



▶ Policy actions to improve TVET teachers quality for market relevant skills delivery

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Key recommendations

- ▶ Introduce well-designed incentive system with provision of promotion or increment based on skills and performance at a regular interval
- ▶ Provide continuous upgradation of teacher training curriculum in line with market demands
- ▶ Promote NTVQF certification in institutes and industries
- ▶ Revision of recruitment rules for attracting more experienced and quality teachers in TVET
- ▶ Introduce licensing and certification of master trainers
- ▶ Take immediate steps for creating national pool of master trainers
- ▶ Include soft skills and social inclusion as part of the core training
- ▶ Ensure training programme for the private teachers to enable them provide market relevant training

The National Skills Development Authority (NSDA) is currently reviewing the National Skills Development Policy (NSDP) 2011 in order to upgrade it and ensure its relevance in the changing context of policy environment, market demands and future of work. The EU funded Skills 21 project of ILO is providing technical support to the government for this policy review. As part of the policy review process, Skills 21 project has reached out to its partner Technical and Vocational Education and Training (TVET) Institutes across the country to conduct a series of online policy dialogues. The objective of these policy dialogues is to integrate the perspectives and inputs of direct implementers (TVET institutes) of the NSDP into the upgraded policy.

Background

ILO Skills 21 conducted a series of orientation workshops on 'Organizing Policy Dialogue' at nine partner TVET Institutes in 2019. As an outcome of these capacity development interventions, these institutes have organized online policy dialogues and provided their perspectives on issues to be addressed in the NSDP review.

The event

In this series of online policy dialogues held across the country, this one titled "Policy Actions for Improving Quality of TVET Teachers for Skills Development" was held with the Vocational Teachers Training Institute (VTTI) Bogura on 2 December 2020. Principals, trainers, instructors, master trainers and students of public and private TVET institutes,

and industry representatives participated in the dialogue.

The discussion


The policy dialogue brought out different issues relevant to the NSDP from the perspective of improving the quality of TVET teachers, trainers, instructors and master trainers for skills development. Since VTTI is a teachers' training institute, the participants highlighted specific issues relating to the development of quality TVET teachers that can be addressed through NSDP. The issues ranged from motivation of and incentive for TVET teachers, challenges in teacher recruitment process, modernization of teacher training curriculum, importance of NTVQF certification, gaps in CBT&A and RPL training for instructors, master trainer development, engagement with industries, soft skills development; to the development of private sector TVET teachers.

NSDP 2011 emphasized on developing a well-trained cadre of instructors and trainers with necessary up-to-date technical skills. A system of recognition and reward for them should also be emphasised in the policy. Despite having these provisions in the policy, TVET sector could not attract many towards teaching profession and most of the existing teachers are not motivated enough either. Participants identified lack of motivation and the poor status of this profession as the underlying reasons. As teachers are the main drivers for developing skilled workforce, **well-designed incentive system** has been suggested for attracting skilled professionals into teaching.

Lack of teachers is another major challenge for TVET sector. Recruitment rules for TVET teachers do not reflect any longer term vision for teachers. Acute shortage of teachers in TVET institutes also puts

huge pressure on existing workforce. Combined with motivational factors, such pressure also deteriorates the teaching quality in TVET. **Revision of recruitment rules** to make National Skill Certification as industry experience would immensely improve the quality of market relevant skills delivery. **Promotion or increment based on skills and performance at a regular interval** is another important recommendation for policy reform.

Curriculum change is a continuous process to keep the pace of changing skills demand and to reduce the skills mismatch. Existing teacher training curriculum has not been updated for a long time. Participants of the policy dialogue suggested for continuous upgradation of teachers' training curriculum according to the demand of job market and technological changes. COVID-19 has proved that distance and online teaching-learning is possible. However, TVET teachers were not fully prepared for this change in the mode of teaching-learning. Use of digital means should be included in the training curriculum. Soft skills and mental health should also be embedded. Hence, participants has recommended the **provision of continuous upgradation of teacher training curriculum** with the change of job market and technology in the revised policy.

 *An ideal teacher is one who can prepare his/ her students for future job market using presently available technology. For this, teachers need advanced training which is only possible through an advanced training curriculum.*

► **Md. Manowar Hossain / Instructor / Technical School and College, Manikgonj**

NSDP 2011 clearly mentions about NTVQF certification for all trainers and instructors. However, there's a long way to go to achieve this milestone. Currently, NTVQF certified trainers and instructors do not see a value of this certification as this is recognized by neither the institute heads nor the industries. There is no difference in performance recognition or benefits between a certified and non-certified trainer/instructor. Participants also think the duration of skills training under NTVQF system is not enough. Claiming NTVQF as a very valuable skill training, participants has recommended **promotion of NTVQF certification by the institutes and industries** through the revised policy. Similar observation came for the training of trainers and instructors on CBT&A and RPL delivery which needs recognition, proper valuation and longer duration.



If the teacher is skilled, students will be skilled. For developing practical skill among students, teachers need to be more aware of the recent changes. When we go to industry, we see there are gaps. As teachers are not updated, we do not get updated training.

► Korban Ali/ Student / VTTI Bogura

Creating a national pool of certified master trainer is mentioned in NSDP 2011. Unfortunately, there is no single certified master trainer yet in the country. Participants strongly recommended to **take immediate steps to develop certified master trainers**. They also mentioned about the crucial role of BTEB in this process to select the right candidate through proper assessment. **Licencing and certification of master trainers** is also recommended.

Engagement with industry came up as another major challenge in the dialogue. Teachers' regular visit to industries has been emphasized for the benefit of both teachers and students. Development of teachers' according to the changing technologies and machineries is important. Changes in curriculum according to industry demand was also emphasized by the participants. To make all this happen, participants recommended a **strong linkage and formal agreement between industry and institute for teacher development**.

Communications skill was discussed as one of the key soft skills for trainers and instructors. However, this is missing in the current set up and skills eco system. Along with soft skills, participants prioritised inclusive attitude among teachers as policy recommendation. Hence, capacity building on **soft skills and awareness on inclusion has been suggested to include as core training** for teachers in the revised policy.

Capacity development of private TVET institute teachers was raised as another concern as those institutes significantly dominate in numbers. As the private institutes focus more on business, they do not emphasize on teachers' development. Private teachers also do not get any government training or facilities. Although NSDP 2011 mentions about giving opportunity to them to participate in professional development programmes, this has been never given any priority. Participants have recommended **special provision of capacity development programme for the private teachers under the supervision of government**.

TVET teachers are the main driver for developing skilled workforce for the country. Investing on teachers' development will bring good results not only for them but also for the country. Though NSDP

2011 has mentioned many of these issues discussed in the policy dialogue, these need more attention in the revised policy for better implementation. The suggested recommendations through the dialogue can be utilised to capture workable solutions coming from direct stakeholders that needs to be addressed by the National Skills Development Policy.

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