**bpp1\_06.01.2022**

**Date**: 06/01/2022

**Interviewer(s):** Sheikh Shahana Shimu & Dilawar

**Interviewee(s):** Arifa Akter

**Role of interviewee(s) at training provider:** Programme Head

**Training provider ID: bpp1**

**Programme(s) being discussed:**

P1: EEIM- Electrical Electronics Instauration and Maintenance

I: Start? ok, apa. We are starting the interview now. While filling up the form we got to know 80% to 100% of the EPIR course is practical. So, do practical and theory run together or separately? (0.00-2.00)

P: Suppose, before starting an 8-hour working day we demonstrate the whole planning of the day, such as, which theory would be taught, and how much time it would take. We plan everything as a unit of competency. [I: ok] At the start of the course, they were taught the health antiseptic and uses of PPA health theoretically. it is an everyday teaching method before teaching practically. [I: Ok, ok] Also, which switch requires which amount of voltage, what would cost, how much voltage, which would be useful, usage, these are everyday demonstrations. It may take 1 hour to half an hour, sometimes 2 hours. Depends on the work. It used to take more time at the start of the course, things get less time-consuming in while doing practical. demonstration and work run parallel [I: Both runs together?] Both runs together.

I: Does it take place in the lab we just saw? (2.00-2.25)

P: Yes, we use this lab, because ILO has prepared that lab for us. After that, we bought all the raw materials through spot position and tender using the fund.

I: What are the minimum requirements of admitting here? (2.26-2.56)

P: Minimum requirement is S.S.C. Maximum has no limit, it is open. From housewives to Masters graduate service holders or engineers, anyone can enroll in the course.

I: Ok, so the minimum is S.S.C? (2.58-308)

p: Yes, because some study factors are minimum requirements. Without knowing them anyone can't perform well the practical work.

I: Who had determined the program curriculum of the running program here? (3.08-3.26)

P: Mainly ILO and Technical Education board have prepared this together.

I: Did any industry work for it? (3.26-3.43)

p: Yes, industry persons were connected. Industry persons from pharmaceutical and electrical engineers worked here. Other electrical engineers were attached as well.

I: Is there any way to change the design of the curriculum or add or remove anything from it? (3.55-4.56)

p: Yes, if the Technical Education Board and NSD want to change anything. The course has just started. Some days ago, the old occupation course curriculum has changed. So, if the board and NSDA want, it can be changed. Syllabus making committee would be given the opportunity working on this.

I: What is your contribution as an institution? (4.56-6.10)

p: If they ask our recommendation on adding or removing anything, we suggest them. Some days ago, skill 21 came to visit the program and suggested including electrical design subject. That's how they can work better in their sector. So, we have a symbolic book of symbols, block diagrams, and circuits. I suggested them to add 1 or more chapters to increase the volume. That way, the unit of competency won't rise, but the design sector would be analyzed. They replied they would think about it while modifying the book.

I: Did any industry like pharmaceutical (as it is mainly pharmaceutical based) ever demand any particular skills and suggested to add them on curriculum? (6.06-6.55)

p: No, we never got this type of suggestion, [I: Never happened]no, this never happened. If our students get a job in the industry after graduating from here, then we get to know about the deficiencies. Then, these points would be arisen. Deficiencies, lackings, and what needs to be changed. When our girls would absorbed in the industry only then we can understand the demand.

I: After learning all these things, if there is any deficiency, would you go to seek help from BTEB? (6.54-7.08)

p: yes, then we would need the help of BTEB.

I: Can the women's polytechnic institute help? (7.09-7.40))

p: No, it can’t take place that easily if you just want. Because the standard would be ideal. Same curriculum for all industries, not different for different industries. Then we might apply to BTEB. Then we would know if it can be changed or not, how much time I would take to change. So, that's how we can apply.

I: You said that 25% of girls are joining work after graduating. Is it verified or just an assumption? (7.53-9.07)

p: No, it is not assumption-based. The rate of joining in the industry of our girls is very low. I am saying referencing this information. [I: Do you keep connection with them?] Yes. As we are connected with them, we know the present situation. Even those who are getting the chance, are not getting proper sector. They needed to work on the appropriate sector according to the training they are getting from here. The arenot getting proper work opportunity even after joining, it is a big barrier.

I: Another thing you said is that those who are coming here….20% or something….[I 2: See in training outcome for upgrade] wasn’t it 50%?No, they come from other institution, take training here. When they go back to their industry, their position upgrades. They are getting promoted or they are getting higher training at their institution. The amount of them is nearly 50%-60% according to you. But their salary isn't increasing. Why is that? (9.21-10.38)

p: No. Salary isn’t increasing. If their salary could upgrade as their skill, definitely their interest would grow more. Also, industry persons interest in this would get better. Percentage would increase as well.

I: But if their position is upgrading why not their salary? (10.33-10.48)

p: yes. at least the curriculum says so. But the reality of implication is not like this.

I: 50%-60% of graduate from here is going for higher education. What's the reason behind this? (10.57-11.58)

p: Because not everyone can get absorbed in the job field. There is some procedure for job recruitment, that's why not everyone can get absorbed. As the public university is allowing higher education, they are using the opportunity. After graduating from there, they are trying for job.

I: Is the communication with this percentage you keep formal or informal? (12.00-12.23)

p: No no… not totally informal, there is formal communication also. We have to give report to skill 21, that's why we keep communicating with them.

I: Can we get the database? (12.25-13.20)

P: We don't have it, but skill 21 keeps it. If they would survey as you, they could preserve it. It's not that popular yet. [I: So, database aren’t preserved as survey?] No. But, No worries if you need it,, you can give your proposal. As I am the program manager, you can give proposal me to them if I can make any survey base or prepare the report or do any research. This way, we would get the data too.

I: There are some questions with that, tell us if you are agreed/ little agreed or disagreed/ little disagree or have a different opinion, or don't know the answer. Is this training ( EIM) generating skillful labor in the industry? 5 options. (13.21-14.20)

p: We kept this training only to generate skill. But we don't have enough opportunities yet. We are not getting enough feedback from the industry. But if we could get the opportunity the outcome would be very positive.

I: But is the training is making skillful labour? Are you agree on that? (14.25-14.34)

P: Yes, agreed. But we are not getting any feedback from that side (industry).

I: Second question. After finishing the electrical Instrument course, they can contribute to new technologies or work structures in different institutions. Do you agree? (14.36-15.07)

p: yes, I agree.

I: This program is helping the economically lag behind insolvent people. Do you agree? (15.07-16.15)

P: Women naturally are the lag behind group, aren’t they? Hats why I think positively, that they can be solvent with this, with job[I: That means lag behind….] As women. We are empowering lag behind people economically, so that they can be solvent.

I: This is agreed as well? (16.18)

P: yes.

I: What is the feature which is helping to increase skilled labor in the industry? (16.40-17.22)

P: Actually, everyone is taken care of individually. So that he can do everything on his own without any help of others. So that he can do different types of work in industry.

I: Is the training run for 8 hours per day? (17.36-18.44))

P: It's hour-based, depends on how we are dividing 360 hours. If it is 8 hours per day time revision would be one type, if it is 6 hours month division would be different, if we take 4 hours month revision would be increased. We don' want to give pressure as well, else the brain cannot generate. So, we follow the international trend to keep it 8 hours per day. Sometimes it is 6 hours. But in the starting, they can't get everything easily. After learning the basics, they are enrolled in a daily 8-hour routine.

I: What about the economically lag behind the group except women? (18.45-19.16)

P: Yes, indigenous people, special children who are S.S.C pass.

I: How do you communicate with them? (19.17)-20.07

p: They can respond. Maybe their hand, and brain is able, but the legs are not. So, he may not write, but can do the practical work while sitting. We would enroll him watching his ability. We would approve someone who can master up the whole work after participating in it.

I: What is the relation of yours with a private organization? (20.08-20.31)

P: Good. Most of the recruitments take place from them. (20.20-20.31)

I: Do you work collaboratively? (20.31-21.07)

P: Yes, our institution communicates with at least 30 institutions. When ILO contracted with pharmaceutical, they were given 20 engineers from 20 industries by TOT. They were given RPA to make trainees skillful. [I: so, there are opportunities to work with them definitely] yes.

I: Does any demand of the private institution impacts the program? Such as, while giving EM, do they demand anything specifically? (21.08-21.54)

P: No, we didn't get any response about this. If they make a chance for our girls to work and try to identify the lacking and recover them, it would be a great initiative. We didn't get any response yet.

I: Do their demands impact your program? (22.09- 22.16)

P: Yea, but we didn't get any response yet.

I: Didn't it come for training? (22.21-22.25 )

P: No

I: How do private institutions and your organization work together? ( 22.32- 23.23)

P: When ILO made the contract, we get the chance to work with them. They can come here to work automatically. [I: what do you think…..] They can collect data from the spot and visit the field as you, then we might help them. )

I: Do you think communicating with garments as BGMEA, Pharmaceutical, BAPI, and others could be good for your institution? Does the communication happen from both side? (23.23-24.32)

P: It would be a plus point if they maintain communication from any side. Anyone can communicate with us from anywhere, like higher level, industry. The engineer who visits us also can communicate. [I: That never happened?] No. But it would be good if it could happen.

I: As this is a government institution, do governmental rules apply here? Surely there are guidelines. Does regulations and policies impacts upon the goal of the program?(24.41-25.26)

P: Yes, these clauses are determined by the technical education board. Only skill 21 is contracted with the government and they are funding.

I: What is the impact of government regulations and policies on the program curriculum? (25.26-25.41)

P: Yes. As it is included on the technical education policy.

I: How government is impacting the trainings? Such as Index, and Dictionary. Government has guidelines, that need to be maintained. {P: Make it fast] Is there any flexibility to no tot follow them? (25.50-26.40)

P: As it's a governmental institution, we need to follow the guideline. We can't overlook it.

I: I think as it’s a governmental institution, you have to work according to technical education board, BTEB and their guideline. There is no way to overlook it? (26.43-26.57)

P: No.

I: What are the impacts of funding upon the program goals? (26.57-27.57)

P: Skill 21 is funding fully. Because of this, we can inspire girls more. Many people don't know about it, many people don’t understand. Because of funding, we can inform them.

I: That means it's a plus point? What happened when there is no funding? (28.00-29.00)

P: Then, collecting students become hard for us. As they are economically weak, affording the course with course fees and materials is too tough. we got ILO here, if we could get A2I funding, it would be good. You can help us with that. Then we might do some more programs. Our girls can be benefitted as well.

I: Is every training fund-based? (29.06-29.14)

P: We can't say that. Even anyone can do the training by self-funding. But we can inspire more people if we get funding. If the program is not fund-based, people lose interest.

I: Is BTEB, Pharmaceutical, ILO developing the curriculum it together? (29.42-31.58)

I: ILO is developing only Electrical installation and maintenance. can you add an electrical design to it? Is there any fund for it?

P: No no, we can add it only while modification. It's a part of the subject. No fund would be needed for this. If we apply for a modification, the technical education board, ILO, and pharmaceutical would work together for it. It's a part of the program.

I: That means not agreed? Also, funding has no impact on course content. [I 2: No, It’s the impact of regulations] Is there any impact of general education? (31.15-32.06)

P: Its always shade some impacts. Every education is available. We prepare them for work. Wherever he come from, we always start from zero to make him ready. Mostly an electrical engineer has a job opportunity. Else he can be an entrepreneur.

I: We see, in general education people are doing degree or hours after H.S.C. But, does general education create binding here? (32.10-33.08)

P: No. People can come here after S.S.C. or H.S.C. Rather, people remain unemployed after s.s.c in the process of general education, but here they can become second class graduates after S.S.C. It's a really big opportunity.

I: You said, the fund makes it easier for marketing. General students are thinking that after S.S.C, they would get admitted into a college, or after HSC would get admitted into honors. That means general education is impacting this, isn’t it?. (33.12- 34.22)

P: No, it's their misconception. they know that technical education has more opportunities. Even an SSC pass student can join as a second-class employee in a government or non-government organization after doing an 8-semester course here. It's all their misconception.

I: We are near to the end. Is there anything impacting the goal and developed curriculum? It can be anything in the industry or institution creating some kind of barrier. (34.36-36.00)

P: As I said, if our girls could get the chance in the industry, they could be more interested. They could have contributed to achieving a goal for the success of the country. There are no bindings except this. (35.25-36.00)

I: Why are they lagging behind? (36.00- 39.53)

:P They didn't communicate with us. They didn't increase the contract period, not even researched anything. I don't know why is that. We have girls, if they circulate from here, we can get girls. There is no barrier. My only barrier is I can't absolve them in the industry after they finish studying here. They have to talk with me and take the exam with the girls. The main problem is they don't want to recruit girls as their employees. They show this as a reason. There are women employees in every sector of the country. So, if they get recruited here surely, they can do well. InshAllah.

I: We would ask about skill probation now. There are other programs here. What is the similarities between them? (37.54-38.35)

P: Yes, all are the same. Some are funded, and some are not. For example, I have two running courses of Skill 21. They are Computer 21 and Computer graphics. This is also funded by Skill 21.

I: But pharmaceutical is running only one? (38.35-39.21)

P: Yes. That is running by Skill 21. This is another training in computer technology. Pharmaceutical is connected with it. The first one, ILO, Pharmaceutical, and BTEB all had the contract in 2018. Then we started working.

I: As you said, you don't have any connection with industrial institutions. Do they give any proposal…I mean….(39.21-41.00)

P: No, communication would happen when they will approach. We send them letters. But if they don't reply, we can't answer them. We can't say or show if our girls can do any work or not if they don’t communicate with us[I:. There is a gap in between. Institution has a gap with industry. But industry is getting all the skills they are requiring from your workers] yes, definitely, we are preparing them like that[I: there is no gap there. Only communication gap] No, the only skill gap they show is that the workers are female. As its a little critical work, Bangladesh don’t allow women as worker on the electrical sector. On that point, I can see women workers on PDB, Deshai, Polli Biddut and in many other non-governmental organizations. If pharmaceutical and electrical sector grant diploma engineer female or SSC pass female, I don’t think it would be a barrier.

I: As this training is increasing skills of lagged behind people, especially women, are these skills adding point to get job for them? (41.05-4138)  
P: No, the way we are giving them training, they are not getting job.

I: That means according to you its a lacking from pharmaceutical. You trainees are becoming skilled, but they are not getting hired by any institutions? (41.39-42.22)  
P: No. Even we are getting enough feedback from their industrial training. Big industry as pharmaceutical is giving excuse of Covid-19. We could not enter in the pharmaceutical industry for industrial attachment.

I: Ok, there is a question. To change the workforce of the industrial skills holistically, new technology, new product should be launched. To progress, transformation of industry is needed. (42.24-42.47)  
P: It is positive. I would say yes.

I: This is positive. But training and other industrial transformation is needed.

P: This is positive.

I: Yes, but you trainees can’t get involved much. They are not getting any responses from industry. (43.48-43.19)

P: Positive, because if they response and come towards us we can do contract. They would choose, according to how many people they need, how muck skilled worker they want.

I: What can be the solution of erasing the distance of your institution with industrial attachment? (43.25-45.22)

P: There was a vision of this training. If they want to implement the plan, they need to approach towards us. Only then I think the gap would be erased. At first, they can judge our girls by just industrial attachment. They can monitor the girls, how girls are working, their way of talking, behaviour, they can fix these if there is any problem. They don’t have to recruit the girls at the beginning. If they take 4 to 5 girls for examine, they would be ready for industrial attachment. If any one or two, say one girl gets introduced with their environment, they can recruit her after watching her performance. I think this can be a way.

I: Do the steps and industrial regulations taken for skill development in our country have no relation between them? If not, why? (45.24-46.29)  
P: Education clause has been established in 2011. Then, I have done workshop through ILO via online in 2020. I have done the workshop on 2019 offline. Had to participate the second one because of the Corona situation. At that time, it was needed to communicate with the students about highlighting the sectors and improving them to apply education regulations. I had attended the workshop through ILO. I don’t know if they had been published or not in the corona situation. There is no doubt.

I: Do you have any idea about technics of pharmaceutical sector or pharmaceutical symphony? (46.32-48.54)  
P: Yes, I have known them. I have seen those, while attaching my students in the industry. All the arrangements are for the pharmaceutical students. But they did not give any arrangements for the contract they have made with BTEB and ILO. If they would have added these in their policy, girls of skill 21 could get opportunity as pharmaceutical students. They can add it as their policy. As far as I know I has been included in their policy. But I got the negative information. That they only attach pharmacy student in the pharmaceutical, not electrical. I got the information from special person (TOT) from higher level. If they include it as policy, they can do weel. If they do so, skill 21 can contribute in the national economy.

I: I think if they can’t change the regulations, the program would stop running. ILO was contracted with Dhaka Political Institute in packaging program. As I know, it’s shutting down. (48.56-50.41)  
P: Dhaka women Polytechnique college, Dhaka, BKTTC were contracted together to open their three pharmaceutical side. But still, we don’t observe in the job. Same story everywhere. May be boys are from Dhaka Polytechnique, I don’t have the information. But I don’t see absorbing from Women’s Polytechnique. Skill21 has lab, facility, they give fund. That why I have started IEM again. I don’t know if they still have the contract with pharmaceutical. But as I still have the lab, I am keeping it running. As they are funding, it is running.

I: If this doesn’t work, your program would be stop one day. You are teaching them, if they don’t get any job? (50.42-52.25)  
P: No, as electrical is covering all industry, it has been attached with pharmaceutical. If they help us, it is a plus point. More for girls. And electro medical have connection as well. Both cover medical side. We have electrical, they have electrical too. After concerning all these everything was in contract. Normally contract is for 1 year. When skill 21 was funding, they were talking about IEM. So said them, ELM lab has been here by ILO. I have developed my skill from here, we have employee there too. There would be some good product. Now 3rd batch is running. Whatever, girl’s success is my success. When that would happen, I would think myself proud. I would think myself a successful program manager.

I: thank you. You can add anything, if you have more to say. (52.41-54.01)

P: Many organizations funded here, skill 2, skill 3, skill 4 is running. If they want to fund, we can make our girls skill to more skilled. We can generate more productivity. I can give support from here. That would be my promise. And, my request to you would be, as you have seen the field, heard speech, try to fill up the gap from pharmaceutical. If we can give the girls opportunity, I would think myself blessed that through you, we could get the chance.

I: Thank you. I could know lots of information from you. Do you have anything more to say? [I 2: Nao, I have just closed] you have given a lot of time. (54.01-54.34)

P: No, if you want to include me on research, I have the time and ability. If you want to include me…. I will…….