।)

হ্যাঁ	না
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৯. যদি হ্যাঁ হয় তবে কয়েকটি প্রতিষ্ঠানের নাম লিখুন।

১০. আপনি কি আপনার কর্মীকে কখনো প্রশিক্ষণের জন্য কোন প্রশিক্ষণ প্রতিষ্ঠানে পাঠিয়েছেন?

হ্যাঁ	না
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১১. আপনি কি আপনার কর্মীকে প্রশিক্ষণ প্রতিষ্ঠানে পাঠাতে রাজী?

হ্যাঁ	না
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১২. কেন? (কারণ উল্লেখ করুন)

১৩. আপনি কি আপনার কর্মীর প্রশিক্ষণের জন্য অর্থ ব্যয় করতে ইচ্ছুক?

হ্যাঁ

না

১৪. কেন? (কারণ উল্লেখ করুন)

১৫. কর্মীদের দক্ষতা বৃদ্ধিতে আপনার মতামত দিন।

অভিভাবক

এই প্রশ্নমালা যুব সমাজের অভিভাবকদের ভাবনার প্রেক্ষিতে তাদের সন্তানদের জন্য শিক্ষা, দক্ষতা, কাজের সুযোগ এবং প্রশিক্ষণের প্রয়োজনীয়তা সম্পর্কে তথ্য সংগ্রহ করবে। এটি কর্মী নিয়োগ যোগাযোগ জরীপের একটি অংশ।

ক্রমিক নং -----

সাক্ষাতকার দাতার নাম: (ঐচ্ছিক) _____

বয়স: _____ লিঙ্গ: _____

পেশা: _____ শিক্ষা: _____

প্রতিষ্ঠানের নাম ও ঠিকানা: _____

সঠিক স্থানে টিক (✓) চিহ্ন দিন/খালি জায়গায় লিখুন

১. আপনার সন্তানের জন্য আপনি কোন ধরনের শিক্ষা পছন্দ করেন?

সাধারণ	কারিগরি	ধর্মীয় (মাদ্রাসা)
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২. আপনি কেন আপনার সন্তানকে শিক্ষিত করতে চান?

চাকুরী অন্তেষণ/পেশা নির্বাচন	শিক্ষিত হওয়া	জানেন না
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৩. আপনার সন্তানের জন্য আপনি কোন ধরনের চাকুরী পছন্দ করেন?

কারিগরি	দাপ্তরিক	আত্মকর্মসংস্থান	বিদেশে চাকুরী	অন্যান্য (উল্লেখ করুন)
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৪. চাকুরী পাওয়ার ক্ষেত্রে নিচের যোগ্যতাগুলোকে গুরুত্ব অনুযায়ী মূল্যায়ন করুন? (অধিক গুরুত্বপূর্ণটির ক্ষেত্রে ১ এ ও কম গুরুত্বপূর্ণটির ক্ষেত্রে ৪ এ টিক চিহ্ন দিন)

	১	২	৩	৪
শিক্ষা				
কারিগরি দক্ষতা				
অভিজ্ঞতা				
সুপারিশ				

৫. বাংলাদেশে চাকুরী পাওয়ার ক্ষেত্রে নিচের সুযোগগুলোকে মূল্যায়ন করুন? (অধিক সুযোগের ক্ষেত্রে ১ এ ও কম সুযোগের ক্ষেত্রে ৪ এ টিক চিহ্ন দিন)

সুযোগসমূহ	১	২	৩	৪
সরকারী অফিসে চাকুরী				
বেসরকারী/ব্যক্তিমালিকানাধীন সংস্থায় চাকুরী				
কারখানা কেন্দ্রিক বা কারিগরি চাকুরী				
আত্মকর্মসংস্থান				
বিদেশে চাকুরী				

৬. চাকুরীর ক্ষেত্রে ছেলে ও মেয়ের মধ্যে আপনি কাকে প্রাধান্য দিবেন?

ছেলেকে প্রাধান্য দেবেন	মেয়েকে প্রাধান্য দেবেন	সমপ্রাধান্য দেবেন
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৭. পেশা নির্বাচনের ক্ষেত্রে কি করবেন?

আপনার সম্প্রদায় সিন্ডিকেট নেয়	আপনি সিন্ডিকেট প্রদান করেন	আলোচনার মাধ্যমে সিন্ডিকেট নেন
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৮. আপনার মতে, কারিগরি দক্ষতা বৃদ্ধির সর্বোত্তম পন্থা কি?

ক. প্রাতিষ্ঠানিক প্রশিক্ষণের মাধ্যমে

খ. চাকুরীর প্রশিক্ষণের মাধ্যমে

গ. বিনা বেতনে চাকুরীর কাজের মাধ্যমে শিক্ষণ

ঘ. অন্যান্য (সুনির্দিষ্টভাবে উল্লেখ করুন)

৯. আপনার আশেপাশে কোন দক্ষতা প্রশিক্ষণ প্রতিষ্ঠান সম্পর্কে আপনি জানেন কি?

হ্যাঁ	না
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যদি না হয় তবে ১০ নম্বর প্রশ্নটি বাদ দিয়ে যান।

১০. যদি হ্যাঁ হয় তবে তাদের কয়েকটি নাম লিখুন।

১১. আপনি প্রশিক্ষণ সুবিধা/প্রক্রিয়া সম্পর্কে কি ভাবে জানবেন? (প্রযোজ্য হলে)

পত্রিকা	বন্ধু ও প্রতিবেশী	অন্যান্য (উল্লেখ করুন)
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১২. এই তথ্যের বিস্ফুরে আর কোন্ কোন্ মাধ্যম ব্যবহার করা যেতে পারে?

১৩. আপনি কি আপনার সম্পত্ত্বনের দক্ষতা বৃদ্ধির প্রশিক্ষণের জন্য অর্থ ব্যয় করতে ইচ্ছুক?

হ্যাঁ

না

১৪. কেন? (কারণ উল্লেখ করুন)

অদক্ষ যুব সমাজ নিয়ে কর্মরত এনজিও

এই প্রশ্নমালা অদক্ষ যুবসমাজ নিয়ে কর্মরত এনজিওদের ভাবনার আলোকে চাকুরীর বাজার, প্রশিক্ষণের প্রয়োজনীয়তা ও দক্ষ জনশক্তির উন্নয়নে এনজিওদের ভূমিকা সম্পর্কে তথ্য সংগ্রহ করবে। এটি কর্মী নিয়োগ যোগাযোগ জরীপের একটি অংশ।

ক্রমিক নং -----

সাক্ষাতকার দাতার নাম: (ঐচ্ছিক) _____

বয়স: _____ লিঙ্গ: _____ শিক্ষাগত যোগ্যতা: _____

সংস্থার নাম ও পদবী: _____ ঠিকানা: _____

সঠিক স্থানে টিক (✓) চিহ্ন দিন/খালি জায়গায় লিখুন

১. প্রতিষ্ঠানটি কত সালে প্রতিষ্ঠিত হয়?

২. দক্ষতা বৃদ্ধির অংশ হিসেবে কোন্ কোন্ বিষয়ে আপনি প্রশিক্ষণ দিয়ে থাকেন?

ক.

খ.

গ.

ঘ.

ঙ.

৩. আপনার মতে চাকুরীর বাজারের সম্ভাব্য ক্ষেত্রগুলো কী?

ক.

খ.

গ.

ঘ.

ঙ.

৪. বাংলাদেশে চাকুরী পাওয়ার ক্ষেত্রে নিচের সুযোগগুলোকে মূল্যায়ন করুন? (অধিক সুযোগের ক্ষেত্রে ১ এ ও কম সুযোগের ক্ষেত্রে ৪ এ টিক চিহ্ন দিন)

সুযোগসমূহ	১	২	৩	৪
সরকারী অফিসে চাকুরী				
বেসরকারী/ব্যক্তিমালিকানাধীন সংস্থায় চাকুরী				
কারখানা কেন্দ্রিক বা কারিগরি চাকুরী				
আত্মকর্মসংস্থান				
বৈদেশিক চাকুরী				

৫. আপনার মতে, কারিগরি দক্ষতা বৃদ্ধির সর্বোত্তম পন্থা কি?

ক. প্রাতিষ্ঠানিক প্রশিক্ষণের মাধ্যমে

খ. চাকুরীকালীন প্রশিক্ষণের মাধ্যমে

গ. বিনা বেতনে চাকুরীকালীন কাজের মাধ্যমে শিক্ষণ

ঘ. অন্যান্য (নির্দিষ্ট করুন) -----

৬. আপনার সংস্থা সম্পর্কে জনগন কীভাবে জানেন?

পত্রিকা	ইন্টারনেট	ব্যক্তিগত সম্পর্ক	অন্যান্য (উল্লেখ করুন)
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৭. আপনার সংস্থায় কি কোন চাকুরী সহায়তা সেল রয়েছে?

হ্যাঁ	না
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৮. যদি হ্যাঁ হয়, সেখানে কত লোক কর্মরত আছেন?(সংখ্যা) জন।

৯. কোনো কোম্পানীর চাহিদার ভিত্তিতে আপনি কোনো বিশেষ কোর্স পরিচালনা করেন কি?

হ্যাঁ	না
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১০. আপনি কি দক্ষ কর্মীর নিয়োগ সম্পর্কে সম্ভাব্য নিয়োগকর্তাদের সঙ্গে কোন প্রকার যোগাযোগ রক্ষা করেন?

হ্যাঁ

না

১১. যদি হ্যাঁ হয়, তবে তাদের প্রতিক্রিয়া কেমন?

খুব ইতিবাচক

ইতিবাচক

নেতিবাচক

১২. যদি না হয়, তবে আপনি কি তাদের সঙ্গে যোগাযোগের প্রয়োজনীয়তা অনুভব করেন?

হ্যাঁ

না

১৩. কেন এবং কী ভাবে? (ব্যাখ্যা করুন)

১৪. আপনার সংস্থা দরিদ্র/মেধাবী অদক্ষদের দক্ষকরণের জন্য কোন আর্থিক বা অন্যান্য সুযোগ সুবিধা দেয় কি?

হ্যাঁ

না

১৫. দক্ষতাবৃদ্ধির জন্য আপনি যে অর্থ ব্যয় করেন তার উৎস কী?

১৬. এ বিষয়ে সরকার সহযোগিতামূলক মনোভাব পোষণ করেন কি না? করলে তা কীভাবে?

১৭. বাংলাদেশে দক্ষতা বৃদ্ধির প্রশিক্ষণের প্রয়োজনীয়তা এবং সুযোগ সম্পর্কে আপনার মতামত দিন।

শ্রম অধিকার নিয়ে কর্মরত বেসরকারি প্রতিষ্ঠান

এই প্রশ্নমালা শ্রম অধিকার নিয়ে কর্মরত এনজিওদের ভাবনার আলোকে চাকুরীর বাজার, প্রশিক্ষণের প্রয়োজনীয়তা ও দক্ষ জনশক্তির উন্নয়নে এনজিওদের ভূমিকা সম্পর্কে তথ্য সংগ্রহ করবে। এটি কর্মী নিয়োগ যোগাযোগ জরীপের একটি অংশ।

ক্রমিক নং -----

সাক্ষাতকার দাতার নাম: (ঐচ্ছিক) _____

বয়স: _____ লিঙ্গ: _____ শিক্ষাগত যোগ্যতা: _____

সংস্থার নাম ও পদবী: _____ ঠিকানা: _____

সঠিক স্থানে টিক (✓) চিহ্ন দিন/খালি জায়গায় লিখুন

১. প্রতিষ্ঠানটি কত সালে প্রতিষ্ঠিত হয়?

২. শ্রম অধিকার আন্দোলনের অংশ হিসেবে শ্রমিকের কোন কোন অধিকারকে প্রাধান্য দিয়ে থাকেন?

ক. চাকুরীর নিশ্চয়তার অধিকার

খ. কর্মঘণ্টার অধিকার

গ. বেতন বৈষম্য নিরসনের অধিকার

ঘ. অন্যান্য (নির্দিষ্ট করুন)

৩. শ্রম অধিকার বাস্তবায়নে শ্রমিকের দক্ষতা সম্পর্কে মতামত ব্যক্ত করুন?

৪. শ্রমিকের অদক্ষতাই তার অধিকার ভোগে অসুবিধা-বিষয়টি আপনি অনুমোদন করেন কি না?

হ্যাঁ

না

যদি না মনে করেন, তবে শ্রমিকের অধিকার লংঘনের কারন কী? (উল্লেখ করুন)

৫. বাংলাদেশে চাকুরী পাওয়ার ক্ষেত্রে নিচের সুযোগগুলোকে মূল্যায়ন করুন? (অধিক সুযোগের ক্ষেত্রে ১ এ ও কম সুযোগের ক্ষেত্রে ৪ এ টিক চিহ্ন দিন)

সুযোগসমূহ	১	২	৩	৪
সরকারী অফিসে চাকুরী				
বেসরকারী/ব্যক্তিমালিকানাধীন সংস্থায় চাকুরী				
কারখানা কেন্দ্রিক বা কারিগরি চাকুরী				
আত্মকর্মসংস্থান				
বৈদেশিক চাকুরী				

৬. আপনার সংস্থা সম্পর্কে জনগণ কীভাবে জানেন?

পত্রিকা	ইন্টারনেট	ব্যক্তিগত সম্পর্ক	অন্যান্য (উল্লেখ করুন)
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৭. আপনার সংস্থা শ্রমিকের অধিকার নিয়ে কোন্ ধরনের কাজ পরিচালনা করে থাকে?

ক. আন্দোলন কর্মসূচী

খ. মানববন্ধন কর্মসূচী

গ. সেমিনার/ওয়ার্কশপ

ঘ. স্মারকলিপি প্রদান

ঙ. অন্যান্য (উল্লেখ করুন) -----

৮. শ্রম অধিকার নিয়ে কাজ করার জন্য অর্থায়ন করছে কারা ?

৯. এ বিষয়ে সরকার সহযোগিতামূলক মনোভাব পোষণ করেন কি না? করলে তা কীভাবে?

১০. বাংলাদেশের প্রেক্ষাপটে শ্রম অধিকার এবং শ্রমিকের দক্ষতা বৃদ্ধির প্রশিক্ষণের প্রয়োজনীয়তা ও সুযোগ সম্পর্কে আপনার মতামত দিন।

**Employment and skills development
(Policy makers)**

This questionnaire aims to collect information on views of policy makers about employment situation in Bangladesh, scope of skills development and needs for training. This is a part of employment opportunity communication mapping.

SL. No. -----

Name of the Interviewee: (Optional) _____

Designation: _____

Location: _____

Put a tick (✓) mark in the appropriate box / write in the space

1. What are the reasons of non-availability of skilled workers despite presence of huge number of job seekers in Bangladesh?

2. How this gap between job opportunity and unemployment can be bridged?

3. What steps has your office/department taken to reduce this gap?

4. What is the best way to develop skills of workers?

- a. Institutional training
- b. On the job training
- c. Learning by working
- d. Others (Please specify) _____

5. It is generally believed that skills training of many of the government institutes are not effective to the desired level. What are the barriers/limitations?

6. What can your office/department do to encourage private sector to come up with more skills training facilities?

7. What role can your office/department play in linking the job seekers, training providers and the employers?

(দক্ষতা প্রশিক্ষণ কেন্দ্র)

এই প্রশ্নমালা দক্ষতা প্রশিক্ষণদাতার ভাবনার আলোকে চাকুরীর বাজার, প্রশিক্ষণের প্রয়োজনীয়তা ও দক্ষ জনশক্তির উন্নয়নে প্রশিক্ষণ প্রতিষ্ঠানের ভূমিকা সম্পর্কে তথ্য সংগ্রহ করবে। এটি কর্মী নিয়োগ যোগাযোগ জরীপের একটি অংশ।

ক্রমিক নং -----

সাক্ষাতকার দাতার নাম: (ঐচ্ছিক) _____

বয়স: _____ লিঙ্গ: _____

পদবী: _____ শিক্ষা: _____

প্রতিষ্ঠানের নাম ও ঠিকানা: _____

সঠিক স্থানে টিক (✓) চিহ্ন দিন/খালি জায়গায় লিখুন

১. এই প্রতিষ্ঠান কখন (কত সালে) প্রতিষ্ঠিত হয়?

২. প্রধানত: কোন্ কোন্ ক্ষেত্রে আপনি প্রশিক্ষণ দিয়ে থাকেন?

ক.

খ.

গ.

ঘ.

ঙ.

৩. আপনার মতে চাকুরীর বাজারের সম্ভাব্য ক্ষেত্রগুলো কি?

ক.

খ.

গ.

ঘ.

ঙ.

৪. আপনার প্রতিষ্ঠানের সকল প্রশিক্ষক/নির্দেশক কি প্রয়োজনীয় যোগ্যতাসম্পন্ন ও প্রশিক্ষণপ্রাপ্ত?

হ্যাঁ ☐ না ☐

৫. যদি না হয়, তবে তাদের কীভাবে প্রশিক্ষিত করা যায়?

ক.

খ.

গ.

ঘ.

ঙ.

৬. আপনার প্রতিষ্ঠান কি পর্যাপ্ত কারিগরি ও আনুষঙ্গিক সুযোগ-সুবিধা সম্পন্ন?

হ্যাঁ ☐ না ☐

৭. যদি না হয়, তবে কীভাবে এইসব সুযোগ-সুবিধা বৃদ্ধি করা যায়?

ক.

খ.

গ.

ঘ.

ঙ.

৮. আপনার প্রতিষ্ঠান/প্রশিক্ষণ কেন্দ্র সম্পর্কে জনগন কিভাবে জানেন?

ক. পত্রিকা

খ. ইন্টারনেট

গ. ব্যক্তিগত যোগাযোগ

ঘ. অন্যান্য (উল্লেখ করুন)-----

৯. প্রশিক্ষণ কোর্স প্রচারের জন্য আপনি কোন্ পদ্ধতি ব্যবহার করেন?

ক. পত্রিকা

খ. ইন্টারনেট

গ. শিক্ষাপ্রতিষ্ঠানসমূহ

ঘ. অন্যান্য (উল্লেখ করুন)-----

১০. আপনার প্রতিষ্ঠানে লিঙ্গ কিংবা সামাজিক অংশ ভিত্তিক কোন প্রশিক্ষণার্থীর কোটা রয়েছে কি?

হ্যাঁ ☐ না ☐

১১. আপনার প্রতিষ্ঠানে কি কোন চাকুরী সহায়তা সেল রয়েছে?

হ্যাঁ ☐ না ☐

১২. যদি হ্যাঁ হয় তবে সেখানে কত লোক কর্মরত আছেন? ----- জন।

১৩. আপনি কি দক্ষ কর্মীর নিয়োগ সম্পর্কে সম্ভাব্য নিয়োগকর্তাদের সঙ্গে কোন প্রকার যোগাযোগ রক্ষা করেন?

হ্যাঁ ☐ না ☐

১৪. যদি হ্যাঁ হয়, তবে তাদের প্রতিক্রিয়া কেমন?

ক. খুব ইতিবাচক

খ. ইতিবাচক

গ. নেতিবাচক

ঘ. অন্যান্য (উল্লেখ করুন) -----

১৫. যদি না হয়, তবে আপনি কি তাদের সঙ্গে যোগাযোগের প্রয়োজনীয়তা অনুভব করেন?

হ্যাঁ ☐ না ☐

১৬. কেন এবং কীভাবে? (ব্যাখ্যা করুন)

১৭. আপনার প্রতিষ্ঠান দরিদ্র/মেধাবী প্রশিক্ষার্থীদের জন্য কোন আর্থিক বা অন্যান্য সুযোগ সুবিধা দেয় কি?

হ্যাঁ ☐ না ☐

১৮. কোন কোম্পানীর চাহিদার ভিত্তিতে আপনি কোন বিশেষ কোর্স পরিচালনা করেন কি?

হ্যাঁ ☐ না ☐

১৯. বাংলাদেশে দক্ষতা বৃদ্ধির প্রশিক্ষণের প্রয়োজনীয়তা এবং সুযোগ সম্পর্কে আপনার মতামত দিন।

(বেকার যুব সমাজ)

এই প্রশ্নমালা বেকার যুব সমাজের ভাবনার প্রেক্ষিতে তাদের শিক্ষা, দক্ষতা, চাকুরীর সুবিধা ও প্রশিক্ষনের প্রয়োজনীয়তা সম্পর্কে তথ্য সংগ্রহ করবে। এটি কর্মী নিয়োগ যোগাযোগ জরীপের একটি অংশ।

ক্রমিক নং -----

সাক্ষাতকার দাতার নাম: (ঐচ্ছিক) _____

বয়স: _____ লিঙ্গ: _____ শিক্ষা: _____

ঠিকানা: _____

সঠিক স্থানে টিক (✓) চিহ্ন দিন/খালি জায়গায় লিখুন

১. আপনি কোন ধরনের শিক্ষা পছন্দ করেন?

সাধারণ

কারিগরি

ধর্মীয় (মাদ্রাসা)

২. আপনার শিক্ষার উদ্দেশ্য কি?

চাকুরী অন্বেষণ/পেশা নির্বাচন

শিক্ষিত হওয়া

জানেন না

৩. আপনি কোন্ ধরনের চাকুরী পছন্দ করেন?

দাপ্তরিক

কারিগরি

আত্মকর্মসংস্থান

বিদেশে চাকুরী

অন্যান্য (উল্লেখ করুন)

৪. চাকুরী পাওয়ার ক্ষেত্রে নিচের যোগ্যতাগুলোকে গুরুত্ব অনুযায়ী মূল্যায়ন করুন? (অধিক গুরুত্বপূর্ণটির ক্ষেত্রে ১ এ ও কম গুরুত্বপূর্ণটির ক্ষেত্রে ৪ এ টিক চিহ্ন দিন)

যোগ্যতা	১	২	৩	৪
শিক্ষা				
কারিগরি দক্ষতা				
অভিজ্ঞতা				
সুপারিশ				

৫. বাংলাদেশে চাকুরী পাওয়ার ক্ষেত্রে নিচের সুযোগগুলোকে মূল্যায়ন করুন? (অধিক সুযোগের ক্ষেত্রে ১ এ ও কম সুযোগের ক্ষেত্রে ৪ এ টিক চিহ্ন দিন)

সুযোগসমূহ	১	২	৩	৪
সরকারী অফিসে চাকুরী				
বেসরকারী/ব্যক্তিমালিকানাধীন সংস্থায় চাকুরী				
কারখানা কেন্দ্রিক বা কারিগরি চাকুরী				
আত্মকর্মসংস্থান				
বৈদেশিক চাকুরী				

৬. আপনি কোন মাধ্যমে চাকুরী খুঁজেন?

পত্রিকা	ইন্টারনেট	ব্যক্তিগত সম্পর্ক	অন্যান্য (উল্লেখ করুন)
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৭. আপনার কি ইন্টারনেট ব্যবহারের সুযোগ আছে?

হ্যাঁ	না
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৮. আপনি ইন্টারনেটে চাকুরীর বিজ্ঞাপন সম্পর্কে জানেন কি?

হ্যাঁ	না
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৯. যদি হ্যাঁ হয়, তাহলে আপনি কি কখনো জব সাইটে প্রবেশ করেছেন? (যদি না হয়, তাহলে ১০ নম্বর প্রশ্নটি বাদ দিয়ে যান।)

হ্যাঁ	না
-------	----

১০. যদি হ্যাঁ হয়ে থাকে তবে কোন্ কোন্ সাইট?

১১. আপনার মতে, কারিগরি দক্ষতা বৃদ্ধির সর্বোত্তম পন্থা কি?

ক. প্রাতিষ্ঠানিক প্রশিক্ষণের মাধ্যমে

খ. চাকুরীর প্রশিক্ষণের মাধ্যমে

গ. বিনা বেতনে চাকুরীর কাজের মাধ্যমে শিক্ষণ

ঘ. অন্যান্য (উল্লেখ করুন)

১২. আপনার আশেপাশে কোনো দক্ষতা প্রশিক্ষণ প্রতিষ্ঠান সম্পর্কে আপনি জানেন কি?

হ্যাঁ

না

যদি না হয় তবে ১৩ নম্বর প্রশ্নটি বাদ দিয়ে যান।

১৩. যদি হ্যাঁ হয় তবে কয়েকটি প্রশিক্ষণ প্রতিষ্ঠানের নাম লিখুন।

১৪. আপনি প্রশিক্ষণ সুবিধা/প্রক্রিয়া সম্পর্কে কী ভাবে জানবেন? (প্রযোজ্য হলে)

পত্রিকা

বন্ধু ও প্রতিবেশী

অন্যান্য (উল্লেখ করুন)

১৫. এই তথ্য প্রচারে আর কোন্ কোন্ মাধ্যম ব্যবহার করা যেতে পারে?

১৬. আপনি কি দক্ষতা বৃদ্ধির প্রশিক্ষণের জন্য অর্থ ব্যয়ে আগ্রহী?

হ্যাঁ

না

১৭. কেন? (কারণ উল্লেখ করুন)

১৮. আপনার পিতা-মাতা/অভিভাবকরা কি প্রশিক্ষণের জন্য অর্থ ব্যয় করতে ইচ্ছুক?

হ্যাঁ

না

১৯. কেন? (কারণ উল্লেখ করুন)

Annex-5 List of FGD participants

Guardians

Sl.	Name	Address
1.	Saw Tha Prue	Banderban
2.	Sa Foo Ching (Junu)	Banderban
3.	Sk. A Razzak	Banderban
4.	Prof. Mohd. Osman Gani	Banderban
5.	Bashir Ahmed	Banderban
6.	Zir Kung Shahu	Banderban
7.	Zuam Lian Amlai	Banderban
8.	Md. Didad Alam	Banderban
9.	Dong Mang Ri Rathing	Banderban
10.	Sing Young MRO	Banderban
11.	Enamul Haq Kashem	Banderban
12.	Rakhal Dao	Banderban
13.	Mosharaf Hossain	Barisal
14.	Madhobi Dutta	Barisal
15.	Dip Guho	Barisal
16.	Md. Abdur Rob	Barisal
17.	Kajol Ghosh	Barisal
18.	Arochat Khu Dabi	Barisal
19.	Mirza Achual Hossain	Barisal
20.	Md. Anowarul Azim	Barisal
21.	Data Khundo Azad Duar	Barisal
22.	Md. Hanif Hamid	Barisal
23.	Adv. M.A.K Azad	Rajshahi
24.	Md. Abdul Kalam Azad	Rajshahi
25.	Sharmin Shorna	Rajshahi
26.	Shikha Kundu	Rajshahi
27.	Md. Porkanuzzaman	Rajshahi
28.	Md. Delowar Hossain	Rajshahi
29.	Md. Yousuf Ali	Rajshahi
30.	Iftekhhar Ahmed	Rajshahi
31.	Md. Aminul Farid	Rajshahi
32.	Muhammad Anwarul Islam Bacchu	Rajshahi
33.	Md. Mahbub Rahman Lulka	Rajshahi
34.	Shontosh Rai	Sylhet
35.	Ramzan Deshwara	Sylhet
36.	Srijnom Deshwara	Sylhet
37.	Radhesham Koiri	Sylhet

38.	Kishor Goyala	Sylhet
39.	Debi Prasad Goyala	Sylhet
40.	Hari Kalam Baori	Sylhet
41.	Ranjit Rai	Sylhet
42.	Jahan Indoar	Sylhet
43.	Ramnath Koiri	Sylhet
44.	Sumon Rai	Sylhet
45.	Rajon Goyala	Sylhet
46.	Subroto Koiri	Sylhet
47.	Sharaswati Voumik	Sylhet
48.	Balika Rai	Sylhet
49.	Srijon Das	Sylhet
50.	Ananto Lal Rai	Sylhet
51.	Ram Bacchan Koiri	Sylhet
52.	Jiten Rai	Sylhet

Employers

SL. No.	Name	Designation/Organization
1.	Ms. Fatema Begum	Pro: Mondal carfts
2.	Md. Abdul Bari	Pro: Mondal carfts
3.	Md. Nazrul Islam	Managing Director, Sense Berry (pvt) Ltd
4.	Md. Atikur Rahman	MD, AS Haque manufacturers, Nawapara, Bogra
5.	Zakia Sultana	President BWBF, PropAnannya
6.	Md. Sah Sagar	Rabbi Automobiles
7.	Md. Hasan Ali Alal	Akbaria Group
8.	Sadekur Rahman Sujon	General Secretary, Sommlito Sangskritik Jote, Bogra
9.	Niva Rani Sarkar	ED, Nari O Sishu Bikas Kendro
10.	Golam Azam Pikul	President FAMPZ
11.	Kazlatunnesa Fouzia	ED, Venture Foundation
12.	S M Shahidur Rahman	Managing Director, Masreki Computer and Printers
13.	Md. Salek Uddin	Pro: Royal Printers
14.	S Humayun kabir	Managing Director, Aman Sea Food Ind. Ltd. Director, Bangladesh Frozen Foods Exporters Association, BFFEA
15.	Md. Anisuzzaman Laylin	Director, The Hotel Millennium Ltd.
16.	Md. Alamgir Hossain	Chief Executive, Hotel Royal International Khulna
17.	S M Zakir Hossain	MD, Modijmi Press
18.	Shakibur Rahman	Kakoli Press Khulna
19.	Sk. Md. Abdul Baki	Vice President BFFEA
20.	Md. Nazmul Ahsan (Lodi)	Pro: Chips & Bytes
21.	Lutfur Haque Pia	Pro: Priya Butiques
22.	Shamima Sultana Shilu	1, Bayira market road Khulna
23.	Sk. Asafuddwla	347, Jalil Tower (2 nd Floor) Khulna
24.	Name	Designation/Organization
25.	Md. Reaz Shahid	Said Bakery, Nababganj Bazar, Station Road, Rangpur
26.	Md. Habibur Rahman Raja	Mrs. Rahman Construction, Central Road, Rangpur
27.	Rabi somani	Mrs. Rabi Somani, Sahiganj, Rangpur
28.	Podobroto Sarkar	Rangpur
29.	Manzur Ahammed Azad	
30.	Mustafa Sohrab Chowdhury	Vice President
31.	ATM Shahnewaz Bablu	President, Rangpur Chamber
32.	M A Kashem	Senior Vice President, Rangpur Chamber

33.	Md. Ferdous Faruki	Syedpur
34.	Zakirul Islam Bapi	Director, The Barisal Chamber of Commerce and Ind.
35.	Harun-or-Rashid	Director, The Barisal Chamber of Commerce and Ind.
36.	Md. Hafizur Rahman	Director, The Barisal Chamber of Commerce and Ind.
37.	Md. Nuas Alam Nuru	Director, The Barisal Chamber of Commerce and Ind.
38.	Mirza Abual Hossain Arun	Director, The Barisal Chamber of Commerce and Ind.
39.	Md. Yusuf Ali Mia	Director, The Barisal Chamber of Commerce and Ind.
40.	Mrs. Shahida Begum	Director, The Barisal Chamber of Commerce and Ind.
41.	Reza-ul-Kabir	Director, The Barisal Chamber of Commerce and Ind.
42.	Golam Masrek Babul	Director, The Barisal Chamber of Commerce and Ind.
43.	Sk. Yusuf Moni	Director, The Barisal Chamber of Commerce and Ind.
44.	AFM Anwarul Haque	Indo Bangla Pharmacuticle works, College Road, Barishal
45.	Jahangir Hossain Manik	Senior Vice President, The Barisal Chamber of Commerce and Ind.

Students

Sl.	Name	Address
1.	Md. Roki Hossain	Bogra
2.	Md. Sohag Hossain	Bogra
3.	Pappu Kumar Das	Bogra
4.	Md. Shahin Shekh	Bogra
5.	Md. Obaidul Kader	Bogra
6.	Ms. Jahanara Khatun	Bogra
7.	Ms. Fatema Farhana (Juthi)	Bogra
8.	Ms. Razia Akter Munni	Bogra
9.	Ms. Ruma Khatun	Bogra
10.	Md. Aulad Hossain	Bogra
11.	Md. Sirajul Islam (Manik)	Bogra
12.	Shamme Akter	Khulna
13.	Rita Karmokar (Rita)	Khulna
14.	Md. Rasel Sarder	Khulna
15.	Ahmad Musa Ronzu	Khulna
16.	Azadul Islam	Khulna
17.	Khokon Saha	Khulna
18.	Md, Ashraful Islam Nur	Khulna
19.	Abdullah Al-Mamun (Rasel)	Khulna
20.	Md. Ashraful Rahman Razu	Khulna
21.	Sajal Halder	Chittagong
22.	Md. Rafiqul Islam	Chittagong
23.	Tanvir Sharif	Chittagong
24.	Rakibul Hasan Fahim	Chittagong
25.	Monir Ahmad	Chittagong
26.	Md. Read Chowdhury	Chittagong
27.	Nazmul Ahmed Asif	Chittagong
28.	Roni Chakrobari	Chittagong
29.	Arman Bhuyan	Chittagong
30.	Urmi Acharja	Chittagong
31.	Mohammad Morshedul Islam	Chittagong
32.	Ms. Alif Nura	Rangpur
33.	Sabina Yesmin	Rangpur
34.	Md. Mustafizur Rahman	Rangpur
35.	Md. Arman Ali	Rangpur
36.	Ms. Hena Khatun	Rangpur
37.	Ms. Porna Akter	Rangpur
38.	Ms. Masuma Irin	Rangpur
39.	Roksana	Rangpur
40.	Md. Ferdous Faruki	Rangpur
41.	Md. Masum Ansari	Rangpur
42.	Sohag Kumar Singha	Sylhet
43.	Sunil Kumar Singha	Sylhet

44.	Suman Kumar Singha	Sylhet
45.	Nebadita Sinha	Sylhet
46.	Sema Rani Sinha	Sylhet
47.	Rama Rani Sinha	Sylhet
48.	Tarini Mohan Singha	Sylhet
49.	Bidhan Singha	Sylhet
50.	Lili Rani Singha	Sylhet
51.	Sushma Rani Singha	Sylhet
52.	Dipali Singha	Sylhet
53.	Sangit Singha	Sylhet
54.	Raju Singho	Sylhet
55.	Sudhi Ranjan Singha	Sylhet
56.	Bikash Chandra Singha	Sylhet
57.	Sohel Chowdhury	Dhaka
58.	Md. Fahim	Dhaka
59.	Rasel	Dhaka
60.	Shutop Hossain	Dhaka
61.	Nadim Asif	Dhaka
62.	Nabil Chowdhury	Dhaka
63.	Jannatul Ferdous	Dhaka
64.	Kaniz Fatema	Dhaka
65.	Afratun Nahar	Dhaka
66.	Sara Iffat Chowdhury	Dhaka

Photos from FGDs
Chittagong (Youth)



Bandarban (Gurdian)



Sylhet (Guardian)
Moulvibazar (Youth)



Bogra (Employers)

Bogra (Guradian)





Khulna (Youth)



Khulna (Employers)



Rangpur (Employer)



Syedpur (Youth)



Barisal (Guardians)



Barisal (Employers)

