



Brief Note

on ESDO TVET Activities



Eco-Social Development Organization (ESDO)

| March, 2024

“ A Successful Journey towards Development through Vocational Training to 50000 Youths: Lessons and Way Forward ”

Background

Resilient and sustainable development can only be ensured in Bangladesh by transforming one-third of the existing youths into the workforce. With the support of the government and development partners, ESDO is proactively engaged in technical and skills development training for around 10 thousand youths each year in 21 districts of Bangladesh. This approach has enabled them to participate in self-employment and wage employment within various local and national industry sectors. Additionally, it has transformed them into remittance heroes by giving them employment abroad.

Being a social development organization, ESDO established "The Eco Institute of Technology (EIT) in 2015 with a noble wish to address the unemployment issue by providing demand-based professional training to the youth. Thus, EIT is making a critical contribution to achieving the country's development agenda and the Sustainable Development Goals of the United Nations by reducing unemployment. EIT acts as an umbrella institute and conducts different career skills training under different donors, affiliated authorities, and associations of different industries/sectors.

EIT started with a single center at Thakurgaon and has now grown into a national network of over 20 Centres across 14 districts—Thakurgaon, Rangpur, Lalmonirhat, Kurigram, Gaibandha, Jamalpur, Sherpur, Rajshahi, Gazipur, Dhaka, Khulna, Satkhira, Barishal & Bhola - and was awarded as the Good Performance Award 2019 by Skills for Employment Investment Program (SEIP) Finance Division, Ministry of Finance, and Government of Bangladesh. EIT provides value-based empowering education that delivers employment and entrepreneurship to rural Bangladesh via technical

vocational education and training. This is achieved through three critical interventions: center-based skills training, workplace-based training (WBT), and entrepreneurship training.

Goal

All youth, particularly rural youth, are adequately empowered with career skills and have decent employment. We expect that after career-based skills training, all the trainees will be self-employed or get a respectable job.

Objectives

The broader objective is to develop a skilled workforce through skills training and, after that, place them in self and wage employment, which will, in turn, improve their livelihood sustainably.

The specific objectives are:

- i) To assess the skill demand of current jobs and business markets and develop a market-responsive training course curriculum and practical facilities.
- ii) To select unemployed youth, focusing on girls, ethnic minorities, and people with disabilities, and build their professional capacity through need-based career skill training.
- iii) To develop a strong Institute-Industry network to create greater access to employment for EIT-trained youths by linking them to job opportunities
- iv) To support EIT-trained youths to be self-employed by setting up their own business and placing them in different jobs.

Creating recognized and certified skilled professionals

Accredited and affiliated with the National Skill Development Authority (NSDA), Prime Minister's Office, Government of Bangladesh, and Bangladesh Technical Education Board (BTEB), EIT focuses on providing skilled professionals to meet the rising industry demand.

TVET Center, Lab/workshop for practical sessions

Discover a realm of excellence at ESDO-TVET, where innovation meets education. Our state-of-the-art facilities boast over 100 modern workshops, labs, and classrooms, equipped with 20 Training Centers and 11 RTO and Assessment Centers aligned with NSDA/BTEB Accreditation Criteria; we provide top-notch resources to cater to individual occupational skills and industry demands.

The data provided offers a detailed glimpse into the enrollment dynamics at ESDO-TVET, a premier vocational training institution. With its focus on blending education with innovation through state-of-the-art facilities, including modern workshops, labs, classrooms, Training Centers, and RTO and Assessment Centers accredited by NSDA/BTEB, ESDO-TVET is evidently addressing both individual and industry needs effectively. The following table indicate a glimpse of ESDO-TVET activities on the arena of training activities:

Table-01: A glimpse of ESDO-TVET activities

| S. N. | Name of Trade / Course | Trainees Enrolment | | |
|-------|---|--------------------|--------|-------|
| | | Male | Female | Total |
| 1 | Electrical Installation & Maintenance (EIM) | 9995 | 446 | 10441 |
| 2 | Sewing Machine Operation (SMO) | 2524 | 9214 | 11738 |
| 3 | Masonry | 983 | 425 | 1408 |
| 4 | Plumbing | 1944 | 217 | 2161 |
| 5 | Tiles and Marble Fitting (TMF) | 1036 | 109 | 1145 |
| 6 | Computer Operation | 2348 | 767 | 3115 |
| 7 | Mobile Phone Servicing (MPS) | 1090 | 2 | 1092 |
| 8 | Steel Binding & Fabrication (SBF) | 1193 | 280 | 1473 |
| 9 | Refrigeration & Air Conditioning (RAC) | 1324 | 0 | 1324 |
| 10 | Block Batik & Screen Printing | 10 | 51 | 61 |

| S. N. | Name of Trade / Course | Trainees Enrolment | | |
|-------|--|--------------------|--------------|--------------|
| | | Male | Female | Total |
| 11 | Electrical Navigation & Equipment Installation | 542 | 149 | 691 |
| 12 | Welding and Fabrication | 1719 | 36 | 1755 |
| 13 | IT Support Service | 583 | 104 | 687 |
| 14 | Web & Graphics Design | 670 | 166 | 836 |
| 15 | ICT | 79 | 31 | 110 |
| 16 | Consumer Electronics | 525 | 0 | 525 |
| 17 | Auto Mechanics | 875 | 0 | 875 |
| 18 | General Caregiving | 0 | 60 | 60 |
| 19 | Solar Home System | 608 | 0 | 608 |
| 20 | Tailoring & Dress Making (TDM) | 42 | 1006 | 1048 |
| 21 | Computer Office Application | 418 | 447 | 865 |
| 22 | Data Entry Operator | 40 | 100 | 140 |
| 23 | Beauty Care | 0 | 390 | 390 |
| 24 | Handicrafts | 0 | 105 | 105 |
| 25 | Knit Machine Operation | 20 | 180 | 200 |
| 26 | Oven Machine Operation | 50 | 400 | 450 |
| 27 | TV Servicing | 400 | 0 | 400 |
| 28 | Hardware & Networking | 80 | 20 | 100 |
| 29 | Digital Marketing | 50 | 30 | 80 |
| | Total = | 29098 | 14705 | 43803 |

The courses with the highest total enrollments are Electrical Installation & Maintenance (EIM) with 10,441 trainees and Sewing Machine Operation (SMO) with 11,738 trainees. This indicates a strong interest in these fields, which could be due to market demand for skilled labor in electrical work and garment manufacturing, reflecting the institution's alignment with industry needs.

Specialized Trades

Courses like Mobile Phone Servicing, Refrigeration & Air Conditioning, and Steel Binding & Fabrication show moderate enrollments, suggesting a focused interest in these specialized skills. Their specific nature may attract students with precise career paths in mind.

Male-Dominated Fields: Most technical and traditionally male-oriented trades like Electrical Installation & Maintenance, Masonry, Plumbing, and Auto Mechanics have significantly higher male enrollments. This reflects common societal trends in vocational training and occupational choices.

Female-Dominated Fields: Conversely, Sewing Machine Operation and Tailoring & Dress Making are overwhelmingly preferred by female trainees, highlighting the gendered nature of certain professions. However, these courses offer vital skills that empower women to enter the workforce in sectors with high demand.

Gender-Neutral Opportunities: Computer Operation and Computer Office Application courses show a more balanced gender distribution. These areas might represent sectors where ESDO-TVET is successfully promoting gender equity in ICT skills development.

Areas for Strategic Focus

Emerging Technologies: The presence of courses like IT Support Service, Web & Graphics Design, and Digital Marketing points to ESDO-TVET's commitment to equipping students with skills relevant in the digital economy. Given the relatively lower enrollments in these areas, there may be opportunities to expand outreach and encourage more students to explore these future-oriented careers.

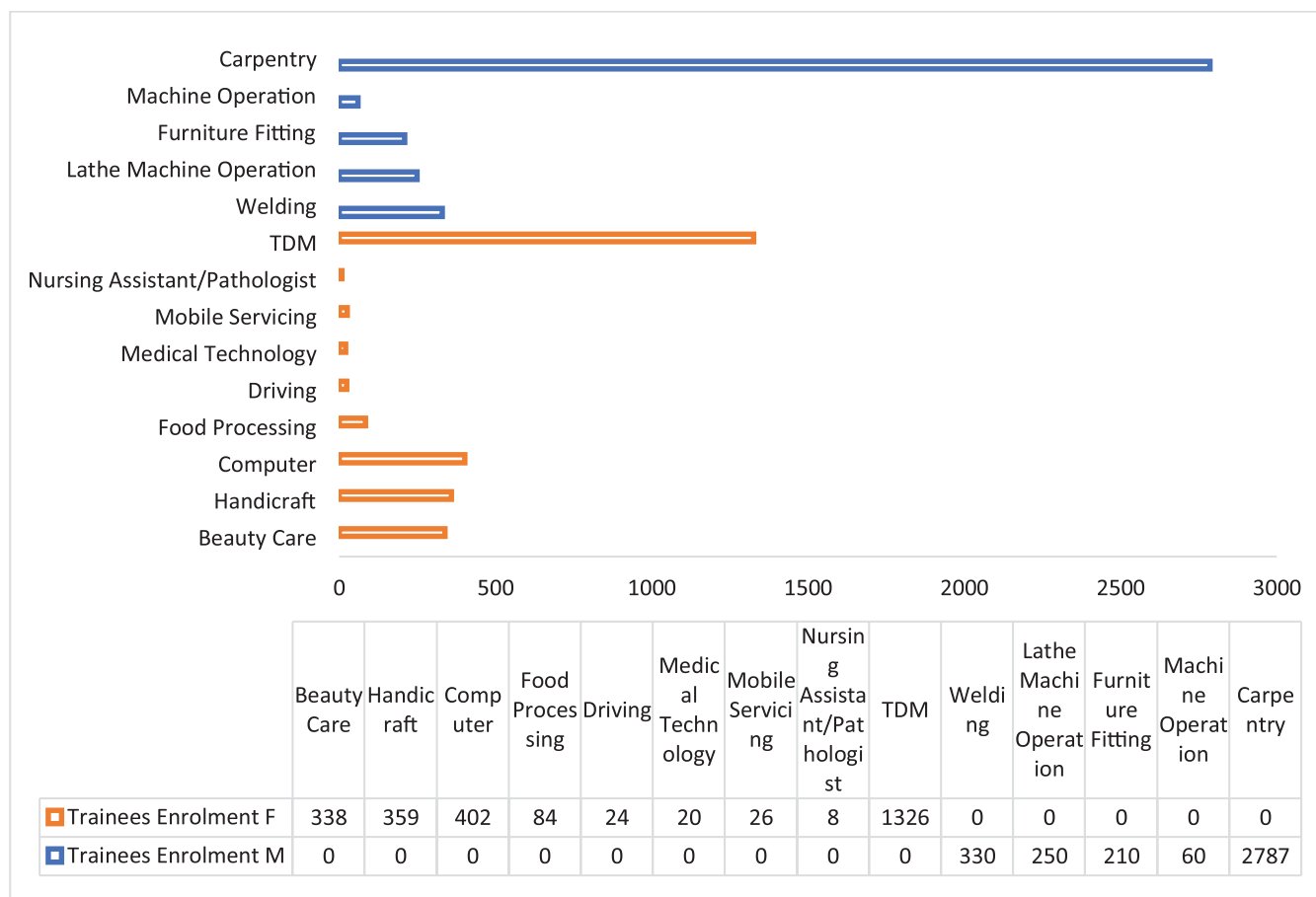
Promoting Gender Diversity: While some fields show significant gender disparities, there are clear opportunities for ESDO-TVET to further promote gender diversity across all courses. Initiatives could include scholarships, awareness campaigns, and targeted recruitment to attract more females to male-dominated fields and vice versa.

Addressing Market Needs: Continuous alignment with industry demands ensures that ESDO-TVET graduates are well-prepared to enter the workforce. The institution might benefit from regular labor market analyses to adapt its course offerings and capacity in line with emerging trends and sectoral shifts.

In summary, ESDO-TVET is making commendable strides in providing comprehensive vocational training that meets both the aspirational and practical needs of its students. By continuously innovating and adapting to the changing landscape of vocational education and labor market demands, ESDO-TVET can enhance its role as a pivotal institution in shaping skilled professionals ready for the challenges and opportunities of the future.

Additionally, ESDO-TVET is more than just an educational institution; it is a portal to limitless opportunities, paving the way for potential discovery and initiating a transformative journey in youth skill development. Besides its own institutional and inhouse activities, it also works on informal basis. In different informal settings, it provides training on various sections:

Graph-01: Informal apprentice/ Workplace Based Training (WBT) based Trainees



This data provides an overview of trainee enrollment by gender across various trades or courses. The total enrollment figures reveal that there are 3,637 male trainees and 2,587 female trainees, showing a somewhat balanced overall distribution but with clear gender disparities within specific trades. Here's a closer analysis:

Female-Only Enrollments: All trainees in Beauty Care, Handicraft, Computer, Food Processing, Driving, Medical Technology, Mobile Servicing, Nursing Assistant/Pathologist, and Tailoring & Dress Making (TDM) are female. This suggests these courses are either designed for, or more appealing to, women, possibly due to societal norms, job market demands, or individual preferences.

Male-Only Enrollments: Trades like Welding, Lathe Machine Operation, Furniture Fitting, Machine Operation, and Carpentry have exclusively male enrollments. These fields are traditionally male-dominated, reflecting perhaps a combination of cultural expectations and physical demands perceived in these jobs.

The clear gender divide across different trades could be influenced by societal norms and perceptions about what is considered appropriate or desirable work for men and women. Efforts to diversify enrollment in these fields might require challenging these norms and providing more inclusive access to training opportunities. While respecting choice, there could be an opportunity to encourage cross-gender enrollment in traditionally gendered fields through awareness campaigns, scholarships, and by showcasing successful role models from underrepresented genders in those fields.

The enrollment figures in female-dominated courses like TDM, which has the highest number of enrollments among all listed courses, suggest a high demand for skills in these areas. However, it's also critical to assess the labor market outcomes for these trainees to ensure that training is aligned with actual job opportunities.

For trades with zero enrollment from one gender, it might be beneficial to investigate the reasons behind this. If barriers exist, such as lack of interest or awareness, perceived irrelevance of the skill to one gender, or societal pressures, targeted interventions could be implemented to address these.

However, considering all the issues, ESDO facilitate gender focused and gender-based training module so as individual could foster their inner capabilities and marked them with existing market demand.

Special support under different Courses

ESDO TVET enhances its training environment with a variety of specialized provisions:

Customized Career Counseling: Tailoring guidance to align students' course choices with their interests and goals.

Financial Aid and Scholarships: Offering financial support to economically disadvantaged students for greater program accessibility.

Language and Cultural Sensitivity Training: Integrating these elements into the curriculum to prepare students for diverse work environments.

Disability Support Services: Providing inclusive education with specialized support for students with disabilities.

Women and Gender Inclusivity Programs: Encouraging women's participation in traditionally male-dominated fields.

Mentorship Connections: Linking students with industry professionals for mentorship and networking.

Soft Skill Development Workshops: Regularly conducting communication, leadership, and teamwork workshops.

Job Placement Assistance: A dedicated cell to help graduates find employment opportunities.

Alumni Network Building: Developing a solid alum network for continuous support and networking.

Digital Literacy Programs: Equipping students with essential digital skills for the modern world.

Entrepreneurial Support: Incubation centers provide resources and mentorship for students starting their ventures.

Industry Expert Lectures and Workshops: Inviting experts for real-world insights and trends.

These initiatives collectively enhance EIT's skill development modalities, contributing to a skilled workforce that will contribute to Bangladesh's economic growth.

Internships/apprenticeships

ESDO usually arranges internships/apprenticeships with different organizations. ESDO already has an MoU with varying organizations for internships. ESDO offer attachments in various sectors, ranging from SMEs to specific industries. Agro-food processing trainees get hands-on experience in Food Processing Plants, Agricultural Firms, and Dairy Units. Construction participants find placements in Construction Companies.

ICT trainees have opportunities in Software Development Companies, Telecommunication Firms, and IT Centers. Those in Light Engineering apprenticed in Mechanical Workshops and Manufacturing Plants, while RMG & Textile trainees interned at Garment Factories and Tailoring Shops. Transport Equipment students are placed in Automotive Shops and Vehicle Manufacturing.

Tourism & Hospitality trainees gain experience in Hotels & Resorts, and Furniture participants apprentice in Woodworking Workshops. Trainees in the Informal sector find placements in local businesses and ventures. We also arrange internships in various industrial and service-related organizations, ensuring diverse learning experiences. If needed, ESDO arranges cross visits to different distance industries/firms.

Certification

After completion of every course, ESDO provide a certificate with the sanctions of BTEB/NSDA. After completion of training, post-assessment/evaluation is done, and ESDO provides a certificate mentioning the training course name, duration, training venue, and competency achievements of the trainee. The training's unit of competency (UoC) is delineated on the front or opposite side of the certificates. Besides this, in the case of trainees from the Donor project, ESDO provided a certificate signed by respective donors.

Table: 02: Certification Status of graduates

| Sl No. | Name of Trade / Course | Total Certification | | |
|--------|--|---------------------|------|-------|
| | | M | F | T |
| 1 | Electrical Installation & Maintenance (EIM) | 9945 | 446 | 10391 |
| 2 | Sewing Machine Operation (SMO) | 2518 | 9197 | 11715 |
| 3 | Masonry | 983 | 425 | 1408 |
| 4 | Plumbing | 1934 | 207 | 2141 |
| 5 | Tiles and Marble Fitting (TMF) | 1036 | 109 | 1145 |
| 6 | Computer Operation | 2325 | 767 | 3092 |
| 7 | Mobile Phone Servicing (MPS) | 1085 | 2 | 1087 |
| 8 | Steel Binding & Fabrication (SBF) | 1193 | 280 | 1473 |
| 9 | Refrigeration & Air Conditioning (RAC) | 1316 | 0 | 1316 |
| 10 | Block Batik & Screen Printing | 10 | 51 | 61 |
| 11 | Electrical Navigation & Equipment Installation | 535 | 149 | 684 |

| Sl No. | Name of Trade / Course | Total Certification | | |
|--------|--------------------------------|---------------------|--------------|--------------|
| | | M | F | T |
| 12 | Welding and Fabrication | 1719 | 36 | 1755 |
| 13 | IT Support Service | 583 | 104 | 687 |
| 14 | Web & Graphics Design | 590 | 146 | 736 |
| 15 | ICT | 79 | 31 | 110 |
| 16 | Consumer Electronics | 525 | 0 | 525 |
| 17 | Auto Mechanics | 875 | 0 | 875 |
| 18 | General Caregiving | 0 | 57 | 57 |
| 19 | Solar Home System | 608 | 0 | 608 |
| 20 | Tailoring & Dress Making (TDM) | 42 | 1006 | 1048 |
| 21 | Computer Office Application | 418 | 447 | 865 |
| 22 | Data Entry Operator | 40 | 100 | 140 |
| 23 | Beauty Care | 0 | 382 | 382 |
| 24 | Handicrafts | 0 | 105 | 105 |
| 25 | Knit Machine Operation | 20 | 180 | 200 |
| 26 | Oven Machine Operation | 50 | 400 | 450 |
| 27 | TV Servicing | 388 | 0 | 388 |
| 28 | Hardware & Networking | 80 | 20 | 100 |
| 29 | Digital Marketing | 55 | 16 | 71 |
| | Total = | 28897 | 14647 | 43544 |

The data presents the total certifications awarded by ESDO after the completion of various trade or course trainings, segmented by gender (Male, Female). This showcases the effectiveness of ESDO's TVET programs and its alignment with BTEB/NSDA standards, as well as the institution's commitment to ensuring that trainees are recognized for their competency achievements. Here's an analysis based on the provided figures:

Key Highlights

High Certification Rates in Popular Courses: The courses with the highest number of certifications—Electrical Installation & Maintenance (EIM), Sewing Machine Operation (SMO), and Welding and Fabrication—mirror the enrollment interest, indicating that these programs are not only popular but also successful in leading trainees to completion.

Gender Disparities in Certification: Similar to the enrollment data, the certification data also shows gender disparities in certain fields. For instance, SMO is predominantly female, while technical trades like EIM and Welding and Fabrication are predominantly male. This mirrors societal trends and the vocational preferences of different genders.

Successful Skill Acquisition: The issuance of certifications indicates that a significant number of trainees have successfully acquired the skills taught in their respective courses, as evidenced by the completion of post-assessment/evaluations. For courses with 100% industry alignment like EIM, SMO, and Plumbing, these certifications are crucial for entering the job market.

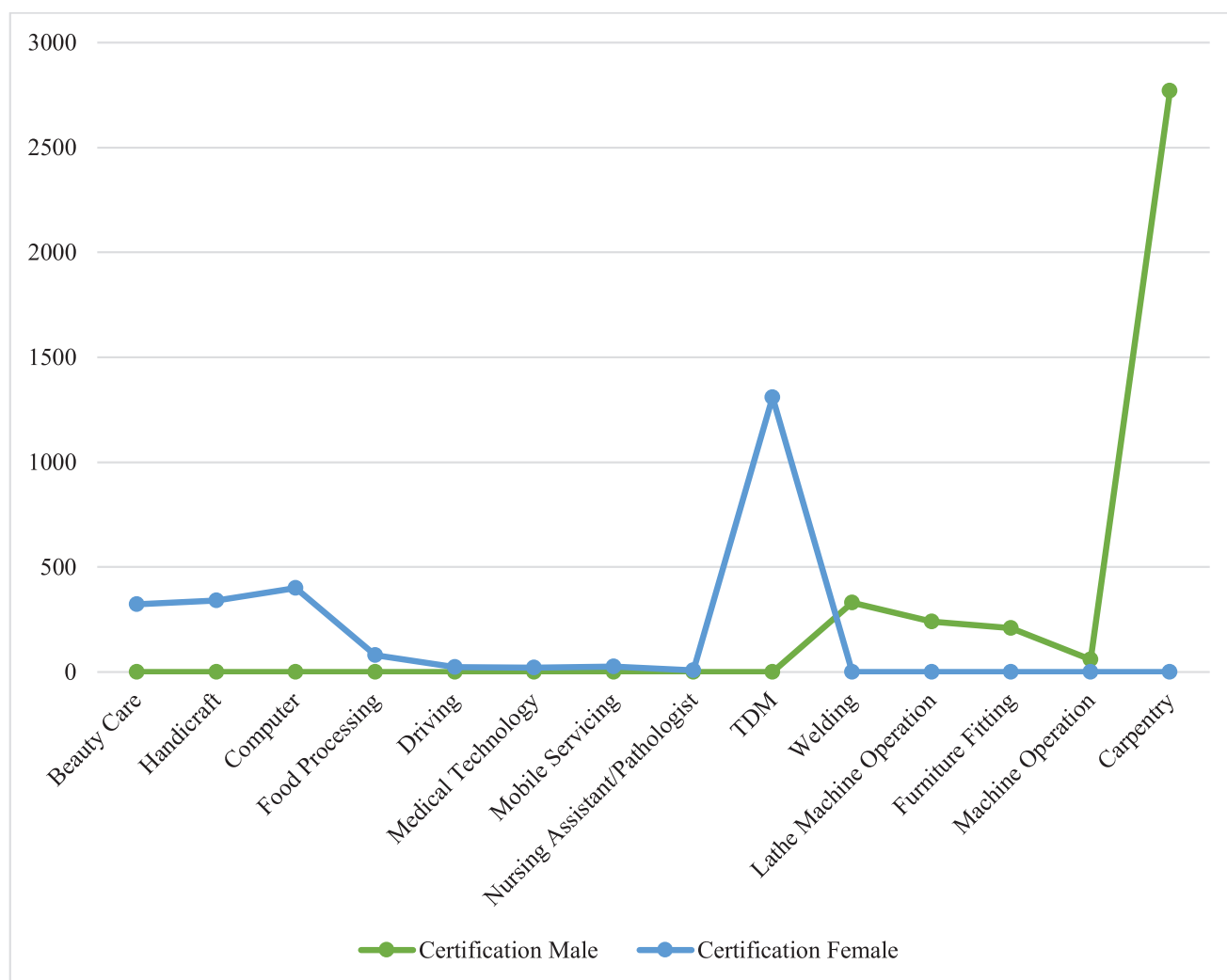
Donor Recognition: The special mention of certificates signed by respective donors for trainees from donor projects highlights an additional level of acknowledgment and possibly a broader network of recognition for the trainee's achievements, potentially aiding their employment opportunities.

Overall, the data reflects ESDO's commitment to providing relevant, quality vocational training that caters to both individual career aspirations and market demands, enhancing the employability and professional development of its graduates.

Certification under informal apprenticeship

The following data reflects both the achievements and challenges in vocational training that ESDO provided in informal settings and related to gender inclusivity and workforce development. By addressing these challenges, training institutions like ESDO can play a pivotal role in shaping a more diverse and skilled workforce for the future.

Graph-2: Informal apprentice/ Workplace Based Training (WBT) certification by Gender



Key Observations

Gender-Specific Fields: Certain trades show a strong gender bias in certifications. For instance, Beauty Care, Handicraft, Computer, and TDM (Tailoring & Dress Making) have certifications awarded exclusively to females. These fields traditionally see higher female participation, which is reflected in the training and certification outcomes.

Conversely, trades like Welding, Lathe Machine Operation, Furniture Fitting, and Carpentry are male-dominated, with no female certifications reported. This aligns with conventional gender roles in these physically demanding and technically skilled areas.

Emerging Trends and Gender Participation: Computer training certifications awarded exclusively to females (400 certifications) indicate a significant interest and participation of women in technology-related fields, suggesting a positive trend toward gender inclusivity in tech occupations.

Food Processing and Driving, with certifications also only awarded to females, showcase areas where women are expanding their presence into roles traditionally dominated by men or seen as non-traditional for women.

Healthcare and Service Sector Participation: Certifications in Medical Technology and Nursing Assistant/Pathologist being awarded only to females highlights the continued gendered nature of healthcare and caregiving professions, where women are often the majority.

High Volume Trades: Carpentry, with 2771 male certifications, stands out as the trade with the highest number of certifications awarded, reflecting a significant demand and participation in this field. This is contrasted with TDM, which leads the female-dominated trades with 1310 certifications, indicating a high interest and demand in tailoring and dressmaking skills among women.

ESDO TVET Job Placement Unit

ESDO-TVET demonstrates a commitment to providing comprehensive job placement services to its trainees. This includes not only facilitating wage employment but also supporting self-employment ventures through proper guidelines and financial assistance. The job placement unit conducts regular career counseling sessions with trainees to understand their preferences for either wage employment or self-employment. This personalized approach ensures that trainees receive guidance aligned with their career aspirations and goals.

ESDO-TVET provides proper guidelines and financial support, such as loans, to interested trainees for entrepreneurship development. This initiative encourages entrepreneurship among trainees, fostering economic empowerment and self-reliance. The job placement unit serves as a bridge between skilled trainees and potential employers, facilitating connections and matching trainees with suitable job opportunities. This proactive approach enhances the likelihood of successful job placements for trainees.

ESDO-TVET involves employers in the job placement process through an advisory committee, seeking their advice and insights regarding job placement procedures. This collaborative approach ensures that job placement strategies are informed by industry needs and expectations. ESDO-TVET's job placement rate, which is above 80%, reflects the effectiveness of its job placement strategies and the relevance of its training programs to the demands of the labor market. This high placement rate underscores the institution's success in preparing trainees for employment opportunities.

The job placement unit follows up with trainees after placement to monitor their progress and take necessary actions to reduce dropout rates. This post-placement support demonstrates a commitment to the long-term success and retention of trainees in their chosen careers.

Table:03: Job Placement Status of Center based graduates

| Sl No. | Name of Trade / Course | Job Placement | | | | |
|--------|--|---------------|--------------|--------------|--------------|--------------|
| | | M | F | T | Wage | Self |
| 1 | Electrical Installation & Maintenance (EIM) | 8296 | 352 | 8648 | 6800 | 1848 |
| 2 | Sewing Machine Operation (SMO) | 2145 | 7740 | 9885 | 7330 | 2555 |
| 3 | Masonry | 786 | 340 | 1126 | 765 | 361 |
| 4 | Plumbing | 1555 | 174 | 1729 | 1140 | 589 |
| 5 | Tiles and Marble Fitting (TMF) | 829 | 55 | 883 | 610 | 273 |
| 6 | Computer Operation | 1855 | 606 | 2461 | 1352 | 1109 |
| 7 | Mobile Phone Servicing (MPS) | 927 | 1 | 928 | 479 | 449 |
| 8 | Steel Binding & Fabrication (SBF) | 1014 | 140 | 1154 | 654 | 500 |
| 9 | Refrigeration & Air Conditioning (RAC) | 1033 | 0 | 1033 | 567 | 466 |
| 10 | Block Batik & Screen Printing | 8 | 38 | 46 | 12 | 34 |
| 11 | Electrical Navigation & Equipment Installation | 461 | 124 | 584 | 345 | 239 |
| 12 | Welding and Fabrication | 1461 | 16 | 1477 | 986 | 491 |
| 13 | IT Support Service | 350 | 71 | 421 | 348 | 73 |
| 14 | Web & Graphics Design | 402 | 100 | 502 | 198 | 304 |
| 15 | ICT | 55 | 22 | 77 | 55 | 22 |
| 16 | Consumer Electronics | 446 | 0 | 446 | 347 | 99 |
| 17 | Auto Mechanics | 656 | 0 | 656 | 456 | 200 |
| 18 | General Caregiving | 0 | 39 | 39 | 28 | 11 |
| 19 | Solar Home System | 517 | 0 | 517 | 289 | 228 |
| 20 | Tailoring & Dress Making (TDM) | 36 | 825 | 861 | 679 | 182 |
| 21 | Computer Office Application | 334 | 358 | 692 | 390 | 302 |
| 22 | Data Entry Operator | 32 | 84 | 116 | 65 | 51 |
| 23 | Beauty Care | 0 | 343 | 343 | 305 | 38 |
| 24 | Handicrafts | 0 | 89 | 89 | 65 | 24 |
| 25 | Knit Machine Operation | 17 | 149 | 166 | 88 | 78 |
| 26 | Oven Machine Operation | 43 | 332 | 375 | 289 | 86 |
| 27 | TV Servicing | 280 | 0 | 280 | 165 | 115 |
| 28 | Hardware & Networking | 60 | 15 | 75 | 26 | 49 |
| 29 | Digital Marketing | 38 | 24 | 62 | 26 | 36 |
| | Total = | 23597 | 12012 | 35609 | 24833 | 10776 |

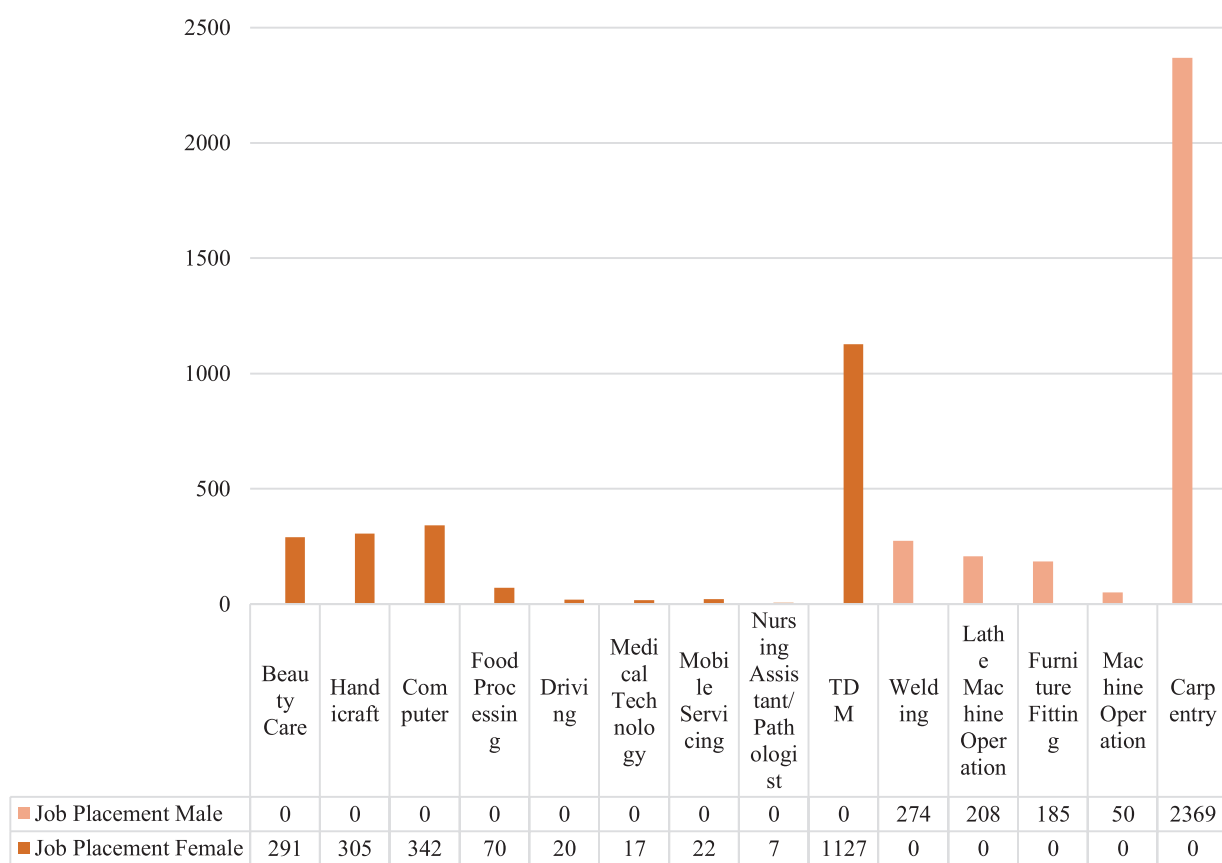
Based on the provided data, ESDO TVET demonstrates a strong commitment to facilitating job placements for its trainees through various initiatives and support mechanisms. Here's an analysis of the job placement statistics and the strategies employed by ESDO TVET:

Key Observations

- **High Job Placement Rate:** The job placement rate at ESDO TVET is impressive, standing above 80%. This indicates the effectiveness of the institution's job placement strategies and the relevance of its training programs to the demands of the labor market.
- **Wage Employment vs. Self-Employment:** The data shows a significant number of trainees securing wage employment, with 24,833 trainees placed in wage jobs. Additionally, a considerable portion of trainees, 10,776, have opted for self-employment opportunities, highlighting the institution's success in nurturing entrepreneurial skills among its trainees.

- **Gender-Specific Placement:** The job placement figures are distributed across genders, with both male and female trainees securing employment opportunities. This reflects ESDO TVET's inclusive approach to job placement and its efforts to ensure equal opportunities for all trainees, regardless of gender.
- **Course-Specific Placement:** Certain courses demonstrate higher job placement numbers compared to others, suggesting variations in demand for specific skills in the job market. For instance, courses like Sewing Machine Operation, Electrical Installation & Maintenance, and Welding and Fabrication have notable job placement figures, indicating strong demand for these skill sets.

Graph:03: Job placement Status of Informal apprentice/ Workplace Based Training (WBT)



It's evident that the institution has been actively assisting its trainees in securing employment opportunities, both in wage employment and self-employment ventures. For the Informal Training, Key Observations are:

- **Distribution of Job Placements**
 - The total number of job placements for all courses stands at 5,685, indicating a significant effort by ESDO TVET in facilitating employment opportunities for its trainees.
 - Carpentry has the highest number of job placements, with 2,369 placements, followed by TDM (Tailoring & Dress Making) with 1,079 placements.
- **Gender-Specific Placements**
 - Female trainees predominantly occupy positions in courses like Beauty Care, Handicraft, Computer, Food Processing, Nursing Assistant/Pathologist, and TDM, reflecting gender trends in certain fields.
 - Meanwhile, male trainees dominate trades like Welding, Lathe Machine Operation, Furniture Fitting, Machine Operation, and Carpentry, aligning with traditional gender roles in manual labor and technical fields.
- **Wage Employment vs. Self-Employment**
 - A significant portion of placements falls under wage employment, with a total of 2,586 placements in wage jobs across all courses.
 - Additionally, there are notable placements in self-employment ventures, with 2,699 trainees opting for entrepreneurship opportunities.
- **Course-Specific Placement Strategies**
 - Courses like Carpentry, TDM, and Welding show a substantial number of trainees opting for self-employment, which could be attributed to the nature of these trades, where individuals often establish their own businesses or workshops.
 - Other courses like Beauty Care, Computer, and Handicraft also have a considerable number of trainees pursuing self-employment, indicating a growing trend towards entrepreneurship in various sectors.

Job Placement Strategies

- **Career Counseling and Guidance**
 - ESDO TVET conducts regular career counseling sessions with trainees to understand their preferences for either wage employment or self-employment. This ensures that trainees are provided with appropriate guidance based on their career aspirations.
 - **Entrepreneurship Development Support**
 - ESDO TVET offers guidelines and financial assistance, such as loans, to interested trainees for entrepreneurship development, fostering a culture of self-employment and promoting entrepreneurship among the trainees.
 - **Employer Network and Collaboration**
 - The institution maintains a robust network of employers and collaborates closely with them to facilitate job placements for skilled trainees. This includes establishing an employer's committee to advise on job placement procedures, ensuring alignment with industry requirements.
 - **Follow-up and Support**
 - ESDO TVET's job placement unit follows up with trainees after placement to monitor their progress and take necessary actions to reduce dropout rates, indicating a commitment to continuous support and engagement with alumni.
- By implementing these strategies, ESDO TVET can further enhance its role in facilitating successful job placements and entrepreneurship opportunities for its trainees, contributing to their professional development and economic empowerment.

Curriculum

EIT adheres primarily to the curricula set by the National Skills Development Authority (NSDA) and the Bangladesh Technical Education Board (BTEB) for most of its courses. Additionally, EIT boasts an expert curriculum development team dedicated to creating customized curricula that meet specific industry skill requirements. This team collaborates with national authorities to develop and authorize curricula for occupations not covered by national standards.

In alignment with the Competency-Based Training and Assessment (CBT&A) approach, our curriculum development team also tailors technical and vocational trade curricula to the needs of donors or supporting agencies for various projects. EIT's commitment to dynamic and market-responsive education is evident in our development of over 15 unique curricula in different trades, with continuous updates to keep pace with market demands. This process ensures that our curricula are relevant and practical, equipping students with the skills needed for success in the evolving Bangladesh TVET sector.

Achievements

"ESDO TVET Awarder "Good Performance Award" in 2019 by SEIP, Ministry of Finance, GOB, and ESDO TVET professionals got Best Skills Trainer Award, "Sudipto Proshikhhok 2023"

The early results show that ESDO-TVET training courses have created a small but critical movement among the young generation in the locality, particularly unemployed youth, both boys and girls. Since it started in 2015, an increasing trend in demand for the ESDO-EIT career skill training is evident as the number of unemployed youth, both boys and girls applicants, has significantly increased over the last three years of the training courses. The increasing number of job placements has led to a perception shift regarding the effective linkage between career skill-based hands-on training and employment, both wage and self-employment, which generated eagerness among the youth, mainly from low-income families.

Table-04: Trade wise average income of the trainees of center-based courses

| Sl No. | Name of Trade / Course | Wage | Self |
|--------|--|-------|-------|
| 1 | Electrical Installation & Maintenance (EIM) | 12200 | 15500 |
| 2 | Sewing Machine Operation (SMO) | 13600 | 8500 |
| 3 | Masonry | 14400 | 16800 |
| 4 | Plumbing | 15000 | 18500 |
| 5 | Tiles and Marble Fitting (TMF) | 19200 | 16000 |
| 6 | Computer Operation | 10500 | 14200 |
| 7 | Mobile Phone Servicing (MPS) | 9500 | 13000 |
| 8 | Steel Binding & Fabrication (SBF) | 14400 | 19200 |
| 9 | Refrigeration & Air Conditioning (RAC) | 8500 | 11800 |
| 10 | Block Batik & Screen Printing | 7500 | 10300 |
| 11 | Electrical Navigation & Equipment Installation | 14200 | 15500 |
| 12 | Welding and Fabrication | 22000 | 28600 |
| 13 | IT Support Service | 12000 | 16500 |
| 14 | Web & Graphics Design | 25200 | 30000 |
| 15 | ICT | 15600 | 24500 |
| 16 | Consumer Electronics | 12000 | 15000 |
| 17 | Auto Mechanics | 14400 | 12200 |
| 18 | General Caregiving | 12500 | 18800 |
| 19 | Solar Home System | 10500 | 9200 |
| 20 | Tailoring & Dress Making (TDM) | 9600 | 11500 |
| 21 | Computer Office Application | 9500 | 10600 |
| 22 | Data Entry Operator | 9500 | 12100 |
| 23 | Beauty Care | 10000 | 18500 |
| 24 | Handicrafts | 11800 | 15000 |
| 25 | Knit Machine Operation | 16600 | 11500 |
| 26 | Oven Machine Operation | 16000 | 11000 |
| 27 | TV Servicing | 10000 | 15500 |
| 28 | Hardware & Networking | 14500 | 21000 |
| 29 | Digital Marketing | 15500 | 22000 |

Graph:04: Trade wise average income of the trainees of center-based course

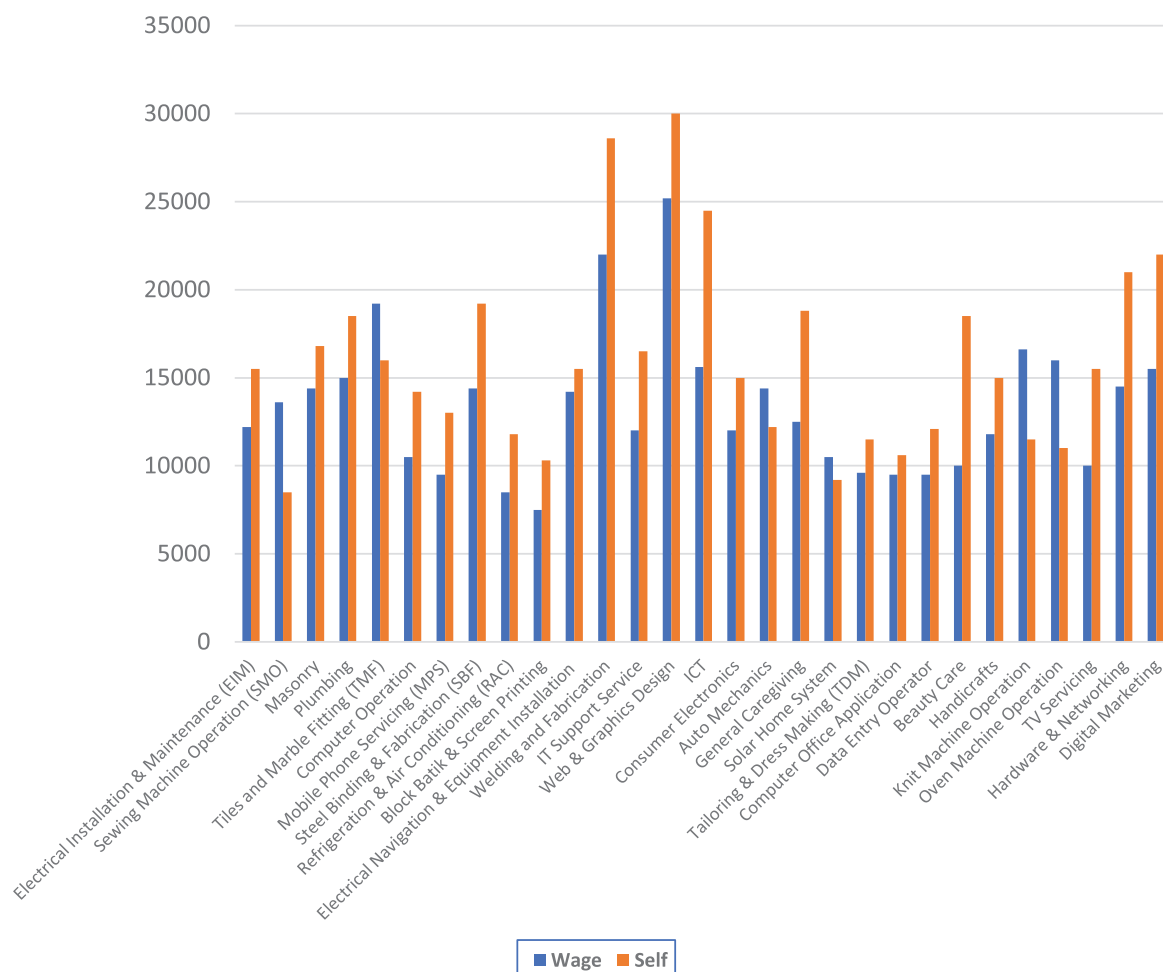
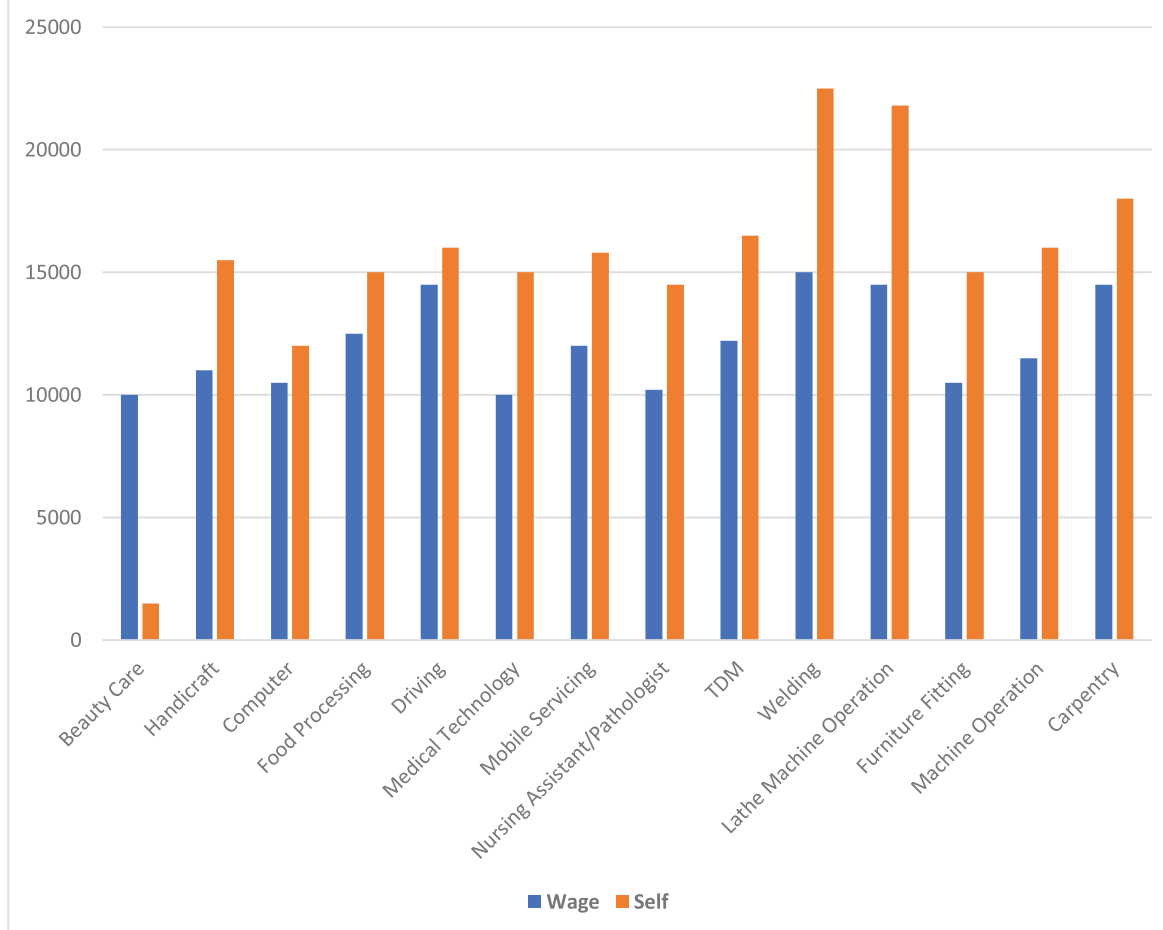


Table-05: Trade wise average income of the trainees of informal apprentice/ Workplace Based Training (WBT)

| Sl No. | Name of Trade / Course | Wage | Self |
|--------|-------------------------------|--------|-------|
| 1 | Beauty Care | 1000 0 | 1500 |
| 2 | Handicraft | 1100 0 | 15500 |
| 3 | Computer | 1050 0 | 12000 |
| 4 | Food Processing | 1250 0 | 15000 |
| 5 | Driving | 1450 0 | 16000 |
| 6 | Medical Technology | 1000 0 | 15000 |
| 7 | Mobile Servicing | 1200 0 | 15800 |
| 8 | Nursing Assistant/Pathologist | 1020 0 | 14500 |
| 9 | TDM | 1220 0 | 16500 |
| 10 | Welding | 1500 0 | 22500 |
| 11 | Lathe Machine Operation | 1450 0 | 21800 |
| 12 | Furniture Fitting | 1050 0 | 15000 |
| 13 | Machine Operation | 1150 0 | 16000 |
| 14 | Carpentry | 1450 0 | 18000 |

Graph:04: Trade wise average income of the trainees of informal apprentice/ Workplace Based Training (WBT)



Major Findings of Income :

Wage Employment vs Self Employment

- Income through self-employment is better compare to wage employment. That is the common trend in both center-based courses and informal apprentice/ Workplace Based Training (WBT).
- In case of Sewing Machine Operator/ Dress Making income through wage employment is better that self-employment.
- In case of self-employment income fluctuate on seasonality , like in rainy season they earn less compare to winter.
- Web & Graphics Design is still now the highest income earning trade in both wage and self and on the other hand Tailoring and Dress making is the lowest income earning trade in self and Block Batik & Screen Printing is the low earning trade in wage employment.

Good practices and learning

Promote Course Awareness: Raise awareness about courses and their objectives through community meetings, social media, and local publicity.

Expand Training Access: Broaden access to skill development programs for targeted unemployed youth based on market demand.

Target Special Need Groups: Focus on enrolling trainees from groups with special needs to ensure effective participation.

Encourage Diverse Participation: Take initiatives to boost the involvement of individuals with disabilities, ethnic minorities, and female trainees.

Market-Relevant Training: Offer skill development in technical trades tailored to current market demands

Link Training to Employment: Provide training that leads to wage employment or self-employment opportunities..

Conduct Job Market Surveys: Regularly survey job markets and organize job fairs and employer gatherings for easier job market access.

Offer Entrepreneurship Counseling: Regularly counsel trainees, encouraging self-employment and entrepreneurship.

Facilitate Job Placement: Ensure trainee job placement post-training and focus on increasing their income potential. Furthermore, ESDO TVET employs several other highly effective practices that contribute significantly to achieving additional objectives.

Continuous Curriculum Update: Regularly revise and update the training curriculum to align with industry trends and technological advancements.

Post-Training Support: Offer ongoing support and resources to graduates, aiding their transition into the workforce or entrepreneurial ventures.

Partnerships with Industries: Establish strong partnerships with various industries to ensure training relevance and to facilitate direct job placements.

Digital and Technological Integration: Incorporate digital tools and technology in training programs to enhance learning and reflect modern workplace requirements.

Environment and Sustainability Focus: Integrate environmental awareness and sustainability practices into training programs to promote eco-friendly skills.

Feedback Mechanism: Implement a robust feedback system involving trainees and employers to improve training quality and relevance continually.

Comprehensive plan of the ESDO Skills Development Center

Market Research and Analysis

- Conduct thorough research to identify emerging industries and job sectors in Bangladesh and abroad.
- Analyze skill gaps and future job trends to understand the demand for specific skills in the market.

Partnership and Collaboration

- Establish partnerships with leading industries, multinational companies, and international organizations to understand their skill requirements and job prospects.

- Collaborate with universities, research institutions, and tech companies to access various fields' latest advancements and expertise.

Customized Training Programs

- Develop customized training programs tailored to the needs of emerging industries and future job markets, such as digital marketing, data analytics, artificial intelligence, renewable energy, and e-commerce.
- Offer flexible and modular training courses that allow learners to acquire skills at their own pace and convenience.

Technology Integration

- Incorporate cutting-edge technologies such as virtual reality (VR), augmented reality (AR), and simulation-based learning to provide hands-on experience and practical training.
- Offer online and blended learning options to reach a wider audience and provide access to training resources from anywhere, anytime.

Soft Skills Development

- Emphasize the importance of soft skills such as critical thinking, problem-solving, communication, teamwork, and adaptability, which are essential for success in the future job market.
- Integrate experiential learning methods, group projects, and real-world case studies to develop practical skills and enhance employability.

Entrepreneurship and Innovation Hub

- Establish an entrepreneurship and innovation hub to foster creativity, innovation, and entrepreneurial mindset among learners.
- Provide mentorship, incubation support, and access to funding opportunities for aspiring entrepreneurs to launch their startups and ventures.

Global Certification and Accreditation

- Seek accreditation from internationally recognized certification bodies and regulatory authorities to ensure the quality and credibility of training programs.
- Offer globally recognized certifications and credentials to enhance the employability and mobility of graduates in the international job market.

Industry Immersion and Internship Programs

- Facilitate industry immersion and internship programs with leading companies and organizations to provide practical exposure and on-the-job training opportunities.
- Collaborate with employers to design internship projects and mentorship programs that align with industry needs and career aspirations.

Continuous Learning and Professional Development

- Establish a continuous learning and professional development culture by offering lifelong learning opportunities, upskilling, and reskilling programs to adapt to evolving job market demands.
- Provide career counseling, job placement assistance, and alumni networks to support graduates' career progression and advancement.

Monitoring and Evaluation

- Implement robust monitoring and evaluation mechanisms to assess the effectiveness and impact of training programs on learners' skills development, employment outcomes, and overall satisfaction.
- Collect feedback from stakeholders, employers, and alumni to continuously improve and refine training curricula, methodologies, and delivery approaches.

Conclusion

In anticipation of the demographic dividend and to strategically position ourselves for the future job market, ESDO is launching a cutting-edge Skills Development Center. This center will prioritize acquiring 4th and 5th Industrial Revolution skills and future skills deemed essential for emerging job markets worldwide. ESDO will focus on fostering innovation and nurturing talent with skill sets poised to meet global demand across various industries .



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