



Competency Based Training (CBT) For Sustainable Development In Bangladesh

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ABSTRACT: In the context of competency based training (CBT) for sustainable development (SD), there is extensive literature on what should be taught and learned in terms of knowledge, skills and values. What stands out in most of this literature is a prominent attention to values. The underlying idea is that value education is needed to prepare students for a role as ‘agents of change’, able and willing to transform our current society into a more sustainable one. What is strikingly absent from these approaches to SD is the notion that there may be a valid diversity in perspectives on sustainable development, whereas this diversity is in fact a key feature of sustainable development in a pluralistic society. In the transition towards a sustainable (or at least more sustainable) society, the ability to deal with this diversity of perspectives will thus be crucial. We therefore argue that the key competence for academic professionals to successfully contribute to sustainable development will be their ability to think, communicate, learn and collaborate across the boundaries that divide these perspectives. We refer to the ability to cross such boundaries as ‘transboundary competence’. This chapter applies the principles of competence based learning to identify the characteristics of learning environments in which this competence can be developed.

Keywords: CBT, SDG, TVET, Bangladesh

INTRODUCTION

Bangladesh has a population of more than 160 million where around 80% people live under abject poverty lacking basic needs of life. Due to political instability, corruption, misrule and mismanagement- social security is almost absent. On the other hand, due to diversion of river water at upper stream and environmental pollution, most of the people suffer from flood, arsenic pollution and different diseases throughout the year. Sustainability is the capacity to endure. In ecology the word describes how biological systems remain diverse and productive over time. Long-lived and healthy wetlands and forests are examples of sustainable biological systems. For humans, sustainability is the potential for long-term maintenance of well being, which has ecological, economic, political and cultural dimensions.

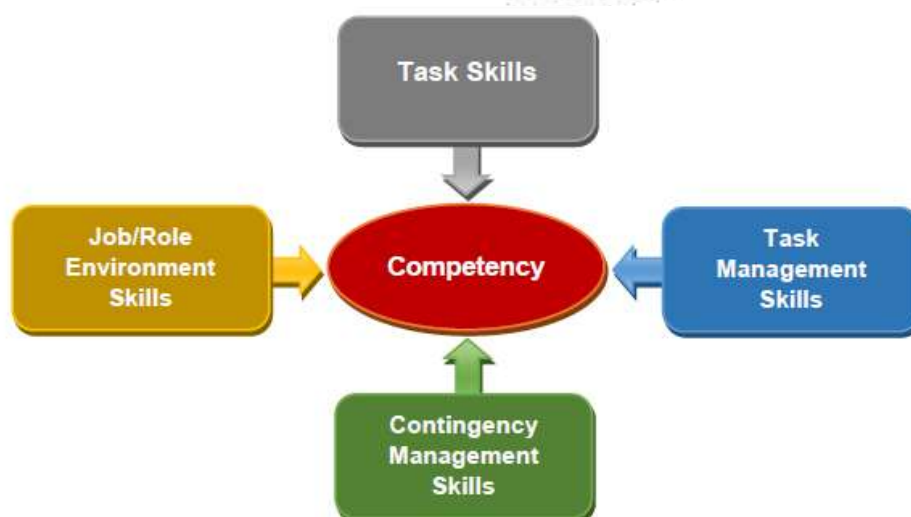
Healthy ecosystems and environments are necessary to the survival and flourishing of humans and other organisms. There are a number of major ways of reducing negative human impact. The first of these is environmental management. This approach is based largely on information gained from earth science, environmental science and conservation biology. The second approach is management of human consumption of resources, which is based largely on information gained from economics. A third more recent approach adds cultural and political concerns into the sustainability matrix. Sustainability interfaces

with economics through the social and environmental consequences of economic activity. Sustainability economics involves ecological economics where social aspects including cultural, health-related and monetary/financial aspects are integrated. Moving towards sustainability is also a social challenge that entails international and national law, urban planning and transport, local and individual lifestyles and ethical consumerism. Ways of living more sustainably can take many forms from reorganizing living conditions (e.g., ecovillages, eco-municipalities and sustainable cities), reappraising economic sectors (permaculture, green building, sustainable agriculture), or work practices (sustainable architecture), using science to develop new technologies (green technologies, renewable energy and sustainable Fission and Fusion power), to adjustments in individual lifestyles that conserve natural resources.

Competency based training is a structured approach to training and assessment that is directed toward achieving specific out comes. It is about assisting individuals to acquire skills and knowledge so they are able to perform a task to a specified standard under certain conditions. In competency based training, the outcomes to be achieved are clearly stated so that learners know exactly what they have to be able to do, trainers know what training or learning is to be provided and organizations know the skill levels required of their people. Regardless of the type of training that you are writing or delivering it is important you have an awareness of the training reform agenda in Bangladesh. In the past poor commitment to training by organizations was a key factor in the lack of appropriate and useful workplace skills. So much so that the government passed the Training Guarantee Act to stimulate an increase in training activities by requiring employers to spend a minimum amount on training each year. About this time the government established the National Training Board (like, NSDC) to assist industry to develop national competency standards. This began the process of making training more accountable for delivering competency outcomes which contribute to building our economy and society. On the other hand, Sustainable development depends mainly on programs undertaken in 3 sectors; these are social, economic and environmental sectors. The major issues under each sector are briefly highlighted in this paper along with some suggested measures. This paper may be of interest to readers who are concerned about these sectors of Bangladesh and committed to enlistment of people's lives.

CONCEPT OF COMPETENCY BASED TRAINING

The concept of competency includes all aspects of work performance, comprised of four specific dimensions:



Task Skills: the capacity to perform tasks in the workplace and demonstrate competence that meets the required Standard.

Task Management Skills: the ability to plan and integrate several tasks simultaneously that achieve a desired work outcome such as those skills involved in budgeting for a work operation, securing supplies and equipment for the work operation, completing the task in a timely, cost-effective manner, and ensuring safety practices are followed throughout.

Contingency Management Skills: the ability to respond to crises and breakdowns in the workplace, such as accidents and emergency situations that are unanticipated and require immediate action and resolution

Job/Role Environment Skills: the capacity to own the responsibilities and expectations of the work environment that involves working with others effectively and participating in creating a work culture where all can contribute their best within the parameters of their job role.

OBJECTIVE OF THE STUDY

The objectives of the study are as follows:

1. To find out the present status of competency based training in Bangladesh.
2. To know the effect of competency based training in Bangladesh.
3. To interpret the impact of competency based training for Sustainable development.

TECHNICAL & VOCATIONAL EDUCATION IN BANGLADESH

The history of technical education begins from the period of independent Pakistan. Before 1947 there was no Polytechnic institute but Ahsan Ullah Engineering School. After the birth of independent Pakistan, the need of technical education increased to develop technical manpower for the development of industry. In this background East Pakistan polytechnic institute was established at Tejgaon industrial area in 1955 which is now named as Dhaka polytechnic institute. Considering the growing need of technical manpower Directorate of Technical Education was established in 1960 to organize, administer and control the technical education facilities at different levels to ensure production of trained technical manpower. In 1962, the Ahsan Ullah Engineering College was upgraded to “The East Pakistan University of Engineering and Technology“. Then six technical institutes project started in 1962-63. In that project Chittagong, Pabna and Rangpur technical institutes were established in 1962 and Khulna, Rajshahi, and Mymensingh technical institutes were established in 1963. Then Comilla and Syihet technical institutes were established in 1965-66. Barisal, Bogra, Dinajpur, Faridpur, Feni, Jessore and Kustia technical institutes were established in 1968-69.

Technical and Vocational Education(TVET) system is led by the demands of the economy, and aims to transmit society's norms and values intrinsic to the world of work. It is an educational approach which aims to empower the individual to learn specific skills necessary for their role in society and their occupations. Specialization occurs; it is closely linked to industry and commerce. Knowledge, skills and attitude are those which are important for the world of work. Knowledge is an instrument for attaining economic and social goals, and is necessary for economic well-being. In its most progressive form it aims to foster attitudes and dispositions such as entrepreneurship and enterprise. In its depth conception it can mean imparting competence in very specific tasks.

METHODOLOGY OF THE STUDY

For having correct and smooth completion of research work it requires some rules and methodologies. The present study followed some rules and methods to ease the procedure of data collection. Accuracy of study depends on the population, sample size, tools of data collection and data analysis. This study accordingly collected the opinion from some selected areas where CBT has been started and CBT graduates are employed through questionnaires. Besides this, secondary data was collected from different sources like relevant country, different journals, books and research works.

Research Design: The choice of an appropriate research design is essential for a scientific study since it gives a framework of what the researcher will do from setting the research question to the operational implications of the data analysis. A research design is 'the arrangements of conditions form collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure'. The study has been focused on a study of the Competency Based Training (CBT) for Sustainable Development in Bangladesh. Hence descriptive and analytical research designs have been chosen. Because descriptive research design helps to describe the current practices and events while analytical research design enables to establish relationship between variables.

Survey Method: The study was survey type. Survey Method involves a systematic and comprehensive study of a specific community where CBT has been started and the industry where CBT graduate are employed with a view to the analysis of CBT trainees skill developed through CBT & improve the social individual life systems. In this research, the tools used for the survey were questionnaire survey, interview schedule and observation.

Source of data: To conduct this research, secondary data were also collected from various sources including authentic writings, books, relevant country, ministry of statistic and thesis, articles, documents etc. of eminent authors, journals, statistical reviews, academic papers, government documents, newspapers, magazines, souvenirs, published and unpublished research works, internet homepages etc. relevant to the main theme of the study.

FINDINGS OF THE STUDY

Economic development of a country largely depends on the development and use of modern technology. To be able to do this, properly trained and skilled manpower of different levels and fields need to be produced continuously and adequate number to carry forward the economic activity of the country. Bangladesh is high densely populated country. If we can able to convert the people into skilled man power through CBT. In this connection, the unskilled people will be resource for home and abroad. Bangladesh is urgently in need of rapid industrialization in order to achieve the goals of development (i.e., (i) economic growth; (ii) income distribution; (iii) employment creation; iv) political freedom; and (v) environmental integrity) and its suitability for the vast number of unemployed people, to alleviate the curse of poverty and to improve the quality of lifestyle of the people. There are no other alternatives to achieve these objectives.

The combined forces of globalization and emerging technologies are making radical changes to the work place. New skills or the future skills are those that combine the knowledge, skills and attitudes required for the changing workplace. In this circumstance CBT play more vital role in sustainable development.

RECOMMENDATIONS

On the basis of the findings and conclusion of the study on Competency Based Training (CBT) for sustainable development in Bangladesh the following recommendations are made:

A. Present status of Competency Based Training (CBT) in Bangladesh:

1. Public private partnership (PPP) should be developed for sustainable development in Bangladesh. Such partnership could yield mutual benefits.
2. CBT can play an important role to attaining perspective plan (vision 2010-2021) of Bangladesh by creating skill manpower through CBT.
3. CBT facilitate higher level training and consequently attain higher level skill. It is essential for new and upcoming technology.
4. CBT is very important for the poor, school dropout learners, women & disabled people. Through CBT a major part become an active part in the society. Only CBT can escape them from the burden of the society. They can play a vital role in the society.
5. CBT is now very primary stage (like a child) in Bangladesh. CBT should properly nurse to reach its maturity like, Singapore, Australia, South Korea, Chins, etc.
6. CBT curriculum should always develop by the experts of industries and institutes such that the curriculum becomes compatible according to need of respective workplace.
7. Teaching aids and equipment for CBT should be sufficient, updated and similar to the workplace.
8. Publicity should suffice to attract the population to CBT Program. The concept of CBT should be well known to the mass people of Bangladesh.
9. Infrastructure and budget allocation for CBT must be increased enough to ensure quality CBT.
10. Sufficient, full-time, regular and industrial well experienced Trainer's should be employed for quality CBT.
11. Policy making for produces skill manpower through CBT & creates available job market for them at home and abroad is essential to attract the young people of the country.

B. Effects of Competency Based Training (CBT) in Bangladesh:

1. For reduce unemployment and poverty from society CBT is one of the main instruments.
2. CBT should imply in every stage like, industry, agriculture, commerce etc. for getting better jobs, higher individual income and collect remittance at home and abroad.
3. CBT graduates can perform better skill in the workplace than others and increase the productivity in the industry. So CBT graduates should give the preference in case of employment.
4. CBT can develop industry-institute correlation. Through CBT in some cases Dual training (industry-institute) system should run to do the job effectively in the workplace.

C. Impact of Competency Based Training (CBT) for SD in Bangladesh:

1. GDP must be increased through CBT like USA, Singapore, Australia, Japan, South Korea, China, etc. CBT is unparalleled for high densely populated Bangladesh to reach the higher income country.
2. CBT empowers the women, a large part of society, especially economically.
3. CBT ensures the employer's health, mental peace, social security and safety.
4. Natural disaster can be overcome in Bangladesh through CBT.

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