

Poverty alleviation through Skill Development Training

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Poverty is pronounced deprivation in well-being and comprises many dimensions including low incomes and the inability to acquire the basic goods and services necessary for survival. Poverty alleviation implies the reduction or eradication of poverty level in any society, skill training in TVE leads to acquisition of competencies to generate wealth through applicable education which empowers the products of the education system with skills and competencies to become self-employed. Acquisition of employable and entrepreneurial skills is one of the major objectives of a credible vocational training system. Lack of skills and experience and Mismatch between supply and demand for labour may be adjusted by the Entrepreneurial skills on how to find business ideas to encourage young people to start their own business.

TVET has been used as an effective mechanism of facilitating poverty alleviation in many countries of the third world nations. TVET is the key solution to poverty eradication, job creation and economic expansion. The conventional academic education seems to have failed to meet the needs of enormously increased population. Over 70% of the profitably employed persons require manual skills and technical knowledge. Bangladesh could not make considerable progress in the development of skilled manpower before 2010. Due to rapidly growing demand for various categories of manpower, national development is constrained by marked inadequacy of skilled personnel.

Skills acquisition is an active means of facilitating economic development in developing countries. Numerous programmes have been introduced in the past with the aim at providing skills, food adequacy and youth empowerment. The objective of TVET should be set to emphasize the roles the government and corporate bodies should play in reducing poverty by empowering youth with entrepreneurial skills and knowledge in Technical and Vocational Education, there by becoming creative and hence, contribute for the social and economic development of the nation.

TVET helps in choosing a profitable occupation successfully and it provides the skills, knowledge and attitudes necessary for effective employment in specific occupations. It provides technical knowledge and vocational skills necessary for agriculture, industrial and economic development. The policy further expected that these schools and colleges will provide trainings leading to the production of skilled manpower. It promotes equity by bridging the gap between urban to rural biased in educations and serve the needs of relatively poor people and is considered helpful in skilled- culture and attitude towards manual work.

The origins of this poverty discourse lie in the reactions to the structural adjustment policies and for there to be safety-nets for the poor. In the world's most successful cases of poverty reduction, skills development was just one of a series of instruments for increasing productive capacity, economic growth and employability.

The term 'skills for the knowledge economy' demonstrate a direct impact on the incomes of poor families by their children's participation in vocational, technical, industrial or agricultural programmes as the skill development program is occupationally specific. Skills development enables individuals in all areas of the economy to become fully and productively engaged in livelihoods and to have the opportunity to adapt these capacities to meet the changing demands and opportunities of the economy and labour market. TVET is combined with micro-finance or business development support. Way of exploring the links between skills training and poverty reduction is to examine the data on the educational level of those who have received training.

The provision of skills training for the poor and very poor requires a different pedagogy and approach. Reaching the very poor is much more costly than reaching other levels. Understand the way that vocational training and skills development are portrayed and argued for in the PRSPs, and especially whether they are linked to the goal of poverty reduction. Expansion of basic education and vocational training will benefit poor in relation to rural development.

The macroeconomic and political orientation of the state towards global competitiveness, growth and poverty reduction is likely to be inescapably connected to whether there is a pro-poor training policy. Government is committed to poverty reduction this and dimension may be coordinated to the donors and NGOs. The cost of education to the people has put additional economic burden on the already poverty-stricken parents. The overall objective of the TVET policy is to provide the economy with qualified and competitive workers and to train citizens able to participate in sustainable growth and poverty reduction by ensuring training opportunities to all social groups without discrimination. Poverty could be reduced when TVET are well funded which will invariably develop the nation.