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

Faruque A. Haolader
Islamic University of Technology
Dhaka
Outlines of the Presentation

- Introduction and Background
- Research Questions
- Findings
- Conclusion
Promoting SMEs through Personnel Development: A Case Study in BD

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
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;
In Bangladesh the growth in labour force outpaced the growth in employment\textsuperscript{1}.

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

About \textbf{69,902 SMEs} operating in \textbf{177 clusters} employing a workforce of \textasciitilde{} \textbf{1,937,809} (74\% male, 26\% female)\textsuperscript{2}.

\textsuperscript{1} World Bank 2012.
\textsuperscript{2} SME Cluster in Bangladesh, 2013, SME Foundation, Dhaka.
SMEs are

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

\(^4\)Ahmed-MU-2004
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 place¹.

- 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.

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

Catering Service Sector

- Below Secondary: 56%
- Secondary Edu: 34%
- Voc Edu: 7%
- Higher Edu: 3%
Greening of Industries & Green Skills Inclusion: Current Practices in BD

Awareness of Environmental policies, Regulations

Findings (3)

Are employers and employees aware of environmental regulations?
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!

Faruque A. Haolader
Islamic University of Technology (IUT)
haolader@iut-dhaka.edu

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<table>
<thead>
<tr>
<th>NTVQF Levels</th>
<th>Pre Vocational Education</th>
<th>Vocational Education</th>
<th>Technical Education</th>
<th>Job Classification</th>
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</thead>
<tbody>
<tr>
<td>NTVQF 6</td>
<td></td>
<td></td>
<td>Diploma in Engineering or Equivalent</td>
<td>Middle Level Manager/Sub Assistant Engr. etc.</td>
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<tr>
<td>NTVQF 5</td>
<td></td>
<td>National Skill Certificate5(NSC 5)</td>
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<td>Highly Skilled Worker/Supervisor</td>
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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