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Labour
Organization

Skilling the workforce

Labour migration and skills recognition
and certification in Bangladesh



ILO Country Office for Bangladesh

Skilling the workforce

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in Bangladesh

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Foreword

Bangladesh is one of the largest human resource-rich countries meeting the demands of labour in the international market. As per the data being maintained and analyzed by the Bureau of Manpower Employment and Training (BMET), the number of Bangladeshi workers leaving annually for the international labour market was 225,256 in 2002, and rose to 607,798 in 2012. Based on data available from the BMET, it is estimated that between 1976 and 2012 approximately 8,307,749 workers left their home country to work in over 157 countries worldwide. Bangladeshi workers employed overseas contribute an equivalent of 13 percent of GDP through their remittances.

The Government of Bangladesh recognizes the importance of skills in enhancing the career prospects and income-earning potential of workers. The Sixth Five Year Plan (2011-2015) has a strong emphasis on enlarging the size of the skilled workforce, as well as in diversifying the skills base of the young women and men of Bangladesh. The Government of Bangladesh is actively pursuing implementation of the National Skills Development Policy. A range of actors in the public and private sectors as well as non-governmental organizations are actively involved in technical and vocational skills provision.

This study represents the skills- and certification-related realities of Bangladesh. It brings out the efforts being made by the government, with assistance from the International Labour Organization (ILO) and financial support from the Swiss Agency for Development and Cooperation (SDC) and a range of other national and international actors, to develop and harmonize standards that are available to a wider range of prospective migrant workers. The interest in promoting skills and certification is evident among all of the concerned officials of the Ministry of Expatriates' Welfare and Overseas Employment and the BMET. The study was particularly supported by Zafar Ahmed Khan (PhD), who was the Secretary to the Ministry when this study was completed; Hazarat Ali, who is the Additional Secretary to the Ministry; and



Begum Shamsun Nahar, who is the Director-General of the BMET, through their earnest endeavours to understand the skills and certification landscape in relation to labour migration.

The topics of skills development, testing, and certification also brought about the convergence of the ILO and its member States, Bangladesh and Switzerland. These topics are priorities for Switzerland and the SDC, which in addition to supporting the newly approved National Skills Development Policy, promotes provision of life and vocational skills and bilateral accreditations. Enhanced skills induce orderly and safe migration that benefits all. These issues related to skills provide a common ground for the ILO, Bangladesh, and the SDC to develop a more tangible basis for cooperation for improved productivity, employment growth, and development.

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Summary

Key issues

About 8.3 million Bangladeshi migrant workers are engaged in remunerated activities in more than 157 countries around the world. In recent years, the yearly migration from Bangladesh is about 600,000 to 700,000 people. Temporary migrant workers are classified into four categories: (1) professional; (2) skilled; (3) semi-skilled, and (4) less-skilled. Among the migrant workers from Bangladesh, 2.21 per cent are professional; 31.53 per cent are skilled; 13.98 per cent are semi-skilled; and 52.29 per cent are less-skilled.

Bangladesh is the eighth most populous country in the world. Of the total population, 60.63 per cent (87 million people) lie in the 15-to-49-years-of-age bracket. The availability of such a huge workforce is surely a demographic dividend for Bangladesh. Exposed to a problematic social environment – which involves high rates of unemployment and underemployment, poverty, land scarcity, and low wages for less-skilled and skilled workers – a good number of Bangladeshi people are on a search for overseas employment. In addition, the demand for cheaper workers and shortages of semi-skilled and less-skilled worker in destination countries has created opportunities for overseas employment for Bangladeshis.

In Bangladesh, a number of different actors are providing skills training. Government ministries and agencies, along with the private sector and non-governmental organizations (NGOs), keep working towards the expansion of technical and vocational education and training (TVET). Skills training providers fall into five categories: (1) public; (2) private (receiving some government support); (3) private commercial institutes (without government support); (4) NGOs; and (5) industry-based training for their own employees/apprentices.



The National Skills Development Council (NSDC) is the supreme national body for TVET. The mandate of the NSDC involves implementing a national policy for skills development, overseeing key reforms, coordinating activities, and monitoring the implementation of TVET. The Bureau of Manpower, Employment, and Training (BMET) has a wing that acts as a major training provider related to overseas employment. The BMET is imparting skill development training in 45 trades in 38 Technical Training Centres in order to facilitate skilled-worker migration with an annual capacity of about 65,000 individuals. The Bangladesh Technical Education Board (BTEB) develops learning materials and awards diplomas and certificates to learners affiliated with it. The BTEB holds the jurisdiction to organize, supervise, regulate, control, and develop technical and vocational education across Bangladesh. The prime objective of the Technical and Vocational Education and Training (TVET) Reform Project in Bangladesh is to ensure the participation of Bangladesh as a competitor in the global job market and to reduce poverty by improving the quality and content of vocational education and training.

Two new levels of vocational training have been introduced: (1) National Pre-Vocation Certificate 1 (NPVC 1), and (2) National Pre-Vocation Certificate 2 (NPVC 2). The way the courses have been designed leads to a pathway to recognition and access to further training for disadvantaged Bangladeshis and those who are non-formally skilled.

To make the skills development system responsive to present and future industry skills needs, the Competency Based Training and Assessment (CBT&A) has been introduced. Under this programme, rigid, traditional, theory-based approaches will be replaced by a flexible mechanism in which the means of achieving and demonstrating practical skills is prioritized.

The Sixth Five Year Plan (FY2011–FY2015) aims to undertake programmes to improve the skill base of the workers of Bangladesh. In addition to the current strategy to send less-skilled workers abroad, the effort would focus on improving Bangladesh's ability to send well-trained skilled and semi-skilled workers to existing, as well as new, destinations. In addition, efforts will also be made to send workers from remote and economically backward regions of the country in greater quantities to international job markets. At present, 35 percent of Bangladeshi migrants are skilled workers, but under the Plan, initiatives will be taken to increase that ratio to 50 per cent.

Challenges

The higher proportion of less-skilled migrant workers from Bangladesh is a cause of lower remittance flow than expected. In addition, less-skilled migrant workers, in numerous cases, also fall under a compulsion to accept 3D (dirty, demeaning, and dangerous) jobs and face violations of their human and labour rights. This is a job-oriented reality that less-skilled workers are likely face more frequently than workers holding higher levels of skill.

Enrollment in technical and vocational institutes constitutes only 1.8 per cent of the total student population of Bangladesh. In addition, the inclusion of females in technical-vocational institutes is still very low. The teacher-student ratio in these institutes is somewhat satisfactory, but more improvement is needed, especially in the public sector.

The Overseas Employment Policy (2006) recognized the equal rights of men and women to migrate for employment. Women's participation in the overseas labour market is increasing gradually, even though migration by women is still stigmatized and absolute participation is still significantly low. Consequently,



as of December 2011, only about 150,000 Bangladeshi women migrant workers were working abroad. Most of these women migrant workers are less-skilled.

The BTEB is responsible for the quality assurance of formal TVET. Nevertheless, those training institutions that are not affiliated with the BTEB are maintaining their own set of standards. There is no regulatory body that can work towards ensuring skills development and recognition for expatriate workers during the pre-departure and post-return periods.

There are several types of training courses in Bangladesh targeted to meeting needs-based employment at home and abroad. Certifications of skills are given from different sources. All are nationally more or less recognized qualifications, but recognition is not the same abroad. In the overseas job market, these certifications are not equally recognized. There is a gap between the training and the demands of overseas employers.

In the sector of skill training, due to a lack of accountability and coordination, there is no clear indication of how a qualification awarded by an awarding body compares to other similar certificates.

One of the major challenges related to the task of winning recognition status for the skills of Bangladeshi migrant workers involves achieving common skills assessment and certification systems. These quality assurance mechanisms should be understood and shared by both the origin and destination countries. Skill gaps between Bangladesh and the destination countries must be appropriately defined using common competency standards. To make overseas employment equitable for Bangladeshi migrant workers, it is necessary to provide a means to make their skills and qualifications recognizable.

Many an actor in Bangladesh imparts technical and vocational training aimed at the implementation of skills development. The curriculums, standards, and certifications they provide vary from one actor to another. Therefore, the way these institutions operate is glaringly marked by want of coordination. In fact, the lack of such a coordination mechanism is indicative of a host of deficiencies related to the delivery of adequate technical and vocation training, including:

- the lack of coherent policies;
- the lack of an implementation strategy for the national skill standard;
- the inadequacy of infrastructure and delivery planning at district- and upazilla-level institutes;
- the inadequate capacity among relevant agencies (including key ministries and government agencies);
- the lack of an integrated and regularly updated database (the present database currently being fragmented and out of date); and
- inadequate linkages with overseas industries and the labour market.

The absence of coordination gives birth to the following major problems:

- duplication of coursework (wastage of resources);
- significant differences in the curriculum and quality of training institutions;
- a mismatch between the demands of employers and the supply of students being taught the appropriate skills; and
- conflicting standards of certification and inadequate recognition of those certificates in the overseas labour market.



The unavailability of updated statistics on the number of private training providers in Bangladesh (including NGOs and industries who impart skills training) is a noteworthy point. Many unregulated private training-providers offer short courses on Information Technology (IT) and foreign languages, in addition to pre-departure training for migrant workers. For the purpose of assessment, technical school and colleges, polytechnic-level institutes, textile institutes, agricultural institutes, and certain private training-providers are affiliated with the BTEB. However, most of the private operators are not affiliated with BTEB. This too suggests a lack of a coordination mechanism.

The Sixth Five Year Plan (FY2011-FY2015) recognizes that, despite a multitude of initiatives by the government, the availability of trained labour remains a problem in Bangladesh. Additionally, there is a mismatch between the available jobs and the skills being taught to many potential migrants. In addition, the content and quality of the training in many Bangladeshi institutions are not valued highly in the market. The training available for women, in general, reveals its stereotypical nature, with the possibility of low returns. The Plan recognizes the fact that proper implementation of the Plan will require careful monitoring and evaluation of the underlying policies and programmes. In the past, the focus has been on monitoring public spending in terms of achieving financial targets. In the Sixth Plan, the emphasis will fall upon measuring, monitoring, and evaluating policy outcomes. To achieve this, the capacities of the Planning Commission and the line ministries to undertake result-based monitoring and evaluation (M&E) need to have a strong foothold. This will entail adopting proper M&E frameworks, improving the database, and strengthening technical skills. The General Economic Division, under the guidance of the Planning Ministry, will monitor this framework. The proper implementation of this M&E mechanism will remain as a challenge for the regulatory bodies.

Recommendations

1. The development of a well-coordinated database recording several aspects of migrant workers can provide the government and other sources with ample scope to extract relevant information on the migration issue. The National Skill Database system needs to be built on an urgent basis by 2015 – according to the draft work plan of NSDC Secretariat – in order to facilitate planning, monitoring, and improvement of skills training programmes for the workers of Bangladesh (including migrant/aspirant migrant workers).
2. The maintenance of a Migration Information System under the auspices of the BMET, with a web portal containing both quantitative data and qualitative information, could prove efficacious in dealing with the migration issue.
3. As part of the efforts motivated towards deriving maximum benefit from labour migration, the BMET needs to collect the relevant details from countries of destination in connection with demand-driven job requirements for migrant workers. This will prove instrumental in accurately assessing the demand and specific requirements for different categories of workers (by skill) in the expanding overseas job market.
4. The Ministry of Expatriates' Welfare and Overseas Employment or the BMET could form a team, comprised of experts, with a view to exploring the jobs in demand in traditional and non-traditional overseas job markets and finding to what extent there are prospects for sending agricultural workers.
5. A nationally and internationally accepted National Technical and Vocational Qualifications Framework (NTVQF) needs to be established, along with the start of accreditation. The



accreditation process shall ensure that certification practices are acceptable. It is noteworthy that the NSDC has prepared a draft action plan to complete the establishment of the NTVQF by June 2015.

6. All training providers should undergo a shift from the existing certification mechanism to the NTVQF. To implement this Competency-Based Training & Assessment (CBT&A), it needs to be introduced in all occupational sectors. The NSDC has an action plan and a road map to do it by 2015, and it needs to be implemented in time.
7. Industry Skill Councils (ISCs) need to be created to meet the demand of corporate sectors at the national level. Such councils will ensure quality training for both domestic and aspirant migrant workers. A total of 40 ISCs are likely required to meet current levels of demand. Nine ISCs are expected to be fully functional by the end of 2013 and 20 ISCs are hoped to be in place by June 2015.
8. An adequate number of assessors and qualified trainers need to be produced for TVET purposes. Instructor training and certification, competency-based learning materials, and relevant training guidance and elements based on the new CBT&A need to be developed by 2015, a matter that is mentioned in the road map for implementation of the National Skills Development Policy (2011).
9. Recognition of Prior Learning (RPL) needs to get started in full swing for the benefit of both aspirant and returning migrant workers. The TVET-reform project and Skills Training Enhancement Project (STEP) are working on it. The signing of a memorandum of understanding on RPL by STEP and the BTEB led to the formation of an RPL unit in the BTEB. Reaching the goal of RPL for 500,000 workers by 2015 would require:
 - setting up designated Assessment Centres capable of assessing and certifying the existing skills of workers and identifying the skill gaps that must be filled for workers to obtain certification at a particular qualification level;
 - changes in enrollment requirements, guidelines, and rules to better enable the enrollment of workers in TVET institutions in order to fill identified skills gaps and to obtain higher levels of qualification under the NTVQF.
10. Necessary arrangements for adopting the Regional Model Competency Standard must be prioritized in order to secure recognition of migrant workers' skills in destination countries. The initiation of this process is possible by means of bilateral arrangements between the home country and destination countries in the first phase.
11. The capacities of TVET institutions needs to be increased (e.g., increase student absorption capacity; upgrade equipment/training materials; capacity development of instructors and trainers through training; standardization of the student-teacher ratio; designing demand-driven programmes to meet the requirement of the overseas employers; providing better quality courses with internationally recognized accreditation; etc.).
12. New pre-vocational course pathways may be established to enable less-educated people to enter into formal courses, including apprenticeships, to address basic skills gaps. It is noteworthy that lack of apprenticeship support in the industries of Bangladesh is a weak point for overseas employment. This should be taken into consideration by the regulators.
13. The cost of training and accreditation needs to be reduced for learners, especially for women,



marginalized groups of people, and persons with disabilities. The costs for trainings should follow a standard and need to be monitored strictly.

14. Commitment is needed to improve training initiatives through public-private partnership.
15. There is a high demand for nurses in countries of destination. To meet the growing demand, more nursing institutes should be built in both the public and private sectors. These institutes should seek to provide aspiring migrant nurses with affordable training.
16. Given the current low participation rates of women in skills development, special efforts are necessary to correct this gender imbalance. A minimum rate of enrollment for women in skill-development programmes should be targeted. Post-training support, the hiring of women trainers, preparation of a gender-sensitive curriculum, and flexible time schedules will have to be provided.
17. Action is required to increase opportunities for persons with disabilities by increasing their access to and participation in skills development programmes. The initial focus should be on those persons with disabilities who are keen to find overseas employment. To achieve this, a strategy to increase the participation of persons with disabilities in skills development programmes must utilize customized curriculums and delivery methods tailored for persons with disabilities in agreed upon occupations and skill sets. A minimum enrollment target for persons with disabilities across all skill development programmes may be fixed.
18. Potential migrant workers need to be advised on gathering data related to the skills they will gain from employment in the country of destination. And upon return to Bangladesh, migrant workers should be instructed to assemble a portfolio of evidence in order to get RPL certification. With this certification, returning migrants should further level-up their skills training, join the local job market by virtue of the skills they have acquired so far, or seek to re-migrate in search of a better job than the one they had during their previous journey overseas. Instruction in this process could be an integral part of pre-departure training.
19. To implement the Action Plan of the National Skills Development Policy within the proposed timeframe, there is an urgent need to adopt the competency framework and implement a quality assurance system.
20. There needs to be an assessment of in-demand skills and competencies in various occupations and trades. Technical and vocational education curricula and certification can then be designed based on the demands of the job market.
21. Accreditation of present training courses is necessary to enhance the employability of Bangladeshi workers in the international market.
22. Operation of overseas schools by embassies to impart vocational and technical training to less-skilled Bangladeshi migrant workers is necessary in order to upgrade the level of skills they hold.
23. The Technical Education Act needs critical review with an emphasis on worker migration and skills development in order to promote decent worker migration. In addition, two related rules on training, certification and skills development for overseas employment and special facilities for returning migrant to reintegration need to be initiated.

List of acronyms and abbreviations

List of acronyms and abbreviations	
Ananda	Ananda Shipyard & Slipways Ltd
BAB	Bangladesh Accreditation Board
BANBEIS	Bangladesh Bureau of Educational Information & Statistics
BAIRA	Bangladesh Association of International Recruiting Agencies
BITAC	Bangladesh Industrial Technical Assistance Centre
BMET	Bureau of Manpower, Employment and Training
BOESL	Bangladesh Overseas Employment and Services Limited
BRAC	Bangladesh Rural Advancement Committee
BSCIC	Bangladesh Small and Cottage Industries Corporation
BTEB	Bangladesh Technical Education Board
BTEIRRR	Bangladesh Technical Education Institute Recognition and Renewal Regulations
CAD	Course Accreditation Document
Caritas	Christian Organization for Relief and Rehabilitation
CBT&A	Competency Based Training and Assessment



CGFNS	Commission on Graduates of Foreign Nursing Schools
DAM	Dhaka Ahsania Mission
DOA	Department of Agriculture
DOT	Department of Textiles
DTE	Directorate of Technical Education
DYD	Department of Youth Development
GWG	Gender Working Group
HDRC	Human Development Research Centre
HRD	Human Resource Development
ILO	International Labour Organization
ISC	Industry Skills Council
IT	Information Technology
MAWTS	MAWTS Institute of Technology Engineering and Technological Services
MEWOE	Ministry of Expatriates' Welfare and Overseas Employment
MRA	Mutual Recognition Agreement
MOI	Ministry of Industry
NGO	Non-Government Organization
NSC	National Skill Certificate
NSDC	National Skills Development Council
NSS	National Skill Standard
NTC	National Training Council
NTVQF	National Technical and Vocational Qualification Framework
RPL	Recognition of Prior Learning
SDC	Swiss Agency for Development and Cooperation
SNARCOM	Saudi Arabian National Association of Recruitment Agencies
STEP	Skills Training Enhancement Project
TTC	Technical Training Centre
TVET	Technical and Vocational Education and Training
DTE	Directorate of Technical Education
UCEP	Underprivileged Children's Educational Programmes

Statement of the Secretary

Skills enhancement has been an important area prioritized by the Ministry of Expatriates' Welfare and Overseas Employment in the past few years. Technical Training Centres (TTCs), which are managed by the Bureau of Manpower Employment and Training, are major training providers for prospective migrant workers. Currently, there are 38 TTCs, which offer vocational training in 45 trades. They have an annual capacity to train about 65,000 trainees. The government also plans to increase the number of TTCs to ensure that workers from all parts of the country have access to technical and vocation education facilities.

Looking at this timely study on skills and certification, it is important to take into account the practical challenges. A key challenge is the different skills development and assessment models that are utilized in countries of origin and destination and the lack of labour market information systems. Most of the countries to which Bangladeshi workers migrate do not have labour market forecasts available publically. There is also a dearth of information about the immigration procedures of countries of destination, as well as gaps in information about labour laws pertaining to migrant workers. On the side of Bangladesh, efforts have been initiated to register workers skill-wise. This is a work in progress, and we hope to improve as we continue the work in this area.

Technical and vocational skills are also an area where bilateral or regional collaboration could be explored by countries of origin and destination. Institutions like the International Labour Organization can help develop bilateral or regional labour migration portals and online resources that would help in jobs and skills matching and also raise awareness of labour migration opportunities and regulations. Such initiatives would be beneficial for both national employers and employers in countries of destination. More importantly, these efforts would assist prospective migrant workers at the pre-decision stage and support decent work for those who are already overseas.



Dr. Zafar Ahmed Khan

Secretary

Ministry of Expatriates' Welfare & Overseas

Employment

Government of the People's Republic of Bangladesh

Introduction, study objectives, and methodology

1.1 Introduction

Skill refers to the acquisition of a measurable capacity or talent that enables an individual to perform a particular job or task successfully. It is the practical ability to apply theoretical knowledge to particular situations.

A large number of professionals from Bangladesh belonging to the categories of skilled, semi-skilled and less-skilled workers¹ go to other countries in order to earn their livelihood. Doctors, engineers, nurses, and teachers are considered professionals.

Manufacturing or garment workers are categorized as either skilled (tailors, masons, etc.); or semi-skilled; and housekeepers, cleaners, labourers, and the like are categorized as less-skilled (Islam, n.d.).

In 1976, only 6,087 Bangladeshi migrant workers were employed overseas, but by 2012, the number of migrant workers was at 607,798 (which is actually down from high point of 875,055 in 2008). Bangladesh is a resourceful country with a huge workforce. About 8.3 million people from Bangladesh hold or have held the status of migrant worker. In a true sense, they are recognized across the globe. Bangladeshi migrant workers, in most cases, go to the Middle East and South-East Asian countries. The primary destination countries in the case of migrants from Bangladesh include Saudi Arabia, the United Arab Emirates, Kuwait, Oman, Bahrain, Lebanon, Jordan, Libya, Sudan, Malaysia, Singapore, the Republic of Korea, the United Kingdom, Italy, Hong Kong (China), and Mauritius.

¹ “Skilled” workers are those who have a broad range of knowledge and practical skill sets to accomplish tasks by applying and using the full range of methods, tools, materials, and information; they can generate solutions to specific problems and apply past experiences in solving similar problems; and they are able to take overall responsibility for the completion of the task assigned to them. In the same way, those who hold the status of “semi-skilled” have moderately broad knowledge and the practical skills required in order to carry out tasks and to solve routine problems using simple rules and tools under supervision with some autonomy. And workers with extremely limited general knowledge, a minimal range of skills required to carry out simple tasks under direct supervision in a well-defined, structured context are “less-skilled” workers.



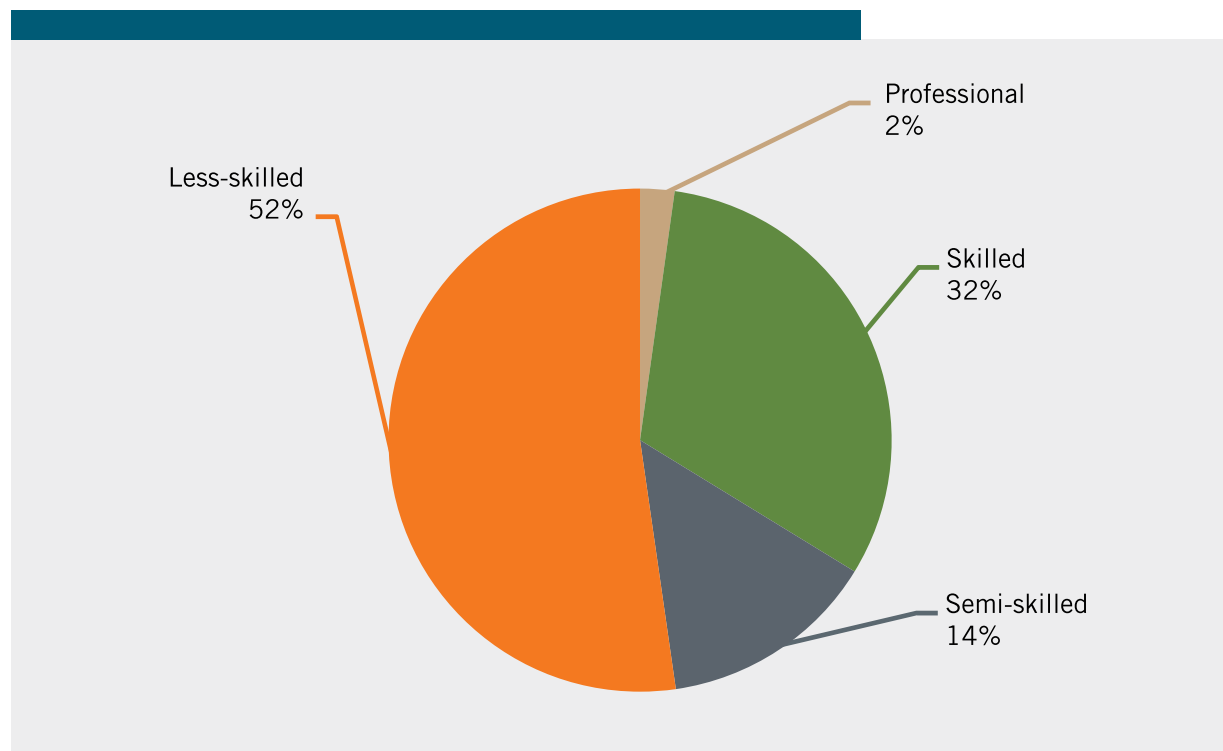
Table 1.1: Annual number of outbound Bangladeshi migrant workers by skill category (1976–2012)

Year	Professional	Skilled	Semi-skilled	Less-skilled	Total
1976	568	1 775	543	3 201	6 087
1977	1 766	6 447	490	7 022	15 725
1978	3 455	8 190	1 050	10 114	22 809
1979	3 494	7 005	1 685	12 311	24 495
1980	1 983	12 209	2 343	13 538	30 073
1981	3 892	22 432	2 449	27 014	55 787
1982	3 898	20 611	3 272	34 981	62 762
1983	1 822	18 939	5 098	33 361	59 220
1984	2 642	17 183	5 484	31 405	56 714
1985	2 568	28 225	7 823	39 078	77 694
1986	2 210	26 294	9 265	30 889	68 658
1987	2 223	23 839	9 619	38 336	74 017
1988	2 670	25 286	10 809	29 356	68 121
1989	5 325	38 820	17 659	39 920	101 724
1990	6 004	35 613	20 792	41 405	103 814
1991	9 024	46 887	32 605	58 615	147 131
1992	11 375	50 689	30 977	95 083	188 124
1993	11 112	71 662	66 168	95 566	244 508
1994	8 390	61 040	46 519	70 377	186 326
1995	6 352	59 907	32 055	89 229	187 543
1996	3 188	64 301	34 689	109 536	211 714
1997	3 797	65 211	43 558	118 511	231 077
1998	9 574	74 718	51 590	131 785	267 667
1999	8 045	98 449	44 947	116 741	268 182
2000	10 669	99 606	26 461	85 950	222 686
2001	5 940	42 742	30 702	109 581	188 965
2002	14 450	56 265	36 025	118 516	225 256
2003	15 862	74 530	29 236	134 562	254 190
2004	12 202	110 177	28 327	122 252	272 958
2005	1 945	113 655	24 546	112 556	252 702
2006	925	115 468	33 965	231 158	381 516
2007	676	165 338	183 673	482 922	832 609
2008	1 864	281 450	132 825	458 916	875 055
2009	1 426	134 265	84 517	255 070	475 278
2010	387	90 621	12 469	287 225	390 702
2011	1 192	229 149	28 729	308 992	568 062
2012	812	209 368	20 498	377 120	607 798
Total	183 727	2 619 280	1 161 009	4 343 733	8 307 749

Source: BMET database, 2012.

As mentioned above, the BMET has classified temporary migrant workers into four categories. These are professional, skilled, semi-skilled, and less-skilled. Between 1976 and 2012, 8,307,749 traveled overseas for employment. Among them were 183,727 professionals (2.21 per cent of the total), 2,619,280 skilled workers (31.53 per cent), 1,161,009 semi-skilled (13.98 per cent), and 4,343,733 less-skilled (52.29 per cent) (Table 1.1 and Figure 1.1).

Figure 1.1: Skill composition of Bangladeshi migrant workers (by percentage)



This higher percentage of less-skilled migrant workers is a cause of lower remittance flow than expected. Less-skilled migrant workers, in numerous cases, also fall under a compulsion to accept 3D (dirty, demeaning, and dangerous) jobs and face violations of their human and labour rights. This is a job-oriented reality that less-skilled workers are likely face more frequently than workers holding higher levels of skill.²

Bangladesh is the eighth most populous country in the world. Of the total population, 60.63 per cent³ (87 million) lie in the 15-to-49-year-old age bracket, of which 50 per cent are women. A huge number of Bangladeshis are able to work in various sectors with the confidence of skilled or semi-skilled workers, even though not all such workers are equipped with literacy. The availability of such a huge workforce is, in all likelihood, a demographic dividend for the country. Thus, there remains ample scope to utilize it in order to accelerate and expand socio-economic development. Exposed to a problematic social environment – which involves high rates of unemployment and underemployment, poverty, land scarcity, and low wages for less-skilled and skilled workers – a good number of Bangladeshi people are on a search for overseas employment. In addition, the demand for cheaper workers and shortages of semi-skilled

² Source: BMET database [accessed 30 June 2014].

³ Estimated from the Bangladesh Population and Housing Census 2001, Community Series data 2011, Bangladesh Bureau of Statistics.



and less-skilled worker in destination countries has created opportunities for overseas employment for Bangladeshis.

1.2 Study objectives

The objectives of this study are to:

- provide evidence-based analysis of a selected few international job markets. This includes analyzing labour shortages in these job markets broken down by occupational groups (e.g., health professional, skilled technician, less-skilled service worker, etc.), and an assessment of the skills and relevant certifications/qualifications required within each occupational group. This was done with a view to meeting job market needs and complying with the skills standards by both overseas employers and the regulations of destination countries;
- recommend priority job markets and occupational groups, as well as the required skills, other qualifications, and certifications that would offer good prospects for potential and current Bangladeshi migrant workers; and
- promote the development of various training modes and sustainable institutional arrangements so that men and women migrant workers may acquire and master skills during the pre-departure and post-return periods and have those skills recognized. The aim is to increase access to new job markets, promote lateral and upward career movement for workers, and enhance the quality of life and working conditions for Bangladeshi migrants.

1.3 Methodology

Skill is the practical ability to apply theoretical knowledge to particular situations. Skill generally comes through training and experience. Skilled workers are usually more responsible and economically productive than less-skilled workers. ISCO-88 defines two dimensions of skill: Skill Level – which is a function of the complexity and range of the tasks and duties a worker can perform; and Skill Specialization – defined by the field of knowledge required, the tools and machinery used, the materials worked on or with, as well as the kinds of goods and services produced (OECD, 1995).

Workers capable of performing, under direct supervision, in a well-defined context with limited general knowledge, fall into the two pre-vocational trainee levels in the NTVQF. Workers falling into the levels of Basic Worker and Basic-Skilled Worker can perform duties under direct supervision. Semi-Skilled Workers can work under supervision with some autonomy. Those belonging to the category of Skilled Worker are able to take responsibility for the completion of their task and can apply experience in sorting out a solution to problems of similar type. The workers holding the level of Highly Skilled Worker/Supervisor can take overall responsibility and apply experience in solving similar problems. And those who belong to the level of Middle Level Worker (Manager/Sub-Assistant Engineer) are equipped with a specialized and restricted range of cognitive and practical skills required to provide leadership, and are capable of managing a team where there is an unpredictable change (Ministry of Education, 2011).

Many training providers, under the Ministry of Education, impart occupation-based education and training to workers. The BTEB holds the authority to organize, supervise, regulate, and control the whole TVET process. There are three types of courses: certificate, diploma, and degree. Public examinations are held in each type of course under the auspices of the BTEB. All diplomas and certificates are awarded by the



BTEB (BANBEIS, 1987). Most of the technical and vocational institutes unaffiliated with the BTEB also issue certificates. This is the prime reason why Bangladeshi certificates are only partly recognized in the local and overseas job markets.

As per the objectives and the research questions, this study depends on secondary literature and documentation on Policies, Rules, Acts, Ordinances, Conventions and documents, books, journals, reports, and data from BMET and other sources. Within this scope, the study team examined and reviewed literature and documentation on Policy, Acts, Conventions, Ordinances, and relevant reports published by the International Labour Organization (ILO), the Technical and Vocational Education and Training (TVET) Reform Project, BMET, and researchers and scholars of international migration.

The BMET database, data from the Bangladesh Bureau of Statistics, and the Labour Force Survey have been used for the purpose of this study. However, the study also required primary data/information to address the specific research questions adequately.

To have a clear picture of TVET in Bangladesh, the study team has made a close look at the present system and status of TVET in the country. There are so many training providers in the field of TVET, operated by public, private, industrial, and non-profit organizations across the country. The new policy on skills development has been recently framed, and several bodies have been formed to implement the skills development policy and oversee the coordination, progress, and specific actions undertaken so far, so that the quality, competency, and recognition of skills might be ensured for migrant workers. Such measures are also geared towards up-skilling returning migrant workers. And, as such, the initiatives can be motivated towards facilitating their reintegration.

In consultation with the Ministry of Expatriates' Welfare and Overseas Employment, the BMET, and the ILO, three destination countries have been selected to explore their worker needs within various occupation groups or job functions as well as the skills needs and certification requirements in their job markets. These countries are:

- Singapore – an Asian potential job market for Bangladeshi migrant workers;
- Saudi Arabia – a traditional destination country wherein a huge number of Bangladeshi migrants are already working in many occupations and the job market has a high potential for Bangladeshi migrant workers; and
- The Netherlands – an unconventional destination country for Bangladeshi migrant workers.

Relevant information was collected from institutions on the supply side in Bangladesh, such as the BMET, the Bangladesh Association of International Recruiting Agencies (BAIRA), and other training centres.

Data and information collected from one source have been crosschecked with those from other sources. Moreover, they have been verified and validated. As part of the initiative, and intended to enhance the quality and the horizon of the research work, the BMET's expert on overseas employment, training, and planning – Dr Md. Nurul Islam, Director (Training Standard and Planning) – has been accommodated as Advisor to the study.

The BMET is the only source of migration-related data for Bangladeshi migrants. To collect data and other information relevant to study, the team has maintained a constant liaison with the BMET, particularly with



Dr Islam and other officials. The team also collected opinions, views, and experiences from relevant stakeholders, including:

- ministerial and government offices;
- public and private recruiting agencies;
- BAIRA;
- international organizations;
- TVET providers;
- labour unions;
- workers associations;
- research organizations;
- NGOs working in migration and with women migrant workers, migrants, returning migrants;
- human rights organizations; and
- print and visual media working with migration.

Internet resources, web pages, and documents relevant to the study – especially with regard to skilled workers and training providers – have been explored. Newspapers, television programmes, and web-based news portals have been used.

In addition, in-depth interviews and key-informant interviews were conducted from January 2013 to June 2013. The major key informants interviewed, include:

- BMET officials;
- experts from the ILO,
- the CEO of the NSDC Secretariat;
- the Chairman of BTEB;
- skilled, semi-skilled, and less-skilled migrant workers who are currently employed overseas or have returned to Bangladesh;
- NGOs working on skills development issues; and
- journalists and experts. (See Annex I for complete list of informants interviewed.)

Moreover, two focus group discussions with returning migrants were held – one with male migrant workers in Tangail on 10 March 2013, and another with the women returning migrants in Munshiganj on 18 April 2013.

Twenty five in-depth interviews were conducted with migrant workers currently employed overseas (either by telephone or in person with workers on leave in Bangladesh).

Skill acquisition systems in Bangladesh

2.1 Education system of Bangladesh: Status at a glance

To understand the skill acquisition mechanism one needs to explore the education system of Bangladesh first. There are three types of education – General, Madrassa, and Vocational – which are divided into three stages: primary, secondary and tertiary. Two ministries are responsible for the operation of the whole education system: primary education from grade I to V falls under the aegis of the Ministry of Primary and Mass Education; and post-primary education, encompassing all other levels from junior secondary to higher education, falls under the Ministry of Education. On the basis of curriculum, post-primary education (with the completion of primary education) represents general, madrassa, technical, vocational, and professional education. Details are shown in Table 2.1.

The age of students is divided into the following groups in harmony with the stages of education. The pre-primary education age is 3 to 5 years. The age range of Primary Education (General) and Ebtedayee (Madrassa) is 6 to 10 years. With the completion of this stage, children obtain Junior Secondary (General) or Dakhil (Madrassa) certificates. The age limit for Junior Secondary (General) and Dhakil (Madrassa) is 11 to 13 years. The education that students receive following their completion of their Junior Secondary or Dakhil schooling, falls into the following categories: General (HSC), Madrassa (Alim), or Technical (Trade/SSC-Voc/Artisan course). The age range for these students is 14 to 18 years. Upon completion, students can move on to General (Degree, Honours), Madrassa (Alim, Fazil), or technical studies, the age range for which is 19 and above.



With successful completion of primary education, students may choose technical-vocational programmes in order to build up their career. Vocational courses start at the secondary level. The courses prescribed for the learners include certificate courses, two-year vocational courses, or diploma courses. After completion of a two-year technical-vocational or general education course, students may go for a more specialize professional education in fields such as Textile Technology, Leather Technology, Higher Medical Studies, Dental Technology, Nursing, Homeopathic Medicine, Studies in Law, etc. The BTEB grants affiliation to the technical training institutions, conducts examinations, and awards certificates and diplomas to qualified students.

Table: 2.1 Number of institutions, students, and teachers by type of education, 2011⁴

Type of Education	Management	No. of Institutions	No. of Teachers			No. of Students			Indicators		
			Total	Female	Per cent (Female)	Total	Girl	Per cent (Girl)	TSR	SPI	TPI
Primary Education	Public	37 672	212 653	124 150	58.40	9 904 254	5 071 252	51.20	47	263	5.6
	Private	41 013	182 628	70 388	38.54	7 053 640	3 491 881	49.50	39	172	4.4
	Total	78 685	395 281	194 538	49.20	16 957 894	8 563 133	50.50	43	216	5
Secondary School Education	Public	317	7 562	2 869	37.94	228 242	107 482	47.09	30	720	23.9
	Private	18 753	215 993	49 132	22.75	7 281 976	3 918 892	53.82	34	388	11.5
	Total	19 070	223 555	52 001	23.26	7 510 218	4 026 374	53.61	34	394	11.7
College Education	Public	265	10 433	2 610	25.02	1 131 530	504 160	44.56	108	4270	39
	Private	3 210	85 187	18 721	21.98	1 784 321	879 174	49.27	21	556	27
	Total	3 475	95 620	21 331	22.31	2 915 851	1 383 334	47.44	30	839	28
Madrasa Education	Public	3	115	0	0	4 273	192	4.49	37	1424	38.3
	Private	9 327	107 062	10 997	10.27	2 193 604	1 169 752	53.33	20	235	11.5
	Total	9 330	107 177	10 997	10.26	2 197 877	1 169 944	53.23	21	236	11.5
Professional	Public	70	1 795	482	26.85	20 121	9 859	49.00	11	287	25.6
	Private	212	2 957	377	12.75	50 877	15 997	33.87	17	47	13.9
	Total	282	4 752	859	18.08	70 998	25 856	36.42	15	252	16.9
Teacher Education	Public	80	1 159	326	28.12	23 431	8 488	36.23	20	293	14.5
	Private	129	1 463	233	15.92	15 260	5 314	34.82	10	118	11.3
	Total	209	2 622	559	22.84	38 691	13 802	35.67	15	185	12.5
Technical-vocational	Public	251	4 448	636	14.3	149 620	21 448	14.33	34	596	17.7
	Private	2 730	18 471	3 868	20.94	356 936	115 405	32.33	19	131	6.8
	Total	2 981	22 919	4 504	19.65	506 556	136 853	27.02	22	170	7.7
University	Public	31	9 634	1 784	18.52	297 582	100 024	33.61	31	9599	351
	Private	51	6 204	1 889	30.45	257 089	66 253	25.77	41	3940	112
	Total	82	15 838	3 673	23.19	55 4671	166 277	29.98	35	6764	193
Country (Primary + Post-primary)	Public	38 689	247 799	132 857	53.61	11 643 788	5 775 931	49.61	47	301	6
	Private	75 425	619 965	155 605	25.10	18 993 703	9 662 668	50.87	31	252	8
	Total	114 114	867 764	288 462	33.24	30 637 491	15 438 599	50.39	35	268	8
Country (Post-primary)	Public	1 017	35 146	8 707	24.77	1 854 799	751 653	40.52	49	1710	35
	Private	34 412	437 337	85 217	19.49	11 940 063	6 170 787	51.68	27	347	13
	Total	35 429	472 483	93 924	19.88	13 794 862	6 922 440	50.18	29	386	13

N.B. TSR – Teacher-student Ratio, SPI – Students per Institution, TPI – Teachers per Institution.

⁴ Source: Bangladesh Bureau of Educational Information and Statistics. Retrieved from http://www.banbeis.gov.bd/webnew/index.php?option=com_content&view=article&id=483&Itemid=193 [accessed 30 September 2013].



Table 2.1 states that the total number of students in primary, secondary, madrasa, and technical education is 27,172,545, and among them, 506,556 (or 1.8 per cent of the total) are engaged in technical and vocational education. Table 2.2 below indicates that enrollment of females in technical-vocation institutes is low. The teacher-student ratio is somewhat satisfactory, but needs more improvement, especially in the public sector (See Table 2.3). However, according to BTEB officials, the present (as of September 2013) number of public and private technical institutes is actually 240 and 5,299, respectively. And the number of registered female students was 9,803 (public) and 107,925 (private) in the 2012-13 school year. But this information has not yet been incorporated into the Bangladesh Bureau of Educational Information and Statistics (BANBEIS) database, which is the central database of all education institutes. This report only takes into account data in the BANBEIS database for analysis.

Table 2.2: Numbers of institutions, students, and teachers in technical & vocational education, 2011

Type of Institute	Management	No. of Inst.	Teachers			Students		
			Total	Female	Per Cent (Female)	Total	Female	Per cent (Female)
Total (Independent)	Public	248	4 442	633	14.25	149 208	21 036	14.1
	Private	992	10 041	1 971	19.63	174 719	46 145	26.41
	Total	1 240	14 483	2 604	17.98	323 927	67 181	20.74
Total (Attached)	Public	3	6	3	50	412	412	100
	Private	1 738	8 430	1 897	22.5	182 217	69 260	38.01
	Total	1 741	8 436	1 900	22.52	182 629	69 672	38.15
Total	Public	251	4 448	636	14.3	149 620	21 448	14.33
	Private	2 730	18 471	3 868	20.94	356 936	115 405	32.33
	Total	2 981	22 919	4 504	19.65	506 556	136 853	27.02

Source: Bangladesh Bureau of Educational Information and Statistics (BANBEIS), http://www.banbeis.gov.bd/webnew/index.php?option=com_content&view=article&id=483&Itemid=111 [accessed 14 Apr. 2013].

Table 2.3: Teacher-student ratio by type of TVET institution, 2009

Type of Institution	Teacher-student Ratio		
	Public	Private	Total
Polytechnic Institute	1:44	1:12	1:27
Technical School & College	1:26	1:10	1:23
Commercial College	1:47	1:23	1:41
Glass & Ceramic Institute	1:63	-	1:63
Graphic Arts Institute	1:53	-	1:53
Survey Institute	1:48	-	1:48
Technical Training Centre	1:9	1:8	1:8
Textile Institute	1:21	1:50	1:34
Textile Vocational	1:15	1:17	1:16
Agriculture Training Institute	1:56	1:17	1:23
Marine Technology	1:15	-	1:15
S.S.C Vocational (Independent)	1:15	1:10	1:11
HSC Voc/B. Management (Independent)	1:23	1:15	1:15
Total	1:28	1:14	1:18

Source: Bangladesh Bureau of Educational Information and Statistics (BANBEIS), http://www.banbeis.gov.bd/webnew/index.php?option=com_content&view=article&id=627:table-64-number-of-institution-teacher-and-enrolment-in-technical-a-vocational-education-all-2011&catid=99:technical-and-vocational-education2011&Itemid=202; http://www.banbeis.gov.bd/webnew/index.php?option=com_content&view=article&id=281:teacher-student-ratio-by-typeindependent-2009&catid=50:technical-and-vocational-education&Itemid=152 [accessed 20 Apr. 2013].



2.2 Existing skill acquisition mechanism in Bangladesh: Status at a glance

In Bangladesh many different actors are providing skills training. A number of government ministries and agencies, along with a good number of private organizations and NGOs, are geared towards the expansions of skill-based education and training.

Government-run institutions include:

- 49 Polytechnic institutes;
- 64 Technical schools & colleges;
- four Textile engineering colleges;
- two Textile institutes
- 13 Agricultural institutes;
- one Forest institute;
- one Marine institute; and
- 40 Textile vocational institutes.

These institutions provide diplomas in engineering, agriculture, fisheries, and forestry in addition to Higher Secondary Certificate Vocational or HSC (VoC), Senior Secondary Certificate Vocational or SSC (VoC) and other certificate courses.

Private institutions include:

- 134 Polytechnic institutes;
- 1,327 HSC (BM) institutes;
- 1,595 Secondary (vocational) schools;
- 23 Textile institutes;
- 88 Agriculture institutes; and
- 49 Institutes of Medical Technology.

These private institutes provide diplomas for four year programmes, HSC Business Management or HSC (BM), SSC Business Management or SSC (BM), and certificates for six-month courses.

In addition, 37 public and 54 private nursing institutes have sprung up in Bangladesh. The course they offer is a three-year Nursing and Midwifery Diploma Course.

In addition to the government-run institutes listed above, the National Tourism and Training Institute provides Diploma courses in Hotel Management, Cookery (Professional Chef Course), Food and Beverage service, Bakery and Pastry production, House-keeping and Laundry operation. The Department of Social Welfare provides training in sewing, livestock rearing, crop production, fish culture, knitting, electronics, refrigerator repair/servicing, garment manufacturing, and computer skills. The Department of Youth Development also provides some training in welding, electrical-wiring, radio, TV repair/service, garment manufacturing, etc. (Kashem, et al., 2012).

Nineteen ministries have launched skill-training programmes, namely:

1. Ministry of Education
2. Ministry of Expatriates' Welfare and Overseas Employment



3. Ministry of Labour and Employment
4. Ministry of Youth and Sports
5. Ministry of Social Welfare
6. Ministry of Women and Children Affairs
7. Ministry of Industries
8. Ministry of Agriculture
9. Ministry of Civil Aviation and Tourism
10. Ministry of Communication
11. Ministry of Local Government, Rural Development, and Cooperatives
12. Ministry of Textile and Jute
13. Ministry of Defense
14. Ministry of Energy and Mineral Resources
15. Ministry of Health and Family Welfare
16. Ministry of Science and Technology
17. Ministry of Information & Communication Technology
18. Ministry of Shipping
19. Ministry of Forest and Environment

About 18 State bodies are involved in TVET programmes:

1. Directorate of Technical Education (DTE)
2. Bangladesh Technical Education Board (BTEB)
3. Bureau of Manpower, Employment, and Training (BMET)
4. Department of Women Affairs
5. Department of Social Welfare
6. Department of Youth Development (DYD)
7. Bangladesh Small and Cottage Industries Corporation (BSCIC)
8. Bangladesh Industrial and Technical Assistance Centre (BITAC)
9. Bangladesh Parjaton Corporation
10. Bangladesh Chemical Industries Corporation
11. Bangladesh Railway
12. Bangladesh Rural Development Board
13. Bangladesh Jute Mills Corporation
14. Department of Shipping
15. Department of Textile
16. Bangladesh Computer Council
17. Directorate of Health
18. Bangladesh Nursing Council



Ministries administer accredited and non-accredited TVET programmes. Registration of training providers, admission, curriculum, testing, quality assurance, and course accreditation are the functions of the BTEB. The Directorate of Technical Education (DTE) is under the Ministry of Education, and supervises technical schools and colleges as well as polytechnic/monotechnic institutes. The Department of Youth Development is under the Ministry of Youth and Sports, and it provides training through 47 national Youth Training Centres. Youth Training Centres provide basic skills in dressmaking, block and boutique, printing, pisciculture, livestock rearing, poultry, and self-employment schemes for youth by imparting to them skills in welding, electrical wiring, radio and TV repair, garment making, dairy farming, and poultry. The Ministry of Women and Children Affairs provides skills through the Department of Women's Affairs on embroidery, tailoring, batik, tie-dyeing, duck and poultry rearing, handicrafts, fish cultivation, agro-based training, computer application, graphics design, and web page design, etc.

2.3 Major actors, training provision agencies, and programmes in Bangladesh

The major TVET actors, agencies, and programmes are delineated below.

2.3.1 National Skills Development Council (NSDC)

The NSDC, the supreme body for national skills development, was established in 2008. The mandate of the NSDC is to develop and implement a national policy for skills development, to oversee key reforms, to co-ordinate activities, and to monitor the implementation of TVET (see Box 2.1).

Box 2.1: National Skills Development Council (NSDC)

In Bangladesh, the NSDC is the highest skills development body, which oversees and monitors all activities of public and private training providers, and it is responsible for the approval and implementation of all governance, regulations, and legislative provisions related to human resource development and training. The NSDC is a tripartite forum of government, employers, and workers.

The NSDC is comprised of 36 representatives from the government, the private sector, and community organizations. It has an executive committee chaired by the Prime Minister and co-chaired by the representatives of the private sector and the Secretary of Education (Shears, 2012).

There is currently no central database of skills development. In order to improve the capacity of the skills development system to meet the demands of the job market, the NSDC keeps working towards helping the industry, planners, and managers in both the public and private sector by providing timely and accurate information. To meet those needs, a central skill database is in the process of development under the auspices of the NSDC. The existing databases/systems of the BTEB, the Department of Youth Development, the Bangladesh Bureau of Statistics, the Bangladesh Employers' Federation, the Federation of Bangladesh Chambers of Commerce and Industry, the BMET, and BAIRA will be attached to this new central database and be overseen by the NSDC Secretariat. Inland and overseas workforce demand data will be provided by Industry Skill Councils (ISCs), the BMET, and BAIRA. All technical and vocational training providers, NGOs, and the BTEB will provide worker supply data to this database. The database/system will have a real-time online service that accepts forecast data from industry and from



government for both skill demand and supply, and each quarter, the executive committee of the NSDC will be able to view reports generated by this data system and could use the information to inform policy decisions (Kashem & Chowdhury, 2012).

2.3.2 Bureau of Manpower Employment and Training (BMET)

The BMET is a major training provider in Bangladesh, established in 1976 by the Government of the People's Republic of Bangladesh as an attached department of the then Ministry of Manpower Development and Social Welfare with the specific purpose of meeting the workforce requirements of the country and for labour migration as well.⁵ The BMET is concerned with the planning and implementation of strategies for proper utilization of the workforce of the country. Presently, the BMET, under administrative control of Ministry of Expatriates' Welfare and Overseas Employment (MEWOE), has a specific goal of promoting skilled labour migration. The BMET is imparting skill development training in 45 trades in 38 Technical Training Centres (TTCs) for the purpose of facilitating skilled labour migration. The annual capacity of these centres is about 65,000 individuals.

The BMET's vision involves establishing good governance in the recruitment of overseas employment, creating a skilled workforce in line with the demands of local and global labour markets, and ensuring the overall welfare of migrant workers.

The BMET holds administrative authority over the TTCs and the Bangladesh Institute of Marine Technology. It has commercial partnerships with industries, donors, and other government agencies in relation to aligning the training of expatriate workers with labour market needs.

The BMET has two wings: Employment services and Training. Some functions of the training services wing are:

1. the establishment of new TTCs;
2. standard setting and the development and inspection of TTCs;
3. development of linkages between training institutes and industries; and
4. development of advanced training programmes for upgrading industrial workers, both at institutions and within industries.

The BMET is imparting knowledge to learners by launching skills development programmes. The courses prescribed by the BMET are a four-year Diploma course, a two-year SSC (voc) course, a six-month advanced course, a two-and-a-half-year trade course, and a six- to seven-month special course. The programmes include courses on mason, rod binder, shuttering, welding & fabrication, 6G Welding, electrical machine maintenance, industrial carpentry, auto mechanics, CNC machine operator, heavy equipment operator, mechanical fitter, Auto-CAD(2D-3D), marine fitter, refrigeration and air conditioning, electrician, pipe fitting, housekeeping, pattern making, sewing machine operator, mid-level garments supervisor, sewing machinery maintenance, a special short course in construction & trade, and pre-departure briefing (Maxwell Stamp Ltd., 2010). In most cases, the BMET and NGOs working in collaboration with potential migrant workers impart training to those workers who are selected for overseas employment. Besides the above-mentioned courses, the BMET also provides a 21-day housekeeping course for aspirant women migrant workers through TTCs. All Secondary School Certificate (SSC)-level vocational courses,

⁵ Retrieved from <http://www.bmet.gov.bd/BMET/index>, [accessed 20 Apr. 2013].



vocational courses that are of more than six months duration, and diploma-level courses offered by the Bangladesh Institute of Marine Technology are certified by the BTEB. Even though TTCs are operated under the management control of the BMET, all longer duration TTC courses are certified by the BTEB. The BMET can only certify TTC vocational courses that are of less than six months' duration.

According to National Skills Development Policy – 2011, which was approved by the Cabinet in January 2012, the BMET will be responsible for coordination of international demand data, including data gathered from Bangladesh missions abroad. According to the Policy: “The BMET data cell will be expanded and provided with technical assistance to increase their capacity to manage expatriate worker skill demands and will act as the focal point for the NSDC in this regard” (Ministry of Education, 2011, p. 14).

2.3.3 Bangladesh Technical Education Board (BTEB)

The BTEB has jurisdiction over the entire area of Bangladesh to organize, supervise, regulate, control, and develop technical and vocational education.⁶ Registration of training providers, quality assurance of the skill training through accreditation of courses, regulation of admission, development of curricula, arrangements for the development of learning materials, and the awarding of diplomas and certificates are the main functions of the BTEB. The titles of the courses and trades offered through the BTEB are given in Table 2.4 and Table 2.5

Table 2.4: Certificates awarded by the BTEB and the number of institutes offering the courses for those certificates

SI No	Name of course	Duration	Number of institutes
1	Diploma in Technical Education	1 Year	01
2	Diploma in Vocational Education	1 Year	01
3	Diploma in Engineering	4 Year	321
4	Diploma in Textile Engineering	4 Year	78
5	Diploma in Agriculture	4 Year	155
6	Diploma in Fisheries	4 Year	40
7	Diploma in Jute Technology	4 Year	1
8	Diploma in Forestry	2/3 Year	1
9	Diploma in Health Technology	3 Year	207
10	Diploma in Medical Ultrasound	1 Year	02
11	Diploma in Commerce	2 Year	07
12	Diploma in Animal Health and Production Technology	2 Year	01
13	HSC (Business Management)	2 Year	1558
14	HSC (Vocational)	2 Year	64
15	SSC (Vocational)	2 Year	2134
16	SSC (Vocational–Textile)	2 Year	40
17	Dakhil (Vocational)	2 Year	240
18	Certificate in Tread course	2 Year	00

⁶ Retrieved from http://www.bteb.gov.bd/page.php?action=about_bteb&item=history [accessed 29 Apr. 2013].



Table 2.4: Certificates awarded by the BTEB and the number of institutes offering the courses for those certificates

SI No	Name of course	Duration	Number of institutes
19	Certificate in Vocational Education	1 Year	1
20	Certificate in Health Technology	1 Year	127
21	Certificate in Medical Ultrasound	6 month	11
22	National Skill Standard II	1 Year	06
23	National Skill Standard III	1 Year	06
24	Certificate in Secretarial Science	1 Year	01
25	Professional Diploma in Automobile	6 month	01
26	Training and business typing	6 month	01
27	National Skill Standard basic	360 hours (3 or 6 month)	1143
		Total	6148

Source: http://www.bteb.gov.bd/page.php?action=Syllabus_CourseInfo_Statistics&item=Statistics [accessed 14 Apr. 2013].

Table 2.5: Certificates awarded by the BTEB and the trades potentially covered under those certificates

Duration of course	Name of the Course	Trade(s)
4 Years	Diploma in Engineering	Architecture and Interior Design, Construction, Garments Design and Pattern Making, Environmental, Instrumentation and Process Control, Mechatronics, Mining and Mine Survey, Telecommunication, Architecture, Civil (Wood), Computer, Electrical, Electronics, Food, Mechanical, Power, Refrigeration and Air-conditioning, Ceramic, Glass, Surveying, Marine, Shipbuilding, Aircraft Maintenance (Aerospace), Aircraft Maintenance (Avionics), Automobile, Chemical, Civil, Data Telecommunication and Networking, Computer Science and, Electro-Medical, Printing, Graphic Design.
	Diploma in Agriculture	Agriculture.
	Diploma in Textile	Yarn Manufacturing , Fabric Manufacturing, Wet Processing , Garments & Clothing.
	Diploma in Fisheries	Fisheries.
	Diploma in Jute Technology	Jute.
3 Years	Diploma in Health Technology & Services	Medical , Dental, Laboratory, Physiotherapy , Radiology and Imaging, Pharma, Patient care , Integrated Medical.
	Diploma in Forestry	Forestry.



Table 2.5: Certificates awarded by the BTEB and the trades potentially covered under those certificates

Duration of course	Name of the Course	Trade(s)
2 Years	SSC Vocational	Agro Based Food, General Electronics, Automotive, Building Maintenance, Wood Working, Ceramic, Civil Construction, Computer & Information Technology, Civil Drafting with CAD, Mechanical Drafting with CAD, Dress Making, Dying, Printing and Finishing, Electrical Maintenance Works, Farm Machinery, Fish Culture and Breeding, Food Processing and Preservation, General Mechanics, Livestock Rearing and Farming, Machine Tools Operation, Poultry Rearing and Farming, Patient Care Technique, General Electrical Works, Plumbing and Pipe Fitting, Refrigeration and Air-conditioning, Glass, Fruit and Vegetable Cultivation, Weaving, Welding and Fabrication, Architectural Drafting with Auto CAD, Knitting, Shrimp Culture and Breeding.
	Dakhil Vocational	
	SSC Vocational (Textile)	Dress Making, Dying Printing and Finishing, Weaving, Knitting.
	HSC Vocational	Agro-Machinery, Automobile, Building Maintenance and Construction, Clothing and Garments Finishing, Computer Operation and Maintenance, Drafting Civil, Electrical Works and Maintenance, Electronic Control and Communication, Fish Culture and Breeding, Machine Tools Operation and Maintenance, Poultry Rearing and Farming, Refrigeration and Air-conditioning, Welding and Fabrication, Industrial Wood Working, Wet Processing, Yarn and Fabric Manufacturing.
	HSC BM	Accounting, Banking, Computer Operation, Entrepreneurship Development, Secretarial Science.
	Diploma in Commerce	Secretarial Science, Accounting.
1 Year	Diploma in Medical Ultrasound	Medical Ultrasound.
	Certificate in Vocational Education	Electrical, Automotive, Refrigeration, Radio-TV, Carpentry, Machinist, Welding, Farm Machinery.
	Certificate in Health Technology & Services	Medical, Dental, Laboratory, Physiotherapy, Radiology and Imaging, Pharma, Patient care, Paramedical.
3 or 6 Months	Basic Trade	Auto Mechanics, ARC Welding, ARC & Gas Welding, Building and Architectural Drafting, Computer Operator, Electrical House Wiring, Furniture and Cabinet Making, General Mechanics, Machinist, Maintenance of Electrical Equipment, Plumbing and Pipe Fitting, Radio and Television Servicing, Refrigeration and Air Conditioning, Turner, Dress Making and Tailoring, Motor Cycle and Mishuk Mechanics, Food Processing and Preservation, General Electrician, Auto-CAD, Mobile Phone Servicing, Food & Beverage Production, Food & Beverage Service, House Keeping, Civil Construction, Aminship, Acting & Presentation, Masonry And Rod Binding, Drafting Civil, Rod Binding And Masonry, Apparel Merchandising, Work Study Production Planning & Control for Apparel Manufacturing, Bash Bate And Pati Shilpo, Pastry And Bakery Production, Travel Tour Operation, Welding, Driving Cum Auto Mechanics, Interior Decoration (Gypsum Decoration), Welding And Fabrication, Hair Dressing, Certificate in Pattern Making, Secretarial Science, Building and Architectural Drafting with Auto Cad, Computer Office Application, Hardware And Networking, Computer Programming, Database Programming, Graphics Design and Multimedia Programming, Ship Fabrication, Welding 4g, Welding 6G, Industrial Sewing Machine And Maintenance, Tig And Mig, Tiles & Setting, Air Hostess & Cabin Crew, Aviation Management, Travel Tourism & Ticketing, Diesel Mechanics.
	Certificate in Medical Ultrasound	Medical Ultrasound.

Source: http://www.bteb.gov.bd/page.php?action=Syllabus_CourseInfo_Statistics&item=Statistics [accessed 14 Apr. 2013].



According to the National Skills Development Policy – 2011, the BTEB will support the government's reform agenda on skills development. As part of the implementation strategy, the BTEB will be empowered within the Bangladesh skills development system. Moreover, the BTEB will review and strengthen the quality assurance system; the accreditation of courses and registration of training providers; the validation of the assessments of training organizations, trainers, and monitoring; and the inspection of public and private organizations.

2.3.4 Technical and Vocational Education and Training (TVET) Reform Project

The TVET Reform Project is an initiative of the Government of Bangladesh supported by the ILO and funded by the European Union. The goal is to ensure the participation of Bangladesh as a competitor in the global market, and to reduce poverty by improving the quality of vocational education and training. The TVET Reform Project has five key target areas that together will ensure a TVET system that is coordinated, flexible, responsive, and able to meet industry needs.⁷ The Directorate of Technical Education (DTE), the BTEB, and the BMET are the primary government agencies executing the project.

Under the TVET Reform Project, Course Accreditation Documents for 12 occupations and 52 courses have been finalized. These documents are based on competency-based training and are submitted by the BTEB. The Course Accreditation Documents include competency standards, a list of materials, entry requirements for student, required qualifications for trainers, etc. They include all the materials and resources one might need to deliver training for a number of NTVQF qualifications. The 12 occupations currently covered are: transport equipment (welder, fitter, and electrician); agro-food processing (food processing and quality control, food packaging, baking); information technology (graphic design, web design, IT support); and leather and leather goods (machine operator, supervisor, machine maintenance). These courses are being piloted and are to be widely introduced soon.

2.3.5 Learning from other countries

The Technical Education and Skill Development Authority (TESDA) of the Philippines has lent its expertise to a group of Bangladeshi teachers and supervisors who travelled to the Philippines to receive training on TVET best practices. TESDA's involvement came as part of the Bangladesh TVET Reform Project, supported by the ILO. In 2012, TESDA provided training for various courses under agro food processing, metals and engineering, land transportation, information technology, and teacher training and assessment (TESDA, 2012).

2.3.6 Skills Training Enhancement Project (STEP)

The Skills Training Enhancement Project (STEP) for Bangladesh is a World Bank initiative aimed at addressing the existing gap between the skills that are being provided at training institutes and the requirements of employers as per the needs of the market. The project is being implemented by the DTE under the auspices of the Ministry of Education of Bangladesh.

The objectives of STEP involve enhancing the quality and relevance of TVET, strengthening the overall TVET system through direct start-up and operational support to the ISCs, the NSDC, and SSC-level vocational schools, strengthening the capacity of key institutions like the DTE, BTEB, and BMET,

⁷ Retrieved from http://www.ilo.org/dhaka/Whatwedo/Projects/WCMS_106485/lang--en/index.htm [accessed 29 Apr. 2013].



establishing a project management and implementation structure, implementing communication strategies, and undertaking monitoring and evaluation.⁸

STEP works in collaboration with the Swiss Agency for Development and Cooperation (SDC)-funded Skills Development Project and the ILO-executed and European Commission-funded TVET-Reform Project. The SDC's Skills Development Project works towards strengthening the capacity of the TVET system by making it more responsive, flexible, and demand-driven. The project particularly aims to address the training needs of Bangladesh's disadvantaged population, specifically the poor and those who have not completed Class VIII. The project is underway in four divisions in Bangladesh – Dhaka, Chittagong, Rajshahi, and Khulna – in partnerships with industries and NGOs.⁹ The ILO-executed TVET-Reform Project's thrust has been on supporting Bangladesh to develop a vision and strategy for skills development, adopt a national skills development policy, create training and industry linkages, reform curricula and teaching/learning methodologies, promote competency-based training, and better include of the socio-economically marginalized.

2.3.7 NGOs and others private training providers

NGOs are imparting basic skills training to students and workers on a short-term basis to enable them to run income-generating activities. Unaffiliated with the BTEB, they offer their own courses. Some of these organizations maintain linkages, networks, and coordination with employers in the local job market and the certificates they provide are usually given more value. The following is a list of NGOs that are particularly active in this field:

- Underprivileged Children's Education Programmes (UCEP);
- Save the Children;
- Dhaka Ahsania Mission;
- MAWTS (Institute of Technology Engineering and Technological Services);
- CARITAS Bangladesh;
- BRAC;
- Thengamara Mohila Sabuj Sangha;
- Ananda (Ananda Shipyard & Slipways Ltd);
- SOS Children Village;
- Practical Action; and
- Centre for Mass Education in Science.

Private skills-training providers conduct a variety of vocational courses. Not all of these institutions are affiliated with the BTEB. Private vocational training schools usually target potential, but less-skilled, prospective migrant workers who are already registered as an overseas employment-seeker or are in the process of completing the official formalities related to migration. The Chittagong Skills Development Centre (CSDC), a private-public-partnership, is providing training for the ICT, manufacturing, and service sectors. The Centre provides training on through one- to 2-day short courses according to the demands of corporate employers. They monitor the quality of their training and certify their courses.

⁸ For more details about STEP, see <http://www.step-dte.gov.bd/> [accessed 19 Apr. 2013].

⁹ For more details about the Skills Development Project, see http://www.swisscooperation.admin.ch/bangladesh/en/Home/Employment_and_Income_Generation/Skills_Development/Skills_Development_Project [accessed 29 Apr. 2013].



Some recruiting agencies operate training centres that have a focus on training for overseas employment and provide certificate courses. Some of these centres have been accused of issuing certificates without having conducted an adequate number of classes or assessments. A few of the recruiting agencies also coordinate with foreign employers or counterpart recruitment agents in destination countries to organize demand-based training. To satisfy the demands of overseas employers, representatives of foreign recruitment agencies sometimes visit the training centres in Bangladesh, monitor the courses, and examine the trainers. Training centres established by private recruiting agencies are not affiliated with the BTEB.

Most of the private training centres not affiliated with BTEB offer only short courses of durations from three months to one year using their own curriculums and providing certificates by themselves. Some of these private training centres have good reputations in the local job market and maintain connections with local employers, but they have no initiative to seek affiliation with internationally reputed accreditation bodies due to the high cost involved.

2.4 Certification system for TVET institutions

The BTEB is responsible for accreditation and certification of TVET institutions. The BTEB is also responsible for developing learning materials, setting admission standards, conducting and regulating examinations, publishing results, granting diploma certificates, monitoring teaching facilities, granting and withdrawing or withholding grant affiliation for private institutions. However, under the current TVET system, any public or private sector entity is permitted to run their own courses without BTEB oversight so long as those courses do not exceed 360 hours of training and are of less than six months' duration.

In Bangladesh, the NTVQF is designed to implement competency-based training (CBT). And competency-based training is the pre-condition of training methodology. Training centres under the BMET and some others have started piloting the CBT programme under NTVQF.

At present, the BMET provides diploma-equivalent vocational education. BMET is equipped with the capacity to impart training to learners at various levels of NTVQF, for example, two diploma level courses at Level 6, some courses at Level 4, and some short courses to fit in Level 1 or 2. The BTEB, as the designated authority to issue certificates to learners under the National Skills Development Policy – 2011, certifies the learners who complete diploma courses.

While most of the courses of less than six-months duration are not fully responsive to the demands of the labour market, institutions like the BMET and private sector training providers are of the opinion that many of the short-term courses are adequate for certain types of local and overseas employment. Refresher and short-term skill-upgrading courses are also useful for those who are already employed.

The BTEB monitors the quality of training in the courses affiliated with the BTEB through control of admission and regulation of examination. Here it is noteworthy, however, that most training institutions, even those of government agencies, remain unaffiliated with the BTEB. A good number of vocational and technical training centres are run by the Ministry of Youth Development and the Ministry of Women & Children Affairs, and these two ministries have no affiliation with the BTEB.

In addition, the certificates issued by the BTEB or those from other sources are often not up to the mark when it comes to dealing with the demand-driven responses of the overseas job market. There are certain organizations whose certificates are recognized in the local and overseas job markets because



of networking, coordination, and linkages with employers and the good reputations of the institutions. In order to ensure the quality and acceptance of skills certification in the local and overseas job markets, the BMET has launched need-based training programmes. Feedback information from those trainees who have already passed through these programmes can make the concerned authorities conscious of the steps needed to make training match with the eligibility criteria of local and overseas employers. The BTEB and BMET can jointly take the initiative to meet the labour market's needs through research. This would also assist them to identify the sectors and occupations for which they should strive to get international accreditation, in order to make the certificates recognizable in overseas job markets. At the same time, the BTEB should update curriculums properly, matching them up with changes in technology. It has been suggested by TVET experts that the BMET should continuously monitor the performance of the TTCs and additionally should conduct comprehensive reviews of the TTCs' ability to respond to the overseas labour market every five years at a minimum.

2.5 Skill development and women

Women's participation in the overseas labour market is increasing gradually, even though the women migration issue is still stigmatized. Before 1980, women's migration was largely limited to doctors, nurses, and teachers. Since 1980, semi- and less-skilled women have started migrating, although there was a partial ban on women's migration in the name of protection. In 2003, the Bangladesh Government withdrew this restriction on the migration of semi- and less-skilled women workers. The Overseas Employment Policy – 2006 recognized the equal right of men and women to migrate for employment. As a result, as of December 2011 there were about 150,000 Bangladeshi women migrant workers working abroad. In 2011 alone, the number of women workers who went abroad as migrant workers was 30,579. Most of the women migrant workers are less-skilled and work in Lebanon, Jordan, the United Arab Emirates, Saudi Arabia, or Mauritius as housekeepers, cleaners, or readymade garment workers.

Due to a shortage of scope in the home job market, an increasing number of women are trying to find jobs in the overseas market. Almost all of them are less-skilled, so they are working menial jobs, such as being caregivers and garment manufacturers. In reality, women migrant workers from Bangladesh are often engaged in 3D jobs (difficult, demeaning, and dangerous) abroad, and continue to be exposed to the stigma surrounding women's migration during the post-return period at home.

Most of women migrant workers have little educational qualification and training. When women potential migrant workers are assigned to a housekeeping job, they have to attend a 21-day compulsory training. To meet the demand for housekeeping occupation, Technical Training Centres (TTCs) keep providing training for aspirant women migrant workers in housekeeping activities. Usages of modern home appliances, culture, law and regulations, language, etiquette, manners, and safety and security are taught in the TTCs.

When women go abroad for their livelihood, the remittance they send is a source of foreign currency for the home country, and it proves effective in accelerating and expanding socio-economic development at the national level. In some destination countries, their women citizens are not restricted from taking up paid employment, but there has not also been significant change in the childcare and domestic responsibilities entrusted to these women. In such cases, migrant domestic workers form an important support base for the women of the destination country. Migrant domestic workers perform the domestic work in their employers' households and free up their women employers to take up paid employment outside the home.



This being the case, training facilities need to be enhanced on a large scale in order to facilitate women migration for overseas employment. The BMET and some civil society organizations are providing pre-departure, skills development, and awareness-building trainings. In spite of all those initiatives, women's participation in skills development training is still very low. To increase women's participation in skills development some special efforts are necessary. In the National Skills Development Policy – 2011 (see Box 2.2) some measures have been taken with regard to the formal training system to address this gender imbalance. Those measures are as follows:

1. offering a broader range of traditional and non-traditional skills training programmes that could improve the employability of women;
2. reviewing programmes and their delivery modes to assess their gender friendliness;
3. conducting social marketing and awareness raising for women on the benefits of skills development;
4. increasing enrollment rates for females across all skills development programmes;
5. providing a gender-friendly environment for female students;
6. providing separate washrooms for male and female students;
7. employing female instructors where possible;
8. implementing a workplace harassment prevention policy in public institutions;
9. ensuring all instructors and managers in view of gender awareness, workplace harassment prevention, and equal employment opportunities (EEO) training; and
10. providing a system where all students have access to counseling services.

Box 2.2: National Skills Development Policy – 2011

Skills development for overseas employment is a major focus area of the National Skills Development Policy. In this policy, policy-makers admitted that future growth of remittances from expatriate workers depends on improved skills development. With a view to fostering skills development for overseas employment the new skills development system will:

- a) assess and respond to demand for different categories of skilled workers in major overseas markets;
- b) develop a coordinated and flexible recruitment and training strategy to service that demand;
- c) develop a national qualification system against which skill certification of an international standard can be made and communicated to overseas employers and international recruitment agencies;
- d) improve the capacity of training providers to deliver skills to the standard required by overseas employers;
- e) improve the regulation and quality assurance of training providers delivering pre-embarkation training;
- f) improve the employment outcomes of those who undertake skills training for overseas employment; and
- g) reintegrate the returning migrants into the existing job-market to assess and certify higher skills gained from the overseas market (Ministry of Education, 2001, p. 26).

At present, coordination between the government and non-government bodies is a weak area in skills development. A shortage of coordination among skills-training providers to establish a common platform is a noticeable feature. As such, they are unable to meet the growing needs of local and overseas employers. The Policy aims to introduce consistent naming of credentials for skill-based education and training, competency-based training, and assessment to meet present and future industry needs, as well as a quality-assurance system. In addition, the Policy encourages strengthening the role of the industrial sector in skills development, generating accurate labour market-oriented data for planning and monitoring, promoting recognition of prior learning, and improving access to training for under-represented groups (e.g., persons with disabilities, persons with low-level of education, and working adolescents).

In harmony with the National Skills Development Policy, the Government of Bangladesh has framed the National Skills Development System, consisting of the National Technical & Vocational Qualifications Framework (NTVQF), Competency-Based Training & Assessment (CBT&A), and the Bangladesh Skills Quality Assurance System.



Women's participation in TVET across the country as a means to promote gender equity is an important step towards making women's migration decent. The percentage of women instructors and enrolled students in technical and vocational education is 19.62 per cent and 27.02 per cent, respectively. Participation by women is particularly low in public TVET institutes, with the teacher/student percentages amounting to just 14.3 per cent (teachers) and 14.33 per cent (students); versus 20.94 per cent (teachers) and 32.33 per cent (students) in private institutes. The male-dominated society also tends to encourage women towards trades traditionally reserved for women, like sewing, tailoring, housekeeping, and so on. The minimum education level required to enter skills training is completion of Grade 8. While Bangladesh is closer to reaching gender-parity in enrolment for primary education, the school dropout rate, especially among the girls, remains high (Bangladesh Bureau of Statistics, 2013). This implies that a significant number of women did not have opportunities to complete the minimum education level required for enrolment in TVET programmes. Age barriers and urban-based locations of many training centres are also barriers discouraging women from participating in TVET. Removal of those barriers could promote increased engagement of women in the workforce and make women labour migration significantly smoother. See Box 2.3 for efforts to improve access to TVET among underprivileged groups of people in Bangladesh.

Box 2.3: Training for underprivileged groups of people

The ILO's TVET Reform Project in Bangladesh worked on methodologies for enabling access by underprivileged groups to technical and vocational training courses in order to integrate persons with disabilities into mainstream development efforts. Piloting has been done to graduate such persons from National Pre-Vocational Level-1 (four months) and National Pre-Vocational Level-2 (eight months) courses at the Gazipur Technical School & College on the basis of competency-based training and assessment (CBT&A), in partnership with the Centre for the Rehabilitation of the Paralyzed, the Viyellatex Group, and Interfab Shirt Manufacturing Limited. The lessons learnt during this programme were:

- a) a mainstream competency-based programme can be reasonably adjusted to include persons with disabilities and the underprivileged in training;
- b) by networking with industry, successful training models can be developed to provide training and employment opportunities to persons with disabilities; and
- c) by networking with industry, it is possible to help remove a number of stigmas faced by persons with disabilities in everyday life.

These are good results, which show that CBT&A and the appropriate training programmes can promote empowerment through the participation of women with disabilities in the national and overseas job markets as skilled workers.

Source: Breaking the Barriers: Designing inclusive skills development program, ILO, December 2012 (http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_194704.pdf [accessed 5 Apr. 2013]).

It is noteworthy that Bangladesh has ratified the ILO Equal Remuneration Convention, 1951 (No. 100); the Discrimination (Employment and Occupation) Convention, 1958 (No. 111); and the United Nations Convention on the Elimination of All Forms of Discrimination Against Women, 1979 (CEDAW). Bangladesh is particularly committed to addressing all kinds of barriers preventing the full participation of women in economic spheres.



2.6 Sustainability of the skill development programme

The skill development system in Bangladesh can be classified into five main segments (Ministry of Education, 2011):

- public (delivered to varying degrees by numerous ministries);
- private (but receives some form of government subsidy, e.g., MPO and grants);
- private (commercial training institutions, including madrassas);
- NGOs (non-for-profit institutions); and
- industry-based (institutions managed by industry with training delivered in the workplace, including apprenticeships).

The public and private agencies are involved in many skills development programmes. Due to lack of coordination, duplication, inconsistencies among policies, and want of an implementation strategy for the National Skill Standards, the mere assurance of certification recognition does not prove sufficient. The BTEB is responsible for the quality assurance of formal TVET. However, certain organizations unaffiliated with the BTEB maintain standards by means of their own criteria. There is no regulatory body that can work towards ensuring skills development and recognition for expatriate workers. An effective strategy for RPL has still not solidified. As a result, misutilization of human resources occurs, and in the case of returning migrant workers who have acquired high-level skills from abroad, their attempts to secure a job in the local market often turn out to be a fiasco.

Recognition and certification of skills

3.1 Recognition and certification of skills: Status at a glance

Many a training course, available across the country, have become focal points for meeting expanding employment needs at the national level and in overseas countries. Skill certifications are offered from several sources, namely, the Secondary and Higher Secondary School Certificate Board, National University, public and private universities, the Madrassa Board, the BTEB, and the like. Certificates are issued to learners who complete relevant courses under these organizations. The BMET, certain NGOs, and specialized institutions also perform the act of issuing certificates on certain courses they offer. All such certificates become recognizable at the national level, but go unrecognized, in most cases, in overseas countries, whose employers have their own skill assessment criteria. Skill certifications related to the garment industry, catering, and marine technology courses offered by institutions across Bangladesh reveal both positive and negative experiences. These certificates win approval in certain instances in the overseas job market, but it is not unusual for these certificates not to be approved by the concerned authorities of some foreign organizations. (See Box 3.1)



Box 3.1: Certification recognition in Singapore: A case study

The acceptance of certificates issued under the BMET for Marine Technology has grown appreciably in certain destination countries. Singapore serves as a relevant example. Singapore evaluates not so much the merit of a certificate, as it does the reputation of workers who are already engaged in work in Singapore. Acting in collaboration with Singapore employment agencies, some local recruitment agencies have set up 15 training centres in Bangladesh in which, upon completion of the Marine Technology course, assessment tests are held under the auspices of authorities from Singaporean organizations. Through this arrangement, these Bangladesh skill certifications have become acceptable among Singapore-based organizations because the certificates are recognized by the Singapore Government.

The Bangladesh Institute of Marine Technology provides certain courses – Certificate course on Diesel Engine Artificer, Diploma in Marine Technology and Ship Building Technology, Ship Fabrication, Shipbuilding & Mechanical Draftsmanship, and Shipbuilding Welding – that all result in certificates that are accepted in Singapore. As part of initiatives aimed towards creating a skilled workforce in the water transport sector, this institute operates two Diplomas-in-Engineering courses along with four other trade courses related to Marine Technology. The employment status of former trainees reveals that they are recruited for both the inland water transport sector and in the overseas labour market. The employment rate of graduates of the Bangladesh Institute of Marine Technology is more than 90 per cent, spread across both local and overseas employment.¹⁰

The Bangladesh Skill Development Institute offers a course entitled “The International Diploma in Hotel Management” that imparts to learners both theoretical and practical knowledge about international hotel, motel, and restaurant management and provides scope for a three- to four-month attachment to any reputed hotel/restaurant. For those who have completed the course, the Bangladesh Skill Development Institute provides a one-year diploma. Those seeking to obtain certificates recognizable at the national/international level have to go in for examinations conducted under the supervision, direction, and control the national and international awarding bodies, such as the BTEB and the International Code Council (Malaysia) or the Council for Curriculum, Examinations and Assessment (United Kingdom).

Western Marine Shipyard Limited is one of the leading shipyards in Bangladesh. It started shipbuilding activities in 1994. Western Marine, which has earned an Integrated Management System certificate that enables it to compete in the global market as a reputable, internationally recognized shipbuilding company, is participating in the National Skills Quality Assurance System (NSQAS) implementation. The NSQAS looks at a range of institutions and pathways for developing skills, such as workplace training, apprenticeships, community organizations, etc., in order to increase the number and quality of skilled workers. The system has given opportunities to entities like Western Marine to be an active part of skills development in Bangladesh.

The City and Guilds of London Institute offers an internationally recognized educational degree through affiliated centres in Bangladesh. It is working in Bangladesh with four affiliated industries.¹¹

Nurses are in high demand in the overseas labour market, but since Bangladesh has fallen short of nurses, it has not allowed the migration of nurses. There are 37 government and 54 private nursing

¹⁰ Retrieved from <http://www.bimtbtd.com/> [accessed 30 Apr. 2013].

¹¹ Retrieved from <http://www.cityandguilds.com/About-Us/International/South-Asia> [accessed 30 Apr. 2013].



institutes in Bangladesh, but these nursing-oriented institutes are not enough to meet the present national demand. The government has serious misgivings about the founding of privately operated institutes for training nurses, citing concerns that they will cause deterioration in standards. However, many a private university in Bangladesh offers courses on medical technology at the national level.

One of the challenges for winning recognition of the skill status of migrant workers from Bangladesh involves achieving a common skills assessment and certification system. Countries of origin and countries of destination need to be able understand each other's quality assurance mechanisms. Skill gaps between Bangladesh and destination countries need to be defined in terms of common competency standards.

In order to make overseas employment equitable for Bangladeshi migrant workers, the ways and means of getting their skills and qualifications to be recognized need to be ensured. The coordination and accountability of the skills and training sector are simply inadequate, and the sector can give no clear indication of whether a qualification approved by one awarding body is equivalent to a qualification of the same name approved by a different awarding body. The same can be said of the certificates held by Bangladeshi migrants, which go unrecognized in the overseas job market. In order to win international recognition of national certificates, the NTVQF was recently developed in Bangladesh (Ministry of Education, 2011).

Accreditation of certification is a weak point in the case of migrants from Bangladesh. It is important to note that accreditation helps workers determine the quality of programmes offered by an institution, and determine which institute is the best choice for pursuing a particular training programme. For accreditation purposes, certain countries assess the training institution as a whole, while others, on the basis of the institutional review, go a step further to validate the individual training programmes. Many institutions feature up-to-date equipment and training methods in harmony with the latest in scientific advancements and technological innovation, and this should be taken into consideration when meeting certification requirements. With this in mind, institutes that provide technical and vocational qualifications should be modernized and accredited on an urgent basis.

The Bangladesh Accreditation Board (BAB) is the national authority that offers accreditation programmes for training institutions that are compatible with the relevant International Organization for Standardization (IOS), International Electrotechnical Commission (IEC), and other regulatory standards and national standards. The BAB is a statutory body established in 2006 as an autonomous organization responsible for upgrading the quality assurance infrastructure and conformity assessment procedures in Bangladesh and enhancing the recognition and acceptance of Bangladeshi products and services in international, regional, and domestic markets.¹² The accreditation process best serves workers in the sense that it not only earns recognition status for several programmes but also improves TVET institutions. To assure skills quality, it is mentioned in the National Skills Development Policy – 2011 that,

In accrediting local training providers, BTEB will recognize those who have achieved other national and international quality standards related to TVET and skills training. These include providers who meet ISO 9000/IWA2, and who are registered by the UK Qualification & Curriculum Authority or under the Australian Quality Training Framework (AQTF). Training institutions that provide evidence of meeting these standards will have local registration fast-tracked (Ministry of Education, 2011, p. 10).

¹² Bangladesh Accreditation Board. Retrieved from <http://www.bab.org.bd/about-us/charter-of-service/> [accessed 20 Apr. 2013].



The NSDC has taken up an action plan to implement the Bangladesh Skills Quality Assurance System by working in coordination with the BAB.

3.2 Progress towards improving the returns of TVET

3.2.1 Nationally recognized qualifications

To introduce a new benchmark for international recognition of skills learned in Bangladeshi TVET institutions, the NTVQF will be introduced according to the National Skills Development Policy – 2011. The Framework is given in Table 3.1.

NTVQF Level	Pre-Vocation 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 Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC 3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic-Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate 2 NPVC 2			Pre-Vocational Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 NPVC 1			Pre-Vocational Trainee

Source: National Skills Development Policy – 2011 (Ministry of Education, 2011, p. 7).

Two new levels – National Pre-Vocation Certificate 1 (NSVC 1) and National Pre-Vocation Certificate 2 (NSVC 2) – are being introduced for those who are disadvantaged and/or low-educated as a pathway to receive further training. With the completion of a course, trainees/workers will obtain a National Certificate, and if they somehow fail to complete the course, they will get a Statement of Achievement. NTVQF 1 is similar in level to the current_basic trade course. Completion of coursework in Levels 2 to 5 results in a National Skill Certificate (NSC) that indicates skill levels from medium to highly skilled worker/supervisor, and Level 6 is a diploma course (TVET Reform Project, 2009). Students who will successfully pass the vocational education programme will get SSC (Voc), HSC (Voc), and HSC (BM) in addition to, and separate from, the school qualification. There will be a system of dual certification (e.g. one can get an SSC certificate from the general education system, and they can also get an SSC-Voc. Certificate for technical and vocational education).

Trainees who wish to acquire higher levels of skill have to enroll at training centres recognized by the BTEB and be assessed by accredited assessors. After assessment, they could take on further training to be equipped with more skills and get higher level certificates under the NTVQF. Training time, strategies,



and methods should be flexible and structured for learners. Learners' existing skill levels could be determined in a way that accounts for prior learning or the current potency of the learner before to ensure enrollment in the proper training course.

This new qualification framework will let trainees get recognized in the job market. This will also help recognize the current skill level that workers have reached through informal learning and/or work experience. This will pave the pathway for further education and training, as well as international recognition of their skills.¹³

Relationship of NTVQF to the existing qualification structure

Through a series of consultations, the TVET Reform Project described the relationship of the proposed NTVQF to the existing qualification structure. The relationship of the NTVQF to the existing qualification structure is shown in Table 3.2.

Table 3.2: Relationship of the NTVQF to the existing qualification structure					
NTVQF Level	EDUCATION SECTORS			Current Qualification Structure	Job Classification
	Pre-Vocation Education	Vocational Education	Technical Education		
NTVQF 6			Diploma in engineering or equivalent	4 Year Diploma	Middle Level Manager/Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		NSS Master	Highly Skilled Worker /Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		NSS 1 / HSC (Voc/ BM) Year 11 & 12	Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC 3)		NSS 2 / SSC (Voc) Year 10	Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		NSS 3 / SSC(Voc) Year 9	Basic-Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		NSS Basic / Trade Course	Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate 2 NPVC 2			None	Pre-Vocational Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 NPVC 1			None	Pre-Vocational Trainee

Note: 1. The new CBT based NSC 2, 3, & 4 course will replace the existing vocational component of the current SSC (Voc), HSC (Voc), and HSC (BM) and will be issued as separate qualifications.

2. Students who do not pass the SSC(Voc), but meet the NSC competency standards, will receive an NSC level qualification and have the opportunity to continue their studies at a training institution that offers higher level NSC programmes in the study area, e.g., at a TTC.

Source: TVET Reform Project, 2009.

¹³ In-person exchange on 20–24 March 2013 with Gabriel H. Bordado, Technical Advisor, Quality and Relevance of TVET, ILO TVET-Reform Project, Bangladesh.



The TVET Reform Project also describes the main features of the new NTVQF as follows (Table 3.3):

Table 3.3: Features of the NTVQF				
NTVQF Level	Knowledge	Skill	Responsibility	Job Class
6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialized and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems.	<ul style="list-style-type: none"> • Manage a team or teams in workplace activities where there is unpredictable change. • Identify and design learning programmes to develop the performance of team members. 	Supervisor/ Middle Level Manager /Sub assistant Engr. etc.
5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area.	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	<ul style="list-style-type: none"> • Takes overall responsibility for completion of tasks at work or study. • Apply past experiences in solving similar problems. 	Highly Skilled Worker / Supervisor.
4	Broad knowledge of the underlying, concepts, principles, and processes in a specific study area.	Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information.	<ul style="list-style-type: none"> • Take responsibility for completion of tasks in work or study. • Apply past experiences in solving similar problems. 	Skilled Worker.
3	Moderately broad knowledge in a specific study area.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools.	<ul style="list-style-type: none"> ▪ Work or study under supervision with some autonomy. 	Semi-Skilled Worker.
2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks.	<ul style="list-style-type: none"> ▪ Work or study under indirect supervision in a structured context. 	Medium Skilled Worker.
1	An elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks.	<ul style="list-style-type: none"> ▪ Work or study under direct supervision in a structured context. 	Basic Skilled Worker.
Pre-Voc 2	Limited general Knowledge.	Very limited range of skills and use of tools required to carry out simple tasks.	<ul style="list-style-type: none"> ▪ Work or study under direct supervision in a well-defined, structured context. 	Pre- Vacation Trainee.
Pre-Voc 1	Extremely limited general knowledge.	Minimal range of skill required to carry out simple tasks.	<ul style="list-style-type: none"> ▪ Simple work or study exercised, under direct supervision in a clear, well defined structured context. 	Pre- Vacation Trainee.

Source: TVET Reform Project, 2009.



3.2.2 Competency-based training and assessment (CBT&A)

To make the skills development system responsive to demand-driven present and future industry needs, competency based training & assessment (CBT&A) will support the introduction of demand-driven training (see Box 3.2). CBT&A represents a shift from traditional theory-based approaches to delivery and assessment by placing greater emphasis on achievement and demonstration of the practical skills required to perform at a specified standard demanded by industry. The principle of the programme will be to assess the competency level of a candidate based on whether the student can meet the set standards for a specific task. Time spent in training will not be an assessment factor.

Box 3.2: Competency-based training and assessment (CBT&A)

Traditional training is based on knowledge and understanding. The emphasis on competency based training and assessment (CBT&A), however, is not just about knowing, but also on performing. CBT&A is focused on the development of skills that have been identified and agreed on by industry. Instead of a theoretical approach, competency-based training and assessment is a practical, workplace-based approach that equips students with the skills that industry needs. It focuses on real work skills, which are observable and measurable.

Outcomes of competency based training and assessment are clearly stated at the beginning of training, so that learners know what they have to be able to do, trainers know what training or learning has to be provided, and organizations know the skill level required by their people. It is a shift away from the current teacher-centered, lecture-oriented method towards a learner-centered interactive and performance-based learning environment. CBT&A prescribes a change in the role of the teacher from the traditional “information giver” to that of a learning support person. Trainees are thereby required to take responsibility for their own learning and progress.

Source: ILO, 2012, p. 14.

Beyond the learners, the CBT&A approach is also relevant for the trainers at the TTCs. Course accreditation documents for new credentials in twelve occupations have been finalized with the help of the TVET Reform Project in Bangladesh, approved by BTEB, and are now being piloted. The 12 occupations include welder, fitter, electrician, food processing and quality control, food packaging, baking, graphic design, web design, IT support, machine operator supervisor, and machine maintenance in the transport, agro-food, IT, and leather & leather goods sectors. More than 40 occupations have been selected, quality assurance manuals prepared, and assessment centres chosen for the pilot. A new instructor-training module has been developed, and it encompasses certificates for both NTVQF IV (CBT&A in TVET) and NTVQF V (Advanced CBT&A in TVET). Instructors who teach any NTVQF course will soon be required to have obtained a Certificate IV in CBT&A. Certificate V is intended to develop master trainers who can teach the Certificate IV programmes – basically to become trainers of trainers. Course accreditation documents are available for these two programmes, as are a series of Competency-Based Learning Materials. Additional related materials are in the process of finalization.



3.2.3 Bangladesh's skills quality assurance system

To ensure nationally consistent and high quality training and assessment services for learners, a new national quality standard has been proposed in the National Skills Development Policy – 2011. This standard will be achieved through the following steps/components:

- the registration of all the providers;
- developing nationally recognized units for competency and qualifications;
- accreditation of learning and assessment programmes;
- auditing of training providers for compliance against quality standards;
- validation of assessment tools against units of competency; and
- development and publication of quality procedures and manuals, and their effective implementation (Ministry of Education, 2011, p. 10).

In accrediting local training providers, the BTEB will recognize those who have achieved other national and international quality standards related to TVET and skills training.

3.2.4 Industry Skill Councils (ISCs)

For TVET and skills training providers it is crucial to know the skill needs in various industries and to understand the latest employment and technology trends. Against the backdrop of skills development, ISCs will bring together major enterprises and industrial bodies to discuss skills development issues (see Box 3.3).

Box 3.3: Industry Skill Councils (ISCs)

ISCs will bring together major enterprises and industry bodies within an industry sector to discuss skill development issues affecting that sector. ISCs will:

- a) monitor and review skills development practices in various industry sectors and identify and overcome deficiencies;
- b) develop industry-specific skills development policies and practices;
- c) develop industry's capability to deliver the skills training and upgrade their employees in order to improve productivity and enhance the welfare of employees;
- d) provide leadership and strategic advice to the skill system on skills development needs and priorities for those industry sectors covered by the Council and;
- e) Support the delivery of industry-relevant training and/or professional development programmes for instructors and trainers.

Source: National Skills Development Policy – 2011 (Ministry of Education, 2011, p. 11).

ISCs will monitor and review the practices and policies of industry and support the delivery of specific industry-oriented training and/or professional development programmes for instructors and trainers. It will also advise the NSDC on the industrial sector's demands for skills. The NSDC has a work plan to construct 40 ISCs by June 2015, 12 of which have already been put together.



3.2.5 Recognition of prior learning

Many of the workers from Bangladesh in foreign countries are treated as less-skilled by their overseas employers, even though they are skilled workers. Due to a lack of proper certification and recognition, these workers have to take lower-skilled (and consequently, lower paying) posts when they work abroad.

In Bangladesh, many workers acquire skills through work and life experience. When migrant workers return home after completion of their overseas job, they come back with new skills acquired from their work and experiences abroad. Since these returning migrants have not received any certificate or recognition of their newly acquired skills, they are unable to prove their skill level officially. This is because formal certification of any skill typically requires formal education. And without recognition and certification, workers cannot provide well-documented evidence of their official value. Recognition of prior learning (RPL) can change this scenario and can boost the yearly remittance growth of Bangladesh (see Box 3.4). RPL is a term used to refer to a competency-based system that recognizes the relevant competencies a person has gained by non-formal qualifications or learnt in other ways (including life experience) or by means of any training.

Box 3.4: Recognition of prior learning (RPL)

RPL is an assessment to confirm and recognize the competencies that people acquire from their life experience or have gained through informal or non-formal training or work experience. The National Skills Development Policy – 2011 states that, “In order to recognize the skills and knowledge acquired and provide enhanced pathways into further education and training, a system for the Recognition of Prior Learning (RPL) will be introduced” (Ministry of Education, 2011, p. 21)

Source: National Skills Development Policy – 2011 (Ministry of Education, 2011).

Persons can acquire skills and knowledge through certain ways and means other than the formal training courses. These informal ways include work experience, self-directed learning, non-certificated informal learning, informal or undocumented understudy or mentoring schemes, in-service training, distance education or open learning, community-based education, overseas training or work experience, other experiences from life, and so on. However, when workers gain skills by the above-mentioned means, they do not have a credible certificate worthy of recognition.

But with the upcoming rollout of the country’s RPL strategy, following a standardized assessment and test, an equivalent qualification under the NTVQF may be awarded to persons of a low formal education level. The RPL program will also be a boon to persons with disabilities, who often acquire skills on the job but cannot hope to pass many current examinations because they use tools designed for persons who do not have such disabilities. Since NTVQF will determine the qualification level of a person using specially developed assessment tools, it is likely to be an accessible system that will help make TVET inclusive. Moreover, the opportunity to enter a formal training programme – if they wish to complete a qualification or formally upgrade their skills – will be possible for these workers.

Through RPL, expatriate workers and returning migrants can have their skills properly recognized and certified and be able to enjoy access to decent work during the post-return period. And, as such, their reintegration into the source country workforce, on the basis of fresh experience gained while abroad, becomes possible. Moreover, returning migrants can get into a formal training institution to strengthen their skills further and make themselves eligible for more advanced employment.



3.3 Programmes for returning migrant workers

Sixty-four per cent of Bangladeshi migrant workers are classified as less- or semi-skilled. Since poor overseas recognition of skill levels (compounded by the absence of standards needed to facilitate that recognition) forces many migrants into a discreditable position, they are deprived of appropriate wages, reasonable status, and jobs for which they should be eligible. Upon their return to the home country, returning migrants face difficulty entering the local job market due to lack of recognition of prior learning. In a true sense, they need a support mechanism to help them promptly reintegrate into the country's economy by finding employment appropriate to their abilities.

The extension of support for departing and returning migrants by a national agency or the BMET, could prove efficacious in earning recognition status for skills gained by migrants in the overseas job market. In the National Skills Development Policy – 2011 there is a clause on the necessity of recognizing the skills of returning migrant workers. It says,

A system of “ladderization” should be established similar to that in place in other Asian countries. Under this scheme, returning workers will be offered an opportunity for skills testing, skills upgrading and skills certification at a higher-level certificate or part thereof before returning [from] abroad. The work, learn, train and certify process can be repeated in several cycles until after some years the skilled worker will be able to move into supervisory positions. For this to occur, modularized competency based training should be delivered that leads to certification under the NTVQF (Ministry of Education, 2011, p. 51).

Box 3.5: Probable evidence for assessing level of skill for RPL

- samples of work;
- licenses;
- brief CV;
- work history;
- results of any assessment;
- photographs of work undertaken;
- diaries;
- task sheets/job sheets;
- log books;
- site training records;
- pay slips;
- membership in relevant; professional associations;
- references and referee reports;
- third party verification reports from previous employers/supervisors;
- performance appraisals; and
- certificates, if any.

The process for recognizing the skills of returning migrants should begin at the very point where the worker gets into the pipeline leading to departure. Potential migrant workers should be advised on certain factors related to skills recognition, including data collection on the skills they will be gaining in the country of destination, assemblage of well documented evidence of those skills, and submission of these documents to the authority concerned. It is important that these portfolios of evidence document all technical and soft skills acquisitions, work experience, and work-related achievements, such as leadership and supervisory roles (ILO, 2010). This could be an integral part of the pre-departure training provided by the BMET (see Box 3.5).

In order to resolve this certification recognition problem and the current mismatch between the skills in demand in the labour markets of countries of destination and Bangladeshi workers' skills profiles, a well-



coordinated mechanism between the countries of origin and destination will be required. Coordination among training institutions, certification from a single source, introduction of the NTVQF, and Mutual Recognition Agreements (MRAs) with other countries need to be ensured.

To implement the recognition process and promote formal recognition of the newly acquired skills of returning migrant workers, the following steps could be instrumental:

- advise before departure;
- assemble the portfolio of evidence upon return;
- map to the Regional Model Competency Standard and national competency standards;
- finalize portfolio with the support of an advisor;
- assess the portfolio and verify decisions; and
- recognize the new skills of returning migrant worker (ILO, 2010).

Actions taken by the Philippines with regard to recognizing and utilizing the skills of returning migrants could serve as a model from which Bangladesh can draw. A brief description of the Philippines' services for returning migrant workers can be found in Box 3.6.

Box 3.6: Services for returning migrant workers in the Philippines: A case study

The Philippines has established a Skills Registration Database for returning migrant workers in Davao province. Six government agencies under the leadership of the Technical Education and Skills Development Authority (TESDA) oversee the Permanent Returning Overseas Filipino Workers Network (PeRSON). TESDA maintains the database and, together with the overseas Worker Welfare Agency, links their expertise to prospective employers or other useful services. Local government, industry, and training organizations recognize the workers as “heroes of the modern Philippine economy” and tap their expertise. The network operates to link returning worker with business and other opportunities, with emphasis on the importance of the skills and work experiences acquired. Additionally, TESDA in partnership with the Philippine Department of Labour and Employment is setting up a database of skills available in all localities that will serve as the basis for offering training, re-training, and skills upgrading and certification.

Source: ILO, 2010, p. 7.

Bangladesh is in the process of adopting a national standard recognition system, and it will be possible in the future to introduce a Regional Model Competency Standard in collaboration with destination countries that have National Qualification Frameworks, such as South Africa, Hong Kong (China), Malaysia, and Singapore. Both countries of origin and countries of destination could set up a benchmark and bilaterally develop a common, acceptable framework.

3.4 NSDC Action Plan and Road Map for the implementation of the National Skills Policy and Competency Framework

The NSDC, the apex government body overseeing implementation of the National Skills Development Policy – 2011, is developing and implementing a comprehensive Action Plan to achieve the Skills Development Policy. This is an action-oriented plan with time-bound targets and performance measures for implementation of this national policy over a five-year period. An extract of the detailed work plan is given below in Table 3.4:



Table 3.4: Action Plan and Road Map of the NSDC¹⁴

Programmes to be achieved by June 2015	Implementers
Adoption of National Technical and Vocational Qualification Framework (NTVQF).	The Ministry of Education and the associate implementers are Ministry of Labour and Employment, Expatriates' Welfare and Overseas Employment,, Ministry of Industries, ISCs, and NSDC Secretariat.
Competency Based Training & Assessment (CBT&A) <ul style="list-style-type: none"> Established a CBT&A Cell. Occupation selection on the basis of priority. Build Competency Standard on the basis of occupations. Prepared Course Accreditation Documents. Prepared Competency Based Learning Materials according to Competency standard. Preparation of assessment tools in order to assess the competency of the trainees. Prepare Quality Assurance Manual for implementation of CBT&A. Recognition of Training Institutions to provide competency based courses. Select assessment centres for competency assessment. Recruit assessors by Board for competency assessment. Monitoring of assessment centre, system and training institutions. Making of related rules and bylaws and others related works. 	BTEB and associates are Ministry of Education, DTE, NSDC, BMET, ISCs and NGOs.
Build Industry Skill Councils (ISCs).	The Ministry of Education, and associates are Ministry of Labour and Employment, Ministry of Industries, and NSDC Secretariat.
Accreditation of National Training Certification System <ul style="list-style-type: none"> All the teachers and Institutions will be trained and certified according to BTEB standard assessment and certification. 	Associates implementers are DTE, NSDC, ISCs, Ministry of Industries, Ministry of Post and Telecommunication, Ministry of Education, and Ministry of Finance.
Build a comprehensive database of skilled workers.	The Ministry of Labour and Employment, Ministry of Expatriates' Welfare and Overseas Employment and associates are BTEB, BMET, and NSDC Secretariat.
Make relevance policies for effective and flexible institutional management.	The Ministry of Education, Ministry of Labour and Employment, Ministry of Youth and Sports, NSDC Secretariat, and associates are BMET, BTEB, DTE, ISCs, Ministry of Law, Justice and Parliamentary Affairs, Ministry of Industry and related ministries.
Implement the RPL programme.	BTEB, DTE, Ministry of Youth and Sports, Ministry of Women and Children Affairs, Ministry of Education, Ministry of Labour and Employment, Ministry of Expatriates' Welfare and Overseas Employment, Ministry of Industries, Ministry of Agriculture, BITAC, BSCIC Training Centre and associates are BTEB, BMET, DTE, and NSDC.

¹⁴ Derived from NSDC, Draft work plan of National Skills Development Policy – 2011 (unpublished document).



Table 3.4: Action Plan and Road Map of the NSDC¹⁴

Programmes to be achieved by June 2015	Implementers
Implementation of “Bangladesh Skills Quality Assurance System” by Accreditation Board.	The Ministry of Education and associates are Ministry of Labour and Employment, Ministry of Expatriates’ Welfare and Overseas Employment, Ministry of Public Administration, Ministry of Finance, Ministry of Law, Justice and Parliamentary Affairs, BTEB, DTE, and the Office of the Prime Minister.
Skills Development for Overseas Employment <ul style="list-style-type: none"> • Encouraged youths to attain in the training programmes for overseas employment. • Assess occupational-based labour demand for overseas and local job markets. • Prepared curriculum in order to meet the overseas job market. • Collect/procure modern and up-to-date instruments for training. • Provide training for the workers who are currently employed in Bangladesh and abroad, in order to upgrade their skills. • International accreditation for the training imparting by national training providers. • Language training for migrant workers. • Skill and occupation based career guidance and counseling for overseas employment. • Pre-departure orientation and informal training for secure and decent migration. • Mutual exchange with the developed countries for technology transfer. • Monitoring the training institutions who are providing training for overseas employment. • Training for overseas employment. • Reintegration of returning migrant and rehabilitation of the returning migrant those back to the country due to unexpected situations. 	Ministry of Youth and Sports, Ministry of Expatriates’ Welfare and Overseas Employment, Ministry of Education and associates are Ministry of Law, Justice and Parliamentary Affairs, Ministry of Home, Ministry of Industries, Ministry of Foreign Affairs, Ministry of Finance, BTEB, DTE, BMET, ISCs, and NSDC.

In order to implement the NTVQF, a new technical and vocational competency framework has been incorporated into the BTEB Acts and will be carried into effect. In twelve occupations, the NTVQF has been adopted on a pilot basis in 12 institutions. Forty-three public and 50 private diploma-level Polytechnic Institutes have been selected under the Skills Training Enhancement Project (STEP). By December 2013, 10 selected institutes will implement the NTVQF completely on a pilot basis, and within the next two and a half years, it will be implemented in 600 institutions. The DTE, STEP, BMET, and related institutions are involved with this process, and it will be implemented through a Public Private Partnership model. A new national logo was introduced for the BTEB in 2013 and implemented for 25 occupations accredited by the BTEB. And within the next two and a half years, 225 occupations will be covered. To do this, the BTEB Act, 1976, has been revised and is waiting to be approved by the National Parliament.

To introduce CBT&A, Competency-based Learning Materials are in the finalization process for intermediate level vocational courses under the TVET Reform Project of the ILO. Four industrial sectors



and 12 occupations up to Levels III and IV have been selected on the basis of priority. And course accreditation documents for the new credentials in these 12 occupations have been approved by the BTEB. These 12 occupations include transport equipment (welder, fitter, and electrician); agro-food processing (food processing and quality control, food packaging, baking); Information technology (graphic design, web design, IT support); and leather and leather goods (machine operator, supervisor, machine maintenance). Competency-based training materials for the Levels I and II are also available. Assessment guides and tools are in the implementation process under the pilot phase in the Dhaka Polytechnic Institute, Chittagong TTC, Dhaka Graphic Institute, Feni Computer Institute, Barisal TTC, and Training Centre of the National Hotel and Tourism Training Institution run by the Bangladesh Parjatan Corporation. Under the SDC-funded Skills Development Project, curriculums for 21 occupations have been submitted to the BTEB. Twenty-five Master Trainers and five Core Trainers have been selected. The strategic planning of the NSDC involves completing the standard preambles, accreditation documents, and competency-based learning materials for all skills; implementing the quality assurance system; and completing trainer training of private institutes by June 2015.

SSC (Vocational) and Higher Secondary Certificate (HSC) (Vocational) in business management Dual Certification will be introduced from December 2015. Expansion of course introductions will occur in 20 institutions by June 2015, in 30 institutions by 2018, and in the remainder of the institutions by 2020.

Twelve Industry Skill Councils (ISCs) have already developed, and another nine will be operating by 2013. Based on the demand-driven skills needs of the industrial sector, the ISCs have emerged in tune with the needs of the ready made garments, light engineering, and construction sectors. In responding to the needs of the Agro-food and Leather sectors, two dedicated ISCs have flourished.

A Recognition of Prior Learning (RPL) unit has been set up in the BTEB. And an MoU has been signed between STEP and the BTEB, along with the completion of a work plan and process design. There is a target to certify 500,000 persons through RPL by 2015. Assessment centres will be set-up for RPL, and the provision of further education at a higher skill level will be ensured for those who successfully pass RPL certification.

For overseas employment, and keeping in mind the competency levels demanded in destination countries, training will be imparted to aspirant migrant workers and certified at an NTVQF Level. A demand trend will be assessed based on the BMET's skills survey, and the implementation process of RPL for overseas workers will be finished by the end of 2013.

The BMET's database on migrant workers consists of at least 960 occupations. Among those occupations most in demand in destination countries are the following: masonry, electric-service, technical/electric mechanic service, refrigerator repair, service as technician, painting, plumbing, welding, steel/rod binding, construction work, saloon-work, care-providing service, cooking, agricultural work/farming, service at hotel/restaurant, driving, nursing, engineering work, managerial service, and supervisory service. The BTEB and BMET could prepare curriculums for such in-demand occupations.

Most of the TVET providers who train workers for overseas employment keep using tools and instruments incompatible with up-to-date trends. Obviously, workers who are trained by means of these outmoded instruments find it difficult to secure jobs in an efficient manner, and this throws them into a discreditable position in which their certificate, in most cases, goes unrecognized. Consequently, such workers are deprived of their proper status in the workplace. BAIRA and the BMET can identify modern training



instruments and equipment with the help of ISCs, and put forward suggestions to the training providers to collect new training instruments or update their current equipment. In order to produce skilled migrants, the BMET can impart training to less-skilled and semi-skilled workers who are already overseas. This could be accomplished by the BMET working in liaison with overseas Bangladeshi schools run by the embassies. Skill- and occupation-based counseling for overseas employment, pre-departure assessment of the skills of aspirant migrants, and language training all play a significant role in the migration process, and the BMET and BAIRA could greatly contribute to this process by imparting skills and training to workers.

To reduce skill gaps, accreditation, from a strategic point of view, can prove effective. Recognition of a certificate depends not only on the performance of the worker but also on the accreditation of both the programme and the institution from which workers acquire their skills and certificates. What appears to be more important than all other issues is that certificates issued by TVET institutes in Bangladesh do not hold accreditation status at the international level. Through their hard work, Bangladeshi workers have earned a good reputation in the overseas job market, but the certificates they have obtained from the institutions of their home country are discredited as a consequence of poor recognition. This can be said even of the certificates issued under the BTEB. Adoption of the National Skills Development Policy – 2011 and CBT&A can help overcome this problem and pave the way for making mutual arrangements for the recognition of certification across the globe.

Against this backdrop of migrant workers having their certification disregarded, it is very important for TVET institutions to seek accreditation from internationally recognized accreditation agencies. The DTE and BMET are the two major TVET providers meeting the demand of overseas and local job markets. The DTE supervises more than 120 public training providers at different levels, including Technical School and Colleges, Polytechnic institutes, and Monotechnic institutes. The BMET imparts skills training to learners through 38 Technical Training Centres (TTCs). One Institute of Marine Technology offers regular and short courses targeted to meet the needs of the overseas job market. The DTE and BMET should explore the accreditation status of the TVET institutes of Bangladesh and whether they meet the accreditation standards held in the majority of destination countries. They can then make arrangements for Bangladeshi TVET institutes across the country to secure the appropriate forms of accreditation to make Bangladeshi certificates widely recognized in overseas labour markets. Beyond increasing the acceptance of Bangladeshi training certificates, accreditation can also prove effective in prompting TVET institutes to provide up-to-date knowledge and quality training for workers, thereby offering trainees ample scope for jobs in the local and international job markets.

There is also the option for allowing training institutions to pay fees and seek accreditation and certification from internationally recognized agencies like City and Guilds. But private TVET providers are not interested in getting international accreditation, or even BTEB affiliation, as the fees for such accreditation are costly. And those costs would be passed on to trainees, essentially preventing poor people who are trying to get an overseas job from being able to receive this type of accredited certificate. It is also true that accreditation alone cannot guarantee that a TVET institution is efficient and providing better quality education and training.

Sometimes foreign employers do manage to reduce skills gap by imparting training to selected migrant workers with the help of Bangladeshi recruiting agencies. Recruiting agencies, in coordination with the foreign employers, impart training to the workers accordingly. Some training centres have been



established jointly by overseas employers and local recruiting agencies. Foreign employers sometime visit the training centres, examine the trainers, and monitor and test the trainees according to the required job specifications.

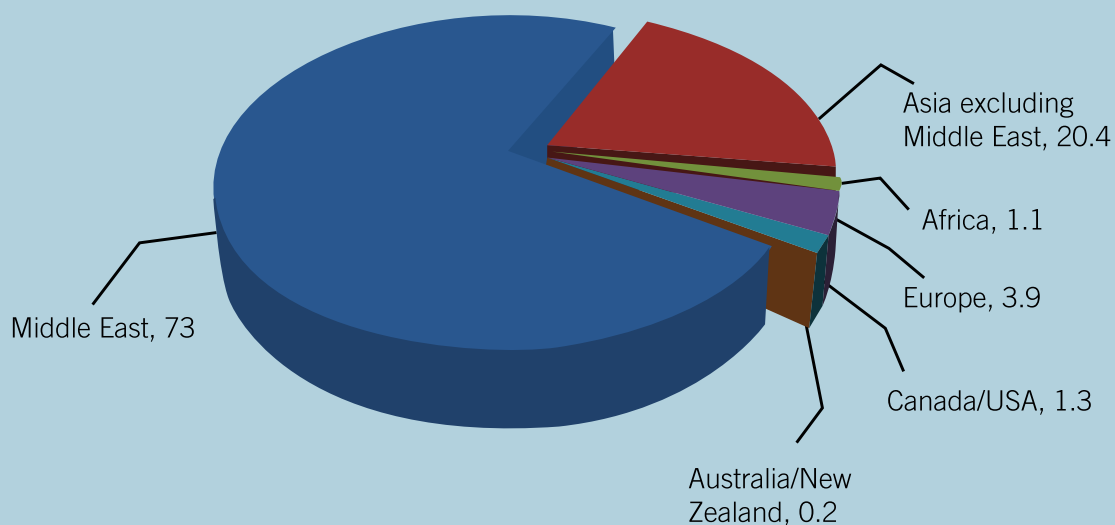
To get international accreditation and win recognition of the certificates issued by TVET providers, public, private, and non-governmental organizations will have to standardize their training, an achievement that is possible by meeting quality assurance requirements and making a shift to CBT&A programmes. Once this standardization is implemented, the DTE, BMET, and MEWOE can broker mutual recognition arrangements in collaboration with countries of destinations to accredit and recognize Bangladeshi certificates in the overseas job market (see Box 3.7).

Box 3.7: The Ministry of Expatriates' Welfare and Overseas Employment (MEWOE)

To provide more emphasis to the overseas employment sector, the Bangladesh government established the Ministry of Expatriates' Welfare and Overseas Employment on 20 December 2001. The main objective of the Ministry is to ensure the welfare of expatriate workers and the enhancement of overseas employment. The Ministry is rendering ceaseless efforts in enhancing the flow of remittance; providing equal opportunity for people in all areas of the country for overseas employment; and ensuring the overall welfare of migrant workers.

Analysis of destination countries for Bangladeshi migrant workers

Figure 4.1: Major destination regions for Bangladeshi migrants (by percentage in 2012)





Since the 1970s, labour migration from Bangladesh has been taking place. Since the embryonic stage of migration, Middle Eastern countries have been the principal destinations for migrants from Bangladesh (See Figure 4.1). An analysis of data on the last decade reveals that around four-fifths of all Bangladeshi migrant labourers emigrated to Middle Eastern countries. The majority of migrants from Bangladesh are working in Saudi Arabia, the United Arab Emirates, Kuwait, Oman, Malaysia, and Singapore. Moreover, people have also chosen Bahrain, Qatar, Jordan, Lebanon, the Republic of Korea, Brunei, Mauritius, the United Kingdom, and Ireland as destination countries.

An analysis on the countries of destination reveals noticeable changes. About 72 per cent of Bangladeshi workers went to Saudi Arabia in 2001, but this rate decreased to only 3 per cent in 2011. Nearly 9 per cent of all migrant workers went to the United Arab Emirates in 2001, but that migration proportion soared up to 49 per cent in 2011. During the same period, the number of workers migrating annually from Bangladesh to Oman increased by a factor of 12. In 2001, only about 4 per cent Bangladeshi migrant workers went to countries outside the Middle East, but the proportion increased to 13 per cent in 2011. An analysis of the last couple of years (2007–2011), reveals that labour migration to Saudi Arabia, Kuwait, Bahrain, and Malaysia dropped by 92.6, 99.3, 14.8, and 99.7 per cent respectively in 2011 compared to migration figures for 2007. It is noteworthy that the year 2007 witnessed high growth in migration to Malaysia, Singapore, Oman, Saudi Arabia, and the United Arab Emirates due to spiking demand for labour in the construction sectors of those countries. However, this demand plummeted the following year in the wake of the global financial crisis. There are some unconventional and newer destinations like the Netherlands to which workers have recently begun migrating, but not in particularly substantial numbers.

In order to analyze the prospects for Bangladeshi migrant workers, three countries have been selected in consultation with the MEWOE and ILO for analysis in this study. The selected countries are Saudi Arabia, an Arab Gulf State; Singapore; and the Netherlands. Saudi Arabia is a State where a huge number of less-skilled Bangladeshi migrant workers are currently employed. Singapore is a country to which migration of skilled workers from Bangladesh is increasing. The Netherlands is an unconventional destination country in Europe to which the migration of Bangladeshi workers has begun taking place recently (see Box 4.1).

Box 4.1: Recruitment procedures for Bangladeshi workers seeking to migrate to Saudi Arabia, Singapore, and the Netherlands

Saudi Arabia: For individual or group recruitment, a Visa Advice is first sent from the destination country. For individual recruitment, a visa is issued in the name of the employee. And for group recruitment, a block Visa Advice is issued. For Individual Visas, a Visa Advice along with an employment agreement (signed by the employer) are issued to the candidate, following attestation of the documents by the Embassy of or Consulate General office of Bangladesh in Saudi Arabia. The candidate is required to submit these papers to the BMET and seek emigration clearance from the BMET after getting their visa stamped by the Embassy of Saudi Arabia in Dhaka. In cases of Group Visas, a Visa Advice, a form granting power of attorney to recruit the workers needed, and a demand letter with a sample employment contract are sent to the Bangladeshi recruiting agent. The agent then secures permission from MEWOE for selection of workers. Following the selection of workers, the agent submits the necessary paperwork to the BMET for immigration clearance. This is followed by the stamping of visas by the Saudi Embassy.

Singapore: The visa papers are sent in the names of job seekers. The other procedural activities are similar to those of Saudi Arabia. Singapore, in general, recruits skilled or semi-skilled workers. About 15 Training Centres in Bangladesh operate under joint-venture sponsorship in liaison with employers in Singapore. Skilled workers are tested at these centres and recruited by representatives of the employers.

The Netherlands: For employment in the Netherlands, the prospective employer has to apply for a work permit at the CWI Juridische Zaken, Bureau Tewerkstellingsvergunningen. Once the employer has received the work permit in duplicate, a copy of the permit is transmitted to the prospective employee, usually through an authorized friend or family member who will collect the permit from the employer. However, the employer may send the copy directly to the prospective employee in Bangladesh. The prospective employee then has to apply for a resident permit and visa with a declaration called a *garantverklaring* at the Royal Dutch Embassy in Dhaka. After the employee has secured their visa, the BMET issues emigration clearance.

Source: Key informant interview with Dr Nural Islam, Director (TSP), BMET.



4.1 Selected countries at a glance

4.1.1 Saudi Arabia

Saudi Arabia is the largest country in the Arabian Peninsula. According to 2010 statistics, the total population of Saudi Arabia is 27,136,977, of whom 18,707,576 are Saudis. The population density is 14 people per square kilometer.

The Saudi Arabian government has identified three strategic objectives: first, focus on the country being the global capital of energy; second, take advantage of the unique geographical location in the Middle East by focusing on transport and logistics services; and third, focus on knowledge-based industries, such as health care and life sciences, education, and information technology (Government of Saudi Arabia, 2013).

Table 4.1 indicates that Bangladeshi migrant workers in Saudi Arabia are mostly employed in sectors where skill requirements are at a minimum. From 2005 to 2012, 75 per cent of the Bangladeshi migrant workers employed in Saudi Arabia were less-skilled; 4 per cent were semi-skilled, 21 per cent were skilled; and almost none were professionals (see Table 4.1, Table 4.2, and Figure 4.2).

Table 4.1: Bangladeshi migrant worker flow to Saudi Arabia by occupation (2005–12)

	2005	2006	2007	2008	2009	2010	2011	2012
Agricultural Labour	5 049	5 188	2 746	1 266	0	0	0	0
Carpenter	1 463	2 430	2 333	1 069	110	0	0	0
Civil Engineer	0	0	0	0	0	12	0	0
Cleaner	0	0	0	0	0	770	1 362	2 226
Cleaning Labour	15 186	20 826	24 348	9 453	2 005	2 163	6 090	13 182
Construction Worker	2 106	3 316	5 285	3 913	263	0	0	85
Driver	5 649	5 465	3 822	0	163	0	49	0
Electrician/Electrical Technician	1 669	1 997	1 664	865	0	0	0	0
Engineer	0	0	0	0	267	166	0	0
Farmer	2 214	1 816	0	0	0	0	0	0
Foreman	0	0	0	0	0	0	0	77
Hospital Cleaning Labour	0	0	2 031	0	0	0	0	0
Janitor	0	0	0	0	192	41	302	323
Labour	16 708	33 804	125 650	93 804	9 461	3 546	6 895	4 085
Loading/Unloading Labour	2 786	1 665	2 038	1 497	158	0	29	0
Maintenance Engineer	0	0	0	0	0	8	0	0
Mason	0	1 950	2 571	1 290	0	0	0	0
Plasterer	0	0	0	0	105	17	0	0
Private Service	0	0	0	0	0	0	59	0
Steel Fixer	0	1 739	0	690	0	0	0	0
Supervisor	0	0	0	0	0	0	0	70
Tailor	0	1 306	0	0	0	0	0	0
Technician	0	0	0	0	101	0	0	0
Waiter	0	0	0	0	0	88	0	81
Window Cleaning Labour	1 402	0	1 595	776	0	45	0	184
Worker	0	0	0	0	0	66	40	0
Cleaning Labour (Women)	0	0	1 390	904	122	24	0	370
Janitor (Women)	0	0	0	0	0	0	0	86
Labour (Women)	4 676	5 270	4 820	2 763	149	0	50	0

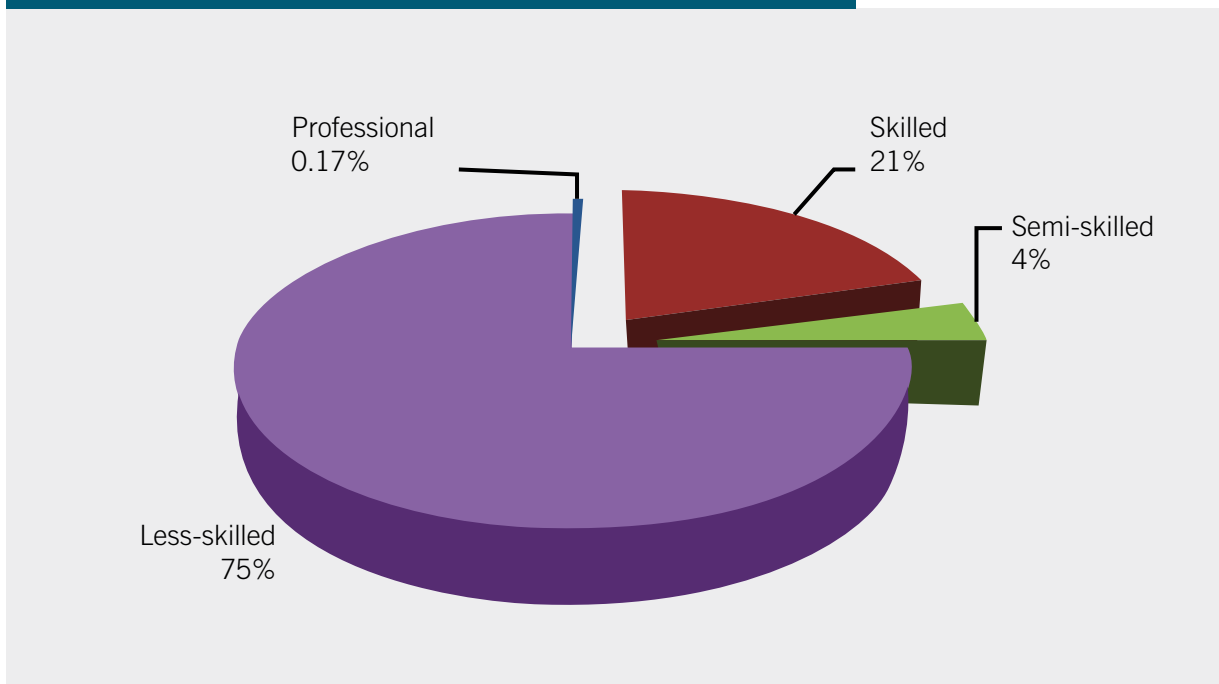


Table 4.2: Bangladeshi migrant worker flow to Saudi Arabia by skill category (2005–12)

Year	Less-skilled	Semi-skilled	Skilled	Professional
2005	44 026	5 797	29 954	288
2006	69 327	5 226	33 854	123
2007	164 425	4 042	35 065	151
2008	111 156	2 082	18 519	234
2009	12 467	418	1 651	103
2010	6 037	814	169	36
2011	13 135	1 677	168	8
2012	17 949	2 587	617	20

Source : BMET, 2012.

Figure: 4.2 Percentage of Bangladeshi workers who migrated to Saudi Arabia by skill category (2005-12)



Saudi Arabia recruited about 150,000 Bangladeshis each year until 2008. Following a Saudi Arabian government ban on the hiring of workers in the housing and agricultural sectors in 2008, the annual average migrant worker recruitment of Bangladeshis in Saudi Arabia dropped to only 10,000.



Potential future opportunities for employment in Saudi Arabia¹⁵

The Government of Saudi Arabia has taken on a big project to build four economic mega cities. It is estimated that at least 10 million jobs will be created in these cities. The four initiatives are as follows:

King Abdullah Economic City: In its six zones encompassing 68 square kilometers, the following employment opportunities are projected:

1. Small industry	330 000
2. Research and development	150 000
3. Administration	200 000
4. Service	115 000
5. Hospital	60 000
6. Health and education	145 000

Ha'il Economic City: This is a project costing US\$8 billion. Throughout the 12 divisions of this city, it is projected that more than 100,000 jobs will be created.

Medina Knowledge Economic City: Projected to create at least 20,000 employments.

Jazan Economic City: Through its seaport, industrial and commercial areas, and other service providing institutes, it is projected that this project will create opportunities for a large number of jobs.

Beyond those four mega cities, the Rabigh Industrial City, the Riyadh Science City, and the big hospital in Sakakah are additional projects that are expected to draw large numbers of Bangladeshi migrant workers as construction workers, electricians, plumbers, masons, and carpenters (Maxwell Stamp, 2010).

4.1.2 Singapore

Singapore is a South-East Asian island city-state off the southern tip of the Malay Peninsula. As of December 2011, the total population of Singapore was 5.26 million, of which Singapore citizens are 3.27 million (62 per cent), permanent residents are 0.54 million (10 per cent), and rest 1.46 million are non-resident populations (28 per cent) (National Population and Talent Division, 2013).

Forty-six per cent of the non-resident population is semi-skilled workers on work permits. They are mainly concentrated in sectors that face difficulties in hiring Singaporean workers (e.g., the construction and marine sectors). Eight per cent of the non-resident population are mid-level skilled foreigners (e.g., technicians), who supplement the local workforce; they work in sectors such as retail, food and beverage, manufacturing (e.g., electronics), and health care services (e.g., as nurses or allied healthcare workers), as well as in social services and voluntary welfare sectors where they care for the aged and disabled. Twelve per cent of the non-resident population is highly skilled foreigners, such as professionals, managers, executives, and specialists. Among the non-resident population, 14 per cent are foreign domestic workers or working as caregivers. The remaining 21 per cent of the non-resident population are the family members of Singaporeans/permanent residents or international students (National Population and Talent Division, 2013). It is important to note that non-residents must hold a valid work pass to work in Singapore.

¹⁵ Estimates based on discussions with key informants from BMET and others.

There is a system of skill-promotion testing in Singapore. This positive initiative by the Singapore government offers better earning opportunities for foreign workers. If any foreign worker has any competency then they can get recognition of their skill level from the Singapore government. Through tests and employer-supported training processes, migrant workers can get certificates attesting to their competency and thereby get appropriate jobs and wages from Singaporean employers. Through these processes, those workers who migrate to Singapore as less-skilled individuals within a very short time can upgrade their skill level.

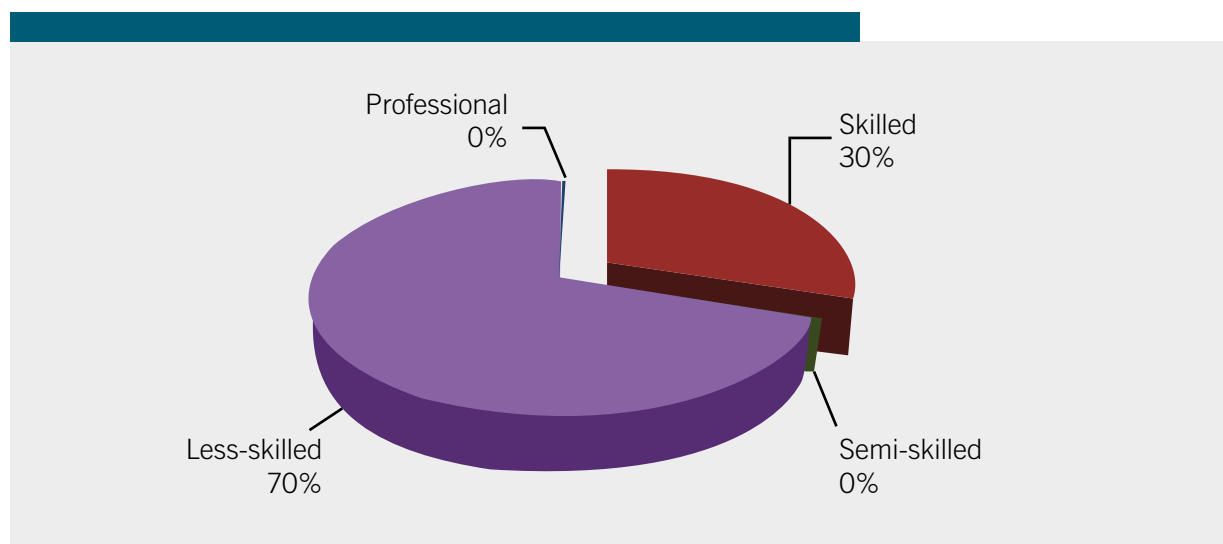
The minimum age for foreign job-seekers in Singapore is 18 years for men and 23 years for women. The minimum qualification requirement for less- and semi-skilled jobs is an SSC and/or HSC certificate; this also minimum qualification also applies to migrant domestic workers. To work as a semi-skilled or skilled worker, particularly in the construction sector, requires the achievement of skill training from Singapore-recognized training centers (High Commission of Bangladesh, Singapore, 2013). Recently, some Bangladeshi recruiting agencies have been operating “training centres” in a joint venture with employers from Singapore (Ministry of Manpower, 2012).

Table 4.3: Bangladeshi migrant worker flow to Singapore by skill category (2005–12)

Year	Less-skilled	Semi-skilled	Skilled	Professional
2005	5 513	13	4 027	35
2006	15 593	13	4 471	0
2007	36 286	4	1 929	0
2008	38 486	43	17 953	38
2009	28 109	14	11 252	13
2010	27 555	18	11 463	16
2011	25 107	42	23 390	127
2012	39 344	38	19 520	79

Source: BMET, 2012.

Figure 4.3: Percentage of Bangladeshi workers who migrated to Singapore by skill category (2005-12)





According to the BMET database, most of the Bangladeshi migrant workers in Singapore fall into the category of less-skilled (70 per cent; see Figure 4.3). They provide service, in most cases, as assistants to skilled workers and over a period of time learn enough to become semi-skilled. At present, nearly 30 per cent of Bangladeshi migrant workers in Singapore are skilled workers. The activities in which skilled Bangladeshis are employed include shipbuilding, shipyard maintenance, and construction. A small portion of migrants are professionals, who work as mariners, engineers, bankers, management consultants, and faculty at universities and polytechnic institutes. The number of skilled workers migrating from Bangladesh to Singapore is on an upward trend (see Table 4.3). Singapore has become one of the most preferred countries of destination for Bangladeshi skilled workers.

According to BMET data, from 2005 to 2012, hundreds of thousands of Bangladeshi workers migrated to Singapore. A breakdown of the occupations taken up by Bangladeshi migrants during that period can be found in Table 4.4 below.

As December 2012, a total of 422,352 Bangladeshi workers have migrated to Singapore for employment. The rise of Singapore as an economic and high-tech hub in South-East Asia is noteworthy. As a result of this development, the country requires many foreign workers in the ICT industry and in hospitals, hotels, and restaurants. The Employment Act of Singapore covers every employee irrespective of nationality. The country also has a Tripartite Alliance for Fair Employment Practices comprised of worker and employer representatives and the government to monitor fair and equitable practices. Migrant workers in Singapore are entitled to social services, such as health, maternity, etc. and employment benefits (Ministry of Manpower, 2013). Consequently, wages and social safety provisions tend to be good, and workers are typically allowed to enjoy a holiday and are usually paid for doing overtime. Singapore therefore holds better prospects for Bangladeshi semi-skilled and skilled migrants than many other destination countries.

Table 4.4: Bangladeshi migrant worker flow to Singapore by occupation (2005-12)

Occupation	2005	2006	2007	2008	2009	2010	2011	2012
1st Commis (Kitchen)	0	0	0	0	0	0	287	138
Construction Technician	0	0	0	0	0	19	113	18
Construction Worker	2 077	1 897	889	11 205	9 973	6 272	5 471	2 797
Cutter	51	129	16	213	89	27	98	38
Electrician	0	0	0	0	16	130	125	78
Electrician / Electrical Technician	212	132	54	373	225	11	10	6
Fitter	124	230	124	253	96	57	143	63
Labour	2 787	12 107	33 900	25 861	11 668	11 559	6 953	3 482
Mechanics	13	60	19	51	20	13	24	10
Operator	37	14	3	21	33	7	24	21
Painter	59	56	34	593	113	42	44	31
Pipe Fitter	141	88	61	142	31	30	55	61
Plumber	134	100	79	319	80	44	91	67
Private Service	105	90	24	104	94	3 548	8 423	8 606
QA/QC Engineer	0	0	0	0	0	3	181	4 159
Scaffolder Grade-A	12	3	0	32	24	32	64	2



Table 4.4: Bangladeshi migrant worker flow to Singapore by occupation (2005-12)

Occupation	2005	2006	2007	2008	2009	2010	2011	2012
Scarf Folder	5	55	4	31	17	2	2	28
Servant	1	1	0	1	7	359	204	18
Steel Fixer	74	57	4	52	50	12	62	93
Supervisor	44	27	6	99	48	18	28	14
Technician	20	9	5	12	10	8	5	7
Waiter	28	14	1	6	35	862	8071	7162
Welder Grade-A	166	79	171	2779	25	56	507	67
Welder/Fabricator	1 326	1 873	727	1 815	623	311	268	365
Worker	1 823	2 733	1 997	8 600	15 771	15 294	16 119	30 302
Carpenter	29	49	8	107	45	16	52	29
A/C and Refrigerator Electrician	0	0	0	3 329	0	0	0	0
Cleaning Labour	5	0	3	18	3	10	18	24
Others	315	274	90	504	292	310	1 224	1 295

4.1.3 The Netherlands

The Netherlands has an estimated population of 16,778,806 (as of 31 January 2013) (Statistics Netherlands, 2013). Net labour participation in the Netherlands as percentage of the total population is 67.2 per cent, and non-western labour participation is 50.4 per cent. The employed workforce from non-western nations was 216,000 in 2011, and it increased slightly in 2012 to 227,000. The Netherlands is home to 757,000 individuals who originate from a country in Asia (as of January 2012) (Statistics Netherlands, 2012).

In 2011, some 16,000 people emigrated to the Netherlands, 6,000 more than in 2010. The increase consists almost entirely of migrants born in European Union (EU) countries. Four in 10 migrants working in the Netherlands, a total of about 64,000 people, migrated from another EU country. Migration from Africa to the Netherlands fell slightly in 2011, while slightly more migrants came from Asia (Statistics Netherlands, 2012).

The Netherlands is not a traditional destination country for Bangladeshi migrant workers. Table 4.5 and Table 4.6 show just how small the labour migration flow from Bangladesh to the Netherlands actually is.

Table 4.5: Bangladeshi migrant worker flow to the Netherlands by occupation (2008-12)

	2008	2009	2010	2011	2012
Cook	1	1	0	0	0
Worker	1	0	0	0	0
House Boy	1	0	0	0	0
Labour	1	0	0	0	1
Manager	0	0	1	0	0
Waiter	0	0	0	2	2
Private Service	0	0	0	0	4
Engineer	0	0	0	0	1

Source: BMET, 2012.



Table 4.6: Bangladeshi migrant workers flow to the Netherlands by skill level (2008–12)

	Less-skilled	Semi-skilled	Skilled	Professional
2008	4	0	0	0
2009	1	0	0	0
2010	1	0	0	0
2011	2	0	0	0
2012	2	0	6	0

Source: BMET, 2012.

However, in future, due to changing demographic factors, the Netherlands will need workers in elderly care, childcare, domestic services, etc. Demographic burden (i.e., the proportion of people within age groups who are not supposed to be economically active), particularly gray burden (i.e. the portion of the older age population), is increasing in the Netherlands, and this in turn is creating worker demand in the elderly care sector (Statistics Netherlands, 2012). Thus, in general, there is an increasing need for younger workers to supply the labour needs of the Netherlands.

4.2 Priority job markets for Bangladesh

According to the Population Division of the UN Department of Economic and Social Affairs (2013), the number of international migrants worldwide reached 232 million in 2013. This figure is up from 175 million in 2000 and 154 million in 1990. Of these 232 million migrants, 48 percent are women. Europe and Asia together host nearly two-thirds of all international migrants. While 136 million international migrants are in the North or the developed regions of the world and 96 million are in the South or the developing regions of the world, the migrant stock has been growing more rapidly in the South since 2000. However, between 1990 and 2013, the percentage of women migrants in the South has declined from 46 to 43 percent. Push factors, like poverty and lack of employment opportunities, drive Bangladeshis out of their home country. And sometimes, certain positive aspects of countries of destination serve as pull factors to attract migrants (e.g., higher standards of living, higher wages, and/or high demand for workers).

To identify priority overseas job markets for Bangladeshi workers, it is necessary to follow Bangladeshi workers' employment trends in overseas job markets. There are countless factors in destination countries that control and/or create the need for overseas workers.

The demand for workers in countries of destination depends on their needs and planning strategy. In Bangladesh, a system to bring together the three actors of the labour market to coordinate labour force and human resource planning does not exist. The Labour Force Survey conducted by the Bangladesh Bureau of Statistics (BBS) periodically focuses on the formal economic sectors but also highlights the existence of a large informal economy. The survey conducted by the BBS in 2010 showed that, of the total employed population of 15 years and above (approximately 54,084,000 individuals), only 12.5 per cent were employed in formal sectors and 87.5 per cent were in the informal sectors. Male labour force size stood at 37,882,000 and the female labour force at 16,202,000. Of the total male labour force, 14.5 per cent was in the formal sector and 85.5 per cent was in the informal sector. For the female labour force, 7.7 per cent was in the formal sector and 92.3 per cent was in the informal sector (BBS 2010, page 45). The distribution of the total workforce by broad sectors stood at 47.4 per cent in agriculture,



forestry, and fisheries; 18 per cent in industry; and 35 per cent in services. There are considerable urban-rural and male-female variations (BBS 2010, page 46). These figures reveal the push factors making Bangladeshi workers migrate, and also highlight both the lack of and urgent need for job creation planning in the formal sectors of the Bangladesh economy.

Looking at the issue of data related to Bangladeshi migrant workers, the BMET has the only database that maintains the yearly number of worker migrations and the occupations held by those migrants. There is, however, a lack of systematic organization of the occupational data recorded in the BMET database. There are 960 occupations listed in the BMET database, of which, 200 can be considered the major occupations for Bangladeshi migrants. Such a large number of occupations arise from the fact that the BMET does not standardize the occupation names provided by the outgoing workers or employers/recruitment agents, and therefore adds these occupation names to the database on an “as given” basis. The occupations listed in the BMET database that appear to generate the greatest demand for Bangladeshi workers include carpentry, electric/electrical service, masonry, A/C and refrigerator repair service, painting, plumbing, driving, welding, steel/rod binding, tailoring, construction work, nursing, engineering work, managerial service, supervisory service, caregiving, saloon work, cooking, agricultural work/farming, and service at hotels/restaurants.

Saudi Arabia

Saudi Arabia is the largest country in the Arabian Peninsula, and is a major destination country for workers from Bangladesh. Due to the similarity of the religious culture, Bangladeshi workers feel comfortable working in Saudi Arabia. In addition, living costs are low and workers can stay in country for a long time. Saudi Arabia has a high demand for general service, maintenance, civil construction, and domestic workers. As mentioned in Section 4.1.1 above, the Government of Saudi Arabia has taken on a big project to build four economic mega cities, and it is estimated that these projects will create at least 10 million new jobs. As a result, Bangladesh may have an opportunity to send semi-skilled, skilled, and professional workers, especially in the following occupations:

Agricultural Labour	Welder	Driver	Civil Engineer
Construction Worker	Carpenter	Private Service	Maintenance Engineer
Cleaning Labour	Electrician	Foreman	Mason
Housekeeper	Gardner	Security Guard	

In 2010, a high-level government delegation from the MEWOE and BMET visited Saudi Arabia; they met the Saudi Chamber of Commerce and the Saudi Arabian National Association of Recruitment Agencies (SNARCOM). As a result, SNARCOM signed a contract with BAIRA to recruit in four occupation categories: housekeepers, drivers, security guards, and gardeners. SNARCOM stated that there is a need of 10,000 workers every month in Saudi Arabia in these categories (MEWOE, 2012a).

Singapore

Singapore is a potential major destination for Bangladeshi workers. As mentioned above in Section 4.1.2, Bangladesh has sent nearly 422,352 migrant workers to Singapore since 1976. According to the BMET database, most of the Bangladeshi migrant workers in Singapore hold the status of less-skilled worker (70 per cent). The tendency for skilled Bangladeshi workers to migrate to Singapore for employment is on the rise. Through joint ventures with employers from Singapore, certain Bangladeshi training centres



now operate training programmes in Bangladesh to recruit and prepare skilled workers for employment in Singapore. The following are the probable occupations for Bangladesh workers in Singapore:

Constructions Worker	Welder/Fabricator	Supervisor	Plumber
Ship Breaker	Plumber	Engineers	Electrician
Caregiver	Fitter	QA/QC Engineer	Painter

The United Arab Emirates

The United Arab Emirates is the second highest migrant worker-receiving country, with a total of 2.11 million Bangladeshis having migrated to the country for employment as of the end of 2012. According to the Dubai Economic Council of the Government of Dubai, the construction industry has demonstrated consistent growth and tourism industry is exceeding the growth rates experienced in 2013 (Government of Dubai, 2013a; 2013b)). Construction is a traditional employment industry for Bangladeshi workers and its sustained growth would ensure that these workers retain their jobs. New jobs are likely to be available in the United Arab Emirates in the following occupations:

Welder	Crane Operator	Nurses
Painter	Mason	Accountants
Engineers	Electrician	Carpenter

Additionally, rapid growth of the tourism industry is expected to create more jobs for the skilled and professional categories of workers.

Malaysia

Malaysia is another major destination for Bangladeshi workers. Since 1976, Bangladesh has sent 700,622 migrant workers to Malaysia.

Malaysia suspended the recruitment of workers from Bangladesh in 2009, but after negotiations between Bangladesh and Malaysia, migration of Bangladeshis to Malaysia resumed in November 2012. The governments of the two countries have signed a memorandum of understanding (MoU) for the recruitment and employment of Bangladeshi workers in the following sectors and occupations:

Agriculture Labour	Garments Worker	Factory Worker
Construction Worker	Machine Operator	Welder

Lebanon

Since 1976, Bangladesh has sent a total of 87,727 migrant workers to Lebanon. According to the BMET, from 1991 to 2013, there have been 74,183 Bangladeshi women migrant workers working in Lebanon. The BMET believes that since the stock of Bangladeshi workers in Lebanon has consistently grown over the years, there continues to be a good prospect for Bangladeshi women workers to migrate to Lebanon in the near future as well. The BMET expects employment to be available in following occupations:

Caregiver	Mason	QA/QC Engineer
Cleaner	Plumber	Manager



Bahrain

Nearly 262,611 Bangladeshi migrant workers are working in Bahrain, the vast majority of them men. Since 1991, only 3,525 Bangladeshi women migrated to Bahrain for work. The following occupations are the traditional occupation areas of Bangladeshi workers in Bahrain, and based on government-to-government discussions conducted in mid-2013, Bangladeshi workers, in all probability, will continue to be employed in these occupations:

Barber	Carpenter	Construction Worker	Tailor
Electrician	Fitter	Mason	Seaman
Pipe Fitter	Plumber	Salesman	

Jordan

The BMET's data on overseas employment and remittances from 1976 to 2013 show that, since 2002, the number of workers who migrated to Jordan is 54,915, of whom 35,822 were women. The Government of Jordan has endorsed a Special Working Contract for non-Jordanian domestic workers, which guarantees migrant workers life insurance, medical care, etc. There is a huge demand for women workers in Jordan. According to BMET records, Jordan has been recruiting women workers from Bangladesh since 2001. In the ready-made garment, construction, and service sectors, there are currently good opportunities for Bangladeshi workers in Jordan, and the following occupations represent the most likely occupations for which Bangladeshis may be recruited in the future:

Mason	Garments Worker	Manager	Plumber
Painter	Machine Operator	Supervisor	Welder

Kuwait

Kuwait is an oil-rich country, holding an extraordinary economic status among Middle Eastern countries. According to the MEWOE, Kuwait presents job opportunities for a large number of semi-skilled and skilled Bangladeshi workers in the construction industry. The profile of Bangladeshi workers who are being hired in Kuwait suggests that in-demand occupations with respect to skilled workers include nursing and engineering work. In addition to the aforementioned service areas, the agricultural sector and construction industry need a huge number of Bangladeshi workers (MEWOE, 2012a).

Kuwait stopped hiring Bangladeshi workers in 2006. However, it is expected that recent initiatives take by the Government of Bangladesh will reopen the opportunity for sending workers in the Kuwait.

Based on current trends, the followings seem to be in-demand occupations for Bangladeshi workers in Kuwait:

Driver	Electrician	Air conditioning Mechanic
Cook	Mason	Construction Worker
Barber	Welder	Technician
Nurse	Engineer	



Oman

As of December 2012, 642,681 Bangladeshi migrant workers have migrated to Oman to take up employment. The number of workers sent to Oman from Bangladesh is gradually increasing every year. From the recent migration trend, it is expected that the following occupations would stay in demand in Oman.

Agricultural Labour	Carpenter	Cook
Electrician	Farmer	

In short, over the last forty years, the destination for most Bangladeshi migrant workers, particularly short-term workers, has been the Gulf region, and for the immediate future, it is likely to remain a priority subregion. Bangladeshi workers occasionally face entry restrictions, as for example, those imposed by Saudi Arabia in 2008 and again in the latter half of 2011. The need for low- and semi-skilled workers at wages that their own workers are not likely to accept, continues to be a major force behind the demand for the migrant workers in the Gulf countries.

The second major subregion of current as well as future employment is South-East Asia. The Republic of Korea is another country with a government-to-government arrangement with Bangladesh. The Bangladesh Overseas Employment and Services Limited (a public company with the acronym BOESL) is engaged in sending workers to the Republic of Korea (MEWOE, 2012a). Migration trends suggest that the available occupations in priority job markets include: cleaning, domestic and care work by women, driving, seasonal agricultural work, construction work, electric repair service, carpentry, masonry, civil engineering work, housekeeping in hospitals and metal work. Unless in-depth analysis of the in-demand skills is conducted in the above two subregions, it would be hard to predict or benefit from new occupational areas that may develop. Given the risk of large-scale job-loss when a country of destination changes its immigration and residency requirements or labour policies, it is also urgent that the public sector pursues a deliberate strategy and that private sector recruiters support the workers in finding employment in other subregions and regions.

4.2.1 Utilization of opportunities available in priority job markets

In order to make priority job markets advantageous for migrants, Bangladesh should explore these target markets in liaison with the foreign establishments concerned. At the same time, the BMET can conduct a thorough study on those labour markets by means of a team comprising job-market experts in order to tease out the relevant details with regards to the issue. To cope with the existing competency standards of the job markets in target countries, the BMET should offer skills development courses and programmes that match the needs of these markets. In addition, by means of mutual arrangements with destination countries, the accreditation status of Bangladeshi institutions should be ensured through the cooperation of the BMET and other relevant institutions.

In 2010, Maxwell Stamp Ltd collected information from 889 men and women migrants who were on the point of leaving Bangladesh for overseas employment. They found that 88 per cent of the workers were either illiterate or have a low level of education, and 99 per cent did not have any technical education (Maxwell Stamp Ltd., 2010). So, at the initial stage of selection for overseas migration, an assessment of basic skilled workers could be made, and short courses offered in this regard. Approval of certification status recognizing prior learning by the selected migrants would help ensure better jobs and wages for them. The government should establish private and public partnerships to promote the utilization of the NTVQF and appropriate skills development programmes in order to meet the specific needs of priority job markets.

Policies and legal regime concerning skill acquisition and certification for international migration

5.1 Local laws and policies on technical and vocational education

A comprehensive analysis of the legislative and regulatory reforms for TVET in Bangladesh was conducted by the ILO's TVET-Reform Project in 2010 (ILO TVET-Reform Project, 2010). As per this analysis, the laws and policies in Bangladesh related to TVET that also have a bearing on skills development for overseas employment are as follows:

Acts

- Technical Education Act 1967
- Bangladesh Labour Act 2006

Rules

- Apprenticeship Rules, 1967

Regulations

- Technical Education –Regulation, 1976
- Bangladesh Technical Education Institute Recognition & Renewal Regulation 1996
- Bangladesh Technical Education Institute Management Committee Regulation 1996
- Bangladesh Private Technical Education (Teacher & Employees) Service Regulation 1996

Policies

- National Skills Development Policy-2011, and
- Technical policies of the BTEB for various technical and vocation education courses.



The BTEB was established as a statutory body led by the President of the country for the implementation of the Technical Education Board Act, 1967. The Technical Education Regulation, 1976, was issued to clarify the power and duties of the various executive officers of the BTEB including the Chairperson, Secretary, Controller of Examination, and other staff.

The Bangladesh Technical Education Institute Recognition and Renewal Regulations (BTEIRRR) specify the conditions that must be satisfied to establish a private technical education institute. The Bangladesh Technical Education Institute Management Committee Regulation makes provisions for the management of private technical education institutes recognized by the government under the BTEIRRR. The Bangladesh Private Technical Education (Teacher and Employee) Service Regulation makes provision for the selection, recruitment, remuneration, seniority, increment, holiday, retirement, etc. relating to the teachers and employees of technical education institutes recognized by the government under the Technical Education Act 1967.

In order to regulate the manner in which recognized technical institutes to introduce and conduct their TVET courses, new policies are formed by the BTEB from time to time.

5.2 Relevant International Labour Conventions and Recommendations

- ILO Employment Policy Convention, 1964 (No. 122)
- ILO Employment Policy Recommendation, 1964 (No. 122)
- ILO Employment Policy (Supplementary Provisions) Recommendation, 1984 (No. 169)
- ILO Human Resources Development Convention, 1975 (No. 142)
- ILO Human Resources Development Recommendation, 1975 (No. 150)
- ILO Human Resources Development Recommendation, 2004 (No. 195)
- ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159)
- Vocational Rehabilitation (Disabled) Recommendation, 1955 (No. 99)
- ILO Vocational Rehabilitation and Employment (Disabled Persons) Recommendation, 1983 (No. 168)

The Human Resources Development Recommendation, 2004 (No. 195) (see Box 5.1) is a key ILO reference for skills. The key points of the Recommendation can be found in Section VI – “Framework for Recognition and Certification of Skills” (Paragraphs 11–12), which reads:

- Measures should be adopted, in consultation with the social partners, and using a national qualifications framework, to promote the development, implementation and financing of a transparent mechanism for the assessment, certification and recognition of skills, including prior learning and previous experience, irrespective of where and how they were acquired.
- Such an assessment methodology should be objective, non-discriminatory and linked to standards.
- The national framework should include a credible system of certification, which will ensure that skills are portable, and recognized across sectors, industries, enterprises, and educational institutions.
- Special provisions should be designed to ensure recognition and certification of skills and qualifications for migrant workers.



Box 5.1: Important definitions from the Human Resources Development Recommendation, 2004 (No. 195)

- a) the term lifelong learning encompasses all learning activities, undertaken throughout life for the development of competencies and qualifications;
- b) the term competencies covers the knowledge, skills and know-how applied and mastered in a specific context;
- c) the term qualifications means a formal expression of the vocational or professional abilities of a worker which is recognized at international, national or sectoral levels;
- d) the term employability relates to portable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available in order to secure and retain decent work, to progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions.

Source: Recommendation No. 195, Paragraph 2.

Local labour migration laws and policies

Labour migration from Bangladesh is governed by the Overseas Employment and Migrants' Act 2013. This is the first ever law on labour migration, drafted in technical cooperation with the ILO and approved by the Parliament of Bangladesh. It replaces the Emigration Ordinance 1982, which replaced the Emigration Act, 1922. The Overseas Employment and Migrants' Act 2013 is a result of negotiations arising from a long-standing demand of the migrant workers to improve labour migration governance.

At the time of writing of this report, the MEWOE was finalizing the Overseas Employment Policy 2013 with the ILO's technical assistance. If approved by the Cabinet, this policy will replace the Overseas Employment Policy 2006, which is currently in force, and which has been critiqued by migrant workers for not being responsive to migrant workers' needs. In addition there are following Rules, which clarify scope, roles and responsibilities related to emigration, recruitment and migrant workers' welfare:

1. Emigration Rules, 2002: This set of Rules controls emigration process and issues related to the promotion of overseas employment.
2. Recruiting Agents Conduct and License Rules, 2002: This set of Rules lays out the roles and responsibilities of recruiting agents.
3. Wage Earners' Welfare Fund Rules, 2002: This set of Rules provides direction about the scope and use of the fund, which has been created through mandatory contributions by Bangladeshi workers migrating for overseas employment.

Two other policies, which have a bearing on migrant workers from Bangladesh, particularly on affluent Bangladeshi diaspora members, and also to the national development strategy, are:

1. Commercially Important Non-Resident Bangladeshi Selection Policy, 2006.
2. Special Privilege Card for Expatriate Bangladeshis for Remittances Policy, 2008.

There was no comprehensive policy on skills development in Bangladesh before 2011. Recently, a draft of the revised Technical Education Act was submitted to the BTEB in order to improve the legal and regulatory environment, and it is currently in the approval process

Inter-agency coordination mechanism regarding recognition and certification of skill acquisition programmes in Bangladesh

“In the current system, there is no nationally consistent approach to quality assurance, with current qualifications not based on standards that align with the occupations or skill levels in industry. Curriculum development is highly centralized, rigid, and time-consuming and not based on need. The development of new courses, the expansion of high demand courses, and the closing of obsolete courses do not always reflect market needs” (Ministry of Education, 2011, p. 3).

As noted in Section 2.6, skills training providers fall into five general categories:

- 1) public;
- 2) private receiving government support;
- 3) private commercial institutes (without government support);
- 4) non-profit organizations (NGOs); and
- 5) industry-based training for one's own employees/apprentices.

The Ministry of Labour and Employment and MEWOE are the key ministries that oversee skills development and overseas employment at all levels. The Ministry of Education focuses on the supply side of human resources in terms of their educational qualifications. In addition, 19 other ministries are imparting some amount of skills trainings through their line directorates (see Section 2.2 for the list of ministries).

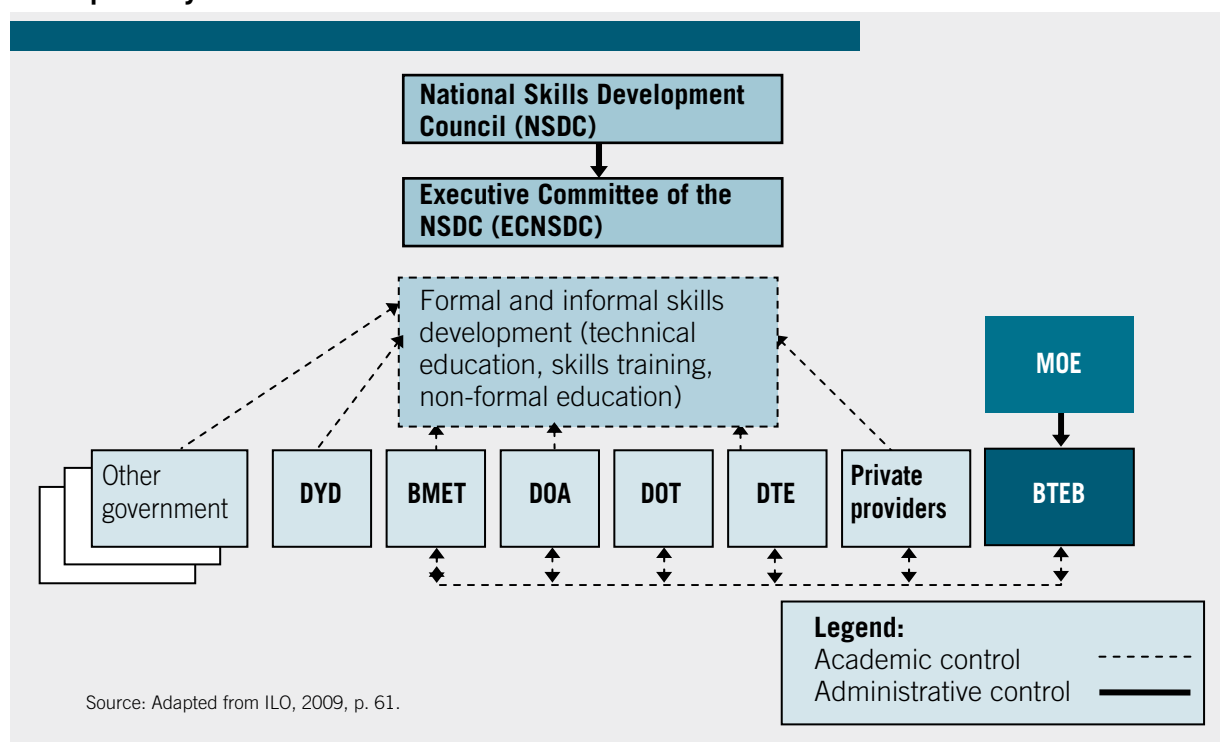
As noted in Chapter 2, the National Skills Development Council (NSDC) is the highest government body for skills development, and the Bangladesh Technical Education Board (BTEB) is the controlling body for diplomas and certificates. Registration of institutions and accreditation of courses are also under BTEB control. The BTEB has the power to exercise academic control over different institutions operated by the Ministry of Education, but not those academic institutions under Ministry of Health control.

It is mentioned in the National Skills Development Policy – 2011 that, “The role of BTEB will be expanded to assume national quality assurance and regulatory responsibilities for all skills development programmes including technical education, skills training and skills based non-formal education and training.” (Ministry of Education, 2011, p. 33). Implementation of the National Technical and Vocational Qualification Framework (NTVQF) and associated quality arrangements and monitoring and inspection are the responsibility of BTEB.

6.1 The existing inter-agency coordination mechanism

Many actors are imparting technical and vocational training for skills development. They are following different curriculums, standards, and certifications. The lack of coordination is a common feature (Figure 6.1). Due to this near absence of coordination, the major problems that occur are as follows: duplication of course (wastage of resources); significant differences in curriculum and quality; a mismatch between the demand and supply of skills; conflicting standards of certification; and want of recognition of certificates in the overseas labour market.

Figure 6.1: Schematic diagram of the current Bangladesh skills development system



There are no updated statistics on the number of private institutes, NGOs, or industries that are providing skills training. Many unregulated private training providers operate IT and language courses, and even short pre-departure training courses for migrant workers. For the purpose of assessment, technical



schools and colleges, polytechnic level institutes, textile institutes, agricultural institutes, and some private providers are affiliated with the BTEB, but most private TVET operators are not affiliated. Thus, there is no formal coordination among them.

There is no consistent regulatory framework or quality assurance mechanism. There is no system to monitor skills learned abroad by migrant workers and then offer opportunities to upgrade those skills to facilitate redeployment in higher occupations.

The Sixth Five Year Plan (see Box 6.1) recognizes that proper implementation of the Plan will require careful monitoring and evaluation of the underlying policies and programmes. In the past, the focus has been on monitoring public spending in terms of achieving financial targets. In the Sixth Plan the emphasis will shift to monitoring of results. To achieve this, the capacities of the Planning Commission and the line ministries to undertake results-based monitoring and evaluation will be strengthened. This will entail adopting proper monitoring and evaluation frameworks, improving the database, and strengthening technical skills. This Framework will be monitored by the General Economic Division under the guidance of the Planning Minister.

Box 6.1: Skill development issues in the Sixth Five Year Plan

The Plan recognizes the fact that despite the initiation of a multitude of efforts by the government, the availability of trained labour remains a problem in Bangladesh. Additionally, there is a mismatch between available jobs and required skills. The difference in remuneration for skilled and unskilled workers has narrowed, which is an indication that the training content and quality are not valued highly in the market. Those with training often remain unemployed or cannot find employment in their area of training – an evidence of mismatch and poor quality of training. The employers complain that the products from the vocational system are not meeting their needs. Instead, the system continues to produce graduates for old and marginal trades, which have no market demand, while skill needs for newer trades remain unmet. The training available for women generally reveals a stereotypical nature with the possibility of low return.

The sixth five-year plan targets to undertake programmes to improve the skill base of the workers of Bangladesh. In addition to the current strategy to send low skilled workforce, the effort would focus on the ability to send well-trained skilled and semi-skilled workforce to existing as well as new destinations. Besides, efforts will also be made to send more migrant workers to international markets from the lagging regions of the country. According to the Plan, initiatives will be taken to increase overseas employment of skilled labour from 35 to 50 per cent.

According to the Plan, the government policies and goals are to increase substantially the proportion of post-primary students' enrolment at VTE. The equity effect of this expansion is dependent on three interconnected issues: (a) to what extent is the clientele of the programmes the disadvantaged and poor? (b) segments of the population, (b) how effective are the programmes in imparting sellable skills?, and (c) how far is there an impact of the training programmes on increasing employment opportunities and raising the income of the poor?

In technical education, the following actions will be taken according to the Plan: Increase the enrolment in technical education from the existing 6% to 25% within the next 15 years; Introduction of technical and vocational courses in secondary, higher secondary and madrasa levels; Introduction of SSC vocational courses; Introduction of double shift in the existing technical schools, colleges and polytechnic institutes; Undertaking a skills development project; Skills development projects will be continued; and Establishment of one technical school at every Upazila.

The Plan recognizes that proper implementation of the Plan will require careful monitoring and evaluation of the underlying policies and programmes. In the past, the focus has been on monitoring public spending in terms of achieving financial targets. In the Sixth Plan the emphasis will shift to monitoring of results. To achieve this, the capacities of the Planning Commission and the line ministries to undertake results-based M&E will be strengthened. This will entail adopting proper M&E Frameworks, improving the database, and strengthening technical skills. This Framework will be monitored by General Economic Division under the guidance of the Planning Minister.

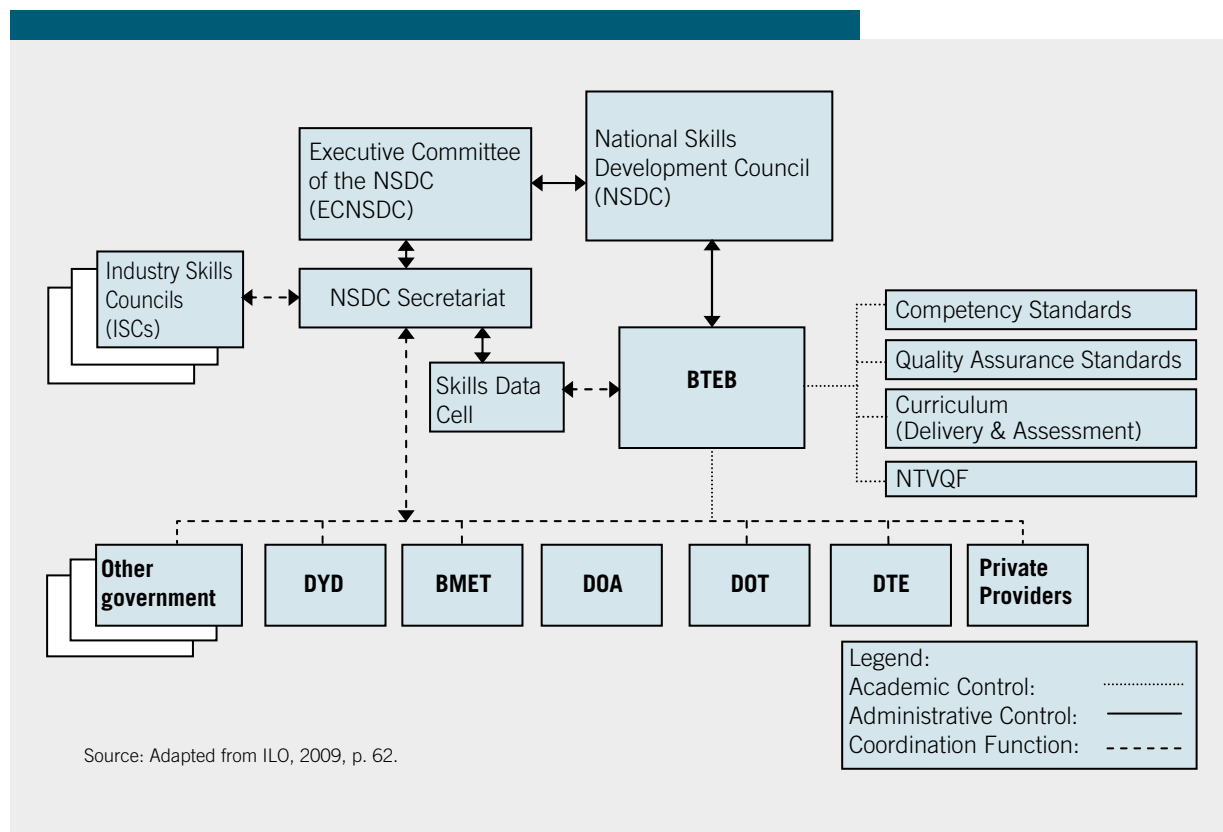
Source: Government of the People's Republic of Bangladesh. Ministry of Planning. Planning Commission. Sixth Five Year Plan (FY2011-FY2015). Accelerating Growth and Reducing Poverty. Part 1: Strategic Directions and Policy Framework

The major reasons behind the gaps in the coordination mechanism are: lack of cohesive policies, lack of implementation of the National Skill Standards, lack of infrastructure and delivery planning at the district & upazilla level institutes, lack of capacity among the agencies (including the key ministries/agencies), lack of an up-to-date database, the presence of a fragmented database, and a lack of linkages with industry and the labour market.

Above all, there is no regulation of skills development for expatriate workers during the pre-departure and post-return periods. RPL has not been initiated, and as a result, the integration of returning migrant workers is not satisfactory. Consequently, returning migrants who acquired a high skill abroad through their job are treated as less-skilled workers in Bangladesh.

To avoid the aforesaid problems, a skill development system for the migrants of Bangladesh can be coordinated in the manner depicted in Figure 6.2.

Figure 6.2: Schematic diagram of the proposed Bangladesh skills development system



Recommendations

1. The National Skills Database System has to be built by 2015 in order to facilitate planning, monitoring, and improvement of skills training for the workers of Bangladesh (including migrant/aspirant migrant workers). With the financial support of the Swiss Agency for Development and Cooperation and the technical support of the ILO's TVET Reform Project, a National Skills Survey is being done by the NSDC Secretariat, and with the financial support of the BMET, a skills providers survey is being done. The BTEB, DTE, Bangladesh Bureau of Statistics, Federation of Bangladesh Chambers of Commerce and Industry, BMET, and BAIRA will be attached to the NSDC data-cell, and by June 2015 this database will be completed.
2. The maintenance of a Migration Information System under the auspices of the BMET, with a web portal containing both quantitative data and qualitative information, could prove efficacious in dealing with the migration issue.
3. As part of the efforts motivated towards deriving maximum benefit from labour migration, the BMET needs to collect the relevant details from countries of destination in connection with demand-driven job requirements for migrant workers. This will prove instrumental in accurately assessing the demand and specific requirements for different categories of workers (by skill) in the expanding overseas job market.



4. The Ministry of Expatriates' Welfare and Overseas Employment or the BMET could form a team, comprised of experts, with a view to exploring the jobs in demand in traditional and non-traditional overseas job markets and finding to what extent there are prospects for sending agricultural workers.
5. A nationally and internationally accepted National Technical and Vocational Qualifications Framework (NTVQF) needs to be established, along with the start of accreditation. The accreditation process shall ensure that certification practices are acceptable. It is noteworthy that the NSDC has prepared a draft action plan to complete the establishment of the NTVQF by June 2015.
6. All training providers should undergo a shift from the existing certification mechanism to the NTVQF. To implement this Competency-Based Training & Assessment (CBT&A), it needs to be introduced in all occupational sectors. The NSDC has an action plan and a road map to do it by 2015, and it needs to be implemented in time.
7. Industry Skill Councils (ISCs) need to be created to meet the demand of corporate sectors at the national level. Such councils will ensure quality training for both domestic and aspirant migrant workers. A total of 40 ISCs are likely required to meet current levels of demand. Nine ISCs are expected to be fully functional by the end of 2013 and a total of 20 ISCs are hoped to be in place by June 2015.
8. An adequate number of assessors and qualified trainers need to be produced for TVET purposes. Instructor training and certification, competency-based learning materials, and relevant training guidance and elements based on the new CBT&A need to be developed by 2015, a matter that is mentioned in the road map for implementation of the National Skills Development Policy (2011).
9. Recognition of Prior Learning (RPL) needs to get started in full swing for the benefit of both aspirant and returning migrant workers. The TVET-reform project and Skills Training Enhancement Project (STEP) are working on it. The signing of a memorandum of understanding on RPL by STEP and the BTEB led to the formation of an RPL unit in the BTEB. Reaching the goal of RPL for 500,000 workers by 2015 would require:
 - setting up designated Assessment Centres capable of assessing and certifying the existing skills of workers and identifying the skill gaps that must be filled for workers to obtain certification at a particular qualification level; and
 - changes in enrollment requirements, guidelines, and rules to better enable the enrollment of workers in TVET institutions in order to fill identified skills gaps and to obtain higher levels of qualification under the NTVQF.
10. Necessary arrangements for adopting the Regional Model Competency Standard must be prioritized in order to secure recognition of migrant workers' skills in destination countries. The initiation of this process is possible by means of bilateral arrangements between the home country and destination countries in the first phase.
11. The capacities of TVET institutions needs to be increased (e.g., increase student absorption capacity; upgrade equipment/training materials; capacity development of instructors and trainers through training; standardization of the student-teacher ratio; designing demand-driven programmes to meet the requirement of the overseas employers; providing better quality courses with internationally recognized accreditation; etc.)



12. New pre-vocational course pathways may be established to enable less-educated people to enter into formal courses, including apprenticeships, to address basic skills gaps. It is noteworthy that lack of apprenticeship support in the industries of Bangladesh is a weak point for overseas employment. This should be taken into consideration by the regulators.
13. The cost of training and accreditation needs to be reduced for learners, especially for women, marginalized groups of people, and persons with disabilities. The costs for trainings should follow a standard and need to be monitored strictly.
14. Commitment is needed to improve training initiatives through public-private partnership.
15. There is a high demand for nurses in countries of destination. To meet the growing demand, more nursing institutes should be built in both the public and private sectors. These institutes should seek to provide aspiring migrant nurses with affordable training.
16. Given the current low participation rates of women in skills development, special efforts are necessary to correct this gender imbalance. A minimum rate of enrollment for women in skill-development programmes should be targeted. Post-training support, the hiring of women trainers, preparation of a gender-sensitive curriculum, and flexible time schedules will have to be provided.
17. Action is required to increase opportunities for persons with disabilities by increasing their access to and participation in skills development programmes. The initial focus should be on those persons with disabilities who are keen to find overseas employment.. To achieve this, a strategy to increase the participation of persons with disabilities in skills development programmes must utilize customized curriculums and delivery methods tailored for persons with disabilities in agreed upon occupations and skill sets. A minimum enrollment target for persons with disabilities across all skill development programmes may be fixed.
18. Potential migrant workers need to be advised on gathering data related to the skills they will gain from employment in the country of destination. And upon return to Bangladesh, migrant workers should be instructed to assemble a portfolio of evidence in order to get RPL certification. With this certification, returning migrants should further level-up their skills training, join the local job market by virtue of the skills they have acquired so far, or seek to re-migrate in search of a better job than the one they had during their previous journey overseas. Instruction in this process could be an integral part of pre-departure training.
19. To implement the Action Plan of the National Skills Development Policy within the proposed timeframe, there is an urgent need to adopt the competency framework and implement a quality assurance system.
20. There needs to be an assessment of in-demand skills and competencies in various occupations and trades. Technical and vocational education curricula and certification can then be designed based on the demands of the job market.
21. Accreditation of present training courses is necessary to enhance the employability of Bangladeshi workers in the international market.
22. Operation of overseas schools by embassies to impart vocational and technical training to less-skilled Bangladeshi migrant workers is necessary in order to upgrade the level of skills they hold.



23. The Technical Education Act needs critical review with an emphasis on worker migration and skills development in order to promote decent worker migration. In addition, two related rules on training, certification and skills development for overseas employment and special facilities for returning migrant to reintegration need to be initiated.



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Skilling the workforce

Labour migration and skills recognition and certification in Bangladesh

List of key informants interviewed

List of key informants interviewed (in alphabetical order)

1. Dr. Ihsanul Karim, (Director, Bangladesh Industrial Technical Assistance Centre).
2. Dr. Md. Nurul Islam (Director-Training Standard and Planning, Bureau of Manpower, Employment and Training-BMET).
3. Dr. Shaakeel Hasan (Environmental Scientist; lived in The Netherlands).
4. Gabriel Genaro Bardado V, (International Expert, Component-2, TVET Reform Project, ILO Office in Dhaka).
5. Jiban Kumar Chowdhury (CEO, NSDC).
6. Masud Parvez (Secretary General, Welfare Association of Repatriated Bangladeshi Employees-WARBE).
7. Md. Abdullah Al Farook (Lecturer in English, Jazan University, KSA; currently working in the KSA).
8. Md. Abdur Rezaque (Director, BTEB).
9. Md. Akram Hossain (Employment Field Service Officer, UCEP Bangladesh).
10. Md. Omar Faruque Chowdhury (Executive Director, Ovibashi Karmi Unnayan Programme-OKUP).



11. Md. Shahjalal Mazumder (President, BAIRA).
12. Osman Gani (Electrician; currently living in Singapore).
13. Sayada Jahanara Begum (worked as a nurse in the KSA from 1977 to 1991).
14. Shameem Ahmed Chowdhury Noman (EC Member, Bangladesh Association of International Recruiting Agencies-BAIRA).
15. Subir Kumar Das (Mason; currently living in Malaysia; lived in Singapore before).
16. Sumaiya Islam (Director, Bangladesh Ovibashi Mohila Sramik Association-BOMSA).
17. Syed Mahbub Elahi (Chairman, Ovibashi Karmi Kallyan Foundation-OKKAF).
18. Utpal Dey Chowdhury (Manager, Chittagong Skills Development Centre).

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List of occupations and the numbers of Bangladeshi workers in these occupations in major destination countries (2005–12)

(Occupations names reproduced on as is basis and data aggregated from BMET database).

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Bahrain:

Table 1: Flow of Bangladeshi migrant workers to Bahrain by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
1st Commis (Kitchen)	0	0	0	0	0	0	10	86
3G/4G SMAW	0	0	0	0	0	0	0	2
A/C and Refrigerator Electrician	0	0	1	0	1	0	0	0
Accountant	4	3	0	0	0	0	1	0
Agricultural Labour	5	1	1	3	3	4	2	0
Aluminum Fabricator	2	1	0	0	2	0	0	0
Aluminum Technician	1	1	0	0	1	0	0	1
Architect	0	2	0	0	0	0	0	0
Assembler	0	0	1	0	0	0	0	0
Baker	79	12	0	2	3	3	6	7
Banker	2	0	0	0	0	0	0	0
Bar Bender	0	0	0	0	0	1	0	1
Bar Man	0	0	0	0	0	0	0	1
Barber	123	70	13	9	28	12	31	40
Bean Maker	2	1	0	0	0	0	0	0
Beautician	0	0	0	0	1	1	0	0
Black Smith	11	2	0	1	4	0	0	1
Blaster	0	0	0	0	0	0	0	1
Bread Maker	12	2	1	0	2	0	0	0
Brick Worker	0	0	0	0	1	0	0	0
Building Painter	2	0	0	40	0	0	0	0
Butcher	0	4	1	0	2	0	0	0
Camel men	0	1	1	0	2	0	0	0
Captain	0	1	0	0	0	0	0	2
Car Cleaner	1	0	1	0	0	0	0	2
Car Decoration Labour	1	1	0	0	0	0	0	0
Car Painter	6	10	3	0	0	1	0	1
Carpenter	299	393	89	190	245	61	95	0
Carpenter (A Grade)	0	0	32	23	0	0	0	0
Cashier	1	1	0	1	1	1	1	2
Catering / Supplier	0	0	0	0	2	0	0	0
Ceramic Carver	0	1	0	0	0	0	0	0
Ceramic Technician	0	0	0	0	1	0	0	0
Chef/Cook	0	0	0	0	1	0	0	2
Civil Engineer	0	1	0	2	0	0	0	1
Cleaning Labour	145	98	15	70	146	120	98	184
Clerk	4	0	0	0	2	0	1	2
Coffee Maker	3	4	0	0	0	0	0	0
Computer Operator	8	0	1	0	0	0	0	0
Computer Programmer/Software Developer	4	0	0	0	1	0	0	0
Computer Technician/Hardware Engineer	0	1	0	0	0	0	0	0
Conc Worker	0	0	0	0	0	0	0	2
Concrete Forman	0	0	0	11	0	0	0	0
Concrete Labour	0	0	0	0	1	0	0	0
Construction Technician	0	0	0	0	0	0	1	0
Construction Worker	5	8	6	10	34	4	29	13


Table 1: Flow of Bangladeshi migrant workers to Bahrain by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Cook	256	123	30	23	58	21	28	54
Cook Helper	0	0	0	0	0	0	1	3
Crane Operator	0	0	0	0	0	0	3	0
Cutter	3	1	0	0	3	0	0	0
Cutting Master	2	2	0	0	0	0	0	0
Decoration Labour	5	3	0	0	3	0	0	0
Denter	11	9	3	1	1	0	0	0
Denting Technician	0	1	0	0	0	0	0	0
Dentist	0	1	0	0	0	0	0	0
Designer	15	7	0	0	2	0	0	2
Diesel Mechanic	0	0	0	0	0	0	3	0
Director	1	0	0	0	0	1	0	0
Dish Cleaner	10	0	2	0	0	0	0	0
Door Maker	3	0	0	0	0	0	0	0
Driver	274	148	48	76	149	42	68	107
Duct Man	0	0	2	0	0	0	0	0
Electrician / Electrical Technician	76	47	23	69	24	15	21	26
ELV. Electric Technician	0	0	0	0	0	0	1	0
Embroidery Labour	16	10	0	1	4	0	1	0
Engineer	6	1	2	5	4	0	0	2
Equipment Operator	0	0	0	2	0	0	0	0
Fabricator	0	0	1	3	11	0	0	1
Factory Worker	0	14	0	39	0	0	0	0
Farmer	23	25	21	18	26	15	12	7
Female Labour	0	0	0	79	0	0	0	0
Finishing Man	1	0	24	0	1	0	0	0
Fireman	0	0	6	0	0	10	3	1
Fish Cutter	0	1	1	0	0	0	0	0
Fisherman	111	51	0	5	24	14	2	9
Fitter	11	6	2	22	25	6	11	3
Fixer	8	8	2	4	4	0	0	0
Food Processing And Preservation	1	0	0	0	0	0	0	0
Food Server	2	2	1	0	2	0	0	0
Foreman	5	7	5	3	4	0	9	0
Frier	1	0	0	0	0	0	0	0
Furniture Upholsterer	1	0	0	0	0	0	0	0
Gardener	101	77	25	10	32	5	3	9
Garments Packer(Female)	0	0	155	0	0	0	0	0
Garments Worker	0	34	0	20	0	0	0	0
General Attendant	0	0	0	1	0	0	0	0
General Labour	0	0	0	0	1	0	51	0
Goldsmith	8	8	0	0	0	0	0	1
Graphics And Animation	3	0	0	0	0	0	0	0
Grinder	0	1	0	0	0	0	0	0
Guard	7	7	0	1	3	6	10	11
Guide	0	0	0	0	0	0	1	0
Hairdresser	2	0	0	0	0	0	0	0



Table 1: Flow of Bangladeshi migrant workers to Bahrain by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Hand Pressers	0	0	0	0	0	0	3	1
Heavy Driver	0	1	0	0	0	0	11	1
Helper	54	44	18	17	39	6	23	36
Hotel boy	2	4	0	1	1	0	0	4
House Boy	116	56	22	15	26	2	4	0
House Keeper	3	1	5	11	1	1	0	0
House Worker	49	1	0	0	10	0	0	2
I and C Engineer	0	0	0	0	0	1	0	0
Insulator	0	0	17	1	0	0	0	0
Iron man	13	3	1	1	0	0	0	0
Jewelry Maker	1	1	0	0	0	0	0	1
Juice Labour	3	3	0	1	0	0	0	0
Juice Maker	13	0	0	0	0	0	0	0
Kitchen Worker	0	0	0	0	1	0	0	0
Laboratory Assistant	0	0	0	0	21	0	42	12
Labour	4 302	10 426	14 274	10 509	14 330	11 026	2 984	3 207
Labour (Junior)	0	0	0	0	0	4	2	3
Laundry Man	43	16	0	1	1	0	1	6
Layer Man	0	0	0	0	2	0	0	0
LD Driver	0	0	0	0	0	0	0	2
Lineman	0	0	0	0	1	0	0	0
Loading Unloading Labour	0	1	0	0	0	0	0	0
Machine Labour	0	1	3	1	9	0	0	0
Machine Operator	9	40	76	54	115	37	97	201
Machine Operator(Female)	0	135	31	0	10	27	0	0
Machinist	4	5	0	0	3	0	0	5
Maker	0	5	3	4	14	9	5	6
Manager	12	12	0	2	2	1	1	1
Marble Technician	0	0	0	0	1	0	0	0
Mason	533	819	105	300	672	263	258	197
Mason (Bricks)	0	0	0	0	0	0	1	3
Meat Frier	1	0	0	0	0	0	0	0
Mechanical Fitter	0	0	0	0	0	8	2	0
Mechanical Supervisor	0	0	0	0	0	0	5	0
Mechanics	0	0	0	0	0	3	3	4
Mechanics	39	27	7	10	32	0	0	0
Messenger	1	0	0	0	1	0	0	0
Mixer Man	0	2	0	0	0	0	0	0
Moulder	1	1	0	0	0	0	0	0
Occupational Safety Technician	0	0	0	0	0	3	0	0
Office Assistant	1	3	0	0	0	0	0	0
Office Assistant	0	0	0	0	0	3	0	0
Office Boy	8	9	2	15	5	0	1	7
Officer	1	0	1	1	1	1	0	0
Operation Manager	0	1	0	0	0	0	0	0
Operator	27	8	13	5	3	3	11	7
Packing Technician	0	0	0	1	0	0	0	0


Table 1: Flow of Bangladeshi migrant workers to Bahrain by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Painter	108	141	27	72	190	34	64	39
Pastry Maker	1	1	0	2	0	0	0	0
Photographer	4	0	0	0	1	0	0	0
Pipe Fitter	25	11	22	1	8	7	6	7
Pipe Welder	0	0	5	0	1	0	4	0
Planner	0	0	1	1	0	0	0	0
Planter	1	5	40	2	0	0	0	0
Plasterer	18	17	2	7	7	0	0	2
Plater	0	0	3	2	2	0	0	89
Plating Team Leader	0	0	0	0	0	0	4	0
Plumber	16	8	6	2	19	4	3	10
Porter	3	1	0	3	0	0	0	0
Poter	1	1	2	0	9	0	0	0
Press Labour	0	0	0	0	0	0	0	1
Presser General	3	1	0	0	2	1	0	2
Pressing	0	0	0	0	0	0	0	1
Private Service	128	132	17	40	74	1 639	1 957	2 516
Programmer	1	1	0	1	0	0	0	0
QA/QC Engineer	0	0	0	0	0	3	45	1 508
QA/QC Inspector	0	0	0	0	0	0	0	4
Quality Checker	0	0	0	0	0	0	12	0
Quality Controller	0	0	0	0	0	0	4	10
Radiologist	0	0	0	0	1	0	0	0
Rebar	0	0	51	29	0	0	9	0
Receptionist	1	0	0	0	0	0	0	0
Repairer	1	3	0	1	0	0	0	0
Representative	1	1	0	0	1	0	0	0
Restaurant Labour	6	0	0	0	2	0	0	0
Rigger	2	2	6	5	0	0	0	1
Rigger Team Leader	0	0	0	0	0	0	3	0
RO Plant Technician	0	0	0	0	0	1	0	0
Roast Maker	0	0	0	1	0	0	0	0
Room Boy	1	1	0	0	0	0	0	0
Safety Controller	0	0	0	0	0	0	4	0
Salad Cook	0	0	0	0	0	0	1	0
Sales Representative	3	0	0	0	0	0	0	2
Salesman	324	172	49	45	158	79	97	223
Sandblaster	0	1	0	0	0	0	0	3
Sandwich Maker	40	5	1	1	0	3	2	1
Scaffolder Grade-A	1	0	0	0	0	0	1	0
Scaffolder Grade-B	0	0	0	0	0	0	1	0
Scarf Folder	0	0	0	0	30	0	4	0
Screen Fitter	1	0	0	0	0	0	0	0
Sea Guard	10	1	1	0	0	0	0	1
Seaman	19	21	13	17	26	70	15	31
Secretary	0	0	0	1	0	0	0	0
Security Services	1	1	0	0	0	0	2	0



Table 1: Flow of Bangladeshi migrant workers to Bahrain by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Senior QA Inspector	0	0	0	0	0	0	0	10
Servant	167	18	10	5	10	178	81	35
Shepherd	1	0	0	0	0	0	0	0
Ship Breaker	0	0	0	1	0	0	0	0
Shuttering Carpenter	0	0	0	20	0	0	0	0
Smith / Black Smith	0	0	0	0	1	0	0	0
Sofa Maker	5	1	1	0	0	1	0	0
Sorter Operator	0	0	0	0	1	0	0	0
Spray Painter	0	0	0	0	1	0	0	0
Stagers	0	0	6	0	0	0	4	0
Staging Team Leader	0	0	0	0	0	0	5	0
Steel Fixer	37	28	2	51	2	0	1	1
Steel Marker	0	0	0	0	1	0	0	0
Steward	7	1	0	1	0	0	0	0
Store Keeper	5	2	1	1	2	0	0	1
Supervisor	24	9	4	3	6	5	7	20
Surma Maker	3	1	0	0	0	0	0	0
Surveyor	0	1	0	0	0	0	0	0
Swarna Frier	1	0	0	0	0	0	0	1
Swear	1	0	0	0	0	0	0	0
Sweet Maker	2	2	0	0	0	0	0	0
Tailor	1 082	800	194	101	316	140	127	200
Technician	33	17	0	7	11	7	11	11
Technician Copper	0	1	0	0	0	0	0	0
Telephone Operator	0	0	0	0	0	0	0	1
Tile Fixer (Wall)	0	0	0	0	0	0	1	2
Tiles Fixer	7	9	0	2	2	0	0	0
Turner	0	0	0	0	0	0	0	2
Typist	1	1	0	0	0	0	0	0
Tyre Man	1	0	0	0	0	0	0	0
Upholsterer	0	2	0	0	2	1	1	0
Waiter	159	48	9	21	44	341	2 143	2 904
Waitress	0	0	0	0	0	1	2	2
Washer	7	1	0	0	8	0	0	2
Watchman	0	1	0	0	4	1	0	1
Weaving Tech	0	0	0	0	0	7	24	15
Welder Grade-A	15	3	6	6	3	4	10	48
Welder Grade-B	0	0	0	0	0	0	1	2
Welder/Fabricator	90	97	115	30	59	19	11	54
Wiring Electrician	0	0	0	4	1	1	2	0
Wood Deiggenir	0	0	0	0	0	46	28	35
Wood Painter	0	0	0	0	0	0	1	4
Wood Worker	0	0	0	0	3	17	20	7
Worker	1 420	1 893	730	999	11 215	7 442	5 250	9 574
Workshop Labour	1	0	0	0	0	2	1	3
Workshop Worker	0	0	0	0	0	1	2	3

Source : Compiled by the study team from BMET database.



The United Arab Emirates:

Table 2: Flow of Bangladeshi migrant workers to the United Arab Emirates by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
3G/4G SMAW	0	0	0	0	0	0	0	5
1st Commis (Kitchen)	0	0	0	0	0	0	0	0
1st Commis (Pastry)	0	0	0	0	0	0	0	0
6G SMAW	0	0	0	0	0	0	0	0
A/C and Refrigerator Electrician	0	0	13	121	0	121	130	0
AC Engineer	0	0	0	1	0	1	0	0
Accountant	23	13	3	22	13	22	16	6
Actor	0	0	0	3	0	3	4	0
Administrative Officer	1	0	0	3	0	3	0	543
Administrator	0	0	0	2	0	2	1	10
Agriculture Engineer	0	0	0	0	0	0	0	2
Agriculture Labour	1 239	590	630	736	590	736	558	1
Air Conditioning Engineer	1	1	0	2	1	2	1	0
Air Conditioning Technician	53	111	12	114	111	114	53	0
Air Host	0	0	0	0	0	0	1	0
Aluminum Fabricator	54	36	1	6	36	6	1	0
Aluminum Technician	20	26	7	18	26	18	18	0
Arabic Cook	0	0	0	2	0	2	0	19
Architect	0	5	0	2	5	2	1	0
Architecture Labour	0	1	0	1	1	1	1	0
Archives Clerk	0	0	0	13	0	13	32	2
Artificial Kidney Technician	0	0	0	1	0	1	4	0
Assembler	0	0	0	10	0	10	14	1
Assist. Tug Master	1	0	0	0	0	0	1	0
Assistant Carpenter	2	0	1	4	0	4	0	0
Assistant Cook	32	1	8	27	1	27	19	17
Assistant Ductman	10	15	15	11	15	11		21
Assistant Electrician	20	10	11	30	10	30	1	16
Assistant Manager	3	0	0	4	0	4	1	0
Assistant Mason	23	20	0	3	20	3	1	0
Assistant Plumber	0	0	0	20	0	20	0	0
Assistant Steel Fixer	0	9	0	0	9	0	0	7
Asst. Auto Labour	0	0	0	1	0	1	1	0
Asst. Butcher	0	0	0	5	0	5		0
Asst. Head Chief	0	0	0	1	0	1	1	0
Asst. Tile Fitter	0	0	0	4	0	4	0	0
Auto Electrician	0	0	0	1	0	1	0	0
Auto Labour	0	0	0	0	0		1	0
Auto Mechanic	0	0	0	1	0	1	0	0
Baby Sitter	260	255	161	332	255	332	424	367
Baker	24	15	9	38	15	38	33	23
Banker	2	1	0	8	1	8	2	0
Bar Bender	0	0		0	0	0	0	13
Bar Man	4	0	86	0	0	0	1	7
Barber	281	267	0	0	267	417	587	301
Beautician	0	0	0	0	0	0	0	0



Table 2: Flow of Bangladeshi migrant workers to the United Arab Emirates by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Bellboys	0	0	23	4	0	4	139	
Black Smith	78	145	0	240	145	240	0	87
Blaster	0	0	0	0	0	0	0	1
Block Layer	0	0	65	0	0	0	0	1
Block Man	0	0	1	1		1	0	0
Bread Maker	0	2	1	2	2	2	0	0
Breakfast Cook	0	0	5	2	0	2	0	0
Brick Worker	0	0	0	2	0	2	0	13
Building / Construction Helper	2	1	0	16	1	16	20	2
Building Labour	88	46	0	13		13	1	1
Building Painter	0	10	2	68	46	68	60	0
Butcher	36	222	5	41	10	41	55	33
Buttonhole Maker	1	0	2	2	0	2	1	0
Camel men	177	38	84	433	222	433	398	215
Camp Bars	0	0	0	0	0	0	0	1
Camp Boss	2	0	0	0	0	0	0	1
Captain	3	0	25	3	0	3	1	23
Car Cleaner	27	0	0	42	38	42	15	35
Car Decoration Labour	1	0	0	0	0	0	0	0
Car Painter	6	29	6	38	29	38	2	2
Care Taker	1	0	0	0	0	0	0	0
Carpenter	2 271	3 783	1 780	36 822	3 783	36 822	7 582	2 948
Carpenter (A Grade)	2	0	0	0	2	0	0	1
Carpet Fitter	0	0	0	0	0	2	0	0
Cashier	51	10	0	29	10	29	3	54
Caster	0	0	0	100	0	100	42	91
Catering / Supplier	18	6	1	34	6	34	18	6
Catering Hand	0	0	0	15	0	15	45	25
Ceramic Cerver	10	0	0	3	0	3	2	0
Ceramic Technician	0	0	0	2	0	2	0	0
Chamber Man	61	59	8	126	59	126	85	89
Chapati Maker	0	0	2	0	0	0	0	1
Charge Hand Block Layer	0	0	1	0	0	0	0	0
Charge Hand Civil	14	81	130	12	81	12	0	0
Chef/Cook	8	5	0	14	5	14	0	0
Chicken Fryer	1	166	0	1	0	1	0	0
Chief the Party	0	71	0	1	0	1	0	0
Civil Engineer	10	16	7	91	16	91	41	5
Cleaning Labour	3 348	1 816	1 006	4 260	1 816	4 260	4 764	4 489
Cleaning Labour(Female)	1	0	47	387	166	387	244	164
Cleaning Supervisor	0	0	1	0		0	471	
Clerk	123	0	37	387	71	439	3	295
Coffee Maker	1	3	1	0	3	0	0	2
Commis I	0	2	3	0	2	0	0	0
Commis II	1	0	5	0	0	0	0	0
Common Labour	0	0	0	0	0	0	0	113
Computer Engineer	1	0	0	1	0	1	1	0



Table 2: Flow of Bangladeshi migrant workers to the United Arab Emirates by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Computer Operator	11	6	0	6	6	6	5	0
Computer Programmer/Software Developer	1	0	0	1	0	1	0	1
Computer Technician/Hardware Engineer	0	0	0	1	0	1	0	0
Concrete Labour	0	0	0	1	0	1	2	0
Concrete Mixer Man	2	1	0	0	1	871	2	0
Construction Installer	0	0	1	0	44	0	0	0
Construction Worker	54	44	320	871	0	0	144	47
Cont. Cook	0	0	2	21	0	21	2	3
Control Room Engineer	0	0	0	0	0	0	6	4
Cook	3 855	3 097	749	3 091	3 097	3 091	3 312	2 619
Coordinator	0	0	1	0	0	0	0	0
Counterhand Assistant	0	0	0	3		3	0	0
CPE Operator	0	0	0	0	0	0	0	1
Crane Operator	4	15	0	4	15	4	1	1
Cutter	18	20	1	41	20	41	30	18
Cutting Master	3	1	0	4	1	4	1	1
Data Entry Operator	0	1	0	25	1	0	0	0
Decoration Labour	25	0	0	0	0	25	11	2
Delivery Man	4	0	0	1	0	1	0	0
Denter	6	0	1	2	9	2	9	0
Designer	8	9	1	2	7	2	1	0
Diesel Engine Operator	0	7	0	1	0	1	2	0
Digger	11	1	0	12	1	12	8	3
Director	0	0	0	2	0	2	2	6
Dish Cleaner	1	2	0	0	2	0	0	0
Distributor	0	0	0	9	0	9	4	0
Doctor	0	0	0	2	0	2	4	0
Door Fixer	11	8	0	4	8	4	58	0
Door Maker	40	47	14	52	47	52	0	11
Drafts Man	33	6	0	1	9	1	0	5
Driver	1 915	1 769	623	3 415	1 769	3 415	3 845	2 283
Duct Fabricator	64	0	0	15	0	15	0	3
Duct Foreman	0	10	0	6	10	6	0	0
Duct Insulator	0	0	6	0	246	0	0	0
Duct Man	0	246	60	85	0	85	1	75
Electrical And Electronics Engineer	0	16	0	31	0	31	1	1
Electrical Drafts Man	0	0	0	1	0	1	0	17
Electrical Foreman	0	2	2	6	16	6	0	0
Electrical Supervisor	0	0	1	0	2	0	0	0
Electrical(Ext) Helper	0	2	0	11	2	11	251	0
Electrician / Electrical Technician	1 695	2 406	1 166	4 983	2 406	4 983	3 979	2 502
Electrician Wiring Technician	0	0	0	19	2	19	3	0
Electrician(Distribution Board)	0	0	0	1	3	1	3	0
Electronic Mechanic	1	2	0	2	0	2		0
Electronic Technician	0	3	0	19 466	0	19 466	2	0
Elevator Electrician	0	0	1	2	0	2	1	0
ELV. Electric Technician	0	0	1	3	0	3		6



Table 2: Flow of Bangladeshi migrant workers to the United Arab Emirates by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Embroidery Labour	380	368	66	2	368	658	654	245
Engineer	30	42	27	251	42	251	118	67
Equipment Mechanic Grade-A	1	0	0	1	0	1	1	0
Equipment Electrician	0	0	0	9	0	9	5	0
Equipment Operator	0	0	0	13	0	13	22	0
Equipment Technician	0	0	0	3	0	3	7	0
Erectora	8	44	120	4	44	4	0	0
Executive Chief	1	0	0	12	0	12	0	0
Fabricator	0	1	0	86	1	86	30	5
Factory Worker	25	40	3	118	40	118	48	0
Farmer	3 311	2 980	753	3 377	2 980	3 177	2 865	4
Female Labour	0	168	297	137	168	137	119	2
Female Security	0	0	0	0	15	0	1	1 383
Finishing Button	0	15	0	1	11	1	0	0
Finishing Man	1	0	0	0	4	0	0	0
Finising Forman	0	0	0	2	122	2	0	0
Fireman	7	11	2	53	0	53	0	0
Fish Cutter	0	4	0	0	0	0	1	5
Fisherman	216	122	48	159	0	159	3	0
Fitter	493	1 015	476	7 892	1 015	7 892	222	160
Fitter Grade-A	2	0	0	29		28		
Fixer	7	23	12	194	23	194	4 765	2 021
Fixing Labour	0	0	0	11	0	11	148	
Floor In Charge	0	0	0	0	0	0	3	16
Floor Man	0	0	0	1	0	1	1	1
Food Processing And Preservation	2	0	0	0	0	0	1	0
Food Server	20	3	3	23	3	23	8	0
Foreman	55	88	11	66	88	66	7	0
Foundry And Pattern Maker	1	0	0	0	0	0	0	2
Furniture Upholsterer	19	9	9	19	9	19	20	6
G.R.C.	0	20	0	0	20	0	0	0
G.R.P.	0	30	0	0	30	0	0	1
Gardener	108	44	83	120	44	120	11	0
Garments Worker	1	7	0	2	7	2	129	0
Gas Worker	1	0	0	0		3	1	88
General Attendant	7	0	0	0	0	0	0	0
General Labour	0	0	0	0	0	0	0	0
General/SemiSkill	0	0	0	0	0	19	1	0
Glass Labour	14	6	6	37	6	37	1	9
Goldsmith	14	6	1	14	6	14	12	23
Grader Operator	0	0	0	1	0	1	0	0
Graphics And Animation	3	1	0	0	1	33	19	5
Grinder	0	0	0	0	0	0	0	1
Grocer	42	36	11	57	36	57	1	0
Guard	379	357	145	0		818	71	0
Guide	3	0	0	0	357		800	34
Gymsum Carving	0	6	0	19	6	19	7	431


Table 2: Flow of Bangladeshi migrant workers to the United Arab Emirates by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Hairdresser	2	4	1	32		32	3	4
Hand Pressers	0	0	0	0	0		20	2
Heavy Driver	1	0	0	0	0	39	6	3
Heavy Vehicle Operator	1 508	0	0	0	0	1		30
Heavy Vehicle Driver	0	0	0	0	0	26	10	0
Helper	0	3 568	4 149	8 072	3 568	8 072	20	0
Horse Stable Man	7	7	0	10	7	10	2 106	0
Horticulture Supervisor	0	0	0	16	0	16	1	1036
Hotel boy	25	47	2	48	47	48	8	0
House Boy	12	0	0	1	5	1	41	0
House Keeper	6	5	6	2		2	8	5
House Worker	13	6	0	10	6	10	2	40
Hunter	1	0	0	0	0	0	0	8
HVAC Technician	0	0	0	0	4	0	14	0
Imam	7	5	0	3	5	3	52	7
Indian Cook	0	0	0	5	0	5	0	0
Industrial	5	0	0	2	0	2	1	0
Installer	0	0	0	239	0	239	1	0
Instructor	17	2	0	3	0	3	72	0
Instrument Fitter	0	10	0	1	10	1		2
Insulator	45	58	56	57	2	57	1	14
Interior Designer	2	3	0	0	58	0	0	0
Iron man	6	0	3	50	3	50	10	0
Irrigation Technician	0	0	0	3	0	3	0	1
Janitor	0	0	0	0	0	0	8	0
Jewelry Maker	1	0	0	0	0	0	0	0
Jockey Man	0	1	0	1	1	1	0	0
Juice Labour	1	0	0	3	0	3	0	0
Juice Maker	19	10	3	12	10	12	1	0
Khaleeji Cook	0	0	0	0	0	3	0	3
Kitchen Worker	4	0	0	0	0	5	0	0
Lab. Technician	3	2	0	4	2	4	10	5
Labour	20 174	80 020	200 391	221 987	80 020	221 987	153 165	108 292
Labour (Junior)	0	0	0	0	0	0	0	111
Lathe Machine Operator	0	0	0	1	0	1	2	0
Laundry Attendant	0	0	0	2	0	0	3	8
Laundry Man	25	6	0	7	6	9	1	0
Lawyer	3	11	0	11	11	11	32	43
Layer Man	0	0	0	1 297	0	1 299	1	54
LD Driver	0	0	0	1	0	1	12	1
Lift Supervisor	0	0	0	6	0	6	1 269	0
Lineman	0	0	0	2	0	2	0	436
Loading Unloading Labour	45	18	0	8	18	0	1	0
Locksmith	0	0	0	0	0	8	27	0
Lunch Delivery Staff	0	0	8	2	0	0	0	0
Machine Labour	0	0	4	390	1	390	3	3
Machine Operator	517	1	73	278	554	278	187	0



Table 2: Flow of Bangladeshi migrant workers to the United Arab Emirates by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Machine Operator(Female)	0	554	7	53	9	53	161	4
Machine Technician	0	9	0	10		10	0	81
Machinist	44	117	65	106	117	106	50	212
Maintenance Planning Assistant	1	1	0	0	1	6	75	0
Maintenance Technicians	0	0	0	0	0	0	0	12
Maintenance Technicians	0	0	0	0	0	0	2	1
Maker	22	171	90	2 041	171	2 041	2	0
Male Security(A-Grade)	0	0	0	0	0	0	1 309	22
Manager	11	19	4	24	19	24	26	0
Manicurist	0	10	0	3		3	11	936
Marble Technician	0	0	0	0	0	0	3	0
Marine Fitter	0	0	0	1	10	1	5	14
Markers	0	4	0	2	4	2	1	0
Marketing Executive/Marketing manager	3	1	1	0	1	0	0	0
Mason	2 505	4 677	2 957	21 449	4 677	21 449	4	0
Mason (Charge Hand)	0	0	0	5	0	5	0	0
Mason Helper	0	0	0	70	0	70	0	6301
Mason(Breacks)	0	0	0	18	0	18	11 995	26
Mason(Mixer)	0	0	0	5	0	5	0	16
Mason(Plaster/Block)	0	0	70	55	0	55	6	182
Material Assistant	3	3	0	1	3	1	2	1
Meat Frier	7	6	0	1	6	1	100	0
Mechanic Stationary Grade-A	0	0	0	1	0	1	0	1
Mechanical Engineer	0	0	5	0		0	1	0
Mechanical Fitter	0	5	0	0	5	1	1	0
Mechanical Technician(Maintenance)	0	0	0	0	0	1	0	0
Mechanical Technician(Workshop)	0	0	0	1	0	0	0	0
Mechanics	455	561	108	1 989	561	1 989	1	0
Mechanist Grade-A	0	1	0	0	1	0	0	573
Merchandiser	0	166	0	9		9	0	1
Messenger	129	0	67	456	166	456	1 306	1
Metal Board Fixer	18	2	3	4	2	4	378	248
Metal Door Fixer	20	3	10	15	3	15	9	5
Metal Melters Reheater	2	0	0	2	0	2	4	4
Metal Stamping	17	0	0	6	0	6	6	177
Milker	2	9	2	10	9	10	12	0
Mixer Man	9	0	1	10		10	10	0
Moulder	313	12	2	6	12	6	7	0
Moulding Maker	17	156	84	605	156	605	533	0
Network Technician	3	0	0	0	0	0	0	10
Nurse	3	14	11	7	14	7	0	0
Nurse(Male)	0	4	1	1	4	0	7	0
Office Assistant	48	1	0	1	1	1	0	1
Office Boy	5	58	52	119	58	119	1	0
Officer	0	10	26	307	10	307	124	3
Oil Changer	1	0	0	1		1	0	209
Oil Selsman	1	0	0	0	0	0	0	7


Table 2: Flow of Bangladeshi migrant workers to the United Arab Emirates by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Operator	468	603	81	862	603	862	23	1
Orderly(Med)	0	1	1	0	1	0	0	0
Over lock Machine Operator	31	39	0	0	39	0	0	575
Oxygen Welder	10	6	5	45	6	45	550	2
Packing Technician	0	2 088	0	10	0	10	51	0
Painter	1 712	4	1 206	11 745	2 088	11 745	7	2
Pakistani Cook	0	0	1	0	0	0	0	1
Paper And Board Maker	0	0	0	0	0	0	10 561	7
Pastry Maker	4	0	2	3	4	3	1	3 698
Pattern Maker	4	0	0	0	0	0	0	1
Pest Control	9	0	0	0	0	0	0	2
Pastry Chief	0	0	0	2	0	2	0	460
Petrol Engine Mechanic	0	0	0	0	0	0	1	8
Photographer	2	1	1	5	1	5	0	1
Piling Hand	0	0	6	1	0	1	0	1
Pipe Fabricators	0	0	0	55		55	1	2
Pipe Fitter	397	980	402	703	980	703	1	1
Pipe Fitting Labour	0	0	2	4		4	661	6
Pipe Foreman	0	2	0	10	2	10		377
Pipe Welder	0	0	0	1	1	1	1	42
Pipes Cleaning Labour	0	1	0	0	0	0	0	4
Pipes Cleaning Labour	0	0	0	0	0	0	1	1
Planner	2	0	0	1		1		3
Planter	3	0	0	1		1		9
Plasterer	0	129	54	69	129	69	1	21
Plastic Machine Operator	5	1	0	0	1	2	26	16 427
Plater	0	0	0	2	0	0	0	9
Plumber	270	713	347	593	713	593	0	0
Plumbing Foreman	0	5	0	6	5	6	1	5
Porter	19	21	0	55	21	55	246	2
Poter	2	2	0	2	2	2	1	1
Poultry Man	2	0	5	0	0	0	0	22
Power Station Technician	0	0	0	2	0	2	26	0
Press Labour	0	0	2	29	0	29	1	0
Presser General	121	91	23	148	91	148	38	0
Pressing	0	0	0	4		4	124	0
Private Service	469	473	58	1 555	473	1 555	2	0
Process Technician	0	0	1	0	0	14	0	0
Production Assistant	2	0	0	14	0	0	0	0
Production Manager	0	0	0	1	0	1	0	0
Programmer	0	0	0	1	0	1	1 463	0
Public Area Cleaner	0	0	0	40	0	40	0	0
Pump Operator	4	0	0	3	0	3	0	0
Purchase Assistant	0	0	0	1	0	1	0	0
Purchaser	3	0	0	0		6	1	0
QA/QC Engineer	0	0	0	0	0	0	0	4
QA/QC Inspector	0	0	0	0	0	0	0	0



Table 2: Flow of Bangladeshi migrant workers to the United Arab Emirates by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Quality Controller	6	6	0	6	6	340	0	0
Rainforcing	66	93	52	340	93		1	0
Receptionist	9	7	0	5	7	5	159	0
Recreation Attendant	2	0	0	1	2	1	3	0
Refrigeration Engineer	1	2	0	6		6		0
Repairer	12	5	0	8	5	8	1	0
Representative	16	0	0	2		2	5	0
Restaurant Labour	14	15	0	5	15	5	3	0
Rice Cook	0	0	3	2		2		0
Rider	16	21	0	7	21	7	3	0
Rigger	93	109	95	90	109	90	3	0
Road Construction	0	0	0	2	0	2	0	0
Road Maintenance Labour	0	0	0	34	0	34	0	4
Rod Binder	36	2	8	11	2	11	24	1
Room Boy	21	9	0	34	9	34	3	4
Safety Engineer	0	2	0	1	0	1	0	27
Salad Cook	0	0	2	0	0	0	0	7
Sales Manager	3	9	0	2	2	2	0	4
Sales Representative	25	0	0	5	9	5	4	13
Salesman	1 243	1 401	435	2 762	1 401	2 762	3	2 118
Sandwich Maker	23	12	0	14	12	14	3 639	2
Scaffolder Grade-A	3	4	0	2	4	2		1
Scaffolder Grade-B	1	0	1	0	57	0	0	1
Scaffolding Labour	0	0	0	12	0	12	3	6
Scarf Folder	9	57	9	5	0	5	8	26
Scassolder	0	10	0	1	10	1		37
Screen Maker	11	0	0	14		0	23	1
Sea Guard	3	1	1	2	1	0	0	151
Seaman	9	12	5	0	12	17	1	224
Seat Maker	6	0	0	8	0	8	29	10 316
Secretary	4	2	64	1	2	1	3	1
Security Services	2 732	1 588	0	34	39	34		3
Servant	0	0	1 326	3 025	1 588	3 025	263	861
Service Assistant	0	0	0	3	0	3	4 982	124
Sewer	0	0	0	1		1	1	1
Sewing line chiefs in charge	0	0	0	0	0	0	0	2
Sewing line chiefs in charge	0	0	0	0	0	0	1	112
Shepherd	943	724	184	1 047	724	1 047	2	9
Shift Charge Engineer	0	0	0	0	5		1 015	1
Ship Building Engineer	0	1	0	0	1 138	0	0	0
Ship Fitter	0	0	0	0	0	0	3	0
Shipping Labour	0	0	0	1	1	1	6	3
Shipping Labour	0	0	0	0	0	0	1	0
Shoe Maker	2	0	0	1		1	0	3
Shuttering Carpenter	0	5	515	655		655	1	1
Single Nidle Operator	30	17	0	13	17	0	0	0
Smith / Black Smith	16	5	1	1	5	13	0	0


Table 2: Flow of Bangladeshi migrant workers to the United Arab Emirates by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Sofa Maker	1	0	0	0	0	0	102	0
Sorter Operator	1	0	0	5	0	5	16	0
Spray Painter	0	0	0	8	0	8	1	0
Staff	0	0	0	1	0	1	0	0
Staff Locker Attendant	2	0	0	0	0	0	0	0
Steel Fixer	477	1 138	695	13	0	1 679	2	0
Steel Marker	0	3	0	5	3	5	0	197
Steward	0	0	0	0	3	0	837	0
Steward	20	0	4	39	0	39	5	1
Stone Keeper	1	3	5	5	13	5	3	5
Stone Man	2	0	1	17	0	17	5	11
Store Keeper	28	13	0	63	0	63	0	6
Structural Fabricators	0	0	0	14	0	14	0	13
Superintendent	0	0	0	1	0	1	0	38
Supervisor	0	76	11	92	76	92	30	1
Surma Maker	6	0	0	0		1	0	2 034
Surveyor	122	1	0	1	1	1	0	75
Swarna Frier	0	0	0	1	0	0	0	8
Swear	3	0	0	0	1	0	0	129
Systems Analyst	0	0	1	0	0	0	0	27
Tailor	952	1 390	505	2 520	1 390	2 520	67	304
Tamer	85	119	32	202	0	202	3 013	1
Tea Boy	2	0	0	6	0	6	148	8
Teacher	285	0	0	4	0	4	2	22
Technician	1	269	30	226	269	226	1	1
Technician Copper	0	2	0	2 520	2	2		78
Telecom Technician	0	0	0	202	0	5	123	1
Telephone Line Man	0	0	1	0	0	0	0	23
Telephone Operator	0	1	0	0	1	0	0	1
Textile Engineer	0	0	1	0	0	0	0	0
Tile Fixer(Wall)	1	0	0	8	119	8	0	0
Tiles Fixer	110	131	121	1 126	131	1 126	3	0
Tinker	5	5	0	1 126	5	59	865	0
Trainer	1	2	0	6	2	6	55	0
Training Engineer	0	0	0	0	0	0	1	0
Translator	0	1	0	0	1		0	0
Turner	67	88	33	169	88	169	1	0
Typist	16	8	1	14	10	14	169	0
Tyre Man	4	2	1	9		9	14	0
Upholsterer	0	26	8	86	26	86	5	0
Vulcanizer	0	0	0	1	0	1	68	0
Waiter	0	399	93	702	399	702	1 161	0
Waitress	434	0	0	35	1	35	0	0
Warehouse Worker	0	0	0	2		2	0	4 002
Washer	0	94	22	409	94	409	528	6
Watchman	0	80	1	17	80	17	1	0
Watters	116	1	0	1		1	9	256



Table 2: Flow of Bangladeshi migrant workers to the United Arab Emirates by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Weaving Tech	0	0	0	0	0	0	0	8
Web Designer/Developer	0	0	0	0	0	0	0	4
Welder Grade-A	122	34	89	301	34	301	0	4
Welder Grade-B	6	0	0	2		2	0	5
Welder/Fabricator	921	1 379	339	2 379	1 379	2 379	86	174
Welding Forman	0	7	0	1	7	1	2 028	6
Welding Supervisor	0	0	0	21 010		21 010	2	612
Wiring Electrician	0	3	24	2 032	3	2 032	0	0
Wood Deiggenir	0	0	0	1	0	1	0	0
Wood Painter	0	0	2	5	0	5	1567	304
Wood Worker	150	237	68	749	237	749	2	111
Worker	1 637	2 854	1 427	9 291	2 854	9 291	612	5
Workshop Labour	0	0	0	0	0	0	0	205
Workshop Worker	0	0	0	0	0	0	0	17326

Source : Compiled by the study team from BMET database.

Italy:

Table 3: Flow of Bangladeshi migrant workers to Italy by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
1st Commis(Kitchen)	0	0	0	0	0	0	16	24
1st Commis(Pastry)	0	0	0	0	0	0	0	2
Agriculture Labour	0	0	1	8	11	20	22	7
Captain	0	0	0	0	0	0	1	0
Carpenter	0	0	0	0	1	1	3	0
Cashier	1	0	0	0	0	0	0	0
Cleaner	0	0	0	0	0	0	1	0
Cleaning Labour	1	1	0	21	2	0	1	1
Construction Worker	0	0	0	1	0	0	11	0
Cook	6	4	10	0	20	19	20	85
Cook Helper	0	0	0	0	0	1	0	1
Cutter	0	0	0	0	0	1	0	0
Driver	1	0	1	1	0	0	2	1
Electrician / Electrical Technician	0	1	1	1	4	0	0	0
Engineer	0	0	0	0	0	2	0	0
Farmer	0	0	1	6 793	0	2	2	1
Fitter	1	0	0	0	0	0	0	0
House Worker	0	1	0	1	3	0	0	0
Industrial	1	0	0	0	0	0	0	0
Kitchen Worker	0	1	0	0	0	0	0	0
Laboratory Assistant	0	0	0	0	0	3	9	7
Labour	910	1 370	10 845	0	5 027	5 444	2 740	2 309
Labour (Junior)	0	0	0	0	0	1	2	2
Manager	1	0	0	0	0	0	0	2
Mason	0	0	1	0	3	2	10	1


Table 3: Flow of Bangladeshi migrant workers to Italy by occupation from 2005 to 2012

Occupations	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Mechanics	1	0	0	0	0	0	0	0
Nurse	0	0	12	0	0	1	0	0
Office Assistant	0	0	1	1	0	0	0	0
Operator	4	2	0	0	0	0	0	0
Painter	0	0	2	3	3	1	4	1
Photographer	0	0	0	1	0	0	0	0
Plumber	0	0	1	0	0	0	0	0
Private Service	12	10	19	25	21	344	934	1 054
QA/QC Engineer	0	0	0	0	0	1	14	421
Sales Representative	0	0	1	0	0	0	0	0
Salesman	1	1	3	4	8	2	0	2
Servant	1	2	1	2	3	97	110	8
Supervisor	1	3	0	0	0	0	0	0
Tailor	0	0	2	1	0	0	1	0
Technician		0	0	0	1	0	0	0
Waiter	1	1	0	1	3	158	2 102	2 588
Waitress	0	0	0	0	0	0	0	2
Weaving Tech	0	0	0	0	0	0	9	12
Web Designer/Developer	0	0	0	0	0	0	0	1
Welder Grade-A		0	1	0	0	0	0	2
Welder/Fabricator	0	1	0	0	1	0	1	0
Wiring Electrician	0	0	0	0	0	1	1	0
Wood Deiggenir	0	0	0	0	0	5	12	2
Wood Painter	0	0	0	0	0	0	1	0
Wood Worker	0	0	0	0	0	0	6	3
Worker	7	28	42	63	226	621	1 585	2 739
Workshop Worker	0	0	0	0	0	0	1	0

Source : Compiled by the study team from BMET database.

Kuwait:

Table 4: Flow of Bangladeshi migrant workers to Kuwait by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Accountant	3	1	0	1	0	0	0	0
Agriculture Labour	90	23	0	0	0	0	0	0
Air Host	1		0	0	0	0	0	0
Aluminum Technician	5	1	0	0	0	0	0	0
Assistant Cook	7	1	0	0	0	0	0	0
Assistant Manager	1	0	0	0	0	0	0	0
Backer	4	1	0	0	0	0	0	0
Barber	33	10	0	0	0	0	0	0
Bean Maker	1	0	0	0	0	0	0	0
Beautician	3	1	0	0	0	0	0	0
Bellboys	0	2	0	0	0	0	0	0
Black Smith	3	5	0	0	0	0	0	0



Table 4: Flow of Bangladeshi migrant workers to Kuwait by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Bread Maker	3	1	0	0	0	0	0	0
Butcher	3	2	0	0	0	0	0	0
Camel men	13	8	0	0	0	0	0	0
Captain	3	0	0	0	0	0	0	0
Car Painter	1	0	0	0	0	0	0	0
Carpenter	62	16	0	0	0	0	0	0
Cashier	7	2	0	0	0	0	0	0
Civil Engineer	1	0	0	0	0	0	0	0
Cleaning Labour	2 536	1 417	2	0	0	0	0	0
Cleaning Labour(Female)	10	16	0	0	0	0	0	0
Clerk	4	1	0	0	0	0	0	0
Computer Engineer	1	0	0	0	0	0	0	0
Computer Operator	1	0	0	0	0	0	0	0
Computer Programmer/Software Developer	1	0	0	0	0	0	0	0
Construction Worker	1	0	0	0	0	0	0	0
Cook	4156	915	8	2	3	4	3	0
Cutter	1	0	5	0	0	0	0	0
Cutting Master	1	0	0	0	0	0	0	0
Decoration Labour	1	0	0	0	0	0	0	0
Denter	2	2	1	0	0	0	0	0
Designer	2	0	0	0	0	0	0	0
Digger	11	11	0	0	0	0	0	0
Drafts Man	1	1	0	0	0	0	0	0
Driver	12 999	3 789	80	2	0	4	2	1
Electrician / Electrical Technician	121	23	2	0	0	0	0	0
Embroidery Labour	2	0	0	0	0	0	0	0
Engineer	3	1	0	0	0	0	0	0
Factory Worker	3	0	0	0	0	0	0	0
Farmer	651	172	20	0	0	1	0	0
Female Labour	145	31	0	0	0	0	0	0
Fisherman	20	5	0	0	0	0	0	0
Fitter	3	2	0	0	0	0	0	0
Fixer	1	1	0	0	0	0	0	0
Food Server	1	0	0	0	0	0	0	0
Foreman	2	0	0	0	0	0	0	0
Gardener	1	0	0	0	0	0	0	0
Goldsmith	3	0	0	0	0	0	0	0
Grinder	0	1	0	0	0	0	0	0
Grocer	1	1	0	0	0	0	0	0
Guard	186	36	0	0	0	0	0	0
Hairdresser	1	0	0	0	0	0	0	0
Heavy Driver	24	37	0	0	0	0	0	0
Helper	7	2	0	0	0	0	0	0
Hotel boy	3	0	0	0	0	3	0	0
House Boy	7 613	1 605	7	0	0	0	3	0
House Keeper	2	1	1	0	0	0	0	0
House Worker	5	0	0	0	0	0	0	0


Table 4: Flow of Bangladeshi migrant workers to Kuwait by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Hunter	5	2	0	0	0	0	0	0
Instructor	2	1	0	0	0	0	0	0
Iron man	8	3	0	0	0	0	0	0
Janitor	153	12	0	0	0	0	0	0
Juice Maker	1	0	0	0	0	0	0	0
Khadem/Cleaner	171	4	0	0	0	0	0	0
Labour	16 340	26 839	3 980	312	5	18	4	0
Laundry Man	2	0	0	0	0	0	0	0
Loading Unloading Labour	0	1	0	0	0	0	0	0
Machine Operator	4	0	0	0	0	0	0	0
Machinist	2	13	1	0	0	0	0	0
Manager	2	1	0	0	0	0	0	0
Mason	17	8	0	0	0	0	0	0
Mechanics	57	0	3	0	0	0	1	0
Messenger	2	5	0	0	0	0	0	0
Mixer Man	1	0	0	0	0	0	0	0
Nurse	0	2	0	0	0	0	0	0
Nurse(Male)	0	1	0	0	0	0	0	0
Office Assistant	1	0	0	0	0	0	0	0
Office Boy	15	2	1	0	0	0	0	0
Officer	2		0	0	0	0	0	0
Oil Changer	1	1	0	0	0	0	0	0
Operator	12	2	0	0	0	0	0	0
Orderly(CSU)	0	3	0	0	0	0	0	0
Orderly(Med)	0	5	0	0	0	0	0	0
Painter	32	0	0	0	0	0	0	0
Photographer	3	16	0	0	0	0	0	0
Physician	0	0	1	0	0	0	0	0
Physiotherapist	1	1	0	0	0	0	0	0
Pipe Fitter	2	0	0	0	0	0	0	0
Plumber	12	3	0	0	0	0	0	0
Presser General	2	1	0	0	0	0	0	0
Private Service	29	10	2	0	0	1	12	0
Quantity Surveyor	0	0	1	0	0	0	0	0
Receptionist	2	2	0	0	0	0	0	0
Representative	4	0	0	0	0	0	0	0
Restaurant Labour	1	0	0	0	0	0	0	0
Rider	2	0	0	0	0	0	0	0
Rigger	1	0	0	0	0	0	0	0
Rigger Grade-A	1	0	0	0	0	0	0	0
Rod Binder	3	9	0	0	0	0	0	0
Sales Representative	1	0	1	0	0	0	0	0
Salesman	219	41	2	0	0	0	0	0
Sea Guard	1	0	0	0	0	0	0	0
Seaman	18	1	1	0	0	0	0	0
Seat Maker	1	0	0	0	0	0	0	0
Secretary	1	1	0	0	0	0	0	0



Table 4: Flow of Bangladeshi migrant workers to Kuwait by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Security Services	3	2	0	0	0	0	0	0
Servant	277	34	0	1	0	5	1	0
Shepherd	124	56	2	0	0	0	0	0
Shoe Maker	1	0	1	0	0	0	0	0
Sofa Maker	1	0	0	0	0	0	0	0
Steel Fixer	35	0	0	0	0	0	0	0
Supervisor	11	5	0	0	0	0	0	0
Surveyor		2	0	0	0	0	0	0
Sweet Maker	4	1	0	0	0	0	0	0
Tailor	245	89	4	0	0	0	0	0
Technician	205	34	5	0	0	0	0	0
Tiles Fixer	4	0	0	0	0	0	0	0
Trainer	3	0	0	0	0	0	0	0
Typist	2	0	0	0	0	0	0	0
Waiter	78	77	0	0	0	1	1	1
Waitress	0	1	0	0	0	0	0	0
Washer	1	0	0	0	0	0	0	0
Welder Grade-A	4	1	0	0	0	0	0	0
Welder/Fabricator	96	20	0	0	0	0	0	0
Worker	19	27	4	0	2	2	2	0

Source : Compiled by the study team from BMET database.

Malaysia:

Table 5: Flow of Bangladeshi migrant workers to Malaysia by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
1st Commis (Kitchen)	0	0	0	0	0	0	2	4
Accountant	0	0	0	0	0	1		0
Agricultural Labour	0	0	5 302	3 049	638	0	0	0
Aluminum Technician	0	0	5	0	0	0	1	0
Artist	0	0	0	0	0	0	4	0
Auto Electrician	0	0	0	1	0	0	0	0
Baby Sitter	0	0	0	1	0	0	0	0
Bar Bender	0	0	10	0	0	0	0	0
Barber	0	0	5	0	0	0	0	0
Block Layer	0	0	0	55	0	0	0	0
Bulldozer Operator	0	0	0	0	20	0	0	0
Cargo Handler	0	0	174	90	0	0	0	0
Carpenter	1	15	10	2	0	0	2	0
Catering / Supplier	0	0	10	1	0	0	0	0
Chef/Cook	3	0	0	55	0	0	0	0
Chemical Engineer	0	0	0	0	0	1	0	0
Chemist	0	0	0	1	0	0	0	0
Civil Engineer	0	0	0	0	0	0	1	0
Cleaner	0	0	0	0	0	0	3	7


Table 5: Flow of Bangladeshi migrant workers to Malaysia by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Cleaning Labour	20	0	9 003	1 189	413	0	0	0
Computer Engineer	1	0	0	0	0	0	0	0
Computer Programmer/Software Developer	0	0	1	0	0	0	0	0
Concrete Labour	0	0	224	0	0	0	0	0
Construction Manager	0	0		18	0	0	0	0
Construction Installer	0	0	160	5	0	0	0	0
Construction Worker	335	0	40 232	16 154	1 098	0	0	3
Consultant	0	0	0	0	1	0	0	0
Cook	0	0	0	0	0	1	0	0
Coordinator	0	0	0	0	3	0	0	0
Crew	92	0	45	679	92	0	0	0
Cutter	0	0	187	0	0	0	0	0
Cutting Master	1	0	1	1	0	1	0	0
Denter	0	0	0	6	0	0	0	1
Designer	4	0	0	1	0	1	1	1
Director	0	0	0	1	8	0	0	1
Doctor	0	0	1	14	0	2	0	0
Driver	0	0	1	0	1	0	0	0
Electrical Engineer	0	0	0	1	0	0	0	0
Electrician / Electrical Technician	1	0	0	4	2	10	7	6
Embroidery Labour	0	0	0	0	0	0	2	0
Engineer	13	6	4	34	27	72	78	8
Excavator Operator	0	0	0	0	5	2	0	0
Executive Chief	0	3	0	0	0	0	0	0
Fabricator	0	0	0	1	0	1	0	0
Factory Worker	267	1 221	33 622	22 786	1 454	0	1	0
Farmer	0	0	991	10	0	0	0	0
Female Labour	0	0	1	375	0	0	0	0
Fisherman	0	0	0	1	0	0	0	0
Fitter	0	0	0	1	0	1	1	0
Food Processing And Preservation	0	1	0	0	0	0	0	0
Food Server	0	0	0	0	2	0	0	0
Foreman	0	0	0	0	0	0	1	0
Foreman	0	0	0	92	0	0	0	0
Fork Lift Driver	0	0	0	0	2	0	0	0
Furniture Upholsterer	0	0	0	50	0	0	0	0
Gardener	0	6	154	0	0	0	0	0
Garments Worker	0	0	0	0	1	0	0	0
General Labour	0	0	0	40	0	0	0	0
General/Semi-Skill	0	44	148	0	0	0	0	0
Garments Manufacturing	0	20	90	0	0	0	0	0
Hand Pressers	0	0	0	0	0	0	0	1
Helper	0	0	81	0	15	0	2	0
Hotel boy	0	0	2	160	0	0	0	0
House Keeper	0	0	18	0	2	2	0	0
IT Professional	0	0	0	16	0	0	0	1
Kitchen Worker	0	0	0	0	0	0	0	0



Table 5: Flow of Bangladeshi migrant workers to Malaysia by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Laboratory Assistant	0	0	0	15	0	1	1	1
Labour	161	640	112	0	181	447	179	162
Loading Unloading Labour	0	15	4	411	0	0	0	0
Machine Labour	0	0	0	0	8	0	0	0
Machine Operator	0	0	51	38	0	0	2	0
Machinist	100	93	1 045	0	108	3	5	1
Maker	0	0	0	0	0	2	7	0
Management Information System	0	0	0	0	0	0	1	0
Manager	0	0	0	0	1	11	5	2
Manicurist	0	0	0	0	0	0	0	6
Manufacturing	5	14	0	1	0	5	0	0
Mason	8	3	1	0	17	0	1	0
Mechanical Engineer	0	0	13	3	0	0	0	0
Mechanics	1	3	13	991	3	2	1	7
Metal Stamping	0	1	150	2	0	0	0	0
Mixer Man	0	0	0	203	3	0	1	0
Moulding Maker	0	60	855	2	368	0	0	0
Nursery Labour	0	0	27	0	0	0	0	0
Officer	0	0	367	0	0	0	0	0
Operator	0	0	0	0	1	1	1	0
Painter	0	0	0	0	2	1	3	0
Physician	0	0	35	0	0	15	0	0
Planter	0	0	30	1	0	2	0	0
Poultry Man	0	0	120	12	0	1	0	0
Private Service	1 291	6 161	3 164	14	173	2	234	46
Process Technician	0	0	0	1	0	1	0	0
Production Operator	3	0	0	26		1	0	0
Production Assistant	0	0	0	2 890	356	70	0	0
Production in charge	0	373	5 816	1	1	1	0	0
Production Manager	0	3 764	37 781	0	5	2	0	0
Production Operator(Female)	0	0	60	0	0	1	0	0
Production Worker	0	1	70	14 521	855	1	0	0
Programmer	13	11	127	1 437	28	103	0	0
Project Engineer	0	0	0	1	0	2	0	0
QA/QC Engineer	1	0	0	1	0	0	3	91
Quality Controller	0	0	0	338	0	0	0	0
Radiologist	0	10	0	0	0	0	0	0
Restaurant Labour	0	0	0	0	3	0	0	0
Safety Controller	0	0	0	0	0	0	2	0
Salesman	3	0	0	64	0	0	0	0
Screen Maker	2	1	9	6	1	0	0	0
Senior Engineer	0	0	402	0	0	0	0	0
Servant	0	0	0	0	0	0	12	5
Service Assistant	0	0	0	249	0	0	0	0
Sewer	0	0	1	3	0	0	0	0
Stagers	0	0	0	0	1	0	0	0
Steel Fixer	0	0	1 170	30	0	0	0	0



Table 5: Flow of Bangladeshi migrant workers to Malaysia by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Store Keeper	0	50	0	538	0	0	0	0
Supervisor	1	0	1	0	0	0	5	0
Supplier(Building Material)	0	0	0	51	0	0	0	0
Swing Line Helper(Female)	0	0	0	0	1	0	0	0
Tailor	0	0	5	15	0	0	0	0
Teacher	0	0		0	0	0	0	1
Technician	1	0	50	2	0	0	15	7
Trainer	39	7	0	2	3	0	0	0
Upholsterer	0	0	0	8	9	0	0	0
Waiter	0	0	0	3		31	61	218
Warehouse Worker	908	7 602	13 0175	0	0	0	0	0
Washer	0	0	52	64 689	6 416	0	0	1
Welder Grade-A	0	0	52	0	0	0	1	0
Welder/Fabricator	2	0	122	4	1	0	0	1
Wood Deiggenir	0	0	15	1	0	4	0	0
Wood Worker	5	43	0	218	63	0	5	0
Worker	0	5	10	32	11	113	90	222
Workshop Labour	0	0	357	0	0	0	0	0

Source : Compiled by the study team from BMET database.

Mauritius:

Table 6: Flow of Bangladeshi migrant workers to Mauritius by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
1st Commis(Kitchen)	0	0	0	1	0	0	4	5
Auto Electrician	0	0	0	1	0	0	0	0
Artist	0	0	0	0	0	0	0	1
Backer	6	2	1	1	0	1	6	0
Bar Bender	0	0	0	12	0	21	56	65
Barber	0	0	0	0	0	2	11	0
Bean Maker	1	0	0	0	0	0	0	0
Black Smith	0	0	0	0	0	0	1	0
Bobcats/JCb Operator	0	0	0	0	0	0	10	0
Brick Worker	0	0	0	0	0	0	0	15
Buttonhole Maker	0	0	0	0	0	7	2	0
Car Cleaner	0	0	0	0	0	0	1	0
Carpenter	0	0	53	0	0	49	182	62
Carpenter (A Grade)	0	0	0	0	0	0	1	0
Checker	0	0	0	0	0	35	0	45
Cleaner	0	0	0	0	0	2	45	147
Cleaning Labour(Female)	0	0	0	59	64	208	142	147
Construction Worker	0	0	0	8	0	43	0	52
Cook	2	0	5	32	0	12	13	10
Cook Helper	0	0	0	0	0	0	0	4
Cutter	4	5	0	0	0	0	26	0
Cutting Master	0	0	0	0	0	0	19	0



Table 6: Flow of Bangladeshi migrant workers to Mauritius by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Dansai W/Band Operator	0	0	9	0	0	0	0	0
Decoration Furniture	0	0	0	0	0	0	0	1
Decoration Labour	0	0	0	1	0	0	0	0
Double Nidle Operator	0	0	20	0	0	89	2	0
Driver	0	0	0	0	0	0	0	14
Electrician	0	0	0	0	0	0	2	0
Electrician / Electrical Technician	5	0	1	4	0	0	0	0
Engineer	0	0	2	1	0	0	0	0
Fabricator	0	0	0	2	0	0	9	2
Factory Worker	136	130	149	76	0	0	0	1
Farmer	0	0	0	1	0	0	0	0
Feed of the arm Operator	0	0	13	0	0	0	19	0
Female Labour	400	42	0	36	120	0	173	8
Finishing Man	0	0	0	0	0	0	66	0
Fish Cutter	0	0	0	20	60	124	132	55
Fitter	4	0	1	8	0	1	2	0
Flatlock Machine Operator	0	0	0	0	0	0	5	0
Gardener	0	0	0	1	0	0	2	0
Garments Worker	0	0	0	11	0	50	0	0
Gas Pump Attendant	1	0	0	0	0	0	0	0
Gas Worker	2	0	0	0	0	0	0	0
Goldsmith	0	0	0	2	0	0	0	0
Graphics And Animation	0	0	0	1	0	0	0	1
Guard	0	0	0	0	0	1	4	2
Helper	0	0	10	0	0	0	36	0
Interior Designer	0	0	0	0	0	0	10	0
Iron man	0	0	0	0	0	0	0	10
Jewelry Maker	0	0	0	0	0	0	0	4
Kansai Machine Operator	0	0	0	11	0	0	12	0
Khadem/Cleaner	0	0	0	7	0	0	0	0
Laboratory Assistant	0	0	0	0	0	0	1	0
Labour	105	874	1 789	1 100	58	146	171	177
Layer Man	0	0	0	0	0	2	0	0
Leaders	0	0	0	0	0	0	0	1
Leather Technician	0	0	0	15	0	0	0	0
Linking Operator (Female)	0	0	10	0	9	0	0	0
Linking Operator (Male)	0	0	70	0	0	0	0	0
Loading Unloading Labour	0	0	0	0	0	3	0	0
Machine Labour	0	0	0	9	0	147	0	5
Machine Operator	0	0	0	0	0	0	0	1 410
Machine Operator(Female)	0	0	114	0	908	18	230	128
Machinist	130	32	459	235	18	20	410	57
Maintenance Technician	0	0	0	0	0	0	0	19
Maker	0	3	0	28	0	0	95	37
Manager	0	0	0	0	0	1	0	3
Mason	0	0	50	122	0	169	416	349
Mechanics	68	426	128	123	39	5	4	0


Table 6: Flow of Bangladeshi migrant workers to Mauritius by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Medics	0	0	0	0	0	0	2	0
Merchandiser	0	0	0	0	0	0	0	4
Moulding Maker	0	0	0	0	0	0	7	0
Occupational Safety Technician	0	0	0	0	0	1	0	0
Office Assistant	0	0	0	0	0	0	1	0
Operation Manager	1	0	0	0		0	0	0
Operator	247	315	664	832	444	266	581	428
Over lock Machine Operator	0	0	10	0	0	8	14	0
Painter	0	0	0	20	0	0	2	1
Pastry Maker	0	1	0	0	0	0	0	0
Plaster	0	0	0	0	0	0	0	15
Plaster Mason	0	0	0	0	0	0	0	3
Plasterer	0	0	0	1	0	0	10	2
Plumber	0	0	0	0	0	0	0	1
Poultry Man	0	0	0	0	0	0	4	0
Press Labour	0	0	0	1	0	0	0	0
Presser General	0	0	0	1	0	0	5	0
Pressing	0	0	10	25	0	0	0	0
Private Service	5	8	0	16	0	52	208	136
Production Manager	0	0	0	0	0	0	1	0
QA/QC Engineer	0	0	0	0	0	0	1	202
QA/QC Inspector	0	0	0	0	0	0	0	3
Quality Checker	0	0	0	0	0	1	7	1
Quality Controller	0	0	12	0	0	24	11	27
Rivet and Button Operator	0	0	6	0	0	0	0	0
Rod Binder	0	0	0	0	0	0	27	2
Safety Controller	0	0	0	0	0	0	1	0
Salesman	0	0	3	0	0	0	0	0
Screen Fitter	0	0	0	0	0	10	0	0
Servant	0	0	0	4	14	63	11	31
Sewing Operator(Female)	0	0	0	0	0	340	788	1 489
Shuttering Carpenter	0	0	0	0	0	0	0	30
Single Niddle Operator	0	0	0	30	0	131	111	0
Skimmers	0	0	0	1	0	0	0	0
Sofa Maker	0	0	0	0	0	1	0	0
Spinning Technician	0	0	0	0	0	8	0	60
Steel Fixer	0	0	0	0	0	6	5	0
Steel Worker	0	0	0	0	0	1	5	0
Stone Man	0	0	0	3	0	0	0	0
Supervisor	0	0	2	0	0	3	72	15
Supervisor (Finishing)	0	0	0	0	0	0	2	2
Supervisor(Female)	0	0	0	0	0	0	4	0
Supervisor(Operation)	0	0	0	0	0	0	2	0
Tailor	2	0	0	2	0	0	2	5
Technician	5	10	3	2	0	3	20	4
Tile Fixer(Wall)	0	0	0	0	0	0	1	0
Tiles Fixer	0	0	0	8	0	7	13	9



Table 6: Flow of Bangladeshi migrant workers to Mauritius by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Tug Master	0	0	0	0	0	0	4	0
Turner	1	0	0	2	0	0	5	1
Upholsterer	0	0	0	0	0	1	0	0
Waiter	0	0	0	0	0	58	164	308
Weaving Tech	0	0	0	0	0	0	2	1
Welder Grade-A	0	0	3	1	0	0	168	11
Welder Grade-B	0	0	0	0	0	6	0	13
Welder/Fabricator	0	8	3	10	0	1	3	3
Winders Operator (Male)	0	0	9	0	0	0	0	0
Wood Deiggenir	0	0	0	0	0	1	0	0
Worker	29	15	1	24	0	131	112	147

Source : Compiled by the study team from BMET database.

Oman:

Table 7: Flow of Bangladeshi migrant workers to Oman by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
1st Commis(Kitchen)	0	0	0	0	0	0	556	422
1st Commis(Pastry)	0	0	0	0	0	0	1	3
3G/4G SMAW	0	0	0	0	0	2	2	5
6G SMAW	0	0	0	0	0	0	2	1
A Casual Worker	0	0	0	0	0	0	8	6
A/C and Refrigerator Electrician	0	0	0	8	2	0	0	0
Accountant	1	0	0	0	0	0	1	0
Agriculture Engineer	0	0	0	0	0	1	10	2
Agriculture Labour	1 084	660	233	716	1 036	1 144	1 566	1 158
Air Conditioning Engineer	0	0	0	1	0	1	1	0
Air Conditioning Technician	0	0	0	6	1	0	0	0
Aluminum Technician	0	1	0	1	1	0	0	0
Architectural Labour	0	0	0	0	0	1	0	0
Artist	0	0	0	0	0	0	1	0
Asphalt Cutting	0	0	0	0	0	0	2	0
Assembler	0	0	0	1	2	0	0	0
Auto Denter	0	0	0	0	0	0	0	1
Auto Electrician	0	0	0	0	0	0	0	1
Auto Painter	0	0	0	0	0	0	0	1
Baby Sitter	0	0	0	0	0	0	0	1
Baker	0	0	2	53	43	2	2	0
Bar Bender	0	0	0	0	0	0	1	3
Bar Man	0	0	0	0	0	0	1	0
Barber	0	1	1	17	5	2	44	32
Barber(female)	0	0	0	0	0	0	1	1
Black Smith	0	0	1	297	172	106	11	9
Blaster	0	0	0	0	0	0	0	24
Block Man	0	0	0	1	0	0	0	1
Bread Maker	0	0	0	2	0	0	0	0


Table 7: Flow of Bangladeshi migrant workers to Oman by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Brick Worker	0	0	0	0	2	2	0	14
Building / Construction Helper	0	0	0	10	9	0	0	0
Building Labour	0	0	0	1	0	1	0	0
Building Painter	0	0	0	6	7	5	1	0
Bulldozer Operator	0	0	0	0	0	0	1	0
Butcher	0	0	0	2	7	1	1	10
Camel men	0	0	0	3	4	0	4	10
Camp Bars	0	0	0	0	0	0	1	0
Captain	0	0	0	0	0	0	5	16
Car Cleaner	0	0	0	0	0	0	9	12
Car Painter	0	0	0	10	0	1	0	4
Cardiologist	0	0	0	0	0	0	3	1
Care Taker	0	0	0	1	0	0	0	0
Carpenter	0	4	0	0	0	0	0	0
Carpenter	0	0	4	972	266	63	518	995
Carpenter (A Grade)	0	0	0	0	0	0	1	2
Carpet Fitter	0	0	0	2	0	0	0	0
Cashier	0	0	0	0	0	0	0	1
Catering / Supplier	0	0	0	2	1	0	0	0
Chamber Man	0	0	0	4	1	1	1	0
Charge Hand Civil	0	0	0	17	3	0	0	0
Checker	0	0	0	0	0	0	1	0
Chef/Cook	0	0	0	0	0	0	0	2
Civil Engineer	0	0	0	28	20	2	0	0
Cleaner	0	0	0	0	0	71	239	372
Cleaning Labour	8	8	7	309	125	9	36	286
Cleaning Labour (Female)	0	0	1	2	1	0	1	19
Clerk	0	0	1	2	0	2	1	2
Coffee Maker	0	0	0	7	2	0	1	0
Computer Operator	0	5	0	1	5	0	0	0
Conc Worker	0	0	0	0	0	0	0	22
Concrete Forman	0	0	0	0	1	0	0	0
Concrete Mixer Man	0	0	0	1	1	0	0	0
Concreteer	0	0	0	0	1	0	0	0
Construction Worker	13	5	0	44	29	11	21	31
Control Room Engineer	0	0	0	0	4	0	0	0
Cook	6	22	14	53	40	43	288	718
Cook Helper	0	0	0	0	0	0	1	0
Cutter	0	0	0	13	6	1	0	3
Cutting Master	0	0	0	1	0	0	1	0
Dansai W/Band Operator	0	0	0	1	0	0	0	0
Decoration Labour	0	0	0	0	1	0	0	0
Dental Technician	0	0	0	0	0	1	2	0
Denter	1	1	2	3	0	0	4	144
Dentist	0	2	0	0	0	0	0	4
Designer	0	0	0	2	1	0	0	0
Diesel Mechanic	0	0	0	0	2	0	0	0



Table 7: Flow of Bangladeshi migrant workers to Oman by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Digger	0	0	0	2	1	0	0	0
Director	0	0	0	0	0	0	1	2
Dish Cleaner	0	0	0	5	2	0	1	0
Doctor	0	0	0	0	0	1	7	4
Doctor (Female)	0	0	4	0	0	0	1	1
Door Fixer	0	1	0	6	1	0	0	0
Door Maker	0	0	1	17	6	0	1	0
Drafts Man	0	0	0	0	0	0	1	0
Driver	7	48	43	72	45	20	393	369
Electrical and Electronic Engineer	0	0	0	3	0	2	0	1
Electrical Engineer	0	0	0	0	0	0	0	1
Electrical Foreman	0	0	0	1	0	0	0	0
Electrical Supervisor	0	0	0	1	0	0	0	0
Electrical(Ext) Helper	0	0	0	0	0	1	1	0
Electrician	0	0	0	0	19	189	88	232
Electrician (Distribution Board)	0	0	0	0	0	0	1	0
Electrician / Electrical Technician	0	1	6	991	1 033	20	6	1
Electrician Wiring Technician	0	0	0	4	0	0	0	0
Electronic Mechanic	0	0	0	3	0	0	0	0
Electronic Technician	0	0	0	5	0	0	0	0
ELV. Electric Technician	0	0	0	0	0	1	9	4
Embroidery Labour	0	0	1	0	1	1	0	14
Embroidery/Tailor	0	0	0	0	0	0	0	12
Engineer	1	0	3	70	54	12	3	4
Equipment Electrician	0	0	0	0	2	0	0	0
Equipment Operator	0	0	0	0	1	0	0	0
Executive Chief	0	0	0	0	0	0	0	6
Fabricator	0	0	0	0	0	0	1	0
Factory Worker	0	0	0	0	0	1	4	22
Farmer	2 065	1 731	1 130	1 180	185	1 276	3 376	1 349
Fashion Designer	0	0	0	0	0	1	12	1
Finishing Man	0	0	0	0	0	0	0	1
Fish Cutter	0	0	0	0	0	0	1	0
Fisherman	0	0	81	17	1	2	10	11
Fitter	0	1	0	610	432	49	388	572
Fitter Grade-A	0	0	0	0	0	0	12	6
Fitter Grade-B	0	0	0	0	0	0	2	0
Fixer	0	1	1	25	9	0	2	11
Food Server	0	0	0	0	2	0	0	0
Foreman	1	0	0	10	11	2	5	2
Furniture Upholsterer	0	0	0	5	5	0	0	0
Gardener	407	235	194	541	239	20	10	23
General Attendant	0	0	0	5	0	0	0	0
General Labour	0	0	0	12	2	0	0	0
General/Semi-Skill	0	0	0	3	1	0	0	0
Glass Labour	0	0	0	2	3	0	0	0
Gold Smith	0	0	0	4	0	0	0	6


Table 7: Flow of Bangladeshi migrant workers to Oman by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Grinder	0	0	0	1	0	0	0	0
Guard	0	0	0	1	4	0	17	16
Hairdresser	0	0	0	6	1	0	0	0
Halwah Maker	0	0	0	2	0	0	0	0
Hand Pressers	0	0	0	0	1	0	0	1
Head Waiter	0	0	0	1	0	0	0	0
Helper	0	0	0	57	21	7	11	45
Horse Rider	0	0	0	0	0	1	0	0
Horse Stable Man	0	0	0	1	4	0	0	0
Horticulture Supervisor	0	0	0	4	2	0	0	0
Hotel boy	0	1	0	1	0	0	0	0
House Boy	34	48	31	18	3	1	1	1
House Keeper	12	16	4	1	0	0	32	69
House Worker	22	14	272	12	3	0	37	11
Installer	0	0	0	35	10	2	0	0
Iron man	0	0	0	27	3	0	2	0
Irrigation Technician	0	0	0	1	0	0	0	0
Jockey Man	0	0	0	0	0	0	0	1
Juice Maker	0	0	0	0	0	0	0	2
Kansai Machine Operator	0	0	0	0	0	0	2	0
Lab. Technician	0	0	0	0	0	2	10	2
Laboratory Assistant	0	0	0	0	0	41	305	163
Labour	722	4 492	14 639	34 518	21 665	19 353	29 338	26 037
Labour (Junior)	0	0	0	0	0	12	48	34
Laundry Attendant	0	0	0	1	0	0	0	0
Laundry Man	0	0	0	16	1	0	0	0
Lawyer	0	0	0	2	0	0	0	0
Layer Man	0	0	0	89	30	2	0	0
LD Driver	0	0	0	0	0	0	1	0
Loading Unloading Labour	0	0	0	3	1	0	0	0
M E Worker (un-Skilled)	0	0	0	0	0	0	1	0
M E Worker(Skilled)	0	0	0	0	0	0	1	0
Machine Labour	0	0	0	43	32	0	3	4
Machine Operator	1	5	0	9	4	0	0	3
Machine Technician	0	0	0	2	0	0	0	2
Machinist	0	0	2	16	14	0	0	2
Maintenance Electrician	0	0	0	3	1	0	0	0
Maintenance Technicians	0	0	0	0	1	0	0	0
Maker	0	3	4	372	216	32	170	112
Manager	2	2	3	5	7	1	0	1
Manufacturing	0	0	0	0	1	0	0	0
Markers	0	0	0	2	0	0	0	0
Marketing Specialist	0	0	0	1	0	0	0	0
Mason	1	1	19	3 778	4 115	3 194	8 259	10 586
Mason (Bricks)	0	0	0	0	0	5	12	42
Mason (Charge Hand)	0	0	0	0	0	0	0	1
Mason (Mixer)	0	0	0	0	0	0	3	1



Table 7: Flow of Bangladeshi migrant workers to Oman by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Mason (Roof Insulation)	0	0	0	0	0	0	0	1
Mason(Breacks)	0	0	0	0	0	0	0	2
Mason(Mixer)	0	0	0	0	0	1	0	0
Mechanical Engineer	0	0	0	7	0	0	0	0
Mechanics	1	2	2	485	399	38	7	14
MEP Coordinator	0	0	0	0	0	1	0	0
Messenger	0	0	0	4	0	0	4	1
Metal Board Fixer	0	0	0	3	0	2	0	0
Metal Door Fixer	0	0	0	23	5	0	0	0
Metal Melters Reheater	0	0	0	1	0	0	0	0
Metal Stamping	0	0	0	1	2	0	0	0
Milker	0	0	0	0	1	0	0	0
Mixer Man	0	0	0	10	3	0	0	0
Moulding Maker	0	0	0	84	77	13	0	0
Network Electrician	0	0	0	1	0	0	0	0
Nurse	0	0	1	0	0	0	1	12
Occupational Safety Technician	0	0	0	0	0	12	0	1
Office Assistant	0	0	0	0	0	3	0	0
Office Assistant	0	0	0	0	0	0	0	2
Office Boy	0	0	0	0	0	0	0	1
Officer	0	0	0	0	0	1	1	27
Operator	0	4	3	98	112	0	10	10
Orchard Solding	0	0	0	0	0	2	1	2
Oxygen Welder	0	0	0	3	4	0	0	0
Packing Technician	0	0	0	0	0	1	1	2
Painter	2	2	6	1 128	1 087	932	2 615	3 466
Pest Control	0	0	0	1	0	0	0	0
Petrol Engine Mechanic	0	0	0	2	0	0	0	0
Physician	1	0	0	0	0	0	4	2
Pipe Fitter	0	0	0	6	10	1	7	19
Planner	0	0	0	0	0	0	0	1
Planning Engineer	0	0	0	0	4	0	2	0
Planter	0	0	0	0	0	1	0	3
Plaster	0	0	0	0	0	6	5	5
Plasterer	0	0	0	4	1	1	0	2
Plastic Machine Operator	0	0	0	0	1	0	0	0
Plumber	0	2	0	64	14	4	77	228
Plumbing Drafts Man	0	0	0	0	0	0	6	0
Porter	0	0	0	1	1	0	0	1
Poultry Man	0	0	0	1	0	0	0	0
Press Labour	0	0	0	107	7	0	0	1
Presser General	0	0	0	326	39	0	0	0
Pressing	0	0	0	17	0	0	0	0
Private Service	9	17	12	435	319	3 668	18 355	23 327
Production in charge	0	0	0	0	0	0	1	0
Project Engineer	0	0	0	1	2	0	0	0
Pump Operator	0	0	0	0	1	0	0	0


Table 7: Flow of Bangladeshi migrant workers to Oman by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
QA/QC Engineer	0	0	0	0	0	27	701	9 216
QA/QC Inspector	0	0	0	0	0	0	0	29
Quality Controller	0	0	0	0	0	0	1	0
Rainforcing	0	0	0	42	14	0	0	0
Rebar	0	0	0	0	9	0	0	0
Rebar	0	0	0	0	0	0	0	2
Repairer	0	0	0	2	0	0	0	0
Representative	0	0	0	1	0	0	0	0
Rice Cook	0	0	0	0	0	0	4	7
Rider	0	0	0	1	0	0	0	0
RO Plant Technician	0	0	0	0	0	0	2	0
Road Construction	0	0	0	0	0	0	0	2
Rod Binder	0	0	0	2	0	0	24	2
Safety Controller	0	0	0	0	0	1	12	2
Sales Manager	0	0	0	0	1	0	0	1
Sales Representative	0	0	0	0	0	0	1	0
Salesman	0	2	2	148	203	24	84	740
Sample Maker Polyvalent	0	0	0	0	0	0	0	1
Sandwich Maker	0	0	0	1	0	0	0	0
Screen Fitter	0	0	0	1	0	0	0	0
Sea Guard	0	0	0	1	0	2	7	14
Seaman	0	0	1	1	0	3	1	3
Servant	89	148	326	89	46	459	1 097	2 736
Sewing line chiefs in charge	0	0	0	0	0	0	34	9
Sheet Metal Worker	0	0	0	1	0	0	0	0
Shepherd	0	0	0	2	0	5	15	7
Shipping Labour	0	0	0	1	0	0	0	0
Shoe Maker	0	0	0	2	1	0	0	0
Shuttering Carpenter	0	0	0	18	0	0	0	73
Smith / Black Smith	0	0	0	3	4	0	0	1
Sofa Maker	0	0	0	0	0	2	1	0
Sorter Operator	0	0	0	0	0	0	1	0
Specialist Doctor	0	0	0	0	0	0	3	2
Staff	0	0	0	1	0	0	0	0
Steel Fixer	1	0	0	66	5	0	6	67
Steel Marker	0	0	0	1	0	0	0	0
Steward	0	0	0	1	0	0	0	0
Structural Fabricators	0	0	0	0	1	0	0	0
Supervisor	0	0	0	14	7	0	2	2
Swarna Frier	0	0	0	0	0	0	2	3
System Administrator	0	0	0	0	0	0	0	1
Systems Analyst	0	0	0	1	0	0	0	0
Tailor	1	4	4	21	10	25	283	652
Tamer	1	0	0	0	2	0	0	0
Teacher	1	2	0	3	4	0	1	0
Technician	0	3	4	78	65	8	16	8
Television Photographer	0	0	0	1	0	0	0	0



Table 7: Flow of Bangladeshi migrant workers to Oman by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Textile Engineer	0	0	0	0	1	0	0	0
Tile Fixer (Wall)	0	0	0	1	0	1	18	4
Tiles Fixer	0	0	0	68	31	1	2	12
Tiles Murbel	0	0	0	0	0	0	0	1
Tiles Worker	0	0	0	0	0	0	0	2
Tinker	0	0	0	4	4	1	1	1
Turner	0	0	0	3	2	1	1	2
Tyre Man	0	0	0	1	0	0	0	0
Upholsterer	0	0	0	226	196	2	2	0
Waiter	4	3	4	564	458	1 352	22 206	21 846
Waitress	0	0	0	0	0	1	33	17
Ward Boy	0	0	0	0	0	0	0	1
Washer	0	0	0	40	24	7	6	2
Watters	0	0	0	1	0	0	0	0
Weaving Tech	0	0	0	0	0	20	316	178
Web Designer/Developer	0	0	0	0	0	0	0	2
Welder Grade-A	0	0	0	35	7	8	87	109
Welder/Fabricator	3	2	2	200	129	61	55	423
Welding Forman	0	0	0	0	0	0	1	7
Welding Supervisor	0	0	0	1	0	0	0	0
Winders Operator (Male)	0	0	0	0	0	0	3	0
Wiring Electrician	0	0	0	303	249	45	0	4
Wood Deiggenir	0	0	0	0	0	67	345	210
Wood Painter	0	0	0	2	1	2	4	6
Wood Worker	0	0	0	161	97	17	94	118
Worker	325	536	399	2 733	6 733	10 076	42 681	61 496
Workshop Labour	0	0	0	0	1	2	39	16
Workshop Worker	0	0	0	0	0	4	7	6

Source : Compiled by the study team from BMET database.

Qatar:

Table 8: Flow of Bangladeshi migrant workers to Qatar by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
1st Commis(Kitchen)	0	0	0	0	0	3	12	60
1st Commis(Pastry)	0	0	0	0	0	0	0	3
3G/4G SMAW	0	0	0	0	0	0	0	1
A Casual Worker	0	0	0	0	0	0	0	3
A/C and Refrigerator Electrician	0	0	0	0	0	0	0	2
AC Engineer	0	0	0	0	0	0	0	1
Accountant	0	1	4	59	31	9	16	17
Administrative Officer	0	0	0	6	1	0	0	1
Administrator	0	0	0	1	2	0	0	0
Agriculture Labour	1	0	2	1	1	7	2	2
Air Conditioning Technician	1	30	0	2	0	0	0	4


Table 8: Flow of Bangladeshi migrant workers to Qatar by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Air Host	5	0	1	0	0	0	0	0
Architect	0	0	1	0	0	0	0	0
Assistant Cook	0	0	0	1	0	0	0	0
Assistant Electrician	0	0	0	0	0	0	0	4
Baby Sitter	0	0	0	0	1	1	2	0
Baker	0	0	0	50	6	7	0	4
Bar Bender	36	4	0	0	0	0	0	1
Barber	0	2	6	34	35	21	15	45
Batch Plant Operator	0	0	0	5	0	0	0	0
Black Smith	2	0	13	125	37	50	48	0
Block Man	0	0	0	12	0	0	2	0
Bobcats/JCb Operator	0	0	0	3	0	0	0	0
Bread Maker	0	0	1	0	0	0	0	0
Brick Worker	0	0	0	0	1	0	0	1
Building / Construction Helper	0	0	0	1	0	0	0	0
Building Labour	0	0	0	0	0	0	0	4
Building Painter	0	0	0	24	0	0	0	0
Bulldozer Operator	0	0	0	2	0	0	0	0
Business	0	0	0	0	0	0	0	5
Butcher	0	0	0	5	0	4	2	0
Camel men	0	0	1	6	1	0	0	0
Camp Boss	0	0	0	3	0	0	0	0
Captain	0	0	0	0	0	8	5	9
Car Cleaner	0	0	0	0	0	0	3	0
Car Painter	1	0	1	27	0	0	0	4
Carpenter	203	193	146	55	405	332	321	732
Carpenter (A Grade)	0	0	0	0	0	0	32	1
Carpet Fitter	0	0	0	0	0	0	0	1
Cashier	0	0	0	2	2	2	0	22
Caster	0	0	0	0	0	0	0	1
Ceramic Mason	0	0	0	0	0	0	0	1
Ceramic Technician	0	0	0	0	0	0	0	1
Chamber Man	0	0	0	0	0	0	1	0
Chef/Cook	0	0	0	3	0	0	0	0
Chemist	0	0	0	2	0	0	0	0
Civil Engineer	4	1	1	14	9	0	0	1
Civil F/M	0	0	0	8	0	0	0	0
Cleaner	0	0	0	0	0	96	16	42
Cleaning Labour	9	2	4	71	23	8	4	16
Cleaning Supervisor	0	0	0	0	0	0	0	1
Clerk	0	0	0	2	2	1	1	3
Coffee Maker	0	1	0	0	0	0	1	0
Common Labour	0	0	0	0	220	0	0	0
Construction Worker	0	0	27	0	0	0	0	68
Cont. Cook	0	0	0	0	0	1	0	0
Continental Cook	0	0	0	5	0	0	0	0
Control Room Engineer	0	0	0	2	0	0	0	0



Table 8: Flow of Bangladeshi migrant workers to Qatar by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Cook	71	75	30	121	169	223	276	424
Cook Helper	0	0	0	0	0	0	1	3
Crane Operator	3	8	2	3	0	0	0	0
Cutter	0	0	0	1	1	0	0	1
Decoration Furniture	0	0	0	0	0	0	0	1
Decoration Labour	0	0	1	1	0	2	0	2
Denter	1	0	0	0	1	0	0	1
Denting Technician	0	0	0	0	0	0	0	1
Designer	0	0	0	1	1	1	2	2
Digger	0	0	0	0	0	0	0	3
Director	0	0	2	7	2	1	5	3
Drafts Man	0	10	1	3	2	0	1	4
Driver	232	512	224	663	673	577	942	1 508
Duct Man	0	4	0	0	0	10	0	39
Electrical and Electronic Engineer	0	0	1	0	0	0	1	1
Electrical Drafts Man	0	0	0	0	0	0	0	1
Electrical Engineer	0	0	0	0	0	0	0	1
Electrical(Ext) Helper	0	0	0	0	0	0	21	1
Electrician	0	0	0	0	4	66	142	247
Electrician / Electrical Technician	49	0	0	0	0	0	0	0
ELV. Electric Technician	0	0	0	1	0	0	1	0
Embroidery Labour	0	0	0	10	2	1	0	8
Embroidery/Tailor	0	0	0	0	0	0	0	3
Engineer	0	19	25	46	65	20	21	21
Erectora	0	0	0	0	0	1	0	0
Excavator Operator	0	0	0	17	0	0	0	1
Executive Chief	0	0	0	13	5	3	0	1
Fabricator	0	13	16	0	1	0	3	0
Farmer	32	25	39	88	97	58	108	196
Field Engineer	0	0	0	0	0	0	0	1
Fish Cutter	0	0	0	0	0	0	1	0
Fisherman	0	2	1	0	0	1	0	0
Fitter	10	1	16	167	85	60	106	331
Fitter Grade-A	0	0	0	0	0	0	0	2
Fitter Grade-B	0	0	0	0	0	0	0	1
Fixer	1	1	0	1	4	0	0	0
Food Server	0	1	0	0	0	0	0	0
Foreman	11	19	24	189	187	62	40	120
Frier	0	0	0	0	0	0	1	0
Gardener	2	1	0	1	0	0	0	50
General Labour	0	0	0	100	0	0	0	1
Grader Operator	0	0	0	3	0	0	0	1
Grinder	0	0	0	0	0	0	0	1
Guard	1	3	4	8	11	5	4	24
Gypsum Carving	0	0	0	0	0	0	0	1
Hairdresser	0	0	0	0	0	0	1	1
Hand Pressers	0	0	0	0	0	0	1	0


Table 8: Flow of Bangladeshi migrant workers to Qatar by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Heavy Driver	12	18	51	17	0	0	0	1
Helper	72	0	0	0	0	0	0	0
Helper	0	170	115	127	52	1	5	11
Horse Rider	0	0	0	0	0	0	0	1
Horse Stable Man	0	0	0	0	0	0	1	0
House Boy	59	42	1	0	0	0	0	0
House Keeper	1	0	0	4	0	0	0	0
Installer	0	0	0	8	0	0	0	1
Instructor	0	5	0	0	0	0	0	1
Instrument Fitter	0	0	20	0	20	0	0	10
Insulator	0	6	0	0	0	0	0	0
Insulator	0	0	1	0	0	4	0	0
Jewelry Maker	0	0	1	1	1	1	0	2
Laboratory Assistant	0	0	0	0	0	6	22	35
Labour	723	5 112	12 823	18 681	6 744	6 401	3 006	4 727
Labour (Junior)	0	0	0	0	0	1	1	2
Lagger	0	0	0	0	0	0	0	2
Laundry Man	0	0	0	5	0	0	0	0
Layer Man	0	0	0	5	1	1	0	0
LD Driver	0	0	0	0	0	0	0	1
Loader	0	0	0	0	0	0	0	4
Loading Unloading Labour	4	0	0	0	0	0	0	0
Machine Labour	0	0	0	8	12	0	0	1
Machine Operator	0	2	4	4	9	2	1	6
Machinist	02	0	5	0	10	0	7	8
Maintenance Technician	0	0	0	0	0	0	0	1
Maker	0	0	5	195	25	25	84	130
Manager	0	0	0	8	5	1	5	6
Manicurist	0	0	0	0	0	0	0	4
Marble Technician	0	0	0	0	0	0	0	12
Markers	0	0	0	1	0	0	0	0
Marketing Executive/Marketing manager	0	0	0	0	1	0	0	0
Mason	222	464	334	574	423	477	336	1 125
Mason (Bricks)	0	0	0	0	0	4	1	32
Mason (Plaster/Block)	0	0	0	0	0	0	0	1
Mason (Breacks)	0	0	0	1	0	0	0	0
Mechanical Engineer	0	0	0	3	1	0	0	0
Mechanical Fitter	0	0	0	0	0	0	73	0
Mechanical Supervisor	0	0	0	4	0	0	0	0
Mechanical Technician(Amonia)	0	0	7	0	0	0	0	0
Mechanical Technician(Compressor)	0	0	2	0	0	0	0	0
Mechanical Technician(Maintenance)	0	0	0	12	0	0	0	0
Mechanical Technician(Material)	0	0	1	0	0	0	0	0
Mechanical Technician(Workshop)	0	0	0	3	0	0	0	0
Mechanics	4	3	15	143	75	11	5	33
Mechanist Grade-A	0	0	0	0	0	0	0	1
Messenger	0	0	0	2	1	1	0	2



Table 8: Flow of Bangladeshi migrant workers to Qatar by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Moulding Maker	0	0	0	0	0	0	0	1
Nurse	0	0	0	1	0	0	0	0
Occupational Safety Technician	0	0	0	0	0	7	0	0
Office Assistant	0	1	0	0	0	1	0	0
Office Boy	1	0	0	0	0	0	0	0
Office Boy	0	2	1	2	1	0	0	0
Officer	1	2	0	0	0	0	0	0
Operator	42	33	14	102	32	11	12	12
Packing Technician	0	0	0	0	1	0	1	1
Painter	27	38	61	427	412	123	114	291
Pastry Chief	0	0	0	2	0	0	0	0
Pharmacist	1	0	0	0	1	0	0	0
Piling Hand	0	0	0	0	0	0	0	1
Pipe Fitter	0	5	4	15	3	2	40	31
Pipe Welder	0	0	0	0	0	0	0	4
Planner	0	0	0	0	1	2	1	4
Plaster	0	0	0	0	0	26	4	54
Plasterer	1	0	0	0	0	0	0	0
Plastic Machine Operator	0	0	0	1	0	0	0	0
Plater	0	0	0	0	0	0	0	1
Plumber	42	66	61	106	52	101	50	273
Plumbing Drafts Man	0	0	0	0	0	0	1	0
Practitioners F	0	0	0	0	0	0	0	4
Practitioners M	0	0	0	0	0	0	0	3
Press Labour	0	0	0	3	0	0	1	0
Presser General	0	0	0	1	1	0	0	0
Pressing	0	0	0	0	0	0	1	3
Private Service	14	9	7	384	114	935	1 885	2 809
Process Technician	0	0	0	0	0	0	0	1
Procurement Engineer	0	0	0	0	0	0	0	1
Production Assistant	0	0	0	0	0	0	0	1
Production Worker	0	0	0	0	0	0	0	1
Professional Armed Carpenter	0	0	0	0	0	0	0	11
Professional Body Governing	0	0	0	7	4	0	1	34
Programmer	1	0	0	0	0	0	0	1
Project Manager	0	0	0	1	0	0	0	0
Purchase Assistant	0	0	0	5	0	0	0	1
Purchaser	0	0	1	5	1	0	0	2
QA/QC Engineer	0	0	0	2	0	2	53	1 460
QA/QC Inspector	0	0	0	2	0	0	0	8
Rainforcing	0	0	7	7	3	0	1	3
Receptionist	1	0	0	0	0	0	0	0
Representative	0	0	1	5	2	0	0	5
Rigger	1	4	1	30	0	0	0	6
RO Plant Technician	0	0	0	0	0	0	1	0
Rod Binder	6	13	1	6	5	0	0	0
Roller Operator	0	0	0	4	0	0	0	0


Table 8: Flow of Bangladeshi migrant workers to Qatar by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Room Boy	0	38	0	38	0	0	1	0
Safety Controller	0	0	0	0	0	0	1	0
Salad Cook	0	0	0	3	0	1	0	0
Sales Representative	0	0	0	2	0	0	0	0
Salesman	4	10	8	50	47	50	22	127
Scaffolder Grade-A	0	0	25	0	0	0	11	0
Scaffolder Grade-B	0	0	0	0	0	0	32	0
Scarf Folder	0	25	365	10	14	0	0	0
Scaffolder	0	150	0	0	0	0	0	0
Sea Guard	0	0	0	0	0	2	5	1
Seaman	0	2	4	10	31	37	34	39
Secretary	0	0	5	1	1	0	1	4
Servant	10	8	30	79	125	419	336	234
Sewer	0	0	0	0	0	0	0	2
Shepherd	10	7	16	53	107	77	128	179
Shift Charge Engineer	0	0	0	1	1	0	0	0
Shovel Operator	0	0	0	5	0	0	0	0
Shuttering Carpenter	0	0	37	123	0	0	78	0
Site Engineer	0	0	0	0	0	0	0	1
Smith / Black Smith	0	0	20	0	17	0	0	0
Sofa Maker	0	0	0	0	0	0	1	0
Staff	0	0	0	1	0	0	0	0
Staff Locker Attendant	0	10	0	10	0	0	0	0
Steel Fixer	103	220	88	196	4	0	41	18
Store Keeper	3	0	2	1	2	0	0	0
Superintendent	0	0	0	0	0	0	1	0
Supervisor	4	1	9	30	24	15	15	70
Supervisor(Instrument)	0	0	0	1	0	0	0	0
Supervisor(Operation)	0	0	0	12	0	0	0	0
Supervisor(Operation)	0	0	0	0	1	0	0	0
Surveyor	2	24	15	1	18	0	0	0
Tailor	6	13	32	91	67	69	59	200
Teacher	3	2	1	3	1	0	1	0
Technician	35	35	84	413	319	56	52	401
Technician Copper	0	0	0	3	0	1	0	1
Technician Helper	0	0	0	0	0	0	0	4
Thermal Treatments Technician	0	0	0	0	0	0	0	2
Tile Fixer (Wall)	0	0	0	0	0	1	17	25
Tiles Fixer	2	28	5	46	7	2	8	41
Tiles Murbel	0	0	0	0	0	0	0	1
Tiles Worker	0	0	0	0	0	0	0	10
Time Keeper	5	0	0	0	0	0	0	0
Tower Crane Operator	0	0	0	5	0	0	0	0
Translator	1	0	0	0	0	0	0	0
Turner	0	0	0	0	1	0	0	1
Typist	1	0	0	0	0	0	0	0
Upholsterer	0	0	0	4	5	1	2	3



Table 8: Flow of Bangladeshi migrant workers to Qatar by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Waiter	6	0	1	30	15	391	1 585	4 117
Waitress	0	0	0	0	0	0	1	1
Ward Boy	0	0	0	0	0	0	1	0
Washer	0	0	0	0	0	0	0	1
Weaving Tech	0	0	0	0	0	8	21	15
Welder Grade-A	0	0	1	4	1	8	65	9
Welder Grade-B	0	0	0	0	0	0	27	3
Welder/Fabricator	1	5	73	48	69	5	9	34
Wiring Electrician	0	0	0	9	1	0	0	0
Wood Deiggenir	0	0	0	0	0	10	24	50
Wood Worker	0	0	0	3	0	0	5	5
Worker	4	70	79	494	361	1 135	2 656	7 752
Workshop Worker	0	0	0	0	0	0	1	1

Source : Compiled by the study team from BMET database.

Singapore:

Table 9: Flow of Bangladeshi migrant workers to Singapore by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
1st Commis(Kitchen)	0	0	0	0	0	0	287	138
3G/4G SMAW	0	0	0	0	0	1	0	28
6G SMAW	0	0	0	5	0	0	0	33
A/C and Refrigerator Electrician	0	0	0	3 329	0	0	0	0
Accountant	0	0	0	2	3	0	0	0
Actor	0	0	0	0	26	0	0	0
Administrative Officer	0	0	0	3	3	0	0	0
Agriculture Labour	1	0	0	0	1	1	1	0
Air Conditioning Technician	1	5	0	0	0	0	0	0
Architect	0	0	0	11	5	0	1	0
Artist	0	0	0	0	0	3	121	0
Asphalt Cutting	0	0	0	0	0	0	2	1
Assistant Manager	0	0	0	0	0	0	0	1
Barber	0	0	0	1	0	0	0	0
Black Smith	0	0	0	0	1	0	0	0
Blaster	0	0	0	8	0	0	1	0
Building / Construction Helper	0	0	0	1	0	0	0	0
Building Painter	1	0	0	1	0	1	0	0
Casual Worker	0	0	0	0	0	0	1	2
Camel men	0	0	0	1	1	0	0	0
Captain	0	0	0	0	0	0	1	1
Carpenter	29	49	8	107	45	16	52	29


Table 9: Flow of Bangladeshi migrant workers to Singapore by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Cashier	0	0	0	1	0	0	0	0
Checker	0	10	0	0	5	6	0	8
Chef/Cook	3	0	0	5	0	0	0	0
Civil Engineer	0	0	0	16	0	0	0	0
Cleaner	0	0	0	0	0	10	17	22
Cleaning Labour	5	0	3	18	3	0	1	2
Clerk	0	1	0	3	0	0	0	0
Computer Operator	0	0	0	1	0	0	0	0
Computer Programmer/Software Developer	0	0	0	1	0	0	0	0
Conc Worker	0	0	0	0	0	0	1	561
Concrete Forman	0	0	0	0	3	0	0	1
Concrete Labour	0	0	0	1	0	0	1	0
Construction Manager	0	0	0	0	0	1	0	0
Construction Installer	0	0	0	0	0	4	1	0
Construction Technician	0	0	0	0	0	19	113	18
Construction Worker	2 077	1 897	889	11 205	9 973	6 272	5 471	2 797
Consultant	0	0	0	1	1	2	2	0
Cook	1	3	1	18	25	4	8	9
Coordinator	0	0	0	0	0	0	0	1
Crane Operator	5	0	0	0	0	0	0	7
Crew	20	22	7	4	0	0	0	0
Cutter	51	129	16	213	89	27	98	38
Cutting Master	0	0	0	1	0	3	36	12
Designer	0	0	0	1	0	0	0	0
Director	1	1	0	2	0	0	0	0
Doctor	1	0	0	1	0	0	0	0
Door Fixer	0	3	0	1	1	0	0	0
Door Maker	0	2	0	1	1	0	0	0
Driver	3	4	0	0	0	0	1	10
Electrical Foreman	0	0	7	0	0	0	0	0
Electrical(Ext) Helper	0	0	0	0	0	0	14	0
Electrician	0	0	0	0	16	130	125	78
Electrician / Electrical Technician	212	132	54	373	225	11	10	6
Electro Medical Technician	1	0	0	0	0	0	0	0
Electronic Mechanic	1	1	0	0	1	0	0	0
Electronic Technician	0	0	0	1	0	0	0	0
ELV. Electric Technician	0	0	0	0	0	1	4	2
Engineer	11	9	7	30	11	0	9	10
Equipment Technician	0	0	0	0	1	0	0	0



Table 9: Flow of Bangladeshi migrant workers to Singapore by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Erectora	0	0	0	6	1	0	0	0
Excarator Operator	0	0	0	0	0	0	0	1
Executive Chief	0	0	0	2	4	0	0	0
Fabricator	0	0	0	18	0	0	0	0
Factory Worker	0	1	0	2	0	0	0	0
Farmer	4	7	1	6	1	3	11	4
Finishing Man	1	0	0	0	0	0	0	0
Fireman	0	0	0	0	0	0	0	10
Fish Cutter	0	0	0	0	1	0	0	0
Fisherman	0	0	0	3	10	0	0	0
Fitter	124	230	124	253	96	57	143	63
Floor Man	1	0	0	0	0	0	0	0
Foreman	13	11	1	29	28	6	8	7
Gardener	1	4	3	26	3	4	7	5
General Labour	0	0	0	37	0	0	107	30
Glass Labour	4	1	0	0	0	0	0	0
Graphics And Animation	1	3	0	0	0	0	0	0
Gold Smith							3	0
Grinder	7	0	2	28	1	0	0	0
Grocer	0	0	0	0	0	0	0	2
Hand Pressers	0	0	0	0	0	0	4	0
Helper	0	0	0	1	3	1	6	2
High Voltage Electrician	0	0	0	0	0	0	0	3
House Keeper	0	0	0	1	0	0	0	0
House Worker	1	0	0	1	4	0	0	4
HSE Manager							5	0
Installer	0	0	1	21	10	2	3	1
Instructor	19	0	0	0	0	0	0	0
Insulator	2	3	1	3	0	0	0	0
Iron man	7	0	0	1	3	0	0	0
Janitor	0	0	0	0	0	0	1	0
Kitchen Worker	0	0	0	1	0	0	0	1
Lab. Technician	0	0	0	0	0	0	4	0
Laboratory Assistant	0	0	0	0	0	7	85	55
Labour	2 787	12 107	33 900	25 861	11 668	11 559	6 953	3 482
Labour (Junior)	0	0	1	0	0	1	4	9
Labour Controller	0	0	0	0	0	1	0	0
Landscaping Technician	0	0	0	10	0	0	0	2
Lathe Machine Operator	0	0	0	0	0	0	0	3


Table 9: Flow of Bangladeshi migrant workers to Singapore by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
LD Driver	0	0	0	0	0	0	1	0
Lift Supervisor	0	0	0	1	1	0	0	0
Loader	0	0	0	0	0	0	0	1
Machine Labour	0	0	0	0	0	0	1	0
Machine Operator	13	8	0	4	6	3	1	2
Machine Operator(Female)	0	0	0	0	1	0	0	0
Machine Technician	0	0	0	2	0	0	0	30
Machinist	0	9	6	5	0	0	6	18
Maintenance Electrician	0	0	0	1	0	0	0	1
Maintenance Engineer	0	0	0	0	2	0	0	0
Maintenance Technicians	0	0	0	0	1	0	0	0
Maker	0	1	0	3	0	0	4	0
Manager	0	0	0	0	0	1	0	1
Manager	0	5	1	10	15	0	5	0
Manicurist	0	0	0	0	0	2	0	0
Marine Engineer	31	0	0	1	0	0	0	0
Markers	0	0	0	0	0	0	2	0
Marketing Executive/ manager	0	0	0	1	0	0	0	0
Mason	0	0	0	15	1	3	43	12
Meat Frier	1	2	0	0	0	0	0	0
Mechanical Engineer	3	0	0	0	0	0	0	0
Mechanical Fitter	0	20	25	0	40	46	60	10
Mechanical Technician	0	0	0	0	0	0	0	8
Mechanics	13	60	19	51	20	13	24	10
Metal Board Fixer	0	0	0	3	10	0	0	0
Metal Door Fixer	2	2	0	0	0	0	0	0
Metal Melters Reheater	3	0	0	1	1	0	0	0
Metal Stamping	0	0	0	4	0	0	0	0
Nurse	1	0	0	0	0	0	0	0
Nursery Labour	0	0	0	0	0	0	0	2
Occupational Safety Technician	0	0	0	0	0	2	0	0
Officer	1	3	0	3	3	0	0	0
Operator	37	14	3	21	33	7	24	21
Operation Manager	0	0	0	0	0	0	1	0
Packing Technician	0	0	0	3	0	0	0	1
Painter	59	56	34	593	113	42	44	31
Piling Hand	0	0	0	0	0	1	0	1
Pipe Fabricators	0	0	0	0	0	0	0	1
Pipe Fitter	141	88	61	142	31	30	55	61



Table 9: Flow of Bangladeshi migrant workers to Singapore by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Pipe Welder	0	0	0	0	0	5	64	0
Pipe Worker	0	0	0	0	0	0	10	0
Planner	0	1	1	0	0	1	0	0
Planter	6	15	4	3	0	0	0	0
Plaster	0	0	0	0	0	2	5	8
Plasterer	7	17	4	9	8	1	0	1
Plater	0	0	0	5	4	7	1	0
Plumber	134	100	79	319	80	44	91	67
Practitioners F	0	0	0	0	0	0	1	1
Presser General	0	1	0	0	0	0	0	0
Pressing	0	0	0	0	0	0	0	1
Private Service	105	90	24	104	94	3548	8 423	8 606
Production Operator	0	0	0	0	0	0	15	0
Process Operator(Amonia)	0	0	0	0	1	0	0	3
Process Technician	0	0	0	1	0	0	0	4
Programmer	0	0	0	0	1	0	0	0
QA/QC Engineer	0	0	0	0	0	3	181	4 159
QA/QC Inspector	0	0	0	0	0	0	0	12
Quality Checker	0	0	0	0	0	0	0	2
Quality Controller	8	4	0	1	0	0	0	0
Rainforcing	7	1	0	0	0	0	0	0
Refrigeration Engineer	0	2	0	1	0	0	1	0
Repairer	0	1	0	0	0	0	0	0
Restaurant Labour	0	0	0	3	0	0	0	0
Rice Cook	0	0	0	0	0	0	0	2
Rider	0	0	0	0	0	0	0	2
Rigger	13	3	0	20	0	0	0	14
Road Construction	0	0	0	0	0	0	0	2
Rod Binder	0	0	0	0	0	1	0	0
Safety Controller	0	0	0	0	0	28	11	6
Salesman	0	0	0	1	3	1	1	3
Sales Representative	0	0	0	0	0	0	1	0
Scaffolder Grade-A	12	3	0	32	24	32	64	2
Scaffolder Grade-B	0	0	0	0	0	0	22	6
Scaffolding Labour	0	0	0	21	7	7	2	2
Scarf Folder	5	55	4	31	17	2	2	28
Scassolder	2	1	0	0	0	1	1	3
Screen Fitter	0	1	0	0	0	0	0	0
Sea Guard	0	0	0	0	0	0	1	0


Table 9: Flow of Bangladeshi migrant workers to Singapore by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Senior Seaman	0	0	0	1	0	0	0	0
Servant	1	1	0	1	7	359	204	18
Service Assistant	0	0	0	0	0	0	0	1
Shepherd	0	0	3	6	0	2	6	2
Ship Breaker	84	61	6	7	2	0	3	0
Ship Fitter	0	12	6	26	8	0	0	6
Shipping Labour	6	10	0	6	0	0	0	1
Site Engineer	0	0	0	0	0	0	0	1
Specialist Doctor	0	0	0	0	0	0	0	1
Staging Team Leader	0	0	0	0	0	0	1	0
Steel Fixer	74	57	4	52	50	12	62	93
Steel Marker	0	0	0	5	0	0	0	0
Steel Worker	0	0	0	0	0	33	96	5
Superintendent	0	0	0	0	1	1	0	0
Supervisor	44	27	6	99	48	18	28	14
Surveyor	0	0	0	0	0	0	0	1
Swarma Frier	0	0	0	0	0	0	0	1
Tailor	4	1	0	0	0	0	1	1
Tamer	0	0	0	0	0	1	0	0
Technician	20	9	5	12	10	8	5	7
Tiles Fixer	0	2	0	1	0	0	0	0
Tiles Worker	0	0	0	0	0	0	0	1
Tile Fixer(Wall)	0	0	0	0	0	0	1	0
Tower Crane Operator	0	0	0	0	6	0	0	0
Trades Foreman	0	0	0	0	1	0	0	0
Trainer	0	0	0	3	0	0	0	0
Typist	0	0	0	0	0	0	0	1
Tyre Man	0	0	0	0	0	0	0	3
Upholsterer	0	0	0	1		0	0	0
Waiter	28	14	1	6	35	862	8 071	7 162
Waitress	0	0	0	0	0	2	16	5
Washer	0	0	1	0	1	0	0	0
Weaving Tech	0	0	0	0	0	16	125	79
Web Designer/Developer	0	0	0	0	0	0	0	1
Welder Grade-A	166	79	171	2 779	25	56	507	67
Welder Grade-B	12	0	0	0	6	0	26	8
Welder/Fabricator	1 326	1 873	727	1 815	623	311	268	365
Welding Forman	0	0	0	0	1	2	10	6
Winders Operator (Male)	0	0	0	0	0	1	1	0



Table 9: Flow of Bangladeshi migrant workers to Singapore by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Wiring Electrician	0	0	1	8	3	1	1	2
Wood Deiggenir	0	0	0	0	0	57	149	90
Wood Painter	0	0	0	0	0	1	2	6
Wood Worker	0	0	0	0	0	23	55	69
Worker	1 823	2 733	1 997	8 600	15 771	15 294	16 119	30 302
Workshop Labour	0	0	0	0	0	6	18	18

Source : Compiled by the study team from BMET database.

Saudi Arabia:

Table 10: Flow of Bangladeshi migrant workers to Saudi Arabia by occupation from 2005 to 2012

Occupation	Year							
	2005	2006	2007	2008	2009	2010	2011	2012
Agricultural Labour	5 049	5 188	2 746	1 266	0	0	0	0
Carpenter	1 463	2 430	2 333	1 069	110	0	0	0
Civil Engineer	0	0	0	0	0	12	0	0
Cleaner	0	0	0	0	0	770	1 362	2 226
Cleaning Labour	15 186	20 826	24 348	9 453	2 005	2 163	6 090	13 182
Construction Worker	2 106	3 316	5 285	3 913	263	0	0	85
Driver	5 649	5 465	3 822	0	163	0	49	0
Electrician / Electrical Technician	1 669	1 997	1 664	865	0	0	0	0
Engineer	0	0	0	0	267	166	0	0
Farmer	2 214	1 816	0	0	0	0	0	0
Foreman	0	0	0	0	0	0	0	77
Hospital Cleaning Labour	0	0	2 031	0	0	0	0	0
Janitor	0	0	0	0	192	41	302	323
Labour	16 708	33 804	125 650	93 804	9 461	3 546	6 895	4 085
Loading Unloading Labour	2 786	1 665	2 038	1 497	158	0	29	0
Maintenance Engineer	0	0	0	0	0	8	0	0
Mason	0	1 950	2 571	1 290	0	0	0	0
Plasterer	0	0	0	0	105	17	0	0
Private Service	0	0	0	0	0	0	59	0
Steel Fixer	0	1 739	0	690	0	0	0	0
Supervisor	0	0	0	0	0	0	0	70
Tailor	0	1 306	0	0	0	0	0	0
Technician	0	0	0	0	101	0	0	0
Waiter	0	0	0	0	0	88	0	81
Window Cleaning Labour	1402	0	1 595	776	0	45	0	184
Worker	0	0	0	0	0	66	40	0
Cleaning Labour (Women)	0	0	1 390	904	122	24	0	370
Janitor (Women)	0	0	0	0	0	0	0	86
Labour (Women)	4 676	5 270	4 820	2 763	149	0	50	0

Source : Compiled by the study team from BMET database.

Skilling the workforce

Labour migration and skills recognition and certification in Bangladesh

Bangladesh is one of the largest human resource-rich countries meeting the demands of labour in the international market. It is estimated that between 1976 and 2012 approximately 8,307,749 workers left their home country to work in over 157 countries worldwide. Bangladeshi workers employed overseas contribute an equivalent of 13 per cent of GDP through their remittances. Given such significance of overseas employment, issues of technical and vocational skills and life-skills of the workers are gradually gaining strength in the country. This report provides an overview of the institutional arrangement in respect of technical and vocational skills in Bangladesh as well as brings out the variety of factors recognized to influence preparation of the workers for overseas employment.



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DECENT WORK

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