

Access and Equity in Vocational Education: A case study of a technical training centre in Bangladesh

Gopal Kumar Bhattacharya

BA Tribhuvan, MBA Leeds

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Abstract

The current debates on growth and employment in both developing and developed countries embrace the issues concerning education and training. These debates focus on the challenges that the process of globalization, and the intensely competitive environment for goods and services that it gives rise to, is impacting on the education and training systems. An important issue in this context is the manner in which the education and training system needs to be oriented so as to ensure that not only growth in the economies is achieved but also the concomitant growth in employment is enhanced.

In this context, access and equity concerns in the education and training system feature prominently. Although access and equity concerns in education and training systems may appear to have been somewhat lost in the din of market-economics, these need to be kept in focus to ensure provision of decent work and its attendant benefits to the society.

Vocational education has an important role in the education system as a means to develop knowledge and skills that helps the workforce in becoming more flexible and responsive to the needs of the labour market. This research investigated the status of access and equity at a technical training centre in Bangladesh against the backdrop of prevailing policies and other support available to the training centre for the purpose. The perceptions of the primary stake holders in the training centre, namely, the students, the training centre management and the supervisory staff, were explored with a view to assess the status of access and equity at the training centre.

The results from the investigation were used to develop a set of guidelines for improved access and equity at the training centre level.

Table of Contents

Abstract.....	ii
Table of Contents.....	iii
Index of Tables.....	vi
Index of Figures.....	vii
List of Abbreviations.....	viii
Acknowledgements.....	ix
Declaration.....	x
Chapter 1 Introduction.....	1
1.1 Introduction.....	1
1.2 The Research Context	2
1.3 Background of the Research.....	3
1.4 Scope and Aim of the Research.....	6
1.5 Research Questions.....	7
1.6 Research Objective.....	9
1.7 Rationale for the Research.....	10
1.8 Significance.....	11
1.9 Limitations associated with the Research.....	12
1.10 Definitions and Terminology.....	15
1.11 Dissertation Structure.....	17
Chapter 2 Literature Review.....	19
2.1 Introduction.....	19
2.2 Vocational Education in the Education System.....	20
2.3 Social Justice and Access and Equity in Education.....	22
2.4 Equal Opportunity in Education.....	29
2.5 The Education Market Model.....	34
2.6 Access and Equity in Vocational Education and Training.....	39
2.7 Gender Concerns.....	48
2.8 Conclusion.....	48
Chapter 3 Framing the Inquiry.....	50

3.1	Introduction.....	50
3.2	Work and Work Skills.....	51
3.3	The Labour Market and the Vocational Training Programs.....	55
3.4	Implications of Employment Trends for Vocational Education and Training.....	63
3.5	The Policy Environment for Vocational Education and Training.....	66
3.6	Training Infrastructure.....	68
3.7	Conclusion.....	73
Chapter 4 Research Methodology.....		74
4.1	Introduction.....	74
4.2	Research Paradigm.....	74
4.3	Ontology and Epistemology.....	75
4.4	Choice of Research Method.....	76
4.5	Research Design.....	80
4.6	Research Site and Sample.....	83
4.7	Data Collection and Analysis.....	86
4.8	Ethical Considerations.....	100
4.9	Conclusion.....	102
Chapter 5 Findings and Discussions.....		104
5.1	Introduction.....	104
5.2	Access and Equity Concerns in Training Policy Documents.....	105
5.3	BMET Perspective of Access and Equity in the TTC.....	107
5.4	Access and Equity from the TTC Management Perspective.....	113
5.5	Access and Equity from the TTC Students' Perspective.....	120
5.6	The Findings.....	127
5.7	Conclusion.....	137
Chapter 6 Conclusions, Guidelines and Further Research.....		138
6.1	Introduction.....	138
6.2	Research Findings.....	138
6.3	Guidelines for Enhancing Access and Equity in the TTC	153
6.4	Contribution to Knowledge	158

6.5	Suggestions for Further Research.....	159
6.6	Concluding Remarks.....	160
Reference List.....		162
Appendix A Research Information Sheet.....		170
Appendix B Consent Form.....		171

Index of Tables

Table 3.1	Population 15 Years and Over Engaged in Household Work by Gender.....	56
Table 3.2	Population aged 15 years and over by economic category and gender.....	57
Table 3.3	Employed Person 15 Years and Over by Gender and Broad Economic Sectors.....	58
Table 3.4	Employed Persons 15 Years and Over by Major Occupations.....	60
Table 3.5	Average Annual Growth Rate by Industry and Gender..... 1999-2000 to 2002-03	61
Table 3.6	Youth Labour Force by Level of Education, Sex and Residence.....	63
Table 4.1	Focus Group Instrument Question.....	89
Table 4.2	Themes Identified by Focus Groups.....	91
Table 4.3	Sample Used for the Interviews.....	93
Table 4.4	Themes Identified in Interviews.....	101

Index of Figures

Figure 3.1:	Training Wing of the BMET.....	71
Figure 4.1:	Major Steps in the Research Design.....	82
Figure 6.1:	Advisory and Operations Committees of the TTC.....	157

List of Abbreviations

ADB	Asian Development Bank
BBS	Bangladesh Bureau of Statistics
BMET	Bureau of Manpower, Employment & Training
HQ	Headquarters
ILO	International Labor Organization
IMT	Institute of Maritime Technology
MOE	Ministry of Education
MOEEW	Ministry of Overseas Employment & Expatriates' Welfare
NEC	(Bangladesh) National Education Commission 2003
NGO	Non-Government Organization
No.	Number
PC	Planning Commission
TTC	Technical Training Centre
UNDP	United Nations Development Programme
VET	Vocational Education & Training
WB	The World Bank

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Declaration

I declare that the work presented in this dissertation is to the best of my knowledge and belief, original, except as acknowledged in the text and that the material has not been submitted either in whole or in part for a degree at this or any other university.

The submission of this dissertation is in partial fulfillment of the requirements of the Doctor of Education at the CQUniversity.

A handwritten signature in blue ink, appearing to read 'Gopal Kumar Bhattacharya', is written over a horizontal line.

Gopal Kumar Bhattacharya

New Delhi, India

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