

Islamic University  
of Technology (IUT)

# PROMOTING SMES THROUGH PERSONNEL DEVELOPMENT: A CASE STUDY OF CATERING SERVICE SECTOR IN BANGLADESH

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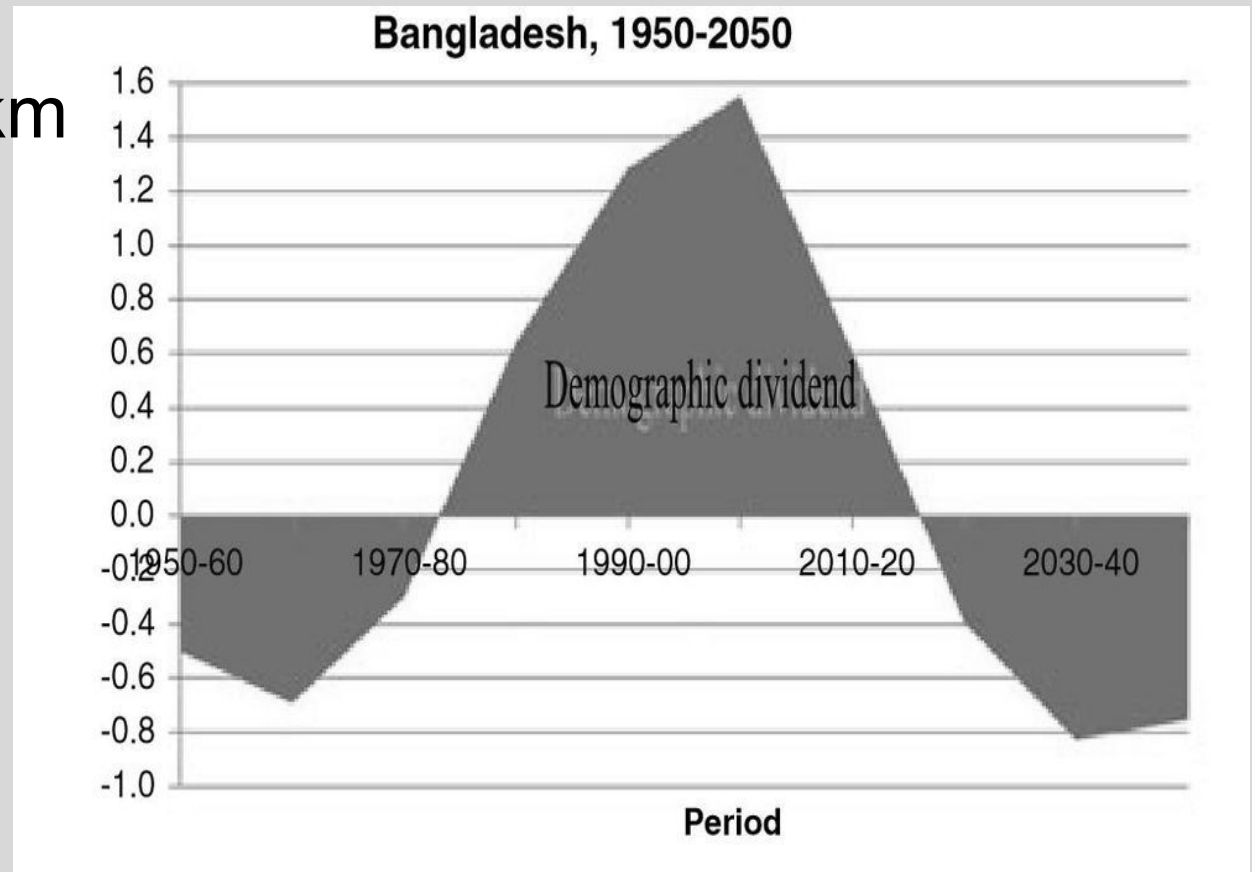
## Outlines of the Presentation

- **Introduction and Background**
- **Research Questions**
- **Findings**
- **Conclusion**

## Background

About 160 millions  
area 144,000 sq. km

## Population Statistics



Estimated first demographic dividend for Bangladesh (growth rate of producers – that of consumers) Navaneetham & Dharmalingam 2012

# Background

## Economy and Labour Market



The value for GNI per capita in Bangladesh: US\$) 1,750.00 as of 2018, (Atlas method). Source: World Bank Report.

# UN 2030 SDGs and Bangladesh Responses



SDG 4 Targets related to Skills development & TVET:

- ✓ **ensuring equal access for all women and men to affordable and quality TVET**
- ✓ **substantially increase the number of youth & adults who have relevant technical and vocational skills for employment, decent jobs and for entrepreneurship;**
- ✓ **ensuring that all learners acquire the knowledge and skills needed to promote sustainable development;**

## Background (2)

In Bangladesh the growth in labour force outpaced the growth in employment<sup>1</sup>.

SMEs are playing the pivotal role for the country's accelerated industrialization and economic growth, employment generation and reducing poverty.

About **69,902 SMEs** operating in **177 clusters** employing a workforce of ~ 1,937,809 (74% male, 26% female)<sup>2</sup>.

1. World Bank 2012.

2. SME Cluster in Bangladesh, 2013, SME Foundation, Dhaka.

## Background (3)

*SMEs* are

- highly diverse and heterogeneous.
- traditional dominance is in:
  - food/ agribusiness,
  - textiles & ready-made garments,
  - light-engineering,
  - wood, cane & bamboo products, etc<sup>4</sup>.

## **Background (4)**

- The **competence gap** between the job market requirements and the qualifications of the TVET graduates in Bangladesh has been growing bigger and bigger due to many reasons.
- Through the EU-funded TVET Reform Project (2008-2014) Bangladesh developed new Skills Developed Policy (2011), introduced **CBT&A Approach** besides traditional approach of providing TVET.

Another, important output of this project is Bangladesh **National Technical and Vocational Qualification Framework** ([NTVQF](#)).



## **Priority Industry Sectors of Bangladesh**

- **Agro-food, Tourism & Hospitality**
- Construction
- RMG, Leather & Leather Goods
- Information Technology
- Light Engineering
- Furniture
- Ceramic
- Pharmaceutical
- Transport Equipment
- Informal Economy

## Research Questions

- What types of policies, regulations and legislations related to ESH are in place in Bangladesh?
- How much Green Skills, food safety and hygiene related content is in TVET curricula?
- What is the level of awareness of Green Skills, food safety and hygiene among the employees and how much do they practice them?

# Scope of the Study

Formal and informal enterprises in **catering service sector**, as well as available **environmental policies and legislations**, and **training standards/ curricula** related to the occupations in this sub-sector in Bangladesh.



## **Methodology**

The study used **convenience sampling**.  
**5 enterprises in the formal and  
10 in the informal settings** in  
catering service sector were surveyed.

**Qualitative and quantitative** data gathered

- **Using a self-designed questionnaire**
- **Through document study.**

## Findings (1)

ESH policies and legislations for sustainable development are in place<sup>1</sup>.

- ✓ Bangladesh Environmental Policy 2015,
- ✓ Bangladesh Climate Change Strategy and Action Plan
  
- ✓ National Forest Policy (NFP) 1995,
- ✓ National Sustainable Development Strategy (NSDS) and other relevant policies for environmental conservations.

1. Perspective Plan of Bangladesh 2010-2021: Making Vision 2021 a Reality. General Economics Division, The Ministry of Planning, Bangladesh

## **Findings (2)**

VET is being provided for the following occupations in the **Catering Service** (Agro-food, Tourism & Hospitality) sector:

- Baking,
- Cooking,
- Food grain machine operation,
- Food preparation,
- Food packaging,
- Food and Beverage servicing,
- Food safety and hygiene, among others.

## Findings (2) contd...

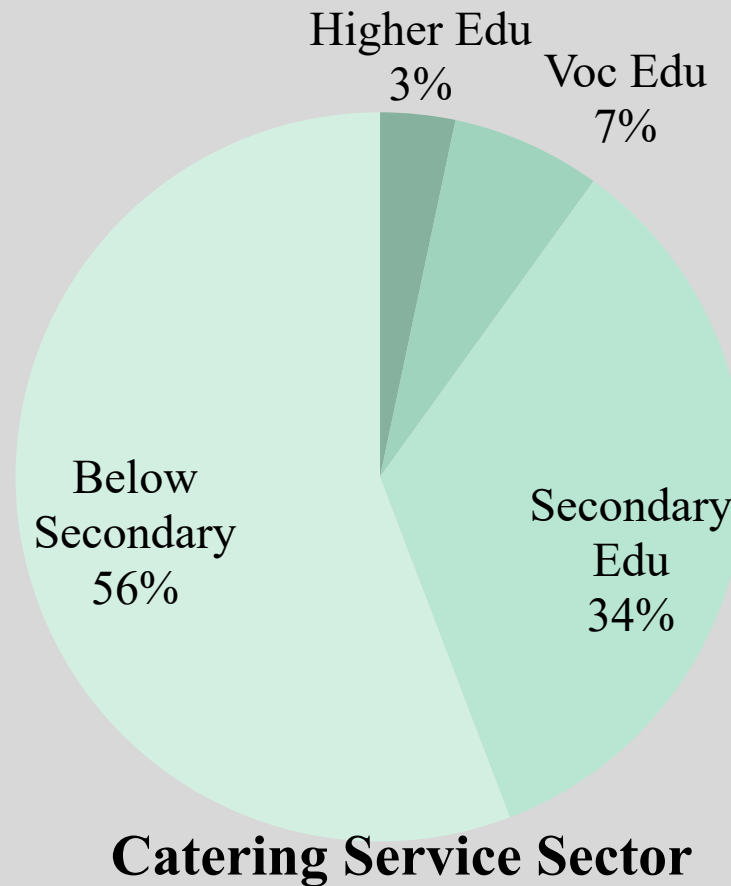
### Green Skills related content in VET curricula:

- At Diploma level, a 3-credit hour course  
“Environmental Management”
- At Lower secondary (SSC) level, one course  
“Geography and Environment, not at HSC level
- For NTVQF Qualification, Level 1 to IV:  
“Apply OSH practices in the workplace”,  
“Follow workplace hygiene procedures”,  
‘Follow OSH policies and procedures in food industry’  
‘Follow quality and food safety programs’,  
‘Apply hygiene and sanitation practices’

## Findings (3)

### Current Practices at Workplace

### Education Level in Catering service sector

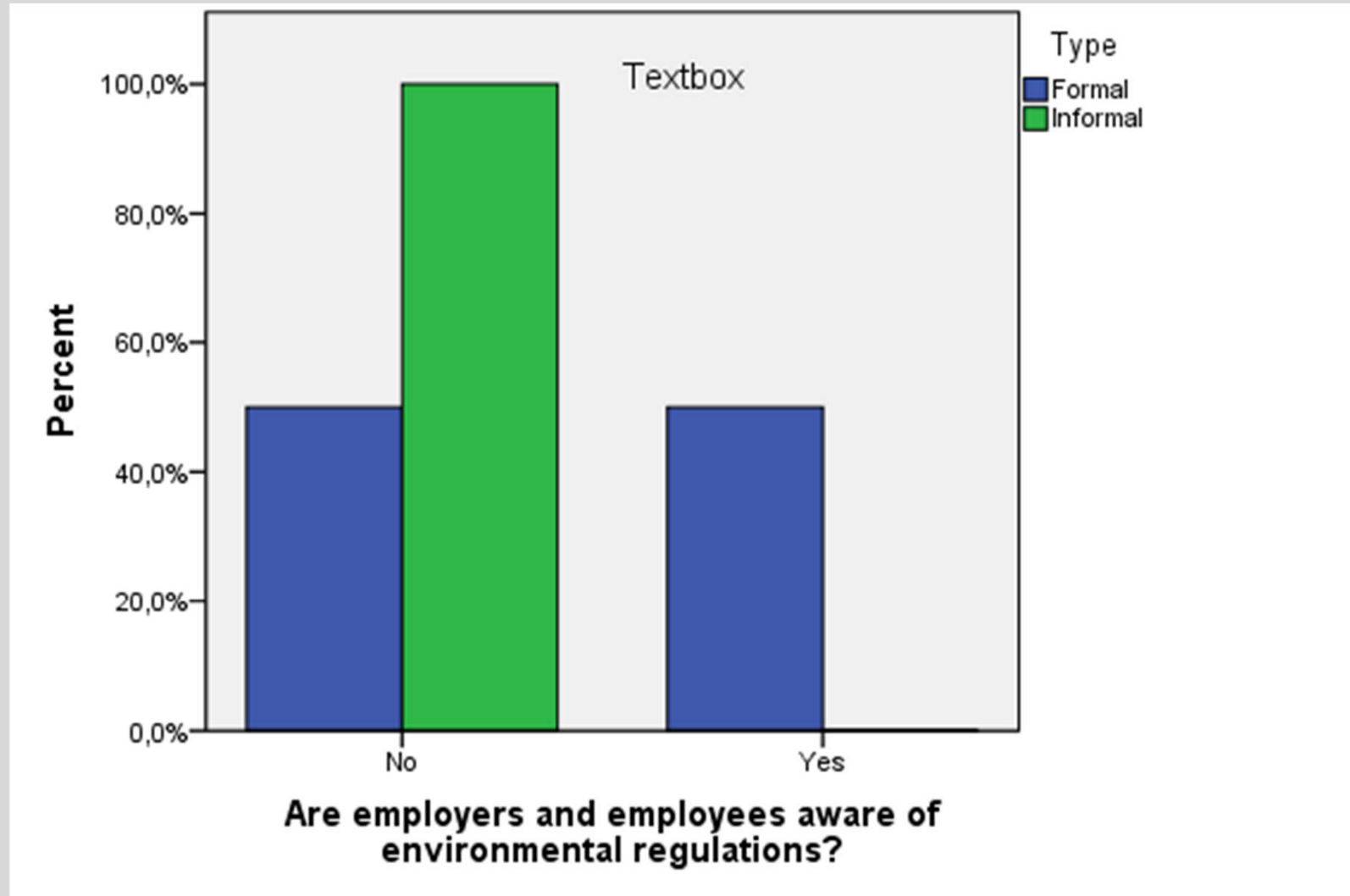




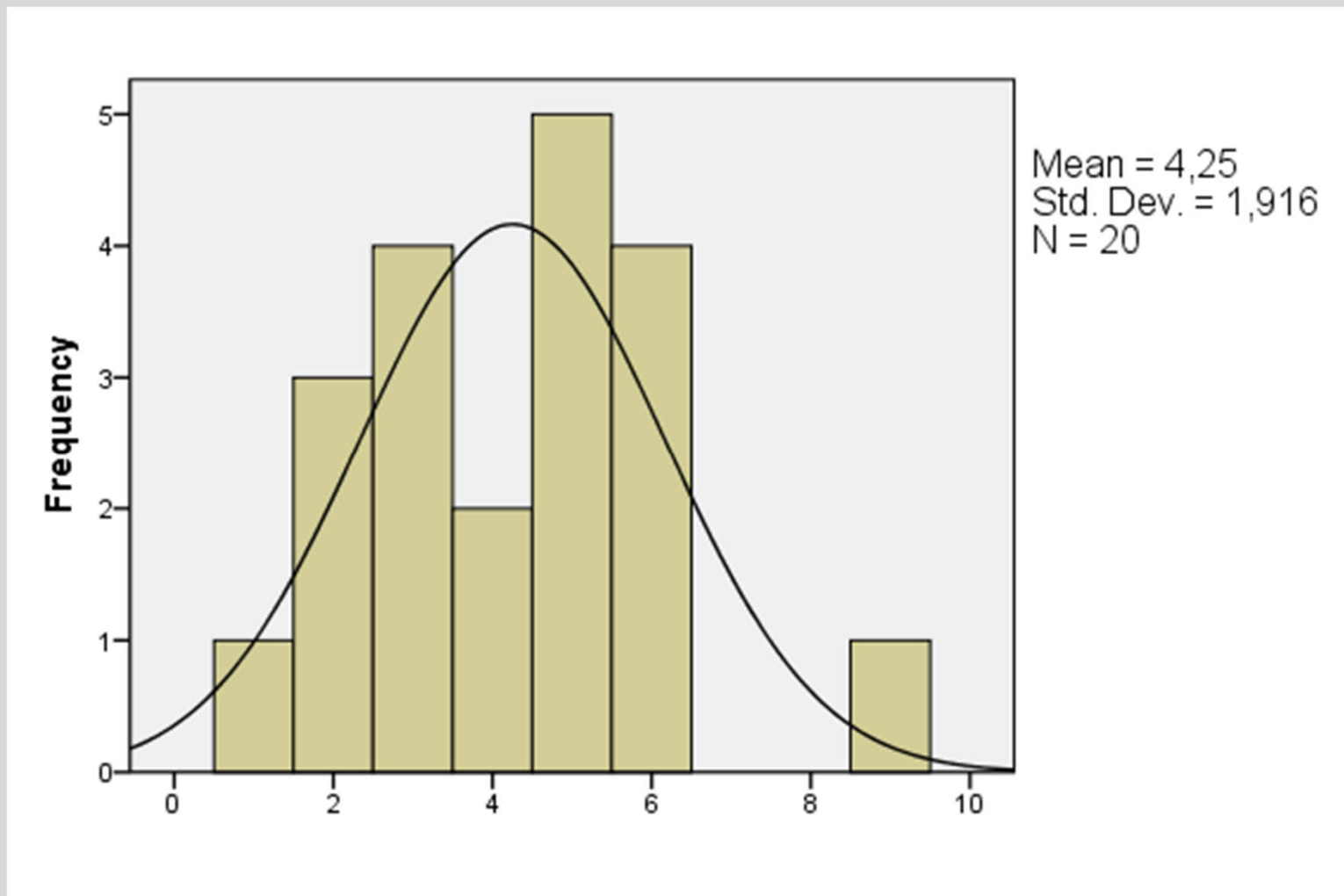
# Greening of Industries & Green Skills Inclusion: Current Practices in BD

## Awareness of Environmental policies, Regulations

### Findings (3)



# How much importance is attached to the theme of environmentally friendly practice, food hygiene?



## **Findings (3):**

- Environmental friendly, Food safety and hygiene practices at the sample enterprises: **not satisfactory**, in terms of:
  - obeying the environmental, food safety and hygiene related rules, regulations,
  - dissemination of awareness building information among the employees.
- catering services serving the needs of airlines, hotels, universities, incl. govt.-run tourism sector maintain international standards.

## **Skill requirements in the enterprises: Cognitive competencies**

- ✓ Environmental, food safety and hygiene awareness and a willingness to learn about them;
- ✓ systems and risk analysis skills to assess, interpret, and understand both the need for change and the measures required;
- ✓ innovation skills to identify opportunities and create new strategies to respond to green challenges;

## Skill requirements in the enterprises

### **Interpersonal & technological skills:**

- ✓ **strategic and leadership skills** to enable policymakers and business executives to set the right incentives and create conditions conducive to cleaner production, cleaner transportation, etc.;
- ✓ **coordination, management and business skills** to facilitate holistic and interdisciplinary approaches that encompass economic, social and ecological objectives;

Green Skills requirements in the enterprises (contd.)

**Interpersonal & technological skills:**

- ✓ communication and negotiation skills to discuss conflicting interests in complex contexts;
- ✓ marketing skills to promote greener products and services;
- ✓ networking, IT and language skills to enable participation in global markets; consulting skills to advise consumers about green solutions and to spread the use of green technologies;

## Green Skills requirements in the enterprises (contd.)

### **Intrapersonal competencies:**

- ✓ adaptability and transferable skills to enable workers to learn and apply the new technologies and processes required to green their jobs;
- ✓ entrepreneurial skills to seize the opportunities of low-carbon technologies.
- ✓ **attitudes** (e.g. adaptability, environmental, social & cultural sensitivity, enthusiasm).

## **Main Causes that Underpin Challenges:**

- **Lack of awareness of the consequences of badly handling the hazardous substances**
- **Lack of resources as well as willingness to manage a safe and healthy workplace, both employers and employees,**



## Main Causes

### that Underpin Challenges:

- In some cases, lack of (or disobeying) policies, acts, rules/ regulations,
- Poor implementation of existing policies, acts, rules/ regulations and monitoring system,
- tradition

## Conclusion & Recommendations

- ✓ Gov. is reviewing the existing policies, etc. incorporating UN SDGs
- ✓ TVET Curricula are to be reviewed incorporating Green Skills
- ✓ Monitoring process is to be strengthened,
- ✓ (Re)Training on Green Skills, food hygiene, etc. should be regularly arranged

**Thank you!**

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NTVQF Levels	Pre Vocational Education	Vocational Education	Technical Education	Job Classification
NTVQF 6			Diploma in Engineering or Equivalent	Middle Level Manager/ Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate5(NSC 5)		Highly Skilled Worker/Supervisor
NTVQF 4		National Skill Certificate4(NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate3(NSC 3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate2(NSC 2)		Basic Skilled Worker
NTVQF 1		National Skill Certificate1(NSC 1)		Basic Worker
Pre-Voc 2	National Pre Vocational Certificate 2			Pre Vocation Trainee
Pre-Voc 1	National Pre Vocational Certificate 1			Pre Vocation Trainee

## National Technical and Vocational Education Framework in Bangladesh



## **What is Middle Income status**

For the fiscal year 2016-17,

- low-income economies: GNI per capita of \$1,025 or less in 2015;
- lower middle-income economies: GNI per capita between \$1,026 and \$4,035;
- upper middle-income economies: GNI per capita between \$4,036 and \$12,475;
- high-income economies: GNI per capita \$12,476 or more.

Ref:

<https://datahelpdesk.worldbank.org/knowledgebase/article>





